

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the passing of the Lend-Lease Act was critical to Britain’s ability to fend off Germany 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               |

<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 explaining the necessity of passing the Lend-Lease Act to support Britain’s defense against German invasion</li> <li>• Fully developed controlling idea that the Lend-Lease Act was necessary for helping Britain resist Germany’s invasion attempt</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The Lend-Lease Act allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.”</li> <li>b. President Franklin Roosevelt warned that if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world.</li> <li>c. President Roosevelt argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.</li> <li>d. Initially, shipments of supplies only went to Britain, but eventually the Soviet Union got supplies to help in its fight against Germans.</li> <li>e. By the time the program ended, the United States had “lent” more than \$40 billion in weapons, vehicles, and other supplies to the Allied war effort.</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. The Lend-Lease Act, despite not allowing cash transactions, was still violating neutrality.</li> <li>b. The nations receiving the aid will probably never be able to repay their debts.</li> <li>c. Arms should not be leased to Communist nations.</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 explaining the necessity of passing the Lend-Lease Act to support Britain’s defense against German invasion</li> <li>• Well developed controlling idea that the Lend-Lease Act was necessary for</li> </ul>

	<p>helping Britain resist Germany’s invasion attempt</p> <ul style="list-style-type: none"> <li>• Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> <li>a. The Lend-Lease Act allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.”</li> <li>b. President Franklin Roosevelt warned that if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world.</li> <li>c. President Roosevelt argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.</li> <li>d. Initially, shipments of supplies only went to Britain, but eventually the Soviet Union got supplies to help in its fight against Germans.</li> </ul> </li> <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. The Lend-Lease Act, despite not allowing cash transactions, was still violating neutrality.</li> <li>b. The nations receiving the aid will probably never be able to repay their debts.</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 explaining the necessity of passing the Lend-Lease Act to support Britain’s defense against German invasion</li> <li>• Sufficiently developed controlling idea that the Lend-Lease Act was necessary for helping Britain resist Germany’s invasion attempt</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. The Lend-Lease Act allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.”</li> <li>b. President Franklin Roosevelt warned that if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world.</li> <li>c. President Roosevelt argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.</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. The Lend-Lease Act, despite not allowing cash transactions, was still</li> </ul> </li> </ul>

	violating neutrality.
<b>2</b>	<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 explaining the necessity of passing the Lend-Lease Act to support Britain’s defense against German invasion</li> <li>• Minimally developed controlling idea that the Lend-Lease Act was necessary for helping Britain resist Germany’s invasion attempt</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 without development</li> <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](#).