

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that explains how the new career opportunities given to women after the Second Industrial Revolution affected women 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 the new employment options of this historical time affected women in the author’s chosen way, either positively or negatively • Fully developed controlling idea that explains how the new career opportunities given to women after the Second Industrial Revolution affected women • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The expanding job market of the Second Industrial Revolution created new employment options for women. b. Working-class women often filled these new jobs, creating an opportunity for life improvements. c. There was a growing difference between middle-class women and working class women. • 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 the following: <ol style="list-style-type: none"> a. Even though women had some new job opportunities, there was also an expectation that women must be responsible for family care. b. Once heavy industry jobs increased pay, working-class women did not have to take on jobs to help raise family income. But that put pressure on them to stay at home.
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 the new employment options of this historical time affected women in the author’s chosen way, either positively or negatively • Well-developed controlling idea that explains how the new career opportunities given to women after the Second Industrial Revolution affected women • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The expanding job market of the Second Industrial Revolution created new employment options for women.

	<p>b. Working-class women often filled these new jobs, creating an opportunity for life improvements.</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. Even though women had some new job opportunities, there was also an expectation that women must be responsible for family care. b. Once heavy industry jobs increased pay, working-class women did not have to take on jobs to help raise family income. But that put pressure on them to stay at home.
<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 the new employment options of this historical time affected women in the author’s chosen way, either positively or negatively • Sufficiently developed controlling idea that explains how the new career opportunities given to women after the Second Industrial Revolution affected women • 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. The expanding job market of the Second Industrial Revolution created new employment options for women. • 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. Even though women had some new job opportunities, there was also an expectation that women must be responsible for family care.
<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 the new employment options of this historical time affected women in the author’s chosen way, either positively or negatively • Minimally developed controlling idea that explains how the new career opportunities given to women after the Second Industrial Revolution affected women • 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

	<p>without development</p> <ul style="list-style-type: none"> • 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 • 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](#).