

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that carefully explains his or her beliefs on the proper legal treatment of captured terrorists and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

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 providing a clear explanation of how captured terrorists should be treated by our legal system • Fully developed controlling idea that carefully explains your beliefs on the proper legal treatment of captured terrorists • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. clear, useful references to the relevant decisions made in the <i>Rasul v. Bush, Hamdan v. Rumsfeld, and Boumediene v. Bush</i> Supreme Court cases. b. a clear description of how you agree or disagree with the decisions made in these cases. c. some statement that indicates to the audience why you have taken this stance on the treatment of captured terrorists. • Supporting ideas are fully elaborated throughout the newspaper article 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: <ul style="list-style-type: none"> a. an emotional argument that relies on the events of September 11, 2001, but does not provide rational arguments about captured terrorists. b. disagreements that have no reference to the Supreme Court cases listed.
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 providing a clear explanation of how captured terrorists should be treated by our legal system • Well developed controlling idea that carefully explains your beliefs on the proper legal treatment of captured terrorists • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. clear, useful references to the relevant decisions made in the <i>Rasul v. Bush, Hamdan v. Rumsfeld, and Boumediene v. Bush</i> Supreme Court cases. b. a clear description of how you agree or disagree with the decisions made in these cases.

	<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: <ul style="list-style-type: none"> a. an emotional argument that relies on the events of September 11, 2001, but does not provide rational arguments about captured terrorists. b. disagreements that have no reference to the Supreme Court cases listed.
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 providing a clear explanation of how captured terrorists should be treated by our legal system. • Sufficiently developed controlling idea that carefully explains your beliefs on the proper legal treatment of captured terrorists. • 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. clear, useful references to the relevant decisions made in the <i>Rasul v. Bush, Hamdan v. Rumsfeld, and Boumediene v. Bush</i> Supreme Court cases. • 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: <ul style="list-style-type: none"> a. an emotional argument that relies on the events of September 11, 2001, but does not provide rational arguments about captured terrorists.
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 providing a clear explanation of how captured terrorists should be treated by our legal system • Minimally developed controlling idea that carefully explains your beliefs on the proper legal treatment of captured terrorists • 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](#).