

APUSH LEQ Essay Scoring Guide (COMPARISON)

LEVEL	CORE ELEMENTS	SCORE
Thesis (1 point maximum)		
emerging	Thesis is too vague, contains awkward organization, and/or may simply restate the question; may be incoherent, confusing, off-topic, or missing	<input type="checkbox"/> 0
developing	Thesis sets up the argument, but lacks the necessary level of specificity OR needs better organization	<input type="checkbox"/> .5
proficient or exemplary	Has acceptable thesis that DIRECTLY answers all components of the prompt, is properly argumentative, has the appropriate level of specificity (categories fall between BAGPIPE and actual vocabulary words); must consist of 1 or more sentences located to in the introduction.	<input type="checkbox"/> 1
Contextualization (1 point maximum)		
emerging	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made;	<input type="checkbox"/> 0
developing	CONTEXTUALIZATION: Attempts to connect the essay to broader historical events, but the attempt is too brief or not connected to thesis well.	<input type="checkbox"/> .5
proficient or exemplary	CONTEXTUALIZATION: Explicitly and accurately explains the broader historical events, developments, or processes immediately relevant to the question; must consist of 2 or more sentences located in a separate paragraph after the introductory paragraph;	<input type="checkbox"/> 1
Argument Development: Using the Targeted Historical Thinking Skill (2 points maximum)		
emerging	Attempt to use targeted HTS is only partially successful, is too generalized, or is unsuccessful	<input type="checkbox"/> 0
basic HTS - developing	Describes some similarities AND/OR differences among historical individuals, events, developments, or processes; may lack appropriate details	<input type="checkbox"/> .5
basic HTS - proficient or exemplary	Describes abundant similarities AND differences among historical individuals, events, developments, or processes; uses elaboration and specific details	<input type="checkbox"/> 1
advanced HTS - developing	Explains some reasons for similarities AND/OR differences; or evaluates the relative significance of historical individuals, events, developments, or processes; may lack appropriate details	<input type="checkbox"/> .5
advanced HTS - proficient or exemplary	Explains reasons for similarities AND differences; and/or evaluates the relative significance of historical individuals, events, developments, or processes; uses elaboration and specific details	<input type="checkbox"/> 1
Argument Development: Using Evidence (2 points maximum)		
emerging	Essay lacks sufficient information to support thesis and/or information used does not support the argument (tells more than it proves)	<input type="checkbox"/> 0
developing	Includes basic historical examples/evidence supporting the topic of the question; at least 1 specific fact per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> .5
proficient	Offers some explanation of historical examples/evidence to support the topic of the question; at least 2-3 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> 1
proficient or exemplary	Uses abundant relevant and specific historical examples/evidence to substantiate the thesis/argument; clearly and consistently explains how the evidence supports the thesis/argument and establishes clear linkages between the evidence and the thesis/argument; at least 3-4 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.) NOT generalizations	<input type="checkbox"/> 1
Synthesis (1 point maximum)		
emerging	Attempts at synthesis are unsuccessful due to inaccuracy, irrelevancy, lack of specificity/proper development, no description, no explanation, OR no attempt at synthesis is made	<input type="checkbox"/> 0
developing	Synthesis includes appropriate connection, but lacks sufficient description OR offers an inadequate explanation of the connection	<input type="checkbox"/> .5
proficient or exemplary	At least 3-4 sentences of description and explanation; extends the argument by explaining the connections between the argument and ONE of the following: <ul style="list-style-type: none"> A development in a different historical period/era, situation, or geographical area A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, intellectual history) 	<input type="checkbox"/> 1
TOTAL		7

Grading Scale

Superior = 5	Strong = 4	Adequate = 3	Developing = 2	Emerging = 1	Unacceptable
7 = 100 6.5 = 96	6 = 92 5.5 = 88	5 = 84 4.5 = 80	4 = 76 3.5 = 72	3 = 68 2.5 = 64 2 = 60	1.5 = 56 1 = 52 .5/0 = 50

APUSH LEQ Essay Scoring Guide (CAUSATION)

LEVEL	CORE ELEMENTS	SCORE
Thesis (1 point maximum)		
emerging	Thesis is too vague, contains awkward organization, and/or may simply restate the question; may be incoherent, confusing, off-topic, or missing	<input type="checkbox"/> 0
developing	Thesis sets up the argument, but lacks the necessary level of specificity OR needs better organization	<input type="checkbox"/> .5
proficient or exemplary	Has acceptable thesis that DIRECTLY answers all components of the prompt, is properly argumentative, has the appropriate level of specificity (categories fall between BAGPIPE and actual vocabulary words); must consist of 1 or more sentences located in the introduction.	<input type="checkbox"/> 1
Contextualization (1 point maximum)		
emerging	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; AND	<input type="checkbox"/> 0
developing	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; OR	<input type="checkbox"/> .5
proficient or exemplary	CONTEXTUALIZATION: Explicitly and accurately explains the broader historical events, developments, or processes immediately relevant to the question; must consist of 2 or more sentences located in a separate paragraph after the introductory paragraph; AND	<input type="checkbox"/> 1
Argument Development: Using the Targeted Historical Thinking Skill (2 points maximum)		
emerging	Attempt to use targeted HTS is only partially successful, is too generalized, or is unsuccessful	<input type="checkbox"/> 0
basic HTS - developing	Describes some causes AND/OR effects of a historical event, development, or process; may lack appropriate details	<input type="checkbox"/> .5
basic HTS - proficient or exemplary	Describes multiple causes AND/OR effects of a historical event, development, or process; uses elaboration and specific details	<input type="checkbox"/> 1
advanced HTS - developing	Explains some reasons for the causes AND/OR effects of a historical event, development, or process; may lack appropriate details	<input type="checkbox"/> .5
advanced HTS - proficient or exemplary	Explains reasons for multiple causes AND/OR effects of a historical event, development, or process; uses elaboration and specific details	<input type="checkbox"/> 1
Argument Development: Using Evidence (2 points maximum)		
emerging	Essay lacks sufficient information to support thesis and/or information used does not support the argument (tells more than it proves)	<input type="checkbox"/> 0
developing	Includes basic historical examples/evidence supporting the topic of the question; at least 1 specific fact per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> .5
proficient	Offers some explanation of historical examples/evidence to support the topic of the question; at least 2-3 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> 1
exemplary	Uses abundant relevant and specific historical examples/evidence to substantiate the thesis/argument; clearly and consistently explains how the evidence supports the thesis/argument and establishes clear linkages between the evidence and the thesis/argument; at least 3-4 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.) NOT generalizations	<input type="checkbox"/> 1
Synthesis (1 point maximum)		
emerging or developing	Attempts at synthesis are unsuccessful due to inaccuracy, irrelevancy, lack of specificity/proper development, insufficient explanation, or no attempt at synthesis is made	<input type="checkbox"/> 0
developing	Synthesis includes appropriate connection, but lacks sufficient description OR offers an inadequate explanation of the connection	<input type="checkbox"/> .5
proficient or exemplary	At least 3-4 sentences of description and explanation; extends the argument by explaining the connections between the argument and ONE of the following: <ul style="list-style-type: none"> A development in a different historical period/era, situation, or geographical area A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, intellectual history) 	<input type="checkbox"/> 1
TOTAL		7

Grading Scale

Superior = 5	Strong = 4	Adequate = 3	Developing = 2	Emerging = 1	Unacceptable
7 = 100 6.5 = 96	6 = 92 5.5 = 88	5 = 84 4.5 = 80	4 = 76 3.5 = 72	3 = 68 2.5 = 64 2 = 60	1.5 = 56 1 = 52 .5/0 = 50

APUSH LEQ Essay Scoring Guide (CONTINUITY AND CHANGE)

LEVEL	CORE ELEMENTS	SCORE
Thesis (1 point maximum)		
emerging	Thesis is too vague, contains awkward organization, and/or may simply restate the question; may be incoherent, confusing, off-topic, or missing	<input type="checkbox"/> 0
developing	Thesis sets up the argument, but lacks the necessary level of specificity OR needs better organization	<input type="checkbox"/> .5
proficient or exemplary	Has acceptable thesis that DIRECTLY answers all components of the prompt, is properly argumentative, has the appropriate level of specificity (categories fall between BAGPIPE and actual vocabulary words); must consist of 1 or more sentences located to in the introduction.	<input type="checkbox"/> 1
Contextualization (1 point maximum)		
emerging	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; AND	<input type="checkbox"/> 0
developing	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; OR	<input type="checkbox"/> .5
proficient or exemplary	CONTEXTUALIZATION: Explicitly and accurately explains the broader historical events, developments, or processes immediately relevant to the question; must consist of 2 or more sentences located in a separate paragraph after the introductory paragraph; AND	<input type="checkbox"/> 1
Argument Development: Using the Targeted Historical Thinking Skill (2 points maximum)		
emerging	Attempt to use targeted HTS is only partially successful, is too generalized, or is unsuccessful	<input type="checkbox"/> 0
basic HTS - developing	Describes some historical continuity AND/OR change over time; may lack appropriate details	<input type="checkbox"/> .5
basic HTS - proficient or exemplary	Describes abundant historical continuity AND change over time; uses elaboration and specific details	<input type="checkbox"/> 1
advanced HTS - developing	Explains the reasons for some instances of continuity AND/OR change over time; may lack appropriate details	<input type="checkbox"/> .5
advanced HTS - proficient or exemplary	Explains the reasons for multiple instances of continuity AND change over time; uses elaboration and specific details	<input type="checkbox"/> 1
Argument Development: Using Evidence (2 points maximum)		
emerging	Essay lacks sufficient information to support thesis and/or information used does not support the argument (tells more than it proves)	<input type="checkbox"/> 0
developing	Includes basic historical examples/evidence supporting the topic of the question; at least 1 specific fact per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> .5
proficient	Offers some explanation of historical examples/evidence to support the topic of the question; at least 2-3 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> 1
exemplary	Uses abundant relevant and specific historical examples/evidence to substantiate the thesis/argument; clearly and consistently explains how the evidence supports the thesis/argument and establishes clear linkages between the evidence and the thesis/argument; at least 3-4 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.) NOT generalizations	<input type="checkbox"/> 1
Synthesis (1 point maximum)		
emerging or developing	Attempts at synthesis are unsuccessful due to inaccuracy, irrelevancy, lack of specificity/proper development, insufficient explanation, or no attempt at synthesis is made	<input type="checkbox"/> 0
developing	Synthesis includes appropriate connection, but lacks sufficient description OR offers an inadequate explanation of the connection	<input type="checkbox"/> .5
proficient or exemplary	At least 3-4 sentences of description and explanation; extends the argument by explaining the connections between the argument and ONE of the following: <ul style="list-style-type: none">A development in a different historical period/era, situation, or geographical areaA course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, intellectual history)	<input type="checkbox"/> 1
TOTAL		7

Grading Scale

Superior = 5	Strong = 4	Adequate = 3	Developing = 2	Emerging = 1	Unacceptable
7 = 100 6.5 = 96	6 = 92 5.5 = 88	5 = 84 4.5 = 80	4 = 76 3.5 = 72	3 = 68 2.5 = 64 2 = 60	1.5 = 56 1 = 52 .5/0 = 50

APUSH LEQ Essay Scoring Guide (PERIODIZATION)

LEVEL	CORE ELEMENTS	SCORE
Thesis (1 point maximum)		
emerging	Thesis is too vague, contains awkward organization, and/or may simply restate the question; may be incoherent, confusing, off-topic, or missing	<input type="checkbox"/> 0
developing	Thesis sets up the argument, but lacks the necessary level of specificity OR needs better organization	<input type="checkbox"/> .5
proficient or exemplary	Has acceptable thesis that DIRECTLY answers all components of the prompt, is properly argumentative, has the appropriate level of specificity (categories fall between BAGPIPE and actual vocabulary words); must consist of 1 or more sentences located to in the introduction.	<input type="checkbox"/> 1
Contextualization (1 point maximum)		
emerging	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; AND	<input type="checkbox"/> 0
developing	CONTEXTUALIZATION: References to broader historical context are insufficient, is irrelevant to the topic, unsuccessful, or no attempt was made; OR	<input type="checkbox"/> .5
proficient or exemplary	CONTEXTUALIZATION: Explicitly and accurately explains the broader historical events, developments, or processes immediately relevant to the question; must consist of 2 or more sentences located in a separate paragraph after the introductory paragraph; AND	<input type="checkbox"/> 1
Argument Development: Using the Targeted Historical Thinking Skill (2 points maximum)		
emerging	Attempt to use targeted HTS is only partially successful, is too generalized, or is unsuccessful	<input type="checkbox"/> 0
basic HTS - developing	Describes some ways in which the historical development specified in the prompt was different from AND/OR similar to developments that preceded AND/OR followed; may lack appropriate details	<input type="checkbox"/> .5
basic HTS - proficient or exemplary	Describes multiple ways in which the historical development specified in the prompt was different from AND similar to developments that preceded AND/OR followed; uses elaboration and specific details	<input type="checkbox"/> 1
advanced HTS - developing	Explains the extent to which the historical development specified in the prompt was different from AND/OR similar to developments that preceded AND/OR followed; may lack appropriate details	<input type="checkbox"/> .5
advanced HTS - proficient or exemplary	Explains the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded AND/OR followed; uses elaboration and specific details	<input type="checkbox"/> 1
	NOTE – For both points: if the prompt requires evaluation of a turning point, then responses must discuss developments that proceeded AND followed; if the prompt requires evaluation of the characteristics of an era, then responses can discuss development that EITHER preceded OR followed.	
Argument Development: Using Evidence (2 points maximum)		
emerging	Essay lacks sufficient information to support thesis and/or information used does not support the argument (tells more than it proves)	<input type="checkbox"/> 0
developing	Includes basic historical examples/evidence supporting the topic of the question; at least 1 specific fact per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> .5
proficient	Offers some explanation of historical examples/evidence to support the topic of the question; at least 2-3 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.)	<input type="checkbox"/> 1
exemplary	Uses abundant relevant and specific historical examples/evidence to substantiate the thesis/argument; clearly and consistently explains how the evidence supports the thesis/argument and establishes clear linkages between the evidence and the thesis/argument; at least 3-4 specific facts per body paragraph (specific terms, proper nouns, events, names, etc.) NOT generalizations	<input type="checkbox"/> 1
Synthesis (1 point maximum)		
emerging or developing	Attempts at synthesis are unsuccessful due to inaccuracy, irrelevancy, lack of specificity/proper development, insufficient explanation, or no attempt at synthesis is made	<input type="checkbox"/> 0
developing	Synthesis includes appropriate connection, but lacks sufficient description OR offers an inadequate explanation of the connection	<input type="checkbox"/> .5
proficient or exemplary	At least 3-4 sentences of description and explanation; extends the argument by explaining the connections between the argument and ONE of the following: <ul style="list-style-type: none">A development in a different historical period/era, situation, or geographical areaA course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, intellectual history)	<input type="checkbox"/> 1
TOTAL		7

Grading Scale

Superior = 5	Strong = 4	Adequate = 3	Developing = 2	Emerging = 1	Unacceptable
7 = 100 6.5 = 96	6 = 92 5.5 = 88	5 = 84 4.5 = 80	4 = 76 3.5 = 72	3 = 68 2.5 = 64 2 = 60	1.5 = 56 1 – 52 .5/0 = 50