

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that women in China during this period needed improvements in their social roles and social freedoms 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 Chinese women had the right to seek their own divorce and inherit their own property, among other social freedoms • Fully developed controlling idea that women in China during this period needed improvements in their social roles and social freedoms • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Women were not allowed an education to prepare them for life beyond a family role. b. Women were demeaned by practices such as foot-binding. c. In order to best support the family unit when a husband died, women should be able to inherit property. Otherwise, the family itself could be endangered. • 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 the following: <ol style="list-style-type: none"> a. Chinese society expected all family members, not only women, to sacrifice their needs to benefit the family unit. b. Women did, in fact, play an important role within the family unit. c. The pressure of supporting all family members—even those beyond their immediate family—was placed upon the husband. d. Only the leisure class women bound their feet.
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 Chinese women had the right to seek their own divorce and inherit their own property, among other social freedoms • Well-developed controlling idea that women in China during this period needed improvements in their social roles and social freedoms • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Women were not allowed an education to prepare them for life beyond a family role. b. In order to best support the family unit when a husband died, women

	<p>should be able to inherit property. Otherwise, the family itself could be endangered.</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. Chinese society expected all family members, not only women, to sacrifice their needs to benefit the family unit. b. Women did, in fact, play an important role within the family unit. c. The pressure of supporting all family members—even those beyond their immediate family—was placed upon the husband.
<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 Chinese women had the right to seek their own divorce and inherit their own property, among other social freedoms • Sufficiently developed controlling idea that women in China during this period needed improvements in their social roles and social freedoms • 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. Women were not allowed an education to prepare them for life beyond a family role. • 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. Chinese society expected all family members, not only women, to sacrifice their needs to benefit the family unit. b. Women did, in fact, play an important role within the family unit.
<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 Chinese women had the right to seek their own divorce and inherit their own property, among other social freedoms • Minimally developed controlling idea that women in China during this period needed improvements in their social roles and social freedoms • 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](#).