

# APUSH LEQ RUBRIC

STUDENT NO: \_\_\_\_\_

PROMPT. "IDENTIFY AND EVALUATE THREE REASONS WHICH BROUGHT ABOUT EUROPEAN EXPLORATION."

## CONTEXTUALIZATION

**Describes a broader historical context relevant to the prompt.**

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences, or paragraph

## THESIS / CLAIM

**Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.**

To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. **The thesis must consist of one or more sentences located in one place - the introduction.** A thesis statement is one or two sentences in your introduction that explains the core idea of your paper. The thesis is the foundation of the paper and should act as a roadmap for your paper.

## EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

**1. Provides SPECIFIC EXAMPLES of evidence relevant to the TOPIC of the prompt.**

To earn one point, the response must identify **two or more** specific historical examples of evidence relevant to the topic of the prompt. The response may identify mostly general historical examples as evidence relevant to the topic of the prompt. **PEER REVIEW [LIST 2 EVIDENCE]**



**2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.**

To earn two points the response must use **two or more** specific historical evidence to support an argument in response to



## ANALYSIS & REASONING

(Must Earn 1 to Earn 2)

**1. Uses historical reasoning (e.g. Compare & Contrast) to frame or structure an argument that addresses the prompt.**

To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. Each argument must identify **two or more** historical details and/or specifics as evidence. **PEER REVIEW [LIST 2 EVIDENCE]**



**2. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.** To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence



1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%

FORMAT: USE STUDENT NUMBER • BLACK INK OR DARK BLUE INK ONLY • 1-INCH MARGINS • SKIP LINES [i.e., every other line] • FRONT-SIDE ONLY • DOUBLE-UNDERLINE THESIS STATEMENT • UNDERLINE EACH OF THREE MAIN POINTS [3 paragraphs] • TO RIGHT MARGIN ... ANNOTATE "C" WHERE YOU PLACE CONTEXTUALIZATION

