

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that Lincoln’s plan for reconstruction was the best course of action to take following the Civil War 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 classmates that Lincoln’s plan for Reconstruction was the best solution for reconciling the South back to the Union</li> <li>• Fully developed controlling idea that Lincoln’s plan for Reconstruction was the best way to reunite the Union</li> <li>• Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> <li>a. President Lincoln wanted a moderate policy to reconcile the South with the Union instead of punishing it for treason.</li> <li>b. Lincoln’s plan offered general amnesty to all Southerners who took an oath of loyalty to the United states and accepted the Union’s proclamations concerning slavery.</li> <li>c. When 10 percent of a state’s voters in the 1960 presidential election had taken the oath, they could organize a new state government.</li> <li>d. Members of the former Confederate government, officers of the Confederate army, and former federal judges, members of Congress, and military officers who had left their post to help the Confederacy would not receive amnesty.</li> </ul> </li> <li>• Supporting ideas are fully elaborated throughout the paper 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: <ul style="list-style-type: none"> <li>a. The Confederate states deserved a more severe punishment for succeeding from the Union.</li> <li>b. Military control of the South is needed to maintain order.</li> <li>c. More needs to be done to secure voting rights for African Americans.</li> </ul> </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 classmates that Lincoln’s plan for Reconstruction was the best solution for reconciling the South back to the Union</li> <li>• Well developed controlling idea that Lincoln’s plan for Reconstruction was the best way to reunite the Union</li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> <li>a. President Lincoln wanted a moderate policy to reconcile the South with the Union instead of punishing it for treason.</li> <li>b. Lincoln’s plan offered general amnesty to all Southerners who took an oath of loyalty to the United states and accepted the Union’s proclamations concerning slavery.</li> <li>c. When 10 percent of a state’s voters in the 1960 presidential election had taken the oath, they could organize a new state government.</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 Confederate states deserved a more severe punishment for succeeding from the Union.</li> <li>b. Military control of the South is needed to maintain order.</li> </ul> </li> </ul>
<p style="text-align: center;"><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 classmates that Lincoln’s plan for Reconstruction was the best solution for reconciling the South back to the Union</li> <li>• Sufficiently developed controlling idea that Lincoln’s plan for Reconstruction was the best way to reunite the Union</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. President Lincoln wanted a moderate policy to reconcile the South with the Union instead of punishing it for treason.</li> <li>b. Lincoln’s plan offered general amnesty to all Southerners who took an oath of loyalty to the United states and accepted the Union’s proclamations concerning slavery.</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 Confederate states deserved a more severe punishment for succeeding from the Union.</li> </ul> </li> </ul>
<p style="text-align: center;"><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 classmates that Lincoln’s plan for Reconstruction was the best solution for reconciling the South back to the Union</li> <li>• Minimally developed controlling idea that Lincoln’s plan for Reconstruction</li> </ul>

	<p>was the best way to reunite the Union</p> <ul style="list-style-type: none"> <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](#).