

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the explosion of the USS Maine may have not been an act of sabotage 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

<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 convincing American officials to thoroughly investigate the sinking of the USS Maine in an effort to determine the real cause</li> <li>• Fully developed controlling idea that the presiding sentiment of the USS Maine being sunk by the Spanish may not be true</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The USS Maine was sent to Havana, Cuba, in response to riots led by Spanish loyalists.</li> <li>b. On February 15, 1898, the USS Maine exploded and sank.</li> <li>c. At the time, many Americans believed the explosion was an act of sabotage by Spanish agents.</li> <li>d. After public outcry and pressure from both Republicans and Democrats, on April 11, 1898, President McKinley asked Congress to authorize the use of force.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the article 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. An investigation in 1970s suggested that the spontaneous combustion of a coal bunker aboard the USS Maine may have caused the explosion.</li> <li>b. Jingoism was more responsible for bringing about the Spanish-American War than the explosion of the USS Maine.</li> <li>c. Spanish hostilities in Cuba would have eventually brought the United States into a war with Spain without the explosion of the USS Maine.</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 convincing American officials to thoroughly investigate the sinking of the USS Maine in an effort to determine the real cause</li> <li>• Well developed controlling idea that the presiding sentiment of the USS Maine being sunk by the Spanish may not be true</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The USS Maine was sent to Havana, Cuba, in response to riots led by</li> </ol> </li> </ul>

	<p>Spanish loyalists.</p> <p>b. On February 15, 1898, the USS Maine exploded and sank.</p> <p>c. At the time, many Americans believed the explosion was an act of sabotage by Spanish agents.</p> <ul style="list-style-type: none"> <li>• Supporting ideas are consistently well developed with specific examples, details, and evidence</li> <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. An investigation in 1970s suggested that the spontaneous combustion of a coal bunker aboard the USS Maine may have caused the explosion.</li> <li>b. Jingoism was more responsible for bringing about the Spanish-American War than the explosion of the USS Maine.</li> </ul> </li> </ul>
<p><b>3</b></p>	<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 convincing American officials to thoroughly investigate the sinking of the USS Maine in an effort to determine the real cause</li> <li>• Sufficiently developed controlling idea that the presiding sentiment of the USS Maine being sunk by the Spanish may not be true</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. On February 15, 1898, the USS Maine exploded and sank.</li> <li>b. At the time, many Americans believed the explosion was an act of sabotage by Spanish agents.</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. An investigation in 1970s suggested that the spontaneous combustion of a coal bunker aboard the USS Maine may have caused the explosion.</li> </ul> </li> </ul>
<p><b>2</b></p>	<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 convincing American officials to thoroughly investigate the sinking of the USS Maine in an effort to determine the real cause</li> <li>• Minimally developed controlling idea that the cultural diversity found in America is unique and should be appreciated</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</li> </ul>

	<p>without development</p> <ul style="list-style-type: none"> <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 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>

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