

APUSH LEQ RUBRIC:

Name: _____

LEQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.	1
<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>	

THESIS/ CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	2
<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis should be located in one place (end of intro. paragraph).</i>	

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.	3
<i>To earn one point, the response must identify two or more specific historical examples of evidence relevant to the topic of the prompt.</i>	

2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.	4
<i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>	

ANALYSIS & REASONING (Must Earn 1 to Earn 2)

1. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	5
<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i>	

2. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	6
<i>To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:</i> <ul style="list-style-type: none">• <i>Explaining nuance by analyzing multiple variables</i>• <i>Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects</i>• <i>Explaining relevant and insightful connections within and across periods</i>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i>	

TOTAL POINTS:

/6

Grammar, Mechanics, Organization, & Rules of Formal Writing

- Thesis needs to be better organized
- Thesis needs to be more concise
- Thesis needs more clarity

- Conclusion needs to be better organized
- Conclusion needs to be more concise
- Conclusion needs more clarity

- Facts provided are too general in nature
- Contains imbalance response to the parts of the question

- Stronger analysis makes this a stronger essay
- Stronger organization makes this a stronger essay
- Argument tends to be redundant, needs a more expansive treatment of the topic

- Do not use "I," "our," "we," "us," "you," etc., statements
- Do not use write in colloquial or casual style prose ("writing like you talk")
- Do not use extreme statements (always, ever, never, none, etc.)

Conversion to grades:

- 6 = A+ (100)
- 5 = A- (92)
- 4 = B (86)
- 3 = C (76)
- 2 = D (70)
- 1 = F (60)