

On the AP exam, you will NOT be provided with a rubric. Use the directions to help you link to the essential components on the rubric.

Strategically target each point, and use the directions as a checklist.

The LEQ is 15% of the exam score and will be the last thing you complete. Average length is 3 paragraphs.

Long Essay (LE) Rubric, 6 possible points

<p><b>THESIS/CLAIM (1 point)</b>  <b>Responds to the prompt with a <u>historically defensible</u> thesis/claim that establishes a line of reasoning. <b>ATFP!</b></b>  <i>To earn this point, the thesis must <b>make a claim</b> 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, either <b>in the introduction</b> or the conclusion.</i>  <b>Complex approach: Although X b/c..., Y b/c...</b>  <b>Simple approach: restate the prompt, take a stand on the qualifier, and provide a line of reasoning.</b></p>	◇
<p><b>CONTEXTUALIZATION (1 point)</b>  <b>Describes a <u>broader historical context</u> relevant to the prompt. (<b>Consider the “backstory” or the “prelude”</b>)</b>  <i>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. This point is not awarded for merely a phrase or a reference. If your context is far removed from the topic of the essay, LINK it to the topic of the essay! “This relates to the topic of _____, because...”</i></p>	◇
<p><b>EVIDENCE -- Support for Argument (2 points)</b>  <b>Provides <u>specific</u> examples of <u>at least two pieces</u> evidence <u>relevant to the topic</u> of the prompt.</b>  <i>To earn one point, the response must identify specific <u>historical examples</u> (<b>at least TWO</b>) of evidence <u>relevant to the topic</u> of the prompt and <u>within the parameters of the prompt</u>.  <b>“Stuff Happened”</b></i>   <b>Supports an argument in response to the prompt using <u>at least two specific and relevant examples</u> of evidence.</b>  <b>(close the loop!)</b>  <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.  <b>“Stuff Happened Because... and this supports the argument because...”</b></i></p>	◇  ◇
<p><b>ANALYSIS AND REASONING --Targeted Skill – Argumentation, Causation/CCOT/Comparison (2 points)</b>  <b>Uses historical reasoning (e.g. <u>comparison, causation, CCOT</u>) to frame or structure an argument that addresses the prompt.</b>  <i>To earn the first point, the response must demonstrate the use of historical reasoning to <u>frame or structure an argument</u>, although the reasoning might be uneven or imbalanced. If the prompt asks for only one side of the skill, address both anyway!  <b>Show the reader you can apply the skill being tested!</b></i>   <b>Demonstrates a <u>complex understanding</u> of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence. <b>Aim for TWO methods.</b></b>  <i>To earn the second point, the response must demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt.. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• Explaining <b>multiple themes or perspectives</b> to explore complexity or nuance.</li> <li>• Explaining <b>multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.</b></li> <li>• Explaining <b>both cause and effect, both similarity and difference, or both continuity and change.</b>  <b>Address both sides of the skill!</b></li> <li>• Explaining relevant and <b>insightful connections</b> within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. <b>Ping-Pong!</b></li> </ul> <i>A response may demonstrate a complex or nuanced understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• Explaining how <b>multiple pieces of specific and relevant evidence</b> (<b>at least four</b>) support a nuanced or complex argument that responds to the prompt.</li> <li>• Using evidence effectively to demonstrate a <b>sophisticated understanding of different perspectives</b> relevant to the prompt.</li> </ul> <p>This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</p> </p>	◇    ◇

