

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that, because of the Great Depression, World War I veterans needed their bonuses early and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- | | |
|--------------------------|---------------------------------------|
| • 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 classmates that, because of the economic pressure of the Great Depression, World War I veterans need their bonuses paid early • Fully developed controlling idea that World War I veterans needed their bonus payments early due to the Great Depression • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The Great Depression caused widespread economic hardship, and some discontent citizens decided to take matters into their own hands. b. After World War I, Congress had enacted a \$1,000 bonus for each veteran to be distributed in 1945. c. In 1931 Texas congressman Wright Patman introduced a bill that would authorize early payment of the veteran’s bonuses. d. In May 1932 several hundred Oregon veterans, later joined by about 1,000 other veterans, began marching to Washington to lobby for passage of Patman’s legislation. e. President Hoover refused to meet with the Bonus Army. f. The Bonus Army was eventually driven out of their makeshift dwellings by the army. • 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 Bonus Army should not be given special treatment by the government. b. The army should not have treated the Bonus Army so harshly. c. Herbert Hoover should have at least met with the Bonus Army.
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 classmates that, because of the economic pressure of the Great Depression, World War I veterans need their bonuses paid early • Well developed controlling idea that World War I veterans needed their

	<p>bonus payments early due to the Great Depression</p> <ul style="list-style-type: none"> • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. The Great Depression caused widespread economic hardship, and some discontent citizens decided to take matters into their own hands. b. After World War I, Congress had enacted a \$1,000 bonus for each veteran to be distributed in 1945. c. In 1931 Texas congressman Wright Patman introduce a bill that would authorize early payment of the veteran’s bonuses. d. In May 1932 several hundred Oregon veterans, later joined by about 1,000 other veterans, began marching to Washington to lobby for passage of Patman’s legislation. • 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 Bonus Army should not be given special treatment by the government. b. The army should not have treated the Bonus Army so harshly.
<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 classmates that, because of the economic pressure of the Great Depression, World War I veterans need their bonuses paid early • Sufficiently developed controlling idea that World War I veterans needed their bonus payments early due to the Great Depression • 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 Great Depression caused widespread economic hardship, and some discontent citizens decided to take matters into their own hands. b. After World War I, Congress had enacted a \$1,000 bonus for each veteran to be distributed in 1945. c. In 1931 Texas congressman Wright Patman introduced a bill that would authorize early payment of the veteran’s bonuses. • 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 Bonus Army should not be given special treatment by the 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 convincing classmates that, because of the economic pressure of the Great Depression, World War I veterans need their bonuses paid early • Minimally developed controlling idea that World War I veterans needed their bonus payments early due to the Great Depression • 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 • 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](#).