

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that it is (or is not) inconsistent with democracy to enact laws that prohibit public opposition, even in times of war, 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 your listeners that your position regarding wartime laws that discourage government opposition is the correct position • Fully developed controlling idea that it is (or is not) inconsistent with democracy to enact laws that prohibit public opposition, even in times of war • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. democratic and authoritarian nations resorted to legal actions to prevent the growth of internal dissent. b. concerns over growing internal dissent increased as the war continued year after year. c. both mass media and public speech were censored during World War I. • 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: <ul style="list-style-type: none"> a. In this time of total war, the government needed to make civilian restrictions for the war effort. b. These restrictions were to occur only during times of war. c. Winning the war was more important in the long run than short-term individual restrictions.
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 your listeners that your position regarding wartime laws that discourage government opposition is the correct position • Well-developed controlling idea that it is (or is not) inconsistent with democracy to enact laws that prohibit public opposition, even in times of war • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. Democratic and authoritarian nations resorted to legal actions to prevent the growth of internal dissent. b. Concerns over growing internal dissent increased as the war continued year after year. • Supporting ideas are consistently well developed with specific examples, details, and evidence

	<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. In this time of total war, the government needed to make civilian restrictions for the war effort. b. These restrictions were to occur only during times of war.
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 your listeners that your position regarding wartime laws that discourage government opposition is the correct position • Sufficiently developed controlling idea that it is (or is not) inconsistent with democracy to enact laws that prohibit public opposition, even in times of war • 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. Democratic and authoritarian nations resorted to legal actions to prevent the growth of internal dissent. • 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. In this time of total war, the government needed to make civilian restrictions for the war effort.
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 your listeners that your position regarding wartime laws that discourage government opposition is the correct position • Minimally developed controlling idea that it is (or is not) inconsistent with democracy to enact laws that prohibit public opposition, even in times of war • 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

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