

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that there are injustices in the world that need to be challenged 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 convincing classmates of an issue that needs to be changed • Fully developed controlling idea that there are injustices in the world that need to be challenged • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1955 the Montgomery Improvement Association organized a bus boycott to end segregation of the city’s bus system. b. The Southern Christian Leadership Conference, established in 1957, set out to eliminate segregation from American society and to encourage African Americans to register to vote. c. During the civil rights movement, African Americans engaged in sit-ins in an effort to desegregate lunch counters across the South. d. On August 28, 1963, more than 200,000 demonstrators of all races gathered peacefully at the Lincoln Memorial to hear Martin Luther King, Jr.’s “I Have a Dream” speech and raise awareness for President Kennedy’s civil rights bill. • 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. Protests need to be legal and nonviolent. b. A small group of people can only have a limited impact. c. Some issues cannot be changed by simple protests; serious issues call for drastic measures.
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 of an issue that needs to be changed • Well developed controlling idea that there are injustices in the world that need to be challenged • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1955 the Montgomery Improvement Association organized a bus boycott to end segregation of the city’s bus system.

	<p>b. The Southern Christian Leadership Conference, established in 1957, set out to eliminate segregation from American society and to encourage African Americans to register to vote.</p> <p>c. During the civil rights movement, African Americans engaged in sit-ins in an effort to desegregate lunch counters across the South.</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. Protests need to be legal and nonviolent. b. A small group of people can only have a limited impact.
<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 of an issue that needs to be changed • Sufficiently developed controlling idea that there are injustices in the world that need to be challenged • 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. In 1955 the Montgomery Improvement Association organized a bus boycott to end segregation of the city's bus system. b. The Southern Christian Leadership Conference, established in 1957, set out to eliminate segregation from American society and to encourage African Americans to register to vote. • 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. Protests need to be legal and nonviolent.
<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 of an issue that needs to be changed • Minimally developed controlling idea that there are injustices in the world that need to be challenged • 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

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