

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that China’s history of human rights violations should (or should not) have affected its right to host the 2008 Olympic Games 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 opinion on China’s right to host the Olympics is correct • Fully developed controlling idea that China’s history of human rights violations should (or should not) have affected its right to host the 2008 Olympic Games • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of China’s history of human rights violations. b. a clear statement of the writer’s opinion on whether China should have hosted the Olympic Games or not. c. evidence that shows why the writer came to the stated position. • 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. The Olympics should be focused on international cooperation and peaceful celebration, not political disagreements. b. The fact that China successfully hosted the Games proves that a negative position is more harmful than allowing a troubled country to participate with the rest of the world. c. Denying China the right to host the Games would anger its leadership and cause a setback of any international progress.
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 opinion on China’s right to host the Olympics is correct • Well-developed controlling idea that China’s history of human rights violations should (or should not) have affected its right to host the 2008 Olympic Games • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of China’s history of human rights violations. b. a clear statement of the writer’s opinion on whether China should have hosted the Olympic Games or not. • Supporting ideas are consistently well developed with specific examples,

	<p>details, and evidence</p> <ul style="list-style-type: none"> • 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. The Olympics should be focused on international cooperation and peaceful celebration, not political disagreements. b. The fact that China successfully hosted the Games proves that a negative position is more harmful than allowing a troubled country to participate with the rest of the world.
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 opinion on China's right to host the Olympics is correct • Sufficiently developed controlling idea that China's history of human rights violations should (or should not) have affected its right to host the 2008 Olympic Games • 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 description of China's history of human rights violations. • 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. The Olympics should be focused on international cooperation and peaceful celebration, not political disagreements.
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 opinion on China's right to host the Olympics is correct • Minimally developed controlling idea that China's history of human rights violations should (or should not) have affected its right to host the 2008 Olympic Games • 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</p>

	<p>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
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).