Long **Essay Rubric**

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|  | **Criteria** |  |
| **Thesis** | Clear thesis that sets up the argument AND addresses the targeted skill AND directly addresses all parts of the question | 1 |
| Thesis is poorly developed or only partially developed OR may simply restate the question | 0 |
| **Historical Thinking Skills** | Continuity and Change Over Time | Describes historical continuity AND change over time, AND analyzes specific examples that illustrate historical continuity and change over time | 2 |
| Describes historical continuity AND change over time, AND partially analyzes specific examples that illustrate continuity AND change over time | 1.5 |
| Describes historical continuity AND change over time | 1 |
| Does not describe historical continuity AND change over time  | 0 |
| Comparison | Describes similarities AND differences among historical developments, providing specific examples AND analyzes the reasons for the similarities AND/OR differences OR, depending on the prompt, evaluates the relative significance of the historical developments | 2 |
| Describes similarities AND differences among historical developments, providing some specific examples AND/OR partially analyzes the reasons for the similarities AND/OR differences OR, depending on the prompt, somewhat evaluates the relative significance of the historical developments | 1.5 |
| Describes similarities AND differences among historical developments | 1 |
| Does not describe similarities AND differences among historical developments | 0 |
| Causation | Describes causes AND/OR effects of a historical development AND analyzes specific examples that illustrate causes AND/OR effects of a historical development | 2 |
| Partially describes causes AND/OR effects of a historical development AND/OR partially analyzes specific examples that illustrate causes AND/OR effects of a historical development | 1.5 |
| Describes causes AND/OR effects of a historical development | 1 |
| Does not describe causes AND/OR effects of a historical development | 0 |
| Periodization | Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis | 2 |
| Partially analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing some examples to illustrate the analysis | 1.5 |
| Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed | 1 |
| Does not describe the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed | 0 |
| **Support for Argument** | Supports the stated thesis using specific examples/evidence, clearly and consistently stating how the evidence supports the thesis/argument, and establishing clear linkages between the evidence and the thesis/argument | 2 |
| Offers sufficient analysis of specific historical examples/evidence to support the thesis/argument | 1 |
| Describes evidence but only somewhat analyzes evidence to support the thesis/argument | .5 |
| Essay lacks information to support thesis AND/OR information used does not support the argument (tells more than it proves)  | 0 |
| **Synthesis** | Essay synthesizes the argument, evidence, and context into a coherent and persuasive essay AND adds support relevant to the question but beyond the requirements of the prompt (provide counter-argument OR links to larger historical theme by connecting prompt topic to other time periods, geographic areas, contexts, or events OR uses an additional appropriate category of analysis (political, economic, social, cultural, race/ethnicity, gender, etc.) | 1 |
| Partially uses synthesis in the essay AND/OR partially adds relevant support | .5 |
| Essay lacks full synthesis of the argument AND/OR does not add support relevant to the question and beyond the scope of the prompt | 0 |

**Grading Scale**

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| Superior = 5 | Strong = 4 | Adequate = 3 | Emerging = 2 | Unacceptable = 1 | Your Score |
| 6 = 1005.5 = 95 | 5 = 904.5 = 85 | 4 = 803.5 = 75 | 3 = 702.5 = 60 | 2.0 = 551.5 or less = 50 |  |