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| Name: | AP Score: | Grade: |

**APUSH Long Essay Rubric/Grade Sheet**

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| **RUBRIC & CRITERIA** | |
| **Thesis: 0-1 point**   * Presents a thesis that makes a historically defensible claim **addresses ALL parts of the question**. The thesis must **DO MORE than restate the question. (1 point)** * Although the L.E. does not require contextualization, it does make a good place to start in your essay |  |
| **Argumentation Development: Historical Thinking Skill: 0-2 Points**  How you attack the question is based on the Arch-Type |  |
| **Comparison:**   * **One Point:** Describes similarities AND differences among historical individuals, events, developments or processes * **One Point:** Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes **OR DEPENDING ON THE PROMPT** Evaluates the relative significance of historical individuals, events, developments or processes   **Causation:**   * **One Point:** Describes causes AND/OR effects of a historical event, development, or process * **One Point:** Explains the reasons for the causes AND/OR effects of a historical event, development, or process   ***Scoring Note:*** If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points  **Change and Continuity Over Time (CCOT):**   * **One Point:** Describes historical continuity AND change over time * **One Point:** Explains the reasons for historical continuity AND change over time   **Periodization:**   * **One Point:** Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed * **One Point:** Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed   ***Scoring Note:*** For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed |  |
| **Argumentation Development: Using Evidence: 0-2 Points**   * **One Point:** Addresses the topic of the question with specific examples of relevant evidence * **One Point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument   ***Scoring Note:*** To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument |  |
| **Synthesis: 0-1 points**   * Extends the argument by explaining the connections between the argument and ONE of the following:  1. A development in a different historical period, situation, era, or geographic area 2. 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)   ***Important: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference*** |  |

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| ***Thesis:*** \_\_\_Weak Thesis (needs to be Clear, Specific, Complex, Arguable) | ***Intro:*** \_\_\_Weak/undeveloped \_\_\_Lacks Overview  (Time/Setting/etc) |
| ***Outside Info:*** \_\_\_ Need More Specific Evidence  \_\_\_ Connect Evidence To Topic/Thesis | ***Conclusion:*** \_\_\_Weak Conclusion \_\_\_No Conclusion |
| ***Analysis:*** \_\_\_ Descriptive, not analytical \_\_\_Need stronger analysis | \_\_\_Use Third Person ONLY \_\_\_Use academic tone |
| ***Synthesis::*** \_\_\_ Descriptive, not analytical \_\_\_Need stronger analysis | \_\_\_Poor penmanship |

Long Essay Grading: (50 points) Grading within each range will be determined by the style and sophistication with which the above tasks are accomplished.

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| **6** | **5** | **4** | **3** | **2** | **1** |
| 48-50 | 45-47 | 42-45 | 35-41 | 28-34 | 1-27 |

Additional Comments: