

The LEQ APUSH INQUISITION

Mr. Peters - AP United States History

Could Thor Eventually Change?

INTRODUCTORY PARAGRAPH

CONTEXTUALIZATION			
The Broader Historical Context is the BIG PICTURE & must be relevant to the prompt.			
Limited Understanding, Limited Connections to Time Period, or Too General; Too Specific; is Merely a Phrase or a Reference; Too much like Thesis.		Connects Argument to Broader Historical Events . The BIG Picture that is relevant to the prompt	
0 points	OR	1 point _____	
THESIS Argumentation + Targeted Skill [Although X, Y because ABC.]			
Make an historically defensible CLAIM with a line of reasoning, a preview of multiple points, & evaluation.			
Missing, Restates the Question, Poorly/Partially Developed, Too Specific, Too General, No or Weak Line of Reasoning/Skill Use. Needs to be Better Organized.		Responds to the Question with Evaluative Thesis/Claim . Establishes a Line of Reasoning (Addresses Skill)	
0 points	OR	1 point _____	

SUPPORTING PARAGRAPHS

EVIDENCE FILES Argument and Use of Evidence			
No/Little Specific Evidence Too General/Vague Not Relevant to Thesis/Topic Too Many Errors		Some Specific Evidence = Relevant to Topic Some Examples = Referenced, Defined Not Used to Support Argument or Inconsistent Examples = General Statements & References Some Minor Mistakes	
		Specific Evidence = Supports Thesis Specific Historical Evidence = Connects Evidence & Thesis/Argument Clearly, Consistently, Effectively	
0 points	OR	1 point _____	OR 2 points _____

CONCLUSION (ANALYSIS & REASONING --COMPLEXITY)

COMPLEX UNDERSTANDING Argument & Line of Reasoning (Causation, Comparison, or CCOT)			
Does NOT Use Line of Reasoning No/Incorrect Structure to Argument Limited/Incorrect Understanding Only Addresses One Part of Skill Poor Organization		Use of Reasoning = Structures Argument Uneven or Imbalance in Applying Skill Doesn't Address = Multiple Causes/Effects, or Both Similarity/Difference, or Both Continuity/Changes Organization Issues = Confusing Order No/Few Connections = Simplistic Analysis Evidence "tells" More Than It "supports" Some Minor Mistakes	
		Use of Reasoning = Complex Argument Structure Addresses Skill = Consistently Explains Both or Multiple Parts = Multiple or Both Causes/Effects, or Both Similarity/Difference or Both Continuity/Change Explains Connections = Within and Across Time Periods Connections of Evidence = Corroborates Argument Across Themes Qualifies or Modifies Argument w/diverse view of evidence	
0 points	OR	1 point _____	OR 2 points _____

NAME _____ Period _____

LEQ _____ Date _____