

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the Monroe Doctrine was either a positive or negative step for American diplomacy 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 explaining whether or not you believe the Monroe Doctrine to be a positive move for American diplomacy • Fully developed controlling idea that the Monroe Doctrine advanced or hindered American diplomatic goals • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Spain’s threat to regain control of Latin American countries, and Russia’s land claims in the western United States threatened American interests. b. Secretary of State John Quincy Adams wanted to avoid being seen as Britain’s “junior partner” in foreign affairs. c. In 1823 President James Monroe declared that the American continents were “henceforth not to be considered as subjects for future colonization by any European power.” d. The Monroe Doctrine upheld President George Washington’s policy of avoiding entanglements in European power struggles. • Supporting ideas are fully elaborated throughout the speech 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 United States did not have the right to issue the Monroe Doctrine. b. The Monroe Doctrine set the stage for future Imperialistic actions. c. The Monroe Doctrine did not take the other nations of the Western Hemisphere into consideration.
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 explaining whether or not you believe the Monroe Doctrine to be a positive move for American diplomacy • Well developed controlling idea that the Monroe Doctrine advanced or hindered American diplomatic goals • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Secretary of State John Quincy Adams wanted to avoid being seen as Britain’s “junior partner” in foreign affairs.

	<p>b. In 1823 President James Monroe declared that the American continents were “henceforth not to be considered as subjects for future colonization by any European power.”</p> <p>c. The Monroe Doctrine upheld President George Washington’s policy of avoiding entanglements in European power struggles.</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 United States did not have the right to issue the Monroe Doctrine. b. The Monroe Doctrine set the stage for future Imperialistic actions.
<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 explaining whether or not you believe the Monroe Doctrine to be a positive move for American diplomacy • Sufficiently developed controlling idea that the Monroe Doctrine advanced or hindered American diplomatic goals • 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. In 1823 President James Monroe declared that the American continents were “henceforth not to be considered as subjects for future colonization by any European power.” b. The Monroe Doctrine upheld President George Washington’s policy of avoiding entanglements in European power struggles. • 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 United States did not have the right to issue the Monroe Doctrine.
<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 explaining whether or not you believe the Monroe Doctrine to be a positive move for American diplomacy • Minimally developed controlling idea that the Monroe Doctrine advanced or hindered American diplomatic goals • 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](#).