

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the journey west during the mid-1800s was both strenuous and dangerous and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| • Controlling Idea/Focus | • Depth of Development |
| • Supporting Ideas | • Awareness of the Persuasive Purpose |
| • Relevance of Detail | • 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 explaining the dangers of the westward trek during the mid-1800s and the equipment needed to complete the journey • Fully developed controlling idea that the journey west during the mid-1800s was filled with danger • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The typical trip west took five to six months, travelling only about 15 miles per day. b. Men drove the wagons, hunted game, and fed and cared for the animals at night while women looked after the children, cooked the meals, cleaned the camp, and laundered the clothes. c. Travelers faced attack from Native American warriors, although these attacks were somewhat rare. d. Travelers needed many supplies. Some of the most important were: a covered wagon, oxen, horses, food, medicine, extra clothing, guns and ammunition, and guidebooks. • 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. Those that traveled west threatened the Native American way of life. b. The trails the travelers west took were blazed by mountain men like Kit Carson and Jim Bridger. c. Native Americans also helped many travelers along their journey west. |
| 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 the dangers of the westward trek during the mid-1800s and the equipment needed to complete the journey • Well developed controlling idea that the journey west during the mid-1800s was filled with danger • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The typical trip west took five to six months, travelling only about 15 miles per day. |

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| | <p>b. Travelers faced attack from Native American warriors, although these attacks were somewhat rare.</p> <p>c. Travelers needed many supplies. Some of the most important were: a covered wagon, oxen, horses, food, medicine, extra clothing, guns and ammunition, and guidebooks.</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. Those that traveled west threatened the Native American way of life. b. The trails the travelers west took were blazed by mountain men like Kit Carson and Jim Bridger. |
| <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 the dangers of the westward trek during the mid-1800s and the equipment needed to complete the journey • Sufficiently developed controlling idea that the journey west during the mid-1800s was filled with danger • 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. The typical trip west took five to six months, travelling only about 15 miles per day. b. Travelers needed many supplies. Some of the most important were: a covered wagon, oxen, horses, food, medicine, extra clothing, guns and ammunition, and guidebooks. • 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. Those that traveled west threatened the Native American way of life. |
| <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 the dangers of the westward trek during the mid-1800s and the equipment needed to complete the journey • Minimally developed controlling idea that the journey west during the mid-1800s was filled with danger • 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 |

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