

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that juvenile delinquency rose in the 1950s for many reasons 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

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 of the reasons behind the rise in juvenile delinquency of the 1950s • Fully developed controlling idea that there were many reasons juvenile delinquency rose in the 1950s • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Between 1948 and 1953, the United States saw a 45 percent rise in juvenile crime rates. b. Social critics claimed that young people were rebelling against the conformity of their parents. c. Some believed the rise in juvenile delinquency was due to lack of discipline. d. Many parents blamed schools that struggled to pay for new buildings and more teachers to keep up with the demands of the baby boom. • 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: <ol style="list-style-type: none"> a. The school systems should not be blamed for the rise in juvenile delinquency; they can only do so much. b. Young people need to take responsibility for their own actions. c. Every child goes through a rebellious phase; juvenile delinquents will eventually grow up.
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 of the reasons behind the rise in juvenile delinquency of the 1950s • Well developed controlling idea that there were many reasons juvenile delinquency rose in the 1950s • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Between 1948 and 1953, the United States saw a 45 percent rise in juvenile crime rates. b. Social critics claimed that young people were rebelling against the

	<p>conformity of their parents.</p> <p>c. Some believed the rise in juvenile delinquency was due to lack of discipline.</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. The school systems should not be blamed for the rise in juvenile delinquency; they can only do so much. b. Young people need to take responsibility for their own actions.
<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 of the reasons behind the rise in juvenile delinquency of the 1950s • Sufficiently developed controlling idea that there were many reasons juvenile delinquency rose in the 1950s • 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. Between 1948 and 1953, the United States saw a 45 percent rise in juvenile crime rates. b. Social critics claimed that young people were rebelling against the conformity of their parents. • 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. The school systems should not be blamed for the rise in juvenile delinquency; they can only do so much.
<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 of the reasons behind the rise in juvenile delinquency of the 1950s • Minimally developed controlling idea that there were many reasons juvenile delinquency rose in the 1950s • 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 • 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](#).