

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that Sherman’s march to the sea was an effective measure to end the war 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               |

<b>5</b>	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Fully focused on persuading classmates that Sherman’s March to the Sea helped end the war by convincing Southern opposition that the Union would not be defeated militarily</li> <li>• Fully developed controlling idea that Sherman was justified in his actions</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The Union had overwhelming forces.</li> <li>b. The citizens were no longer safe and not only armies would be affected by the war.</li> <li>c. It instilled a fear of the Union in the civilian population.</li> <li>d. It economically and militarily crippled the South to take away its means to make war.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the speech with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)</li> <li>• Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains an abundance of information that fully addresses readers’ concerns, counterarguments, biases, or expectations, such as:             <ol style="list-style-type: none"> <li>a. It rekindled a hatred of the North among Confederates, renewing a desire to fight.</li> <li>b. It violated the traditional rules of warfare.</li> <li>c. It ensured postwar enmity would linger beyond the end of the last battle.</li> </ol> </li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistently focused on persuading classmates that Sherman’s March to the Sea helped end the war by convincing Southern opposition that the Union would not be defeated militarily</li> <li>• Well developed controlling idea that Sherman was justified in his actions</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The Union had overwhelming forces.</li> <li>b. The citizens were no longer safe and not only armies would be affected by the war.</li> <li>c. It instilled a fear of the Union in the civilian population.</li> </ol> </li> <li>• Supporting ideas are consistently well developed with specific examples,</li> </ul>

	<p>details, and evidence</p> <ul style="list-style-type: none"> <li>• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> <li>a. It rekindled a hatred of the North among Confederates, renewing a desire to fight.</li> <li>b. It violated the traditional rules of warfare.</li> </ul> </li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Sufficiently focused on persuading classmates that Sherman's March to the Sea helped end the war by convincing Southern opposition that the Union would not be defeated militarily</li> <li>• Sufficiently developed controlling idea that Sherman was justified in his actions</li> <li>• Most supporting ideas are relevant to the writer's argument</li> <li>• Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> <li>a. The Union had overwhelming forces.</li> <li>b. The citizens were no longer safe and not only armies would be affected by the war.</li> </ul> </li> <li>• Some parts of the paper may be well developed, but other parts of the paper are only partially developed</li> <li>• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices</li> <li>• Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as: <ul style="list-style-type: none"> <li>a. It rekindled a hatred of the North among Confederates, renewing a desire to fight.</li> </ul> </li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimally focused on persuading classmates that Sherman's March to the Sea helped end the war by convincing Southern opposition that the Union would not be defeated militarily</li> <li>• Minimally developed controlling idea that Sherman was justified in his actions</li> <li>• Some points and details may be irrelevant or inappropriate to the writer's argument</li> <li>• Supporting ideas are vague, general, and/or undeveloped</li> <li>• Some ideas may be partially developed, while others are simply listed without development</li> <li>• Response demonstrates minimal awareness of the persuasive purpose</li> <li>• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns</li> </ul>
<b>1</b>	<p><b>Little or no control of the components of Ideas. The writing is</b></p>

	<p><b>characterized by most or all of the following:</b></p> <ul style="list-style-type: none"><li>• Little or no focus on the assigned topic and/or persuasive purpose</li><li>• Writer’s position may be apparent, but a controlling idea is not established</li><li>• Ideas do not advance the writer’s position</li><li>• Ideas are unclear, irrelevant, and/or repeated</li><li>• Response does not demonstrate awareness of the persuasive purpose</li><li>• Lacks a sense of completeness and fails to address reader concerns</li><li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li></ul>
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).