

**Domain 1: IDEAS.** Describe the degree to which the writer establishes a controlling idea that free speech may need to be restricted during wartime 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 classmates that free speech should never be restricted or that restricting free speech during a crisis is necessary</li> <li>• Fully developed controlling idea that free speech may be restricted during wartime</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. During World War I, the Sedition Act of 1918 made it illegal to speak against the war publicly.</li> <li>b. The Constitution states that “Congress shall make no law...abridging the freedom of speech, or of the press.”</li> <li>c. The Supreme Court ruled that the government could restrict speech when the words constitute a “clear and present danger.”</li> <li>d. Many Americans formed private groups to monitor their fellow citizens.</li> </ol> </li> <li>• Supporting ideas are fully elaborated throughout the speech 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. During wartime, the most important goal is go win the war.</li> <li>b. Free speech should be limited when it can cause harm to someone else.</li> <li>c. Free speech should not be limited if the war is being fought to protect it.</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 classmates that free speech should never be restricted or that restricting free speech during a crisis is necessary</li> <li>• Well developed controlling idea that free speech may be restricted during wartime</li> <li>• Supporting ideas and elaboration that are relevant include:             <ol style="list-style-type: none"> <li>a. During World War I, the Sedition Act of 1918 made it illegal to speak against the war publicly.</li> <li>b. The Constitution states that “Congress shall make no law...abridging the freedom of speech, or of the press.”</li> </ol> </li> </ul>

	<p>c. The Supreme Court ruled that the government could restrict speech when the words constitute a “clear and present danger.”</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. During wartime, the most important goal is go win the war.</li> <li>b. Free speech should be limited when it can cause harm to someone else.</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 classmates that free speech should never be restricted or that restricting free speech during a crisis is necessary</li> <li>• Sufficiently developed controlling idea that free speech may be restricted during wartime</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 World War I, the Sedition Act of 1918 made it illegal to speak against the war publicly.</li> <li>b. The Constitution states that “Congress shall make no law...abridging the freedom of speech, or of the press.”</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. During wartime, the most important goal is go win the war.</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 classmates that free speech should never be restricted or that restricting free speech during a crisis is necessary</li> <li>• Minimally developed controlling idea that free speech may be restricted during wartime</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](#).