

I revised this to fit the new rubric ☺ -- Diane

LEQ Being Scored \_\_\_\_\_

Student Name: \_\_\_\_\_

**LEQ (Long Essay Question) : Continuity and Change Over Time Essay**

**Total points: 6**

\_\_\_\_\_/1 **THESIS:**

States a thesis that directly addresses all parts of the question and makes an historically defensible claim. Thesis is multiple sentences.

\_\_\_\_\_/ up to 2 **Argument development using Targeted Historical Thinking Skill**

Skill Being Assessed	One point for:	One point for:
<b>Continuity and Change Over Time</b>	Describes historical continuity <i>and</i> change over time.	Explains the reasons for historical continuity and change over time.

\_\_\_\_\_/1 **Support for Argument: Uses Specific Evidence**

supports stated thesis (or makes relevant argument) using specific evidence.

\_\_\_\_\_/1 **Support for Argument: Analyzes Evidence**

clearly and consistently analyzes multiple pieces of evidence provided to show how it supports thesis claims/ argument and establishes clear linkages between the evidence and the thesis or argument.

\_\_\_\_\_/1 **Synthesis (Best place to do this is in the conclusion).**

Extends the argument by explaining the connections between the argument and ***AT LEAST ONE*** of the following AND explains that connection in detail over a few sentences:

- Explicitly employs an additional appropriate category of analysis beyond that called for in the prompt (P.E.R.S.I.A.G.T. or Gender or Race etc)
  - Appropriately connects the topic to the question to other historical periods, geographic areas, contexts, or geographic areas.
  - Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument (AP Euro only) .

Total
<b>6</b>

Comments:

LEQ Being Scored \_\_\_\_\_

Student Name: \_\_\_\_\_

**LEQ (Long Essay Question) Comparison Contrast Essay**

**Total points: 6**

\_\_\_\_\_/1 **THESIS:**

States a thesis that directly addresses all parts of the question and makes an historically defensible claim. Thesis is multiple sentences.

\_\_\_\_\_/ up to 2 **Argument development using Targeted Historical Thinking Skill**

<b>Skill Being Assessed</b>	<b>One point for:</b>	<b>One point for:</b>
<b>Comparison/Contrast</b>	Describes similarities <b>AND</b> differences among historical developments	Analyzes reason for sim or dif OR evaluates relative significance of historical developments (if appropriate to prompt)

\_\_\_\_\_/1 **Support for Argument: Uses Specific Evidence**

supports stated thesis (or makes relevant argument) using specific evidence.

\_\_\_\_\_/1 **Support for Argument: Analyzes Evidence**

clearly and consistently analyzes multiple pieces of evidence provided to show how it supports thesis claims/ argument and establishes clear linkages between the evidence and the thesis or argument.

\_\_\_\_\_/1 **Synthesis (Best place to do this is in the conclusion).**

Extends the argument by explaining the connections between the argument and ***AT LEAST ONE*** of the following AND explains that connection in detail over a few sentences:

- Explicitly employs an additional appropriate category of analysis beyond that called for in the prompt (P.E.R.S.I.A.G.T. or Gender or Race etc)
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  - Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument (AP Euro only) .

Total
<b>6</b>

**Comments:**

LEQ Being Scored \_\_\_\_\_

Student Name: \_\_\_\_\_

**LEQ (Long Essay Question) Causation and Effects Essay**

**Total points: 6**

\_\_\_\_\_/1 **THESIS:**

States a thesis that directly addresses all parts of the question and makes an historically defensible claim. Thesis is multiple sentences.

\_\_\_\_\_/ up to 2 **Argument development using Targeted Historical Thinking Skill**

<b>Skill Being Assessed</b>	<b>One point for:</b>	<b>One point for:</b>
<b>Causation/Effects</b>	Describes causes AND/OR effects of a historical development or process	Explains reasons for causes and/or effects of event, development, or process. <b>If</b> the prompt requires both cause and effect <b>MUST</b> address both.

\_\_\_\_\_/1 **Support for Argument: Uses Specific Evidence**

supports stated thesis (or makes relevant argument) using specific evidence.

\_\_\_\_\_/1 **Support for Argument: Analyzes Evidence**

clearly and consistently analyzes multiple pieces of evidence provided to show how it supports thesis claims/ argument and establishes clear linkages between the evidence and the thesis or argument.

\_\_\_\_\_/1 **Synthesis (Best place to do this is in the conclusion).**

Extends the argument by explaining the connections between the argument and ***AT LEAST ONE*** of the following AND explains that connection in detail over a few sentences:

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  - Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument (AP Euro only) .

Total
6

**Comments:**

LEQ Being Scored \_\_\_\_\_

Student Name: \_\_\_\_\_

### LEQ (Long Essay Question) Periodization Essay

**Total points: 6**

\_\_\_\_\_/1 **THESIS:**

States a thesis that directly addresses all parts of the question and makes an historically defensible claim. Thesis is multiple sentences.

\_\_\_\_\_/ up to 2 **Argument development using Targeted Historical Thinking Skill**

<b>Skill Being Assessed</b>	<b>One point for:</b>	<b>One point for:</b>
<b>Periodization</b>	Describes the way in which the historical development described in the prompt was different from OR similar to developments that preceded and/or followed	Explains the <b>extent</b> to which the historical development specified in the prompt was different from and similar to developments that preceded and/or followed  *If turning point question must discuss BOTH before and after. If about characteristics of era, then EITHER preceded OR followed

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\_\_\_\_\_/1 **Support for Argument: Analyzes Evidence**

clearly and consistently analyzes multiple pieces of evidence provided to show how it supports thesis claims/ argument and establishes clear linkages between the evidence and the thesis or argument.

\_\_\_\_\_/1 **Synthesis (Best place to do this is in the conclusion).**

Extends the argument by explaining the connections between the argument and ***AT LEAST ONE*** of the following AND explains that connection in detail over a few sentences:

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  - Appropriately connects the topic to the question to other historical periods, geographic areas, contexts, or geographic areas.
  - Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument (AP Euro only) .

Total <hr/> <b>6</b>
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**Comments:**