

# AP EURO LEQ RUBRICS



*Click a historical thinking skill to access  
the appropriate rubric:*

**[Causation](#)**

**[Periodization](#)**

**[Continuity &  
Change](#)**

**[Comparison](#)**

# AP EURO LEQ RUBRIC

## Causation

Name: \_\_\_\_\_

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

**Clear thesis that directly answers ALL parts of the question.**  
Does more than re-state.

1	

### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

<b>Supports the stated thesis</b> (or makes a relevant argument) <b>using specific evidence</b>	2	
<b>Evidence Used</b> (Teacher's Notes)		

Another point is earned if the argument is

<b>THESIS-DRIVEN</b> <b>Clearly</b> and <b>consistently</b> stating how the <b>evidence supports the thesis</b> or argument <b>AND</b> establishing <b>clear linkages between the evidence and the thesis</b> or argument	3	

### HISTORICAL THINKING SKILL (TWO POINTS)

<b>DESCRIBES</b> causes <b>AND/OR</b> effects of a historical development	4	

Another point is earned if, in addition, the student

<b>ANALYZES</b> specific examples that illustrate causes <b>AND/OR</b> effects of a historical development	5	

### SYNTHESIS (ONE POINT for any of the following)

Appropriately extends or modifies the stated thesis or argument	<b>EXPLICITLY</b> employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	Argument <b>APPROPRIATELY</b> connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	6	

**TOTAL POINTS:**

**/6**

For more instructional materials, visit my website: [www.tomrichey.net](http://www.tomrichey.net)

# AP EURO LEQ RUBRIC

## Periodization

Name: \_\_\_\_\_

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

**Clear thesis that directly answers ALL parts of the question.**  
*Does more than re-state.*

1	

### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

<b>Supports the stated thesis</b> (or makes a relevant argument) <b>using specific evidence</b>	2	
<b>Evidence Used</b> (Teacher's Notes)		

*Another point is earned if the argument is*

<b>THESIS-DRIVEN</b> <b>Clearly</b> and <b>consistently</b> stating how the <b>evidence supports the thesis</b> or argument <b>AND</b> establishing <b>clear linkages between the evidence and the thesis</b> or argument	3	

### HISTORICAL THINKING SKILL (TWO POINTS)

<b>DESCRIBES</b> the ways in which the historical development specified in the prompt was different from <b>OR</b> similar to developments that preceded and/or followed	4	

*Another point is earned if, in addition, the student*

<b>ANALYZES</b> the extent to which the historical development specified in the prompt was different from <b>AND</b> similar to developments that preceded and/or followed, providing <b>specific examples</b> to illustrate the analysis	5	

### SYNTHESIS (ONE POINT for any of the following)

Appropriately extends or modifies the stated thesis or argument	<b>EXPLICITLY</b> employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	Argument <b>APPROPRIATELY</b> connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	6	

**TOTAL POINTS:**

**/6**

For more instructional materials, visit my website: [www.tomrichey.net](http://www.tomrichey.net)

# AP EURO LEQ RUBRIC

## Continuity & Change Over Time

Name: \_\_\_\_\_

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

**Clear thesis that directly answers ALL parts of the question.**  
*Does more than re-state.*

1	

### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

<b>Supports the stated thesis</b> (or makes a relevant argument) <b>using <u>specific evidence</u></b>	2	
<b>Evidence Used</b> (Teacher's Notes)		

*Another point is earned if the argument is*

<b>THESIS-DRIVEN</b>	3	
<b>Clearly and consistently</b> stating how the <b>evidence supports the thesis</b> or argument <b>AND establishing clear linkages between the evidence and the thesis</b> or argument		

### HISTORICAL THINKING SKILL (TWO POINTS)

<b>DESCRIBES</b> historical continuity <b>AND</b> change over time	4	

*Another point is earned if, in addition, the student*

<b>ANALYZES specific examples</b> that illustrate historical continuity <b>AND</b> change over time	5	

### SYNTHESIS (ONE POINT for any of the following)

<i>Appropriately extends or modifies the stated thesis or argument</i>	<b>EXPLICITLY</b> employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	Argument <b>APPROPRIATELY</b> connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	6	

**TOTAL POINTS:**

**/6**

# AP EURO LEQ RUBRIC

## Comparison

Name: \_\_\_\_\_

LEQ: \_\_\_\_\_

### THESIS (ONE POINT)

**Clear thesis that directly answers ALL parts of the question.**  
Does more than re-state.

1	

### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

<b>Supports the stated thesis</b> (or makes a relevant argument) <b>using specific evidence</b>	2	
<b>Evidence Used</b> (Teacher's Notes)		

Another point is earned if the argument is

<b>THESIS-DRIVEN</b> <b>Clearly</b> and <b>consistently</b> stating how the <b>evidence supports the thesis</b> or argument <b>AND</b> establishing <b>clear linkages between the evidence and the thesis</b> or argument	3	

### HISTORICAL THINKING SKILL (TWO POINTS)

<b>DESCRIBES</b> similarities <b>AND</b> differences among historical developments	4	

Another point is earned if, in addition, the student

<b>PROVIDES SPECIFIC EXAMPLES</b> and...			5	
<b>ANALYZES</b> the reasons for their similarities and/or differences	← <b>OR</b> → (depending on the prompt)	<b>EVALUATES</b> the relative significance of the historical developments		

### SYNTHESIS (ONE POINT for any of the following)

Appropriately extends or modifies the stated thesis or argument	<b>EXPLICITLY</b> employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	Argument <b>APPROPRIATELY</b> connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	6	

**TOTAL POINTS:**

**/6**