

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that a constitutional amendment from the Bill of Rights accurately reflected the Enlightenment philosophy 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 their selected Bill of Rights amendment accurately demonstrates the philosophical spirit of the Enlightenment era • Fully developed controlling idea that a constitutional amendment from the Bill of Rights accurately reflected the Enlightenment philosophy • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The rights protected in the Bill of Rights were based upon the natural rights described by Enlightenment writer John Locke. b. These amendments assumed these inherent freedoms were owed to the individual and should not be limited by the government. c. Many intellectuals at the time believed that the Bill of Rights reflected the Enlightenment political views and philosophies. d. The mechanisms of the Constitution reflected Enlightenment beliefs, such as Montesquieu’s separation of powers, so the Bill of Rights amendments must also reflect these same philosophies. • Supporting ideas are fully elaborated throughout the essay 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. The Bill of Rights were created by politicians determined to get the U.S. Constitution approved. This was more important than living up to Enlightenment ideals. b. Governing humans is less predictable than describing the mechanical operations of a physical world.
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 their selected Bill of Rights amendment accurately demonstrating the philosophical spirit of the Enlightenment era • Well-developed controlling idea that a constitutional amendment from the Bill of Rights accurately reflected the Enlightenment philosophy • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The rights protected in the Bill of Rights were based upon the natural rights described by Enlightenment writer John Locke

	<p>b. These amendments assumed these inherent freedoms were owed to the individual and should not be limited by the government.</p> <p>c. Many intellectuals at the time believed that the Bill of Rights reflected the Enlightenment political views and philosophies.</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. The Bill of Rights were created by politicians determined to get the U.S. Constitution approved. This was more important than living up to Enlightenment ideals. b. Governing humans is less predictable than describing the mechanical operations of a physical world.
<p style="text-align: center;">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 their selected Bill of Rights amendment accurately demonstrating the philosophical spirit of the Enlightenment era • Sufficiently developed controlling idea that a constitutional amendment from the Bill of Rights accurately reflected the Enlightenment philosophy • 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. The rights protected in the Bill of Rights were based upon the natural rights described by Enlightenment writer John Locke. b. These amendments assumed these inherent freedoms were owed to the individual and should not be limited by the government. • 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. The Bill of Rights were created by politicians determined to get the U.S. Constitution approved. This was more important than living up to Enlightenment ideals.
<p style="text-align: center;">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 their selected Bill of Rights amendment accurately demonstrating the philosophical spirit of the Enlightenment era • Minimally developed controlling idea that a constitutional amendment from the Bill of Rights accurately reflected the Enlightenment philosophy • Some points and details may be irrelevant or inappropriate to the writer’s argument • Supporting ideas are vague, general, and/or undeveloped

	<ul style="list-style-type: none"> • 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](#).