

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the Qing dynasty needed to be overthrown by followers of Sun Yat-sen 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 it is a necessary and proper choice to join in a rebellion against the Qing dynasty • Fully developed controlling idea that the Qing dynasty needed to be overthrown by followers of Sun Yat-sen • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The growing merchant and professional class was impatient with the pace of change being taken by the leaders of the Qing dynasty. b. The working class also believed that political changes were needed to improve their living conditions. c. A stronger Chinese government was needed to stand up to other nations. • 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. The Qing dynasty collapsed as much as Sun Yat-sen led a revolution against it. b. Sun Yat-sen was not even in the country when the revolution began, so his influence in the revolution is questionable. c. The Chinese people were not ready to change to a Western-style democracy.
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 it is a necessary and proper choice to join in a rebellion against the Qing dynasty • Well-developed controlling idea that the Qing dynasty needed to be overthrown by followers of Sun Yat-sen • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The growing merchant and professional class was impatient with the pace of change being taken by the leaders of the Qing dynasty. b. The working class also believed that political changes were needed to improve their living conditions. • Supporting ideas are consistently well developed with specific examples,

	<p>details, and evidence</p> <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. The Qing dynasty collapsed as much as Sun Yat-sen led a revolution against it. b. Sun Yat-sen was not even in the country when the revolution began, so his influence in the revolution is questionable.
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 it is a necessary and proper choice to join in a rebellion against the Qing dynasty • Sufficiently developed controlling idea that the Qing dynasty needed to be overthrown by followers of Sun Yat-sen • 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. The growing merchant and professional class was impatient with the pace of change being taken by the leaders of the Qing dynasty. • 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. The Qing dynasty collapsed as much as Sun Yat-sen led a revolution against it.
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 it is a necessary and proper choice to join in a rebellion against the Qing dynasty • Minimally developed controlling idea that the Qing dynasty needed to be overthrown by followers of Sun Yat-sen • 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

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