Play

Play is part of childhood development. Through play, children can learn important social skills, such as cooperation and negotiation, while also honing their ability to solve problems and think creatively. Children’s play generally takes one of two forms: structured play, which consists of activities that have rules and objectives—for example, sports, board games, and puzzles—and unstructured play, which consists of free-form or self-directed activities, such as coloring or making up a game. Both types of play can be valuable, but which is most beneficial for children? What are the benefits and limitations of structured play and of unstructured play? Given the importance of play in childhood development, it is worth examining the advantages and drawbacks of these two types of play.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about structured and unstructured play.

<table>
<thead>
<tr>
<th>Perspective One</th>
<th>Perspective Two</th>
<th>Perspective Three</th>
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<tbody>
<tr>
<td>As with all areas of their lives, children benefit from guidance and structure in their play. Without a clear objective, children, especially when they play together, waste their time rather than making play meaningful.</td>
<td>Rules and objectives restrict imagination and turn play into work. For play to be truly meaningful, it must be free and fun.</td>
<td>Whether they prefer structured or unstructured play, children should be trusted to decide how best to use their playtime. How will they learn to think for themselves if adults are organizing and guiding their every move?</td>
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</tbody>
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Essay Task

Write a unified, coherent essay about structured and unstructured play. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.
Structured and unstructured play help children in different ways. One gives them order to get to a certain goal while another helps a child's mind to expand their creativity and increases the senses to think for themselves instead of relying on others to make decisions for them. Structured activities require rules and objectives which bore young minds. Thought structure helps keep order and people function properly if grouped together. Unstructured play helps to be creative and independent, to which everyone becomes their person.

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Idea and Analysis
True Score 1
The writer fails to develop an argument that responds intelligibly to the task. While there are attempts to restate some ideas from the prompt, analysis is unclear; unclear language use contributes to this (Unstructure play help to be creative and independent, to which everyone becomes their own person).

Development and Support
True Score 1
Ideas lack development and claims lack support. Reasoning and illustration are unclear (Thought structure helps keep order and people function properly if grouped together).

Organization
True Score 1
The response does not exhibit an organizational structure. There is little grouping of ideas. A single attempt to use a transitional device is unclear (. . . help children in different. One giving them order . . . . while another . . . ), in part due to language error.

Language Use
True Score 2
The use of language is inconsistent and often unclear, but a weak ability to convey meaning is demonstrated when the writer uses language beyond what is provided in the prompt (instead of relying on others to make desisons for them . . . . Structured activities require rules and objective which bore young minds). Word choice is frequently imprecise (increases the senses; grouped together; to which everyone becomes their own person). Sentence structures are sometimes unclear. Stylistic choices are inconsistent. Distracting errors are present, including spelling errors (creatain goal), problems with plural formation, and dropped words (help children in different), and they sometimes impede understanding.
What are structured and unstructured play? Structured play is where you play a game with official rules that can't be changed. Unstructured play are activities that don't have rules, usually an open-minded activity. Which is better? A structured activity is better because it has rules that can't be messed with and it's equal to everyone. It shows children discipline of what and what not to do in a activity.

Kids sometimes have a problem deciding from right and wrong. If they get involved in a structured activity, they can help learn what your supposed to do and not by rules. As you start to learn to follow rules in a game, you will start to rules in life in general such as laws to prevent you from getting in trouble.

Unstructured Activity helps with creativity but if kids believe they can do whatever they want, such as break a law then they are in a bad position. They wouldn't have learned from right to wrong.
Anchor Paper 2
Score Point 2222

Ideas and Analysis
True Score 2

The writer generates an argument that weakly responds to multiple perspectives on the issue of structured versus unstructured play. The argument’s thesis – that structured activity is better than unstructured activity – reflects little clarity in thought and purpose, in part due to inadequate development that results in incomplete analysis.

Development and Support
True Score 2

Development of ideas and support for claims are weak and occasionally confused. While not entirely illogical, reasoning and illustration are inadequate and fail to fully clarify the argument, in part due to brevity (Unstructured Activity helps with creativity, but if kids believe they can do whatever they want such as break a law, then they are in a bad position. They wouldn’t have learned from right to wrong).

Organization
True Score 2

The writer attempts more than a rudimentary organizational structure, but the overall shape of the response fails to cohere. Inadequate development and lack of a conclusion contribute to this failure. However, there is some grouping of ideas and a few transitions successfully connect ideas (If they get involved a structured activity, they can help learn what your supposed to do and not by rules. As you start to learn to follow rules in a game, you will start to rules in life in general such as laws to present you from getting in trouble).

Language Use
True Score 2

The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise (it has rules that can’t be messed with), though there is some clarity of sentence structure (If they get involved a structured activity, they can help learn what your supposed to do and not by rules). Stylistic choices are difficult to discern, and errors are frequently distracting.
I think both types of playing are beneficial for children. Both structured play and unstructured play have their advantages and disadvantages. The benefits of structured play is that a child has an opportunity to travel, make new friends, compete, and explore. The disadvantages of structured play is that not every parent can make it to your event each time. Another disadvantage is sometimes you have to be away from home. My perspective on structured play is that not everything in life are free, but if you passionate about something and willing or like to try new things, then you should go for it.

Another beneficial play for a child is unstructured play. Not
everyone can afford to pay for things their child likes. I think unstructured play is beneficial to many children, because it helps them learn that they don't need all the luxury things in life. An advantage is they can save money, which can help them when they get older. Also, it teaches them to appreciate the free things in life. An disadvantage is you're not able to have what others can afford. Another thing is sometimes you're not able to play certain games. Many can learn to appreciate more by accepting that they are unable to afford everything they like or want.
Anchor Paper 3
Score Point 2223

**Ideas and Analysis**
*True Score 2*

The writer responds weakly to multiple perspectives on the given issue. The writer takes up the prompt’s mention of sports, and the subsequent argument focuses on play one has to pay for versus play that is free rather than structured play versus unstructured play. As a result the thesis—“both structured and unstructured play have their advantages”—is argued in a way that reflects little clarity in thought or purpose. Given the writer’s misapprehension of the central issue, attempts at analysis are largely irrelevant (...not everything in life is free, but if your passionate about something and willing or like to try new things, then you should go for it).

**Development and Support**
*True Score 2*

Development of ideas and support for claims are weak. Reasoning and illustration perpetuate the confusion the writer has about the central issue, and thus fail to fully clarify the argument. (...not every parent can make it to your event each time...; ...they can save money, which can help them when they get older).

**Organization**
*True Score 2*

The response exhibits a rudimentary organizational structure. The writer groups ideas by paragraphs but overall the response does not cohere. Transitions between and within paragraphs are present but misleading (My perspective on structured play is...) as they do little to clarify relationships among ideas.

**Language Use**
*True Score 3*

The use of language is basic and only somewhat clear. Word choice is mostly general (others, sometimes, many). Sentences are clear but show only a little variety in type and structure. Voice and tone are somewhat appropriate for the rhetorical purpose. Errors in grammar, usage (your not able), and mechanics are distracting, but generally do not impede understanding.
Playtime is the most important part of the day for kids. That's all they look forward to throughout their day, and they get angry and upset when they're told no. The two different types of play, which are called structured and unstructured. Structured is when there are rules and objectives, and unstructured is when you can just use your imagination. There are many different ways to look at these two types of play.

Structured play has guidance and a meaning to what they're doing. This type of play gives children a clear knowing of what they have to accomplish throughout the game. The rules set the guidelines and they have one goal during the whole game. Structured play helps children become obedient when they need to follow other rules. If they just get to do what they want all the time then it might be hard for them to follow other rules in the
future.

Unstructured play is very helpful with kids' imaginations. It lets them know that doing what they want is okay sometimes. Following the rules all the time isn't the best thing for them. They need to know that they can be independent, and it teaches them how to do things on their own. If they never learn how to do things on their own then they would be helpless their whole life. They would also think that someone would always do everything for them and that's not good. Making up their own games is okay, too.

Kids need to know that they can be independent and make their own decisions sometimes. They want the satisfaction of knowing that they can do something on their own. Parents need to balance out their structured and unstructured play. They want to be independent, so sometimes they can even choose which one they want to do. Both types of play is good for their minds and helping them learn.

Structured and unstructured play are both important for a child's intellectual ability. They like doing things on their own...
they also need rules and guidelines
sometimes, too. They are human-beings
too so why not let them do what they
want to do sometimes? It gives them con-
fidence.
Ideas and Analysis
True Score 3

The writer generates an argument that responds to multiple perspectives on the issue. The thesis – that structured and unstructured play are both important for a child’s intellectual ability – reflects some clarity in thought and purpose. The writer establishes a context (Playtime is the most important part of the day for kids. That’s all they look forward to throughout their day, and they get angry and upset when they’re told no. The two different types of play...); however, this context remains limited as it circumvents tensions of the larger issue. Analysis as a result remains simplistic.

Development and Support
True Score 3

Development of ideas is mostly relevant but is overly general and simplistic. Reasoning largely clarifies the argument, though brevity and vague language leads to imprecision (Structured play helps children become obedient when they need to follow other rules. If they just get to do what they want all the time then it might be hard for them to follow other rules in the future).

Organization
True Score 3

The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped into body paragraphs based on perspectives, and an introductory and concluding paragraph. Transitions sometimes clarify the relationship among ideas (They would also).

Language Use
True Score 3

The use of language is basic and only somewhat clear. Word choice is general, imprecise (Structure play has guidance and a meaning to what they’re doing. This type of play gives children a clear knowing...), and occasionally repetitious (They need; They would also; They want; Parents need; They want). Sentence structures are usually clear but show little variety. Stylistic choices are mostly appropriate, but hindered at times by imprecision and repetition. Errors generally do not impede understanding.
Playtime is an important part of any child's life, they can use it to develop many social skills that will help them in the future. Some people say that children only gain benefits from structure and rules in their games, but they fail to consider how factors such as freedom and creativity can give children more beneficial skills such as leadership and problem solving.

People also say that rules and objectives make playtime less meaningful and free. This may be the case in some games, but rules can work to give children discipline and teamworking skills. It is not always the best thing to let children be free, because they could be missing out on skills that will be very valuable in the future.

Regardless of whether structured or free play is better for children, they need to be free to decide what they want and to think for themselves without pressure or force. If someone guides a child's every move, they may become uninterested and disengaged, leaving them with less developed skills and motivation in their adult lives. Children need to choose based on their interests what kinds of games they want to play, without someone forcing them to.

A sense of freedom will make playtime much more beneficial to children by letting them develop skills at their own pace that will provide future benefits. Through freedom, children...
Could develop a sense of maturity, helping develop leadership and making playtime more fun overall. However, children desire to spend their free time, it will provide more benefits than force will ever give to turn.
Ideas and Analysis
True Score 3

The writer generates an argument that responds to multiple perspectives on types of play in childhood. The argument presents a thesis supporting Perspective Three that reflects some clarity in thought and purpose (A sense of freedom will make playtime much more beneficial to children...). The writer defines structured and unstructured play to establish a limited context for analysis. Although never unclear, analysis does not employ this context and remains simplistic (Regardless of whether structured or free play is better for children, they need to be free to decide what they want and to think for themselves without pressure or force).

Development and Support
True Score 3

The writer provides support for her ideas of "freedom" and "fun" that is mostly relevant, though simplistic because specific qualifications and complications are not used to extend ideas (This may be the case in some games, but rules can work to give children discipline and teamwork skills). While somewhat imprecise, reasoning and illustration largely clarify the argument (Through freedom, children could develop a sense of maturity, helping develop leadership and making playtime more fun).

Organization
True Score 3

The response exhibits a basic organizational structure, with introductory and concluding paragraphs that aid coherence. Most ideas are logically grouped, although the ideas within two brief body paragraphs are not sequenced. Transitions within (This may be...; If someone guides...) and between (People also say that...; A sense of freedom will...) paragraphs sometimes clarify relationships among ideas.

Language Use
True Score 4

The use of language conveys the argument with clarity. Some precise word choice (disengaged, motivation, maturity, leadership) helps the writer demonstrate adequate skill in writing an argumentative essay. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including the writer’s tone, are appropriate for the rhetorical purpose. While errors in mechanics (displine, benifits) and usage are present, they rarely impede understanding.
Play is a big part of everyone's childhood. It allows our brains to roam free and imagination to go wild. There are two types of play, however, one being structured and the other unstructured. So, do we let our children run wild or structure their playtime so it has more organization? This is what I will be addressing in the following few paragraphs.

Some parents believe that structured play is the best way for children to develop. Setting boundaries, guiding them through playtime, and even monitoring them to make sure they are playing by the rules falls under this concept of structured play. Some believe when their children are not told how to organize their play, they waste their time rather than making play meaningful. They think that children need to have that sense of structure so it follows with them for the rest of their lives. They also believe they need structure to obtain goals instead of wasting time accomplishing nothing.

Although many say structured play is the best way for our children to play, many others believe in the idea of the unstructured free-time play in which children use their play...
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as a time of free spirit and fun. Anti-structured play parents believe that the structure of our kids' games restricts their imagination and turn what kids knew as a fun time, into something that feels more like work. This type of play, they believe, has a negative impact on them going forward in life.

I believe, however, that both of the structured and unstructured play is important to a child. I think they should be trusted to decide how best to use their playtime. If parents tell the children what to do all the time while they are playing they will never learn to do things on their own and develop a strong foundation. The relationship between my perspective and the others is that there should be a little of both and not be so one-sided on this topic. Having too much structure can cause the child to hate playtime and too little structure can cause them to play without accomplishing anything. I see both sides on this topic so choosing both creates the greatest possible outcome.

Structured and unstructured play is widely debated about and in my opinion it is just whatever you prefer. I believe they both have strong upside to them however you look at them. If you ask me, taking the benefits from both and meshing them together is the best thing you can do. As many can tell my perspective is with both of the cases wholly. I encourage everyone to try both and see which best effects your child and proceed with that and I'm assured anyone who does

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this will have the greatest possible outcome from it.
Ideas and Analysis
True Score 4

The writer generates an argument that engages with multiple perspectives on the issue. The thesis – that children should experience both structured and unstructured play – reflects clarity in thought and purpose. The argument establishes a relevant context for analysis (Play is a big part of everyone’s childhood. It allows our brains to roam free and imaginations to go wild. . . . So, do we let our children run wild or structure their playtime so it has more organization?). This context is employed to analyze tensions (Having too much structure can cause the child to hate playtime and to little structure can cause them to play without accomplishing anything), as well as underlying values (accomplishment, time-management, imagination, freedom) and assumptions (They think that children need to have that sense of structure so it follows them for the rest of their lives; This type of play, they believe, has a negative impact on them going forward in life).

Development and Support
True Score 3

Ideas provided in this essay reach adequacy, but they are not developed and supported with the same degree of skill. Support is mostly relevant but remains general and does not extend into qualifications and complications that could develop the adequate analysis. While much of the response consists of interpretations of the prompt’s perspectives, the writer is able to provide reasoning that largely clarifies the argument (If parents tell the children what to do all the time while they are playing they will never have to do things on their own and develop a strong foundation).

Organization
True Score 4

The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling purpose: to explore the question presented in the introduction (So, do we let our children run wild or structure their playtime so it has more organization?). Ideas are logically grouped and sequencing is evident, as the writer uses the body of the essay to engage with Perspectives 1 & 2, before leading to the full expression of the thesis. Transitions between and within paragraphs clarify relationships among ideas (Although many say structured...; This type of play; I believe, however, that...).

Language Use
True Score 4

The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise (falls under this concept; develop a strong foundation). Sentence structures are clear and demonstrate some variety. Stylistic choices are appropriate for the rhetorical purpose, as the student balances personal judgement with the task of presenting differing viewpoints. Errors are present, but do not impede understanding.
Play is a topic that has many different views and perspectives. Children’s play is where they develop their social skills and develop their way of thinking. Children benefit from play in different ways and also have different ideas of what play is to them. It’s important for children to have guidance as they develop, but it’s also key for them to have creativity and be able to exercise it.

One perspective is how structure should be applied to children and how there need to be boundaries on what they can or cannot do. Some children do benefit from this way because they understand their limitations and what is expected of them. This helps them better recognize what they are learning from their interactions and knowing what actions would lessen their development. However, other kids benefit from having more freedom and able to use their imagination without restrictions.

When kids hear the word rules, sometimes they automatically think about school and work. Some kids may not enjoy play if they know they are being restricted. Kids like and accept the idea of having some freedom, which could

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Some kids grow more in their development.

In contrast to both of those perspectives, it is thought to be better if kids have complete freedom to be trusted in them making the best decisions for themselves. If they have this freedom they will make their own choices and realize the burden that comes with responsibility. The most beneficial way of play is having the kids being able to make their own choices. How else would they fully grasp the concept of right from wrong. If children make a mistake and understand the result of their bad choice, they will know of how that will not benefit them. It is very important they know what will and will not advance them in their development of their skills.

This perspective relates to having guidance because once the kids figure out and understand right from wrong, they have developed a sense of guidance. Also, they are able to use creativity and imagination by using their thought processes in the type of play they are participating in. Kids learning first hand what they did right can show them how responsibility is not bad and how it can guide them to be the best. Understanding a mistake is key for kids because they better understand how to think completely before making a choice. Freedom and trust show kids how they too can be mature enough to handle themselves and reach their full potential. It’s important to make clear to kids that all play

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does not have to have restrictions and rules because by their own freedoms they come to know their own limits.
Ideas and Analysis
True Score 4

The writer generates an argument that engages with multiple perspectives on how types of play affect children. The argument’s thesis—that It’s important for children to have guidance has they develop, but its also key for them to have creativity and be able to exercise it —reflects clarity in thought and purpose. The argument establishes and employs a relevant context that focuses analysis on the tensions between Perspective One and the other two Prompt Perspectives. The analysis recognizes implications (It they have this freedom they will make their own choices and realize the burden that comes with responsibility) and underlying values (Freedom and trust show kids how they too can be mature enough to handle themselves and reach their full potential).

Development and Support
True Score 4

Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning (Kids learning first hand what they did right can show them how responsibility is not bad and how it can guide them to be the best) and illustration adequately convey the significance of the argument that children learn from play when they are given freedom to choose. Qualifications (However, other kids benefit from having more freedom and able to use their imaginations without restrictions) and complications of this argument extend ideas and analysis.

Organization
True Score 4

The response exhibits a clear organizational strategy. The overall shape of the response reflects the emergent controlling idea that children must have freedom in order to benefit from play. Logical sequencing is evident, particularly in the second and last paragraphs. Transitions between (In contrast to both of those perspective...; This perspective relates to...) and within (...because they understand...; Also, they are able to...) paragraphs help to clarify relationships among ideas.

Language Use
True Score 4

The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise (boundaries, applied, automatically), and sentence structures are clear and demonstrate some variety. Stylistic devices, including voice and tone are adequate for the rhetorical purpose. While errors in grammar usage, (they know they are being restricted) and mechanics (lesson their development) are present, they rarely impede understanding.
Growing up as a child, the most memorable games that
have yet to escape my mind are the ones spent creating
scenarios. Yes, I can recall games in p.e. where everyone
ran playing something similar to tag, but it does not compare
to the time spent in my yard where I was the Indian,
triumphantly beating the cowboys. While children may not
be gaining a constant flow of encyclopedia knowledge, children
develop a larger imagination and their own understanding
and interests of life around them.

"Rules and objectives restrict imagination and turn play
into work," perspective two hits the target. Children who
are always forced to play based on structured guidelines,
ever receive the opportunity to dive into their own minds.
In fact, those children lack the ability of playful fun.

"Without a clear objective, children, especially when they
play, waste their time rather than making play meaningful,"
states perspective one. In order for something to be "meaning-
ful," it does not mean there has to be a constant flow
of knowledge. Children playing on their own accord leads
to a healthy circling of ideas—their imagination runs
wild; their minds expand and become filled to the...
brim. A pile of grass becomes ingredients for a soup, a stick transforms into a magic wand, a puddle of mud is really sinking sand. These children let their minds thinking. According to the book *Think Like a Freak*, many adults hardly think anymore—truly, think, not just a blimp of thoughts. By not allowing children to have unstructured play, adults are sucking away their imagination and making them grow up too early.

By playing the several scenarios of my Indian tribe tramping the cowboys, I could not help but to become curious of Indians. Unstructured play gives a child his or her own ability to develop thoughts and interests. "How will they learn to think for themselves if adults are organizing and guiding their every move?" Perspective three asks a valid question with a simple answer—they won't. If children are always put in a box, they will never know how to think outside the box. By teaching them how to have fun and how to be or how to believe, as they grow older, these kids will look for authority for answers; they will lack the knowledge to develop their own thoughts.

Children need unstructured play. Without it, they become dependent robots. Society strives on the ability for each generation to generate their own ideas. If children are never given the chance to expand on
WRITING TEST

Their own imagination, ideas, or curiosities, society will become a drought, lacking a rainfall of opinions to further grow and develop.
Ideas and Analysis
True Score 5

The writer generates an argument that productively engages with multiple perspectives on the issue. The thesis—that through unstructured play, children develop their imaginations, curiosity, understanding, and interests, all of which are essential to growth—reflects precision in thought and purpose. The argument establishes and employs a thoughtful context that focuses analysis on the importance of imaginative play for both children's and societal development. The analysis addresses complexities (While children may not be gaining a constant flow of encyclopedia knowledge, children develop a larger imagination . . . ), psychological implications (If children are always put in a box, they will never know how to think outside . . . as they grow older, these kids will look for authority for answers; they will lack the knowledge to develop their own thoughts), and underlying assumptions (e.g. the assumption of Perspective One that unstructured play is not "meaningful").

Development and Support
True Score 4

Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument (Children playing on their own accord leads to a healthy circling of ideas--their imagination runs wild; their minds expand and become filled to the brim. A pile of grass becomes ingredients for a soup, a stick transforms into a magic wand . . . . These children let their minds think). Qualifications and complications extend ideas (According to the book Think Like a Freak, many adults hardly think anymore--truly think), but fall short of enriching analysis.

Organization
True Score 5

The response exhibits a productive organizational strategy. It is mostly unified by the controlling purpose of arguing in favor of unstructured play. A logical sequencing of ideas contributes to the effectiveness of the argument, as the writer first refutes Perspective One's claims about the lack of meaning in unstructured play, and from there develops her argument for its importance, leading to a conclusion that addresses implications at the societal level. Transitions between and within paragraphs consistently clarify relationships among ideas.

Language Use
True Score 5

The use of language works in service of the argument. Word choice is precise (memorable; gaining a constant flow of encyclopedia knowledge; a stick transforms into a magic wand; authority; dependent robots; generate their own ideas). Sentence structures are clear and varied often. A tone of authority, enriched by anecdotes from the writer's childhood, is purposeful and productive. While minor errors are present, they do not impede understanding.
Children learn most valuable skills while playing in their early childhood. Through games at preschool and at home, children acquire important social skills, problem-solving abilities, and creative thinking skills. However, parents and professionals have debated for decades over the most effective variety of games to enhance these skills. Three separate interpretations analyze and comment on this highly controversial topic.

The first perspective states that children must have a structured form of play containing rules and objectives, because any form of unstructured play is a waste of time. This argument is not persuasive because it fails to consider the possible benefits of free-form activities. I do not agree with this viewpoint. I believe that my experiences making up games on the playground in elementary school helped nurture creativity and a healthy curiosity that have helped me excel as a student in high school. Without these skills, I would not be as artistically adept or as socially aware. Creating new games also allows children to cooperate and share ideas to form a new concept, and this is a valuable skill to transfer to a workplace once they become graduates. I do not agree with the argument that free play is fruitless, and the first perspective does not form an effective argument.

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The second viewpoint insists that play is only meaningful and
impalpable if it is free and fun. This perspective does not seem to
be persuasive because it fails to consider possible advantages of
structured play. Games with rules and goals allow children to
develop problem-solving skills that can be useful in future
careers in engineering or positions of leadership. I do not agree with
this statement. I have experienced the benefit of structured activities
while learning to play an instrument. Although it may not be
considered a game, acquiring this skill required that I follow
specific rules and achieve objectives, but I had fun while accomplishing
this feat. Additionally, I gained cognitive skills that have lasting
benefits, allowed me to find solutions quickly and allowed me to
think in new and innovative ways. I do not support the notion that
structured play does not have merit.

The third viewpoint suggests that both types of play yield
positive results but the actual action of choosing which game to
play should be the responsibility of the child. This argument is
persuasive because it addresses both viewpoints and follows with a unique
position that follows a logical path. I agree with this statement.

By allowing children to decide their own path, they will not only
develop skills of both varieties of games, but they will also gain
insight on decision making and the ability to be responsible for
their own actions. For example, while babysitting, I allow the
children to decide whether to play a structured game like soccer
or to play a more free-formed way, like coloring or sculpting
with modeling clay. Because I have allowed them to make their own
choices, the boys developed skills in both areas and have learned

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Which activities they personally enjoy most. This feeling of self discovery is unique to a situation in which they can decide their own path. I agree with the idea that children should be allowed to decide which type of game to play.

Although each perspective started a valid opinion, only one viewpoint held merit and professed a thoroughly persuasive argument: parents should allow children to choose individually which activities to test. This experience fosters creativity, cooperation, individuality, and self-expression while also developing important cognitive ability and problem-solving skills. Both structured and unstructured play produce healthy results in the minds of children, but the combination of both and the child’s ability to recognize the importance of both are truly effective.
Ideas and Analysis
True Score 5

The writer generates an argument in agreement with Perspective Three that productively engages with multiple perspectives on the given issue. The thesis, that allowing children to choose which form of play to pursue encourages self-determination along with the multiple forms of growth fostered by both types, reflects precision in thought and purpose. The argument establishes and employs a thoughtful context that explores the value of both forms of play in child development, as well as the value in allowing kids to choose between them. The analysis addresses implications (e.g. ways in which the different forms of play develop later life and workplace skills) and underlying values (creativity, responsibility, self-determination).

Development and Support
True Score 5

Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument (my experiences making up games on the playground . . . helped nurture creativity and a healthy curiosity that have helped me excel as a student in high school. Without these skills I would not be as artistically adept or as socially aware. Creating new games also allows children to cooperate and share ideas to form a new concept, and this is a valuable skill to transfer to a workplace once the children graduate). Qualifications and complications enrich ideas and analysis (Both structured and unstructured play produce healthy results on the minds of children, but the combination of both and the child’s ability to recognize the importance of both are truly effective).

Organization
True Score 5

The response exhibits a productive organizational strategy. It is mostly unified by the controlling purpose of evaluating the three perspectives in terms of their validity and merit. A logical sequencing of ideas contributes to the effectiveness of the argument as the writer first identifies and explains the shortcomings of Perspectives One and Two, leading logically to the writer's endorsement of Perspective Three as the most persuasive. Transitions within and between paragraphs consistently clarify relationships among ideas (Three separate interpretations . . . ; The first perspective states . . . ; This argument is not persuasive . . . ; Without these skills . . . ; The second view insists . . . ; Although it may not be . . . ; Additionally, I gained . . . ; The final viewpoint suggests that both types . . . ; For example . . . ; Although each perspective stated . . .).

Language Use
True Score 5

The use of language works in service of the argument. Word choice is precise (enhance; free-form; nurture; artistically adept; socially aware; fruitless; innovative; cognitive ability). Sentence structures are clear and varied often. A reasoned, thoughtful tone is purposeful and productive for the writer's methodical and thorough approach. Minor errors are few, and do not impede understanding.
Child's play is more critical than it may seem in the development of an individual. Although games may seem frivolous, they offer varied life skills which are foundational to life in the modern society. There are two broad categories which make up the basis for these activities—structured and unstructured play. Both teach different life skills, and are thus both necessary to form a "well-rounded" child.

Some people believe that guided play is the most pivotal of the two; it gives children a goal which they can work to achieve. This constructive objective allows children to focus on what they're doing and strive to achieve the end goal. This is crucial further down the road in life. In school, students are given complex assignments that they're expected to complete in a specific way. One must know how to break down the assignment into a series of attainable
goals, then how to collaborate them to construct a cohesive project. This is similar to a child assembling a puzzle while in structured play. The picture is sorted into groups, then is put together properly and with rational thought into a final project. Thus, from structured play, kids learn how to break down a task into manageable parts and end up with a logical final product. Of course, this effort can be arduous, and hence requiring perseverance and focus—two more valuable life skills taught by structured play.

On the other hand, too much structure in a child's life can reduce his/her own creativity. Always having a clear end goal can stifle a budding youth's imagination. Later on in life, that could result in a tendency to merely follow orders (rather than thinking for oneself). If a child is told exactly what to do during every waking moment of his/her day, he/she will be less likely to be good at making decisions later on in life as well. Without a strong basis of reasonable thought and decisions, it's harder to expand to improve in this region.
At life later. Free play is also essential for another reason— it promotes having fun doing what one loves. It allows kids to decipher what their hobbies, interests, and talents are. Without this time to explore, the child may have a harder time deciding what sport to play in high school, or what career path to navigate after college. Kids need to have their own version of “fun,” as everyone has a varying definition to the derivation of this simplistic term. Imperative it is that children find out early on what they like, so they can work on this niche to improve and can succeed at their end goal. If a child is extolled for talent on the jungle gym climbing bars, they can start gymnastics and may have a better chance of being an Olympian, since he/she discovered the talent early and worked to improve it.

Overall, both structured and unstructured play are pivotal to a youth's childhood. Unstructured play allows for blooming creativity, positive decision making, and an opportunity to decipher one's talents. Structured
Play is equally important. It gives kids problem-solving skills, along with perseverance and focus. Thus, children should play both methodologies; who ever thought child's play could be so complicated?
Idea and Analysis
True Score 6

The writer generates an argument that critically engages with multiple perspectives on the issue of structured versus unstructured play. The argument establishes and employs an insightful context that focuses analysis on the critical role of play in teaching children skills that make up the foundation of society. The argument’s thesis—that structured and unstructured play both teach skills necessary to form a “well-rounded” child—reflects nuance and precision in thought and purpose. Analysis examines complexities, tensions, underlying values (goal setting; perseverance; focus; decision making), and implications (Later on in life, that could result in a tendency to merely follow orders (rather than thinking for oneself); Without this time to explore, the child may have a harder time deciding what sport to play in high school, or what career path to navigate after college).

Development and Support
True Score 5

Development of ideas and support for claims deepen understanding. To illustrate the value of skills gained during structured play, the writer provides examples of skills gained by breaking a project into manageable pieces that capably convey the argument (The picture is sorted into groups (by color), then is put together properly and with rational thought into a final project, ...requiring perserverence and focus...). The writer then introduces a counter-argument that children will be less likely to be good at decision making if they’re told exactly what to do (Without a strong basis of reasonable thought and decisions, it’s harder to expand to improve in this region of life later), and mostly integrates this line of reasoning to support the argument that both structured and unstructured play are essential in childhood. Qualifications and complications enrich ideas and analysis (Of course, this effort can be arduous...).

Organization
True Score 5

The response exhibits a productive organizational strategy. The response is mostly unified by the controlling purpose of furthering the writer’s perspective of the need for both types of play. A logical sequencing of ideas contributes to the effectiveness of the argument by exploring the benefits of each type of play as it builds towards the logic that both types of play are needed. Transitions between and within paragraphs consistently clarify the relationships among ideas (On the other hand...; Later on in life...; Free play is also...).

Language Use
True Score 6

The use of language enhances the argument. Word choice is skillful and precise (stifle a budding youth’s imagination; decipher; extolled). Sentence structures are varied and consistently clear. Stylistic and register choices, including a confident and earnest voice, are strategic and effective in putting forward the student’s case (Free play is also essential for another reason ~ it promotes having fun doing what one loves. It allows kids to decipher what their hobbies, interests, and talents are. Without this time to explore, the child may have a harder time deciding what sport to play in high school, or what career path to navigate after college).