

# Rubrics for AP Histories

## + Historical Thinking Skills

Effective Fall 2015



## **AP History Document-Based Question and Long Essay Rubrics**

The rubrics for the AP Histories' Document-Based Question and Long Essay have been modified for 2016\*, using feedback received from AP teachers and Readers before, during and after the 2015 AP Exam administration and AP Reading. The Development Committees and Chief Readers for all three history courses have collaborated on these revisions. The intent of the revisions was to improve the rubrics' capacities both as scoring instruments and as teaching tools.

Because these rubrics have not yet been applied to responses generated by students in an exam setting, they may need to undergo further fine tuning at the 2016 Readings for both U.S. and European History. This fine tuning is standard practice when developing new rubrics, but such changes – if any – will be made for clarification purposes only. No additional substantive changes will be made to these rubrics.

\*2017 for World History

## AP History Document-Based Question Rubric with Scoring Notes

MAY 2016: Implementation for AP U.S. History and AP European History

MAY 2017: Implementation for AP World History

<b>A. THESIS AND ARGUMENT DEVELOPMENT</b>  2 Points	<b>TARGETED SKILL:</b> Argumentation (E1, E4, and C1)*
	<b>1 Point</b> Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.  <i>Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i>
	<b>1 Point</b> Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

<b>B. DOCUMENT ANALYSIS</b>  2 Points	<b>TARGETED SKILL:</b> Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)
	<b>1 Point</b> Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.
	<b>1 Point</b> Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

<b>C. USING EVIDENCE BEYOND THE DOCUMENTS</b>  2 Points	<b>TARGETED SKILL:</b> Contextualization and Argumentation (C3 and E3)
	<b>CONTEXTUALIZATION: 1 point</b> Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.  <b>Scoring Note:</b> <i>Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i>
	<b>EVIDENCE BEYOND THE DOCUMENTS: 1 point</b> Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.  <b>Scoring Notes:</b> <ul style="list-style-type: none"><li>▶ <i>This example must be different from the evidence used to earn other points on this rubric.</i></li><li>▶ <i>This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i></li></ul>

<p><b>D. SYNTHESIS</b></p> <p><b>1 Point</b></p>	<p><b>TARGETED SKILL: Synthesis (C4, C5, or C6)</b></p> <hr/> <p><b>1 Point</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> <li>a) A development in a different historical period, situation, era or geographical area.</li> <li>b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> <li>c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only).</li> </ul> <p>.....</p> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i></p>
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**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

\* Please see the *Historical Thinking Skill Proficiency Expectations* on page 11 for explanation and further description.

## AP History Long Essay Question Rubric with Scoring Notes

**MAY 2016: Implementation for AP U.S. History and AP European History**

**MAY 2017: Implementation for AP World History**

<p><b>A. THESIS</b></p> <p><b>1 Point</b></p>	<p><b>TARGETED SKILL: Argumentation (E1)*</b></p>
	<p><b>1 Point</b></p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p>

<p><b>B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL</b></p> <p><b>2 Points</b></p>	<p><b>TARGETED SKILL: Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6)</b></p>
	<p><b>Develops and supports an argument that:</b></p> <p><b>COMPARISON:</b></p> <p><b>1 Point</b></p> <p>Describes similarities AND differences among historical individuals, events, developments, or processes.</p> <p><b>1 Point:</b></p> <p>Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.</p> <p>.....<b>OR, DEPENDING ON THE PROMPT</b>.....</p> <p>Evaluates the relative significance of historical individuals, events, developments, or processes.</p>
	<p><b>CAUSATION:</b></p> <p><b>1 Point</b></p> <p>Describes causes AND/OR effects of a historical event, development, or process.</p> <p><b>1 Point</b></p> <p>Explains the reasons for the causes AND/OR effects of a historical event, development, or process.</p> <p>.....</p> <p><b>Scoring Note:</b> <i>If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p>

<p><b>B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL</b></p> <p>2 Points (continued)</p>	<p><b>CCOT:</b></p> <p><b>1 Point</b> Describes historical continuity AND change over time.</p> <p><b>1 Point</b> Explains the reasons for historical continuity AND change over time.</p> <hr/> <p><b>PERIODIZATION:</b></p> <p><b>1 Point</b> Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.</p> <p><b>1 Point</b> Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.</p> <p>.....</p> <p><b>Scoring Note:</b> <i>For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p>
<p><b>C. ARGUMENT DEVELOPMENT: USING EVIDENCE</b></p> <p>2 Points</p>	<p><b>TARGETED SKILL: Argumentation (E2 and E3)</b></p> <hr/> <p><b>1 Point</b> Addresses the topic of the question with specific examples of relevant evidence.</p> <p><b>1 Point:</b> Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p> <p>.....</p> <p><b>Scoring Note:</b> <i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>

<p><b>D. SYNTHESIS</b></p>	<p><b>TARGETED SKILL: Synthesis (C4, C5, or C6)</b></p>
<p><b>1 Point</b></p>	<p><b>1 Point</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> <li>a) A development in a different historical period, situation, era, or geographical area.</li> <li>b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> <li>c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only).</li> </ul> <hr/> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</i></p>

**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

\* Please see the *Historical Thinking Skill Proficiency Expectations* on page 11 for explanation and further description.



## AP U.S. History Score Standards: 2016 and 2017

The standards for earning each AP score of 5, 4, 3, and 2 were established through a rigorous Standard Setting process following the 2015 inaugural administration of the redesigned exam. The Standard Setting Panel's recommended cut scores would have resulted in distributions of 5s, 4s, and 3s that would have unfairly penalized students in this transition year. Accordingly, the cut scores were set such that the distributions more reasonably reflected achievement rates of previous years. The standards set in 2015 will be carried forward for 2016, but for the May 2017 exam, students will need to meet point requirements similar to those identified by the Standard Setting Panel in the fourth column of Tables 1 and 2 below. These standards align well with the recommendations of AP U.S. History teachers who responded to the June 2015 survey eliciting their input.

**TABLE 1: AP U.S. History points required to earn a 5, effective in May 2017**

	<b>Raw points possible</b>	<b>AP U.S. History Teacher Survey: unweighted points to earn a 5</b>	<b>Standard Setting Panel: unweighted points to earn a 5</b>
Multiple-Choice	49		39
Short Answer 1	3	2.7	2.5
Short Answer 2	3	2.3	2.5
Short Answer 3	3	2.6	2.5
DBQ	7	5.3	5.0
Long Essay	6	4.7	4.5

**TABLE 2: AP U.S. History points required to earn a 3, effective in May 2017**

	<b>Raw points possible</b>	<b>AP U.S. History Teacher Survey: unweighted points to earn a 3</b>	<b>Standard Setting Panel: unweighted points to earn a 3</b>
Multiple-Choice	49		29
Short Answer 1	3	1.5	1.5
Short Answer 2	3	1.2	1.5
Short Answer 3	3	1.5	1.5
DBQ	7	3.2	3.0
Long Essay	6	2.9	3.0

## I. Historical Thinking Skills

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*The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.*

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This section presents the historical thinking skills that students should develop in all AP history courses. The nine historical thinking skills are grouped into four categories: Analyzing Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. The first table describes how each skill demonstrates historical thinking from the perspective of a history practitioner. The second table lists the proficiency expectations for each of the nine historical thinking skills. **Every AP Exam question will assess one or more of the skill-based proficiency expectations as well as one or more of the thematic learning objectives.**

## Historical Thinking Skill Categories

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting an Argument
Primary Sources	Secondary Sources			

### Historical Thinking Skill Descriptions

#### Analyzing Evidence: Content and Sourcing

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.

A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

#### Interpretation

Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.

#### Comparison

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.

It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

#### Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.

#### Synthesis

Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.

#### Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

#### Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

#### Periodization

Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

#### Argumentation

Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

#### Argumentation: Using Evidence to Support an Argument

Historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

## Historical Thinking Skill Proficiency Expectations

Analyzing Historical Evidence and Sources		Making Historical Connections	Chronological Reasoning	Historical Argumentation
Primary Sources	Secondary Sources			

### Proficient students should be able to.....

#### Analyzing Evidence: Content and Sourcing

**A1**—Explain the relevance of the author’s point of view, author’s purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

**A2**—Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

#### Interpretation

**B1**—Analyze a historian’s argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument’s effectiveness.

**B2**—Analyze diverse historical interpretations.

#### Comparison

**C1**—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

**C2**—Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.

#### Contextualization

**C3**—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

#### Synthesis

**C4**—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

**C5**—Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

**C6**—Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. *(Note: For World and European Histories only).*

#### Causation

**D1**—Explain long and /or short-term causes and/or effects of an historical event, development, or process.

**D2**—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

#### Patterns of Continuity and Change Over Time

**D3**—Identify patterns of continuity and change over time and explain the significance of such patterns.

**D4**—Explain how patterns of continuity and change over time relate to larger historical processes or themes.

#### Periodization

**D5**—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods

**D6**—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

**D7**—Analyze different and/or competing models of periodization.

#### Argumentation: Creating an Argument

**E1**—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

#### Argumentation: Using Evidence to Support an Argument

**E2**—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (*e.g., comparison, causation, patterns of continuity and change over time, or periodization*).

**E3**—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

**E4**—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.