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| **AP EURO LEQ RUBRIC**  *Causation* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**THESIS**

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| **A substantive thesis must meet ALL of the requirements to the right of the box.** | **1** |  | **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.* |
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**HISTORICAL THINKING SKILL**

|  |  |  |  |  |  |  |  |  |
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| **DESCRIBES causes AND/OR effects** of a historical event, development, or process. | **2** |  | | *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** |  | |
|  | | |  |
| *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**

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| **Addresses the topic in question with specific examples of relevant evidence.** | **3** |  | | *Another point is earned if, in addition, the student* | Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument)**.** | **5** |  | |
|  | | |  |
| *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**

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| --- | --- | --- | --- |
| **Extends the argument to make a connection beyond the scope of the prompt.** | **4** |  | **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.* * *A different discipline or field of inquiry.*   *\*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.* | | |

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| **GOODNESS**  **Points** | **\_\_\_/4** | ***NOTE:*** *All four Basic Points* ***DO NOT*** *have to be earned in order to get Bonus Points.* | **GREATNESS**  **Points** | **\_\_\_/2** |

|  |  |  |
| --- | --- | --- |
| **Teacher’s Notes:** | **TOTAL**  **Points** | **\_\_\_/6** |
|  |  |

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| **AP EURO LEQ RUBRIC**  *Periodization* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**THESIS**

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| **A substantive thesis must meet ALL of the requirements to the right of the box.** | **1** |  | **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.* |
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**HISTORICAL THINKING SKILL**

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| **DESCRIBES** the ways in which the historical development in the prompt was different from **AND** similar to developments that preceded and/or followed | **2** |  | | *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 | **6** |  | |
|  | | |  |
| *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.** | **3** |  | | *Another point is earned if, in addition, the student* | Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument)**.** | **5** |  | |
|  | | |  |
| *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** |  | **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.* * *A different discipline or field of inquiry.*   *\*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.* | | |

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| **GOODNESS**  **Points** | **\_\_\_/4** | ***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:** | **TOTAL**  **Points** | **\_\_\_/6** |
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| **AP EURO LEQ RUBRIC**  *Continuity & Change Over Time* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**THESIS**

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| --- | --- | --- | --- |
| **A substantive thesis must meet ALL of the requirements to the right of the box.** | **1** |  | **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.* |
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**HISTORICAL THINKING SKILL**

|  |  |  |  |  |  |  |  |  |
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| **DESCRIBES** historical continuity **AND** change  over time. | **2** |  | | *Another point is earned if, in addition, the student* | **ANALYZES specific examples** that illustrate historical continuity **AND** change over time. | **6** |  | |
|  | | |  |
| *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.** | **3** |  | | *Another point is earned if, in addition, the student* | Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument)**.** | **5** |  | |
|  | | |  |
| *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**

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| --- | --- | --- | --- |
| **Extends the argument to make a connection beyond the scope of the prompt.** | **4** |  | **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.* * *A different discipline or field of inquiry.*   *\*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.* | | |

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| **GOODNESS**  **Points** | **\_\_\_/4** | ***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:** | **TOTAL**  **Points** | **\_\_\_/6** |
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| **AP EURO LEQ RUBRIC**  *Comparison* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**THESIS**

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| --- | --- | --- | --- |
| **A substantive thesis must meet ALL of the requirements to the right of the box.** | **1** |  | **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.* |
|  | |
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**HISTORICAL THINKING SKILL**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DESCRIBES** similarities **AND** differences among historical individuals, events, developments, or processes. | **2** |  | | *Another point is earned if, in addition, the student* | **EXPLAINS** the reasons for similarities **AND** differences among historical individuals, events, developments, or processes. | **6** |  |
|  | | |  |
| *To earn this point, it is not necessary to do both well, but both must be addressed in some way.* | | |  |  | *Some prompts may as the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes.* | | |

**EVIDENCE & SUPPORT FOR ARGUMENT**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Addresses the topic in question with specific examples of relevant evidence.** | **3** |  | | *Another point is earned if, in addition, the student* | Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument)**.** | **5** |  | |
|  | | |  |
| *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** |  | **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.* * *A different discipline or field of inquiry.*   *\*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.* | | |

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| **GOODNESS**  **Points** | **\_\_\_/4** | ***NOTE:*** *All four Basic Points* ***DO NOT*** *have to be earned in order to get Bonus Points.* | **GREATNESS**  **Points** | **\_\_\_/2** |

|  |  |  |
| --- | --- | --- |
| **Teacher’s Notes:** | **TOTAL**  **Points** | **\_\_\_/6** |
|  |  |