

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that labor laws need to be reformed for the safety of industrial workers 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               |

<b>5</b>	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Fully focused on explaining the need to reform labor laws and safety conditions for industrial workers</li> <li>• Fully developed controlling idea that changing labor laws and working conditions is in the best interest of both workers and business owners</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. When workers were injured or killed on the job, they and their families received little or no compensation.</li> <li>b. Workers often endured the presence of dangerous chemicals or unsafe machinery.</li> <li>c. Children were hired to do dangerous work for long hours.</li> <li>d. Many companies did not have proper lighting, ventilation, sanitation, or fire escapes.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the article with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)</li> <li>• Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations, such as:             <ol style="list-style-type: none"> <li>a. Businesses have the right to run the type of operation they see fit.</li> <li>b. If women or children do not like the conditions they work in, they should find a different job.</li> <li>c. It is not the responsibility of a business owner to provide for a safe work environment.</li> </ol> </li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistently focused on explaining the need to reform labor laws and safety conditions for industrial workers</li> <li>• Well developed controlling idea that changing labor laws and working conditions is in the best interest of both workers and business owners</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. When workers were injured or killed on the job, they and their families received little or no compensation.</li> <li>b. Workers often endured the presence of dangerous chemicals or unsafe machinery.</li> </ol> </li> </ul>

	<p>c. Children were hired to do dangerous work for long hours.</p> <ul style="list-style-type: none"> <li>• Supporting ideas are consistently well developed with specific examples, details, and evidence</li> <li>• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)</li> <li>• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> <li>a. Businesses have the right to run the type of operation they see fit.</li> <li>b. If women or children do not like the conditions they work in, they should find a different job.</li> </ul> </li> </ul>
<p><b>3</b></p>	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Sufficiently focused on explaining the need to reform labor laws and safety conditions for industrial workers</li> <li>• Sufficiently developed controlling idea that changing labor laws and working conditions is in the best interest of both workers and business owners</li> <li>• Most supporting ideas are relevant to the writer's argument</li> <li>• Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> <li>a. When workers were injured or killed on the job, they and their families received little or no compensation.</li> <li>b. Workers often endured the presence of dangerous chemicals or unsafe machinery.</li> </ul> </li> <li>• Some parts of the paper may be well developed, but other parts of the paper are only partially developed</li> <li>• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices</li> <li>• Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as: <ul style="list-style-type: none"> <li>a. Businesses have the right to run the type of operation they see fit.</li> </ul> </li> </ul>
<p><b>2</b></p>	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimally focused on explaining the need to reform labor laws and safety conditions for industrial workers</li> <li>• Minimally developed controlling idea that changing labor laws and working conditions is in the best interest of both workers and business owners</li> <li>• Some points and details may be irrelevant or inappropriate to the writer's argument</li> <li>• Supporting ideas are vague, general, and/or undeveloped</li> <li>• Some ideas may be partially developed, while others are simply listed without development</li> <li>• Response demonstrates minimal awareness of the persuasive purpose</li> <li>• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns</li> </ul>
<p><b>1</b></p>	<p><b>Little or no control of the components of Ideas. The writing is</b></p>

	<p><b>characterized by most or all of the following:</b></p> <ul style="list-style-type: none"><li>• Little or no focus on the assigned topic and/or persuasive purpose</li><li>• Writer’s position may be apparent, but a controlling idea is not established</li><li>• Ideas do not advance the writer’s position</li><li>• Ideas are unclear, irrelevant, and/or repeated</li><li>• Response does not demonstrate awareness of the persuasive purpose</li><li>• Lacks a sense of completeness and fails to address reader concerns</li><li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li></ul>
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).