

## 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><b>Extends the argument by explaining CONNECTIONS between the argument and 1 of the following:</b></p> <ul style="list-style-type: none"> <li>-A development in a different historical period, geographic area, context, or circumstance</li> <li>-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)</li> <li>-A different discipline or field of inquiry (such as econ, gov't/politics, art history, anthropology, or geography).</li> </ul>

## CCOT Long Essay Question- 2016 Scoring Rubric

### Thesis (0-1 point)

**Skills assessed: Argumentation, Change and Continuity over time**

<b>0</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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)

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

## Causation Long Essay Question- 2016

### Scoring Rubric

#### Thesis (0-1 point)

**Skills assessed: Argumentation, Causation**

<b>0</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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)

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

## Periodization Long Essay Question- 2016 Scoring Rubric

### Thesis (0-1 point)

**Skills assessed: Argumentation**

<b>0</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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**

<b>1</b>	<b>1</b>
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)

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

