

Scoring Guide / Grade Sheet for AP World History

**Change-Over-Time Essay**

<b>BASIC CORE</b> <b>Historical skills and knowledge</b> <b>required to show competence.</b>		<b>EXPANDED CORE</b> <b>Historical skills and knowledge</b> <b>required to show excellence.</b>	
<b>Points</b>		<b>Points</b>	
1. Has acceptable thesis. (Addresses the global issues and the time periods specified.)	<b>1</b>	Expands beyond basic core of 1-7 points. The basic core of <b>7</b> must be achieved before a student can earn expanded core points.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Addresses all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.</li> <li>• Provides ample historical evidence to substantiate thesis.</li> <li>• Provides links with relevant ideas, events, trends in an innovative way.</li> </ul>	<b>0-2</b>
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, addresses change but not continuity.)	<b>2</b>		
3. Substantiates thesis with appropriate historical evidence. (Partly substantiates thesis with appropriate historical evidence.)	<b>2</b>		
4. Uses relevant world historical context effectively to explain continuity and change over time.	<b>1</b>		
5. Analyzes the process of continuity and change over time.	<b>1</b>		
<b>Subtotal</b>	<b>7</b>	<b>Subtotal</b>	<b>2</b>
<b>TOTAL = 9</b>			

**General Comments:**

- \_\_\_\_\_ Introduction contains vague or “wasted” sentences
- \_\_\_\_\_ Essay contains vague statements or generalizations not supported by facts.
- \_\_\_\_\_ Strong conclusion      \_\_\_\_\_ Weak conclusion      \_\_\_\_\_ No Conclusion
- \_\_\_\_\_ Strong topic sentences      \_\_\_\_\_ Improve topic sentences      \_\_\_\_\_ Good linking sentences
- \_\_\_\_\_ Don’t use “I” statements      \_\_\_\_\_ Don’t use “I,” “our,” “we,” “us,” “you,” etc.
- \_\_\_\_\_ Don’t use “flowery” or colloquial style
- \_\_\_\_\_ Poor spelling and grammar
- \_\_\_\_\_ Poor penmanship: essay difficult to read

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**Comparative Essay**

<b>BASIC CORE</b> Historical skills and knowledge required to show competence.		<b>EXPANDED CORE</b> Historical skills and knowledge required to show excellence.	
Points		Points	
1. Has acceptable thesis. (Addresses comparisons of the issues or themes specified.)	1	Expands beyond basic core of 1-7 points. The basic core of 7 must be achieved before a student can earn expanded core points.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.</li> <li>• Provides ample historical evidence to substantiate thesis.</li> <li>• Relates comparisons to larger global context.</li> <li>• Makes several direct comparisons consistently between or among societies.</li> <li>• Consistently analyzes the causes and effects of relevant similarities and differences.</li> </ul>	0-2
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, addresses differences but not similarities.)	2 (1)		
3. Substantiates thesis with appropriate historical evidence. (Partly substantiates thesis with appropriate historical evidence.)	2 (1)		
4. Makes at least one relevant, direct comparison between or among societies.	1		
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	1		
<b>Subtotal</b>	<b>7</b>	<b>Subtotal</b>	<b>2</b>
<b>TOTAL = 9</b>			

**General Comments:**

- \_\_\_ Introduction contains vague or "wasted" sentences
- \_\_\_ Essay contains vague statements or generalizations not supported by facts.
- \_\_\_ Strong conclusion      \_\_\_ Weak conclusion      \_\_\_ No Conclusion
- \_\_\_ Strong topic sentences      \_\_\_ Improve topic sentences      \_\_\_ Good linking sentences
- \_\_\_ Don't use "I" statements      \_\_\_ Don't use "I," "our," "we," "us," "you," etc.
- \_\_\_ Don't use "flowery" or colloquial style
- \_\_\_ Poor spelling and grammar
- \_\_\_ Poor penmanship: essay difficult to read

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**Document-Based Question**

<b>BASIC CORE</b>	<b>Points</b>	<b>EXPANDED CORE</b>	<b>Points</b>
1. Has acceptable thesis.	1	Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Uses documents persuasively as evidence.</li> <li>• Shows careful and insightful analysis of the documents.</li> <li>• Analyzes point of view in most or all documents.</li> <li>• Analyzes the documents in additional ways - groupings, comparisons, synthesis.</li> <li>• Brings in relevant "outside" historical content.</li> <li>• Explains why additional types or sources are needed.</li> </ul>	<b>0-2</b>
2. Uses all of the documents and demonstrates understanding of all or all but one.	1		
3. Supports thesis with appropriate evidence from all or all but one document. (Supports thesis with appropriate evidence from all but two documents)	2  (1)		
4. Analyzes point of view in at least two documents.	1		
5. Analyzes documents by grouping them in one or two or three ways, depending on the question.	1		
6. Identifies and explains the need for one type of appropriate additional document.	1		
<b>Subtotal</b>	<b>7</b>	<b>Subtotal</b>	<b>2</b>
<b>TOTAL = 9</b>			

**General Comments:**

- \_\_\_ Contains vague statements or generalizations not supported by facts.
- \_\_\_ Cite all documents      \_\_\_ Use more documents      \_\_\_ Document quotes are too long
- \_\_\_ Document(s) misused: # \_\_\_\_\_      \_\_\_ Laundry list      \_\_\_ Don't explain documents
- \_\_\_ Strong conclusion      \_\_\_ Weak conclusion      \_\_\_ No conclusion
- \_\_\_ Strong topic sentences      \_\_\_ Weak topic sentences      \_\_\_ Strong linking sentences
- \_\_\_ Don't use "I," "you," "our," "us," "we"
- \_\_\_ Don't connect issues to "today" (unless asked)
- \_\_\_ Poor spelling and grammar
- \_\_\_ Poor penmanship: essay difficult to read

The following are the grade equivalents for these scores:

<b>9</b>	100%
<b>8</b>	95%
<b>7</b>	90%
<b>6</b>	85%

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<b>5</b>	80%
<b>4</b>	75%
<b>3</b>	65%
<b>2</b>	60%
<b>1</b>	55%
<b>0</b>	0%