

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that television has played an important role in political campaigns and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| • Controlling Idea/Focus | • Depth of Development |
| • Supporting Ideas | • Awareness of the Persuasive Purpose |
| • Relevance of Detail | • 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 supporting or opposing the notion that television is important in today’s political campaigns • Fully developed controlling idea that political campaigns have been influenced by television • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. During the 1960 presidential campaign, both parties made substantial use of television. b. The Democrats spend more than \$6 million on television and radio spots, while the Republicans spent more than \$7.5 million. c. More people than ever get to see a political candidate give a speech. d. A candidate’s speaking and debating ability became more important than ever. • 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: <ol style="list-style-type: none"> a. Political candidates have become “packaged products” in the era of televised politics. b. The emphasis television has placed on a candidate’s physical appearance detracts from their policies. c. Too much money is spent on television marketing during a campaign.
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 supporting or opposing the notion that television is important in today’s political campaigns • Well developed controlling idea that political campaigns have been influenced by television • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. During the 1960 presidential campaign, both parties made substantial use of television. b. The Democrats spend more than \$6 million on television and radio spots, while the Republicans spent more than \$7.5 million.

	<p>c. More people than ever get to see a political candidate give a speech.</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. Political candidates have become “packaged products” in the era of televised politics. b. The emphasis television has placed on a candidate’s physical appearance detracts from their policies.
<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 supporting or opposing the notion that television is important in today’s political campaigns • Sufficiently developed controlling idea that political campaigns have been influenced by television • 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. During the 1960 presidential campaign, both parties made substantial use of television. b. The Democrats spend more than \$6 million on television and radio spots, while the Republicans spent more than \$7.5 million. • 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. Political candidates have become “packaged products” in the era of televised politics.
<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 supporting or opposing the notion that television is important in today’s political campaigns • Minimally developed controlling idea that political campaigns have been influenced by television • 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	Little or no control of the components of Ideas. The writing is characterized by most or all of the following: <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](#).