

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the United States needs to do more to assist in the creation of free and compulsory education in other nations 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 free education as a requirement for social participation in other nations is something that the United States must support • Fully developed controlling idea that the United States needs to do more to assist in the creation of free and compulsory education in other nations • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of why free education is vital to the success of people in disadvantaged countries. b. a statement that the United States must do more to help spread free education around the globe. c. explanation of how lives can be improved by spreading access to education, with persuasive examples. • 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. an argument that the United States should not be imposing our cultural values on the lives of people in other countries. b. an argument that the educational system in the United States should be improved before we spend more money helping foreign nations educate. c. a statement that ending global violence or global poverty is a more important focal point than education.
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 free education as a requirement for social participation in other nations is something that the United States must support • Well-developed controlling idea that the United States needs to do more to assist in the creation of free and compulsory education in other nations • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. a description of why free education is vital to the success of people in disadvantaged countries. b. a statement that the United States must do more to help spread free

	<p>education around the globe.</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. an argument that the United States should not be imposing our cultural values on the lives of people in other countries. b. an argument that the educational system in the United States should be improved before we spend more money helping foreign nations educate.
<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 free education as a requirement for social participation in other nations is something that the United States must support • Sufficiently developed controlling idea that the United States needs to do more to assist in the creation of free and compulsory education in other nations • 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 why free education is vital to the success of people in disadvantaged countries. • 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. an argument that the United States should not be imposing our cultural values on the lives of people in other countries.
<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 free education as a requirement for social participation in other nations is something that the United States must support • Minimally developed controlling idea that the United States needs to do more to assist in the creation of free and compulsory education in other nations • 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](#).