

Comparison Long Essay Question- 2016

Scoring Rubric

Thesis (0-1 point)

Skills assessed: Argumentation, Comparison

0	1
Does not state a thesis that directly addresses all parts of the question OR has a thesis that merely restates the question.	States a thesis that makes a historically defensible claim and directly addresses all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.

Support for argument (0-2 points)

Skills assessed: Comparison

1	1
Describes similarities AND differences among historical individuals, events, developments, or processes.	Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.

Application of targeted historical thinking skill (0-2 points)

Skills assessed: Argumentation

1	1
Addresses the topic of the question with specific examples of relevant evidence.	Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or relevant argument.

Synthesis (0-1 point)

0	1
Does not appropriately extend or modify the thesis in any way	<p>Extends the argument by explaining CONNECTIONS between the argument and 1 of the following:</p> <ul style="list-style-type: none"> -A development in a different historical period, geographic area, context, or circumstance -A course theme and or approach to history that is not the focus of the essay (such as political, social, economic, cultural, or intellectual history) -A different discipline or field of inquiry (such as econ, gov't/politics, art history, anthropology, or geography).

CCOT Long Essay Question- 2016

Scoring Rubric

Thesis (0-1 point)

Skills assessed: Argumentation, Change and Continuity over time

0	1
Does not state a thesis that directly addresses all parts of the question OR has a thesis that merely restates the question.	States a thesis that makes a historically defensible claim and directly addresses all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.

Support for argument (0-2 points)

Skills assessed: CCOT

1	1
Describes historical continuity AND change over time.	Explains the reasons for historical continuity and change over time.

Using Evidence (0-2 points)

Skills assessed: Argumentation

1	1
Addresses the topic of the question with specific examples of relevant historical evidence.	Utilizes specific examples of historical evidence to fully and effectively substantiate the stated thesis or a relevant argument.

Synthesis (0-1 point)

0	1
Does not appropriately extend or modify the thesis in any way	<p>Extends the argument by explaining CONNECTIONS between the argument and 1 of the following:</p> <ul style="list-style-type: none"> -A development in a different historical period, geographic area, context, or circumstance -A course theme and or approach to history that is not the focus of the essay (such as political, social, economic, cultural, or intellectual history) -A different discipline or field of inquiry (such as econ, gov't/politics, art history, anthropology, or geography).

Causation Long Essay Question- 2016

Scoring Rubric

Thesis (0-1 point)

Skills assessed: Argumentation, Causation

0	1
Does not state a thesis that directly addresses all parts of the question OR has a thesis that merely restates the question.	States a thesis that makes a historically defensible claim and directly addresses all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.

Support for argument (0-2 points)

Skills assessed: Causation

1	1
Describes Causes AND/OR effects of a historical event, development, or process	Explains the reasons for the causes AND/OR effects of a historical event, development, or process

Application of targeted historical thinking skill (0-2 points)

Skills assessed: Argumentation

1	1
Addresses the topic of the question with specific examples of relevant evidence.	Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or relevant argument.

Synthesis (0-1 point)

0	1
Does not appropriately extend or modify the thesis in any way	<p>Extends the argument by explaining CONNECTIONS between the argument and 1 of the following:</p> <ul style="list-style-type: none"> -A development in a different historical period, geographic area, context, or circumstance -A course theme and or approach to history that is not the focus of the essay (such as political, social, economic, cultural, or intellectual history) -A different discipline or field of inquiry (such as econ, gov't/politics, art history, anthropology, or geography).

Periodization Long Essay Question- 2016

Scoring Rubric

Thesis (0-1 point)

Skills assessed: Argumentation

0	1
Does not state a thesis that directly addresses all parts of the question OR has a thesis that merely restates the question.	States a thesis that makes a historically defensible claim and directly addresses all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.

Support for argument (0-2 points)

Skills assessed: Periodization

1	1
Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.	Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.

Using Evidence (0-2 points)

Skills assessed: Argumentation

1	1
Addresses the topic of the question with specific examples of relevant historical evidence.	Utilizes specific examples of historical evidence to fully and effectively substantiate the stated thesis or a relevant argument.

Synthesis (0-1 point)

0	1
Does not appropriately extend or modify the thesis in any way	<p>Extends the argument by explaining CONNECTIONS between the argument and 1 of the following</p> <ul style="list-style-type: none">-A development in a different historical period, geographic area, context, or circumstance-A course theme and or approach to history that is not the focus of the essay (such as political, social, economic, cultural, or intellectual history)-A different discipline or field of inquiry (such as econ, gov't/politics, art history, anthropology, or geography).

