

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the idea of cultural imperialism is (or is not) a dangerous thing 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"> <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> |
|---|--|

<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 your position about the power of American television and films is the correct one</li> <li>• Fully developed controlling idea that the idea of cultural imperialism is (or is not) a dangerous thing</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. a description of how globalization and mass production have created the conditions for cultural imperialism to occur.</li> <li>b. a definition of the term <i>cultural imperialism</i>.</li> <li>c. a clear statement on whether the writer believes cultural imperialism is a problem or is not a problem.</li> <li>d. sufficient evidence that makes the writer’s position on the issue persuasive.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the newspaper editorial 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. Popular culture in the United States is not the only influential source of mass media.</li> <li>b. The United States culture is just as capable of being influenced by the culture of other nations.</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 your position about the power of American television and films is the correct one</li> <li>• Well-developed controlling idea that the idea of cultural imperialism is (or is not) a dangerous thing</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. a description of how globalization and mass production have created the conditions for cultural imperialism to occur.</li> <li>b. a definition of the term <i>cultural imperialism</i>.</li> <li>c. a clear statement on whether the writer believes cultural imperialism is a problem or is not a problem.</li> </ol> </li> <li>• Supporting ideas are consistently well developed with specific examples,</li> </ul>

	<p>details, and evidence</p> <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <li>a. Popular culture in the United States is not the only influential source of mass media.</li> <li>b. The United States culture is just as capable of being influenced by the culture of other nations.</li> </ul> </li> </ul>
<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 your position about the power of American television and films is the correct one</li> <li>• Sufficiently developed controlling idea that the idea of cultural imperialism is (or is not) a dangerous thing</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. a description of how globalization and mass production have created the conditions for cultural imperialism to occur.</li> <li>b. a definition of the term <i>cultural imperialism</i>.</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. Popular culture in the United States is not the only influential source of mass media.</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 your position about the power of American television and films is the correct one</li> <li>• Minimally developed controlling idea that the idea of cultural imperialism is (or is not) a dangerous thing</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><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> |
|--|---|

To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).