

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the British impressment policy should be denounced by the United States government and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

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 the United States to take action against the impressment policy of the British Navy • Fully developed controlling idea that the British policy of impressment is unacceptable • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Impressment was a legalized form of kidnapping that forced people into military service. b. Britain claimed the right to stop American ships to search for deserters and on occasion impressed American citizens into military service. c. In June 1807 a British warship fired on an American ship that refused to be searched, killing three sailors. d. Outraged Americans called for war, but President Jefferson asked Congress to pass the Embargo Act of 1807. • Supporting ideas are fully elaborated throughout the letter 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: <ol style="list-style-type: none"> a. The policy of Impressment was not serious enough to justify a reaction by the United States government. b. The United States should have declared war against Britain instead of planning an embargo on them. c. American sailors put themselves at risk by harboring British deserters.
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 the United States to take action against the impressment policy of the British Navy • Well developed controlling idea that the British policy of impressment is unacceptable • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Impressment was a legalized form of kidnapping that forced people into military service. b. Britain claimed the right to stop American ships to search for deserters

	<p>and on occasion impressed American citizens into military service.</p> <p>c. Outraged Americans called for war, but President Jefferson asked Congress to pass the Embargo Act of 1807.</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: <ul style="list-style-type: none"> a. The policy of Impressment was not serious enough to justify a reaction by the United States government. b. The United States should have declared war against Britain instead of planning an embargo on them.
<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 the United States to take action against the impressment policy of the British Navy • Sufficiently developed controlling idea that the British policy of impressment is unacceptable • 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. Impressment was a legalized form of kidnapping that forced people into military service. b. Outraged Americans called for war, but President Jefferson asked Congress to pass the Embargo Act of 1807. • 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: <ul style="list-style-type: none"> a. The policy of Impressment was not serious enough to justify a reaction by the United States government.
<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 the United States to take action against the impressment policy of the British Navy • Minimally developed controlling idea that the British policy of impressment is unacceptable • 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

	<ul style="list-style-type: none"> • 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 • 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](#).