

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the chosen Constantinople landmark was the best location to visit 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 persuading classmates that their chosen Constantinople landmark was the best location to visit • Fully developed controlling idea that the landmark the writer focused on was the best choice among several other possibilities • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. choosing between appropriate cultural landmarks such as the large palace, the Hippodrome, or the Hagia Sophia church. b. an awareness that the large population in Constantinople and knowledge that it was largely rebuilt after riots opened the door for impressive constructions like those listed above. c. pointing out that Constantinople was Europe’s main commercial center, making it a target of wealth that supported these elaborate building projects. d. Constantinople’s role as the protector of Byzantine art, architecture, and culture ensured elaborate landmarks throughout the city. • 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 the following: <ol style="list-style-type: none"> a. Students might question the validity of another student’s selection, claiming that it does not adequately reflect the significance of Constantinople. b. If too many students default their choices to Hagia Sophia, it can be argued that they didn’t think long enough about other worthy cultural landmarks.
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 Constantinople landmark was the best location to visit • Well-developed controlling idea that the landmark the writer focused on was the best choice among several other possibilities • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. choosing between appropriate cultural landmarks such as the large

	<p>palace, the Hippodrome, or the Hagia Sophia church.</p> <p>b. an awareness that the large population in Constantinople and knowledge that it was largely rebuilt after riots opened the door for impressive constructions like those listed above.</p> <p>c. pointing out that Constantinople was Europe’s main commercial center, making it a target of wealth that supported these elaborate building projects.</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. Students might question the validity of another student’s selection, claiming that it does not adequately reflect the significance of Constantinople. b. If too many students default their choices to Hagia Sophia, it can be argued that they didn’t think long enough about other worthy cultural landmarks.
<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 Constantinople landmark was the best location to visit • Sufficiently developed controlling idea that the landmark the writer focused on was the best choice among several other possibilities • 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. choosing between appropriate cultural landmarks such as the large palace, the Hippodrome, or the Hagia Sophia church. b. an awareness that the large population in Constantinople and knowledge that it was largely rebuilt after riots opened the door for impressive constructions like those listed above. • 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. Students might question the validity of another student’s selection, claiming that it does not adequately reflect the significance of Constantinople.
<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 Constantinople landmark was the best location to visit

	<ul style="list-style-type: none"> • Minimally developed controlling idea that the landmark the writer focused on was the best choice among several other possibilities • 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](#).