

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that social security is beneficial for older Americans and the unemployed and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| • Controlling Idea/Focus | • Depth of Development |
| • Supporting Ideas | • Awareness of the Persuasive Purpose |
| • Relevance of Detail | • 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 convincing classmates that the Social Security Act went a long way in providing security for older Americans and unemployed workers • Fully developed controlling idea that social security is beneficial for older Americans and the unemployed • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The major goal of the Social Security Act was to provide some security for older Americans and unemployed workers. b. Workers earn the right to receive benefits because they paid premiums. c. Social Security’s main benefit is the monthly payment to retirees, which people could collect when they stopped working at age 65. d. Unemployment insurance supplied a temporary income to unemployed workers looking for new jobs. e. Social Security established the principle that the federal government should be responsible for those who, through no fault of their own, were unable to work. • Supporting ideas are fully elaborated throughout the speech 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. The money for Social Security comes from payroll taxes imposed on workers and employers. b. Social Security initially left out farm and domestic workers. c. Social Security can easily be taken advantage of by people who don’t want to 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 convincing classmates that the Social Security Act went a long way in providing security for older Americans and unemployed workers • Well developed controlling idea that social security is beneficial for older Americans and the unemployed • Supporting ideas and elaboration that are relevant include:

	<p>a. The major goal of the Social Security Act was to provide some security for older Americans and unemployed workers.</p> <p>b. Workers earn the right to receive benefits because they paid premiums.</p> <p>c. Social Security’s main benefit is the monthly payment to retirees, which people could collect when they stopped working at age 65.</p> <p>d. Unemployment insurance supplied a temporary income to unemployed workers looking for new jobs.</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 money for Social Security comes from payroll taxes imposed on workers and employers. b. Social Security initially left out farm and domestic workers.
<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 convincing classmates that the Social Security Act went a long way in providing security for older Americans and unemployed workers • Sufficiently developed controlling idea that social security is beneficial for older Americans and the unemployed • 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 major goal of the Social Security Act was to provide some security for older Americans and unemployed workers. b. Workers earn the right to receive benefits because they paid premiums. c. Social Security’s main benefit is the monthly payment to retirees, which people could collect when they stopped working at age 65. • 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 money for Social Security comes from payroll taxes imposed on workers and employers.
<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 convincing classmates that the Social Security Act went a long way in providing security for older Americans and unemployed workers • Minimally developed controlling idea that social security is beneficial for older Americans and the unemployed

	<ul style="list-style-type: none"> • 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](#).