

AP World History LEQ Rubric

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	Points							
Thesis	1	Presents a thesis that is historically defensible and responds to all parts of the question. The thesis must consist of one or more consecutive sentences located either in the introduction or conclusion paragraph. Should be comprised of "Rule of 3" argumentative points.						
Argumentation: Targeted HTS <i>(Only one of the four HTS will be targeted on the LEQ portion of the exam)</i> <i>Observe "Rule of 3" in all HTS cases.</i>	2	COMPARISON		CAUSATION		CCOT		PERIODIZATION
		<i>Develops and supports an argument that...</i>		<i>Develops and supports an argument that...</i>		<i>Develops and supports an argument that...</i>		<i>Develops and supports an argument that...</i>
		1 point	1 point	1 point	1 point	1 point	1 point	1 point
		Describe sims <u>AND</u> diffs among historical individuals, events, developments, or processes.	Explains the reason for sims <u>AND</u> diffs OR, depending on the prompt: evaluates the significance of historical individuals, events, developments, or processes.	Describes causes <u>AND/OR</u> effects of a historical event, development, or process.	Explains the reasons for the causes <u>AND/OR</u> effects of a historical event, development, or process.	Describes historical continuity <u>AND</u> change over time.	Explains the reason for historical change <u>AND</u> continuity over time.	Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded <u>AND/OR</u> followed.
Argumentation: Using Evidence	2	1 point		1 point				
		Addresses the topic of the prompt with at least "Rule of 3" pieces of relevant Specific Historical Evidence (SHE).		Links the "Rule of 3" specific historical evidence provided to fully and effectively support the stated thesis or a relevant argument.				
Synthesis	1	Extends the argument of the essay by explaining the connections between the argument and ONE of the following: <ol style="list-style-type: none"> A development in a different historical period, situation, era, or geographical region. A course theme and/or approach to history that is not the focus of the essay. A different discipline or field of inquiry (e.g. economics, government and politics, art history, or anthropology) Only one synthesis statement is required, and it should appear in your conclusion paragraph.						

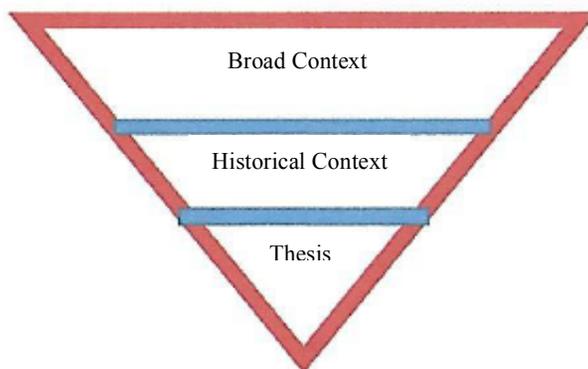
Total Points:	6	AP World History LEQ MUST DO! & MUST NEVER DO!			
	Points				
Thesis	1	DO!		NEVER DO!	
		<ul style="list-style-type: none"> • 1-2 sentences • Intro AND Conclusion • "Rule of 3" • "Historically Defensible" 		<ul style="list-style-type: none"> • Write a thesis that is more than 2 sentences. • Write a thesis that is pieced together from multiple places in the essay • Write a thesis that is overly general. *How to avoid this? Remember to Define Your Terms (DYT) 	
Argumentation: Targeted HTS	2	Description of HTS		Analysis of HTS	
		DO!	NEVER DO!	DO!	NEVER DO!
		<ul style="list-style-type: none"> • Describe all elements of the HTS specified in the prompt. <ul style="list-style-type: none"> ○ C/C = sim AND diff ○ Causation = Cause AND Effects ○ CCOT = Change AND Continuity ○ Periodization = sim AND diff to preceding OR following 	<ul style="list-style-type: none"> • Fail to address both aspects of the HTS, pay attention to AND/OR 	<ul style="list-style-type: none"> • Explain why sims AND diffs existed. • Explain the reason for a cause AND/OR effect • Explain why change AND continuity occurred. • Explain the extent to which the prompt topic was different and similar to events that preceded or followed. 	<ul style="list-style-type: none"> • Fail to explain "why" for the HTS specified by the prompt. • Fail to address both aspects of the HTS, pay attention to AND/OR
Argumentation: Using Evidence	2	DO!		NEVER DO!	
		<ul style="list-style-type: none"> • Address the topic of the question by using "Rule of 3" Specific Historical Evidence (SHE). • Link all SHE to your argument by elaborating on how it is relevant and supports your stated thesis or argument. 		<ul style="list-style-type: none"> • Fail to meet "Rule of 3" evidence pieces. • Provide overly general evidence ideas that are either too vague or irrelevant to the argument. 	
Synthesis	1	DO!		NEVER DO!	
		<ul style="list-style-type: none"> • Include it in your conclusion paragraph. • Extend the argument consider: geographic region, historical era, situation, course theme or discipline • Explain the connection of your synthesis statement to the thesis or relevant argument. 		<ul style="list-style-type: none"> • Fail to connect your synthesis to your thesis and argument. A simple reference to another geographic region, historical era, situation, course theme, or discipline is NOT enough for a point. 	

How to Format a LEQ Response

It is perhaps easiest to think of your very first paragraph as a **funnel**.

Start your paragraph with a broad contextual setup and as you end the introductory paragraph narrow your scope and end with your thesis statement.

Here's a visual!



Here's a breakdown of the introduction:

1st Prompt Context – time period, region, prompt topic – When? Where? What?

2nd Historical Context – elaborate and explain the immediate historical setting for your essay.

3rd Thesis Statement – specifically address all parts of the prompt.

When setting up your body paragraphs it is very important that you make sure to identify what **Historical Thinking Skill (HTS)** is present in the prompt.

1st Paragraph – Topic Sentence = 1st Thesis Point
2nd Paragraph – Topic Sentence = 2nd Thesis Point
3rd Paragraph – Topic Sentence = 3rd Thesis Point

Pay attention to the HTS!



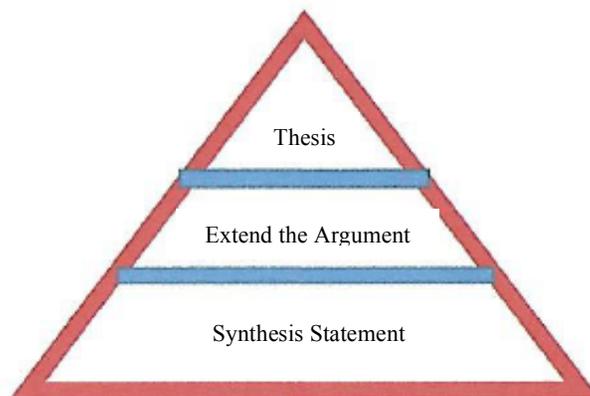
Four Types of HTS Targeted in the LEQ:

1. Historical Causation
 2. CCOT
 3. Compare and Contrast
 4. Periodization – Turning Point
- * (also the occasional Competing Historical Narratives)*

When concluding your LEQ response think of your conclusion paragraph as a **pyramid**.

Start your conclusion paragraph by restating your thesis statement. Then extend your argument, remind your reader of what broader context it fits into. Lastly, provide a **synthesis statement** as a final justification of your thesis argument or as a different way of understanding it.

Here's a visual!



Here's a breakdown of the conclusion:

1st Restate/Rephrase your thesis. Think of this like your insurance policy in case your first thesis attempt is bogus.

2nd Extend the Argument: What was the significance of these events in a wider context?

3rd Synthesis Statement: Link your discussion to a similar historical issue or development in a **different** period, situation or region, course theme, or discipline.

