

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that there have been times in America’s history when scarcity of resources prompted a change in behavior 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 encouraging classmates to adopt gasoline, saving techniques to help fight rising prices • Fully developed controlling idea that there have been times in America’s history when scarcity of resources prompted a change in behavior • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1973 OPEC announced an embargo of petroleum to countries that supported Israel. b. The price of a barrel of oil rose from \$3 in 1973 to \$30 in 1980. c. Carpooling is an effective method of reducing the demand of gasoline. d. Riding the bus, your bike, or walking to school can help reduce gasoline consumption. • Supporting ideas are fully elaborated throughout the article 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 is a right to be able to use as much gasoline as you want. b. The time it takes to get to school will be greatly increased by riding a bike or walking. c. Military action should be taken against the OPEC countries.
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 encouraging classmates to adopt gasoline, saving techniques to help fight rising prices • Well developed controlling idea that there have been times in America’s history when scarcity of resources prompted a change in behavior • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1973 OPEC announced an embargo of petroleum to countries that supported Israel. b. The price of a barrel of oil rose from \$3 in 1973 to \$30 in 1980. c. Carpooling is an effective method of reducing the demand of gasoline. • Supporting ideas are consistently well developed with specific examples, details, and evidence

	<ul style="list-style-type: none"> • 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 is a right to be able to use as much gasoline as you want. b. The time it takes to get to school will be greatly increased by riding a bike or walking.
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 encouraging classmates to adopt gasoline, saving techniques to help fight rising prices • Sufficiently developed controlling idea that there have been times in America's history when scarcity of resources prompted a change in behavior • 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 1973 OPEC announced an embargo of petroleum to countries that supported Israel. b. Carpooling is an effective method of reducing the demand of gasoline. • 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 is a right to be able to use as much gasoline as you want.
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 encouraging classmates to adopt gasoline, saving techniques to help fight rising prices • Minimally developed controlling idea that there have been times in America's history when scarcity of resources prompted a change in behavior • 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

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| | <ul style="list-style-type: none">• 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 |
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).