

# APUSH LEQ RUBRICS

**UPDATED AUGUST 2015**



*Click a historical thinking skill to access  
the appropriate rubric:*

**Causation**

**Periodization**

**Continuity &  
Change**

**Comparison**

# 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.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

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**

# 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.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

1	

### 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	

*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	

### 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.

4	

*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.*

5	

### 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	

**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.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

1

### 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

*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

### HISTORICAL THINKING SKILL (TWO POINTS)

**DESCRIBES** historical continuity **AND** change over time

4

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

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

5

### 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

**TOTAL POINTS:**

**/6**

# 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.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

1	

### 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	

*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	

### HISTORICAL THINKING SKILL (TWO POINTS)

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

4	

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

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

5	

**OR** *(depending on the prompt)*

**EVALUATES** the relative significance of the historical individuals, events, developments, or processes.

### 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	

**TOTAL POINTS:**

**/6**