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

**Long Essay Rubric**

*AP World History Mr. Rhinehart*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Basic** | **Below Basic** |
| ***Thesis***  ***(5 points)*** | *5 points*  Thesis is clear, analytical & comprehensive. Addresses all parts of question, the issues and time period. | *3-4 points*  Thesis is acceptable. It addresses all parts of question, time period, etc.. but may not be clear or analytical. | *1-2 points*  Thesis is not complete – i.e. missing time period, or relevant issues. May simply restate the question | 0 points  No thesis is present. |
| ***Historical Evidence***  ***(15 points)*** | *14-15 points*  Uses specific evidence that clearly & consistently supports the thesis. Clearly explains how the evidence supports the thesis. | *10-13 points*  Uses specific evidence that clearly & consistently supports the thesis clearly explains how the evidence supports the thesis. May only have 1-2 exs of evidence or 1-2 connections. | *5-9 points*  Supports the thesis with specific evidence, but does not state how evidence supports thesis or provide linkages between evidence and thesis. | *4 points or less*  Essay lacks specific evidence. |
| ***Application of targeted skill***  ***(15 points)*** | *14-15 points*  Describes skill (i.e. CCOT, Comparison, Cause & Effect, periodization) and analyzes and explains examples that illustrate the skill (see back) | *10-13 points*  Describes skill (i.e. CCOT, Comparison, Cause & Effect, periodization) and analyzes and explains examples that illustrate the skill (see back) Examples may not be explained well or too few present. | *5-9 points*  Describes historical skill only. Little analysis or use of examples present. | *4 points or less*  Historical skill not used at all. |
| ***Synthesis (5 points)*** | *5 points*  Essay ***either*** extends or modifies thesis, employs an additional category of analysis, or connects topic to other historical periods, geographic areas, or contexts. | *3-4 points*  Essay ***either*** extends or modifies thesis, employs an additional category of analysis, or connects topic to other historical periods, geographic areas, or contexts. May not be best example or clearly explained. | *1-2 points*  Synthesis is attempted but is off topic or too brief. Not developed well or few examples used to illustrate synthesis. | *0 points*  No synthesis present |

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advanced Historical Skills**

***For CCOT Essays***: Essay needs to analyze specific examples that illustrate change and continuity over time. At least 2 changes/continuities and 1 continuity/change discussed and analyzed.

***For Comparison essays***: Essay provides specific examples of comparison and analyzes reasons for their similarities and differences OR evaluates the historical significance of the developments. At least 2 similarities/differences and 1 difference/similarity discussed and analyzed.

***For Causation essays***: Analyzes specific examples of causation that illustrate causes and or effects of a historical development. Should address how an event or development is connected to more long term processes.

***For Periodization essays***: Analyzes the extent to which the historical development specified in the prompt was different and similar to developments that preceded and/or followed, providing specific examples to illustrate the points made.