

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that women made significant social gains during the 1920s 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 explaining the benefits of the gains women made in the 1920s and how they shaped the way we view women today • Fully developed controlling idea that women fought for and gained new rights during the 1920s • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. The Nineteenth Amendment, which passed in 1920, guaranteed women the right to vote. b. Many working-class women took jobs as a way to break away from parental authority and establish financial independence. c. Women’s colleges supported women’s emerging sense of independence and encouraged their students to pursue careers and to challenge traditional ideas about women’s role in society. d. Many professional women made major contributions in science, medicine, law, and literature in the 1920s. • Supporting ideas are fully elaborated throughout the 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. The independence that women gained in the 1920s led to morally abject behavior. b. The traditional roles of women as mothers and homemakers were threatened in the 1920s.
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 explaining the benefits of the gains women made in the 1920s and how they shaped the way we view women today • Well developed controlling idea that women fought for and gained new rights during the 1920s • Supporting ideas and elaboration that are relevant include: <ul style="list-style-type: none"> a. The Nineteenth Amendment, which passed in 1920, guaranteed women the right to vote. b. Many working-class women took jobs as a way to break away from

	<p>parental authority and establish financial independence.</p> <p>c. Women’s colleges supported women’s emerging sense of independence and encouraged their students to pursue careers and to challenge traditional ideas about women’s role in society.</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. The independence that women gained in the 1920s led to morally abject behavior. b. The traditional roles of women as mothers and homemakers were threatened in the 1920s.
<p style="text-align: center;">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 explaining the benefits of the gains women made in the 1920s and how they shaped the way we view women today • Sufficiently developed controlling idea that women fought for and gained new rights during the 1920s • 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 Nineteenth Amendment, which passed in 1920, guaranteed women the right to vote. b. Many working-class women took jobs as a way to break away from parental authority and establish financial independence. • 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. The independence that women gained in the 1920s led to morally abject behavior.
<p style="text-align: center;">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 explaining the benefits of the gains women made in the 1920s and how they shaped the way we view women today • Minimally developed controlling idea that women fought for and gained new rights during the 1920s • 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

	<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](#).