

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the Vietnam War was either worth supporting or not 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 convincing classmates that the United States should continue to fight the Vietnam War or the troops should be pulled out • Fully developed controlling idea that the Vietnam war was either worth supporting or not • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The domino theory stated that if Vietnam fell to communism, the rest of Southeast Asia would follow. b. American troops were thousands of miles away from home facing a determined enemy fighting in familiar territory. c. The credibility gap is making it hard for the American people to believe their government. d. The Tet Offensive nearly destroyed Vietcong forces, but they had scored a major political victory over the United States. • 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. Vietnam was not of strategic military importance to the United States. b. Americans do not surrender. c. The government is lying to the American public about the success of the war effort.
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 the United States should continue to fight the Vietnam War or the troops should be pulled out • Well developed controlling idea that the Vietnam war was either worth supporting or not • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The domino theory stated that if Vietnam fell to communism, the rest of Southeast Asia would follow. b. American troops were thousands of miles away from home facing a determined enemy fighting in familiar territory.

	<p>c. The credibility gap is making it hard for the American people to believe their government.</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. Vietnam was not of strategic military importance to the United States. b. Americans do not surrender.
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 convincing classmates that the United States should continue to fight the Vietnam War or the troops should be pulled out • Sufficiently developed controlling idea that the Vietnam war was either worth supporting or not • 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 domino theory stated that if Vietnam fell to communism, the rest of Southeast Asia would follow. b. American troops were thousands of miles away from home facing a determined enemy fighting in familiar territory. • 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. Vietnam was not of strategic military importance to the United States.
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 convincing classmates that the United States should continue to fight the Vietnam War or the troops should be pulled out • Minimally developed controlling idea that the Vietnam war was either worth supporting or not • 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</p>

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