

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that America’s cultural diversity should not only be accepted but celebrated 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 expressing your opinions on how to help your classmates understand and appreciate the differences among American people • Fully developed controlling idea that the cultural diversity found in America is unique and should be appreciated • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Between 1865 and 1914, nearly 25 million Europeans immigrated to the United States. b. Many immigrants came to America because industries had plenty of jobs available to help them escape the restrictions of social class in Europe. c. Other Europeans came to escape forced military service, high food prices, and religious persecution. d. Chinese immigrants came to America to escape famine and civil war. • 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, such as: <ol style="list-style-type: none"> a. Labor unions opposed immigration citing their belief that immigrants would undermine American workers because they would work for lower wages. b. The Chinese Exclusion Act, passed in 1882, barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens. c. Irish Catholic immigrants faced discrimination due to the fact that many were illiterate and found only low-paying work.
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 expressing your opinions on how to help your classmates understand and appreciate the differences among American people • Well developed controlling idea that the cultural diversity found in America is unique and should be appreciated • Supporting ideas and elaboration that are relevant include:

	<p>a. Between 1865 and 1914, nearly 25 million Europeans immigrated to the United States.</p> <p>b. Many immigrants came to America because industries had plenty of jobs available to help them escape the restrictions of social class in Europe.</p> <p>c. Other Europeans came to escape forced military service, high food prices, and religious persecution.</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: <ul style="list-style-type: none"> a. Labor unions opposed immigration citing their belief that immigrants would undermine American workers because they would work for lower wages. b. The Chinese Exclusion Act, passed in 1882, barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens.
<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 expressing your opinions on how to help your classmates understand and appreciate the differences among American people • Sufficiently developed controlling idea that the cultural diversity found in America is unique and should be appreciated • 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. Between 1865 and 1914, nearly 25 million Europeans immigrated to the United States. b. Many immigrants came to America because industries had plenty of jobs available to help them escape the restrictions of social class in Europe. • 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. Labor unions opposed immigration citing their belief that immigrants would undermine American workers because they would work for lower wages.
<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 expressing your opinions on how to help your classmates understand and appreciate the differences among American people

	<ul style="list-style-type: none"> • Minimally developed controlling idea that the cultural diversity found in America is unique and should be appreciated • 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 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](#).