

# 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	
---	--

### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

<p><b>Addresses the topic of the question with <u>specific</u> examples of relevant evidence</b> <i>(responses must include a broad range of evidence).</i></p> <p><b>Evidence Used</b> (Essay may contain errors that do not detract from overall quality)</p>	2
---	---

*Another point is earned if the argument is*

<p><b>THESIS-DRIVEN</b> (evidence effectively supports argument)</p> <p>Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p>	3
--	---

### HISTORICAL THINKING SKILL (TWO POINTS)

<p><b>DESCRIBES causes AND/OR effects</b> of a historical event, development, or process.</p>	4
---	---

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

<p><b>EXPLAINS the reasons for the causes AND/OR effects</b> of a historical event, development, or process.</p> <p><i>(If the prompt requires discussion of both causes and effects, response must address both causes and effect in order to earn both points.)</i></p>	5
---	---

### SYNTHESIS (ONE POINT for any of the following)

<p><b>Extends the argument by EXPLAINING the connection between the argument and ONE of the following</b> (must be more than a passing mention):</p>	<p>A development in a different historical period, situation, era, or geographical area</p>	<p>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).</p>	6
--	---	---	---

**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)

<p><b>Addresses the topic of the question with <u>specific</u> examples of relevant evidence</b> (<i>responses must include a broad range of evidence</i>).</p> <p><b>Evidence Used</b> (Essay may contain errors that do not detract from overall quality)</p>	2
---	---

*Another point is earned if the argument is*

<p><b>THESIS-DRIVEN</b> (evidence effectively supports argument)</p> <p>Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p>	3
--	---

### HISTORICAL THINKING SKILL (TWO POINTS)

<p><b>DESCRIBES</b> the ways in which the historical development specified in the prompt was <i>different from</i> <b>OR</b> <i>similar to</i> developments that preceded AND/OR followed.</p>	4
--	---

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

<p><b>EXPLAINS</b> the extent to which the historical development specified in the prompt was different from <b>AND</b> similar to developments that preceded <b>AND/OR</b> followed.</p> <p><i>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.</i></p>	5
--	---

### SYNTHESIS (ONE POINT for any of the following)

<p><b>Extends the argument by <u>EXPLAINING</u> the connection between the argument and ONE of the following</b> (must be more than a passing mention):</p>	<p>A development in a different historical period, situation, era, or geographical area</p>	<p>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).</p>	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)

<p><b>Addresses the topic of the question with <u>specific</u> examples of relevant evidence</b> <i>(responses must include a broad range of evidence).</i></p> <p><b>Evidence Used</b> (Essay may contain errors that do not detract from overall quality)</p>	2		
---	---	--	--

*Another point is earned if the argument is*

<p><b>THESIS-DRIVEN</b> (evidence effectively supports argument)</p> <p>Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p>	3		
--	---	--	--

### HISTORICAL THINKING SKILL (TWO POINTS)

<p><b>DESCRIBES</b> similarities <b>AND</b> differences among historical individuals, events, developments, or processes.</p>	4		
---	---	--	--

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

<p><b>EXPLAINS</b> the reasons for similarities <b>AND</b> differences among historical individuals, events, developments, or processes.</p>	5		
<p><b>OR</b> <i>(depending on the prompt)</i></p>	<p><b>EVALUATES</b> the relative significance of the historical individuals, events, developments, or processes.</p>		

### SYNTHESIS (ONE POINT for any of the following)

<p><b>Extends the argument by <u>EXPLAINING</u> the connection between the argument and ONE of the following</b> (must be more than a passing mention):</p>	<p>A development in a different historical period, situation, era, or geographical area</p>	<p><i>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).</i></p>	6		
---	---	--	---	--	--

**TOTAL POINTS:**

<b>/6</b>
-----------