**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Thesis: 0-1 Point** |  |
| States a thesis that directly addresses all parts of the question. The thesis must do more that restate the question.**1 point**  |  |
| **Support for argument: 0-2 points** |
| Supports the stated thesis (or makes a relevant argument) using specific evidence**1 point** | **OR** | Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument**2 points** |  |
| **Application of Targeted Thinking Skill: 0-2 points** |  |
| **PERIODIZATION** |
| Describes the ways in which the historical development specified in the prompt was different from OR similar to developments the preceded and/or followed**1 point** | **OR** | 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 points** |  |
| **Synthesis: 0-1 point** |  |
| Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |
| Appropriately extends or modifies the stated thesis or argument**1 point** | **OR** | Explicitly employs an additional appropriate category of analysis (e.g. political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt**1 point** | **OR** | Argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances**1 point** |  |
| **Total Score: 0-6 points** |  |

**Comments:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Thesis: 0-1 Point** |  |
| States a thesis that directly addresses all parts of the question. The thesis must do more that restate the question.**1 point**  |  |
| **Support for argument: 0-2 points** |
| Supports the stated thesis (or makes a relevant argument) using specific evidence**1 point** | **OR** | Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument**2 points** |  |
| **Application of Targeted Thinking Skill: 0-2 points** |  |
| **COMPARISON** |
| Describes similarities AND differences among historical developments**1 point** | **OR** | Describes similarities AND differences among historical developments, providing specific examplesANDAnalyzes the reasons for their similarities AND/OR differencesOR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments**2 points** |  |
| **Synthesis: 0-1 point** |  |
| Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |
| Appropriately extends or modifies the stated thesis or argument**1 point** | **OR** | Explicitly employs an additional appropriate category of analysis (e.g. political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt**1 point** | **OR** | Argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances**1 point** |  |
| **Total Score: 0-6 points** |  |

**Comments:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Thesis: 0-1 Point** |  |
| States a thesis that directly addresses all parts of the question. The thesis must do more that restate the question.**1 point**  |  |
| **Support for argument: 0-2 points** |
| Supports the stated thesis (or makes a relevant argument) using specific evidence**1 point** | **OR** | Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument**2 points** |  |
| **Application of Targeted Thinking Skill: 0-2 points** |  |
| **CONTINUITY AND CHANGE OVER TIME** |
| Describes continuity AND change over time**1 point** | **OR** | Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time**2 points** |  |
| **Synthesis: 0-1 point** |  |
| Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |
| Appropriately extends or modifies the stated thesis or argument**1 point** | **OR** | Explicitly employs an additional appropriate category of analysis (e.g. political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt**1 point** | **OR** | Argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances**1 point** |  |
| **Total Score: 0-6 points** |  |

**Comments:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Thesis: 0-1 Point** |  |
| States a thesis that directly addresses all parts of the question. The thesis must do more that restate the question.**1 point**  |  |
| **Support for argument: 0-2 points** |
| Supports the stated thesis (or makes a relevant argument) using specific evidence**1 point** | **OR** | Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument**2 points** |  |
| **Application of Targeted Thinking Skill: 0-2 points** |  |
| **CAUSATION** |
| Describes causes AND/OR effects of a historical development**1 point** | **OR** | Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development**2 points** |  |
| **Synthesis: 0-1 point** |  |
| Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |
| Appropriately extends or modifies the stated thesis or argument**1 point** | **OR** | Explicitly employs an additional appropriate category of analysis (e.g. political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt**1 point** | **OR** | Argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances**1 point** |  |
| **Total Score: 0-6 points** |  |

**Comments:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Thesis: 0-1 Point** |  |
| States a thesis that directly addresses all parts of the question. The thesis must do more that restate the question.**1 point**  |  |
| **Analysis of historical evidence and support of argument: 0-4 points** |
| **Analysis of documents (0-3 points)** |
| Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument**1 point** | **OR** | Offers plausible analysis of both the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;ANDat least one of the following for the majority of the documents:* intended audience,
* purpose,
* historical context, and/or
* the author’s point of view

**2 points** | **OR** | Offers plausible analysis of both the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;ANDat least one of the following for all or all but one of the documents:* intended audience,
* purpose,
* historical context, and/or
* the author’s point of view

**3 points** |  |
| Documents Used | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **AND/OR** |
| **Analysis of outside examples to support thesis/argument (0-1 point)** |
| Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument**1 point** |  |
| **Contextualization: 0-1 point** |  |
| Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes**1 point** |  |
| **Synthesis: 0-1 point** |  |
| Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |
| Appropriately extends or modifies the stated thesis or argument**1 point** | **OR** | Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument**1 point** | **OR** | Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances**1 point** |  |
| **Total Score: 0-7 points** |  |

**Comments:**