**APUSH LEQ RUBRICS**

**APUSH- Mr. Muller**

Adapted from Tom Richey

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| **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 |  |
|  |

**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)***.** | 2 |  |
|  |
| **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)Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. | 3 |  |
|  |

**HISTORICAL THINKING SKILL (TWO POINTS)**

|  |  |  |
| --- | --- | --- |
| **DESCRIBES causes AND/OR effects** of a historical event, development, or process. | 4 |  |
|  |
| *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 |  |
|  |

**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.** *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)***.** | 2 |  |
|  |
| **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)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 |  |
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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***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)**

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| --- | --- | --- |
| **Addresses the topic of the question with specific examples of relevant evidence** *(responses must include a broad range of evidence)***.** | 2 |  |
|  |
| **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)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 |  |
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| **TOTAL POINTS:** |  **/6** |

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| **APUSH LEQ RUBRIC***Comparison* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****LEQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**THESIS (ONE POINT)**

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| --- | --- | --- |
| **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)**

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| **Addresses the topic of the question with specific examples of relevant evidence** *(responses must include a broad range of evidence)***.** | 2 |  |
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| **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)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** |