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| Name: | AP Score: | Grade: |

**APUSH Long Essay Question Rubric/Grade Sheet**

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| **A** | **Thesis: 0-1 points**  Presents a thesis that makes **a historically defensible claim** and directly **addresses ALL parts of the question**. The thesis must **DO MORE than restate the question.** |  |
| **B** | **Support for Argument: 0-2 points**  **Supports** the stated thesis (or makes a relevant argument) using **specific evidence** (at least 2 pieces of specific historical evidence per paragraph).  **AND**  **Clearly and consistently** stating how the evidence supports the thesis or argument, and **establishing clear linkages** between the evidence and the thesis or argument (4 specific details per paragraph). | **AND** |
| **C** | **Application of Targeted Skill (depends on prompt type): 0-2 points**  (COT): Describes historical **continuity AND change** over time.  (CC): Describes **similarities AND differences** among historical developments.  (CE): Describes **causes AND/OR effects** of a historical development.  (P): Describes the ways in which the historical development specified in the prompt was **different from** OR **similar to** **developments that preceded and/or followed**  **AND**  (COT): Analyzes **specific historical examples** that illustrate historical **continuity AND change** over time  (CC): Analyzes the **reasons for** their **similarities AND/OR differences**  (CE): Analyzes **specific examples** that illustrate **causes AND/OR effects** of a historical development  (P): Analyzes the extent to which the historical development specified in the prompt was **different from** AND **similar to** **developments that preceded and/or followed**, providing **specific historical examples** to illustrate the analysis | **AND** |
| **D** | **Synthesis: 0-1 points**  **Extends the stated thesis** or argument by **explaining the connection** between the argument and one of the following:  Explicitly employs an **additional appropriate category of analysis** (eg political, economic, social, cultural, geographical, race/ethnicity, gender) **beyond** that called for in the prompt  **OR**  **Connects the topic** of the question to **other historical periods**, **geographical areas**, **situation**, or **era**  *Must be more than a phrase or passing reference* |  |

General Comments:

|  |  |
| --- | --- |
| ***Intro:*** \_\_\_Weak/undeveloped \_\_\_Lacks Context  (Time/Setting/etc) | ***Thesis:*** \_\_\_Just Restates Prompt (needs to be Specific, Complex, Arguable)  \_\_\_\_\_Needs to be stronger, more complex |
| ***Specific Historical Evidence:***  \_\_\_ Need More SFI – Specific Factual Info  \_\_\_ Connect Evidence To Topic/Thesis  \_\_\_Essay contains vague statements or generalizations not supported by facts | ***Analysis:*** \_\_\_Describes instead of analyzes  \_\_\_Need stronger analysis  \_\_\_Connect back to thesis/prompt (prove it!)  \_\_\_ Need more analysis of the targeted historical thinking skill of the prompt |
| ***Conclusion:*** \_\_\_Weak Conclusion – too brief, missing, etc  \_\_\_Needs Synthesis or Synthesis attempt is weak | \_\_\_Use Third Person ONLY \_\_\_Use academic tone  \_\_\_Poor penmanship \_\_\_USE PEN!!! |

LEQ Grading: (25 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** |
| 24-25 | 22-23 | 20-21 | 18-19 | 16-17 | 0-15 |

Additional Comments:

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