

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the opinions on how to end suffering are persuasive and elaborate the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- | | |
|---|--|
| <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 |
|---|--|

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 demonstrating to classmates that their opinions on how to end suffering are persuasive • Fully developed controlling idea that their essay best explains how to end suffering • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. an explanation of the Four Noble Truths of Buddhism, focusing on the Third Truth. b. a clear statement about whether the writer supports or rejects the idea in the Third Noble Truth. c. reasoned evidence that explains why the writer has reached his or her conclusion. • 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. Making an end to selfish desires will cause more suffering in the short term. b. Seeing others as extensions of ourselves won't work because other people do not follow the same courtesy.
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 demonstrating to classmates that their opinions on how to end suffering are persuasive • Well-developed controlling idea that their essay best explains how to end suffering. • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. an explanation of the Four Noble Truths of Buddhism, focusing on the Third Truth. b. a clear statement about whether the writer supports or rejects the idea in the Third Noble Truth. • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion,

	<p>personal anecdote, analogy, logical reasoning)</p> <ul style="list-style-type: none"> • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as the following: <ul style="list-style-type: none"> a. Making an end to selfish desires will cause more suffering in the short term. b. Seeing others as extensions of ourselves won’t work because other people do not follow the same courtesy.
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 demonstrating to classmates that their opinions on how to end suffering are persuasive • Sufficiently developed controlling idea that their essay best explains how to end suffering • 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. an explanation of the Four Noble Truths of Buddhism, focusing on the Third Truth. • 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. Making an end to selfish desires will cause more suffering in the short term.
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 demonstrating to classmates that their opinions on how to end suffering are persuasive • Minimally developed controlling idea that their essay best explains how to end suffering • 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

- | | |
|--|--|
| | <ul style="list-style-type: none">• 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](#).