

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that Spaniards should settle in Mesoamerica 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 the impressive Mesoamerican culture merited consideration as a place for Spaniards to settle • Fully developed controlling idea that Spaniards should settle in Mesoamerica • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Mesoamerican cultures such as the Inca built elaborate cities such as Machu Picchu at an elevation of 8,000 feet. b. The Inca also built thousands of miles of roads throughout their settlements. c. The Inca built their capital city of Cuzco by stacking closely cut stones on top of one another without mortar. d. The Toltec built impressive temple pyramids and the Aztec built the city of Tenochtitlán with its own pyramids and roadways. • 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 the following: <ol style="list-style-type: none"> a. These buildings were impressive, but they were viewed as impressive because the expectations of the Mesoamerican culture were not high to begin with. b. While the religious and ceremonial buildings were impressive, the basic construction of everyday dwellings was much more primitive.
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 the impressive Mesoamerican culture merited consideration as a place for Spaniards to settle • Well-developed controlling idea that Spaniards should settle in Mesoamerica • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Mesoamerican cultures such as the Inca built elaborate cities such as Machu Picchu at an elevation of 8,000 feet. b. The Inca also built thousands of miles of roads throughout their settlements. c. The Inca built their capital city of Cuzco by stacking closely cut stones

	<p>on top of one another without mortar.</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 the following: <ul style="list-style-type: none"> a. These buildings were impressive, but they were viewed as impressive because the expectations of the Mesoamerican culture were not high to begin with. b. While the religious and ceremonial buildings were impressive, the basic construction of everyday dwellings was much more primitive.
<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 persuading classmates that the impressive Mesoamerican culture merited consideration as a place for Spaniards to settle • Sufficiently developed controlling idea that Spaniards should settle in Mesoamerica • 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. Mesoamerican cultures such as the Inca built elaborate cities such as Machu Picchu at an elevation of 8,000 feet. b. The Inca also built thousands of miles of roads throughout their settlements. • 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 the following: <ul style="list-style-type: none"> a. These buildings were impressive, but they were viewed as impressive because the expectations of the Mesoamerican culture were not high to begin with.
<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 persuading classmates that the impressive Mesoamerican culture merited consideration as a place for Spaniards to settle • Minimally developed controlling idea that Spaniards should settle in Mesoamerica • 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

	<ul style="list-style-type: none"> • 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](#).