

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that there is a definable reason that Latin American countries have elected a female president while the United States has not 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 there are specific steps to elect a female president in the United States</li> <li>• Fully developed controlling idea that there is a definable reason that Latin American countries have elected a female president while the United States has not</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. a listing of which Latin American countries have elected a female president.</li> <li>b. a statement of what the writer believes to be reasons why the United States has not elected a female president.</li> <li>c. a description of the steps that the writer believes is necessary to elect a female president in the United States.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the essay 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 successful candidacy of Hillary Clinton proves that the United States is not different from Latin American countries and can elect a female president at the next election.</li> <li>b. The fact that the United States has not elected a female president is not an important difference between it and Latin American countries.</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 there are specific steps to elect a female president in the United States</li> <li>• Well-developed controlling idea that there is a definable reason that Latin American countries have elected a female president while the United States has not</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. a listing of which Latin American countries have elected a female president.</li> <li>b. a statement of what the writer believes to be reasons why the United States has not elected a female president.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <li>a. The successful candidacy of Hillary Clinton proves that the United States is not different than Latin American countries and can elect a female president at the next election.</li> <li>b. The fact that the United States has not elected a female president is not an important difference between it and Latin American countries.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>3</b></p>	<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 there are specific steps to elect a female president in the United States</li> <li>• Sufficiently developed controlling idea that there is a definable reason that Latin American countries have elected a female president while the United States has not</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 listing of which Latin American countries have elected a female president.</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 successful candidacy of Hillary Clinton proves that the United States is not different from Latin American countries and can elect a female president at the next election.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>2</b></p>	<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 there are specific steps to elect a female president in the United States</li> <li>• Minimally developed controlling idea that there is a definable reason that Latin American countries have elected a female president while the United States has not</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</li> </ul>

	the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
<b>1</b>	<b>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</b> <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](#).