**AP History Long Essay Question Rubric with Scoring Notes**

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| 1. **Thesis**   1 Point | **Targeted Skill:** Argumentation (E1) | **Score** |
| **1 Point**  Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consists of one or more sentences located in one place, either in the introduction or the conclusion |  |
| 1. **Argument Development:**   **Using the Targeted Historical Thinking Skill**  2 Points | **Targeted Skill:** Argumentation (A1 and A2) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6) | **Score** |
| **Develops and supports an argument that:**  **COMPARISON:**  **1 Point**  Describes Similarities AND differences among historical individuals, events, developments, or processes.  **1 Point**  Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes. (Or, evaluates the relative significance of historical individuals, events, developments, or processes) |  |
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| **CAUSATION:**  **1 Point**  Describes causes AND/OR effects of a historical event, development, or process.  **1 Point**  Explains the reasons for the causes AND/OR effects of a historical event, development, or process. (If prompt requires both causes and effects, responses must have both for points) |  |
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| **CCOT:**  **1 Point**  Describes historical continuity AND change over time.  **1 Point**  Explains the reasons for historical continuity AND change over time. |  |
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| **PERIODIZATION:**  **1 Point**  Describes the way in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.  **1 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*. (If prompt requires evaluation of a turning point, responses must discuss developments that preceded AND followed. If the prompt requires evaluation of the characteristics of an era, responses can select preceded OR followed)* |  |
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| 1. **Argument Development:**   **Using Evidence**  2 Points | **Targeted Skill:** Argumentation (E2 and E3) | **Score** |
| **1 Point**  Addresses the topic of the question with specific examples of relevant evidence.  **1 Point**  Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. |  |
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| 1. **Synthesis**   1 Point | **Targeted Skill:** Synthesis (C4, C5, or C6) | **Score** |
| **1 Point**  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 geographical area. 2. A course theme and/or approach to history that is not the focus of the essay (political, economic, social, cultural, or intellectual history). 3. A different discipline or field of inquiry (economics, government, politics, art history, anthropology) |  |
| **Notes** | **On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.  **On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.  **Argumentation:** 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. | |