

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the difficult process to amend the Constitution is necessary 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 that the difficult Constitutional amendment process is necessary and includes that process • Fully developed controlling idea that the Constitutional amendment process is difficult but necessary • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The delegates at the Constitutional Convention realized that the new Constitution might need to be amended. b. To prevent the Constitution from being changed constantly, the delegates made the process difficult. c. The amendment process had two steps—proposal and ratification. d. An amendment could be proposed by a note of two-thirds of the members of both houses of Congress. e. Two-thirds of the states could call a constitutional convention to propose new amendments. f. A proposed amendment has to be ratified by three-fourths of the state legislatures or by convention in three-fourths of the states. • Supporting ideas are fully elaborated throughout the paper 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 amendment process is too difficult. b. The Constitution should not need to be amended. c. The executive branch should be more involved in the process.
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 the difficult Constitutional amendment process is necessary and includes that process • Well developed controlling idea that the Constitutional amendment process is difficult but necessary • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. The delegates at the Constitutional Convention realized that the new Constitution might need to be amended.

	<p>b. To prevent the Constitution from being changed constantly, the delegates made the process difficult.</p> <p>c. The amendment process had two steps—proposal and ratification.</p> <p>d. An amendment could be proposed by a note of two-thirds of the members of both houses of Congress.</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 amendment process is too difficult. b. The Constitution should not need to be amended.
<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 the difficult Constitutional amendment process is necessary and includes that process • Sufficiently developed controlling idea that the Constitutional amendment process is difficult but necessary • 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 delegates at the Constitutional Convention realized that the new Constitution might need to be amended. b. To prevent the Constitution from being changed constantly, the delegates made the process difficult. c. The amendment process had two steps—proposal and ratification. • 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 amendment process is too difficult.
<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 the difficult Constitutional amendment process is necessary and includes that process • Minimally developed controlling idea that the Constitutional amendment process is difficult but necessary • 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

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