

LEQ Rubric: Comparison

Element	Standard	Points
Thesis (1 point)	<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>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
Historical Thinking Skill: Comparison (2 points)	<p>Describes similarities AND differences among historical events, developments, processes, etc. (1 point)</p>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	<p>Explains the reason for similarities AND differences. (1 point)</p> <p><u>Improvement needed to earn point(s):</u></p> <p><input type="checkbox"/> Application of targeted skill is not evident or only partially successful.</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>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
Evidence & Support for Argument (2 points)	<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>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	<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>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
Synthesis (1 point)	<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>	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	6 = 100, 5 = 90, 4 = 80, 3 = 70, 2 = 60, 1 = 50, 0 = 0	/6

College-level work
See me for help!
Must work faster

You're getting better
Use past tense
Can still be improved

I am very impressed!

Great use of evidence

You're the (wo)man!

I am proud of your hard work