

APUSH LEQ RUBRIC

Updated July 2017

Name: _____

LEQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.

To earn one point, the response must identify two or more specific historical examples of evidence relevant to the topic of the prompt.

2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

ANALYSIS & REASONING

(Must Earn 1 to Earn 2)

1. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

2. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL
POINTS:**

/6

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Long Essay Question

Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about how new technology fostered change in United States industry from 1865 to 1900. Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.</p> <p>Examples that earn this point include:</p> <ul style="list-style-type: none"> • "New technologies fostered tremendous changes in U.S. industry between 1865 and 1900 by expanding the scale of industrial production." • "New technologies changed U.S. industry by accelerating the pace of changes introduced in earlier periods."
B: Contextualization (0-1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</p>	<p>Examples of context might include the following, with appropriate elaboration:</p> <ul style="list-style-type: none"> • Technologies developed in the early 19th century and during the Civil War. • Financial markets and both foreign and domestic investment expanded in the period from 1865 to 1900. • Increased European immigration to the United States in the period from 1865 to 1900 provided an inexpensive labor force.
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p>Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt.</p> <p>Evidence used might include the following:</p> <ul style="list-style-type: none"> • Bessemer steel process • Electricity, electric light, electric motors • Horizontal/vertical integration • Petroleum, petrochemicals, oil pipelines, oil refineries, Standard Oil • Plows, reapers, and threshers <p>OR</p>

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D: Analysis and Reasoning (0-2)	
<p>Historical Reasoning: Uses historical reasoning (e.g. compare, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point)</p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p>To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <p>This understanding must be part of the argument, not merely a phrase or reference.</p>	<p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt.</p> <p>Responses earn one point by framing or structuring an argument addressing continuity and/or change over time in U.S. industry from 1865 to 1900. The reasoning used in the response might be uneven or imbalanced.</p> <p>Examples of using historical reasoning about change or continuity might include:</p> <ul style="list-style-type: none"> • New technologies requiring massive investment encouraged corporate growth and consolidation. • New technology encouraged businesses to develop more modern production practices that drew on unskilled labor. • Many aspects of industry built off of changes that began in the 1830s and 1840s (factories; transportation). • New technology allowed industries to take greater advantage of natural resources such as coal and iron. <p>OR</p> <p>Responses earn two points by demonstrating a complex understanding of how new technology fostered change in United States industry from 1865 to 1900, using evidence to corroborate, qualify, or modify their argument.</p> <p>Ways of demonstrating a complex understanding of this prompt might include:</p> <ul style="list-style-type: none"> • Comparing the extent of change in this period to that in other periods of economic transformation, such as the second half of the 20th century. • Exploring how certain industries changed in certain ways while others remained resistant to the introduction of new technology and did not change. • Explaining how the extent of change in the area of industry was or was not paralleled by changes in U.S. social or