

# APUSH LEQ RUBRIC

## Causation

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

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

Presents a thesis that makes a historically defensible claim and responds to all parts of the question.

1	
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### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

Addresses the topic of the question with specific examples of relevant evidence (responses must include a broad range of evidence).

Evidence Used (Essay may contain errors that do not detract from overall quality)

2	
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Another point is earned if the argument is

**THESIS-DRIVEN** (evidence effectively supports argument)

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

3	
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### HISTORICAL THINKING SKILL (TWO POINTS)

**DESCRIBES** causes AND/OR effects of a historical event, development, or process.

4	
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Another point is earned if, in addition, the student

**EXPLAINS** the reasons for the causes AND/OR effects of a historical event, development, or process.

(If the prompt requires discussion of both causes and effects, response must address both causes and effect in order to earn both points.)

5	
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### SYNTHESIS (ONE POINT for any of the following)

Extends the argument by **EXPLAINING** the connection between the argument and ONE of the following (must be more than a passing mention):

A development in a different historical period, situation, era, or geographical area

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).

6	
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**TOTAL POINTS:**

/6
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# APUSH LEQ RUBRIC

## Periodization

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

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

Presents a thesis that makes a historically defensible claim and responds to all parts of the question.

1	
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### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

Addresses the topic of the question with specific examples of relevant evidence (responses must include a broad range of evidence).

Evidence Used (Essay may contain errors that do not detract from overall quality)

2	
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Another point is earned if the argument is

**THESIS-DRIVEN** (evidence effectively supports argument)

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

3	
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### HISTORICAL THINKING SKILL (TWO POINTS)

**DESCRIBES** the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded AND/OR followed.

Another point is earned if, in addition, the student

**EXPLAINS** the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded AND/OR followed.

For both points, there are times when the student will be required to discuss developments that preceded AND followed the turning point.  
Best bet is to make this a habit.

4	
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5	
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### SYNTHESIS (ONE POINT for any of the following)

Extends the argument by EXPLAINING the connection between the argument and ONE of the following (must be more than a passing mention):

A development in a different historical period, situation, era, or geographical area

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).

6	
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**TOTAL POINTS:**

**/6**

# APUSH LEQ RUBRIC

## Continuity & Change Over Time

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

LEQ: \_\_\_\_\_

**THESIS** (ONE POINT)

Presents a thesis that makes a historically defensible claim and responds to all parts of the question.

1
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**EVIDENCE & SUPPORT FOR ARGUMENT** (TWO POINTS)

Addresses the topic of the question with specific examples of relevant evidence (responses must include a broad range of evidence).

Evidence Used (Essay may contain errors that do not detract from overall quality)

2
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Another point is earned if the argument is

**THESIS-DRIVEN** (evidence effectively supports argument)

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

3
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**HISTORICAL THINKING SKILL** (TWO POINTS)

**DESCRIBES** historical continuity AND change over time

4
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Another point is earned if, in addition, the student

**EXPLAINS** the reasons for historical continuity AND change over time.

5
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**SYNTHESIS** (ONE POINT for any of the following)

Extends the argument by **EXPLAINING** the connection between the argument and ONE of the following (must be more than a passing mention):

A development in a different historical period, situation, era, or geographical area

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).

6
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**TOTAL POINTS:**

/6
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# APUSH LEQ RUBRIC

## Comparison

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

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

Presents a thesis that makes a historically defensible claim and responds to all parts of the question.

1	
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### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

Addresses the topic of the question with specific examples of relevant evidence (responses must include a broad range of evidence).

Evidence Used (Essay may contain errors that do not detract from overall quality)

2	
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Another point is earned if the argument is

**THESIS-DRIVEN** (evidence effectively supports argument)

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

3	
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### HISTORICAL THINKING SKILL (TWO POINTS)

**DESCRIBES** similarities AND differences among historical individuals, events, developments, or processes.

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Another point is earned if, in addition, the student

**EXPLAINS** the reasons for similarities AND differences among historical individuals, events, developments, or processes.

5	
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<b>OR</b> (depending on the prompt)	EVALUATES the relative significance of the historical individuals, events, developments, or processes.	
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5	
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### SYNTHESIS (ONE POINT for any of the following)

Extends the argument by **EXPLAINING** the connection between the argument and ONE of the following (must be more than a passing mention):

A development in a different historical period, situation, era, or geographical area

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).

6	
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**TOTAL POINTS:**

/6
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