**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** | | | | | | | |  | |
| **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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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** | | | | | | | |  | |
| **COMPARISON** | | | | | | | | | |
| Describes similarities AND differences among historical developments  **1 point** | | | **OR** | Describes similarities AND differences among historical developments, providing specific examples  AND  Analyzes the reasons for their similarities AND/OR differences  OR, 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;  AND  at 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;  AND  at 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:**