

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the international community has a strong or a limited role in the ethnic conflicts around the globe today 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 the writer’s argument about the role of the international community in global affairs is accurate • Fully developed controlling idea that the international community has a strong or limited role in the ethnic conflicts around the globe today • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a clear statement of the writer’s position toward the international community. b. reasoned evidence that persuasively explains why this position is a good one. c. proper grammar, spelling, and punctuation in a letter of this type. • Supporting ideas are fully elaborated throughout the letter 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 international community is too slow to react properly to these types of crises. b. Even when international aid is mobilized, there is always one lead nation that guides the efforts of the coalition.
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 classmates that the writer’s argument about the role of the international community role in global affairs is accurate • Well-developed controlling idea that the international community has a strong or limited role in the ethnic conflicts around the globe today • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a clear statement of the writer’s position toward the international community. b. reasoned evidence that persuasively explains why this position is a good one. • 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)

	<ul style="list-style-type: none"> • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as the following: <ol style="list-style-type: none"> a. The international community is too slow to react properly to these types of crises. b. Even when international aid is mobilized, there is always one lead nation that guides the efforts of the coalition.
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 classmates that the writer’s argument about the role of the international community in global affairs is accurate • Sufficiently developed controlling idea that the international community has a strong or limited role in the ethnic conflicts around the globe today • Most supporting ideas are relevant to the writer’s argument • Supporting ideas are developed with some specific examples, details, and evidence that include: <ol style="list-style-type: none"> a. a clear statement of the writer’s position toward the international community. • 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: <ol style="list-style-type: none"> a. the international community is too slow to react properly to these types of crises.
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 classmates that the writer’s argument about the role of the international community in global affairs is accurate • Minimally developed controlling idea that the international community has a strong or limited role in the ethnic conflicts around the globe today • 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

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