

Name: _____ Class Period: _____

The scoring guidelines for the mock exam are based on trends over the years on what it takes to pass the test. Your score on the mock exam is a good indicator of your current readiness for the AP exam. If you were not able to attend and take the mock exam, you can still test yourself using the AP exam located at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-practice-exam.pdf>. Students who earned a 4 or 5 on the mock during the sessions on March 27th or 28th are exempt from the Unit 10 Thematic Review homework; however, all students are encouraged to use these activities to ensure a passing score.

APUSH

2015 Mock Exam Scoring Guide

Multiple-choice questions 55 questions 55 minutes 40% (GOAL FOR PASSING... AT LEAST 27 CORRECT)
 Short-answer questions 4 questions 50 minutes 20% (GOAL FOR PASSING... AT LEAST 6 CORRECT)
 Document-based question 1 question 55 minutes 25% (GOAL FOR PASSING... AT LEAST A 4/7)
 Long essay question 1 question (chosen from a pair) 35 minutes 15% (GOAL FOR PASSING... AT LEAST A 4/6)

SAQs

1. a. _____
b. _____
2. a. _____
b. _____
c. _____
3. a. _____
b. _____
c. _____
4. a. _____
b. _____
c. _____

Multiple Choice

Number of Correct Answers: _____ X 1.38 = _____
 Multiple Choice Score (do not round)

Short Answer & Essays

Short Answer Questions Total: _____ X 3.17 = _____
 (out of 12) (do not round)

Long Essay Score _____ X 4.75 = _____
 (out of 6) (do not round)

DBQ Score _____ X 6.7 = _____
 (out of 7) (do not round)

Sum of Essay scores = _____
 Essay Score (do not round)

Composite Score

Multiple Choice Score + Written Score = _____
 (round to nearest whole number)

Conversion Chart

Score Range	AP Mock Grade	Gradebook
163-189	5	100
151-162	5	95
136-150	4	90
119-135	4	85
103-118	3	80
89-102	3	75
67-88	2	70
63-66	2	65
59-62	2	60
0-58	1	55

FRIDAY Long Essay (LE) RUBRIC

Continuities and Changes Over Time – TransAtlantic Interactions 1600-1763 or U.S. integration into world economy, 1945-Present

<p>Thesis: Introductory Paragraph</p> <p><i>Must use thesis formula!</i> X. However, A, B, and C. Therefore, Y. or Although X, Y because ABC. ATFP!</p>	◇
<p>States a thesis that directly addresses ALL parts of the question. The thesis must DO MORE than restate the question, it must have complex analysis including opposing viewpoint or evaluation of significance [depending on prompt]</p>	
<p>Support for Argument: Body Paragraphs</p> <p><i>Explain Your Evidence + Close the Loop!</i> <i>Stay within parameters!</i></p>	◇
<p>Supports the stated thesis (or makes a relevant argument) using specific evidence from relevant era (at least 3 specific pieces of evidence per paragraph) and Clearly and consistently states how the evidence supports the thesis or argument, and establishing clear linkages (close the loop... connect back to your thesis!)</p>	◇
<p>Application of Targeted Skill: Body Paragraphs</p> <p><i>Apply the Skill with Evidence!</i></p>	◇
<p>Periodization Describes the ways in which the historical development was different from or similar to other historical eras and Clearly and thoroughly analyzes the extent to which the historical development was different from and similar to other historical eras that preceded and/or followed, using at least 3 specific examples to illustrate the analysis</p>	◇
<p>Contextualization & Synthesis: Concluding Paragraph</p> <p><i>Must use conclusion formula!</i> Therefore, Y + BC. BC is similar/different to OC, because E.</p>	◇
<p>Accurately and explicitly connects historical phenomena relevant to the argument to BROADER historical events and/or processes and Connects the topic of the question to OTHER historical periods, geographical areas, contexts, or circumstances within United States history. (we have been grading conclusions with 2 points to reinforce this skill... on the AP exam it is only 1 point.)</p>	

TOTAL: _____

FRIDAY Document Based Question (DBQ) RUBRIC
Comparison – Pro and Anti Expansionist Views, late 19th century – early 20th century

Thesis: Introductory Paragraph								◇
Must use thesis formula! X. However, A, B, and C. Therefore, Y. or Although X, Y because ABC. ATFP!								
States a thesis that directly addresses ALL parts of the question. The thesis must DO MORE than restate the question, it must have complex analysis including opposing viewpoint or evaluation of significance [depending on prompt]								◇
Document Analysis & Support for Argument: Body Paragraphs								◇ or ◇◇ or ◇◇◇
	Doc. A	Doc. B	Doc. C	Doc. D	Doc. E	Doc. F	Doc. G	
a. Offers plausible analysis in support of the stated thesis or relevant argument								
b. Includes extended HIPP analysis (H = LOCAL context in addition to one of IPP) (not found in source)								
1 Point: At least 4 documents used effectively in category a. 2 Points: 4-5 documents used effectively in both categories. 3 Points: At least 6 documents used effectively in both categories.								
Analysis of Outside Information: Body Paragraphs								◇
Additional evidence to defend thesis NOT found in the documents! within parameters!								
Offers plausible analysis of at least 3 historical examples per paragraph that go beyond/outside the documents in support of the stated thesis or relevant argument; evidence is beyond outside information in HIPP analysis and is inside parameters , incorporation of evidence successfully addresses argument regarding comparison (similarities and difference)								
Contextualization & Synthesis: Concluding Paragraph								◇ First Point Must Be Earned Before Second Point Possible ◇
Must use conclusion formula! Therefore, Y + BC. BC is similar/different to OC, because E.								
Accurately and explicitly connects historical phenomena (BAGPIPE) relevant to the argument to BROADER historical events and/or processes (within parameters of prompt) and Connects the topic of the question to OTHER historical periods, geographical areas, contexts, or circumstances within United States history. (outside parameters of prompt)								

TOTAL: _____ / 7

SATURDAY Long Essay (LE) RUBRIC
Periodization – Declaration of Independence or the Progressive Era

Thesis: Introductory Paragraph Must use thesis formula! X. However, A, B, and C. Therefore, Y. or Although X, Y because ABC. ATFP!	◇
States a thesis that directly addresses ALL parts of the question. The thesis must DO MORE than restate the question, it must have complex analysis including opposing viewpoint or evaluation of significance [depending on prompt]	
Support for Argument: Body Paragraphs Explain Your Evidence + Close the Loop! Stay within parameters!	◇
Supports the stated thesis (or makes a relevant argument) using specific evidence from relevant era (at least 3 specific pieces of evidence per paragraph) and Clearly and consistently states how the evidence supports the thesis or argument, and establishing clear linkages (close the loop... connect back to your thesis!)	◇ First Point Must Be Earned Before Second Point Possible
Application of Targeted Skill: Body Paragraphs Apply the Skill with Evidence!	◇
<u>Periodization</u> Describes the ways in which the historical development was different from or similar to other historical eras and Clearly and thoroughly analyzes the extent to which the historical development was different from and similar to other historical eras that preceded and/or followed, using at least 3 specific examples to illustrate the analysis	◇ First Point Must Be Earned Before Second Point Possible
Contextualization & Synthesis: Concluding Paragraph Must use conclusion formula! Therefore, Y + BC. BC is similar/different to OC, because E.	◇
Accurately and explicitly connects historical phenomena relevant to the argument to BROADER historical events and/or processes and Connects the topic of the question to OTHER historical periods, geographical areas, contexts, or circumstances within United States history. (we have been grading conclusions with 2 points to reinforce this skill... on the AP exam it is only 1 point.)	

TOTAL: _____

SATURDAY Document Based Question (DBQ) RUBRIC
Continuities and Changes Over Time – African Americans, 1865-1905

Thesis: Introductory Paragraph								◇
Must use thesis formula! X. However, A, B, and C. Therefore, Y. or Although X, Y because ABC. ATFP!								
States a thesis that directly addresses ALL parts of the question. The thesis must DO MORE than restate the question, it must have complex analysis including opposing viewpoint or evaluation of significance [depending on prompt]								◇
Document Analysis & Support for Argument: Body Paragraphs								◇ or ◇◇ or ◇◇◇
	Doc. A	Doc. B	Doc. C	Doc. D	Doc. E	Doc. F	Doc. G	
a. Offers plausible analysis in support of the stated thesis or relevant argument								
b. Includes extended HIPP analysis (H = LOCAL context in addition to one of IPP) (not found in source)								
1 Point: At least 4 documents used effectively in category a. 2 Points: 4-5 documents used effectively in both categories. 3 Points: At least 6 documents used effectively in both categories.								
Analysis of Outside Information: Body Paragraphs								◇
Additional evidence to defend thesis NOT found in the documents! within parameters!								
Offers plausible analysis of at least 3 historical examples per paragraph that go beyond/outside the documents in support of the stated thesis or relevant argument; evidence is beyond outside information in HIPP analysis and is inside parameters , incorporation of evidence successfully addresses argument referencing continuities and changes over time.								
Contextualization & Synthesis: Concluding Paragraph								◇
Must use conclusion formula! Therefore, Y + BC. BC is similar/different to OC, because E.								
Accurately and explicitly connects historical phenomena (BAGPIPE) relevant to the argument to BROADER historical events and/or processes (within parameters of prompt) <u>and</u> Connects the topic of the question to OTHER historical periods, geographical areas, contexts, or circumstances within United States history. (outside parameters of prompt)								◇

First Point
Must Be
Earned Before
Second Point
Possible

TOTAL: _____ / 7