

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that a modern communication innovation had the same level of significant impact as Gutenberg’s printing press did to Renaissance society 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 their chosen technology was as revolutionary as Gutenberg’s printing press</li> <li>• Fully developed controlling idea that a modern communication innovation had the same level of significant impact as Gutenberg’s printing press did to Renaissance society</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. a comparison of the selected modern technology to the printing press.</li> <li>b. a clear statement of how important the printing press was to increasing the spread of ideas.</li> <li>c. making a connection between the spread of ideas (thanks to the printing press) and the enhanced communication provided by the chosen modern technology.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the newspaper article 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. The printing press was a significant improvement in a time when technology was not common. Therefore, a communication improvement in today’s technological world cannot have the same sort of impact.</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 their chosen technology was as revolutionary as Gutenberg’s printing press</li> <li>• Well-developed controlling idea that a modern communication innovation had the same level of significant impact as Gutenberg’s printing press did to Renaissance society</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. a comparison of the selected modern technology to the printing press.</li> <li>b. a clear statement of how important the printing press was to increasing the spread of ideas.</li> </ol> </li> <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,</li> </ul>

	<p>personal anecdote, analogy, logical reasoning)</p> <ul style="list-style-type: none"> <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. The printing press was a significant improvement in a time when technology was not common. Therefore, a communication improvement in today’s technological world cannot have the same sort of impact.</li> </ul> </li> </ul>
<b>3</b>	<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 their chosen technology was as revolutionary as Gutenberg’s printing press</li> <li>• Sufficiently developed controlling idea that a modern communication innovation had the same level of significant impact as Gutenberg’s printing press did to Renaissance society</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. a comparison of the selected modern technology to the printing press.</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. The printing press was a significant improvement in a time when technology was not common. Therefore, a communication improvement in today’s technological world cannot have the same sort of impact.</li> </ul> </li> </ul>
<b>2</b>	<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 their chosen technology was as revolutionary as Gutenberg’s printing press</li> <li>• Minimally developed controlling idea that a modern communication innovation had the same level of significant impact as Gutenberg’s printing press did to Renaissance society</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>
<b>1</b>	<p><b>Little or no 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>• 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> </ul>

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