

**Long Essay Scoring Guide**  
**Maximum Points Possible: 6**

**Thesis /Claim– 1 Point Possible**

\_\_\_ Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning and specifically addresses all parts of the prompt. *\*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.*

Improvement Needed in Thesis Development:

- \_\_\_ Thesis is properly argumentative but lacks the necessary level of specificity
- \_\_\_ Thesis is too vague, needs better organization, or simply restates the prompt
- \_\_\_ Thesis is incoherent, confusing, and/or off-topic

**Contextualization --1 Point Possible**

\_\_\_ 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.*

Improvement Contextualization:

- \_\_\_ Contextualization is attempted but is too vague, irrelevant or inaccurate
- \_\_\_ No attempt to incorporate contextualization

**Support for Argument – 2 Points Possible.** *\*To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.*

\_\_\_ Addresses the topic of the question with specific examples of relevant evidence (1)

\_\_\_ Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis of a relevant argument (1)

Improvement Needed in Argumentation:

- \_\_\_ Evidence used to support the prompt is too vague, irrelevant, inaccurate, or simply not enough of it
- \_\_\_ Attempts to use evidence and argumentation are unsuccessful

**Analysis and Reasoning – 2 Points Possible.** *\*To earn the first point, the response must demonstrate the use of historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:*

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining 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

*This understanding must be part of the argument, not merely a phrase or reference.*

**Change Over Time**

\_\_\_ Describes historical continuity AND change over time. Uses historical reasoning to frame or structure an argument that addresses the prompt.

\_\_\_ Explains the reasons for historical continuity AND change over time. 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.

**Comparison**

\_\_\_ Describes similarities AND differences among historical individuals, events, developments, or processes. Uses historical reasoning to frame or structure an argument that addresses the prompt.

\_\_\_ Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes. 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.

**Causation**

\_\_\_ Describes causes AND/OR effects of a historical event, development, or process. Uses historical reasoning to frame or structure an argument that addresses the prompt.

\_\_\_ Explains the reasons for the causes AND/OR effects of a historical event, development, or process. 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.

Improvement Needed in Analysis and Reasoning Skills:

- \_\_\_ Application of analysis and reasoning skills are only partially successful and uneven or unbalanced
- \_\_\_ Coverage is too generalized and attempts to apply the analysis and reasoning skills are unsuccessful

\_\_\_\_\_/ **6 Points**

**Additional Feedback** \_\_\_ be specific! \_\_\_ budget your time \_\_\_ use past tense \_\_\_ no shorthand \_\_\_ improve analysis and reasoning

\_\_\_ study more \_\_\_ more depth \_\_\_ no oversimplifications \_\_\_ improve organization \_\_\_ writing needs greater sophistication