Writing Component #1: Argument (Partitions and Thesis)

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 **o** Compare **AND** contrast; or **o** Continuity **AND** change; or **o** 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

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 list 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)

4	Accurately identifies and explains **6-8 pieces of specific factual information** that support the argument being made.
3	Accurately identifies and explains **4-5 pieces of specific factual information** that support the argument being made.
2	Accurately identifies and explains **2-3 piece of specific factual information** that supports the argument being made.
1	Identifies and explains **1 pieces of specific factual information.** Explanation may contain minor errors or may not explain how the piece of information supports the argument.
0	Does not accurately identify or explain any information that supports the argument being made.

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**