

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the chosen social class and economic role were most valuable to early civilization and elaborate the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| <ul style="list-style-type: none"> • Controlling Idea/Focus • Supporting Ideas • Relevance of Detail | <ul style="list-style-type: none"> • Depth of Development • Awareness of the Persuasive Purpose • Sense of Completeness |
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| 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 persuading classmates that their chosen social class and economic role are the most valuable role to be playing • Fully developed controlling idea that this was the most important position in early civilization • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Priests held a privileged spiritual position unique among early civilizations. This uniqueness made them very important. b. Rulers based their right to rule on divine power, giving them powerful influence in early civilization. c. Warriors maintained safety and order in early civilization. d. Free peoples (farmers, artisans, craftspeople) also held important roles, and some students may argue for their importance. To do so successfully, they must point out that these skilled laborers performed much of the daily work that made a civilization function, such as feeding and clothing its citizenry. • Supporting ideas are fully elaborated throughout the essay 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 the following: <ol style="list-style-type: none"> a. Their chosen social class or economic position was critical to the operation of the early civilization with detailed explanations for why that is the case. b. The other class did not play as important a role and was clearly less vital to the success of that civilization, with careful explanations for why that opinion should be held. |
| 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 persuading classmates that their chosen social class and economic role are valuable for that civilization's functioning • Well-developed controlling idea that this was the most important position • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Priests held a privileged spiritual position unique among early civilizations. This uniqueness made them very important. |

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| | <p>b. Rulers based their right to rule on divine power, giving them powerful influence in early civilization.</p> <p>c. Free peoples (farmers, artisans, craftspeople) also held important roles, and some students may argue for their importance. To do so successfully, they must point out that these skilled laborers performed much of the daily work that made a civilization function, such as feeding and clothing its citizenry.</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 the following: <ul style="list-style-type: none"> a. Their chosen social class or economic position was critical to the operation of the early civilization with detailed explanations for why that is the case. b. The other class did not play as important a role and was clearly less vital to the success of that civilization, with careful explanations for why that opinion should be held. |
| <p>3</p> | <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 persuading classmates that their chosen social class and economic role are valuable for that civilization's functioning • Sufficiently developed controlling idea that this was the most important position • 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. Priests held a privileged spiritual position unique among early civilizations. This uniqueness made them very important. b. Rulers based their right to rule on divine power, giving them powerful influence in early civilization. • 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 the following: <ul style="list-style-type: none"> a. Their chosen social class or economic position was critical to the operation of the early civilization with detailed explanations for why that is the case. |
| <p>2</p> | <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 persuading classmates that their chosen social class and economic role are valuable for that civilization's functioning • Minimally developed controlling idea that this was the most important |

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| | <p>position</p> <ul style="list-style-type: none"> • 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> <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 |

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