**AP EURO LEQ**

**RUBRICS**

**UPDATED AUGUST 2015**

*Click a historical thinking skill to access the appropriate rubric:*

|  |  |
| --- | --- |
| **Causation** | **Periodization** |
| **Continuity & Change** | **Comparison** |

*Causation*

**LEQ:**

**THESIS (ONE POINT)**

**Presents a thesis that makes a historically defensible claim and** 1

**responds to all parts of the question.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

**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 causes AND/OR effects** of a historical event, development, 4

or process.

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

|  |  |  |
| --- | --- | --- |
| **EXPLAINS the reasons for the causes AND/OR effects** of a historical event, development, or process.*(If the prompt requires discussion of both causes and effects, response must address both causes and effect in order to earn both points.)* | 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)**:** | 6 |  |
|  |
| *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).* | *A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).* |

**TOTAL POINTS: /6**

*For more instructional materials, visit my website:*  [www.tomrichey.net](http://www.tomrichey.net/)

*Periodization*

**LEQ:**

**THESIS (ONE POINT)**

1

**Clear thesis that directly answers ALL parts of the question.**

*Does more than re-state.*

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

**Supports the stated thesis** (or makes a relevant argument) 2

**using specific evidence**

**Evidence Used** (Teacher’s Notes)

*Another point is earned if the argument is*

|  |  |  |
| --- | --- | --- |
| **THESIS-DRIVEN****Clearly** and **consistently** stating how the **evidence supports the thesis** or argument  **AND** establishing **clear linkages between the evidence and the thesis** or argument | 3 |  |
|  |

**HISTORICAL THINKING SKILL (TWO POINTS)**

|  |  |  |
| --- | --- | --- |
| **DESCRIBES** the ways in which the historical development specified in the prompt was different from **OR** similar to developments that preceded and/or followed | 4 |  |
|  |

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

|  |  |  |
| --- | --- | --- |
| **ANALYZES** the extent to which the historical development specified in the prompt was different from **AND** similar to developments that preceded and/or followed, providing **specific examples** to illustrate the analysis | 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)**:** | 6 |  |
|  |
| *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).* | *A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).* |

*Continuity & Change Over Time*

**LEQ:**

**THESIS (ONE POINT)**

1

**Clear thesis that directly answers ALL parts of the question.**

*Does more than re-state.*

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

**Supports the stated thesis** (or makes a relevant argument) 2

**using specific evidence**

**Evidence Used** (Teacher’s Notes)

*Another point is earned if the argument is*

|  |  |  |
| --- | --- | --- |
| **THESIS-DRIVEN****Clearly** and **consistently** stating how the **evidence supports the thesis** or argument  **AND** establishing **clear linkages between the evidence and the thesis** or argument | 3 |  |
|  |

**HISTORICAL THINKING SKILL (TWO POINTS)**

**DESCRIBES** historical continuity **AND** change over time 4

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

**ANALYZES specific examples** that illustrate historical continuity **AND** 5

change over time

**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)**:** | 6 |  |
|  |
| *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).* | *A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).* |

*Comparison*

**LEQ:**

**THESIS (ONE POINT)**

**Presents a thesis that makes a historically defensible claim and** 1

**responds to all parts of the question.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

**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** similarities **AND** differences among historical individuals, 4

events, developments, or processes.

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

|  |  |  |
| --- | --- | --- |
| **EXPLAINS** the reasons for similarities **AND** differences among historical individuals, events, developments, or processes. | 5 |  |
| *(depending***OR** *on**the prompt)* | **EVALUATES** the relative significance of the historical individuals, events, developments, or processes. |  |

**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)**:** | 6 |  |
|  |
| *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).* | *A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).* |