

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the chosen item from the Napoleonic Code was too revolutionary for inclusion during that historic period 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 selected element from the Napoleonic Code should never have been included</li> <li>• Fully developed controlling idea that the chosen item from the Napoleonic Code was too revolutionary for inclusion during that historic period</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. whichever law the student “nobles” are uncomfortable with, they provide clear explanation of their position.</li> <li>b. a stated awareness that the new civil code turned around rules that had a long history of social control.</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. The Napoleonic Civil Code was not as revolutionary for women and children legal rights.</li> <li>b. Women were placed in a much reduced, protected status.</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 selected element from the Napoleonic Code should never have been included</li> <li>• Well-developed controlling idea that the chosen item from the Napoleonic Code was too revolutionary for inclusion during that historic period</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. whichever law the student “nobles” are uncomfortable with, they provide something of an explanation of their position.</li> <li>b. a stated awareness that the new civil code turned around rules that had a long history of social control.</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, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as the following:</li> </ul>

	<p>a. The Napoleonic Civil Code was not as revolutionary for women and children legal rights.</p> <p>b. Women were placed in a much reduced, protected status.</p>
<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 the selected element from the Napoleonic Code should never have been included</li> <li>• Sufficiently developed controlling idea that the chosen item from the Napoleonic Code was too revolutionary for inclusion during that historic period</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. whichever law the student “nobles” are uncomfortable with, they provide something of an explanation of their position.</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 Napoleonic Civil Code was not as revolutionary for women and children legal rights.</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 the selected element from the Napoleonic Code should never have been included</li> <li>• Minimally developed controlling idea that the chosen item from the Napoleonic Code was too revolutionary for inclusion during that historic period</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> <li>• Response does not demonstrate awareness of the persuasive purpose</li> </ul>

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