

LEQ Rubric: Change Over Time

Element	Standard	Points
<p>Thesis (1 point)</p>	<p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in either the introduction or the conclusion.</p> <p><u>Improvement needed to earn point:</u></p> <p><input type="checkbox"/> Thesis is properly argumentative but is not historically defensible.</p> <p><input type="checkbox"/> Thesis is vague, lacks necessary level of specificity, or restates the prompt.</p> <p><input type="checkbox"/> Thesis is incoherent or confusing and needs better organization.</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
<p>Historical Thinking Skill: Comparison (2 points)</p>	<p>Describes at least one historical <u>continuity</u> AND at least one <u>change</u> over time (1 point)</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
	<p>Explains the reason for historical continuity and change over time. (1 point)</p> <p><u>Improvement needed to earn point(s):</u></p> <p><input type="checkbox"/> Does not address or only partially addresses historical thinking skill</p> <p><input type="checkbox"/> Coverage of topic is too generalized.</p> <p><input type="checkbox"/> Answer addresses wrong theme, region, or historical period.</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
<p>Evidence & Support for Argument (2 points)</p>	<p>Addresses the topic of the question with specific, relevant historical evidence. Essay may contain errors that do not detract from overall quality. (1 point)</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
	<p>Argument is thesis driven. Utilizes a broad range of specific evidence that is explained and analyzed to fully and effectively substantiate the stated thesis or relevant argument. Evidence establishes clear links between the evidence and the thesis/argument. (1 point)</p> <p><u>Improvement needed to earn point(s):</u></p> <p><input type="checkbox"/> Evidence used to support thesis or relevant argument is too minimal and/or vague.</p> <p><input type="checkbox"/> Evidence is inaccurate or irrelevant.</p> <p><input type="checkbox"/> Weak essay structure. Use stronger topic sentences, transitions, etc.</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
<p>Synthesis (1 point)</p>	<p>Response extends the argument by explaining the connections between the argument and one of the following (must be more than a passing mention):</p> <p><input type="checkbox"/> A development in a different historical period, situation, era, or geographical area.</p> <p><input type="checkbox"/> A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</p> <p><input type="checkbox"/> A different field of inquiry (such as economics, government & politics, art history, anthropology, etc.)</p> <p><u>Improvement needed to earn point:</u></p> <p><input type="checkbox"/> Explain how your synthesis is connected to your topic. "This is similar to...because..."</p> <p><input type="checkbox"/> Use more specific evidence in your synthesis as examples.</p>	<p><input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -</p>
<p>6 = 100, 5 = 90, 4 = 80, 3 = 70, 2 = 60, 1 = 50, 0 = 0</p>		<p>/6</p>

College-level work You're getting better I am very impressed! Great use of evidence Must work faster
 See me for help! Use past tense Can still be improved I am proud of your hard work