

L

LONG

E

ESSAY

Q

QUESTION



LEQ

THE LONG ESSAY QUESTION IS YOUR FINAL CHALLENGE ON MAY #. 40 MINUTES FOR 15% OF YOUR SCORE.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes (includes a reading period with a suggested time of 15 minutes)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

LEQ

NEW 2023 RUBRICS!

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>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.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or a reference.</i>
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.	<i>To earn one point, the response must identify specific historical examples 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.</i>

D. ANALYSIS AND REASONING (0–2 pts)

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

OR 2 pts.
Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.

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, or the evidence may be overly general or lacking specificity.

To earn the second point, the response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:

- *Explaining multiple themes or perspectives to explore complexity or nuance; OR*
- *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR*
- *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR*
- *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.*

A response may demonstrate a complex or nuanced understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:

- *Explaining how multiple pieces of specific and relevant evidence (at least **four**) support a nuanced or complex argument that responds to the prompt; OR*
- *Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.*

This complex understanding must be part of the argument and may be demonstrated in any part of the response.

While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.



**GOOD NEWS:
YOU WILL HAVE A CHOICE...**

***“STUDENTS
WILL CHOOSE
ONE OF TWO
LONG ESSAYS
TO ANSWER IN
WRITING.”***

BAD NEWS:

THERE ARE 4 OPTIONS...

***“STUDENTS WILL
ANALYZE AN ISSUE
USING THE
HISTORICAL
THINKING SKILLS OF
COMPARISON,
CAUSATION,
CONTINUITY & CHANGE,
OR PERIODIZATION.”***



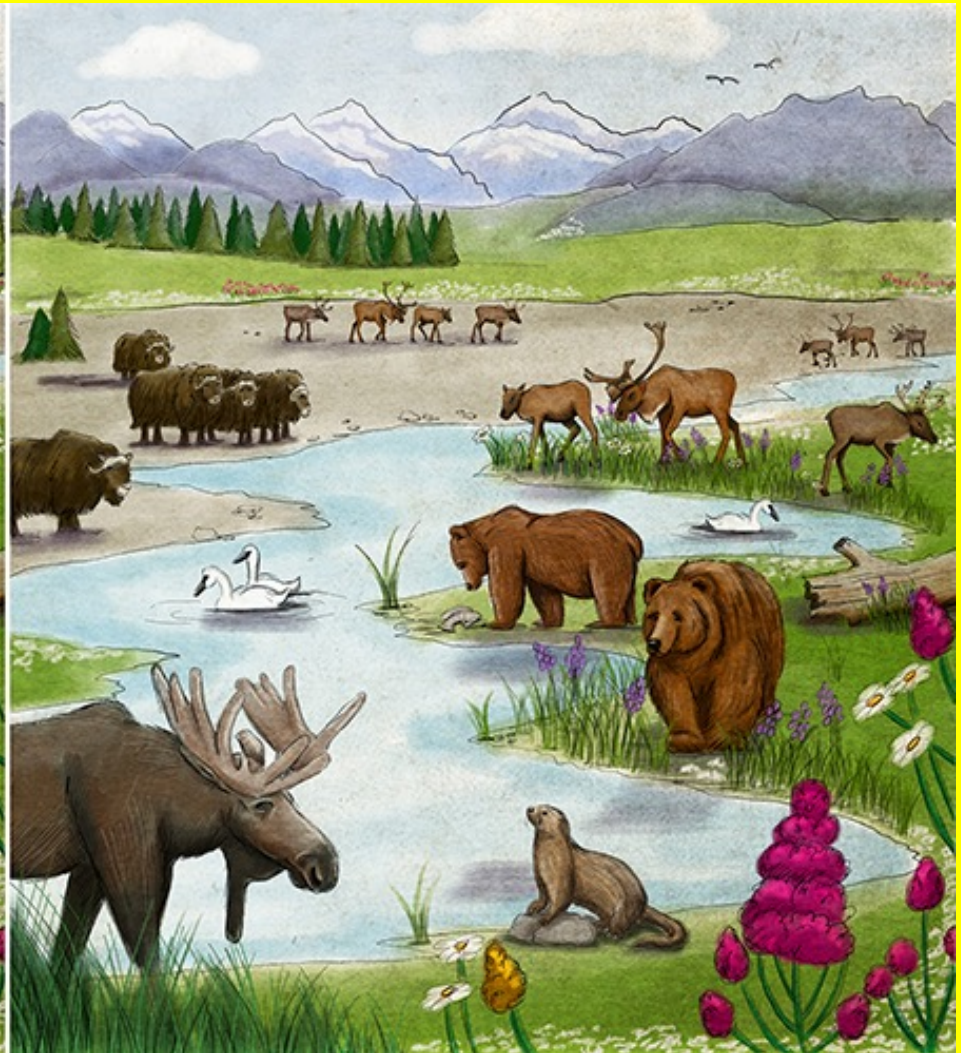
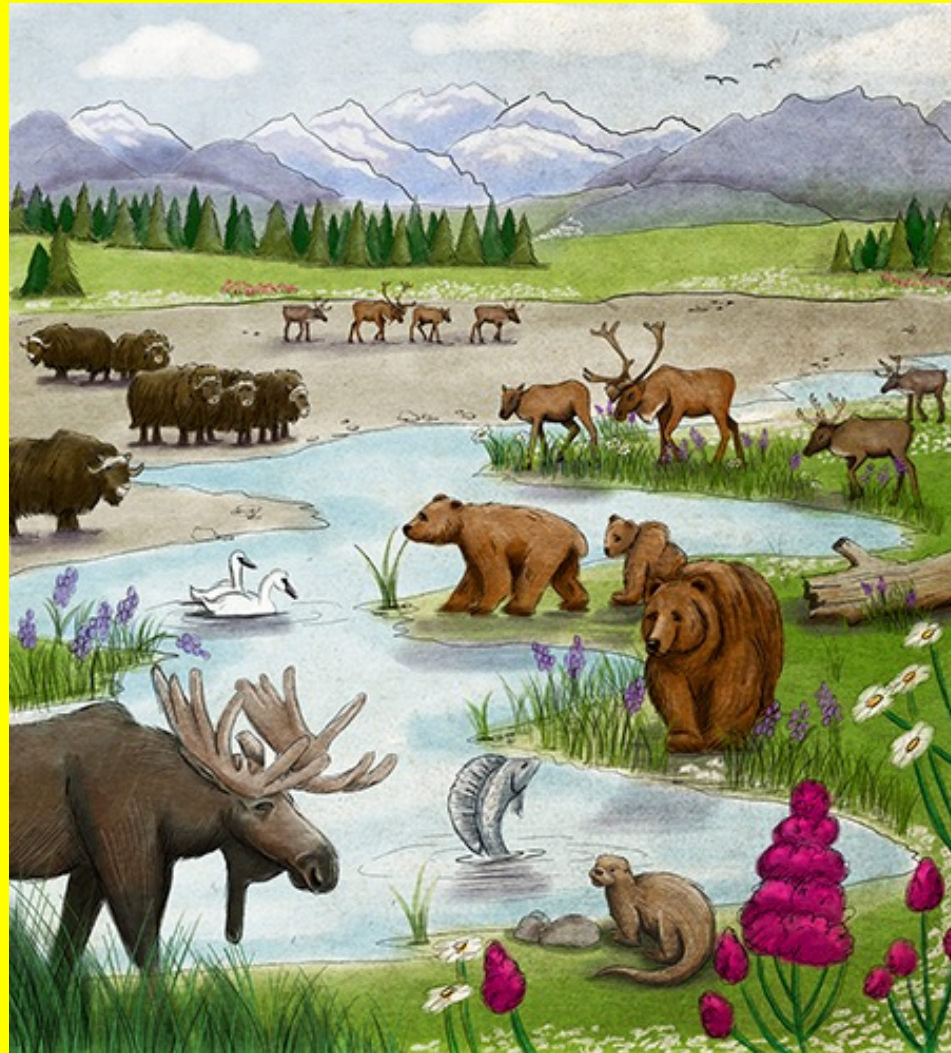
**HOW YOU ARE ASSESSED:
ALL FOUR ESSAYS ARE ASSESSED
IN THE SAME MANNER WITH SLIGHT
DIFFERENCES DEPENDING ON THE
TYPE OF ESSAY BEING ASKED**



COMP

COMPARE/CONTRAST

LET'S WARM UP YOUR COMPARISON SKILLS...
FIND AS MANY SIMILARITIES & DIFFERENCES
IN THESE TWO PICTURES IN 5 MINUTES.



COMP

COMPARE/CONTRAST

USING SPECIFIC EXAMPLES, ANALYZE THE SIMILARITIES & DIFFERENCES IN THE CAUSES OF THE GREAT WAR & WWII.

ONE POINT

THESIS MAKES A HISTORICALLY DEFENSIBLE CLAIM

ONE POINT

DESCRIBES SIMILARITIES AND DIFFERENCES!

3 TOTAL (AT LEAST ONE OF EACH)

DIFFERENCES

SIMILARITIES

ONE POINT

EXPLAINS REASONS FOR SIMILARITIES/DIFFERENCES

3 TOTAL (AT LEAST ONE OF EACH)

ONE POINT

ADDRESSES THE TOPIC W/SPECIFIC EVIDENCE

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS

HOW DOES EACH EVIDENCE SUBSTANTIATE THESIS (1-6)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

SYNTHESIZE ARGUMENT BY EXTENDING IT TO ANOTHER AREA, TIME, FIELD, ETC.

CAUSE

CAUSATION

CAUSATION ASKS YOU TO LOOK AT THE CAUSES & EFFECTS OF SOMETHING. LIST 3 CAUSES & 3 EFFECTS OF THIS IMAGE...



CAUSE

CAUSATION

CAUSATION ASKS YOU TO LOOK AT THE CAUSES & EFFECTS OF SOMETHING. LIST 3 CAUSES & 3 EFFECTS OF THIS IMAGE...



CAUSE

CAUSATION

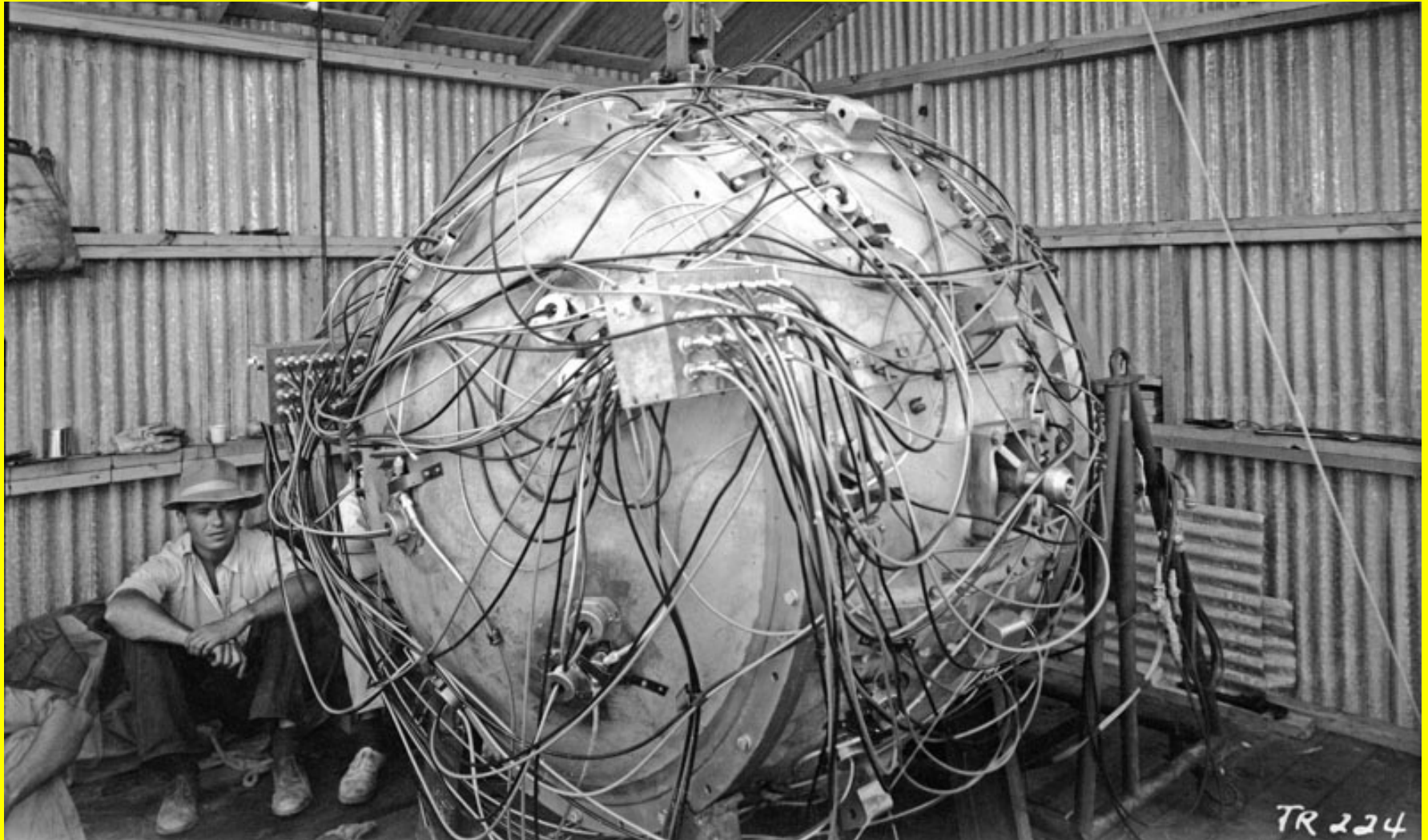
CAUSATION ASKS YOU TO LOOK AT THE CAUSES & EFFECTS OF SOMETHING. LIST 3 CAUSES & 3 EFFECTS OF THIS IMAGE...



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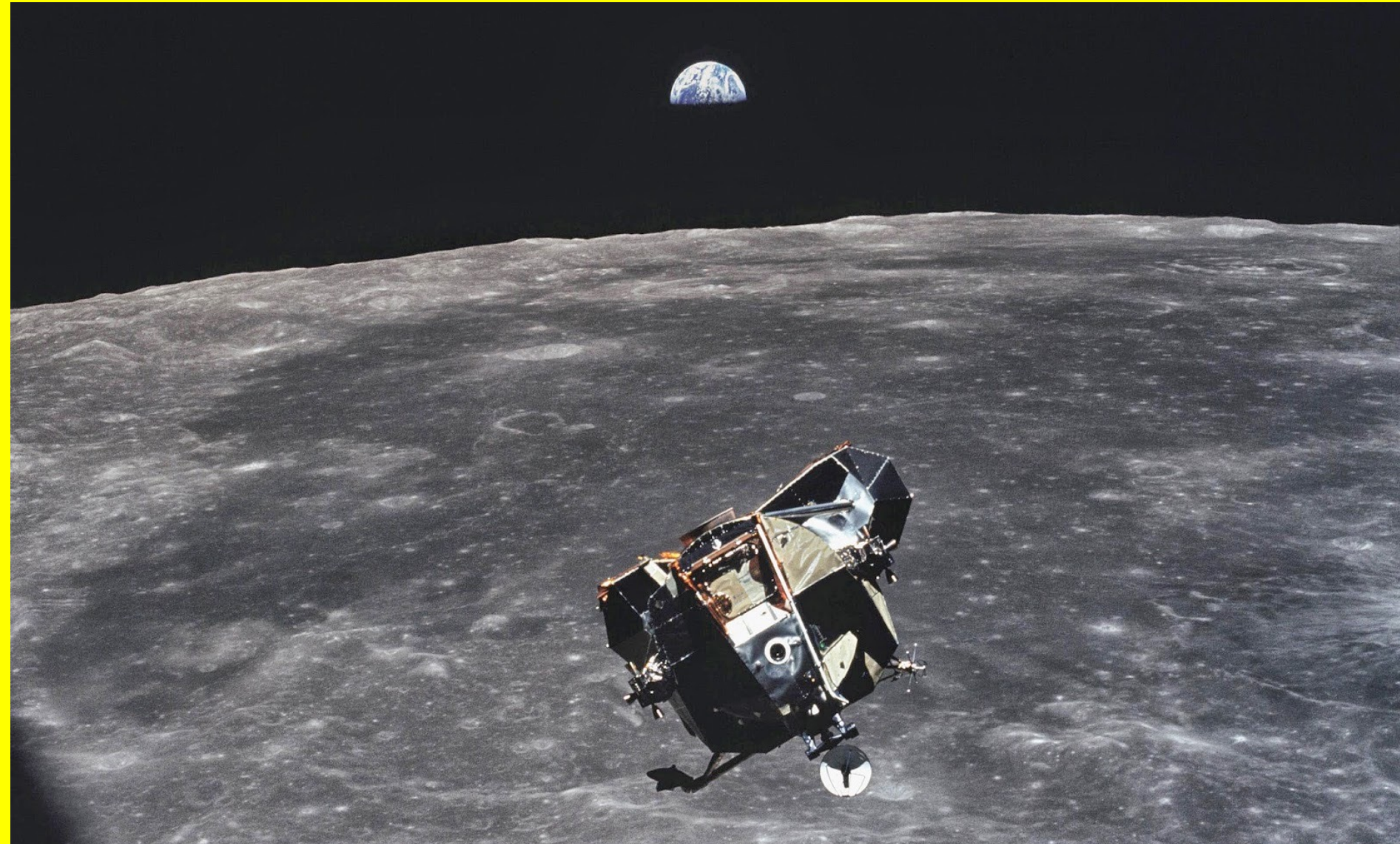
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CAUSE

CAUSATION

CAUSATION ASKS YOU TO LOOK AT THE CAUSES & EFFECTS OF SOMETHING. LIST 3 CAUSES & 3 EFFECTS OF THIS IMAGE...



CAUSE

CAUSATION

USING SPECIFIC EXAMPLES, ANALYZE THE EFFECTS OF THE GREAT WAR.
(THEY MIGHT ASK FOR CAUSES, EFFECTS, OR BOTH)

ONE POINT

THESIS MAKES A HISTORICALLY DEFENSIBLE CLAIM

ONE POINT

DESCRIBES CAUSES AND/OR EFFECTS

3 CAUSES &/OR EFFECTS AT LEAST ONE OF EACH & EXPLANATIONS

ONE POINT

EXPLAINS REASONS FOR CAUSES AND EFFECTS

1. CAUSE: EXPLAIN REASON
2. CAUSE: EXPLAIN REASON
3. CAUSE: EXPLAIN REASON

1. EFFECT: EXPLAIN EFF.
2. EFFECT: EXPLAIN EFF.
3. EFFECT: EXPLAIN EFF.

ONE POINT

ADDRESSES THE TOPIC W/SPECIFIC EVIDENCE

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS

HOW DOES EACH EVIDENCE SUBSTANTIATE THESIS (1-6)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

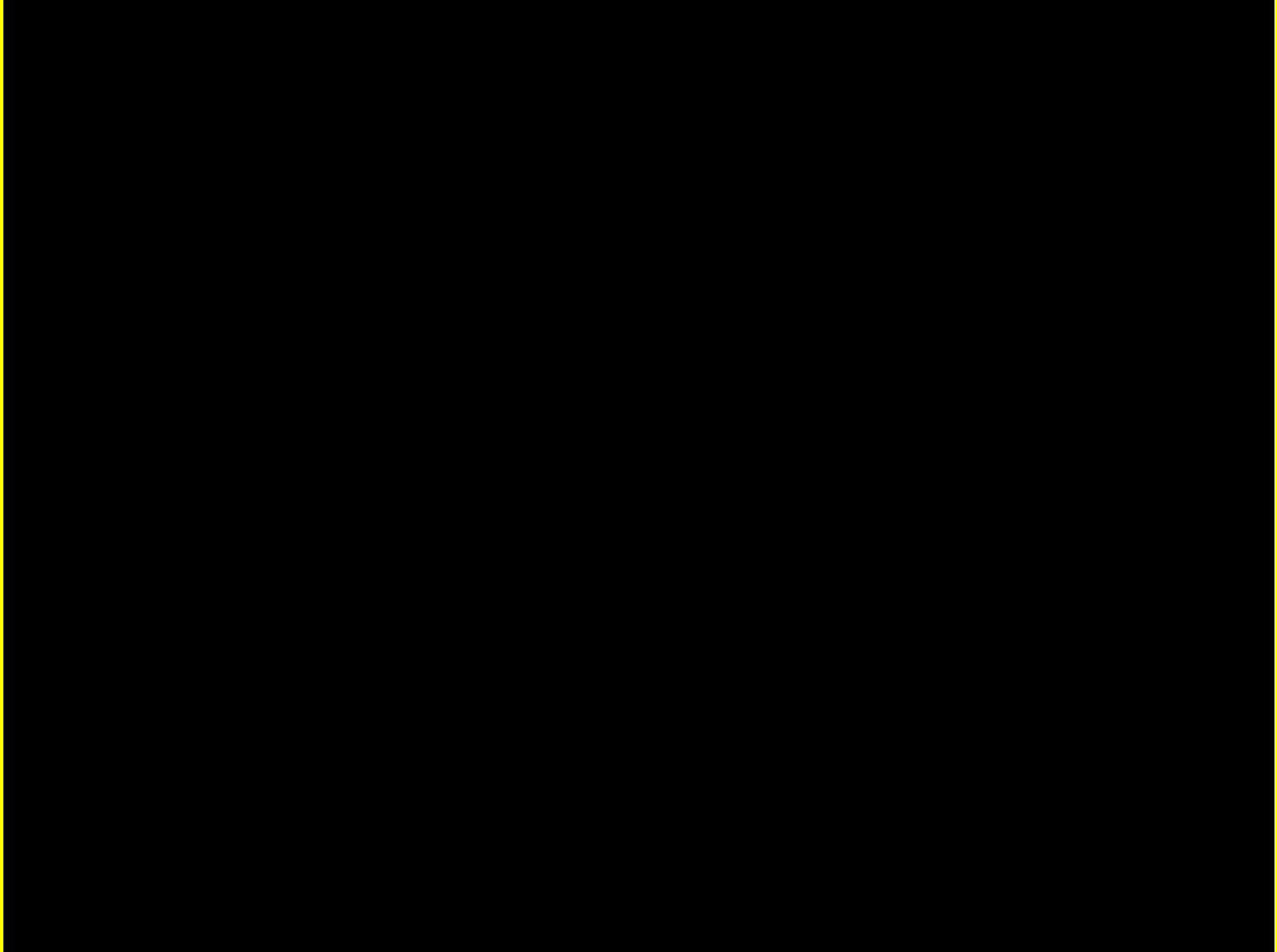
ONE POINT

SYNTHESIZE ARGUMENT BY EXTENDING IT TO ANOTHER AREA, TIME, FIELD, ETC.

CCOT

CONT/ CHANGE OVER TIME

**USING SPECIFIC EXAMPLES, ANALYZE
THE CONTINUITY & CHANGE OVER TIME
OF THIS MUSIC VIDEO...**



CCOT

CONT / CHANGE OVER TIME

USING SPECIFIC EXAMPLES, ANALYZE THE CONTINUITIES AND CHANGES IN THE WAYS ONE OF THE FOLLOWING REGIONS PARTICIPATED IN INTERREGIONAL TRADE DURING THE PERIOD CIRCA 1500-1750 (LATIN AMERICA, SUB-SAHARAN AFRICA, SOUTHEAST ASIA)

ONE POINT

THESIS MAKES A HISTORICALLY DEFENSIBLE CLAIM

ONE POINT

DESCRIBES HISTORICAL CONTINUITY & CHANGE O.T.

LIKE BEFORE, YOU NEED AT LEAST 3 CONTINUITIES & CHANGES (AT LEAST ONE OF EACH)

ONE POINT

EXPLAINS REASONS FOR C.C.O.T.

CONTINUITY #1 & REASON FOR THAT CONTINUITY

CONTINUITY #2 & REASON FOR THAT CONTINUITY

CHANGE #1

& REASON

FOR THAT

CHANGE

CHANGE #2

& REASON

FOR THAT

CHANGE

ONE POINT

ADDRESSES THE TOPIC W/SPECIFIC EVIDENCE

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

SYNTHESIZE ARGUMENT BY EXTENDING IT TO ANOTHER AREA, TIME, FIELD, ETC.

PERIOD

PERIODIZATION

ANALYZE THE EXTENT TO WHICH THE INDUSTRIAL REVOLUTION CAN BE CONSIDERED A TURNING POINT IN HISTORY.

ONE POINT

THESES MAKE A HISTORICALLY DEFENSIBLE CLAIM

ONE POINT

DESCRIBES HOW HISTORICAL DEVELOPMENT IN THIS ERA WAS SIMILAR/DIFFERENT COMPARED TO PREVIOUS OR FOLLOWING ERA

ONE POINT

EXPLAINS THE EXTENT OF THE ABOVE



**OLD PATTERN
(PRE-TURNING POINT)**

**NEW PATTERN
(POST-TURNING POINT)**

**THE DATE DOES NOT HAVE TO BE AN "AP PERIODIZATION DATE"*

ONE POINT

ADDRESSES THE TOPIC W/SPECIFIC EVIDENCE

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ONE POINT

SYNTHESIZE ARGUMENT BY EXTENDING IT TO ANOTHER AREA, TIME, FIELD, ETC.

