Question 3

The score should reflect the essay’s quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into a holistic evaluation of an essay’s overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

8 – Effective

Essays earning a score of 8 effectively explain what the writer means by creativity and argue for or against the creation of a class in creativity. The evidence and explanations used are appropriate and convincing, and the argument* is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide a more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate

Essays earning a score of 6 adequately explain what the writer means by creativity and argue for or against the creation of a class in creativity. The evidence or explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 explain what the writer means by creativity and argue for or against the creation of a class in creativity. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer’s ideas.

4 – Inadequate

Essays earning a score of 4 inadequately explain what the writer means by creativity and argue for or against the creation of a class in creativity. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the writer’s ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in explaining what the writer means by creativity and arguing for or against the creation of a class in creativity. The essays may show less maturity in control of writing.
Question 3 (continued)

2 – Little Success

Essays earning a score of 2 demonstrate little success in explaining what the writer means by creativity and arguing for or against the creation of a class in creativity. These essays may demonstrate misunderstanding of the prompt, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning
Creative thinking is central to today's idea-driven economy and technological advancement in the face of pressing national and international issues. Our society demands the need for creativity and novelty, making it essential that young people are made aware of the concept and introduced to its appropriate application from a young age. It is important to integrate the idea of creativity into school classrooms and teach the value of being able to develop novel ideas, apply, and adapt them but the creation of a class in creativity would not meet the purposes for which it was established. Instead, the value of creative thinking should be implemented into classes themselves.

One of the most important steps to take in solving the problem associated with the decline in the public's creativity quotient is to help students understand what exactly it means to be creative and engage in creative thinking. In my opinion, creativity is the process of being able to develop novel or original ideas, be able to apply them, and then learn how to effectively adapt them to different circumstances. Creativity should be taught as being a fluid process, one that seamlessly integrates into such a wide range of applications, not as one that is a separate process altogether. The power of creativity lies in its applicability and it is the School Board's responsibility to ensure that it is this fact that is emphasized in schools.

Although the solution of creating a class in creativity seems like a good one from a superficial standpoint, further analysis of the consequences and purposes of such a class reveals that this is not
the case. Teaching creative thinking as a separate class devalues the overarching need to teach the versatility and value of creativity in different applications. A separate class would appear to teach the students that creative thinking is a separate and distinct entity that cannot be fixed with the traditional school curriculum. So another class had to be created for the purpose of teaching them about the benefits of creativity. In my middle school, I took an elective entitled "Creative Thinking," a class that was supposedly meant to increase our knowledge of the creative process through various projects and exercises. However, the problem was that this creative process was not referenced and reinforced in my other classes, making it difficult for me to make the connection of how creativity could be applied to the more traditional subjects.

Instead of teaching creative thinking as a separate class, the School Board should take immediate measures to ensure that the creative process is heightened and focused on in traditional classes. Many classes now focus on rote learning or busy work, something that makes it hard for students to see past and uncover the power their creativity can have on a particular field of study. Integrating creativity into the curriculum, while it would certainly require more steps to be taken and more effort to be exerted, would be much more valuable than a creative thinking class because of the inherent connection it would provide between creativity and problem solving, and emphasize the importance of the application of creative ideas.
With the "Creativity Crisis" deepening and creativity becoming ever more imperative to global progress and human development, creative thinking needs to garner new importance in the school system. But because creativity is so dependent upon the ability to adapt solutions to problems in different circumstances, the creation of a class in creativity would not accomplish the goals and meet the purposes for which it was formed because of the distinction between creative thinking and the other subjects it would create. A more viable solution that would potentially provide better results would be to integrate the teaching of the creative process into all subjects, helping students easily see the power of creativity and the fluidity of its applicability.
Question 3.

What is it that makes a world power? Is it the money? The political parties? The equality of the nations? People? To all of the above, yes. However, to summarize it, what makes a world power emerge is the ability to go ahead and be able to give the unexpected. The recent drought in the creativity of our nation’s children can be significantly important. This decrease of the public’s creativity quotient is seen as more than crucial in our nation’s future.

Sometimes creativity is thought of as only the art of painting, drawing, and artistically creating things. However, this is not the case. Who’s to say that our nation would have survived the World War one or two without the brilliant minds of our army generals? We rely solely on our mental capacities to give us an immense amount of options in overcoming a problem while generalities are looked down upon.

To also take into account what of the creative minds that help create the things we honor to this very day? The Lincoln memorial, the Vietnam veterans memorial, the Washington monument are all things that took thought and imagination to be built in a non-political way. These
Monuments and memorials are things seen of great importance and respected accomplishments in our country. What will we have if we lack the ability to not only appreciate, but also add to these accomplishments?

Our entire nation's history's core is creativity. From the ability to assimilate other cultures to an idealistic one, to the civil rights movements in the early 1900's. Our nation does not grow for better yet improve without the ability to create new ways, art forms, technological advancements or cultural advancements.

It is for our nation's greater good to create a class for the sake of creativity. The setting a class could only be beneficial to children and our future. If we do not save the children of our country now, they will not be able to save us in the future. Our country relies on creative minds to continue our place as a world power, and to only get ahead rather than taking steps backwards.
Creativity can be identified as many things. Creativity starts from what you think and how you express yourself. Just like in the text, creativity can create solutions to many situations. Some people are born with creativity and others are not. I feel like creativity can be created if you just think deep and outside the box. The creation of a class in creativity has its pros and cons. Having a creativity class will definitely challenge many students when it comes to think. This will force students to think deep and more critically. It all depends on what extent or level you want to take creativity to.