Revision Assistant/AP History Crosswalk

revision assistant

Revision Assistant Traits, Grades 9-10 Argumentative	**AP Scoring Guide: History** Long Essay Question (LEQ)
Advanced	**6 points**

Language and Style	Clarity
The essay demonstrates a definitive perspective and voice, as well as a **clear command of conventions**. The essay incorporates language that attends to the reader's interests and effectively maintains a formal and objective style. The essay consistently employs vivid word choice and varied sentence structure.	Introductory Notes The essay should be considered as a first draft and thus **may contain grammatical errors**. Those errors will not be counted against a student **unless they obscure the successful demonstration of the content knowledge**, skills, and practices described in the rubrics.

Claim and Focus	Thesis/Claim	
The essay introduces an interesting, **clear, arguable, and precise claim**, based on the topic or text(s). The essay **maintains strong focus** on the purpose and task, using the whole essay to support and **develop the claim and counterclaims fairly** while **thoroughly addressing the demands of the prompt**.	Scoring Criteria **1 pt.** The essay responds to the prompt with a historically **defensible thesis/claim** that **establishes a line of reasoning**.	Decision Rules 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**.

Organization	Contextualization	
The essay incorporates an **organizational structure** with clear transitional words and phrases that **enhances the relationships between and among ideas** (i.e. claim and evidence, claim and counterclaim, strengths and weaknesses). The essay includes **a logical progression of ideas** from beginning to end, including an **effective introduction and conclusion** which follows from and supports the argument presented.	Scoring Criteria **1 pt.** The essay describes a broader historical context relevant to the prompt.	Decision Rules 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.

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Revision Assistant Traits, Grades 9-10
Argumentative

AP Scoring Guide: History
Long Essay Question (LEQ)

Advanced

6 points

Support and Evidence

Evidence

The essay cites the most **relevant, appropriate, and valid evidence to support its claim and counterclaims** while **fully explaining how the cited evidence and reasons support the claim**. The essay **demonstrates reasoning and full understanding of the topic or text(s)**, **thoroughly stating the strengths and weaknesses of both the claim and counterclaims**. Counterclaims are acknowledged and/or distinguished from essay's central claim.

Scoring Criteria

1 pt. The essay provides **specific examples of evidence** relevant to the topic of the prompt.

2 pts. The essay **supports an argument** in response to the prompt using **specific and relevant examples of evidence**.

Decision Rules

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.

Analysis and Reasoning

Scoring Criteria

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

2 pts. The essay **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**.

Decision Rules

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.

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 cause and effect**
- **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**.

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Argumentative

AP Scoring Guide: History
Long Essay Question (LEQ)

📶 Proficient	5 points

🗨 Language and Style / Clarity

Language and Style	Clarity
The essay demonstrates a perspective and voice, as well as a **general command of conventions**. The essay incorporates language that shows an awareness of the reader's interests and generally maintains a formal and somewhat objective style with a few possible exceptions. The essay employs interesting word choice and some variety in sentence structure.	**Introductory Notes** The essay should be considered as a first draft and thus **may contain grammatical errors**. Those errors will not be counted against a student **unless they obscure the successful demonstration of the content knowledge**, skills, and practices described in the rubrics.

🔭 Claim and Focus / Thesis/Claim

Claim and Focus	Thesis/Claim
The essay introduces a **clear, arguable, and specific claim**, based on the topic or text(s). The essay **maintains focus** on the purpose and task, using most of the essay to **support and develop the claim and counterclaims** while **thoroughly addressing the demands of the prompt**.	**Scoring Criteria** **1 pt.** The essay responds to the prompt with a historically **defensible thesis/claim** that **establishes a line of reasoning**. **Decision Rules** 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**.

🧩 Organization / Contextualization

Organization	Contextualization
The essay incorporates an **organizational structure** with clear transitional words and phrases that **show the relationship between and among ideas** (i.e. claim and evidence, claim and counterclaim, strengths and weaknesses). The essay includes **a progression of ideas** from beginning to end, including an **introduction and concluding statement** or section.	**Scoring Criteria** **1 pt.** The essay describes a broader historical context relevant to the prompt. **Decision Rules** 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.

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Argumentative

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Long Essay Question (LEQ)

Proficient	5 points

Support and Evidence	Evidence

	Scoring Criteria	Decision Rules
The essay uses **clear, relevant, and appropriate evidence related to the claim and counterclaims** while **explaining how the evidence supports the claim**. The essay **demonstrates logical reasoning and understanding of the topic and/or text(s)** and **states some strengths and weaknesses of both the claim and counterclaims**. Counterclaims are acknowledged but may be only generally explained and/or distinguished from the essay's central claim.	**1 pt.** The essay provides **specific examples of evidence** relevant to the topic of the prompt.	To earn one point, the **response must identify specific historical examples of evidence relevant to the topic** of the prompt.
	2 pts. The essay **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 and Reasoning

Scoring Criteria	Decision Rules
1 pt. The essay 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 pts. The essay **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. 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 cause and effect** • **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**.

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Developing	**3-4 points**

Language and Style	Clarity
The essay demonstrates an uneven and/or inconsistent perspective and/or voice; it **may also contain errors in conventions**. The essay incorporates language that may not show an awareness of the reader's interests and does not maintain a formal and/or objective style consistently. Some attempts at strong word choices are made, and sentence structure may not vary often.	Introductory Notes The essay should be considered as a first draft and thus **may contain grammatical errors**. Those errors will not be counted against a student **unless they obscure the successful demonstration of the content knowledge**, skills, and practices described in the rubrics.

Claim and Focus	Thesis/Claim

The essay introduces a **claim, based on the topic or text(s), but it may be somewhat unclear or not maintained throughout the essay**. The essay **may not fully address the demands of the prompt or stay focused** on the purpose and task. The writing may stray off topic at times. **Counterclaims may not be presented evenly and/or objectively**.	Scoring Criteria **1 pt.** The essay **[may or may not] respond to the prompt** with a historically **defensible thesis/claim** that **establishes a line of reasoning**.	Decision Rules 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**.

Organization	Contextualization

The essay uses a **basic organizational structure** but **relationships between and among ideas are not consistently clear**, including the explanation of the claim and the counterclaims or their strengths and weaknesses. The essay moves from beginning to end; however, an **introduction and/or conclusion may be overly formulaic, repetitious, or missing**.	Scoring Criteria **1 pt.** The essay [may or may not] describe a broader historical context relevant to the prompt.	Decision Rules 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.

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Revision Assistant Traits, Grades 9-10	AP Scoring Guide: History
Argumentative	Long Essay Question (LEQ)

Developing

3-4 points

🔍 Support and Evidence

Evidence

The essay uses **some evidence but may not precisely explain how it supports the claim** and/or the **claim is not properly distinguished from the counterclaim**. The essay includes **some reasoning** and **demonstrates a superficial understanding of the topic or text(s)**, but the strengths and weaknesses of the claim and counterclaims may be confusing, unclear, or absent.

Scoring Criteria

1 pt. The essay **[may] provide specific examples of evidence** relevant to the topic of the prompt.

Decision Rules

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

Analysis and Reasoning

Scoring Criteria

1 pt. The essay **[may] use historical reasoning** (e.g. comparison, causation, CCOT) **to frame or structure an argument** that **addresses the prompt**.

Decision Rules

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.

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Emerging	**1-2 points**

Language and Style	Clarity
The essay does not demonstrate a clear voice and/or perspective and **may contain pervasive errors in conventions**. The essay employs language that is inappropriate for the reader's interests and is not formal in style. Word choice is uninteresting or poor, and sentence structures are simplistic and unvaried.	Introductory Notes The essay should be considered as a first draft and thus **may contain grammatical errors**. Those errors will not be counted against a student **unless they obscure the successful demonstration of the content knowledge**, skills, and practices described in the rubrics.

Claim and Focus / Thesis/Claim

Claim and Focus	Thesis/Claim	
The essay **does not clearly make a claim**, or the **claim is overly simplistic or vague**. The essay **does not maintain focus** on purpose or task. The essay **does not address counterclaims**.	Scoring Criteria **1 pt.** The essay **[does not] respond to the prompt** with a historically **defensible thesis/claim** that **establishes a line of reasoning**.	Decision Rules 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**.

Organization / Contextualization

Organization	Contextualization	
The essay **does not have a clear organizational structure** and **may simply offer a series of ideas** without any clear transitions or connections. An **introduction and/or conclusion are not evident**.	Scoring Criteria **1 pt.** The essay [does not] describe a broader historical context relevant to the prompt.	Decision Rules 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.

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🛜 **Emerging**	**1-2 points**

🔍 **Support and Evidence**	**Evidence**	

The essay **does not use clear or relevant evidence or reasoning to support the claim or to demonstrate an understanding of the topic or text(s) or uses very little evidence from the source**. Counterclaims are not acknowledged, addressed, or distinguished from the claim.

Scoring Criteria	Decision Rules
1 pt. The essay **[does not] provide specific examples of evidence** relevant to the topic of the prompt.	To earn one point, the **response must identify specific historical examples of evidence relevant to the topic** of the prompt.

Analysis and Reasoning	

Scoring Criteria	Decision Rules
1 pt. The essay **[does not] use 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.