

Basic Core: Competence	Points	Historical Thinking Skills Addressed
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Patterns of Continuity and Change Over Time
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.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
4. Uses relevant world history context effectively to explain continuity and change over time.	1	<ul style="list-style-type: none"> ➤ Contextualization
5. Analyzes the process of continuity and change over time.	1	<ul style="list-style-type: none"> ➤ Patterns of Continuity and Change Over Time ➤ Causation
Subtotal	7	<ul style="list-style-type: none"> ➤ Essay as a whole: Synthesis
Expanded Core: Excellence	Points	Historical Thinking Skills Addressed
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. Examples: <ul style="list-style-type: none"> • Has a clear, analytical and comprehensive thesis. • Analyses all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. • Provides ample historical evidence to substantiate thesis. • Provides links with relevant ideas, events, trends in an innovative way. 	0-2	<ul style="list-style-type: none"> • Same skills as noted in basic core. • Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
Total	9	

Introduction: Topic: identify the topic, the setting, and the era Thesis: answers the question and makes an argument		
Change/Continuity	Early	Late
_____ Category		
Analysis		
Change/Continuity	Early	Late
_____ Category		
Analysis		
Change/Continuity	Early	Late
_____ Category		
Analysis		
Conclusion: Re-state, Re-view, Re-emphasize <ul style="list-style-type: none"> • Topic, Evidence, Thesis, Global/Historical Context 		