

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that Dawes Act was not successful at assimilating Native Americans and offer suggestions for alternative plans 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 |

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 convincing Congress to accept an alternative solution to the Dawes Act for dealing with Native American populations in the West • Fully developed controlling idea that the Dawes Act was not an adequate solution for dealing with Native Americans • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Many Native Americans had little training or enthusiasm for farming or ranching. b. Land allotments were too small to be profitable, and many were sold. c. Native Americans were dependent on buffalo for food, clothing, fuel, and shelter. When the herds were gone, they had no way of sustaining their way of life. d. Few Native Americans ever adapted American settlers' lifestyles in place of their traditional cultures. • 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. Native Americans had ancestral rights to the land American settlers were trying take over. b. American settlers overhunted the buffalo, making it impossible for Native Americans to maintain their lifestyle. c. Most Native Americans could not adapt to life on a reservation.
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 convincing Congress to accept an alternative solution to the Dawes Act for dealing with Native American populations in the West • Well developed controlling idea that the Dawes Act was not an adequate solution for dealing with Native Americans • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Many Native Americans had little training or enthusiasm for farming or ranching.

	<p>b. Land allotments were too small to be profitable, and many were sold.</p> <p>c. Native Americans were dependent on buffalo for food, clothing, fuel, and shelter. When the herds were gone, they had no way of sustaining their way of life.</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. Native Americans had ancestral rights to the land American settlers were trying take over. b. American settlers overhunted the buffalo, making it impossible for Native Americans to maintain their lifestyle.
<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 convincing Congress to accept an alternative solution to the Dawes Act for dealing with Native American populations in the West. • Sufficiently developed controlling idea that the Dawes Act was not an adequate solution for dealing with Native Americans. • 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. Many Native Americans had little training or enthusiasm for farming or ranching. b. Land allotments were too small to be profitable, and many were sold. • 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. Native Americans had ancestral rights to the land American settlers were trying take over.
<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 convincing Congress to accept an alternative solution to the Dawes Act for dealing with Native American populations in the West. • Minimally developed controlling idea that the Dawes Act was not an adequate solution for dealing with Native Americans. • 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

	<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](#).