

<p><b>CONTEXTUALIZATION (1 point)</b>  <b>Describes a broader historical context relevant to the prompt.</b>                  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></p>	<p><b>/1</b></p>
<p><b>THESIS/CLAIM (1 point)</b>  <b>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</b>                  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></p>	<p><b>/1</b></p>
<p><b>Provides at least <u>TWO</u> SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt (1 point)</b>                  To earn one point, the response must identify <i>at least two</i> or more specific historical examples of evidence relevant to the topic of the prompt.</p>	<p><b>/1</b></p>
<p><b>SUPPORTS AN ARGUMENT in response to the prompt using at least TWO specific and relevant examples of evidence.</b>  <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><b>/1</b></p>
<p><b>Uses historical reasoning (Comparison, Causation, CCOT) to frame or structure an argument that addresses the prompt.</b>  <i>*To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p>	<p><b>/1</b></p>
<p>Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p> <p>NOTE: Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference</p>	
<p><b>SOPHISTICATED ARGUMENTATION</b></p> <ul style="list-style-type: none"> <li>• Exploring nuance by analyzing multiple themes or perspectives</li> <li>• Explaining 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.</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas</li> </ul>	<p><b>EFFECTIVE USE OF EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> <li>• Explaining how at least FOUR pieces of specific and relevant evidence support a nuanced or complex argument that responds to the prompt.</li> </ul> <p style="text-align: right;"><b>/1</b></p>

<b>INTRODUCTION</b>	• ___Needs Improvement	• ___Needs S.F.I.	• ___Too much info.	• ___Acceptable	• ___Strong
<b>THESIS/CLAIM</b>	• ___Unclear argument	• ___Does not address full prompt	• ___Improve categories of analysis (buckets)	• ___Acceptable	• ___Strong
<b>ORGANIZATION</b>	• ___Needs Improvement		• ___Acceptable		• ___Strong
<b>TOPIC SENTENCES</b>	• ___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.*