

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that clearly describes the plan to find new ways to receive reparations from Germany during their postwar economic crisis and elaborate the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| <ul style="list-style-type: none"> • Controlling Idea/Focus • Supporting Ideas • Relevance of Detail | <ul style="list-style-type: none"> • Depth of Development • Awareness of the Persuasive Purpose • Sense of Completeness |
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5	<p>Full command of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Fully focused on persuading classmates that this plan to continue receiving Germany’s reparations would satisfy France and Germany • Fully developed controlling idea that clearly describes the plan to find new ways to receive reparations from Germany during their postwar economic crisis • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a discussion of the U.S.-proposed Dawes Plan that tried to find a way for Germany to continue reparations. b. an explanation of why Germany’s economy was in trouble. c. a description of why France was not willing to allow Germany to stop its reparations. • Supporting ideas are fully elaborated throughout the plan document with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs) • Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains an abundance of information that fully addresses readers’ concerns, counterarguments, biases, or expectations, such as the following: <ol style="list-style-type: none"> a. asking why Germany must be forced to shoulder the economic burden of World War I’s economic problems. b. whether the Dawes Plan was the best way to help Germany out of its economic crisis.
4	<p>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Consistently focused on persuading classmates that this plan to continue receiving Germany’s reparations would satisfy France and Germany • Well-developed controlling idea that clearly describes the plan to find new ways to receive reparations from Germany during their postwar economic crisis • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a discussion of the U.S.-proposed Dawes Plan that tried to find a way for Germany to continue reparations. b. an explanation of why Germany’s economy was in trouble. • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion,

	<p>personal anecdote, analogy, logical reasoning)</p> <ul style="list-style-type: none"> • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as the following: <ul style="list-style-type: none"> a. asking why Germany must be forced to shoulder the economic burden of World War I’s economic problems. b. whether the Dawes Plan was the best way to help Germany out of its economic crisis.
3	<p>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Sufficiently focused on persuading classmates that this plan to continue receiving Germany’s reparations would satisfy France and Germany • Sufficiently developed controlling idea that clearly describes the plan to find new ways to receive reparations from Germany during their postwar economic crisis • Most supporting ideas are relevant to the writer’s argument • Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> a. a discussion of the U.S.-proposed Dawes Plan that tried to find a way for Germany to continue reparations. • Some parts of the paper may be well developed, but other parts of the paper are only partially developed • Response is generally appropriate to the persuasive purpose and may include some rhetorical devices • Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as the following: <ul style="list-style-type: none"> a. asking why Germany must be forced to shoulder the economic burden of World War I’s economic problems.
2	<p>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Minimally focused on persuading classmates that this plan to continue receiving Germany’s reparations would satisfy France and Germany • Minimally developed controlling idea that clearly describes the plan to find new ways to receive reparations from Germany during their postwar economic crisis • Some points and details may be irrelevant or inappropriate to the writer’s argument • Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development • Response demonstrates minimal awareness of the persuasive purpose • Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
1	<p>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Little or no focus on the assigned topic and/or persuasive purpose

	<ul style="list-style-type: none">• Writer's position may be apparent, but a controlling idea is not established• Ideas do not advance the writer's position• Ideas are unclear, irrelevant, and/or repeated• Response does not demonstrate awareness of the persuasive purpose• Lacks a sense of completeness and fails to address reader concerns• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).