

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam 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, skills, and practices described below

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Scoring Guidelines for Document-Based Question

7 points

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Do not focus on the topic of the prompt "American imperialism contributed to calls for isolationist policies after World War I." Provide a historically defensible claim, but do not establish a line of reasoning "The United States gained a lot of territory during this period." Provide a restatement of the prompt "Different causes and events had a major importance in expanding the role of the US in the world."	Responses that earn this point: - Provide a historically defensible thesis or claim about the causes of the expanding role of the United States in the world in the period from 1865 to 1910. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning with analytic categories "In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture." "The country was doing this for a few reasons, such as expanding its territory (manifest destiny or imperialism), preserving its national interests such as trading with China, and helping other nations." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "This change in foreign policy was caused by the need for new markets to expand the US economy and by imperialist sentiment. However, the most important cause of this change in the US's role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive." "While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the US ideal of manifest destiny." Establish a line of reasoning "From 1865 to 1910 the United States expanded its role in the world because of the belief in manifest destiny." (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The Civil War brought little meaningful change to the South as sharecropping replaced slavery."</i> Provide a passing phrase or reference <i>"Industrialism happened"</i> Responses that earn this point: - Accurately describe a context relevant to the causes of the expanding role of the United States in the world in the period from 1865 to 1910. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The impact of the Civil War on the United States' role in the world - International competition to establish colonies and maintain empires from 1865 to 1910 - Increasing United States industrialization and desire to develop new markets for goods - The closing of the frontier in 1890 - Increasing international immigration - US trade with Asia Examples of acceptable contextualization: <i>"In the time period after the Civil War, Europe was growing its colonial empires in Africa and Asia, and the fight for influence and money ensued between the most powerful nations. The United States sought to keep up with Europe and expand its sphere of influence."</i> <i>"After the California Gold Rush, US trade and contact with Asia increased."</i> (Minimally acceptable contextualization) Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria			
Row C Evidence (0–3 points)	Evidence from the Documents			
0 points	Does not meet the criteria for one point.	1 point	2 points	

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Reporting Category	Scoring Criteria		
Row C (continued)	Evidence beyond the Documents:		
0 points Does not meet the criteria for one point.		1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.	
	Decision Rules and Scoring Notes		
Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.		Responses that earn 1 point: • Must use at least one specific piece of historical evidence relevant to an argument about the expanding role of the United States in the world in the period from 1865 to 1910.	
		Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • The Spanish-American War • The Filipino-American War • Manifest Destiny • The Annexation of Hawaii • Social Darwinism • William Seward • Mexican Revolution • Missionary Work • Panama Canal • Theodore Roosevelt/Big Stick Diplomacy • Roosevelt Corollary to the Monroe Doctrine • Dollar Diplomacy • Chinese Exclusion Act • Anti-Imperialist League; Peace Movement • Insular Cases • Yellow Journalism	

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Reporting Category	Scoring Criteria	
Row C (continued)		Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>"Newspapers had risen in popularity among the public, a majority of whom could read, and many companies competed to attract the public's attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cubans, which motivated Americans to support a military intervention."</i> (Uses a piece of evidence beyond the documents to make a connection to an argument about the prompt)
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D	Sourcing	
Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument "In document 1, the audience is the United States government." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The purpose of this document was to tell America why Russia was ceding its territory and giving permission."	Decision Rules and Scoring Notes Responses that earn this point: - Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author's point of view: (Document 4): <i>"The point of view of the artist is actually critical of America's policy of imperialism, seeing it as a sign of America's ego in its superiority and greed."</i> (Connects the point of view of the document relevant to an argument about the ideological and economic causes of American imperialism) Example of acceptable explanation of the relevance of the author's purpose (Document 6): <i>"Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War: it was fought to liberate Cuba, but it ended with the oppression of the Philippines."</i> (Connects the purpose of this document of the document relevant to an argument about the ideological causes of the Spanish-American War) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 4): <i>"The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of."</i> (Connects the historical situation of the document relevant to an argument about the increased possibilities for the United States to exert international influence during the period) Example of acceptable explanation of the relevance of the audience: (Document 5): <i>"As a presidential address to Congress, document 7 likely offers a picture of what Theodore Roosevelt believed to be the most convincing reasons for the United States to grow its standing in the world."</i> (Connects the audience of the document relevant to an argument that addresses the political justifications for increasing United States participation in the world)

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Reporting Category	Scoring Criteria	
Row D (continued)	0 points Does not meet the criteria for one point.	Complexity
		1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
		Decision Rules and Scoring Notes
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded (<i>Explains nuance</i>) - Explaining both similarities and differences in the United States role in different parts of the world (<i>Explains similarities and differences</i>) - Connecting to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries (<i>Explains relevant and insightful connections</i>) - Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors (<i>Explains relevant and insightful connections</i>) - Explaining how the interplay between markets, technology and politics led to increased American attempts to increase trade in Asia and build the Panama Canal to transport goods (<i>Explains multiple causes or effects</i>) - Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time (<i>Qualifies or modifies an argument by considering diverse or alternative views or evidence</i>)

Reporting Category	Scoring Criteria
	Additional Notes: • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. • To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.