

CONTEXTUALIZATION (1 point) Describes a broader historical context relevant to the prompt. To earn this point, the response must relate 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. <i>This point is not awarded for merely a phrase or a reference.</i>		/1
THESIS/CLAIM (1 point) Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. <i>The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		/1

Order of use	D/S/E		
Doc		D: Accurately DESCRIBES the content of at least THREE documents to address the topic of the prompt. <i>Quotes are insufficient to earn this point.</i>	/1
Doc		S: SUPPORTS an argument in response to the prompt using at least FOUR documents. <i>These documents should meet (and exceed) the standard set for the description point.</i>	/1
Doc		E: For at least TWO documents, EXPLAINS HOW or WHY the document’s point of view, purpose, historical situation, <u>and/or</u> audience is relevant to an argument. (HAPPY)	/1
Doc		<u>NOTES ON DOC USAGE:</u>	
Doc			
Doc			
Doc			

(Must be beyond that found in the documents AND relevant to an argument about the prompt. <ul style="list-style-type: none">The response must describe the evidence and must use more than a phrase or reference. <i>This evidence must be different from the evidence used to earn the point for contextualization. No Double Dipping!</i>		/1
Demonstrates complex understanding of the historical development that is the focus of the prompt through <i>sophisticated argumentation and/or effective use of evidence.</i> NOTE: Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference		/1
SOPHISTICATED ARGUMENTATION <ul style="list-style-type: none">Exploring nuance by analyzing multiple themes or perspectivesExplaining both similarity and difference, both continuity and change, both causes and effects, multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.	EFFECTIVE USE OF EVIDENCE <ul style="list-style-type: none">Effectively uses ALL SEVEN documents to support an argument.Effective HAPPY analysis for at least FOUR documents.Uses documents and outside evidence to demonstrate sophisticated understanding.	

<ul style="list-style-type: none"> Explaining relevant and insightful connections within and across periods or geographical areas 					
INTRODUCTION	• ___Needs Improvement	• ___Needs S.F.I.	• ___Too much info.	• ___Acceptable	• ___Strong
THESIS/CLAIM	• ___Unclear argument	• ___Does not address full prompt	• ___Improve categories of analysis (buckets)	• ___Acceptable	• ___Strong
ORGANIZATION	• ___Needs Improvement	• ___Acceptable	• ___Strong		
TOPIC SENTENCES	• ___Needs Improvement	• ___Acceptable	• ___Strong		
• Be specific	• Budget your time	• Use past tense	• Return to thesis consistently		
• Improve study skills	• More evidence	• More analysis	• Improve organization		
• Improve academic language	• Needs more clarity	• Improve Thesis statement	• More descriptive than analytical		

This rubric is based on guidelines released in September 2023 by the College Board.