31 WRITE ABOUT THE THEME: USING YOUR IMAGINATION

People can have fun when they use their imaginations. A good imagination can make playing or working more fun. Sometimes, a good imagination can be used in a serious way to solve problems.

Do ONLY ONE of the following:

- tell about a time you used your imagination to solve a problem

  OR

- explain how you can use your imagination to make something more interesting

  OR

- write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces starting on pages 23 and 24. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.
PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 23 and 24.

CHECKLIST:

_____ Do I have a clear central idea that connects to the theme?

_____ Do I stay focused on the theme?

_____ Do I support my central idea with important details/examples?

_____ Do I need to take out details/examples that DO NOT support my central idea?

_____ Do I use a variety of words, phrases, and/or sentences?

_____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?
Here is an explanation of what scorers think about as they score this writing:

6  The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

5  The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

4  The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

3  The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

2  The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

1  The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):
A – Off Topic
B – Written in a Language other than English or Illegible
C – Blank or Refusal to Respond

MDE/MEAP RELEASED ITEMS
I used my imagination when I was in my new house. I imagined I was in the old house.

This response is too undeveloped to be focused, with only one brief idea (*I used my imagination when I was in my New house*) and one additional detail (*I imagined I was in the old House*). It is too minimal to demonstrate control over connections between ideas or organization.
The writer addresses the topic (One day my imagination I was in Bini Botm), and lists a few details (I saw spung Bag in the Pienappoel home. I saw Paktrik, Plantan, Mr crads, Sigwuord, Sandie), but ideas remain undeveloped and unconnected except for two details (Spung Bod Lost his name tag then He call Prakture He said I Fon it). No organizational structure is evident, and the lack of control over writing conventions makes the writing difficult to understand.
When I don't have someone
to play with, I am bored then
I imagin that I'm flying
-going to France on to
See people and see
the Eiffel tower.

Anchor Paper 3
Score Point 2

While this very brief response is underdeveloped, ideas show some connection to the prompt and to each other, as well as some sequencing: no one to play with results in boredom, boredom requires imagination, imagination takes a flight to France, in France there are people and the Eiffel tower. Vocabulary is limited.
I use my amagonashon to become a docter. I think docters are cool because they help pepol alot. 
like when your sick he will give you some medeson to help you feel better.

When you are a docter you have to know what kind of medeson to give pepole. Docters get medeson from all kinds of things like plants. You have to be hile to be a docter. Some docters envent medeson. Sientist are like docters. Sientist envent things to. They also find other planets.

Docters first find out what is wrong then they do what they have to do to make you better. doctors do all that just for you. Thats why docters are cool.

This response opens with an idea that responds to the prompt (I use my amagonashon to become a docter. I think docters are cool because they help pepol alot), but what follows is a loosely-connected list of ideas about doctors (When you are a docter you have to know what kind of medeson to give pepole. docters get medeson from all kinds of things like plants). Focus is lost entirely when the writer attempts to compare doctors to scientists (Sientist are like docters. Sientist envent things to. Thay also find other planets), but then returns to the general topic. Ideas are underdeveloped, but a few ideas are briefly expanded upon (like when your sick he will give you some medeson to help you feel better). An attempt is made to organize by tying the beginning to the end (Thats why docters are cool).
There are lots of ways to use your imagination. You can have an imaginary friend, house, even, family. Kids all over the world have imagination, no one doesn't have imagination. There are other ways to use imagination than imaginary people. You can use your imagination for making or playing, stories, and other things. Imagination is what makes playing or problem solving and working more fun, and so no one gets in fights while ever solving a problem or working. It can also make playing even more interesting. A lot of people have an imagination that stuffed animals are
The writing is only occasionally focused. The opening relates to the prompt (there are lots of ways to use your imagination) and is minimally developed with several general ideas loosely connected to the topic (imagination is what makes playing or problem solving and working more fun and so no one gets in fights while they solving a problem or working). The random presentation of the content creates no consistent focus for the writing, and ideas are underdeveloped and unclear. Vocabulary is general and limited. Limited control over writing conventions, especially sentence structure (a lot of people have an imagination that stuffed animals are real or dolls but they aren't) makes the writing sometimes difficult to understand.
In a dream I had I owned a kitty shop. I had to feed them and take care of them. It was called The kitty shop. I was the owner. All the kitties were so cute!!!! And every day I came home I was greeted with more than ten kitties!! I slept and woke up to go to work every day. If I could have that job in real life that would be the best!!!!!!
One day I missed my friend and I had no friend to play with and I sat on my bed and I saw something. It looked like my friend so I got up and we danced and I had fun but I do not about her.

I said that I was tird so we sat down and had some food and stuff and she said I have to go and we both of us said By and she was gone so I said to myself I was defilente useing my imagination. That's all for now.

The End

Anchor Paper 7
Score Point 3
The writing is somewhat clear and focused on a fun time with an imaginary friend. That idea is developed with some details about the play activities (I said that I was tird so we sat down had some food and stuff and she said I have to go and we both of us said By and she was gone).

The writing has a simple narrative organizational structure, with ideas that are connected and sequenced in order (so I said to myself I was defilente useing my imagination. That's all for now). Incomplete mastery over writing conventions and language interfere with meaning some of the time (So I got up an we dance. and I had fun but I do not about her).
A way you could make things interesting is use your imagination. For example make a game out of cleaning. Instead of moping the floor turn it into a hockey game. The mop is the stick and you could imagine the other players you would use something for a puck and imagine the wall was the net and then play hockey and mop at the same time. Or instead of putting blocks away you could make a basketball game out of it. You can do anything with your imagination. Another thing is instead of cleaning up just make a big thingy and throw that in the box.

The writing is somewhat clear and focused on ways to use imagination to make a game of various cleaning chores. The idea of the hockey game is given some development (Instead of moping the floor turn it into a hockey game. The mop is the stick and you could imagine the other players you would use something for a puck and imagine the wall was the net and then play hockey and mop at the same time). Two additional examples are listed at the end, but are not developed. The language shows some control, but vocabulary remains basic.
This response is generally clear and tightly focused on examples of people using their imagination to solve problems. This main idea is briefly but evenly developed with several examples (A guy didn’t like his juice hot in the summer time. Boom! The popsicle was invented). There is a simple but clear organizational structure. The writer’s word choice and command of language supports meaning (Bam! Live savers were invented), and the purposeful repetition of sentence structures adds to the writing’s coherence. Lapses in writing conventions do not interfere with meaning.
The writing is generally clear and focused. Ideas are appropriately developed with a few relevant examples (Take a book for example. Now if you read it not very interesting. But if you imagine it as you read it makes it a lot more interesting). The response has a functional organizational structure and shows some command of language (If your studing snakes and your teacher keeps on taking, you can start to imagine the different kinds of snakes. You should used your imagination to make things more interesting. OK.)

MDE/MEAP RELEASED ITEMS
The way I would solve a problem is say I am sorry and wait till they say sorry too. If they do not say sorry, then wake away and get a conflict manager and the conflicted manager should have you and your friend together again. But if that same person does not want to be friend.

The conflicted manager should go get a teacher and the teacher should be able to solve it. But if she still refuse not listen to the teacher, she should say I am sorry but she does not want to be your friend. But some day you will be friends again. But if she refuse not ever listen to the teacher or you or the conflicted manager maybe you should find a nice that listen to the tech and
This response is generally focused on the portion of the prompt that refers to solving problems. Content is developed appropriately with coherent step-by-step instructions (If they do not say sorry, then wake away and get a coflik maniger and the cofleked maniger shoud have you and your friend together agen. But if that same person Dose not want to be friends The cofleked maniger shoud go get a techer and the techer shoud be abal to solve it. But if she still mouse not lisen…) that lead to the brief closing (And mabe someday you will be frend with that mean person becuas that mean person is nice. It worked with me). Although spelling errors are numerous, sentence structures are mostly controlled and there is some word choice that moves beyond the basic (coflick maniger, shoud be abal to solve it), demonstrating some command of language.
Imagination can come through at the dullest times. Let me tell you about how imagination made a hot problem into a cool solution. It all started on a hot day. I was outside with my friends and brothers. We sat on the wooden swing on my porch licking melting ice cream cones. "Let's do something," I suggested. D looked at me like she thought I was the best thing since ice cream. The three of us talked and argued until we decided to play in the sprinkler. Mom said we could put it under the tramp to make things more interesting. I got the sprinkler. D and my mom hooked up the sprinkler and dragged it out to the tramp. A turned on the sprinkler. All three of us got on the tramp, but the sprinkler
The writing is focused on a time when the writer used her imagination to make a dull day more interesting. Ideas are well developed with relevant details (It all started on a hot day. I was outside with my friend D and brother A. We sat on the wooden swing on my porch licking melting ice cream cones). After a strong introduction, the writer effectively moves the reader through the narrative (All three of us got on the tramp, but the sprinkler didn’t reach. We tried everything until I took the hose off of the sprinkler. “Water tag,” I yelled…), and there is a sense of wholeness. The writer’s precise word choice (made a hot problem into a cool solution, make things more interesting, dragged it out) demonstrates a command of language (D looked at me like she thought I was the best thing since ice cream).
When I watch the parade on TV, I use my imagination interesting and a little completed. I made it interesting by thinking when a person threw their stick, it will fall into a tuba, the tuba will blow out the stick and land inside a drummer hand, and will use it to make a loud sound. But it didn't do anything so the drummer got mad and threw it into the air and landed in a flute. When the person blew into the flute, it landed into some buddy's pop. The owner of the pop thought it was a straw and when he sucked on in he got sick and threw up everywhere! You might say it's gross but wait till you hear this. The stick landed in a head's mouth and the head sucked the stick and spit
Anchor Paper 13  
Score Point 5

This response is well focused on making a parade more interesting by imagining the path of a stick moving through the crowd. The ideas are well developed with relevant examples at each step along the stick’s path (The tuba will blow out the stick and land inside a drummer’s hand, and will use it to make a loud sound. But it didn’t do eneything so the drummer got mad and threw it into the air and landed in a flute. When the person blowed into the flute it landed into somebuddys pop. The owner of the pop thought it was a straw and when he sucked on in he got sick and threw up everywhere!). The writer demonstrates control over organization in clearly describing the rapid movement of the stick until the closing, when the stick returns to its owner (…and everything went back to normel except the sticks owner thinking why was the stick so dirty). The response demonstrates a command of language, including precise word choice (interesting and a little complated, threw up everywhere, you might say it’s gross, back to normel). Lapses in writing conventions are hardly noticeable.
I use my imagination because some day I might want to write a story about some funny things. Maybe I would write about once there was a girl who went to the wood to get some berries. She saw a silly-looking egg. She ran back home. She told her dad about the silly-looking egg. So they both ran back to the forest. Her dad told her to stay away from the egg. The next day she went to the forest to see if the egg was still there. Her dad was a little dragon. So she named him, Herb! She played with the dragon every day. She took care of it. Every day, he grew bigger and bigger. She loved that dragon, but one day he grew big enough to live on its own. She was so sad that he had to fly off to a
The writing is focused on using imagination to write a story (I use my imagination because some day I mite want to write a story about some funny things Maybe I would write about). Content, in the form of an imaginative story, is well developed with relevant details (The next day she went to the forste to see if the egg hachte and it did. There staed was a litte Dragon. So she named him herb!). Connections between ideas effectively move the reader through the text (Evry day he grew bigger and bigger. She Loved that dragon. But oned day he grew big enofe to live on its onw. She was so sad that he had to). Word choice is precise, and language is generally well controlled. Occasional lapses in writing conventions do not interfere with meaning.
The Kid Who Used His Imagination

Once there was a kid named C who loved baseball. He and his dad went to a baseball field everyday. When he went to sleep he had this one dream about him playing pro baseball for his favorite team the Detroit Tigers. C was the Detroit Tiger's shortstop. They were playing the St. Louis Cardinals the team that he hated. C was up at bat he hesitated a little bit because it was his first game. The first pitch he swung and missed for strike one. Then he hit a foul ball for strike two. Then a pitch came right down the middle C leaned back and pow he blasted the pitch to center field. He hit his first home run of the season. The rest of the team in the
In this compelling response, the writing is exceptionally clear and focused. The ideas are thoroughly developed with relevant details (C was the Detroit Tiger’s shortstop. They were playing the St. Louis Cardinals the team that he hated. C was up at bat he hesitated a little bit because it was his first game). The writer’s control is evident in the effective use of words and phrases that connect ideas naturally through the text (the first pitch, then he hit, all of a sudden) and in bringing the story to an effective close with a ringing alarm clock. The language is precise and contributes to the clarity and development of ideas (hesitated a little bit, he swung and mist for strike one, pitch came right down the middle, jumped up and cheered). The writing demonstrates a control of conventions that contributes to its effect.
It was a cool winter morning when K ran downstairs from her bedroom and sat at the kitchen table. "Slow down sweet heart I wouldn't want you to have a heart attack," said K's mother. "I'm sorry, I'm just so excited about making a float for the parade," K said. K ran to the cabinets looking for cereal she grabbed Coco Puffs. Then she got a bowl and some milk. She quickly chugged down her Coco Puffs. K ran threw the front door and pulled out her mountain bike, then she took off. She scrambled down the street and ended up at her school. She ran in and saw her friends J and L sitting on some stools. They both looked so bummed out when K was the happiest she'd ever been. "What's wrong guys, this is supposed to be fun?"
K said confused. "We don't have any good props to make our float." said L ready to cry. There stood ten big roles of string, some cotton, sparkles, Palit, card board boxes, and some sheets of paper. "Well this really is depressing. But I'm sure if we use our imagination we can think of something," said K. They all thought for the longest of time but still nothing. "Am I in heaven yet?" said J. "That's it," said K "We can do a big float with clouds and angels just like heaven." K said smiling. "Yahoo!" they all screamed. They got hard to work! They cut things apart and glued things together. The next day it was the parade their float was first. J, L, and K were apples, clouds were behind them and sparkles fell down they were proudly.
The writing is exceptionally clear, developed and focused (“Slow down sweet heart I wouldn’t want you to have a heart attack,” said K’s mother. “I’m sorry, I’m just so excited about making a float for the parade!” K said). The writer’s control over organization is evident in this opening, which sets the scene, introducing K and her enthusiasm for the parade float. Ideas are developed with relevant details and dialog, creating connections that move the reader smoothly and naturally through the text (K ran threw the front door and pulled out her mountain bike, then she took off. She scrambled down the street and ended up at her school). The writer shows a mature command of language in the use of dialog and precise word choice (grabbed, quickly chugged down her Coco Puffs, confused, ready to cry, K said smiling), that results in a compelling piece of writing. Although minor errors are present, the mastery of writing conventions contributes to the effect of the response.