

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that civil disobedience is (or is not) an effective way to protest social inequality 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 your position on the use of civil disobedience as a means of social change is the correct opinion • Fully developed controlling idea that civil disobedience is (or is not) an effective way to protest social inequality • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a definition of the term <i>civil disobedience</i> and some details showing how Gandhi used it in his political protests. b. a statement of the student’s position on the effectiveness of civil disobedience as a political tool. c. evidence that shows the student is aware of the use of civil disobedient actions beyond Gandhi and British India. • Supporting ideas are fully elaborated throughout the letter 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. a statement that only the most forceful personalities, such as Gandhi, could create change this way. b. a counterargument that suggested that more change has occurred through violence than nonviolence over the years.
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 your position on the use of civil disobedience as a means of social change is the correct opinion • Well-developed controlling idea that civil disobedience is (or is not) an effective way to protest social inequality • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a definition of the term <i>civil disobedience</i> and some details showing how Gandhi used it in his political protests. b. a statement of the student’s position on the effectiveness of civil disobedience as a political tool. • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion,

	<p>personal anecdote, analogy, logical reasoning)</p> <ul style="list-style-type: none"> • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as the following: <ul style="list-style-type: none"> a. a statement that only the most forceful personalities, such as Gandhi, could create change this way. b. a counterargument that suggested that more change has occurred through violence than nonviolence over the years.
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 your position on the use of civil disobedience as a means of social change is the correct opinion • Sufficiently developed controlling idea that civil disobedience is (or is not) an effective way to protest social inequality • 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 definition of the term <i>civil disobedience</i> and some details showing how Gandhi used it in his political protests. • 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. a statement that only the most forceful personalities, such as Gandhi, could create change this way. b. a counterargument that suggested that more change has occurred through violence than nonviolence over the years.
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 your position on the use of civil disobedience as a means of social change is the correct opinion • Minimally developed controlling idea that civil disobedience is (or is not) an effective way to protest social inequality • 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

	<ul style="list-style-type: none">• 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
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).