

## Mental Practice

ROW ONE: The response earned 6 points for this row because it identifies a research question that is clear and complex and clearly situated within the context of the source materials; “Bergland’s summation of Neuroadaptation in dancers’ brains because of the frequency of turning interested me. I began looking into how other types of sports psychology principles such as skill acquisition and mental practice can influence performance”, followed by “I began to wonder if there was a connection between improved performances physically and cognitively, after use of mental practice as the improvement tool.” This exploration finally culminates in a clear statement of the research question, “How can mental practice through visualization and imagery improve performance, both physically and cognitively? In [this document](#), look for the YELLOW highlighted phrases or sentences that show evidence for the scoring of this row.

ROW TWO: The response earned 6 points for this row because it identifies multiple perspectives in the discussion, exploring the positives and the negatives related to the field of mental practice, and considering the objections to and limitations of these perspectives. For example, the discussion of collegiate coaches and the habit of mental practice as a coaching technique first identifies why mental practice is a beneficial approach, and then discusses the different reasons for the fact that coaches are not incorporating this practice into their coaching, considering different perspectives on the topic. In [this document](#), look for the GREEN highlighted phrases or sentences that show evidence for the scoring of this row.

ROW THREE: The response earned 6 points for this row because it uses a combination of evidence from a wide range of sources, including many peer reviewed articles, sources from the profession of coaching, and other relevant, credible and diverse sources ranging from peer reviewed neuroscience articles about brain function to industry publications about sports psychology to behavioral psychology articles. Additionally, this essay effectively interprets and synthesizes the entire spectrum of sources used throughout to support the argument. In [this document](#), look for the BLUE highlighted phrases or sentences that show evidence for the scoring of this row.

ROW FOUR: The response earned 6 points for this row because it distinguishes well and explicitly among the various pieces of evidence in terms of their relevance and credibility, describing professional credentials, as well as the correlation of the source to the overall topic in some cases. Specific examples of this include the discussion of Liu, Song, and Zhang, as well as a specific discussion of the value of the evidence their research provides. Additionally, when evidence was incorporated from an older source, the paper gives an explicit rationale for its inclusion, offering clear proof that the paper explicitly distinguishes between and among the sources. The body of the paper does this effectively and consistently throughout. In [this document](#), look for the RED highlighted phrases or sentences that show evidence for the scoring of this row.

ROW FIVE: The response earned 6 points for this row because it is logically organized, well-reasoned, and complex. It presents clear conclusions based on the evidence provided throughout and draws overall conclusions as a result that directly derive from the line of reasoning and the evidence offered. The clear discussion of the various benefits of mental practice/mental imagery, along with the recognition of the objections or limitations of the practice lead to the ultimate discussion of the need for increased education on the topic and incorporation of this into coaching, rehabilitation, and training. In [this document](#), look for the PINK highlighted phrases or sentences that show evidence for the scoring of this row.

ROW SIX: The response earned 6 points for this row because it clearly and convincingly links claims and evidence throughout, for example the discussion of “therapeutic qualities of mental imagery and mental practice when recovering from cognitive disabilities,” followed by commentary on the possible implications of this in other arenas. There is also commentary linking the evidence of educational use of mental imagery in The School Counselor journal to the benefits this might have to problem solving both in a school setting and beyond these parameters. In [this document](#), look for the GREY highlighted phrases or sentences that show evidence for the scoring of this row.

ROW SEVEN: The response earned 3 points for this row because it appears to accurately attribute and cite all sources used in a consistent manner, and the bibliography includes all referenced sources. The format is consistent, and information presented as fact or evidence is consistently and clearly attributed. In [this document](#), look for the TEAL BLUE highlighted phrases or sentences that show evidence for the scoring of this row.

ROW EIGHT: The response earned 3 points for this row because it is well-written, flows well, and clearly communicates to the reader in an engaging and effective way. Despite the inclusion of much source material, the argument is easy to follow and is convincing. In [this document](#), look for the OLIVE GREEN highlighted phrases or sentences that show evidence for the scoring of this row.