

AP History Long Essay Question Rubric with Scoring Notes

MAY 2016: Implementation for AP U.S. History and AP European History

MAY 2017: Implementation for AP World History

<p>A. THESIS</p> <p>1 Point</p>	<p>TARGETED SKILL: Argumentation (E1)*</p> <hr/> <p>1 Point</p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p>
<p>B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL</p> <p>2 Points</p>	<p>TARGETED SKILL: Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6)</p> <hr/> <p>Develops and supports an argument that:</p> <p>COMPARISON:</p> <p>1 Point</p> <p>Describes similarities AND differences among historical individuals, events, developments, or processes.</p> <p>1 Point:</p> <p>Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.</p> <p>.....OR, DEPENDING ON THE PROMPT.....</p> <p>Evaluates the relative significance of historical individuals, events, developments, or processes.</p> <hr/> <p>CAUSATION:</p> <p>1 Point</p> <p>Describes causes AND/OR effects of a historical event, development, or process.</p> <p>1 Point</p> <p>Explains the reasons for the causes AND/OR effects of a historical event, development, or process.</p> <p>.....</p> <p>Scoring Note: <i>If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p>

<p>B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL</p> <p>2 Points (continued)</p>	<p>CCOT:</p> <p>1 Point Describes historical continuity AND change over time.</p> <p>1 Point Explains the reasons for historical continuity AND change over time.</p> <hr/> <p>PERIODIZATION:</p> <p>1 Point Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.</p> <p>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.</p> <p>.....</p> <p>Scoring Note: <i>For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p>
<p>C. ARGUMENT DEVELOPMENT: USING EVIDENCE</p> <p>2 Points</p>	<p>TARGETED SKILL: Argumentation (E2 and E3)</p> <hr/> <p>1 Point Addresses the topic of the question with specific examples of relevant evidence.</p> <p>1 Point: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p> <p>.....</p> <p>Scoring Note: <i>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.</i></p>

<p>D. SYNTHESIS</p>	<p>TARGETED SKILL: Synthesis (C4, C5, or C6)</p>
<p>1 Point</p>	<p>1 Point</p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> a) A development in a different historical period, situation, era, or geographical area. b) 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). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <hr/> <p>Scoring Note: <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</i></p>

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.

* Please see the *Historical Thinking Skill Proficiency Expectations* on page 11 for explanation and further description.