

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that putting students through “duck-and-cover” drills is, or is not, worth the stress it causes 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 “duck-and-cover” drills are either worth the effort or are an unnecessary distraction • Fully developed controlling idea that “duck-and-cover” drills are, or are not, a necessary exercise • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In bomb drills, students learned to duck under their desks, turn away from the windows, and cover their heads with their hands. b. Practicing “duck-and-cover” drills gives students peace-of-mind during a turbulent time. c. Doing “duck-and-cover” drills is better than doing nothing to prepare for a possible nuclear attack. d. Well rehearsed safety drills help teachers maintain order during a crisis. • Supporting ideas are fully elaborated throughout the article 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. There is no guarantee that using the “duck-and-cover” method will help your chances of surviving a nuclear attack. b. The “duck-and-cover” drills are only giving children a false sense of security. c. The “duck-and-cover” drills are taking away from valuable learning time.
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 “duck-and-cover” drills are either worth the effort or are an unnecessary distraction • Well developed controlling idea that “duck-and-cover” drills are, or are not, a necessary exercise • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In bomb drills, students learned to duck under their desks, turn away from the windows, and cover their heads with their hands.

	<p>b. Practicing “duck-and-cover” drills gives students peace-of-mind during a turbulent time.</p> <p>c. Doing “duck-and-cover” drills is better than doing nothing to prepare for a possible nuclear attack.</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. There is no guarantee that using the “duck-and-cover” method will help your chances of surviving a nuclear attack. b. The “duck-and-cover” drills are only giving children a false sense of security.
<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 convincing classmates that “duck-and-cover” drills are either worth the effort or are an unnecessary distraction • Sufficiently developed controlling idea that “duck-and-cover” drills are, or are not, a necessary exercise • 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. In bomb drills, students learned to duck under their desks, turn away from the windows, and cover their heads with their hands. b. Practicing “duck-and-cover” drills gives students peace-of-mind during a turbulent time. • 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. There is no guarantee that using the “duck-and-cover” method will help your chances of surviving a nuclear attack.
<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 convincing classmates that “duck-and-cover” drills are either worth the effort, or are an unnecessary distraction • Minimally developed controlling idea that “duck-and-cover” drills are, or are not, a necessary exercise • 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](#).