### Writing Component #1: Argument (Partitions and Thesis)

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 4     | - Makes a **historically defensible** claim that answers all parts of the prompt  
|       | - Responds to the proper **historical thinking skill** rather than simply restating or rephrasing the prompt  
|       | - **Partitions** explains organization/themes of the essay and examines all sides of an argument  
|       | - **Thesis** (for CCOT and compare/contrast prompts) explains **HOW** and **WHY**  
|       |   - Why the similar and/or difference occurs; or  
|       |   - Why the continuity and/or change occurs  
|       | - Partition and/or thesis should address **nuance/complexity** of the prompt  
|       |   - Compare AND contrast; or  
|       |   - Continuity AND change; or  
|       |   - Cause AND effect  
| 3     | - Makes a **historically defensible** claim that answers all parts of the prompt  
|       | - Responds to the proper **historical thinking skill** rather than simply restating or rephrasing the prompt  
|       |   **AND**  
|       | - Meets TWO of the criteria listed above  
| 2     | - Makes a **historically defensible** claim that answers all parts of the prompt  
|       | - Responds to the proper **historical thinking skill** rather than simply restating or rephrasing the prompt  
|       |   **AND**  
|       | - Meets ONE of the criteria listed above  
| 1     | - Makes a **historically defensible** claim that answers all parts of the prompt  
|       | - Responds to the proper **historical thinking skill** rather than simply restating or rephrasing the prompt  
| 0     | - Does not make a historically defensible claim  

For the next essay work on the following:

### Writing Component#2: Contextualization

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 4     | - Describes broader historical context relevant to the argument being made. Contextualization **must be present in ALL paragraphs** (introduction and body paragraphs) and should do **ALL** of the following:  
|       |   - Contain **AT LEAST 3-4 sentences in introduction** that sets the stage of the time period and/or theme of the essay and extends the claim being made in the thesis  
|       |   - Provide context in body paragraphs by answering the proper **WHY QUESTION**:  
|       |     - Why does the continuity/change occur; or  
|       |     - Why does the similarity/difference occur; or  
|       |     - What is the "cause of the cause"  
|       |   - Consist of **AT LEAST 3-4 sentences in body paragraphs** that answers the appropriate "why question"  
|       |   - Use a **specific piece of factual information** to support the context in body paragraphs. Evidence cannot be "double dipped" with outside information.  
|       |   - Please make sure to label contextualization  
| 3     | - Describes broader historical context and extends the claim being made in the thesis. Contextualization **is present in ALL but one of the paragraphs** (introduction and body paragraphs) and meets the criteria listed above.  
| 2     | - Describes broader historical context and extends the claim being made in the thesis. Contextualization **is present in one of the paragraphs** (introduction or body paragraphs) and meets the criteria listed above.  
| 1     | - Provides broader historical context relevant to the argument being made. Contextualization **is present in AT LEAST one of the paragraphs** (introduction or body paragraphs) and meets **SOME** of the criteria listed above.  
| 0     | - Does not provide contextualization in intro or body paragraphs  
|       |   **OR**  
|       | - Essay attempts to provide context; however, attempt does not provide broader historical context relevant to the prompt or argument being made.  

Contextualization / Work on the following:
Writing Component #3: Use of Outside Evidence/Specific Factual Information (for LEQ)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Accurately identifies and explains <strong>6-8 pieces of specific factual information</strong> that support the argument being made.</td>
</tr>
<tr>
<td>3</td>
<td>Accurately identifies and explains <strong>4-5 pieces of specific factual information</strong> that support the argument being made.</td>
</tr>
<tr>
<td>2</td>
<td>Accurately identifies and explains <strong>2-3 pieces of specific factual information</strong> that support the argument being made.</td>
</tr>
<tr>
<td>1</td>
<td>Identifies and explains <strong>1 piece of specific factual information</strong>. Explanation may contain minor errors or may not explain how the piece of information supports the argument.</td>
</tr>
<tr>
<td>0</td>
<td>Does not accurately identify or explain any information that supports the argument being made.</td>
</tr>
</tbody>
</table>

Outside Evidence Used / Work on the following:

Component 1 = 4 opportunities
- 100 = three 3 or 4
- 90 = two 3 or 4
- 70 = one 3 or 4
- 60 = attempted all
- 50 = attempted four
- 0 = does not attempt four

Components 2 & 3 = 3 opportunities
- 100 = two 3 or 4
- 80 = one 3 or 4
- 60 = attempted all
- 50 = attempted two
- 0 = does not attempt two