# AP History LEQ Rubric (6 points) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Score Earned** | | **Scoring Criteria** | | | **Decision Rules (See Circled/Highlighted)** |
| **\_\_\_\_/1**  🞎 Did not specifically address the prompt.  🞎 Insufficiently analytical  🞎 No attempted thesis. | | 1. **Thesis/Claim 1 pt.**   Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. | | | *To earn this point, the thesis must make a specific claim that* ***responds to the prompt*** *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, & must be* ***clear*** *&* ***analytical****.* |
| **\_\_\_\_/1**  🞎 Insufficient information  🞎 Irrelevant/not historically significant | | 1. **Contextualization 1 pt.**   Describes a broader historical context relevant to the prompt. | | | *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.* |
| **\_\_\_\_/2**  🞎 Identifies relevant specific historical examples/evidence that addresses the prompt.  🞎 Uses specific historical evidence to support an argument in response to the prompt—supports the thesis.  🞎 Insufficient or irrelevant specific historical evidence  🞎 Evidence fails to support the argument/thesis. | | **C. Evidence** | **0-2 Pts.** | | *To earn* ***one*** *point, the response must identify*  *specific historical examples of evidence relevant*  *to the topic of the prompt.*  *To earn* ***two*** *points the response must use*  *specific historical evidence to support an*  *argument in response to the prompt.* |
| **1 pt.** | **OR** | **2 pts.**  Supports an  **argument** in  response to  the prompt  using specific  and relevant  examples of  evidence. |
| Provides specific  examples of  evidence relevant  to the topic of the  prompt. |  |
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| **\_\_\_\_/2**  🞎 Demonstrates historical reasoning and shows mastery of the HTS (comparison, causation, CCOT) to frame or structure an argument.  🞎 Demonstrates a complex understanding of the historical question. (see circled points)  🞎 Essay explanation simplistic, does not show nuance or depth of historical understanding.  🞎 Unbalanced, did not address both elements of the historical thinking skill {HTS}  🞎 Attempts to make historical connections were insufficient. | | **D. Analysis and Reasoning 0-2 pts.** | | | ***Point 1:*** *the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.*  ***Point 2****: the response must demonstrate a complex understanding: For example:*   * *Explains nuance by analyzing multiple variables* * *Explains both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both causes & effects* * *Explains relevant and insightful connections within and across periods* * *Confirms the validity of an argument by corroborating multiple perspectives across themes* * *Qualifies OR modifies an argument by considering diverse or alternative views or evidence*   *This understanding must be part of the argument, not merely a phrase or reference.* |
| **1 pt.** | **OR** | **2 pts.** |
| Uses historical reasoning (e.g. |  | Demonstrates a complex |
| comparison, |  | understanding |
| causation, |  | of the historical |
| CCOT) to frame |  | development |
| or structure an |  | that is the focus |
| argument that |  | of the prompt, |
| addresses the |  | using evidence |
| prompt. |  | to corroborate, |
|  |  | qualify, or modify |
|  |  | an argument that |
|  |  | addresses the question |
| Score: | Grade: | | Comments: | | |
| 6= 50 5= 45 (90%) 4=42 (84%) 3=37 (74%) 2=33 (66%) 1= 30 (60%) 0= 25(50%) (if attempted) Range set by teacher: scale subject to | | |