

# APUSH LEQ RUBRICS

**UPDATED AUGUST 2016**



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

**Causation**

**Periodization**

**Continuity &  
Change**

**Comparison**

# APUSH LEQ RUBRIC

## Causation

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

LEQ: \_\_\_\_\_

### THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

1
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The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (causation).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

### HISTORICAL THINKING SKILL

DESCRIBES causes AND/OR effects of a historical event, development, or process.

2
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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.

6
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If the prompt asks for causes AND effects, then both must be addressed in some way to earn this point.

This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.

### EVIDENCE & SUPPORT FOR ARGUMENT

Addresses the topic in question with specific examples of relevant evidence.

3
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Another point is earned if, in addition, the student

Utilizes specific evidence to **fully and effectively** substantiate the thesis (or relevant argument).

5
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To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

This evidence must have breadth and depth in addition to being used effectively to argue a point.

### SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

4
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Acceptable Synthesis Categories:

- 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.

\*About 90% of valid synthesis attempts fall into the first category of synthesis.

Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

**GOODNESS**  
Points

____/4
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NOTE: All four Basic Points DO NOT have to be earned in order to get Bonus Points.

**GREATNESS**  
Points

____/2
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Teacher's Notes:

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**TOTAL**  
Points

____/6
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# APUSH LEQ RUBRIC

## Periodization

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

LEQ: \_\_\_\_\_

### THESIS

**A substantive thesis must meet ALL of the requirements to the right of the box.**

<b>1</b>
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**The Thesis MUST:**

- Make a historically defensible claim.
- Address all parts of the question (similarity AND difference).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

### HISTORICAL THINKING SKILL

**DESCRIBES** the ways in which the historical development in the prompt was different from **AND** similar to developments that preceded and/or followed

<b>2</b>
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*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 support

<b>6</b>
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*It is key here that if the prompt says that the periods before AND after must be addressed that they are both addressed.*

*This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.*

### EVIDENCE & SUPPORT FOR ARGUMENT

**Addresses the topic in question with specific examples of relevant evidence.**

<b>3</b>
----------

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

**Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).**

<b>5</b>
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*To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.*

*This evidence must have breadth and depth in addition to being used effectively to argue a point.*

### SYNTHESIS

**Extends the argument to make a connection beyond the scope of the prompt.**

<b>4</b>
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*Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.*

**Acceptable Synthesis Categories:**

- 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.

*\*About 90% of valid synthesis attempts fall into the first category of synthesis.*

**GOODNESS  
Points**

____/4
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**NOTE:** All four Basic Points **DO NOT** have to be earned in order to get Bonus Points.

**GREATNESS  
Points**

____/2
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Teacher's Notes:

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**TOTAL  
Points**

____/6
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# APUSH LEQ RUBRIC

Continuity & Change Over Time

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

LEQ: \_\_\_\_\_

## THESIS

**A substantive thesis must meet ALL of the requirements to the right of the box.**

<b>1</b>
----------

**The Thesis MUST:**

- Make a historically defensible claim.
- Address all parts of the question (continuity AND change).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

## HISTORICAL THINKING SKILL

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

<b>2</b>
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*Another point is earned if, in addition, the student*

**ANALYZES specific examples** that illustrate historical continuity **AND** change over time.

<b>6</b>
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*To earn this point, it is not necessary to do both well, but both must be addressed in some way.*

*This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.*

## EVIDENCE & SUPPORT FOR ARGUMENT

**Addresses the topic in question with specific examples of relevant evidence.**

<b>3</b>
----------

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

Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument).

<b>5</b>
----------

*To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.*

*This evidence must have breadth and depth in addition to being used effectively to argue a point.*

## SYNTHESIS

**Extends the argument to make a connection beyond the scope of the prompt.**

<b>4</b>
----------

*Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.*

**Acceptable Synthesis Categories:**

- 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.

*\*About 90% of valid synthesis attempts fall into the first category of synthesis.*

**GOODNESS  
Points**

____/4
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**NOTE:** All four Basic Points **DO NOT** have to be earned in order to get Bonus Points.

**GREATNESS  
Points**

____/2
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Teacher's Notes:

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**TOTAL  
Points**

____/6
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# APUSH LEQ RUBRIC

## Comparison

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

LEQ: \_\_\_\_\_

### THESIS

**A substantive thesis must meet ALL of the requirements to the right of the box.**

<b>1</b>
----------

**The Thesis MUST:**

- Make a historically defensible claim.
- Address all parts of the question (compares AND contrasts).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

### HISTORICAL THINKING SKILL

**DESCRIBES** similarities AND differences among historical individuals, events, developments, or processes.

<b>2</b>
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*Another point is earned if, in addition, the student*

*To earn this point, it is not necessary to do both well, but both must be addressed in some way.*

**EXPLAINS** the reasons for similarities AND differences among historical individuals, events, developments, or processes.

<b>6</b>
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*Some prompts may ask the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes.*

### EVIDENCE & SUPPORT FOR ARGUMENT

**Addresses the topic in question with specific examples of relevant evidence.**

<b>3</b>
----------

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

*To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.*

**Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).**

<b>5</b>
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*This evidence must have breadth and depth in addition to being used effectively to argue a point.*

### SYNTHESIS

**Extends the argument to make a connection beyond the scope of the prompt.**

<b>4</b>
----------

*Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.*

**Acceptable Synthesis Categories:**

- 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.

*\*About 90% of valid synthesis attempts fall into the first category of synthesis.*

**GOODNESS  
Points**

____/4
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**NOTE:** All four Basic Points **DO NOT** have to be earned in order to get Bonus Points.

**GREATNESS  
Points**

____/2
--------

Teacher's Notes:

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**TOTAL  
Points**

____/6
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