

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that defines the writer’s beliefs about what is a legitimate bombing target during times of war 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 the writer’s argument on defining legitimate targets is an accurate understanding of the facts • Fully developed controlling idea that defines the writer’s beliefs about what is a legitimate bombing target during times of war • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of the theory behind the bombing of civilian targets as a civilian deterrent. b. an explanation of what cities in Europe and Japan were bombed in this manner. c. a description of what should represent a legitimate wartime bombing target. d. a clear statement of the writer’s beliefs about the bombing of civilian targets and evidence to back up that position. • Supporting ideas are fully elaborated throughout the paper 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. a realization that civilian bombing did not cause an early end to the war. b. evidence that shows how civilian bombing did not bring about the expected result.
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 the writer’s argument on defining legitimate targets is an accurate understanding of the facts • Well-developed controlling idea that defines the writer’s beliefs about what is a legitimate bombing target during times of war • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of the theory behind the bombing of civilian targets as a civilian deterrent. b. an explanation of what cities in Europe and Japan were bombed in this manner. c. a clear statement of the writer’s beliefs about the bombing of civilian

	<p>targets and evidence to back up that position.</p> <ul style="list-style-type: none"> • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations, such as the following: <ul style="list-style-type: none"> a. a realization that civilian bombing did not cause an early end to the war. b. evidence that shows how civilian bombing did not bring about the expected result.
<p>3</p>	<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 the writer's argument on defining legitimate targets is an accurate understanding of the facts • Sufficiently developed controlling idea that defines the writer's beliefs about what is a legitimate bombing target during times of war • 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 description of the theory behind the bombing of civilian targets as a civilian deterrent. b. an explanation of what cities in Europe and Japan were bombed in this manner. • 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. a realization that civilian bombing did not cause an early end to the war.
<p>2</p>	<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 the writer's argument on defining legitimate targets is an accurate understanding of the facts • Minimally developed controlling idea that defines the writer's beliefs about what is a legitimate bombing target during times of war • 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	Little or no control of the components of Ideas. The writing is characterized by most or all of the following: <ul style="list-style-type: none">• Little or no focus on the assigned topic and/or persuasive purpose• 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

To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).