

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that accurately describes the ways that technology is currently used in your school 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

<b>5</b>	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Fully focused on providing a clear explanation of the use of educational technology in your school</li> <li>• Fully developed controlling idea that accurately describes the ways that technology is currently used in your school</li> <li>• Supporting ideas and elaboration that are relevant include:               <ul style="list-style-type: none"> <li>a. specific details such as the number of computers in each classroom or a ratio of students to computers.</li> <li>b. a description of how your school’s teachers use technology to teach their classes.</li> <li>c. a statement that indicates how important technology is to the task of educating in your school.</li> </ul> </li> <li>• Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)</li> <li>• Uses rhetorical devices to support assertions(e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains an abundance of information that fully addresses readers’ concerns, counterarguments, biases, or expectations, such as:               <ul style="list-style-type: none"> <li>a. disagreement on your assessment of how important technology is to the teaching experience.</li> <li>b. an argument that technology outside of school is just as important as technology kept in the school building or individual classroom.</li> <li>c. a statement that technology distracts and confuses students more than it assists in the learning experience.</li> </ul> </li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistently focused on the use of educational technology in your school</li> <li>• Well developed controlling idea that accurately describes the ways that technology is currently used in your school</li> <li>• Supporting ideas and elaboration that are relevant include:               <ul style="list-style-type: none"> <li>a. specific details such as the number of computers in each classroom or a ratio of students to computers.</li> <li>b. a description of how your school’s teachers use technology to teach their classes.</li> </ul> </li> <li>• Supporting ideas are consistently well developed with specific examples,</li> </ul>

	<p>details, and evidence</p> <ul style="list-style-type: none"> <li>• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> <li>a. disagreement on your assessment of how important technology is to the teaching experience.</li> <li>b. an argument that technology outside of school is just as important as technology kept in the school building or individual classroom.</li> </ul> </li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Sufficiently focused on the use of educational technology in your school</li> <li>• Sufficiently developed controlling idea that accurately describes the ways that technology is currently used in your school</li> <li>• Most supporting ideas are relevant to the writer's argument</li> <li>• Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> <li>a. specific details such as the number of computers in each classroom or a ratio of students to computers.</li> </ul> </li> <li>• Some parts of the paper may be well developed, but other parts of the paper are only partially developed</li> <li>• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices.</li> <li>• Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as: <ul style="list-style-type: none"> <li>a. disagreement on your assessment of how important technology is to the teaching experience.</li> </ul> </li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimally focused on the use of educational technology in your school.</li> <li>• Minimally developed controlling idea that accurately describes the ways that technology is currently used in your school.</li> <li>• Some points and details may be irrelevant or inappropriate to the writer's argument</li> <li>• Supporting ideas are vague, general, and/or undeveloped</li> <li>• Some ideas may be partially developed, while others are simply listed without development</li> <li>• Response demonstrates minimal awareness of the persuasive purpose</li> <li>• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns</li> </ul>
<b>1</b>	<p><b>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Little or no focus on the assigned topic and/or persuasive purpose</li> <li>• Writer's position may be apparent, but a controlling idea is not established</li> <li>• Ideas do not advance the writer's position</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Ideas are unclear, irrelevant, and/or repeated</li><li>• Response does not demonstrate awareness of the persuasive purpose</li><li>• Lacks a sense of completeness and fails to address reader concerns</li><li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li></ul> |
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).