**A.P. US History - Long Essay Scoring Guide**

**A. Thesis – 1 Point Possible**

*\_\_\_ Thesis makes a historically defensible claim and specifically addresses all parts of the prompt. (1)*

 Improvement Needed:

\_\_\_Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.

\_\_\_Thesis contains awkward organization, be off-topic, contain inaccuracies, or found outside of opening or closing paragraph.

**B. Contextualization – 1 Point Possible**

**\_\_\_B1. *Contextualization****:**Response relates 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. (1)*

Improvement Needed:

 \_\_\_ Attempts at contextualization are underdeveloped, lack explanation, hastily phrased, or non-existent.

 \_\_\_ Historical Context does not address subject’s role in history

 \_\_\_ Attempts at contextualization do not relate to the topic of the prompt

**C. Evidence – 2 Points Possible**

*\_\_\_***C1***. Addresses the topic of the question with 2+ specific examples of relevant evidence. (1)* [*min 2 - □, □* ]

Improvement Needed:

\_\_\_Evidence is vague, generalized, or minimal.

\_\_\_Evidence is inaccurate, irrelevant, or non-existent.

\_\_\_**C2**. *Supports the argument in response to the prompt using 2+ specific examples of relevant evidence. (1)* [*min 2 - □, □* ]

 Improvement Needed:

\_\_\_Evidence used to support the prompt is vague, generalized, or minimal.

\_\_\_Evidence is inaccurate, irrelevant, or non-existent.

\_\_\_Evidence is present but does not support your argument

**D. Analysis and Reasoning - 2 Points Possible**

**Comparison**

\_\_\_**D1**. *Uses Historical Reasoning (C&C, C&E, CCOT) to frame or structure an argument that addresses the prompt. (1)*

Improvement Needed:

\_\_\_Attempts to apply the targeted Historical Reasoning Skill (HRS) is not evident.

\_\_\_Application of HRS limited to part of the prompt, fails to address the reasons/developments, or is too general

\_\_\_**D2.** *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 prompt (1)*

*\* Explains nuance of issue by analyzing multiple sources*

*\* Explains both Similarity and Difference, CCOT, or Cause and Effect, or Explaining multiple causes and/or effects*

*\* Explains relevant and insightful connections within and across periods*

*\* Confirms validity of argument by corroborating multiple perspectives across themes*

*\* Qualifies or modifies an argument by considering diverse or alternative views or evidence*

Improvement Needed:

\_\_\_Argumentation within body paragraphs is not supportive of the thesis.

\_\_\_Argumentation doesn’t demonstrate complex understanding as shown by \* examples

\_\_\_Evidence fails to corroborate, qualify or modify the argument

**Points: \_\_\_\_/ 6 Score: \_\_\_\_ / \_\_\_\_\_**

**Rewrite Points: \_\_\_\_/ 6 Score: \_\_\_\_ / \_\_\_\_\_**