

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that the Mongols did or did not need to use violence to successfully expand their culture 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"> <li>• Controlling Idea/Focus</li> <li>• Supporting Ideas</li> <li>• Relevance of Detail</li> </ul> | <ul style="list-style-type: none"> <li>• Depth of Development</li> <li>• Awareness of the Persuasive Purpose</li> <li>• Sense of Completeness</li> </ul> |
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<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 persuading the teacher that their interpretation of how necessary violence was to Mongol success is a solid argument and on interpreting the facts</li> <li>• Fully developed controlling idea that demonstrates how well they interpret the material and craft it into a good argument</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. The Mongols’ nomadic lifestyle made it difficult for them to live in settled communities.</li> <li>b. Their goal for victory was to terrorize their opponents so much that they would not fight back. Such tactics demanded violence.</li> <li>c. They destroyed farmland to such a degree that the population faced starvation.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the letter to the teacher 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 the following:             <ol style="list-style-type: none"> <li>a. Eventually the Mongols were rebuilding cities rather than destroying them.</li> <li>b. Mongols began converting to Islam and intermarrying with local peoples.</li> </ol> </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 persuading the teacher that their interpretation of how necessary violence was to Mongol success is a solid argument and on interpreting the facts</li> <li>• Well-developed controlling idea that demonstrates how well they interpret the material and craft it into a good argument</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. Their goal for victory was to terrorize their opponents so much that they would not fight back. Such tactics demanded violence.</li> <li>b. They destroyed farmland to such a degree that the population faced starvation.</li> </ol> </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 the following: <ul style="list-style-type: none"> <li>a. Eventually the Mongols were rebuilding cities rather than destroying them.</li> <li>b. Mongols began converting to Islam and intermarrying with local peoples.</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 persuading the teacher that their interpretation of how necessary violence was to Mongol success is a solid argument and on interpreting the facts</li> <li>• Sufficiently developed controlling idea that demonstrates how well they interpret the material and craft it into a good argument</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. Their goal for victory was to terrorize their opponents so much that they would not fight back. Such tactics demanded violence.</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 the following: <ul style="list-style-type: none"> <li>a. Eventually the Mongols were rebuilding cities rather than destroying them.</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 persuading the teacher that their interpretation of how necessary violence was to Mongol success is a solid argument and on interpreting the facts</li> <li>• Minimally developed controlling idea that demonstrates how well they interpret the material and craft it into a good argument</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</b></p>

	<p><b>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><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](#).