

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that your social problem is most important and needs to be reformed in the manner you describe 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 describing why your chosen social problem is a critical issue that needs activist reform • Fully developed controlling idea that your social problem is most important and needs to be reformed in the manner you describe • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. a clear description of the social problem that is being targeted for reform. b. a list of persuasive reasons why this social problem needs to be reformed. c. a beginning list of suggested reform actions that should be considered as a starting point for change. • 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: <ul style="list-style-type: none"> a. awareness that more than one social problem exists along with an ability to counter any suggestion that a different problem is more important. b. there may be disagreement on the initial steps to reform that you outline in our speech. c. someone may suggest a completely unexpected social problem that you are not prepared for. Have a response ready to deal with such unexpected topics.
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 describing why your chosen social problem is a critical issue that needs activist reform • Well developed controlling idea that your social problem is most important and needs to be reformed in the manner you describe • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. a clear description of the social problem that is being targeted for reform.

	<p>b. a list of persuasive reasons why this social problem needs to be reformed.</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. awareness that more than one social problem exists along with an ability to counter any suggestion that a different problem is more important. b. there may be disagreement on the initial steps to reform that you outline in our speech.
<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 describing why your chosen social problem is a critical issue that needs activist reform • Sufficiently developed controlling idea that your social problem is most important and needs to be reformed in the manner you describe • 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. a clear description of the social problem that is being targeted for reform. • 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. awareness that more than one social problem exists along with an ability to counter any suggestion that a different problem is more important.
<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 describing why your chosen social problem is a critical issue that needs activist reform • Minimally developed controlling idea that your social problem is most important and needs to be reformed in the manner you describe • 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 • 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](#).