

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the law you chose needs to be passed 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 the social practice you have chosen needs to be altered with new legislation • Fully developed controlling idea that the law you chose needs to be passed • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a list of the laws and social reforms implemented by Aurangzeb. b. an explanation of what motivated the changes made by Aurangzeb. c. a focus on which changes he made were the most significant ones and the biggest change to his society. • 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. an awareness of the negative social reaction that resulted from the reforms discussed. b. discussion on whether or not one individual has the right to impose his or her singular social vision upon the rest of society. c. mention of the fact that much of Aurangzeb's reforms were religiously based.
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 social practice you have chosen needs to be altered with new legislation • Well-developed controlling idea that the law you chose needs to be passed • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a list of the laws and social reforms implemented by Aurangzeb. b. an explanation of what motivated the changes made by Aurangzeb. • 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: <ol style="list-style-type: none"> a. an awareness of the negative social reaction that resulted from the reforms discussed.

	b. discussion on whether or not one individual has the right to impose his or her singular social vision upon the rest of society.
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 social practice you have chosen needs to be altered with new legislation • Sufficiently developed controlling idea that the law you chose needs to be passed • 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. a list of the laws and social reforms implemented by Aurangzeb. • 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. an awareness of the negative social reaction that resulted from the reforms discussed.
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 social practice you have chosen needs to be altered with new legislation • Minimally developed controlling idea that the law you chose needs to be passed • 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](#).