

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that Irish Catholic immigrants can make positive contributions to American society 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

<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 convincing nativist groups that Irish Catholic immigrants have the skills and attributes needed to make America a better place</li> <li>• Fully developed controlling idea that Irish Catholic immigrants can make meaningful contributions to American society</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. During the largest wave of immigration in the early 1800s, nearly two million people came from Ireland.</li> <li>b. The Irish were fleeing a famine that began in 1845 when a fungus destroyed much of the nation’s potato crop—a mainstay of the Irish diet.</li> <li>c. Most Irish immigrants arrived in America without much money or skills.</li> <li>d. Irish immigrants tended to settle in the industrialized cities of the Northeast.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the letter 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. Irish Immigrants faced hostility from nativist groups who tended to be anti-Catholic.</li> <li>b. Many Irish immigrants worked as unskilled laborers and servants.</li> <li>c. Nativist groups pledged never to vote for an Irish Catholic for public office.</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 convincing nativist groups that Irish Catholic immigrants have the skills and attributes needed to make America a better place</li> <li>• Well developed controlling idea that Irish Catholic immigrants can make meaningful contributions to American society</li> <li>• Supporting ideas and elaboration that are relevant include:               <ol style="list-style-type: none"> <li>a. During the largest wave of immigration in the early 1800s, nearly two million people came from Ireland.</li> </ol> </li> </ul>

	<p>b. The Irish were fleeing a famine that began in 1845 when a fungus destroyed much of the nation’s potato crop—a mainstay of the Irish diet.</p> <p>c. Most Irish immigrants arrived in America without much money or skills.</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. Irish Immigrants faced hostility from nativist groups who tended to be anti-Catholic.</li> <li>b. Many Irish immigrants worked as unskilled laborers and servants.</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 convincing nativist groups that Irish Catholic immigrants have the skills and attributes needed to make America a better place</li> <li>• Sufficiently developed controlling idea that Irish Catholic immigrants can make meaningful contributions to American society</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. During the largest wave of immigration in the early 1800s, nearly two million people came from Ireland.</li> <li>b. Most Irish immigrants arrived in America without much money or skills.</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. Irish Immigrants faced hostility from nativist groups who tended to be anti-Catholic.</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 convincing nativist groups that Irish Catholic immigrants have the skills and attributes needed to make America a better place</li> <li>• Minimally developed controlling idea that Irish Catholic immigrants can make meaningful contributions to American society</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</li> </ul>

	<p>without development</p> <ul style="list-style-type: none"> <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>
<b>1</b>	<p><b>Little or no 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>• 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>

To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).