

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that planting a victory garden helps support the war effort 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 expressing the importance of planting a victory garden to help support the war effort • Fully developed controlling idea that a victory garden will help support the war effort • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. During the war, Americans planted gardens to produce more food for the war effort. b. Any area of land might become a garden—backyards, school yards, city parks, and empty lots. c. The government encouraged victory gardens by praising them in film reels, pamphlets, and official statements. d. Victory gardens helped support the war effort by easing the pressure put on the public food supply by the war effort. • 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. Victory gardens in public places are an eyesore. b. Private citizens should not be expected to grow their own food. c. Not everyone has space, or time, to grow a victory garden.
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 expressing the importance of planting a victory garden to help support the war effort • Well developed controlling idea that a victory garden will help support the war effort • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. During the war, Americans planted gardens to produce more food for the war effort. b. Any area of land might become a garden—backyards, school yards, city parks, and empty lots. c. The government encouraged victory gardens by praising them in film

	<p>reels, pamphlets, and official statements.</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. Victory gardens in public places are an eyesore. b. Private citizens should not be expected to grow their own food.
3	<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 expressing the importance of planting a victory garden to help support the war effort • Sufficiently developed controlling idea that a victory garden will help support the war effort • 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. During the war, Americans planted gardens to produce more food for the war effort. b. Any area of land might become a garden—backyards, school yards, city parks, and empty lots. • 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. Victory gardens in public places are an eyesore.
2	<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 expressing the importance of planting a victory garden to help support the war effort • Minimally developed controlling idea that a victory garden will help support the war effort • 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>

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| | <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 |
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).