**TIPS FOR WRITING THE DBQ**

**1.**Students should use the introductory paragraph to define terms, provide historical background, define the time period, and state points of validation. **In most cases, students should not write an introduction too long; introductory information should be kept to a minimum.**

**2.**Students should refer to documents within the text of their essay (e.g., “According to the Census Report of 1890...” or “As evident in John Kennedy’s Address to Congress in 1961...”). Students might also refer to documents in parentheses referencing the number of the document (e.g., Doc 1(A)).

**3.**Simply restating what a document is about is not enough. Students should make sure they analyze documents. (“Analysis” of a document is evident when a student explains the significance of the document, makes an inference from the document, or presents a counterargument to the main idea of the document.)

**4.**Students should avoid creating a “laundry-list” explanation of each document.

**5.**Students should avoid quoting long passages from documents.

**6.**Outside information earns an extra point on the AP U.S. History DBQ. Students can use specific names, terms, and events (i.e., proper nouns) as outside information. Making an inference from a document can also count as outside information.

**SCORING NOTES FOR LONG ESSAYS AND DBQ’s**

**On Accuracy**

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the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.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