

Software Name: N/A

Rater: Arman Khaki

Test Title: TOEFL iBT Independent Writing

Date Received: \*\*\*\*

Score Level: 3

Test Taker's E-mail: \*\*\*\*

## Submitted Response

**Do you agree or disagree with the following statement? Parents should give school-age children money as a reward for getting a high mark (grade) in school.**

Nowadays supporting children financially, even adult children, is a conventional routine in families. Some people hold the opinion that rewarding children with money for their good grades by their parents is a good idea / is a bad idea? because they think that it will encourage them to thrive in their education, on the contrary, some others maintain the opposite perspective for the reason best known to themselves. However, if I were asked to concur with one of the two points of view, I would stand behind the former. To make a clear picture of my position, I illustrate two primary reasons in the following paragraphs.

First, giving money to children as a reward for getting a good grade, makes children's education conditional to getting money and disrupt their goal and will of study. Children should understand that their efforts in education, not only enhance their understanding and abilities but also empower them to have a bright future. In the case which If / when children get money for good grades, they may not think about the quality of studying and they just care about their grades not to lose money and as a result, this attitude may affect their education in the way that they may recede instead of progress.

Second, when children gain earn money in results of good grades, as they can't succeed in getting it means that if they don't get good grades they will not have any money, but they may need money in these circumstances. In such situations, parents will pay them money albeit they couldn't attain good marks, consequently this cause an erratic payment which is not good for their future, because children will not learn how to manage themselves economically. When I was a child my father gave me a consistent amount of money routinely each month and based on that income, I managed my money. It was a good idea that days and prepared taught me how to manage myself economically my finances / money, furthermore, my parents rewarded me something else for other things but not for my grades.

To sum up, in my idea, it is better to give children money regularly instead of rewarding them money for good grades. Parents can encourage their children to get the good marks in order to have progress in their life, in addition, they can reward them for big goals and not made-make them succeed to get money.

## Rater's Comments

Other Remarks:

Hi \*\*\*\*,

This essay is much better than the previous one; nevertheless, it has weaknesses in several important areas.

- (1) The introduction paragraph is "wordy" and vague. It doesn't add value to the essay and confuses the reader. For example, in this part you've forgotten to mention that giving money to children is a good idea or a bad idea: "Some people hold the opinion that rewarding children with money for their good grades by their parents is a good idea / is a bad idea? because they think that it will encourage them to thrive in their education". This is a key point and as the reader, I had to struggle to understand that in this statement what you had in mind was that some people think giving money to children as a reward for achievements in school is a bad thing." Also you introduce the concept of "adult children" here. Such a thing, even if it exists as some sort of psychological concept, is neither acceptable in this essay, nor relevant. In your introduction paragraph you need to take a stance and very briefly outline your reasons. Look at this sample introduction:

"Encouraging children to be high achievers in school and get good grades is certainly a good thing; however, in my opinion, using money as a reward for such things can do more harm than good. First, by receiving money as reward for high grades children might to focus on the money rather than the education itself. Second, to earn more money, the child might resort to dishonest means such as cheating to secure good grades; which is obviously an undesirable outcome. Finally, being carefree is an important part of childhood and "no good grades means no money" might lead to unnecessary anxiety and stress for the child."

Each of the three body paragraphs will then discuss each of the points mentioned in the introduction in more detail, providing explanation, logic and relevant examples. Using statements like "To make a clear picture of my position, I illustrate two primary reasons in the following paragraphs." is just a waste of time and space, as it is exactly your job to do so! Don't tell the reader what you are going to do directly, just do it. Also saying things like "for the reason best known to themselves" doesn't help at all. One of the best strategies is to actually mention the opposite point of view and then refute it using strong logic and examples. If you don't know what some people think why you even bother to mention it?

- (2) The second paragraph does not develop the idea effectively. It just repeats one idea over and over again: "makes children's education conditional to getting money and disrupt their goal and will of study". The question you are supposed to answer here, is how or why giving money to the children might be bad. Do you answer this question in this paragraph? Also, you put forth the idea that "this attitude may affect their education in a way that they may recede instead of progress" but you don't explain or provide examples. Are we supposed to take this for granted?
- (3) In the third paragraph you are mixing up "pocket money" with "money as a reward for good grades" and keep telling us how your experience as a child helped you manage your money well when you grew up. How is this related to the topic? Does this paragraph answer the question posed in the topic?
- (4) The question is this: "Is it good or bad to give children money when they get good grades?" Your answer is clearly "No!", but throughout the essay you have not effectively argued your point. You haven't explained why you hold this opinion.

**An essay at this level is marked by one or more of the following:**

- addresses the topic and task using somewhat developed explanations, exemplifications, and/or details
- displays unity, progression, and coherence, though connection of ideas may be occasionally obscured
- may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning
- may display accurate but limited range of syntactic structures and vocabulary

Software Name: N/A

Rater: Arman Khaki

Test Title: TOEFL iBT Independent Writing

Date Received: \*\*\*\*

Score Level: 2

Test Taker's E-mail: \*\*\*\*

## Submitted Response

**Do you agree or disagree with the following statements? In 20 years from now, students will not use printed books any more.**

In 20 years from now ~~on~~, the technology ~~will be improved~~ will have been improved significantly. I anticipate that technology will be ~~increasingly promote~~ advanced. This improvement of technology will ~~have effect on~~ affect every ~~parts-part~~ part of the society. One of these parts is the process of reading and educational system. In the future, technology can help the educational system also it can have an important impact on the way of reading. Therefor it can boost the speed of reading and learning.

Technology in the future will be converted to a vital instrument in the people's life. Although it can be very useful and beneficial, people have to care about their security and their private information. One of these ~~beneficial promotion in~~ benefits of technology is its influence on reading and learning. In next years, in schools, students can use technology in a way which can help them boost their learning process. I ~~pender~~ believe in the future, books will be more likely to nowadays real books in addition it'll be convey to users the feeling of real books.

I like to read real books instead of reading books in laptops or tablets. However I think in the future people will like to read real books instead of PDF books and there will be books which are very similar to real books but they are based on technology. In addition these books can help the reader to surf and probe in the internet while they're reading this real books.

Entirely-In conclusion, I agree ~~with~~ that students will not use printed books, but there will be some books like real books and they will be mixed up with technology also they will be more useful than real books and printed books. In a conclusion I can say that In the next 20 years technology will be improved increasingly, ~~therefor~~ therefore future books will be more useful than nowadays printed books.

## Rater's Comments

Other Remarks:

The most important part of responding to an Independent Writing Task of the TOEFL is to analyze the topic carefully and plan and write your response accordingly. This response is largely off-topic. No significant ideas are mentioned in response to the topic and the ideas that are mentioned in connection to the topic are neither supported nor developed.

Let's take a look at your thesis in the first paragraph:

"I anticipate that technology will be advanced. This improvement of technology will affect every part of the society. One of these parts is the process of reading and educational system. In the future, technology can help the educational system also it can have an important impact on the way of reading. Therefor it can boost the speed of reading and learning."

The topic wants you to explain whether you agree or disagree with the idea that *in 20 years **students** will not use printed books anymore*.

Basically your response is: "Technological improvements will improve the educational system and the speed of learning" which is not what the topic wants you to talk about.

Also, in your introductory paragraph, you do NOT provide an outline of the ideas that you are going to discuss in your body paragraph. First of all, you should think of ideas **that are related to the topic** and make a brief outline. Here is a sample that I came up with:

- Cost of conventional books and environmental impact
  - Printed books → expensive e.g. a student text book \$250+
  - Environmental concerns → paper (recycled/from trees), shipping (causes pollution), ink (chemical/toxic)
- Interactive features and updates
  - Video/audio embedded within e-books
  - Interactive Tests
  - Direct link to online resources
  - Students receive latest updates to their textbooks instantly → conventional book: have to wait for next edition
- Convenient access and storage
  - Available instantly (as downloadable/online access) after purchase → no waiting for weeks for the mail
  - Hundreds of books can be stored easily on a portable device (e.g. laptop/tablet) or accessed online → no need to carry heavy textbooks around

Each of the three ideas that I mentioned above along with their supporting ideas can be developed effectively in 3 body paragraphs.

The parts that I've highlighted in yellow indicate ineffective logic, vague language or redundant material. For example:

- "Technology in the future will be converted to a vital instrument in the people's life." What does this mean? Do you mean technology is NOT a vital part of human life now? How is this related to the topic?
- "People have to care about their security and their private information" Do people NOT care about their privacy now? How can using e-books be considered a breach of privacy? How is this related to the topic?
- "books will be more likely to nowadays real books in addition it'll be convey to users the feeling of real books" This is simply too unclear. I can't understand what you mean at all. Too many vocabulary and grammar mistakes.
- "There will be books which are very similar to real books but they are based on technology" We already have these books and use them. They are called "e-books" and the technology that we use to access them is computers; nothing weird, scary or futuristic!
- "In addition these books can help the reader to surf and probe in the internet while they're reading this real books." Do you mean computers?

And finally, the part highlighted in blue indicates your conclusion. The ideas you mentioned here, although somewhat related to the topic, are not at all supported throughout the response.

**An essay at this level may reveal one or more of the following weaknesses:**

- limited development in response to the topic and task
- inadequate organization or connection of ideas
- inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and/or usage

## Submitted Response

### متن فایل‌های صوتی ارسال شده توسط کاربر (Audio Script)

1. Choose a quality you think makes someone a valuable member of a team. Explain why you think it is an important quality for a team or group member to have. Being social is a quality that makes someone a valuable member of a team first of all social person will get so much help. I remember three years ago when I worked in the south [speech not clear] in Tehran I would get so much help from my teammates because I was social. Secondly, I think a social person would make everyone happier and more productive. In this semester is health and economics class, I have teammate who is not social at all and it has ruined my life and my productivity. So I think being social is so important.
2. Some people prefer to learn about current events from watching television news programs. Others prefer to read about current events in newspapers or on the Internet. Which do you think is better watching the news or reading the news? Explain why? I think winning is better because you will have a chance to think more on challenging ideas for example three years ago when I worked in a software developer company in Tehran I read news and I was much deeper than people who just watch television. Secondly, you can get access to more intellectual sources and as an example of my teammate in economy's class always watches television. And her ideas are so terrible because of her sources. That's why I think so.
3. The reading passage says that university is going to lower temperature in all the classrooms. Because of high heat prices. The student doesn't think it's a good idea. First of all, because the classrooms are not just for holding your classes. They are for studying too, because the library in the university's too small to let all the students study. Secondly, she thinks that buildings in the campus are so old the they are not energy efficient enough. For example, their windows are so drafty that they will lose so much energy and the university was must try to repair them. So, all in all, this student thinks that it's not a good idea to lower temperature in all classrooms.
4. The article is about franchising which the passage defines as someone who wants to open his store [speech unclear] campaigning and sells their products. The professor provides an example of pizza restaurant to illustrate this. He says that. Was someone want to open pizza store here can tax pizza chin store which hands spatial kind of pizza. And everyone knows their name and their brand and so there is no worry of failure and I it will succeed but in exchange there pizza chain store will tell him how to do everything about advertisement, tastes of pizza, and a look of store. So there is not much of the free them by undoubtedly it will succeed.
5. Woman's problem is that her supervisor have been invited to teach in France next semester and he cannot work with her. Students discuss two solutions. First, that professor Baker walk with her and second the professor green advised her from the long distance. I don't think the first solution is better because although it's not in her area of expertise. She is good and famous professor and secondly I think the second solution is not good because although it's good to look at data from long distance but someone cannot supervise her in her experiments. So, that's why I would choose this first solution.
6. Well the lecture is about defenses mechanism to defense psychological traumas and [speech not clear] the first example is fantasy there as the patient will use his or her imagination. To ... altered his story from the sad story to happy story for example at win and woman's pet which we were living with her for so much long time runs away, he may imagine that a nice family finds him and everything will be okay. In seconds thing is supplementation it is turning negative emotions to practical ones. For example, in that example the woman may construct a duck trainings cool to prevent either ducks from running away.

## Rater's Comments

Other Remarks: Please refer to the attached score sheet for more comments.

Question 1. In this question you have proposed that "being social" is the most valuable quality of a team member and you have provided 2 reasons for this:

(1) "social person will get so much help": how do you know this? The only support that you have provided for this opinion is that *you are a social person and people helped you at your job* because of that. Are we supposed to take this for granted? You need a more detailed and logical example.

(2) "social person would make everyone happier and more productive": how is this achieved? How being social makes other people happier and more productive? The example of your classmate, which in the wrong sense you call "teammate", does NOT illustrate this point. How can a classmate's lack of social ability ruin a person's life? This is simply not logical!

I think for this question, you should've chosen a personality trait which is easier to defend in the context of teamwork and collaboration e.g. sense of responsibility, punctuality, etc.

Question 2. In this question you have provided 2 reasons in favor of reading the news rather than watching the news on TV:

(1) "you will have a chance to think more on challenging ideas" Does this mean people can't think about the news when they are presented on television? What prevents them from thinking about the news they watch on TV? This reason simply doesn't make sense, especially when your supporting idea is "I was much deeper than people who just watch television", which actually is *your* rather high opinion of yourself and does not count! Do other people think you are smarter than them or a deep thinker?

(2) "you can get access to more intellectual sources" What does this mean exactly? What are a couple of examples that demonstrate the intellectual sources that are available through reading but not watching the news on TV? Again, your example of your classmate is *your* opinion and other people may not agree with you. This means it is NOT an example! Examples function to support an opinion.

Look at the following outline:

**Opinion:** Depends on the material being reported on the news.

- For some (e.g. war reports, natural catastrophes, social issues (child workers), environmental issues (drought, pollution) TV is better.

Reason: It can easily show the depth and scope of the problem

- For some (e.g. political debates, historical accounts) written news is efficient enough

Reason: People can review at their own pace

Conclusion: Today news websites mix these 2 methods (written material + video) → The best of both worlds!

Question 3. In this question you mention both of the reasons that are stated in the conversation but you don't explain them clearly with important details (e.g. the woman and her study group won't have a place to study together after classes, improving the structural problems of the buildings is a more practical long-term solution, turning off the heat will do more damage than good, etc.)

Question 4. Your definition of "franchising" is not clear (mostly due to language problems, unclear speech, and unusual intonation and pronunciation). Although you have identified the relationship between the reading and the lecture well, you have not managed to clearly explain the example about the "chain pizza store" and its important details (e.g. identifying the benefits of franchising)

Question 5. The woman's problem is NOT that her supervisor is going away. Her problem is how she can manage her work/project in the absence of her supervisor. Your reasons are exactly the ones mentioned in the conversation. In other words, you are just repeating the information from the passage which is NOT desirable and you will not receive a high score for it. Additionally, you keep saying "the first solution" and "the second solution" which makes your answer even more unclear and quite hard to follow. In each case you should mention the solution in a few words. Look at the following outline:

**Problem:** In the absence of her supervisor, the woman worries that she might not be able to complete her project.

**Solution1:** Get another supervisor

**Solution2:** Long distance

**Opinion:** Agree with "another supervisor"

-Reason1: There is someone to closely supervise her experiments; most experimental techniques in biology are fundamentally similar

-Reason2: If she runs into any problems she can always contact her supervisor in France

-Reason3: The new supervisor, as the man mentions, brings in a new perspective

Question 6. Your response shows that you have understood the overall idea of the talk but you have not been able to convey the important points clearly:

- What is the main idea of the talk? "about defenses mechanism to defense psychological traumas and [speech not clear]" is completely unclear. Suggestion: *The professor is discussing two kinds of psychological defense mechanisms that people unconsciously use to deal with their painful emotions.*
- There is not a good transition in your response. Suggestion: *She defines these two defense mechanisms using the example of a woman whose dog has run away.*

You have not been able to convey the examples mentioned in the talk effectively and more importantly you have failed to connect these examples to the definition of the defense mechanism. In case of "Sublimation" (the second mechanism), you have even used the wrong term (supplementation) to describe it.

You pronounce "dog" as "duck" (and several other pronunciation problems e.g. "school" not "cool") which renders your response completely incomprehensible to someone who is not familiar with the material.

Test Package:	TOEFL iBT Speaking	Rater:	Arman Khaki
Test Title:	N/A	Overall Score:	2.00      15
Date Received:	****		
Student's Email:	****		



	General Description	Delivery	Language Use	Topic Development	Score
Task 1 Independent	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them.	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.	2
Task 2 Integrated	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response is clearly incomplete or inaccurate. It omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.	2
Task 3 Integrated	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response is clearly incomplete or inaccurate. It omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.	2



## Submitted Response

Governments should focus on solving the immediate problems of today rather than on trying to solve the anticipated problems of the future.

Should the ~~government~~government put forces on immediate problems or should it focus on future matters more? Solving problems of present moment of a society seems to be ~~the~~ important duty of every ~~government~~government. However, considering ~~the~~ future problems seems to be ~~more wisely~~wiser. Future problems ~~migh~~might be bigger and cost more. ~~Moreover~~Moreover, ~~figthing~~fighting with future problems is ~~an~~ easier task to do and we can ~~have~~ plan for ~~#them~~. And it should not be ~~forgeten~~forgotten that nowadays problems were the future problems of the past.

The introduction paragraph is NOT effective. You don't state your point of view and the reasons behind it clearly. In addition, you seem to have focused on "the future problems" rather than taking the broader and more logical point of view that "it is indeed very important for any government to tackle the problems at hand as well as plan ahead for decades to come". Therefore, the point of view that you have presented here is basically flawed.

Typically, in an introduction paragraph for the GRE Issue Task, you need to clearly mention your point of view and provide a brief explanation of the reasons that have led you to that conclusion. These reasons need to be logically sound. In the body paragraphs you will provide in depth analysis of those reasons along with examples and other kinds of supporting information.

The problems at the present time may seem to be difficult to solve. However, ~~Who may know?~~who knows? There ~~migh~~might be a serious problem in the future. For ~~example~~example, natural disasters are really huge crises rather than other problems of a society. An earthquake can cause a lot of ~~damged~~damage to people and cities. So it is wise to be well prepare for such problems.

Look at these two statements:

"The problems at the present time may seem to be difficult to solve. However, ... there might be a serious problem in the future."

The connection between these two ideas is vague. Do you mean the government should focus on the future problems because they are more "serious"? Or, do you mean, we cannot do anything about current problems so let's focus on the future problems and forget about present problems? I don't get it!

Also, is "earthquake" really a good example for future problems that governments need to plan for? Earthquakes occur naturally and the best a government can do is to establish guidelines for the construction of buildings, bridges, airports, etc. to minimize the impact of the tragedy. This is a very good point and you could've used it as an example for a paragraph that discussed the necessity of contingency plans in case of natural disasters.

There are, however, hundreds of other problems that you can think of which happen as a result of lack of planning or mismanagement on the part of the governments. These problems could be easily avoided with solid planning and would serve as great examples for a body paragraph such as this one.

Some good examples of this sort of problems:

- Unemployment
- Healthcare
- Over-population



Second, ~~fighthing~~fighting with future problems is a pretty easier task to accomplish. ~~Eventhough~~Even though those problems might be huge. There is plenty of time to make plans for what we anticipate to occur. For ~~instance~~instance, if we consider earthquake as a problem that someday may happen to our city, it is much easier for get ready for it, rather ~~that~~than encounter with it suddenly. As an example ~~construction and building~~buildings can be built ~~more strong~~stronger and resistant to ~~shaking~~earthquakes. Teaching people ~~to how to how to react in crisis moment~~at the times of crisis can be mentioned as ~~an other~~another example for getting ready for earthquake as a future problem.

First of all, if you have planned ahead and anticipated something like an “earthquake” to happen. It doesn’t mean it’s easier to deal with it. In case of your example, it is never easy to get over countless deaths and a huge financial loss. As I said in the previous comment, you can only minimize the impact in such cases.

The topic of this paragraph, and for that matter even the example, is essentially an extension of the previous paragraph and you have not presented any new ideas here.

I would’ve followed something similar to the following logic to develop this paragraph:

- Planning to prevent future problems (unemployment, education, healthcare, etc)
- You can’t always expect to be able to anticipate every aspect of a problem
- If/when any unforeseen issue arises (e.g. refugee crisis in Europe) you will have a solid basis to work out a solution to an immediate problem

Some people might say that at this moment we suffering ~~form~~from present problems. Why we should concentrate on the future problems. However, ~~Hit~~ should be noted that what we face today as problems were future problems ~~at~~in the past. So if we were able to prognosticate these problem and make ourselves ready, we would not ~~encounter~~have to deal with them today or at least we would ~~be sufferings~~suffering less from them. As an illustration if a country ~~get~~gets ready for future attack from some enemy, it definitely ~~cause~~causes less damage to the people and country rather than having no protection for the people.

While this is not necessarily true in all cases, you can argue that even when an effective government is in place, at least in some cases, the problems that we are facing at the present could’ve been avoided with sufficient planning. This is a good idea that unfortunately you have failed to develop, especially with an example that borders on warmongering!

In your example of an attack by a foreign power, one can argue that there’s always someone who is, or considers themselves to be, more powerful than you are. While taking deterrent measures, such as maintaining a reasonably powerful military is a good idea, it will NOT prevent attacks; some good examples are most of the countries that were attacked by the axis powers in WWII some of them were pretty powerful but the attacker invaded them anyways! You may be able to repel the attack when it comes or you may not be able to do so. In any case, that will end in a humanitarian and economical disaster such as what came to pass in WWII. Therefore, this line of reasoning is fundamentally flawed. The safest way to maintain the sovereignty of a nation is for a government to foster a peaceful and friendly relationship with other nations and build upon it. A good example is the Switzerland. While the Swiss maintain a huge and well trained reserve army, and are one of the world leaders in economy, technology and social welfare, they have never been invaded in recent history exactly because of their strategic planning to develop and nurture their ties with most nations in the world. Now, this is good planning and an excellent example.

~~In conclusion~~In conclusion, although trying to solve presents problem surely is right to do, it is ~~more wise~~wiser to put enough forces for the problems in the way. No one ~~can not~~can estimate ~~predict the~~ future precisely; there might be a huge problem in future ~~rather than presents one~~. ~~Fighting~~Fighting with them ~~with~~with a plan is ~~more easier~~easier than ~~encoutering~~encountering them suddenly. And if we prognosticate our future problem, ~~who may know?~~ ~~There~~there might be no problems in the future which will become present someday.

This concluding paragraph is seriously ineffective. Here, you’ve even repeated some of the ideas from the other paragraphs word for word. A good concluding paragraph summarizes the ideas from the essay, clearly mentions the author’s point of view and as a concluding remark may offer a suggestion that encourages deeper thoughts.

## Rater's Comments

Other Remarks:

Study the correct organization of essays, topic development and analytical writing essential techniques using the following resources (internet links are clickable):

- TOEFL Independent Writing eTutor ([Download Link](#))
- GRE Analytical Writing eTutor ([Download Link](#))

Your response largely disregards the specific task directions and/or demonstrates serious weaknesses in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- is unclear or seriously limited in addressing the specific task directions and in presenting or developing a position on the issue or both
- provides few, if any, relevant reasons or examples in support of its claims
- is poorly focused and/or poorly organized
- has serious problems in language and sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning

## Submitted Response

In an attempt to improve highway safety, Prunty County last year lowered its speed limit from 55 to 45 miles per hour on all county highways. But this effort has failed: the number of accidents has not decreased, and, based on reports by the highway patrol, many drivers are exceeding the speed limit. Prunty County should instead undertake the same kind of road improvement project that Butler County completed five years ago: increasing lane widths, resurfacing rough highways, and improving visibility at dangerous intersections. Today, major Butler County roads still have a 55 mph speed limit, yet there were 25 percent fewer reported accidents in Butler County this past year than there were five years ago.

**Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.**

Author concludes that to decrease ~~accident number~~ the number of accidents in Prunty County ~~highway-highways~~ some improvement needs to be done. His evidence is that previous action which was reducing speed limit did not yield appropriate results, and ~~other-another~~ County has done some improvements and obtained ~~suitable result~~ desirable results. While at first glance the argument seems to be logical, there are some other ~~aspect of the evidences~~ pieces of evidence which need to ~~be evaluated~~ more represented and ~~an~~ assumption which needs s to be more clarified.

First, ~~the~~ author concludes that lowering speed limit did not reduce accident number in Prunty County. He explains that Butler County instead of reducing speed limit has done some improvements s and ~~has gain-gained~~ better results s, and he jumps into ~~the~~ conclusion that Prunty County should do the same ~~implement~~. However, before that, situation of Prunty County should be evaluated. ~~Dese its situation is~~ Is the situation in Prunty County worse ~~that than that in~~ Butler County or even it is better ~~than that~~. If the improvements have been done in Prunty County before and even with better standard rather than what has been done on Butler County, it does not seem logical to improve its situation more.

Second, ~~the~~ author states that in Prunty County there are some drivers who exceed speed limit. Therefore, there might be some other factor such as cultural background which ~~needed-needs~~ to be evaluated in order to solve the problem. People in Bulter County may ~~are more respectful to the law rather that people of Prunty County~~ be more inclined to follow the law. Thus cultural aspects s of Butler and Prunty people ~~needed~~ to be evaluated and considered too. If that is the case, to decrease ~~accident number~~ the number of accidents some cultural task needed to be done in Prunty County.

Third, ~~the~~ author compares the accidents rate in two County which is increase in Prunty and decrease in Butler. However, it should be answered that what is the volume of traffic and its change at these two County. Maybe traffic at Butler has decreased d over the last years and increased in Prunty. If that is true reason of increasing accident number in Prunty. Thus comparison of the traffic rate between these two Counties ~~needed-needs~~ to be evaluated too.

The argument would be considerably strong if the author provided more evidence and evaluated them better. There is possibility that improving Prunty County highway situation would ~~make accident rate less~~ lower the number of the accidents. ~~However~~ However, this accident rate could be based on other factors that author needs to evaluate them more.

## Rater's Comments

In your response, items from the list below that

- you have mentioned and discussed effectively with solid reasoning and examples:
- you have mentioned and somewhat explained but not effectively: 4
- you have mentioned but not explained: 7
- you have mentioned but provided flawed reasoning for: 6

Logical problems with the assumption:

Prunty County lowered speed limit to increase highway safety → lower the number of accidents + lower the rate of casualties

1. The report focuses only on number of accidents not the rate of casualties. Maybe they have a lot of accidents that does not cause serious injuries.
2. The report does not mention why Prunty County officials decided their highways were unsafe to begin with and they planned to make them "safer".

The plan to increase the highway safety in Prunty County has failed:

3. The number of accidents has increased: Compared to what statistics from what time period? → The report mentions a change in the number of accidents in Butler County over 5 years, Prunty County passed this law last year, maybe they need more time
4. No benchmark is provided by the report to discern that the number of accidents in Prunty County Highways were high to begin with (e.g. national or international standards)
5. "Many drivers exceed the speed limit": Not accurate. Should be presented in terms of percentages in comparison to a benchmark.
6. If a lot of people break the law → may need to reinforce the law more effectively (e.g. speed cams, more patrols, etc), offer compulsory training sessions for law breakers.

Logical problems with the solution:

Prunty County should do the same as Butler County:

7. Increasing highway lane widths: no statistics/studies for the volume of traffic and otherwise are provided to show that this will indeed be helpful in solving the problem. Might be just a waste of resources.
8. resurfacing rough highways: while it's always a good idea to maintain the roads, no data is provided that damaged road surfaces have been the cause of accidents in either area.
9. improving visibility at dangerous intersections: this is of course prudent but it is also highly dependent on the geography of the region. For example, in mountainous areas this is very important but in flat landscapes it is not needed as much. No information on the comparative geography of the two areas is provided.
10. yet there were 25 percent fewer reported accidents in Butler County this past year than there were five years ago: no data on the population dynamics of Butler County and that of Prunty County is provided. Younger drivers tend to have more accidents. If population decreases (as a result of emigration) naturally fewer people use the roads.

Extra ideas:

11. Advances in technology might have lowered the number of accidents over a period of 5 years in Butler County → e.g. more efficient braking systems and Advanced Driver Assistance Systems
12. The report does not mention that the 3 items mentioned as the improvements made by Butler County were the only improvements made and there were no other factors involved

Your response largely disregards the specific task directions and/or demonstrates serious weaknesses in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- does not present an examination based on logical analysis, but may instead present the writer's own views on the subject
- does not follow the directions for the assigned task
- does not develop ideas, or is poorly organized and illogical
- provides little, if any, relevant or reasonable support for its main points
- has serious problems in language and sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning