

## AP History LEQ Rubric (6 points)

Name: \_\_\_\_\_

Score Earned	Scoring Criteria	Decision Rules (See Circled/Highlighted)						
____/1 <input type="checkbox"/> Did not specifically address the prompt. <input type="checkbox"/> Insufficiently analytical <input type="checkbox"/> No attempted thesis.	<b>A. Thesis/Claim 1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a specific claim that <b>responds to the prompt</b> rather than restating or rephrasing the prompt. The thesis must consist of one or more contiguous sentences located either in the introduction or the conclusion, &amp; must be <b>clear &amp; analytical</b>.</i>						
____/1 <input type="checkbox"/> Insufficient information <input type="checkbox"/> Irrelevant/not historically significant	<b>B. Contextualization 1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>						
____/2 <input type="checkbox"/> Identifies relevant specific historical examples/evidence that addresses the prompt. <input type="checkbox"/> Uses specific historical evidence to support an argument in response to the prompt—supports the thesis. <input type="checkbox"/> Insufficient or irrelevant specific historical evidence <input type="checkbox"/> Evidence fails to support the argument/thesis.	<b>C. Evidence 0-2 Pts.</b> <table border="0"> <tr> <td><b>1 pt.</b></td> <td><b>OR</b></td> <td><b>2 pts.</b></td> </tr> <tr> <td>Provides specific examples of evidence relevant to the topic of the prompt.</td> <td></td> <td>Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</td> </tr> </table>	<b>1 pt.</b>	<b>OR</b>	<b>2 pts.</b>	Provides specific examples of evidence relevant to the topic of the prompt.		Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>  <i>To earn <b>two</b> points the response must use specific historical evidence to support an argument in response to the prompt.</i>
<b>1 pt.</b>	<b>OR</b>	<b>2 pts.</b>						
Provides specific examples of evidence relevant to the topic of the prompt.		Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.						
____/2 <input type="checkbox"/> Demonstrates historical reasoning and shows mastery of the HTS (comparison, causation, CCOT) to frame or structure an argument. <input type="checkbox"/> Demonstrates a complex understanding of the historical question. (see circled points) <input type="checkbox"/> Essay explanation simplistic, does not show nuance or depth of historical understanding. <input type="checkbox"/> Unbalanced, did not address both elements of the historical thinking skill {HTS} <input type="checkbox"/> Attempts to make historical connections were insufficient.	<b>D. Analysis and Reasoning 0-2</b> <table border="0"> <tr> <td><b>1 pt.</b></td> <td><b>OR</b></td> <td><b>2 pts.</b></td> </tr> <tr> <td>Uses historical comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.</td> <td></td> <td>Demonstrates understanding of the development that is the of the prompt, using evidence to corroborate, qualify, or modify an argument addresses the question</td> </tr> </table>	<b>1 pt.</b>	<b>OR</b>	<b>2 pts.</b>	Uses historical comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.		Demonstrates understanding of the development that is the of the prompt, using evidence to corroborate, qualify, or modify an argument addresses the question	<i><b>Point 1:</b> the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i>  <i><b>Point 2:</b> the response must demonstrate a complex understanding: For example:</i> <ul style="list-style-type: none"> <li>• Explains nuance by analyzing multiple variables</li> <li>• Explains both similarity &amp; difference, or explaining both continuity &amp; change, or explaining multiple causes, or explaining both causes &amp; effects</li> <li>• Explains relevant and insightful connections within and across periods</li> <li>• Confirms the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifies OR modifies an argument by considering diverse or alternative views or evidence</li> </ul> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>
<b>1 pt.</b>	<b>OR</b>	<b>2 pts.</b>						
Uses historical comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.		Demonstrates understanding of the development that is the of the prompt, using evidence to corroborate, qualify, or modify an argument addresses the question						
Score:	Grade:	Comments:						
6=100, 5=90, 4=85 3=80 2=75 1=70 0= 60 (if attempted) Range determined by teacher: Scale subject to change								