Revision Assistant/AP History Crosswalk

revision assistant

Revision Assistant Traits, Grades 9-12
Historical Analysis

AP Scoring Guide: History
Long Essay Question (LEQ)

Advanced

6 points

Language and Style

The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. **Few errors are present, and they do not interfere with meaning**.

Clarity

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

The essay makes a **precise and significant claim based on the topic and/or source(s)**. The essay **maintains a strong focus** on defending a directly stated position, **using the whole essay to support and develop the claim and counterclaims** while **thoroughly addressing the demands of the prompt**.

Thesis/Claim

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**.

Analysis and Evidence

The essay cites the **most appropriate and valid evidence to support its claim**, **drawing information substantively from multiple sources to defend its position** and **effectively refute counterclaims**. The essay **demonstrates insightful reasoning** and **careful understanding of the sources**, acknowledging inconsistencies or weaknesses in evidence, and **fully explains the relationship between claims and support**.

Contextualization

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.

Evidence

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.

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Revision Assistant Traits, Grades 9-12	AP Scoring Guide: History
Historical Analysis	Long Essay Question (LEQ)

<table>
<tr><th>🛜 Advanced</th><th colspan="2">6 points</th></tr>
<tr><td>🧩 Organization</td><td colspan="2">Analysis and Reasoning</td></tr>
<tr><td></td><td>Scoring Criteria</td><td>Decision Rules</td></tr>
</table>

Organization

The essay incorporates precise transitions within a sophisticated **organizational structure that enhances the relationships** between and among ideas and promotes **cohesion and clarity**. A **well-executed, logical progression of ideas** is clearly constructed, including an **effective introduction and a conclusion** which follows from and **supports the claim and analysis**.

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**.

1 pt. 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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Proficient	5 points

Language and Style / Clarity

Language and Style	Clarity
The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. **The essay may have some errors, but they do not interfere with meaning**.	**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

Thesis/Claim

The essay makes a **clear claim based on the topic and/or source(s)**. The essay **maintains focus** on defending an identifiable position, **using most of the essay to support and develop the claim and counterclaims** while **addressing the demands of the prompt**.

Scoring Criteria	Decision Rules
1 pt. The essay 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**.

Analysis and Evidence / Contextualization / Evidence

The essay cites **sufficient and appropriate evidence** to **support its claim, drawing information from multiple sources** to **defend its position and refute counterclaims**. The essay demonstrates **reasoning** and **understanding of the sources**, potentially acknowledging inconsistencies or weaknesses in evidence, and **adequately explains** the **relationship between claims and support**.

Contextualization

Scoring Criteria	Decision Rules
1 pt. The essay **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.

Evidence

Scoring Criteria	Decision Rules
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.

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Revision Assistant Traits, Grades 9-12	**AP Scoring Guide: History**
Historical Analysis	Long Essay Question (LEQ)

📶 **Proficient**	**5 points**
🧩 **Organization**	**Analysis and Reasoning**

	Scoring Criteria	Decision Rules
The essay employs an **organizational structure that shows the relationships** between and among ideas, yielding a **cohesive analysis**. Clear transitions support a logical progression of ideas, including an **effective introduction and a conclusion** which follows from and **supports the claim and analysis**.	**1 pt.** The essay uses **historical reasoning** (e.g. comparison, causation, CCOT) **to frame or structure an argument** that **addresses the prompt**. **1 pt.** 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 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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Revision Assistant Traits, Grades 9-12 Historical Analysis	**AP Scoring Guide: History** Long Essay Question (LEQ)
📶 **Developing**	**3-4 points**

🗨 **Language and Style**	**Clarity**

	Introductory Notes
The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. **The essay contains some errors that may interfere with meaning**.	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**

	Scoring Criteria	Decision Rules
The essay makes a **claim based on the topic and/or source(s)**, but it **may not fully address** the **demands of the prompt**. **Counterclaims may not be acknowledged**, and the essay **may not stay focused** on the purpose and task.	**1 pt.** The essay **[may or may not] respond 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 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**.

🔍 **Analysis and Evidence**	**Contextualization**

	Scoring Criteria	Decision Rules
The essay cites evidence to **support its claim**, but it **may be insufficient** or **draw unevenly from available sources**. **Support may be inadequate** in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay **demonstrates some reasoning and/or understanding of the sources**, though **explanations of the relationship between claims and support are not always clear**.	**1 pt.** The essay **[may] describe 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.

	Evidence	
	Scoring Criteria	Decision Rules
	1 pt. The essay **[may] 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.

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Revision Assistant Traits, Grades 9-12
Historical Analysis

AP Scoring Guide: History
Long Essay Question (LEQ)

📶 Developing	3-4 points

Organization	Analysis and Reasoning

	Scoring Criteria	Decision Rules
The essay uses a **simplistic organizational structure**, though **relationships between ideas may not be consistently clear**. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. **A progression of ideas is evident**, however, the **introduction and/or conclusion** may not be fully developed or follow from and **support the claim and/or analysis**.	**1 pt.** The essay **[may] 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.

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Revision Assistant Traits, Grades 9-12	AP Scoring Guide: History
Historical Analysis	Long Essay Question (LEQ)

Emerging | 1-2 points

Language and Style | Clarity

The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. **The essay contains errors that interfere with meaning**.	**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 makes an overly **simplistic or vague claim, or a position on the topic** and/or **source(s) may not be stated**. Counterclaims are not acknowledged, and the essay **does not address the purpose, task,** or **demands of the prompt**.	Scoring Criteria	Decision Rules
	1 pt. The essay **[does not] respond 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 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**.

Analysis and Evidence | Contextualization

The essay cites **minimal or irrelevant evidence** to **support its claim**. **Support may rely primarily on opinion, reasoning, or summary of the source(s)** without clear cited evidence. The essay demonstrates **little to no reasoning and/or understanding of the sources**. An explanation of the **relationship between claims and support is not present**.	Scoring Criteria	Decision Rules
	1 pt. The essay **[does not] describe 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.

| Evidence

	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.

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Historical Analysis	Long Essay Question (LEQ)

Emerging | 1-2 points

Organization	Analysis and Reasoning

	Scoring Criteria	Decision Rules
An **organizational structure is not evident**, and **relationships between ideas are not consistently clear**. The essay **may read as a series of unrelated ideas**, as the absence of transitions makes it difficult to see connections among sections of the text. An **introduction and/or conclusion is missing** from the essay.	**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.