

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the chosen theory for the decline and fall of Rome is the best choice and elaborate the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| <ul style="list-style-type: none"> • Controlling Idea/Focus • Supporting Ideas • Relevance of Detail | <ul style="list-style-type: none"> • Depth of Development • Awareness of the Persuasive Purpose • Sense of Completeness |
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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 persuading classmates that their chosen theory for the decline and fall of Rome is the best choice • Fully developed controlling idea that the selected theory is the best answer for why the Roman Empire collapsed • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a statement that provides which theory of decline in the Roman Empire the writer supports. b. an explanation of why this is the writer’s theory of choice, with clear evidence provided. c. an argument that states why focusing on a single theory is persuasive. • Supporting ideas are fully elaborated throughout the paper 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 the following: <ol style="list-style-type: none"> a. The historical reasons behind the fall of something as complex as the Roman Empire cannot be linked to one simple statement of one event.
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 persuading classmates that their chosen theory for the decline and fall of Rome is the best choice • Well-developed controlling idea that the selected theory is the best answer for why the Roman Empire collapsed • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a statement that provides which theory of decline in the Roman Empire the writer supports. b. an explanation of why this is the writer’s theory of choice, with clear evidence provided. • 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)
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 persuading classmates that their chosen theory for the decline and fall of Rome is the best choice • Sufficiently developed controlling idea that the selected theory is the best answer for why the Roman Empire collapsed • 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 statement that provides which theory of decline in the Roman Empire the writer supports. • 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
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 persuading classmates that their chosen theory for the decline and fall of Rome is the best choice • Minimally developed controlling idea that the selected theory is the best answer for why the Roman Empire collapsed • 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](#).