

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that a revolution for independence is a worthwhile risk 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 a revolution for independence is a worthwhile risk • Fully developed controlling idea that explains why the student’s selected Latin American revolutionary was a good choice • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. detailed reasons why the decision for revolution was chosen. b. a review of the events that led to revolution. c. a description of the revolution’s outcome—either successful or unsuccessful. • 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. a statement about the imbalances between the imperial power and the revolutionary forces. b. an understanding of why some leaders led revolutions but other leaders did not.
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 why a revolution for independence is a worthwhile risk • Well-developed controlling idea that explains why the student’s selected Latin American revolutionary was a good choice • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. detailed reasons why the decision for revolution was chosen. b. a review of the events that led to revolution. • 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. a statement about the imbalances between the imperial power and the

	revolutionary forces.
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 why a revolution for independence is a worthwhile risk • Sufficiently developed controlling idea that explains why the student’s selected Latin America revolutionary was a good choice • 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. detailed reasons why the decision for revolution was chosen. • 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 no sufficient information to provide a sense of completeness and address some reader concerns
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 why a revolution for independence is a worthwhile risk • Minimally developed controlling idea that explains why the student’s selected Latin American revolutionary was a good choice • 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](#).