

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the Pilgrim’s journey to America was worth the risk and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

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 convincing classmates that the Pilgrim’s journey to America to escape religious persecution and start a new life was worth the dangers associated with the trip • Fully developed controlling idea that the Pilgrim’s trip was worth the risk • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The Separatists (later known as Pilgrims) thought the Anglican Church was too corrupt to reform. b. Some Separatists fled to the Netherlands to escape persecution. c. Before crossing the Atlantic, the Pilgrims returned to England, where they joined other emigrants aboard a ship called the Mayflower. d. The Pilgrims set sail on September 19, 1620. e. They settled in the Cape Cod area known as “Plymouth.” f. A plague swept through the colony, sparing only 50 settlers. g. A Wampanoag man named Squanto helped the settlers grow corn and catch fish. • 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: <ol style="list-style-type: none"> a. It would be much safer to stay in England or the Netherlands. b. It is not possible to make a life in North America. c. The Anglican Church will change if given a chance.
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 convincing classmates that the Pilgrim’s journey to America to escape religious persecution and start a new life was worth the dangers associated with the trip • Well developed controlling idea that the Pilgrim’s trip was worth the risk • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The Separatists (later known as Pilgrims) thought the Anglican Church was too corrupt to reform. b. Before crossing the Atlantic, the Pilgrims returned to England, where

	<p>they joined other emigrants aboard a ship called the Mayflower.</p> <p>c. The Pilgrims set sail on September 19, 1620.</p> <p>d. They settled in the Cape Cod area known as “Plymouth.”</p> <p>e. A Wampanoag man named Squanto helped the settlers grow corn and catch fish.</p> <ul style="list-style-type: none"> • 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) • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> a. It would be much safer to stay in England or the Netherlands. b. It is not possible to make a life in North America.
<p>3</p>	<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 convincing classmates that the Pilgrim’s journey to America to escape religious persecution and start a new life was worth the dangers associated with the trip • Sufficiently developed controlling idea that the Pilgrim’s trip was worth the risk • 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 Separatists (later known as Pilgrims) thought the Anglican Church was too corrupt to reform. b. The Pilgrims set sail on September 19, 1620. c. They settled in the Cape Cod area known as “Plymouth.” • 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: <ul style="list-style-type: none"> a. It would be much safer to stay in England of the Netherlands.
<p>2</p>	<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 convincing classmates that the Pilgrim’s journey to America to escape religious persecution and start a new life was worth the dangers associated with the trip • Minimally developed controlling idea that the Pilgrim’s trip was worth the risk • 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

	<ul style="list-style-type: none"> • 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 • 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

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