

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the life of serfs needed improvements and they deserved more rights than they were given 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"> <li>• Controlling Idea/Focus</li> <li>• Supporting Ideas</li> <li>• Relevance of Detail</li> </ul> | <ul style="list-style-type: none"> <li>• Depth of Development</li> <li>• Awareness of the Persuasive Purpose</li> <li>• Sense of Completeness</li> </ul> |
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<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 persuading classmates that the life of a serf needed improvements and more rights</li> <li>• Fully developed controlling idea that the life of a serf needed improving with an increase in individual rights</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. Serfs were legally bound to the land they lived on. They could not leave without permission from the manor lord.</li> <li>b. A portion of all that a serf cultivated had to be given to the lord as rental payment.</li> <li>c. A serf was expected to work on the lord’s own land within the manor during part of every week.</li> <li>d. Serfs had to pay the lord for use of necessary equipment such as a mill for grinding grain into flour.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the speech 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 the following:             <ol style="list-style-type: none"> <li>a. They had the right to expect protection from their manor lord.</li> <li>b. The land assigned to serfs could not be taken away by the lord.</li> <li>c. The duties and responsibilities of serfs were largely fixed and could not be needlessly changed by the lord.</li> </ol> </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 persuading classmates that the life of a serf needed improvements and more rights</li> <li>• Well-developed controlling idea that the life of a serf needed improving with an increase in individual rights</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. Serfs were legally bound to the land they lived on. They could not leave without permission from the manor lord.</li> <li>b. A portion of all that a serf cultivated had to be given to the lord as rental payment.</li> <li>c. A serf was expected to work on the lord’s own land within the manor</li> </ol> </li> </ul>

	<p>during part of every week.</p> <ul style="list-style-type: none"> <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 the following: <ul style="list-style-type: none"> <li>a. They had the right to expect protection from their manor lord.</li> <li>b. The land assigned to serfs could not be taken away by the lord.</li> </ul> </li> </ul>
3	<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 persuading classmates that the life of a serf needed improvements and more rights</li> <li>• Sufficiently developed controlling idea that the life of a serf needed improving with an increase in individual rights</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. Serfs were legally bound to the land they lived on. They could not leave without permission from the manor lord.</li> <li>b. A portion of all that a serf cultivated had to be given to the lord as rental payment.</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 the following: <ul style="list-style-type: none"> <li>a. They had the right to expect protection from their manor lord.</li> </ul> </li> </ul>
2	<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 persuading classmates that the life of a serf needed improvements and more rights</li> <li>• Minimally developed controlling idea that the life of a serf needed improving with an increase in individual rights</li> <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>
1	<p><b>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</b></p>

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