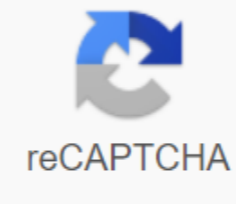




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Apush short answer rubric

#rubric #pointbreakdown#testtips 5 min readwritten by AP World History LEQ and DBQ Rubrics To ensure that you receive all the points possible in the Free-Response section of the exam you should be aware of and follow the criteria expected of you. It's important to note that AP World History graders are looking for specific things in your short answers, long essay, and document-based Essay.You might think I need to write the best essay possible to get all the points I need! I assure you, that's not the case. The essays and concise answers you write to the exam are not exactly similar to those you write in your English class. You are not expected to write the most thoughtful and well-structured piece, which leaves everyone in awe. AP graders take into account the time constraints on the exam and are just looking for the rubric criteria to be met in your work. As a result, don't waste your time perfecting every minute detail of your writing to impress and earn extra points. Use your time wisely and efficiently. If you can't use the knowledge that you have in the format that is expected of you, you will most likely and unfortunately lose points. In addition, the written part of your exam costs 60% of your class, while the more options are 40%. Therefore, understanding the rubric is your key to passing the AP Exam.Document-Based Question (DBQ) Live Stream Replay Mastering DBQ with Melissa Longnecker Doing DBQ with Charly CastilloTHESIS/CLAIM (1 Point) Live Stream Replay Doing DBQ: Working with Patrick LasseterWrite to valid answer to the challenge – not just restate it. Clearly and coherently create a logically reasonable argument that is argumentative that is about 1 to 2 sentences long. Included either at the end of your introduction or within your conclusion. I suggest including your work in both areas if you have enough time. This is because sometimes towards the end, you have a better understanding of your work as a whole once you are done with establishing and demonstrating your reasoning and therefore will write more appropriate, correct work in the end. Be sure to include it in your intro paragraph, though! You don't know if you'll have enough time to finish and want to get as many points as possible! CONTEXTUALIZATION (1 point) Live Stream Replay Does DBQ, Part 3: Contextualization with Evan LittleGive historical background information or context relevant to the challenge, such as significant events or developments. Try writing about 3 sentences. I suggest that the context takes place either during or within 100 years before the time period of fast or 100 years after it is given. EVIDENCE (maximum 3 points) Live Stream Replay Adding DBQ, Part 2: Evidence with Caroline CastellanosFIRST Proof Point: See, and relate to at least 3 documents included in the call (question). Second proof point: Look, describe, and relate to at least 6 documents included in the line and your argument/claim. Third evidence point: Historical evidence that goes beyond the text documents included. Please provide any specific information that you remember concerning the call and not included in the documents. ANALYSIS AND REASONING (maximum 2 points) Live Stream Replay Doing dbq, Part 4: Reasoning with Melissa LongneckerFIRST Analysis and Reasoning Point: Be sure to use HIPPO (Historical Context, Intended Audience, View, Purpose, or Off Evidence) for at least 3 documents and explain how this is related to the overall argument. Analyze these documents by using at least one of the options in the shortcut for each of them. Second analysis and reasoning point: It's known to be quite complex for AP history students for it's dreaded complexity point. Don't worry! It's not as impossible as most seem. You can definitely get it! All you have to do is show off a comprehensive understanding of historical developments in a prompt way. Some ways include: Explanation of the nuances (subtle differences) in the question/ provides comparison and contrasts if the essay is a comparison and contrast, or how continuity and change, if it is a CCOT essay, or as causes and effects, so the connection, etc. to get the complexity of the point should be fixed and developed in several parts of your essay, not only in a single sentence or paragraph. Long Essay Question (LEQ) Watch Answering a Long Essay Question (LEQ) with Melissa Longnecker Watch Sharpening Your LEQ Skills with Melissa Longnecker Watch Writing a Long Essay Question with Safiya MenkTHESIS/CLAIM (1 Point) As well as DBQ, CONTEXTUALIZATION (1 point) Same as DBQ, EVIDENCE (maximum 2 points)FIRST point of evidence: Identify specific historical details or examples related to the call. Second evidence point: Use the specific historical evidence that you have identified in obtaining your first evidence point and attach it to the argument presented in response to your prompt and explain its significance. ANALYSIS AND REASONING (maximum 2 points)FIRST analysis and reasoning point: Use historical reasoning to create a framework for your overall argument through (comparison, causation, continuity or change). Second analysis and recital point: The dreaded complexity point previously mentioned in DBQ has the same criteria for LEQ. Short Answer To Question Time (SAQ) Watch Answers to short answer questions with Melissa Longnecker Watch Answer short answer questions with Caroline Castellanos Watch Answer short answer questions with Eric Beckman First and second SAQ are required. The contents of both addresses in units 3-8.The THIRD and FOURTH SAQ are optional that you can choose to answer only one of the two. The third deals with content in units 1-6, while the fourth addresses the content within the period 6-9.They also assess the skill of either causation or comparison. This is where you should use your previous historical knowledge to earn points on these issues. ACEing SAQFirst, answer the question with a clear statement. Then CITE relevant evidence that you know based on your knowledge of the content listed in the calls. Finally, explain the relevance of your evidence and how it relates to your answer. This may seem like a lot to remember, but I assure you that practice is perfect. The more SAQ, DBQ and LEQs you write after a certain format that earns you the most points possible, the easier it becomes. Soon you will be following the structure without realizing it. There is no doubt that you can get 4 or 5 for this exam. This test is not just based on your ability to memorize random facts. It doesn't earn you more points. Your critical thinking and analysis skills along with basic knowledge are key. The fact that you are challenging yourself by doing an advanced college placement credit course is incredible and I applaud you all for that! You got it! : This post was written a few years ago and may not reflect the latest changes in the AP® AP program. We are gradually updating these posts and will remove this disclaimer when this post is updated. Thank you for your patience! The APUSH Redesign (and Re-Redesign, which followed immediately this year) has brought great uncertainty, anxiety and confusion to many teachers. This is my eighth year of teaching the course, and while I've certainly reached a level of comfort with traditional multiple-choice and free-answer questions, I've come around to almost every aspect of the redesign. In my opinion, the best addition to the test is the new short answer section, see Section 1 of the exam (along with the impetus of multiple-choice questions). Last June, I was lucky enough to attend the AP® american historical reading in Louisville Kentucky. In one week, I sorted out the same short answer to a question more than 3,500 times (for the record, I never want to read about John Adams or Benjamin Rush and their interpretation of the American Revolution again). While I'm certainly not claiming to be an expert or have any insider information on the inner workings of the College Board, I'm happy to share my insights and advice based on my experiences and conversations with colleagues. Short answer FormatStudents have four short answers to questions to complete in 50 minutes (12.5 minutes per call). The short answers are worth approximately 20 percent of students' classes on the AP® exam, and take different forms, includingtouth different secondary sources written by historians with different event or time period. Primary sources (quotes cartoons, maps, etc.) A simple quick or identification question without promptsKashu challenge is divided into three parts (A, B and C), each of which has a value of one point. These parts differ in difficulty, which means that some points may be more challenging (for example, one part may ask for a simple recall of the fact, while another part may require a higher level analysis). Different parts of the same question may bounce or refer to each other (for example, Part A may ask students to explain a quote, and Part B may ask them to provide an example of something related to the same quote). Some challenges will have an internal choice. This means that students have options within the question. For example, the call may ask students to explain why one of the following was the most common cause of the Civil War: Dred Scott's decision, the Kansas bleeding, or the disclosure of Uncle Tom's cabin. Students can choose any of the options, describing what it is and why it is most important. Scoring Short Answer QuestionsThere is not really a rubric for these types of questions, such as for document-based Question (DBQ) or Long Essay Question (LEQ). Students are simply scored on whether they answered the call correctly. Students will receive one point or zero points for each part of the question (A, B and C) with a maximum of three points per challenge. Each letter is scored separately, meaning that students completely missing a point on Part A do not necessarily mean that they are doomed to Part B and C.Readers are instructed that students receive credit if they meet the threshold, which means they have completed the minimum amount needed to answer the question. While what constitutes a threshold depends on the question of what it basically means, some students can earn all the points by going to incredible depth, giving detailed and complex examples, and taking up the entire page, while others can simply answer in a sentence or two for each poton, barely meet the requirements, and still get all three points. While I would never encourage my students to do the minimum, I let them know that if you are short of time or uncertain, it is better to give something rather than nothing. If the amount of historically accurate and inaccurate information is roughly balanced and the same, the reader has the option to decide whether to reward the item. One thing I was encouraged to read is that, in general, readers have been told to give students the benefit of the doubt when scoring answers. The aim was to award them points whenever they deserved, not to penalise or deduct points on the basis of minor errors or misunderstandings. Ten tips for student achievements To help illustrate my advice, I will refer to a challenge that still haunts me in my dreams, Answer to #3 from the 2015 AP® USA History Exam:Source:2015 AP® U.S. History Exam, short answer section from AP® Central (College Board)1. Put it in your own words To get full credit for the answers, students must fully answer the question using their own words. For the above challenge, many students parroted the challenges or over-quoted them for Part A, rather than describing differences in their own words. For example, students would regularly say that the difference between Adams and Rush was that: Adams thought the revolution was in people's minds, while Rush said it wouldn't be complete until the principles, morals and ways of citizens were established. Students wouldn't get a point for it because it just paraphrases what they say and doesn't show real understanding. An example of a more successful response would be: Adams believed that the American Revolution was not a real war of independence, but rather a psychological change in the thinking of patriotic colonists leading to conflict. Rush agrees with Adams that the real revolution was not war, but argues that the revolution is incomplete until a stable federal government is established. 2. Give concrete examples: HOW and WHY? Parts B and C prompted the student to provide evidence that would support the claims of both Adams and Rush. In doing so, students should provide concrete examples and explain why they are relevant. For example, students can use the U.S. Constitution as an example that supports Rush's interpretation of the revolution, because this document officially created the structure of the federal government and provided a Bill of Rights that defined people's fundamental rights.3. Get the right pointno introduction are needed because space and time are limited and these are not essays. Neither work is necessary or terribly useful. Students should dive directly and start answering the question directly.4. What's acceptable? Full sentences are required. Fragments of sentence or bullet points were not scored. They have been very strict in enforcing this. The use of common abbreviations is acceptable (e.g. FDR, WPA, FBI, etc.). With limited time and space, it is better to go in depth and explain one example, rather than superficially list multiple.5. Stay in timeOne of the most common mistakes is that students do not stay within the time period. For example, if students used the Great Awakening as evidence that supports Adams' quote, they wouldn't have gotten the point because the religious movement preceded the period 1760-1775.6. Staying in the boxesStuds need to be careful not to leave enough room to deal with all three parts on the 23-line page. Students are not allowed to write on the other page or even outside the box area. Anything written off the field won't be scored.7. Certainly evidence and examples are essential! The question asks for one similarity or difference, readers are actually looking for a major or fundamental similarity or difference. For example, students could not simply say: Adams thought that the revolution occurred between 1760-1776, while Rush thought that the revolution was after the war. This would not count because it is too superficial and simplistic. This is not the main difference described in the text.8. Follow categories of analysis or historical topics Students should follow categories of analysis (political, economic, cultural, social, intellectual). Students often give examples that do not match the category they are supposed to identify. Students should assume that the reader has no background knowledge and fully explain their examples and evidence.9. Minor errors will not kill your ScoreMinor errors do not necessarily mean students will not be awarded points. For example, for Part C, many students used the Bacon Uprising as an example that a stable federal government was needed to prevent an uprising or create a fairer and more equal society. They erred bacon rebellion for the Shays' rebellion, but because their description of events is correct and they simply passed the names, they still would have been awarded a point for their example. I didn't share it with my students as such because I hold them with high expectations, and I want them to focus on knowing their content and trying for accuracy, but I stress to them that even if you don't know the law or the person, describe them as the best you can, because it's better than leaving them blank.10. Debate on how to organize writingThere has been a lot of discussion in reading that is better: writing answers in the form of a paragraph without letter labels, or having separate sets of complete sentences broken down and marked with a specific letter is addressed. The advantage of writing in the form of a paragraph without marked letters was that students were free to address the challenge in whatever order they preferred, and often had a more natural feeling for good writers. In addition, if students failed to answer part A at the beginning of where they initially tried, but eventually replied that later in the reply, readers could still grant a point when there were no marked letters. If students marked their sentences with appropriate letters, students could not get credit if they answered a question in another section (for example, some students failed to fully answer A in the section so marked, but eventually accessed it in Part C, but they could only get a point in the marked section. However, the advantage of labelling their sentences was that it ensured that students actually fully addressed specific issues relating to A, B and C. Often students who wrote in an unmarked paragraph forgot the form answer parts or had incomplete answers because they jumped from one part to another. I advise my students to do a hybrid of these two scenarios as I believe it gives them the best of both worlds. I suggest that my students label their sections so don't forget any parts, but when they are finished writing they exceed the letters so they are able to be awarded points if they inadvertently deal with other parts of their reaction. How to Teach AP® U.S. Short Answer Question1. Working with students to answer questionsStudents sometimes tend to have difficult times with these types of questions initially. Some write fragments of vague partial responses that don't go far enough; overachievers want to turn them into complex essays with introductions and transitions. It's really a skill that needs to be practiced and honed. Students' answers should be concise (i.e. a short answer), but thorough with concrete examples. At the beginning, our class worked on short answers together and as partners, and went through and discussed good answers. I also pulled samples of students from the College Board website and had students assess and score them. It was a great activity to help students see the difference between incomplete, borderline and exceptional responses. The student should be in practice putting their answers in their own words, not paraphrasing, parroting, or quoting sources of language. This does not show an understanding of what the College Board is looking for. Working with students to provide answers in their own words is definitely worth it.2. Exposing students to a wide range of historical resourcesExpo tutorials of their students on a wide range of resources is a great preparation for a short response section (as well as more options and essays for that matter). Looking at historians that differ in their ideological or other interpretations of history and discuss in the classroom helps students gain understanding and appreciation of the nuances and different opinions. The use of Howard Zinn of The People's History of the United States and Larry Schweikart's Patriot Guide to American History gives students both liberal and conservative views of key events in American history. I also wanted to do socratic seminars or discussions using secondary texts that have compelling or unorthodox perspectives and allow students to discuss whether or not they agree with the historian's argument. In addition, primary exposure to resources can be beneficial in preparing students for reading and understanding the texts they may have seen in the challenges for all parts of the exam, including short answers.3. Timing is everything. The short answer section is part of Section 1, and students have 50 minutes specifically for these four questions after the multiple-choice section is This gives students less than 13 minutes to question. Students need to practice in this time of crisis. Many students will want to spend a lot of time planning and writing that they won't have on exam day. I typically start being more lax at the beginning of the year, but by October or November, students need to be in the habit of reading the challenge quickly and thoroughly, and moving into writing their answers within a time crisis. Why I learned to love the short answer to the short answer question part of the exam is a brand new addition to the AP® exam, but I actually believe it could be most beneficial in many ways. Students were forced to memorize everything and were at the mercy of what a random factoid college board would ask them for in a multi-choice section. With short answers, students can bring relevant examples that they have learned and recalled. They don't need to know everything they just need to know some key things about each period. This can be reassuring for students and liberating for teachers who try to cram everything into their classrooms in the short months before the AP® ap. In addition, what I like best about the short answer to the question is that unlike other types of questions, it is very obvious when students know their stuff (and vice versa, when they have no idea what's going on). More-choice can be more guessy, and students can rationally narrow distractors down and make educated choices. Essay pages can be filled with rants, and simple work and analysis of a few documents can get them a few points. With short answers, there is really nowhere for students to hide. They either know what the author is arguing about or they don't. They can either provide an illustrative example, or they can't. As a teacher, I love the purity and authenticity of this type of assessment. Looking for AP® U.S. history practice? Kickstart your AP® U.S. history prep with Albert. Start your AP® exam prep today. We also go through a five-step strategy for writing AP® U.S. History FRQs in this video: Ben Hubing is an educator at Greendale High School in Greendale, Wisconsin. Ben taught the AP® American History and AP® U.S. Government and Politics for the past eight years and was a reader last year for the AP® American History Short Answer. Ben earned a bachelor's degree from the University of Wisconsin-Madison and a master's degree from Cardinal Stritch University in Milwaukee, Wisconsin, Wisconsin.