## APUSH LEQ RUBRICS

**UPDATED AUGUST 2015** 



Click a historical thinking skill to access the appropriate rubric:

**Causation** 

**Periodization** 

**Continuity & Change** 

**Comparison** 

## **APUSH LEQ RUBRIC** Name: Causation LEQ: **THESIS** (ONE POINT) 1 Presents a thesis that makes a historically defensible claim and responds to all parts of the question. Must consist of one or more sentences located in either the introduction or the conclusion. **EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)** Addresses the topic of the question with specific examples of 2 relevant evidence (responses must include a broad range of evidence). **Evidence Used** (Essay may contain errors that do not detract from overall quality) Another point is earned if the argument is **THESIS-DRIVEN** (evidence effectively supports argument) 3 Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. HISTORICAL THINKING SKILL (TWO POINTS) **DESCRIBES** causes AND/OR effects of a historical event, development, 4 or process. Another point is earned if, in addition, the student **EXPLAINS the reasons for the causes AND/OR effects** of a historical 5 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.) **SYNTHESIS** (ONE POINT for any of the following) **Extends the argument by** A development in a A course theme and/or 6 **EXPLAINING** the connection different historical approach to history that is not between the argument and period, situation, the focus of the essay (such as **ONE of the following** (must era, or geographical political, economic, social, cultural, or intellectual history). be more than a passing mention): area **TOTAL POINTS:**

/6

## **APUSH LEQ RUBRIC** Name: Periodization LEQ: \_\_\_\_ THESIS (ONE POINT) 1 Presents a thesis that makes a historically defensible claim and responds to all parts of the question. Must consist of one or more sentences located in either the introduction or the conclusion. **EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)** Addresses the topic of the question with specific examples of 2 relevant evidence (responses must include a broad range of evidence). Evidence Used (Essay may contain errors that do not detract from overall quality) Another point is earned if the argument is **THESIS-DRIVEN** (evidence effectively supports argument) 3 Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. HISTORICAL THINKING SKILL (TWO POINTS) **DESCRIBES** the ways in which the historical development specified in the 4 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 5 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. **SYNTHESIS** (ONE POINT for any of the following) Extends the argument by A development in a A course theme and/or 6 **EXPLAINING** the connection different historical approach to history that is not between the argument and period, situation, the focus of the essay (such as ONE of the following (must era, or geographical political, economic, social, cultural, or intellectual history). be more than a passing mention): area

**TOTAL POINTS:** 

/6

<b>APUSH</b>	LEO R	UBRIC	Name:	
Continuity	_		LEQ:	
THESIS	(ONE PO	DINT)		
Presents a thesis that makes a historically defensible claim and responds to all parts of the question. Must consist of one or more sentences located in either the introduction or the conclusion.				1
EVIDENCE	& SUPPORT	Γ FOR ARGUM	ENT (TWO POINTS)	
Addresses the topic of the question with <u>specific</u> examples of relevant evidence (responses must include a broad range of evidence).				2
Evidence Used	d (Essay may conta	ain errors that do not de	ract from overall quality)	
Another point	is earned if the a	argument is		
,	RIVEN (eviden	ce effectively suppor	s argument)	3
THESIS-D	•	f evidence to fully a	s argument) nd effectively substantiate	3
THESIS-D Utilizes spec the stated th	ific examples o nesis or a releva	f evidence to fully a ant argument.	,	3
THESIS-D Utilizes spec the stated th	ific examples on the second se	f evidence to fully a ant argument.	nd effectively substantiate  /O POINTS)	4
THESIS-DO Utilizes specthe stated the stated the STORICA DESCRIBES	ific examples on the second se	f evidence to fully a ant argument.  NG SKILL (TV	nd effectively substantiate  /O POINTS)	
THESIS-DO Utilizes spectified the stated the	ific examples on the second series of a relevant of the second se	f evidence to fully a ant argument.  NG SKILL (TV)  cinuity AND change	nd effectively substantiate  /O POINTS)	
THESIS-DO Utilizes spectified the stated the	ific examples on the sis earned if, in action to the reasons for	f evidence to fully a ant argument.  NG SKILL (TV)  cinuity AND change	nd effectively substantiate  /O POINTS)  over time  / AND change over time.	4
THESIS-DO Utilizes spectified the stated the	ific examples on the sis earned if, in action to the reasons for the reasons f	f evidence to fully a ant argument.  NG SKILL (TV)  cinuity AND change  ddition, the student  historical continuit	nd effectively substantiate  /O POINTS)  over time  / AND change over time.  e following)  A course theme and/or approach to history that is not	4
THESIS-DO Utilizes spective stated the HISTORICA DESCRIBES  Another point EXPLAINS  Extends the a EXPLAINING	LTHINKING historical contact is earned if, in action reasons for the reasons for the connection argument and	f evidence to fully a ant argument.  NG SKILL (TV)  cinuity AND change  ddition, the student  historical continuit  A development in a	nd effectively substantiate  /O POINTS)  over time  / AND change over time.  e following)  A course theme and/or	5

TOTAL POINTS: /6

## **APUSH LEQ RUBRIC** Name: Comparison LEQ: **THESIS** (ONE POINT) Presents a thesis that makes a historically defensible claim and responds to all parts of the question. Must consist of one or more sentences located in either the introduction or the conclusion. **EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)** Addresses the topic of the question with specific examples of relevant 2 evidence (responses must include a broad range of evidence). Evidence Used (Essay may contain errors that do not detract from overall quality) Another point is earned if the argument is 3 **THESIS-DRIVEN** (evidence effectively supports argument) Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. HISTORICAL THINKING SKILL (TWO POINTS) **DESCRIBES** similarities **AND** differences among historical individuals, events, developments, or processes. Another point is earned if, in addition, the student **EXPLAINS** the reasons for similarities **AND** differences among historical 5 individuals, events, developments, or processes. (depending on **EVALUATES** the relative significance of the historical OR the prompt) individuals, events, developments, or processes. **SYNTHESIS** (ONE POINT for any of the following) Extends the argument by A development in a A course theme and/or approach 6 **EXPLAINING** the connection different historical to history that is not the focus of between the argument and period, situation, the essay (such as political, economic, social, cultural, or ONE of the following (must era, or geographical be more than a passing mention): area intellectual history).

**TOTAL POINTS:** 

**/6**