“Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War.”

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

A. Thesis (1 point)
Targeted Skill: Argumentation (E1)

1 point

Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

0 points

Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

Is completely blank.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points) Targeted Skill: Argumentation (E2 and E3) and Continuity and Change (D3 and D4)

Continuity and Change Over Time

1 point—

Describes historical continuity AND change over time.

1 point

Explains the reasons for historical continuity AND change over time.

0 points

Does not describe historical continuity AND change over time.

Question 3 — Long Essay Question (continued)

C. Argument Development: Using Evidence (2 points) Targeted Skill: Argumentation (E2 and E3)
1 point

Addresses the topic of the question with specific examples of relevant evidence.

1 point

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

0 points

Does not address the topic of the question with specific examples of relevant evidence. Is completely blank.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4, C5, or C6)

1 point

Extends the argument by explaining the connections between the argument and ONE of the following:

a) A development in a different historical period, situation, era, or geographical area.
b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
c) A different discipline or field of inquiry.

0 points —

Does not extend the argument by explaining the connections between the argument and the other areas listed.

Is completely blank

The synthesis point requires an explanation of the connections to different historical period, or geographical area, and is not awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts 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 and skills described above.