**Georgia High School Writing Test: Scoring Rubric**

**Domain 1: IDEAS.** The degree to which the writer establishes a controlling idea 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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 5     | Full command of the components of Ideas. The writing is characterized by most or all of the following:  
- Fully focused on the assigned topic and persuasive purpose  
- Fully developed controlling idea that establishes the validity of the writer’s position  
- Supporting ideas and elaboration are relevant to the writer’s argument and audience  
- Supporting ideas are fully elaborated throughout the paper 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 |
| 4     | Consistent control of the components of Ideas. The writing is characterized by most or all of the following:  
- Consistently focused on the assigned topic and persuasive purpose  
- Well developed controlling idea that establishes the validity of the writer’s position  
- Supporting ideas and elaboration are relevant to the writer’s argument  
- 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 |
| 3     | Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:  
- Sufficiently focused on the assigned topic and persuasive purpose  
- Sufficiently developed controlling idea that establishes the writer’s position  
- Most supporting ideas are relevant to the writer’s argument  
- Supporting ideas are developed with some examples, details, and/or evidence  
- 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 |
| 2     | Minimal control of the components of Ideas. The writing is characterized by most or all of the following:  
- Minimally focused on the assigned topic and persuasive purpose  
- Minimally developed controlling idea that addresses some aspect of the writer’s position  
- 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     | Little or no control of the components of Ideas. The writing is characterized by most or all of the following:  
- 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 |
## Georgia High School Writing Test: Scoring Rubric

### Domain 2: ORGANIZATION.
The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the persuasive genre.

### Components
- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

### Full command of the components of Organization. The writing is characterized by most or all of the following:
- Organizing strategy is appropriate to the writer’s argument. The overall strategy facilitates the writer’s communication of ideas
- Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper
- Introduction engages the reader and sets the stage for the writer’s topic and persuasive purpose
- Conclusion provides a sense of closure without repetition
- Related ideas are grouped in a logical manner within paragraphs
- Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitioning extends beyond the use of transitional words and phrases

### Consistent control of the components of Organization. The writing is characterized by most or all of the following:
- Overall organizing or structure is appropriate to the writer’s argument and topic. Structure guides the reader through the text
- Appropriate sequencing of ideas (e.g., order of importance, cause and effect, advantages & disadvantages)
- Introduction sets the stage for the writer’s topic and persuasive purpose
- Conclusion provides closure without repetition
- Related ideas are grouped together in paragraphs
- Varied transitional elements link parts of the paper and link ideas within paragraphs

### Sufficient control of the components of Organization. The writing is characterized by most or all of the following:
- Organizing strategy is generally appropriate to the writer’s argument and topic
- Clear sequence of ideas
- Introduction fits the writer’s topic and/or persuasive purpose
- Conclusion provides closure
- Majority of related ideas are grouped together in paragraphs
- Transitions link parts of the paper or ideas within paragraphs

### Minimal control of the components of Organization. The writing is characterized by most or all of the following:
- Organizing strategy is formulaic and/or inappropriate to the persuasive purpose
- Minimal evidence of sequencing
- May lack an introduction or include an ineffective introduction
- Conclusion may be lacking or limited to the repetition of the writer’s position and supporting ideas
- Some related ideas are grouped together in paragraphs
- Minimal use of transitions (transitions may be formulaic, ineffective, or repetitive)

### Little or no control of the components of Organization. The writing is characterized by most or all of the following:
- Little or no evidence of an organizing strategy
- Ideas are not sequenced in a meaningful order
- Lacks an introduction and/or conclusion
- Unrelated ideas are included within paragraphs
- Lacks transitions or uses inappropriate transitions
- Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization
Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

<table>
<thead>
<tr>
<th>Components</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td></td>
<td>Full command of the components of Style. The writing is characterized by most or all of the following:</td>
<td>Consistent control of the components of Style. The writing is characterized by most or all of the following:</td>
<td>Sufficient control of the components of Style. The writing is characterized by most or all of the following:</td>
<td>Minimal control of the components of Style. The writing is characterized by most or all of the following:</td>
<td>Little or no control of the components of Style. The writing is characterized by most or all of the following:</td>
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<td>Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose with respect to the intended audience</td>
<td>Language and tone are appropriate to the persuasive purpose</td>
<td>Language and tone are uneven</td>
<td>Language and tone are flat and/or inappropriate to the task and audience</td>
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<td>Varied, precise, and engaging language that is appropriate to the persuasive purpose</td>
<td>Word choice is precise and engaging</td>
<td>Word choice is simple, ordinary and/or repetitive</td>
<td>Word choice is incorrect, imprecise, and/or confusing</td>
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<td>Word choice reflects an understanding of the denotative and connotative meaning of language</td>
<td>Awareness of audience in the introduction, body, and conclusion</td>
<td>Minimal awareness of audience</td>
<td>Little or no awareness of audience</td>
<td>Little or no awareness of audience</td>
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<td>Figurative or technical language may be used for rhetorical effect</td>
<td>Consistent and distinctive voice</td>
<td>Minimal, inconsistent, or indistinct voice</td>
<td>Writer's voice is not apparent or controlled</td>
<td>Writer's voice is not apparent or controlled</td>
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<td>Sustained awareness of audience throughout the paper</td>
<td>Sentences vary in length and structure</td>
<td>Minimal variation in sentence length and structure</td>
<td>Little or no sentence variety</td>
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<td>Evocative or authoritative voice that is sustained throughout the response</td>
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<td>An extensive variety of sentence lengths, structures, and beginnings</td>
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Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.

<table>
<thead>
<tr>
<th>Components:</th>
<th>Sentence Formation</th>
<th>Usage</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements:</td>
<td>correctness</td>
<td>subject-verb agreement</td>
<td>internal punctuation</td>
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<td></td>
<td>clarity of meaning</td>
<td>standard word forms</td>
<td>spelling</td>
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<td></td>
<td>complexity</td>
<td>verb tenses</td>
<td>paragraph breaks</td>
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<tr>
<td></td>
<td>end punctuation</td>
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<td>capitalization</td>
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</tbody>
</table>

Full command of the components of Conventions. The writing is characterized by most or all of the following:

- Full command of simple, complex, compound, and complex/compound sentences with correct end punctuation
- Consistent clarity of meaning even in complex sentences
- May include functional fragments
- Variety of subordination and coordination strategies
- All elements of usage are consistently correct: subject-verb agreement, word forms (nouns, adjectives, adverbs), verb tense, pronoun-antecedent agreement
- All elements of mechanics are consistently correct: punctuation within sentences, spelling, capitalization, and paragraph indentation
- Infrequent, if any, errors

Consistent control of the components of Conventions. The writing is characterized by most or all of the following:

- Consistently correct simple, complex, and compound sentences with correct end punctuation
- Consistent clarity of meaning at the sentence level
- May include functional fragments
- Most elements of usage are consistently correct
- Most elements of mechanics are consistently correct
- Errors are generally minor and do not interfere with meaning

Sufficient control of the components of Conventions or two components may be strong while the other one is weak. The writing is characterized by most or all of the following:

- Majority of sentences are formed correctly with some complex and/or compound sentences, but there may be some fragments and run-ons
- Sentence level meaning is generally clear
- Usage is generally correct, but there may be some errors in each element
- Mechanics is generally correct, but there may be some errors in each element
- Few errors interfere with meaning

Minimal control of the components of Conventions or one component may be strong while the other two are weak. The writing is characterized by most or all of the following:

- Simple sentences may be formed correctly, but there are frequent fragments and/or run-ons
- Some end punctuation may be incorrect or lacking
- Mixture of correct and incorrect instances of the elements of usage
- Mixture of correct and incorrect instances of the elements of mechanics
- Some errors may interfere with meaning

Little or no control of the components of Conventions. The writing is characterized by most or all of the following:

- Frequent sentence fragments, run-ons, and unclear sentences
- End punctuation is incorrect or lacking
- May contain frequent and severe errors in most elements of usage
- May contain frequent and severe errors in most elements of mechanics
- Errors may interfere with or obscure meaning
- Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions