

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the chosen monarchs are to be admired or disliked for specific reasons 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 the monarchs they described were accurately portrayed • Fully developed controlling idea that their chosen monarchs are to be admired or disliked for specific reasons • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. how the monarch that they admire led effectively, providing relevant details from the textbook. b. describing how the monarch that they do not admire ruled badly, with clear details from the textbook supporting their characterization. c. an explanation of why the choices that they made are acceptable. • Supporting ideas are fully elaborated throughout the paper 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. There were not any monarchs to choose from as admirable, since their monarchial status was opposed to democratic governing. b. The stability that absolute monarchs sought was more about maintaining their power than improving the governance of their country. |
| 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 the monarchs they described were accurately portrayed • Well-developed controlling idea that their chosen monarchs are to be admired or disliked for specific reasons • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. how the monarch that they admire led effectively, providing some relevant details from the textbook. b. describing how the monarch that they do not admire ruled badly, with a few details from the textbook supporting their characterization. c. an explanation of the choices that the monarch made but not in a clearly defined way. • Supporting ideas are consistently well developed with specific examples, details, and evidence |

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| | <ul style="list-style-type: none"> • 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. There were not any monarchs to choose from as admirable, but with no explanation of why that opinion was formed. b. The stability that absolute monarchs sought was more about maintaining their power than improving the governance of their country. |
| 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 the monarchs they described were accurately portrayed • Sufficiently developed controlling idea that their chosen monarchs are to be admired or disliked for specific reasons • 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. how the monarch that they admire led effectively, but with little relevant detail from the textbook. b. describing how the monarch that they do not admire ruled badly, with no details from the textbook that support their characterization. • 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. There were not any monarchs to choose from as admirable, but with no explanation of why that opinion was formed. |
| 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 the monarchs they described were accurately portrayed • Minimally developed controlling idea that their chosen monarchs are to be admired or disliked for specific reasons • 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> |

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