

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the letter asking for financial support strongly conveys the importance of exploration 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 the reader that the letter shows why the results of exploration were worth the expense</li> <li>• Fully developed controlling idea that the letter asking for financial support strongly conveys the importance of exploration</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. a fascination with Asia that stemmed from the writings of Marco Polo plus an inability to travel there overland due to Muslim Turk opposition.</li> <li>b. a desire to reduce the cost of the spices purchased by Arabs already traveling between Asia and Europe.</li> <li>c. a desire to discover new precious metal resources.</li> <li>d. the belief that European explorers needed to expand Christianity to Asia.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the letter 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. Exploration into the unknown was terribly dangerous.</li> <li>b. The motives for exploration were all selfishly defined.</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 the reader that the letter shows why the results of exploration were worth the expense</li> <li>• Well-developed controlling idea that the letter asking for financial support strongly conveys the importance of exploration</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. a fascination with Asia that stemmed from the writings of Marco Polo plus an inability to travel there overland due to Muslim Turk opposition.</li> <li>b. a desire to reduce the cost of the spices purchased by Arabs already traveling between Asia and Europe.</li> <li>c. a desire to discover new precious metal resources.</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. Exploration into the unknown was terribly dangerous.</li> <li>b. The motives for exploration were all selfishly defined.</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 the reader that the letter shows why the results of exploration were worth the expense</li> <li>• Sufficiently developed controlling idea that the letter asking for financial support strongly conveys the importance of exploration</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 fascination with Asia that stemmed from the writings of Marco Polo plus an inability to travel there overland due to Muslim Turk opposition.</li> <li>b. a desire to reduce the cost of the spices purchased by Arabs already traveling between Asia and Europe.</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. Exploration into the unknown was terribly dangerous.</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 the reader that the letter shows why the results of exploration were worth the expense</li> <li>• Minimally developed controlling idea that the letter asking for financial support strongly conveys the importance of exploration</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> <li>• Ideas do not advance the writer’s position</li> <li>• Ideas are unclear, irrelevant, and/or repeated</li> </ul>

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