

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that Athens was justified in its war with Sparta 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 Athens was justified in its war with Sparta • Fully developed controlling idea that Athens’s involvement in the Peloponnesian War was a good decision • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Athens and Sparta were two separate civilizations that would not cooperate. b. Sparta’s military focus ensured that Athens was never fully safe. c. Sparta’s culture was based on military conquest. • Supporting ideas are fully elaborated throughout the speech 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: <ol style="list-style-type: none"> a. Sparta was an inward-facing civilization that turned its back on the outside world. They were interested mostly in protecting themselves. b. Athens was comfortable in working with other nations and could have found a way to live alongside Sparta in peace. c. Athens had a wide diversity of cultural and economic pursuits that made warfare more disruptive to Athenian society.
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 Athens was justified in its war with Sparta • Well-developed controlling idea that Athens’s involvement in the Peloponnesian War was a good decision • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Athens and Sparta were two separate civilizations that would not cooperate. b. Sparta’s military focus ensured that Athens was never fully safe. • 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,

	<p>counterarguments, biases, or expectations, such as the following:</p> <ul style="list-style-type: none"> a. Athens was comfortable in working with other nations and could have found a way to live alongside Sparta in peace. b. Athens had a wide diversity of cultural and economic pursuits that made warfare more disruptive to Athenian society.
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 persuading classmates that Athens was justified in its war with Sparta • Sufficiently developed controlling idea that Athens’s involvement in the Peloponnesian War was a good decision. • 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. Athens and Sparta were two separate civilizations that would not cooperate. • 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. Athens was comfortable in working with other nations and could have found a way to live alongside Sparta in peace.
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 persuading classmates that Athens was justified in its war with Sparta • Minimally developed controlling idea that Athens’s involvement in the Peloponnesian War was a good decision • 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

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| | <ul style="list-style-type: none">• 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 |
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).