

Item 21 – Academic Integrity Policies

Professor's Post:

Universities continue to debate how strict academic integrity policies should be. Some educators argue that clear, strict rules discourage cheating and improve academic success, while others believe flexible approaches focused on education are more effective. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support strict academic integrity policies because clear rules and serious consequences discourage cheating. When students know that violations will result in penalties, they are more likely to complete their work honestly. Strong enforcement also protects the value of university degrees and ensures fairness for students who follow the rules.

Student 2 Post (≈50 words):

I disagree with relying mainly on punishment. Many academic integrity violations happen because students do not fully understand citation rules or collaboration limits. Universities should focus more on education and prevention, such as teaching students how to avoid plagiarism, instead of assuming all violations are intentional.

Model Response (≈145 words):

In response to the professor's question, I believe universities should maintain clear academic integrity policies while emphasizing education over punishment. I understand Student 1's argument that strict rules and consequences help protect academic standards and discourage cheating. However, I disagree that punishment alone is the most effective solution. I agree more strongly with Student 2 that many violations occur because students misunderstand expectations rather than intend to cheat. For example, in one course I took, the professor required a short plagiarism tutorial before the first major paper. This helped clarify citation rules and reduced mistakes later in the semester. Clear policies combined with education can promote honesty while helping students develop responsible academic habits. Overall, universities should balance firm standards with instructional support to improve long-term academic success.

Rubric Analysis (Why This Scores 5.0):

- **Relevance & Task Fulfillment:** Clear position that directly answers the professor's question
 - **Engagement:** Responds meaningfully to both students
 - **Elaboration:** Concrete classroom example supports the argument
 - **Organization & Language Use:** Logical structure, varied syntax, academic tone
 - **Control of Errors:** Strong grammatical accuracy throughout
-

Item 22 – Late Work Policies**Professor's Post:**

Universities continue to debate late work policies. Some educators argue that strict deadlines teach responsibility and time management, while others believe flexible policies better reflect real-life challenges. In your opinion, what approach should universities take, and why? Respond to at least one classmate.

Student 1 Post (≈50 words):

I support strict deadlines because they teach students time management skills that are necessary in professional settings. Clear rules reduce confusion and prevent procrastination. Flexible deadlines may encourage students to delay work and take assignments less seriously.

Student 2 Post (≈50 words):

I disagree with strict deadlines because unexpected situations happen, such as illness or family emergencies. Flexible policies allow students to submit higher-quality work without unnecessary stress. Learning should be the priority rather than punishment.

Model Response (≈145 words):

In response to the professor's question, I believe universities should enforce deadlines while allowing limited flexibility for legitimate situations. I understand Student 1's point that firm deadlines help students develop responsibility. However, I disagree that strict policies always lead to better learning outcomes. I agree more strongly with Student 2 that flexibility can support academic success when unexpected challenges arise. For example, during a semester when I experienced a family emergency, a short extension allowed me to complete an assignment carefully instead of rushing. This flexibility improved the quality of

my work without reducing accountability. Universities should maintain clear expectations while recognizing that limited flexibility can support meaningful learning.

Rubric Analysis:

- Clear response to the prompt
 - Engagement with both classmates
 - Specific personal example
 - Cohesive organization and precise language
-

Item 23 – Mental Health Days**Professor's Post:**

Universities continue to debate whether students should be allowed to take mental health days without penalty. Some educators argue that strict attendance policies are necessary for academic success, while others believe flexibility supports student well-being.

Student 1 Post (≈50 words):

I oppose mental health days because students may misuse them and miss important instruction. Clear attendance rules encourage responsibility and prevent students from skipping class without serious reasons.

Student 2 Post (≈50 words):

I support mental health days because emotional well-being affects learning. When students are overwhelmed, attending class may not be productive. Limited mental health days can help students return more focused.

Model Response (≈145 words):

In response to the professor's question, I believe universities should allow limited mental health days while maintaining academic accountability. I understand Student 1's concern that flexible policies could be abused. However, I disagree that ignoring mental health leads to better academic outcomes. I agree more strongly with Student 2 that well-being is essential for learning. For example, during a particularly stressful period, taking one mental health day helped me return to class more focused and engaged. Clear limits and documentation can prevent misuse while still supporting students' needs.

Rubric Analysis:

- Relevant and focused response
 - Meaningful engagement with classmates
 - Realistic personal example
 - Clear organization and strong language control
-

Item 24 – Scholarship GPA Requirements**Professor's Post:**

Universities continue to debate GPA requirements for maintaining scholarships. Some educators argue strict GPA standards motivate performance, while others believe flexibility reduces stress and improves retention.

Student 1 Post (≈50 words):

I support strict GPA requirements because scholarships should reward academic excellence. Maintaining standards motivates students to stay focused and perform well.

Student 2 Post (≈50 words):

I disagree because one difficult semester can cause students to lose financial support. Flexible policies allow students to recover academically.

Model Response (≈145 words):

In response to the professor's question, I believe scholarship GPA requirements should exist but include probation options. I understand Student 1's argument about motivation, but I agree more with Student 2 that flexibility prevents unnecessary hardship. For example, a friend of mine was placed on probation after one difficult semester and successfully improved their grades. Balanced policies promote accountability while supporting persistence.

Rubric Analysis:

- Clear, nuanced position
- Engagement with both students
- Concrete supporting example
- Logical development and accurate language

Item 25 – Remote Learning Options

Professor's Post:

Universities continue to debate whether remote learning options should remain available.

Student 1 Post (≈50 words):

I support returning fully to in-person instruction because physical attendance encourages engagement and accountability.

Student 2 Post (≈50 words):

I disagree. Remote learning increases access for students with jobs, health concerns, or long commutes.

Model Response (≈145 words):

In response to the professor's question, I believe universities should offer both remote and in-person options. While I understand Student 1's emphasis on engagement, I agree more with Student 2 that accessibility matters. During one semester with a long commute, remote classes allowed me to stay enrolled and succeed academically.

Rubric Analysis:

- Direct response to the prompt
- Balanced engagement
- Concrete personal example
- Clear, fluent language

Item 26 – Language Proficiency Requirements

Professor's Post:

Universities continue to debate whether students should meet minimum language proficiency requirements before enrolling in certain courses. Some educators argue that clear standards improve academic success, while others believe flexibility better supports diverse learners. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support strict language proficiency requirements because students need strong language skills to succeed in academic courses. Without clear standards, students may struggle to understand lectures, complete assignments, and participate in discussions, which can slow down the entire class.

Student 2 Post (≈50 words):

I disagree with strict requirements because language skills develop over time. Flexible policies allow students to improve through coursework and support services rather than being blocked from enrolling in required classes.

Model Response (≈150 words)

In response to the professor's question, I believe universities should maintain language proficiency requirements while providing flexible pathways for students to improve. I understand Student 1's concern that students need sufficient language skills to succeed in academic courses. However, I disagree that strict requirements alone support learning, especially for multilingual students who are still developing proficiency. I agree more strongly with Student 2 that flexibility is necessary when paired with support. For example, in one course I took, students who did not meet the recommended proficiency level were allowed to enroll while attending additional language workshops. This helped them keep pace academically while improving their skills. Overall, universities should set clear expectations but also offer structured support so language requirements promote success rather than limit opportunity.

Rubric Analysis (Why This Scores 5.0)

- **Relevance:** Directly addresses the professor's question with a clear, balanced position
- **Engagement:** Acknowledges Student 1's concern and extends Student 2's flexibility argument

- **Development:** Uses a specific classroom example to support reasoning
 - **Organization & Language:** Logical progression, varied sentence structures, precise vocabulary
 - **Accuracy:** Minimal errors, meaning always clear
-

Item 27 – College Sports Funding

Professor's Post:

Universities continue to debate how much funding should be allocated to college sports programs. Some educators argue that clear funding priorities support school spirit and student engagement, while others believe academic programs should receive greater emphasis. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support strong funding for college sports because athletic programs increase school pride and attract students. Successful teams can also generate revenue and bring attention to the university, which benefits the entire campus.

Student 2 Post (≈50 words):

I disagree. Academic programs should be the main priority, and excessive spending on sports can reduce funding for classrooms, faculty, and student services.

Model Response (≈150 words)

In response to the professor's question, I believe universities should support athletic programs while prioritizing academic funding. I understand Student 1's argument that sports can build school spirit and attract attention to the university. However, I disagree that athletics should receive funding at the expense of academics. I agree more strongly with Student 2 that educational resources should remain the primary focus. For example, at my university, some athletic facilities were upgraded while classroom technology remained outdated. This imbalance affected students' daily learning experiences more than athletic success improved campus life. Universities should fund sports responsibly while ensuring that academic programs, faculty, and learning resources remain adequately supported.

Rubric Analysis

- Clear position addressing the prompt
 - Engagement with both classmates' viewpoints
 - Concrete institutional example strengthens argument
 - Well-organized and academically appropriate language
 - Strong grammatical control
-

Item 28 – Campus Housing Requirements

Professor's Post:

Universities continue to debate whether students should be required to live on campus. Some educators argue that clear housing requirements support student engagement, while others believe flexibility better supports individual circumstances. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support on-campus housing requirements because living on campus helps students build community and become more involved in university life. It can also make it easier for students to access academic and support services.

Student 2 Post (≈50 words):

I disagree because housing requirements may create financial burdens. Many students prefer commuting or living with family to reduce costs and manage responsibilities outside school.

Model Response (≈150 words)

In response to the professor's question, I believe universities should encourage on-campus housing without making it mandatory. I understand Student 1's point that campus housing promotes community and engagement. However, I disagree that requiring students to live on campus is practical for everyone. I agree more strongly with Student 2 that flexibility is important, especially for students with financial or family responsibilities. For example, commuting allowed me to save money while still participating in campus activities and academic support programs. Universities should offer incentives for campus living while respecting students' personal and financial needs.

Rubric Analysis

- Clearly addresses the professor's question
 - Responds to both classmates with balanced reasoning
 - Uses a personal, relevant example
 - Cohesive structure and clear transitions
 - Accurate grammar and vocabulary
-

Item 29 – Mandatory Meal Plans

Professor's Post:

Universities continue to debate mandatory meal plans for students. Some educators argue that clear meal plan policies support student health and convenience, while others believe flexibility better supports diverse needs. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory meal plans because they ensure students have access to regular meals and save time. Meal plans can reduce stress related to cooking and budgeting.

Student 2 Post (≈50 words):

I disagree because meal plans can be expensive and unnecessary for students who cook at home or have dietary restrictions.

Model Response (≈150 words)

In response to the professor's question, I believe universities should offer meal plans as an option rather than a requirement. I understand Student 1's argument that meal plans provide convenience and support healthy routines. However, I disagree that mandatory plans meet all students' needs. I agree more strongly with Student 2 that flexibility is important for students with dietary restrictions or financial concerns. For example, cooking at home allowed me to manage my budget while maintaining a healthy diet. Optional meal plans allow universities to support students without forcing unnecessary costs.

Rubric Analysis

- Direct response with a clear stance
 - Meaningful engagement with both classmates
 - Concrete personal example
 - Logical organization and fluent language
 - Minimal language errors
-

Item 30 – Hybrid Course Formats

Professor's Post:

Universities continue to debate the use of hybrid course formats that combine online and in-person instruction. Some educators argue that clear structures improve engagement, while others believe flexible formats better support student learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support structured hybrid formats because they give students predictable schedules and clear expectations. Without structure, hybrid courses can become confusing and less effective.

Student 2 Post (≈50 words):

I disagree. Flexible hybrid courses allow students to adapt their learning to their schedules and responsibilities while still benefiting from in-person interaction.

Model Response (≈150 words)

In response to the professor's question, I believe hybrid courses should combine clear structure with flexible participation options. I understand Student 1's concern that poorly designed hybrid courses can be confusing. However, I disagree that strict formats always lead to better engagement. I agree more strongly with Student 2 that flexibility helps students manage their time effectively. For example, in a hybrid course I took, recorded lectures combined with required in-person discussions allowed me to review material while staying engaged. This balance improved both understanding and participation. Universities should design hybrid courses that provide consistency without removing flexibility.

Rubric Analysis

- Clear, specific position
- Engagement with both classmates
- Detailed, relevant example
- Strong cohesion and sentence variety
- High level of grammatical control

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Item 31 – Academic Advising Requirements

Professor's Post:

Universities continue to debate whether academic advising sessions should be required for students each term. Some educators argue that mandatory advising improves academic planning and success, while others believe students should manage their own academic decisions. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support required academic advising because it ensures students receive accurate guidance about course selection and graduation requirements. Many students make mistakes simply because they do not understand academic policies, and mandatory advising can prevent those problems.

Student 2 Post (≈50 words):

I disagree because students should learn to take responsibility for their own academic choices. Mandatory advising can be repetitive and unnecessary for students who already understand degree requirements.

Model Response (≈150 words)

In response to the professor's question, I believe academic advising should be required early in a student's academic career but optional later on. I understand Student 1's argument that mandatory advising helps prevent scheduling mistakes and keeps students on track. However, I disagree that required advising is necessary for all students at every stage. I agree more strongly with Student 2 that experienced students can manage their own academic decisions. For example, during my first year, advising sessions helped me understand prerequisites and graduation requirements. In later years, I rarely needed advising because I was familiar with my degree plan. This approach supports students when they need guidance while allowing independence as they gain experience.

TOEFL Scoring Alignment (High-Scoring Response)

- **Relevance & Task Fulfillment:** Directly addresses the professor's question and presents a clear, nuanced position.
- **Elaboration:** Provides specific reasoning and a concrete personal example.
- **Engagement:** Meaningfully responds to both classmates' ideas.
- **Organization & Clarity:** Ideas are logically ordered and easy to follow.

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- **Language Use:** Accurate grammar and varied sentence structures support clear meaning.
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Item 32 – Attendance Tracking Technology

Professor's Post:

Universities continue to debate the use of attendance tracking technology in classes. Some educators argue that clear attendance monitoring improves accountability, while others believe such systems reduce trust and flexibility. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support attendance tracking technology because it provides accurate records and encourages students to attend class regularly. When attendance is monitored, students are more likely to take classes seriously.

Student 2 Post (≈50 words):

I disagree because tracking systems can feel invasive and may not reflect actual engagement. Students can attend class physically without paying attention.

Model Response (≈150 words)

In response to the professor's question, I believe attendance tracking technology should be used sparingly rather than required in all classes. I understand Student 1's view that tracking attendance can encourage responsibility. However, I disagree that monitoring attendance guarantees meaningful engagement. I agree more strongly with Student 2 that physical presence does not always equal learning. For example, in one large lecture course I attended regularly, but I learned more by reviewing recorded lectures later. Attendance tracking alone would not have reflected my actual learning. Universities should allow instructors to decide whether such technology supports their course goals.

TOEFL Scoring Alignment

- **Relevance:** Clearly responds to the prompt with a focused position.
 - **Engagement:** Evaluates both classmates' arguments.
 - **Development:** Uses a specific example to support reasoning.
 - **Clarity & Organization:** Response is coherent and easy to follow.
 - **Language Control:** Minimal errors; meaning is consistently clear.
-

Item 33 – Online Discussion Participation

Professor's Post:

Universities continue to debate the role of online discussion boards in courses. Some educators argue that clear participation requirements improve engagement, while others believe flexibility allows more meaningful contributions. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required online discussion participation because it ensures all students contribute regularly. Without requirements, many students may not engage with course material outside class.

Student 2 Post (≈50 words):

I disagree because forced participation often leads to low-quality responses. Flexible expectations allow students to contribute when they have meaningful ideas.

Model Response (≈150 words)

In response to the professor's question, I believe online discussions should have clear expectations but focus on quality rather than quantity. I understand Student 1's concern that participation requirements encourage engagement. However, I disagree that frequent posting always leads to meaningful discussion. I agree more strongly with Student 2 that flexibility allows students to contribute more thoughtfully. For example, in one course I participated less frequently but wrote longer, more detailed responses that showed deeper understanding. Clear guidelines combined with flexible expectations can support more meaningful online discussions.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clearly answers the professor's question.
 - **Engagement:** Responds to both classmates' perspectives.
 - **Elaboration:** Provides a relevant personal example.
 - **Organization:** Ideas progress logically with clear connections.
 - **Language Use:** Accurate grammar and appropriate academic tone.
-

Item 34 – Writing Placement Exams

Professor's Post:

Universities continue to debate whether writing placement exams should determine course enrollment. Some educators argue that clear placement standards improve student success, while others believe flexible placement options better support development. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support placement exams because they ensure students enroll in courses that match their skill levels. Without placement standards, students may struggle in courses that are too advanced.

Student 2 Post (≈50 words):

I disagree because a single exam cannot accurately represent a student's writing ability. Flexible placement allows students to improve through coursework.

Model Response (≈150 words)

In response to the professor's question, I believe writing placement exams should be used as guidance rather than strict requirements. I understand Student 1's argument that placement helps match students to appropriate courses. However, I disagree that a single exam should determine enrollment. I agree more strongly with Student 2 that writing skills develop over time. For example, although my placement exam suggested a lower-level course, I succeeded in a higher-level class with additional support. Placement exams can be useful, but flexibility allows students to progress more effectively.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the prompt.
 - **Engagement:** Considers both classmates' views.
 - **Support:** Includes a clear personal example.
 - **Coherence:** Well-organized and easy to understand.
 - **Language Control:** Few errors, clear expression.
-

Item 35 – Remedial Course Requirements

Professor's Post:

Universities continue to debate whether remedial courses should be required for students who do not meet academic benchmarks. Some educators argue clear requirements support success, while others believe flexible alternatives are more effective. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required remedial courses because students need strong foundational skills before advancing. Without required support, students may continue struggling in higher-level classes.

Student 2 Post (≈50 words):

I disagree because remedial courses can delay graduation and discourage students. Flexible support options may be more effective.

Model Response (≈150 words)

In response to the professor's question, I believe remedial courses should be available but not mandatory for all students. I understand Student 1's concern that foundational skills are important for academic success. However, I disagree that required remedial courses always support students effectively. I agree more strongly with Student 2 that flexibility can prevent delays and frustration. For example, tutoring and co-requisite support helped me strengthen skills while progressing in my coursework. Universities should offer multiple support options to address different student needs.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position and direct response to the prompt.
- **Engagement:** Addresses both classmates' ideas.
- **Development:** Specific example supports reasoning.
- **Clarity & Organization:** Logical structure and clear transitions.
- **Language Use:** Accurate grammar and controlled academic language.

Item 36 – Honors Program Requirements

Professor's Post:

Universities continue to debate whether honors programs should have strict admission and continuation requirements. Some educators argue that clear standards maintain academic excellence, while others believe flexible policies better support motivated students. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support strict honors requirements because honors programs are meant for high-achieving students. Clear GPA and course standards maintain the program's quality and ensure that honors distinctions remain meaningful and respected.

Student 2 Post (≈50 words):

I disagree with strict requirements because students can experience temporary setbacks. Flexible policies allow motivated students to remain in the program while improving academically rather than being removed too quickly.

Model Response (≈150 words)

In response to the professor's question, I believe honors programs should maintain clear academic standards while allowing limited flexibility for temporary setbacks. I understand Student 1's argument that strict requirements protect the value and rigor of honors programs. However, I disagree that a single difficult semester should automatically remove a student from the program. I agree more strongly with Student 2 that flexibility supports motivated students who remain committed to academic excellence. For example, a friend of mine struggled during one semester due to health issues but later recovered and performed at a high level after receiving academic support. Allowing probation rather than immediate removal helped them succeed and contribute positively to the honors community. Overall, honors programs should preserve high standards while recognizing that short-term challenges do not always reflect a student's long-term ability.

TOEFL Scoring Alignment (Why This Scores High)

- **Relevance & Task Fulfillment:** Fully addresses the professor's question with a clear, nuanced position
 - **Engagement:** Directly responds to both classmates' viewpoints
 - **Elaboration:** Uses a specific, relevant example to support reasoning
 - **Organization & Coherence:** Ideas progress logically with clear connections
 - **Language Use:** Varied sentence structures, precise vocabulary, minimal errors
-

Item 37 – Required Research Papers

Professor's Post:

Universities continue to debate whether all students should be required to complete a major research paper before graduation. Some educators argue that clear requirements strengthen academic skills, while others believe flexibility better supports different academic goals. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required research papers because they teach students essential skills such as critical thinking, research methods, and academic writing. These skills are important regardless of a student's major or career path.

Student 2 Post (≈50 words):

I disagree because not all students benefit equally from large research papers. Flexible options allow students to demonstrate learning in ways that better match their fields and strengths.

Model Response (≈150 words)

In response to the professor's question, I believe universities should require research-based work but allow different formats depending on students' majors. I understand Student 1's argument that research papers build critical academic skills. However, I disagree that a traditional research paper is appropriate for every discipline. I agree more strongly with Student 2 that flexibility supports diverse academic goals. For example, while a research paper was valuable in my humanities courses, a project-based report was more relevant in a technical class I took. Both required research and analysis but used different formats. Universities should ensure that all students develop research skills while allowing departments to choose formats that best align with disciplinary expectations.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear answer with a balanced position
 - **Engagement:** Evaluates and integrates both classmates' ideas
 - **Development:** Concrete academic example supports the argument
 - **Coherence:** Well-organized with clear transitions
 - **Language Control:** Accurate grammar and appropriate academic tone
-

Item 38 – Faculty Mentoring Programs

Professor's Post:

Universities continue to debate whether faculty mentoring programs should be required for students. Some educators argue that clear mentoring structures improve academic success, while others believe optional programs respect student independence. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required mentoring because many students hesitate to seek guidance on their own. Mandatory mentoring ensures that students receive academic and professional support early in their studies.

Student 2 Post (≈50 words):

I disagree because forced mentoring may not be meaningful. Students benefit more when they choose mentors based on shared interests and goals.

Model Response (≈150 words)

In response to the professor's question, I believe faculty mentoring should be strongly encouraged but not required. I understand Student 1's concern that some students may avoid seeking guidance without structured programs. However, I disagree that mandatory mentoring guarantees meaningful relationships. I agree more strongly with Student 2 that mentoring is most effective when students choose to participate. For example, I benefited greatly from a mentoring relationship that developed naturally through shared academic interests rather than a required assignment. This connection provided more relevant advice and long-term support. Universities should promote mentoring opportunities while allowing students to engage voluntarily so relationships remain genuine and productive.

TOEFL Scoring Alignment

- **Relevance:** Directly responds to the professor's question
 - **Engagement:** Thoughtfully addresses both classmates' perspectives
 - **Elaboration:** Personal example illustrates the main idea
 - **Organization:** Clear progression and coherence
 - **Language Use:** Controlled grammar and varied sentence structures
-

Item 39 – Digital Textbooks vs. Print

Professor's Post:

Universities continue to debate whether digital textbooks should replace printed textbooks. Some educators argue digital materials improve access and reduce costs, while others believe printed books support better learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support digital textbooks because they are cheaper, easier to access, and more environmentally friendly. Students can search content quickly and carry multiple books on one device.

Student 2 Post (≈50 words):

I disagree because printed textbooks help students focus and retain information better. Digital screens can be distracting and tiring to read for long periods.

Model Response (≈150 words)

In response to the professor's question, I believe universities should offer both digital and printed textbook options. I understand Student 1's argument that digital textbooks improve access and reduce costs. However, I disagree that digital materials work best for all students. I agree more strongly with Student 2 that printed books can improve focus and comprehension. For example, I often use digital textbooks for quick reference but prefer printed books when studying complex material. Offering both formats allows students to choose what supports their learning style most effectively. Universities should prioritize flexibility rather than adopting a single format.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and specific response to the prompt
 - **Engagement:** Balanced evaluation of both classmates' views
 - **Support:** Concrete personal study example
 - **Clarity:** Well-organized and easy to follow
 - **Language Control:** Few errors, precise wording
-

Item 40 – Early Course Registration

Professor's Post:

Universities continue to debate whether early course registration should be limited to certain students. Some educators argue priority systems reward academic performance, while others believe flexible access is fairer. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support priority registration because it rewards students who perform well academically and helps them stay on track toward graduation.

Student 2 Post (≈50 words):

I disagree because priority systems can disadvantage students who already face scheduling challenges. Equal access may be more fair.

Model Response (≈150 words)

In response to the professor's question, I believe early registration should combine priority access with opportunities for flexibility. I understand Student 1's argument that priority systems reward academic effort and help students plan efficiently. However, I disagree that academic performance should be the only factor. I agree more strongly with Student 2 that equal access matters, especially for students with work or family responsibilities. For example, early registration helped me avoid schedule conflicts, but I also saw classmates struggle to enroll in required courses. Universities should balance incentives with fair access to support timely graduation for all students.

TOEFL Scoring Alignment

- **Relevance:** Fully addresses the prompt
- **Engagement:** Responds directly to both classmates
- **Development:** Uses a realistic personal example
- **Organization:** Clear progression of ideas
- **Language Use:** Accurate grammar and natural academic tone

Item 41 – Class Size Limits

Professor's Post:

Universities continue to debate whether limits should be placed on class sizes. Some educators argue that clear limits improve student engagement and learning, while others believe larger classes allow universities to serve more students efficiently. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support strict class size limits because smaller classes allow more interaction between students and instructors. When classes are too large, students may feel anonymous and less motivated to participate or ask questions.

Student 2 Post (≈50 words):

I disagree because large classes make higher education more accessible. Limiting class size may prevent students from enrolling in required courses and delay graduation.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit class sizes for discussion-based courses while allowing larger lectures when appropriate. I understand Student 1's argument that smaller classes encourage interaction and engagement. However, I disagree that strict limits are necessary for all courses. I agree more strongly with Student 2 that large classes can increase access, especially for introductory lectures. For example, in one large lecture course I attended, online discussion sections and teaching assistants helped maintain engagement despite the size. This combination allowed more students to enroll while still receiving support. Universities should balance instructional quality with access by adjusting class sizes based on course format and learning goals.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clearly answers the professor's question with a specific, balanced position
 - **Engagement:** Responds directly to both classmates' ideas
 - **Development:** Uses a concrete academic example to support reasoning
 - **Organization & Clarity:** Logical structure and smooth transitions
 - **Language Use:** Varied sentence structures and accurate grammar
-

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Item 42 – Student Evaluations of Teaching

Professor's Post:

Universities continue to debate the role of student evaluations in assessing teaching effectiveness. Some educators argue that clear evaluation systems improve instructional quality, while others believe student feedback can be biased or unreliable. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support strong reliance on student evaluations because students experience teaching directly. Their feedback can highlight problems and encourage instructors to improve their methods.

Student 2 Post (≈50 words):

I disagree because evaluations may reflect popularity rather than teaching quality. Bias related to grading or personality can affect how students rate instructors.

Model Response (≈150 words)

In response to the professor's question, I believe student evaluations should be considered alongside other measures of teaching effectiveness. I understand Student 1's argument that student feedback can identify strengths and weaknesses in instruction. However, I disagree that evaluations alone accurately reflect teaching quality. I agree more strongly with Student 2 that bias can influence student responses. For example, in one course I rated an instructor lower due to unclear grading policies, even though their lectures were effective. Combining student evaluations with peer reviews and teaching portfolios provides a more balanced assessment. Universities should use student feedback as one component rather than the sole measure of instructional quality.

TOEFL Scoring Alignment

- **Relevance:** Direct and focused response to the prompt
 - **Engagement:** Evaluates and integrates both classmates' perspectives
 - **Elaboration:** Specific example strengthens the argument
 - **Coherence:** Clear progression of ideas
 - **Language Control:** Minimal errors; meaning consistently clear
-

Item 43 – Attendance Tracking Technology (Facial Recognition)

Professor's Post:

Universities continue to debate the use of facial recognition technology for attendance tracking. Some educators argue it improves accuracy and accountability, while others raise concerns about privacy and trust. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support facial recognition attendance systems because they prevent cheating and provide accurate records. Automated systems reduce errors and save instructors time.

Student 2 Post (≈50 words):

I disagree because facial recognition raises privacy concerns. Students may feel uncomfortable being monitored, which could harm trust between students and universities.

Model Response (≈150 words)

In response to the professor's question, I believe universities should avoid mandatory facial recognition attendance systems. I understand Student 1's argument that technology can improve accuracy and efficiency. However, I disagree that increased monitoring justifies privacy risks. I agree more strongly with Student 2 that trust and student comfort are important factors. For example, in one course that used digital attendance tracking, students expressed discomfort even though attendance was not required. Universities should prioritize transparent and less intrusive methods, allowing instructors to choose approaches that respect privacy while still encouraging participation.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance directly addressing the issue
 - **Engagement:** Thoughtful response to both classmates
 - **Development:** Relevant classroom example supports reasoning
 - **Organization:** Logical flow with clear connections
 - **Language Use:** Accurate grammar and academic tone
-

Item 44 – Flexible Degree Completion Timelines

Professor's Post:

Universities continue to debate whether students should be allowed flexible timelines to complete their degrees. Some educators argue that clear timelines improve motivation and planning, while others believe flexibility supports diverse life circumstances. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support fixed timelines because they encourage students to stay focused and graduate efficiently. Clear expectations help students plan their coursework and avoid unnecessary delays.

Student 2 Post (≈50 words):

I disagree because many students balance school with work or family responsibilities. Flexible timelines allow students to succeed without excessive stress.

Model Response (≈150 words)

In response to the professor's question, I believe universities should maintain recommended timelines while allowing flexible completion options. I understand Student 1's argument that clear timelines support planning and motivation. However, I disagree that fixed schedules work for all students. I agree more strongly with Student 2 that flexibility helps students manage competing responsibilities. For example, a classmate of mine took a reduced course load while working full-time and still completed their degree successfully. Universities should provide structure without penalizing students who require additional time.

TOEFL Scoring Alignment

- **Relevance:** Fully addresses the prompt
 - **Engagement:** Responds directly to both classmates
 - **Support:** Concrete example strengthens the argument
 - **Clarity:** Well-organized and easy to follow
 - **Language Control:** Accurate and fluent expression
-

Item 45 – Portfolio-Based Assessment

Professor's Post:

Universities continue to debate whether portfolio-based assessment should replace traditional exams. Some educators argue portfolios better reflect learning over time, while others believe exams provide clearer standards. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support portfolio-based assessment because it shows long-term progress and allows students to reflect on their learning. Exams only measure performance at one moment in time.

Student 2 Post (≈50 words):

I disagree because exams are objective and efficient. Portfolios can be subjective and difficult to evaluate consistently.

Model Response (≈150 words)

In response to the professor's question, I believe portfolio-based assessment should complement rather than replace traditional exams. I understand Student 1's argument that portfolios capture growth and reflection. However, I disagree that exams should be removed entirely. I agree more strongly with Student 2 that exams provide clear benchmarks. For example, in one course I completed both exams and a portfolio, which allowed instructors to assess both content knowledge and skill development. Combining assessment types offers a more complete picture of student learning.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, balanced response to the prompt
- **Engagement:** Evaluates both classmates' ideas
- **Development:** Specific academic example supports reasoning
- **Organization:** Logical progression and cohesion
- **Language Use:** Varied sentence structures and accurate grammar

Item 46 – Skill-Based Grading

Professor's Post:

Universities continue to debate whether skill-based grading should replace traditional point-based grading. Some educators argue that skill-based grading better reflects learning outcomes, while others believe point systems provide clearer structure. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support skill-based grading because it focuses on what students can actually do rather than how many points they earn. This system encourages improvement and mastery instead of memorizing information just to earn grades.

Student 2 Post (≈50 words):

I disagree because point-based grading is clearer and easier to understand. Skill-based systems may confuse students and make it harder to know how they are performing in a course.

Model Response (≈150 words)

In response to the professor's question, I believe universities should experiment with skill-based grading while maintaining clear grading guidelines. I understand Student 1's argument that focusing on skills emphasizes meaningful learning rather than point accumulation. However, I disagree that removing point systems entirely is practical for all courses. I agree more strongly with Student 2 that clarity is essential so students understand expectations and progress. For example, in one course I took, skill-based grading worked well because each skill was clearly defined and assessed multiple times. This helped me track improvement while still understanding how my final grade was determined. Universities should consider skill-based grading when it is clearly structured and transparent, rather than applying it universally without clear communication.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, specific position addressing the prompt
 - **Engagement:** Evaluates and integrates both classmates' views
 - **Elaboration:** Concrete classroom example supports reasoning
 - **Organization & Coherence:** Logical progression with clear connections
 - **Language Use:** Accurate grammar and appropriate academic tone
-

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Item 47 – Student-Led Discussions

Professor's Post:

Universities continue to debate the effectiveness of student-led discussions. Some educators argue that giving students leadership roles increases engagement, while others believe instructor-led discussions are more efficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support student-led discussions because they encourage active participation and responsibility. When students lead, they are more invested in the topic and develop communication skills.

Student 2 Post (≈50 words):

I disagree because student-led discussions can lack focus. Instructors are better prepared to guide conversations and ensure learning objectives are met.

Model Response (≈150 words)

In response to the professor's question, I believe student-led discussions should be used occasionally alongside instructor-led sessions. I understand Student 1's argument that leading discussions increases engagement and responsibility. However, I disagree that student-led discussions are always effective without guidance. I agree more strongly with Student 2 that instructors play an important role in maintaining focus. For example, in one course I participated in student-led discussions that were successful only when the instructor provided clear questions and follow-up comments. This balance allowed students to lead while ensuring meaningful discussion. Universities should encourage student leadership while maintaining instructor involvement to support learning goals.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the professor's question
 - **Engagement:** Addresses both classmates' arguments
 - **Support:** Specific classroom example strengthens the response
 - **Clarity:** Well-organized with clear transitions
 - **Language Control:** Few errors, meaning always clear
-

Item 48 – Mandatory Note Submission

Professor's Post:

Universities continue to debate whether students should be required to submit class notes for grading or review. Some educators argue this improves engagement, while others believe it adds unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required note submission because it encourages students to attend class and stay engaged. Reviewing notes can also help instructors identify gaps in understanding.

Student 2 Post (≈50 words):

I disagree because note-taking styles vary widely. Requiring submission may penalize students who use alternative study methods or digital tools.

Model Response (≈150 words)

In response to the professor's question, I believe note submission should be optional rather than required. I understand Student 1's argument that submitting notes encourages engagement and accountability. However, I disagree that note submission accurately reflects learning for all students. I agree more strongly with Student 2 that students use different study strategies. For example, I rarely take traditional notes and instead review lecture slides and recordings. Requiring note submission would not reflect how I actually learn. Universities should support effective study habits without forcing a single method on all students.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Meaningful response to both classmates
 - **Development:** Personal learning example supports reasoning
 - **Organization:** Clear structure and logical flow
 - **Language Use:** Accurate grammar and clear expression
-

Item 49 – Course Contracts

Professor's Post:

Universities continue to debate the use of course contracts that allow students to choose their expected grade based on workload. Some educators argue contracts increase motivation, while others believe they reduce academic rigor. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support course contracts because they give students control over their learning and allow them to balance workload with other responsibilities.

Student 2 Post (≈50 words):

I disagree because course contracts may encourage students to aim for lower standards rather than challenging themselves.

Model Response (≈150 words)

In response to the professor's question, I believe course contracts can be effective if expectations remain rigorous. I understand Student 1's view that contracts increase student autonomy. However, I disagree that flexibility should lower academic standards. I agree more strongly with Student 2 that maintaining rigor is essential. For example, in a course I took with a contract system, higher grades required deeper analysis and additional assignments. This structure allowed choice without reducing expectations. Universities should consider course contracts only when academic standards remain clearly defined and challenging.

TOEFL Scoring Alignment

- **Relevance:** Clearly answers the professor's question
 - **Engagement:** Addresses both classmates' concerns
 - **Support:** Concrete course example strengthens reasoning
 - **Coherence:** Logical progression and clear connections
 - **Language Control:** Strong grammatical accuracy
-

Item 50 – Participation via Chat in Online Classes

Professor's Post:

Universities continue to debate whether chat participation in online classes should count toward participation grades. Some educators argue chat increases engagement, while others believe it distracts from learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support counting chat participation because it allows more students to contribute, especially those who are uncomfortable speaking aloud.

Student 2 Post (≈50 words):

I disagree because chat messages can be distracting and may not reflect thoughtful engagement with course material.

Model Response (≈150 words)

In response to the professor's question, I believe chat participation should count toward participation grades when used purposefully. I understand Student 1's argument that chat allows broader participation. However, I disagree that all chat activity reflects meaningful engagement. I agree more strongly with Student 2 that unstructured chat can become distracting. For example, in one online class, chat participation was effective only when prompts were clearly defined. This allowed students to contribute thoughtfully without disrupting discussion. Universities should include chat participation when it is guided and aligned with learning objectives.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response to the prompt
- **Engagement:** Balanced evaluation of classmates' views
- **Elaboration:** Specific online-class example supports argument
- **Organization:** Clear structure and coherence
- **Language Use:** Accurate grammar and appropriate academic vocabulary

Item 51 – Use of Proctoring Software

Professor's Post:

Universities continue to debate whether online proctoring software should be required for exams. Some educators argue that clear proctoring policies protect academic integrity, while others believe such software creates privacy and equity concerns. In your opinion, what approach should universities take, and why? Be sure to respond to at least one idea raised by your classmates.

Student 1 Post (≈50 words):

I support required proctoring software because it discourages cheating and ensures fairness during online exams. Without monitoring, some students may gain an unfair advantage, which weakens academic standards and trust in assessment results.

Student 2 Post (≈50 words):

I disagree because proctoring software can invade privacy and increase anxiety. Technical problems or limited access to reliable internet may also disadvantage certain students.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit the use of online proctoring software and offer alternative assessment methods when possible. I understand Student 1's concern that proctoring protects academic integrity and fairness. However, I disagree that constant monitoring is the best solution for all courses. I agree more strongly with Student 2 that privacy concerns and technical issues can negatively affect student performance. For example, in one online exam I took, proctoring software malfunctioned and caused unnecessary stress, even though I was prepared. Universities should prioritize assessment designs that reduce cheating naturally, such as open-book or project-based exams, while using proctoring only when clearly justified.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear, reasoned position
 - **Engagement:** Addresses and evaluates both classmates' ideas
 - **Elaboration:** Concrete online exam example supports reasoning
 - **Organization:** Logical progression and clear connections
 - **Language Use:** Accurate grammar and controlled academic tone
-

Item 52 – Flexible Quiz Windows

Professor's Post:

Universities continue to debate whether quizzes should be available within flexible time windows. Some educators argue fixed schedules promote discipline, while others believe flexibility supports students with varied schedules. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support fixed quiz times because they encourage students to prepare consistently and prevent procrastination. Clear schedules also reduce confusion and ensure fairness.

Student 2 Post (≈50 words):

I disagree because flexible quiz windows help students balance coursework with jobs or family responsibilities. Flexibility does not necessarily reduce academic standards.

Model Response (≈150 words)

In response to the professor's question, I believe quizzes should be offered within limited time windows rather than at a single fixed time. I understand Student 1's argument that fixed schedules encourage discipline and preparation. However, I disagree that strict timing is fair for all students. I agree more strongly with Student 2 that flexibility supports diverse responsibilities without lowering expectations. For example, in one course I took, quizzes were available for 24 hours, which allowed me to complete them when I was most focused. The content and difficulty remained the same for all students. Universities should design quiz policies that maintain rigor while recognizing students' varied schedules.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear answer addressing the prompt
 - **Engagement:** Balanced evaluation of both viewpoints
 - **Development:** Relevant personal example
 - **Coherence:** Well-organized with smooth transitions
 - **Language Control:** Minimal errors, meaning always clear
-

Item 53 – Student-Generated Exam Questions

Professor's Post:

Universities continue to debate whether students should be allowed to create exam questions as part of assessment. Some educators argue this improves understanding, while others believe it may reduce exam quality. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support student-generated questions because writing questions forces students to understand material deeply. It encourages critical thinking and active learning.

Student 2 Post (≈50 words):

I disagree because students may create overly simple or unclear questions. Exams should be carefully designed by instructors to ensure quality and fairness.

Model Response (≈150 words)

In response to the professor's question, I believe student-generated questions can be useful when combined with instructor oversight. I understand Student 1's argument that creating questions promotes deeper understanding. However, I disagree that student-generated questions should replace instructor-designed exams. I agree more strongly with Student 2 that quality and clarity are essential. For example, in one course I took, students submitted potential exam questions, but the instructor selected and revised them before the test. This approach encouraged engagement while maintaining academic standards. Universities should allow student-generated questions as a learning activity rather than the sole basis for assessment.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the professor's question
 - **Engagement:** Integrates both classmates' perspectives
 - **Elaboration:** Specific classroom example strengthens argument
 - **Organization:** Logical structure and clear reasoning
 - **Language Use:** Accurate grammar and appropriate vocabulary
-

Item 54 – Ungraded Practice Assignments

Professor's Post:

Universities continue to debate whether ungraded practice assignments should be included in courses. Some educators argue they reduce pressure and improve learning, while others believe grading is necessary to motivate effort. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support ungraded practice assignments because they allow students to make mistakes and learn without fear of penalties. This can improve confidence and understanding.

Student 2 Post (≈50 words):

I disagree because students may not take ungraded work seriously. Grading encourages accountability and consistent effort.

Model Response (≈150 words)

In response to the professor's question, I believe ungraded practice assignments should supplement graded work. I understand Student 1's argument that removing grades reduces pressure and encourages experimentation. However, I disagree that ungraded work alone motivates consistent effort. I agree more strongly with Student 2 that accountability matters. For example, in one course I benefited from ungraded drafts before submitting a graded final assignment. This allowed me to improve while still taking the final work seriously. Universities should use ungraded practice strategically to support learning while maintaining graded assessments to ensure responsibility.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear position
 - **Engagement:** Addresses both classmates' ideas
 - **Support:** Concrete academic example
 - **Coherence:** Clear organization and logical flow
 - **Language Control:** Strong grammatical accuracy
-

Item 55 – Student-Led Review Sessions

Professor's Post:

Universities continue to debate whether students should lead review sessions before exams. Some educators argue this increases engagement, while others believe instructor-led reviews are more effective. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support student-led review sessions because teaching material helps students understand it better. Peer explanations can make complex ideas easier to understand.

Student 2 Post (≈50 words):

I disagree because students may misunderstand content. Instructor-led reviews ensure accuracy and focus on key topics.

Model Response (≈150 words)

In response to the professor's question, I believe student-led review sessions should complement instructor-led reviews. I understand Student 1's argument that peer teaching promotes engagement and understanding. However, I disagree that student-led sessions should replace instructor guidance. I agree more strongly with Student 2 that accuracy is essential before exams. For example, in one class, student-led reviews helped identify common questions, while the instructor clarified key concepts afterward. This combination improved understanding without sacrificing accuracy. Universities should encourage collaborative review while maintaining instructor involvement.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the prompt
- **Engagement:** Balanced response to both classmates
- **Elaboration:** Relevant example supports reasoning
- **Organization:** Logical progression of ideas
- **Language Use:** Accurate grammar and academic tone

Item 56 – Required Library Workshops

Professor's Post:

Universities continue to debate whether students should be required to attend library research workshops. Some educators argue these workshops improve research skills and academic success, while others believe optional attendance better respects students' prior experience. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required library workshops because many students do not know how to find or evaluate academic sources properly. Mandatory sessions ensure all students learn essential research skills early in their studies.

Student 2 Post (≈50 words):

I disagree because not all students need the same level of instruction. Some already have strong research experience, and required workshops may feel repetitive or unnecessary.

Model Response (≈150 words)

In response to the professor's question, I believe library workshops should be required for new students but optional for advanced ones. I understand Student 1's concern that many students lack basic research skills and benefit from structured instruction. However, I disagree that mandatory workshops are necessary for all students at every level. I agree more strongly with Student 2 that flexibility respects students' prior experience. For example, attending a required workshop during my first year helped me learn how to use academic databases, but repeating the same session later was less useful. Universities should provide foundational instruction while allowing experienced students to opt out or choose advanced workshops.

TOEFL Scoring Alignment

- **Relevance:** Directly answers the prompt with a nuanced position
 - **Engagement:** Responds to both classmates' ideas
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Clear progression and coherence
 - **Language Use:** Accurate grammar and academic tone
-

Item 57 – First-Year Experience Courses

Professor's Post:

Universities continue to debate whether first-year experience courses should be mandatory. Some educators argue these courses improve student adjustment and retention, while others believe flexibility allows students to focus on academic content. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory first-year experience courses because they help students adjust to university life and learn important skills such as time management and campus navigation.

Student 2 Post (≈50 words):

I disagree because these courses take time away from major requirements. Some students already understand how to manage their studies without extra orientation courses.

Model Response (≈150 words)

In response to the professor's question, I believe first-year experience courses should be required but kept short and practical. I understand Student 1's argument that these courses help students adjust academically and socially. However, I disagree that lengthy or overly general courses are necessary for all students. I agree more strongly with Student 2 that academic focus is important, especially for students with clear goals. For example, my first-year seminar was most helpful when it focused on study strategies and campus resources rather than general topics. Universities should require first-year courses that provide essential support without overwhelming students' schedules.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear response addressing the issue
 - **Engagement:** Evaluates both classmates' viewpoints
 - **Development:** Specific course example supports reasoning
 - **Organization:** Logical structure and clear transitions
 - **Language Control:** Minimal errors, meaning clear
-

Item 58 – Midterm Exam Policies

Professor's Post:

Universities continue to debate whether midterm exams should be mandatory in all courses. Some educators argue midterms help students assess progress, while others believe alternative assessments are more effective. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory midterms because they give students feedback before the final exam. Without midterms, students may not realize they are struggling until it is too late.

Student 2 Post (≈50 words):

I disagree because projects or frequent quizzes can provide better feedback. Midterms may increase stress without improving learning.

Model Response (≈150 words)

In response to the professor's question, I believe midterms should be optional rather than required for all courses. I understand Student 1's argument that midterms provide valuable feedback on progress. However, I disagree that midterms are the only effective way to assess learning. I agree more strongly with Student 2 that alternative assessments can offer ongoing feedback with less pressure. For example, in one course I received weekly quizzes instead of a midterm, which helped me track my understanding more consistently. Universities should allow instructors to choose assessment methods that best support learning objectives.

TOEFL Scoring Alignment

- **Relevance:** Clear, focused answer to the prompt
 - **Engagement:** Responds to both classmates' perspectives
 - **Elaboration:** Concrete course example supports reasoning
 - **Coherence:** Logical flow and clear connections
 - **Language Use:** Accurate grammar and vocabulary
-

Item 59 – Student Choice in Assignments

Professor's Post:

Universities continue to debate whether students should have choices in assignment formats. Some educators argue standard assignments ensure fairness, while others believe choice increases motivation and learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support standardized assignments because they ensure fairness and make grading consistent. When everyone completes the same task, evaluation is clearer and more objective.

Student 2 Post (≈50 words):

I disagree because students learn in different ways. Allowing choices can increase motivation and help students demonstrate understanding more effectively.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow limited choice in assignment formats while maintaining clear grading criteria. I understand Student 1's concern that standard assignments support fairness and consistency. However, I disagree that a single format always reflects learning accurately. I agree more strongly with Student 2 that choice can increase engagement. For example, in one course I could choose between a presentation or a written paper, and both options were graded with the same rubric. This flexibility allowed students to use their strengths while maintaining fairness. Universities should support choice when expectations remain clear.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the prompt
 - **Engagement:** Integrates both classmates' views
 - **Development:** Specific example illustrates reasoning
 - **Organization:** Well-structured and coherent
 - **Language Control:** Accurate grammar and academic tone
-

Item 60 – Flexible Exam Scheduling

Professor's Post:

Universities continue to debate whether students should be allowed flexible exam scheduling. Some educators argue fixed schedules maintain fairness, while others believe flexibility supports students with diverse responsibilities. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support fixed exam schedules because they ensure fairness and prevent confusion. Flexible scheduling may lead to unequal testing conditions.

Student 2 Post (≈50 words):

I disagree because flexibility helps students with work, health, or family obligations. Allowing alternative times does not necessarily reduce fairness.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow limited exam scheduling flexibility under clear guidelines. I understand Student 1's argument that fixed schedules support fairness and consistency. However, I disagree that flexibility automatically creates unfair advantages. I agree more strongly with Student 2 that accommodations can support student success. For example, allowing an alternate exam time helped me manage overlapping exams without affecting academic standards. Universities should preserve fairness while recognizing legitimate scheduling conflicts.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear position
- **Engagement:** Addresses both classmates' ideas
- **Elaboration:** Concrete example supports reasoning
- **Organization:** Logical progression and cohesion
- **Language Use:** Accurate grammar and clear expression

Item 61 – Required Group Study Sessions

Professor's Post:

Universities continue to debate whether group study sessions should be required for certain courses. Some educators argue that structured group study improves understanding and collaboration, while others believe students should choose how they study. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support required group study sessions because they encourage collaboration and expose students to different perspectives. Working with others can help students clarify difficult concepts and stay accountable.

Student 2 Post (≈50 words):

I disagree because not all students learn well in groups. Some prefer studying independently, and mandatory group sessions may be inefficient or frustrating.

Model Response (≈150 words)

In response to the professor's question, I believe group study sessions should be encouraged but not required. I understand Student 1's argument that structured group work can improve understanding and accountability. However, I disagree that mandatory group study benefits all learners equally. I agree more strongly with Student 2 that students have different study preferences. For example, I often study independently when preparing for exams because I can focus more effectively, but I occasionally join group sessions when reviewing complex topics. Allowing students to choose how they study respects individual learning styles while still providing opportunities for collaboration. Universities should promote group study as a resource rather than a requirement.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt with a specific position
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Personal study example supports reasoning
 - **Organization:** Logical flow and clear connections
 - **Language Use:** Accurate grammar and appropriate academic tone
-

Item 62 – Collaborative Exams

Professor's Post:

Universities continue to debate whether collaborative exams should be used in courses. Some educators argue that collaboration improves learning, while others believe exams should measure individual understanding. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support collaborative exams because discussing questions with peers helps students learn from each other. This approach reflects real-world problem solving, which often involves teamwork.

Student 2 Post (≈50 words):

I disagree because exams should assess individual knowledge. Collaborative exams may allow some students to rely too much on others' work.

Model Response (≈150 words)

In response to the professor's question, I believe collaborative exams can be useful when combined with individual assessment. I understand Student 1's argument that collaboration reflects real-world problem solving and promotes learning. However, I disagree that collaborative exams alone accurately measure individual understanding. I agree more strongly with Student 2 that individual accountability is important. For example, in one course I took, part of the exam was completed collaboratively and part individually. This structure allowed students to learn from discussion while still demonstrating their own knowledge. Universities should use collaborative exams selectively and ensure individual performance is still evaluated.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, balanced response to the prompt
 - **Engagement:** Evaluates both classmates' ideas
 - **Development:** Concrete classroom example strengthens reasoning
 - **Coherence:** Well-organized and easy to follow
 - **Language Control:** Minimal errors; meaning always clear
-

Item 63 – Required Writing Portfolios

Professor's Post:

Universities continue to debate whether students should be required to maintain writing portfolios across multiple courses. Some educators argue portfolios demonstrate growth, while others believe they add unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required writing portfolios because they show progress over time and encourage reflection. Portfolios allow students to see how their writing skills develop across different assignments.

Student 2 Post (≈50 words):

I disagree because maintaining portfolios can be time-consuming and repetitive. Students may focus more on organization than improving actual writing skills.

Model Response (≈150 words)

In response to the professor's question, I believe writing portfolios should be required in writing-focused programs but optional in other fields. I understand Student 1's argument that portfolios highlight growth and reflection. However, I disagree that portfolios are equally useful in all disciplines. I agree more strongly with Student 2 that portfolios can feel burdensome when they are not clearly connected to learning goals. For example, in a writing course, my portfolio helped me revise and reflect on feedback, but in a non-writing course it felt unnecessary. Universities should require portfolios when they clearly support course objectives.

TOEFL Scoring Alignment

- **Relevance:** Direct and specific response to the prompt
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Clear academic example supports the argument
 - **Organization:** Logical structure and smooth transitions
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 64 – Course Pacing Flexibility

Professor's Post:

Universities continue to debate whether students should be allowed flexible pacing in courses. Some educators argue that fixed pacing ensures consistency, while others believe flexibility supports deeper learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support fixed pacing because it keeps students on schedule and prevents falling behind. Clear timelines help students plan their workload effectively.

Student 2 Post (≈50 words):

I disagree because flexible pacing allows students to spend more time on difficult topics. Learning should be prioritized over speed.

Model Response (≈150 words)

In response to the professor's question, I believe courses should follow a general schedule while allowing limited pacing flexibility. I understand Student 1's concern that fixed pacing helps students stay organized. However, I disagree that learning occurs at the same pace for everyone. I agree more strongly with Student 2 that flexibility can support deeper understanding. For example, in one self-paced module I spent extra time on challenging material and completed easier sections more quickly. Universities should combine structure with flexibility to support both consistency and learning.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the prompt
 - **Engagement:** Considers both classmates' perspectives
 - **Development:** Specific learning example strengthens reasoning
 - **Organization:** Clear progression of ideas
 - **Language Control:** Accurate grammar and clarity
-

Item 65 – End-of-Term Self-Reflection Assignments

Professor's Post:

Universities continue to debate whether end-of-term self-reflection assignments should be required. Some educators argue reflection improves learning awareness, while others believe it offers limited academic value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required self-reflection because it helps students recognize their strengths and weaknesses. Reflecting on learning can improve future academic performance.

Student 2 Post (≈50 words):

I disagree because reflection assignments can feel repetitive or vague. Some students may not take them seriously.

Model Response (≈150 words)

In response to the professor's question, I believe self-reflection assignments should be required when they are clearly structured. I understand Student 1's argument that reflection helps students become more aware of their learning. However, I disagree that unstructured reflection is always useful. I agree more strongly with Student 2 that vague prompts reduce effectiveness. For example, in one course I completed a guided reflection with specific questions, which helped me identify strategies that worked well. Universities should require reflection assignments only when expectations are clear and connected to learning goals.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the professor's question
- **Engagement:** Balanced response to classmates' views
- **Elaboration:** Concrete course example supports reasoning
- **Organization:** Logical flow and cohesion
- **Language Use:** Controlled grammar and academic tone

Item 66 – Student-Created Rubrics

Professor's Post:

Universities continue to debate whether students should help create grading rubrics for assignments. Some educators argue that this increases transparency and engagement, while others believe instructor-designed rubrics ensure consistency and fairness. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support student-created rubrics because involving students helps them understand expectations more clearly. When students help define criteria, they are more engaged and feel greater ownership over their learning.

Student 2 Post (≈50 words):

I disagree because students may not understand academic standards well enough to design effective rubrics. Instructor-created rubrics are more consistent and fair.

Model Response (≈150 words)

In response to the professor's question, I believe student input can be included in rubric design while instructors maintain final control. I understand Student 1's argument that student involvement increases transparency and motivation. However, I disagree that students should design rubrics independently. I agree more strongly with Student 2 that instructors are responsible for maintaining academic standards. For example, in one course I took, students suggested criteria for creativity and effort, but the instructor finalized the rubric to ensure clarity and fairness. This approach helped students understand expectations without compromising consistency. Universities should encourage collaboration while ensuring instructors guide the final evaluation criteria.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the professor's question
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete classroom example supports reasoning
 - **Organization:** Clear structure and logical progression
 - **Language Use:** Accurate grammar and academic tone
-

Item 67 – Mini-Credential Programs

Professor's Post:

Universities continue to debate whether mini-credentials or certificates should be offered alongside traditional degrees. Some educators argue these programs improve career readiness, while others believe they distract from academic depth. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mini-credentials because they provide practical skills that employers value. Short programs allow students to gain targeted experience without committing to a full degree.

Student 2 Post (≈50 words):

I disagree because focusing on credentials may reduce emphasis on critical thinking and broader education. Universities should prioritize deep academic learning.

Model Response (≈150 words)

In response to the professor's question, I believe universities should offer mini-credentials as optional supplements to traditional degrees. I understand Student 1's argument that certificates can improve career readiness by providing practical skills. However, I disagree that credentials should replace core academic programs. I agree more strongly with Student 2 that universities must protect academic depth and critical thinking. For example, while earning a short certificate helped me learn specific technical skills, my broader coursework developed analytical abilities that employers also value. Universities should integrate mini-credentials carefully so they complement, rather than replace, comprehensive education.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, balanced response to the prompt
 - **Engagement:** Evaluates both classmates' perspectives
 - **Development:** Relevant personal example strengthens reasoning
 - **Organization:** Logical flow with clear transitions
 - **Language Control:** Minimal errors; meaning clear
-

Item 68 – Interdisciplinary Course Requirements

Professor's Post:

Universities continue to debate whether students should be required to take interdisciplinary courses. Some educators argue these courses broaden perspectives, while others believe they distract from major-specific learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support interdisciplinary course requirements because they expose students to different fields and help them connect ideas across disciplines. This can improve problem-solving skills.

Student 2 Post (≈50 words):

I disagree because students already have heavy course loads. Required interdisciplinary courses may reduce time spent developing expertise in their major.

Model Response (≈150 words)

In response to the professor's question, I believe interdisciplinary courses should be encouraged but not required for all students. I understand Student 1's argument that interdisciplinary learning broadens perspectives and improves problem solving. However, I disagree that mandatory requirements fit every academic path. I agree more strongly with Student 2 that students need sufficient time to focus on their majors. For example, an interdisciplinary course I took was valuable, but it was most helpful because I chose it voluntarily. Universities should promote interdisciplinary learning while allowing students to decide when it best supports their goals.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Considers both classmates' ideas
 - **Elaboration:** Personal academic example supports reasoning
 - **Organization:** Clear and coherent structure
 - **Language Use:** Accurate grammar and vocabulary
-

Item 69 – Learning Analytics Dashboards

Professor's Post:

Universities continue to debate the use of learning analytics dashboards that track student progress. Some educators argue dashboards help students monitor performance, while others believe they increase pressure and anxiety. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support learning analytics dashboards because they provide clear feedback on performance. Students can identify weaknesses early and adjust their study habits.

Student 2 Post (≈50 words):

I disagree because constant tracking can increase stress. Students may focus too much on numbers instead of learning.

Model Response (≈150 words)

In response to the professor's question, I believe learning analytics dashboards should be available but optional. I understand Student 1's argument that dashboards offer useful feedback and help students adjust study strategies. However, I disagree that constant monitoring benefits all students. I agree more strongly with Student 2 that excessive tracking can increase anxiety. For example, when I used a dashboard that updated grades frequently, I found it distracting rather than helpful. Optional access allows students to choose tools that support their learning without unnecessary pressure.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
 - **Engagement:** Responds directly to both classmates
 - **Support:** Concrete personal experience supports argument
 - **Organization:** Logical progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 70 – Peer Coaching Programs

Professor's Post:

Universities continue to debate whether peer coaching programs should be required for students. Some educators argue peer coaching improves support and engagement, while others believe participation should be voluntary. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required peer coaching because students may hesitate to seek help independently. Structured peer support ensures everyone has access to guidance.

Student 2 Post (≈50 words):

I disagree because forced participation may reduce motivation. Peer coaching is more effective when students choose to participate.

Model Response (≈150 words)

In response to the professor's question, I believe peer coaching programs should be encouraged but voluntary. I understand Student 1's concern that some students may not seek help without structure. However, I disagree that mandatory participation leads to meaningful engagement. I agree more strongly with Student 2 that voluntary participation results in more effective coaching relationships. For example, I benefited most from peer support when I chose to participate rather than being assigned. Universities should promote peer coaching as a resource while respecting student autonomy.

TOEFL Scoring Alignment

- **Relevance:** Directly answers the professor's question
- **Engagement:** Balanced evaluation of classmates' views
- **Elaboration:** Relevant personal example
- **Organization:** Clear structure and coherence
- **Language Use:** Accurate grammar and academic tone

Item 71 – Capstone Project Requirements

Professor's Post:

Universities continue to debate whether all students should be required to complete a capstone project before graduation. Some educators argue that capstone projects demonstrate cumulative learning, while others believe they place unnecessary pressure on students. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support required capstone projects because they allow students to apply what they have learned throughout their degree. A final project demonstrates research, problem-solving, and communication skills that are important after graduation.

Student 2 Post (≈50 words):

I disagree because capstone projects can be overwhelming, especially for students balancing work or family responsibilities. Flexible alternatives may better support diverse student needs.

Model Response (≈150 words)

In response to the professor's question, I believe capstone projects should be required for some programs but not for all degrees. I understand Student 1's argument that capstone projects showcase cumulative learning and important academic skills. However, I disagree that a single large project is appropriate for every student or discipline. I agree more strongly with Student 2 that flexibility is important, particularly for students with significant outside responsibilities. For example, in my program, students could choose between a capstone project or a comprehensive exam, and both options effectively assessed learning. Universities should ensure that students demonstrate mastery of their field while allowing multiple pathways to do so.

TOEFL Scoring Alignment

- **Relevance:** Clear, focused response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Specific academic example supports reasoning
 - **Organization:** Logical progression and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 72 – Advising Holds on Registration

Professor's Post:

Universities continue to debate whether advising holds should be placed on student registration until advising meetings are completed. Some educators argue this ensures proper planning, while others believe it limits student independence. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support advising holds because they force students to meet with advisors and avoid scheduling mistakes. Many students would skip advising if it were optional.

Student 2 Post (≈50 words):

I disagree because advising holds can delay registration and create frustration. Students should be trusted to manage their own academic planning.

Model Response (≈150 words)

In response to the professor's question, I believe advising holds should be required early in a student's academic career but removed later. I understand Student 1's concern that students may avoid advising without clear requirements. However, I disagree that mandatory holds are necessary for experienced students. I agree more strongly with Student 2 that autonomy becomes more important as students gain familiarity with degree requirements. For example, during my first year, advising helped me avoid mistakes, but later the hold delayed my registration unnecessarily. Universities should support students when guidance is most needed while allowing greater independence over time.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct and specific response
 - **Engagement:** Meaningful consideration of both classmates' ideas
 - **Elaboration:** Relevant personal experience supports the claim
 - **Organization:** Clear structure and transitions
 - **Language Control:** Minimal errors, meaning clear
-

Item 73 – Required Academic Planning Essays

Professor's Post:

Universities continue to debate whether students should be required to write academic planning essays outlining goals and strategies. Some educators argue this improves motivation and direction, while others believe it adds unnecessary work. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required planning essays because they help students reflect on goals and create clear academic plans. Writing forces students to think seriously about their education.

Student 2 Post (≈50 words):

I disagree because planning essays may feel repetitive or artificial. Some students already have clear goals and do not benefit from written reflection.

Model Response (≈150 words)

In response to the professor's question, I believe academic planning essays should be required when they are clearly structured and purposeful. I understand Student 1's argument that writing encourages reflection and goal setting. However, I disagree that generic planning essays are always useful. I agree more strongly with Student 2 that unclear prompts reduce value. For example, in one course I completed a planning essay with specific guiding questions, which helped me clarify my goals. In contrast, an unstructured essay felt less meaningful. Universities should require planning essays only when expectations are clear and connected to student decision-making.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Considers both classmates' perspectives
 - **Development:** Concrete example supports reasoning
 - **Organization:** Logical flow and coherence
 - **Language Use:** Accurate grammar and controlled academic language
-

Item 74 – Digital Annotation Tools

Professor's Post:

Universities continue to debate whether digital annotation tools should be required in reading-intensive courses. Some educators argue these tools improve engagement, while others believe they distract from comprehension. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required digital annotation tools because they encourage active reading. Highlighting and commenting help students interact more deeply with texts.

Student 2 Post (≈50 words):

I disagree because digital tools can be distracting. Some students understand material better when reading printed texts without screens.

Model Response (≈150 words)

In response to the professor's question, I believe digital annotation tools should be optional rather than required. I understand Student 1's argument that annotation promotes active reading and engagement. However, I disagree that digital tools work equally well for all students. I agree more strongly with Student 2 that screen-based reading can reduce focus for some learners. For example, I comprehend complex readings better when using printed texts, even though digital annotation is useful for shorter articles. Universities should allow students to choose annotation methods that best support their learning.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific reading example supports reasoning
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 75 – Course Workload Transparency

Professor's Post:

Universities continue to debate whether instructors should be required to provide detailed workload expectations at the beginning of a course. Some educators argue transparency improves planning, while others believe flexibility is more important. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support workload transparency because students need clear expectations to manage their time effectively. Detailed information helps prevent surprises later in the semester.

Student 2 Post (≈50 words):

I disagree because workload can change depending on class progress. Too much detail early on may limit instructional flexibility.

Model Response (≈150 words)

In response to the professor's question, I believe instructors should provide general workload expectations while retaining flexibility to adjust courses as needed. I understand Student 1's argument that transparency helps students plan effectively. However, I disagree that every detail must be fixed at the start. I agree more strongly with Student 2 that courses may need to adapt as the semester progresses. For example, in one class the instructor adjusted reading assignments based on student feedback, which improved understanding. Universities should encourage transparency while allowing instructors to respond to students' needs.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the prompt
- **Engagement:** Responds meaningfully to both classmates
- **Elaboration:** Concrete classroom example
- **Organization:** Logical and coherent structure
- **Language Use:** Strong grammatical control

Item 76 – Open Educational Resources (OER)

Professor's Post:

Universities continue to debate whether instructors should be encouraged or required to use open educational resources instead of traditional textbooks. Some educators argue OER reduce costs and increase access, while others believe traditional textbooks offer higher quality and structure. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support the use of open educational resources because textbooks are expensive and can limit access for students. Free or low-cost materials allow all students to start the course prepared and reduce financial stress.

Student 2 Post (≈50 words):

I disagree because traditional textbooks are often more carefully reviewed and organized. OER materials may vary in quality and confuse students if they are poorly designed.

Model Response (≈150 words)

In response to the professor's question, I believe universities should encourage the use of open educational resources while allowing instructors to choose materials that best support learning. I understand Student 1's argument that OER reduce costs and improve access for students. However, I disagree that cost should be the only factor in selecting course materials. I agree more strongly with Student 2 that quality and organization are essential. For example, in one course I used an open textbook that was clearly structured and effective, while in another class the materials were disorganized and difficult to follow. Universities should support OER adoption by providing quality standards and instructional support, rather than requiring their use in all courses.

TOEFL Scoring Alignment

- **Relevance:** Clear response directly addressing the prompt
 - **Engagement:** Evaluates both classmates' viewpoints
 - **Elaboration:** Specific course examples strengthen reasoning
 - **Organization:** Logical progression and coherence
 - **Language Use:** Accurate grammar and academic tone
-

Item 77 – Required Community Service

Professor's Post:

Universities continue to debate whether community service should be required for graduation. Some educators argue service requirements promote civic responsibility, while others believe mandatory service undermines genuine engagement. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required community service because it encourages students to contribute to society and apply learning outside the classroom. Service experiences can also help students develop valuable interpersonal skills.

Student 2 Post (≈50 words):

I disagree because forcing service may reduce motivation. Students are more likely to engage meaningfully when service is voluntary and aligned with personal interests.

Model Response (≈150 words)

In response to the professor's question, I believe community service should be encouraged but not required for all students. I understand Student 1's argument that service promotes civic responsibility and practical learning. However, I disagree that mandatory service guarantees meaningful engagement. I agree more strongly with Student 2 that voluntary participation leads to more authentic involvement. For example, I volunteered at a local organization because it matched my interests, and the experience was far more meaningful than required activities I completed elsewhere. Universities should promote service opportunities and integrate them into courses without making them a graduation requirement.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response to the prompt
 - **Engagement:** Balanced consideration of both classmates
 - **Elaboration:** Concrete personal example
 - **Organization:** Clear structure and transitions
 - **Language Control:** Minimal errors; meaning always clear
-

Item 78 – Course Evaluation Transparency

Professor's Post:

Universities continue to debate whether course evaluation results should be shared with students. Some educators argue transparency improves teaching quality, while others believe evaluations can be misleading. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support sharing course evaluations because students deserve access to information when choosing classes. Transparency can also encourage instructors to improve their teaching.

Student 2 Post (≈50 words):

I disagree because evaluations may reflect bias rather than instructional quality. Sharing them publicly could unfairly harm instructors.

Model Response (≈150 words)

In response to the professor's question, I believe course evaluation data should be shared in a limited and contextualized way. I understand Student 1's argument that transparency helps students make informed decisions. However, I disagree that raw evaluation scores accurately represent teaching quality. I agree more strongly with Student 2 that evaluations can reflect bias or factors unrelated to learning. For example, I once rated a course lower due to workload despite learning a great deal. Universities should provide summarized evaluation data alongside course descriptions to balance transparency with fairness.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear position
 - **Engagement:** Evaluates both classmates' ideas
 - **Elaboration:** Relevant example supports reasoning
 - **Organization:** Coherent and logically developed
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 79 – Required Presentation Skills Courses

Professor's Post:

Universities continue to debate whether students should be required to complete presentation or public speaking courses. Some educators argue these courses build essential communication skills, while others believe they distract from major coursework. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required presentation courses because communication skills are important in nearly every profession. Students benefit from structured opportunities to practice speaking in front of others.

Student 2 Post (≈50 words):

I disagree because not all careers require frequent public speaking. Required courses may add unnecessary pressure for students with speaking anxiety.

Model Response (≈150 words)

In response to the professor's question, I believe presentation skills courses should be required but tailored to students' fields. I understand Student 1's argument that communication skills are broadly valuable. However, I disagree that a single general course fits all majors. I agree more strongly with Student 2 that anxiety and relevance should be considered. For example, in my program, presentations focused on discipline-specific contexts, which made practice more relevant and manageable. Universities should ensure students develop communication skills while allowing flexibility in course design.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear answer addressing the prompt
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical flow and cohesion
 - **Language Control:** Accurate grammar and clear expression
-

Item 80 – Mandatory Career Planning Courses

Professor's Post:

Universities continue to debate whether students should be required to take career planning courses. Some educators argue these courses improve employment outcomes, while others believe career planning should remain optional. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required career planning courses because many students graduate without clear career goals. Structured guidance can help students prepare for the job market earlier.

Student 2 Post (≈50 words):

I disagree because students have different timelines for career decisions. Mandatory courses may feel unnecessary for students who already have plans.

Model Response (≈150 words)

In response to the professor's question, I believe career planning courses should be strongly encouraged but not required. I understand Student 1's argument that early career guidance can improve employment outcomes. However, I disagree that mandatory courses suit all students. I agree more strongly with Student 2 that career planning develops at different stages. For example, I benefited from career workshops later in my studies, when my goals were clearer. Universities should provide accessible career resources while allowing students to choose when they are most ready to engage.

TOEFL Scoring Alignment

- **Relevance:** Clear and focused response
- **Engagement:** Balanced evaluation of classmates' views
- **Elaboration:** Relevant personal example
- **Organization:** Well-structured and coherent
- **Language Use:** Strong grammatical control

Item 81 – Attendance-Based Grading

Professor's Post:

Universities continue to debate whether attendance should directly affect students' grades. Some educators argue attendance-based grading improves accountability and engagement, while others believe grades should reflect learning rather than physical presence. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support attendance-based grading because it encourages students to come to class regularly. When attendance counts toward grades, students are more likely to stay engaged and benefit from lectures and discussions.

Student 2 Post (≈50 words):

I disagree because being present does not always mean learning. Some students can master material independently, and attendance-based grading may unfairly penalize them.

Model Response (≈150 words)

In response to the professor's question, I believe attendance should influence grades indirectly rather than as a fixed requirement. I understand Student 1's argument that attendance-based grading promotes accountability and engagement. However, I disagree that physical presence alone reflects meaningful learning. I agree more strongly with Student 2 that students demonstrate understanding in different ways. For example, in one course I attended lectures consistently, but I learned most effectively by reviewing recordings and completing assignments independently. Universities should reward participation through meaningful activities, such as discussions or applied tasks, rather than assigning grades based solely on attendance.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the prompt with a specific position
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Personal academic example supports reasoning
 - **Organization:** Logical progression and clear connections
 - **Language Use:** Accurate grammar and academic tone
-

Item 82 – Use of Polling Tools in Class

Professor's Post:

Universities continue to debate whether instructors should be required to use polling tools during class. Some educators argue polls increase engagement, while others believe they interrupt instruction. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required polling tools because they encourage participation from all students, including those who are hesitant to speak. Polls also give instructors immediate feedback on student understanding.

Student 2 Post (≈50 words):

I disagree because frequent polling can disrupt lectures and oversimplify complex topics. Not all content can be effectively assessed through quick questions.

Model Response (≈150 words)

In response to the professor's question, I believe polling tools should be available but not required in all classes. I understand Student 1's argument that polls increase participation and provide useful feedback. However, I disagree that polling fits every instructional context. I agree more strongly with Student 2 that excessive polling can interrupt the flow of complex material. For example, in one lecture-heavy course, occasional polls helped clarify key points, but frequent interruptions made it harder to follow extended explanations. Universities should encourage instructors to use polling strategically rather than mandating it across all courses.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear response directly addressing the prompt
 - **Engagement:** Balanced evaluation of classmates' views
 - **Elaboration:** Concrete classroom example strengthens reasoning
 - **Organization:** Coherent structure and smooth transitions
 - **Language Control:** Minimal errors; meaning always clear
-

Item 83 – Required Study Skills Courses

Professor's Post:

Universities continue to debate whether students should be required to take study skills courses. Some educators argue these courses improve academic performance, while others believe students develop skills independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required study skills courses because many students struggle with time management and effective studying. Structured instruction can help students develop habits that improve academic success.

Student 2 Post (≈50 words):

I disagree because students learn study strategies through experience. Mandatory courses may feel repetitive or unnecessary for students who already study effectively.

Model Response (≈150 words)

In response to the professor's question, I believe study skills courses should be required for students who demonstrate need, rather than for everyone. I understand Student 1's argument that structured instruction can improve academic habits. However, I disagree that all students benefit equally from required study skills courses. I agree more strongly with Student 2 that many students develop effective strategies independently. For example, after struggling early in college, I attended optional workshops that significantly improved my study habits. Universities should provide targeted support rather than universal requirements.

TOEFL Scoring Alignment

- **Relevance:** Direct and focused response to the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Personal experience supports the argument
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and appropriate vocabulary
-

Item 84 – Recording Student Presentations

Professor's Post:

Universities continue to debate whether student presentations should be recorded for assessment or review. Some educators argue recordings improve feedback and self-reflection, while others believe they increase anxiety. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support recording presentations because students can review their performance and learn from feedback. Recordings also allow instructors to assess presentations more carefully.

Student 2 Post (≈50 words):

I disagree because being recorded increases stress for many students. Anxiety may negatively affect performance and reduce confidence.

Model Response (≈150 words)

In response to the professor's question, I believe presentation recordings should be optional rather than required. I understand Student 1's argument that recordings support reflection and detailed feedback. However, I disagree that mandatory recording benefits all students. I agree more strongly with Student 2 that anxiety can interfere with performance. For example, in one course I found reviewing a recorded presentation helpful, but in another class recording increased stress and distracted me. Universities should allow recordings as a learning tool while respecting students' comfort levels.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the prompt
 - **Engagement:** Meaningful response to both classmates
 - **Elaboration:** Concrete personal example supports reasoning
 - **Organization:** Logical structure and cohesion
 - **Language Use:** Strong grammatical control
-

Item 85 – Use of Discussion Summaries

Professor's Post:

Universities continue to debate whether instructors should require students to submit summaries of class discussions. Some educators argue summaries improve comprehension, while others believe they add unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required discussion summaries because writing summaries helps students process information and remember key points from class discussions.

Student 2 Post (≈50 words):

I disagree because summaries can become repetitive busywork. Students may focus on completion rather than understanding.

Model Response (≈150 words)

In response to the professor's question, I believe discussion summaries should be used selectively rather than required after every class. I understand Student 1's argument that summaries reinforce learning and comprehension. However, I disagree that frequent summaries always improve understanding. I agree more strongly with Student 2 that excessive writing can feel like busywork. For example, in one course, occasional summaries helped me reflect on complex discussions, but weekly summaries became repetitive. Universities should encourage summaries when they clearly support learning objectives.

TOEFL Scoring Alignment

- **Relevance:** Clearly answers the professor's question
- **Engagement:** Evaluates both classmates' ideas
- **Elaboration:** Specific classroom example strengthens reasoning
- **Organization:** Clear and coherent development
- **Language Use:** Accurate grammar and academic tone

Item 86 – Optional Synchronous Sessions in Online Courses

Professor's Post:

Universities continue to debate whether online courses should include optional synchronous (live) sessions. Some educators argue live sessions improve interaction and engagement, while others believe asynchronous formats better support flexible schedules. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support live sessions because they allow students to ask questions in real time and feel more connected to instructors and classmates. Without live interaction, online courses can feel isolating and less engaging.

Student 2 Post (≈50 words):

I disagree because many students choose online courses specifically for flexibility. Required or frequent live sessions may conflict with work or family responsibilities.

Model Response (≈150 words)

In response to the professor's question, I believe online courses should offer optional synchronous sessions rather than making them mandatory. I understand Student 1's argument that live interaction can increase engagement and help students feel connected. However, I disagree that live sessions should be required for all online learners. I agree more strongly with Student 2 that flexibility is a major reason students enroll in online courses. For example, in one online class I attended optional live sessions when my schedule allowed, but I relied on recorded content during busy weeks. This approach helped me stay engaged without sacrificing flexibility. Universities should support interaction while preserving the advantages of asynchronous learning.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Balanced evaluation of both classmates' ideas
 - **Elaboration:** Concrete online-learning example
 - **Organization:** Clear structure and coherence
 - **Language Use:** Accurate grammar and appropriate academic tone
-

Item 87 – Student-Led Review Videos

Professor's Post:

Universities continue to debate whether students should be encouraged to create review videos for classmates. Some educators argue this improves understanding, while others believe it may spread incorrect information. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support student-created review videos because teaching material helps students understand it more deeply. Sharing videos can also help classmates review concepts in different ways.

Student 2 Post (≈50 words):

I disagree because students may include mistakes or unclear explanations. Without instructor review, videos could confuse others before exams.

Model Response (≈150 words)

In response to the professor's question, I believe student-led review videos should be encouraged but reviewed by instructors. I understand Student 1's argument that teaching others strengthens understanding. However, I disagree that unreviewed videos are always helpful. I agree more strongly with Student 2 that accuracy is essential before exams. For example, in one course, students created short review videos that the instructor approved before sharing them. This allowed creativity while ensuring correctness. Universities should support peer learning while maintaining instructional oversight to prevent misinformation.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Meaningful response to both classmates
 - **Elaboration:** Relevant classroom example
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical control
-

Item 88 – Required Skill Demonstration Videos

Professor's Post:

Universities continue to debate whether students should submit skill demonstration videos instead of written exams in certain courses. Some educators argue videos show practical ability, while others believe written exams are more reliable. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support skill demonstration videos because they allow students to show what they can actually do. Videos are especially useful in applied or performance-based courses.

Student 2 Post (≈50 words):

I disagree because not all students are comfortable recording themselves. Technical issues or anxiety may affect performance unfairly.

Model Response (≈150 words)

In response to the professor's question, I believe skill demonstration videos should be optional rather than required. I understand Student 1's argument that videos effectively show practical skills. However, I disagree that video submissions work equally well for all students. I agree more strongly with Student 2 that anxiety and technical challenges can interfere with performance. For example, in one applied course I chose a written exam instead of a video and felt more confident demonstrating my knowledge. Universities should allow multiple assessment formats to reflect students' strengths fairly.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Concrete course example
 - **Organization:** Coherent and logical structure
 - **Language Use:** Accurate grammar and clear expression
-

Item 89 – Portfolio Defense Presentations

Professor's Post:

Universities continue to debate whether students should be required to defend their academic portfolios in oral presentations. Some educators argue this improves reflection and communication skills, while others believe it adds unnecessary stress. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support portfolio defenses because explaining one's work helps students reflect on learning and practice professional communication skills.

Student 2 Post (≈50 words):

I disagree because oral defenses can increase anxiety and disadvantage students who perform better in writing than speaking.

Model Response (≈150 words)

In response to the professor's question, I believe portfolio defenses should be optional or limited to certain programs. I understand Student 1's argument that defending work encourages reflection and communication skills. However, I disagree that oral defenses are appropriate for all students. I agree more strongly with Student 2 that anxiety and communication preferences should be considered. For example, I am more comfortable explaining ideas in writing, and a written reflection allowed me to express my learning more clearly. Universities should support reflection while allowing students to demonstrate learning in ways that suit their strengths.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response
 - **Engagement:** Balanced consideration of classmates' views
 - **Elaboration:** Personal example supports reasoning
 - **Organization:** Logical flow
 - **Language Use:** Controlled grammar and academic tone
-

Item 90 – Learning Outcome Self-Ratings

Professor's Post:

Universities continue to debate whether students should be required to rate their own achievement of learning outcomes. Some educators argue self-assessment improves awareness, while others believe students may not evaluate themselves accurately. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support self-ratings because they encourage students to reflect on their progress and identify areas for improvement. Reflection can improve future learning strategies.

Student 2 Post (≈50 words):

I disagree because students may overestimate or underestimate their abilities. Self-ratings alone may not provide reliable assessment.

Model Response (≈150 words)

In response to the professor's question, I believe learning outcome self-ratings should be used alongside instructor feedback. I understand Student 1's argument that self-assessment encourages reflection and awareness. However, I disagree that self-ratings alone are reliable. I agree more strongly with Student 2 that guidance is needed. For example, in one course I completed self-ratings and then compared them with instructor feedback, which helped me identify gaps in my understanding. Universities should use self-assessment as a reflective tool rather than a standalone evaluation method.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
- **Engagement:** Addresses both classmates' ideas
- **Elaboration:** Concrete learning example
- **Organization:** Clear progression
- **Language Use:** Accurate grammar and clarity

Item 91 – Cross-Course Thematic Projects

Professor's Post:

Universities continue to debate whether students should complete cross-course thematic projects that connect content from multiple classes. Some educators argue these projects promote deeper learning, while others believe they add unnecessary complexity. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support cross-course projects because they help students see connections between subjects. Integrating ideas across classes encourages critical thinking and mirrors real-world problem solving.

Student 2 Post (≈50 words):

I disagree because coordinating projects across courses can be confusing. Different deadlines and expectations may increase workload and stress.

Model Response (≈150 words)

In response to the professor's question, I believe cross-course thematic projects should be optional rather than required. I understand Student 1's argument that connecting ideas across classes can deepen learning and encourage critical thinking. However, I disagree that such projects work well for all students and schedules. I agree more strongly with Student 2 that coordination challenges can create unnecessary stress. For example, I participated in an interdisciplinary project where deadlines overlapped, making it difficult to manage expectations across courses. When offered as an optional opportunity, however, similar projects were much more effective. Universities should encourage interdisciplinary learning while allowing students to choose when cross-course projects best support their goals.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Balanced evaluation of both classmates' ideas
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical structure and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 92 – Weekly Progress Check-Ins

Professor's Post:

Universities continue to debate whether instructors should require weekly progress check-ins from students. Some educators argue these check-ins improve accountability, while others believe they add unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support weekly check-ins because they help students stay organized and reflect on their progress. Regular updates can prevent students from falling behind.

Student 2 Post (≈50 words):

I disagree because frequent check-ins can feel repetitive. Students already manage multiple deadlines, and additional reporting may increase stress.

Model Response (≈150 words)

In response to the professor's question, I believe weekly progress check-ins should be used selectively rather than required in every course. I understand Student 1's argument that regular reflection can improve organization and accountability. However, I disagree that weekly check-ins are necessary for all students or subjects. I agree more strongly with Student 2 that excessive reporting can increase workload without improving learning. For example, in one course, short mid-semester check-ins helped me adjust my study strategies, but weekly updates felt repetitive. Universities should encourage progress check-ins when they clearly support course goals.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear position
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Relevant classroom example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 93 – Collaborative Exam Reviews

Professor's Post:

Universities continue to debate whether collaborative exam review sessions should be required. Some educators argue collaboration improves understanding, while others believe independent review is more effective. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support collaborative reviews because discussing material with peers helps clarify difficult concepts. Group review can reveal gaps in understanding.

Student 2 Post (≈50 words):

I disagree because group sessions may be inefficient. Some students prefer reviewing independently and may not benefit from group discussion.

Model Response (≈150 words)

In response to the professor's question, I believe collaborative exam reviews should be encouraged but optional. I understand Student 1's argument that peer discussion can improve understanding. However, I disagree that group review benefits all students equally. I agree more strongly with Student 2 that independent study can be more effective for some learners. For example, I often review material alone before exams but join group sessions to clarify specific questions. This combination works better than mandatory collaboration. Universities should offer collaborative reviews as a resource while respecting individual study preferences.

TOEFL Scoring Alignment

- **Relevance:** Clear answer to the prompt
 - **Engagement:** Balanced response to both classmates
 - **Elaboration:** Personal study example supports reasoning
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 94 – End-of-Unit Reflection Assignments

Professor's Post:

Universities continue to debate whether students should complete reflection assignments at the end of each unit. Some educators argue reflections improve learning awareness, while others believe they add little academic value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support end-of-unit reflections because they encourage students to think about what they learned and identify areas for improvement.

Student 2 Post (≈50 words):

I disagree because frequent reflections can become repetitive. Students may complete them quickly without meaningful thought.

Model Response (≈150 words)

In response to the professor's question, I believe end-of-unit reflections should be required only when they are clearly structured. I understand Student 1's argument that reflection increases learning awareness. However, I disagree that frequent, unstructured reflections are always effective. I agree more strongly with Student 2 that repetition can reduce engagement. For example, in one course, reflections guided by specific questions helped me review key concepts, while generic prompts felt less useful. Universities should require reflection assignments when they are purposeful and clearly connected to learning objectives.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear response with a focused position
 - **Engagement:** Addresses both classmates' ideas
 - **Elaboration:** Concrete academic example
 - **Organization:** Clear flow and coherence
 - **Language Use:** Strong grammatical accuracy
-

Item 95 – Choice-Based Feedback Formats

Professor's Post:

Universities continue to debate whether students should be allowed to choose the format of feedback they receive (written, audio, or video). Some educators argue choice improves engagement, while others believe consistency is more effective. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support allowing feedback choice because students learn differently. Some benefit more from audio or video explanations than written comments.

Student 2 Post (≈50 words):

I disagree because multiple feedback formats may create inconsistency. Instructors may not have time to provide different types of feedback.

Model Response (≈150 words)

In response to the professor's question, I believe students should be allowed limited choice in feedback format when feasible. I understand Student 1's argument that different formats can improve understanding and engagement. However, I disagree that unlimited choice is practical for instructors. I agree more strongly with Student 2 that consistency and workload matter. For example, in one course I could choose between written or audio feedback, which improved clarity without overwhelming the instructor. Universities should encourage flexibility while considering instructional constraints.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
- **Engagement:** Evaluates both classmates' viewpoints
- **Elaboration:** Relevant course example
- **Organization:** Logical and cohesive structure
- **Language Use:** Accurate grammar and academic tone

Item 96 – Student Goal Revision Meetings

Professor's Post:

Universities continue to debate whether students should be required to meet with instructors to revise academic goals during the term. Some educators argue these meetings improve focus and persistence, while others believe students should manage goals independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required goal revision meetings because students often lose focus during the semester. Meeting with instructors can help students reflect on progress and adjust goals before it is too late.

Student 2 Post (≈50 words):

I disagree because mandatory meetings may feel unnecessary for motivated students. Students should be trusted to monitor their own academic progress.

Model Response (≈150 words)

In response to the professor's question, I believe goal revision meetings should be encouraged but not required for all students. I understand Student 1's argument that structured meetings help students refocus and adjust plans when challenges arise. However, I disagree that mandatory meetings are necessary for every student. I agree more strongly with Student 2 that students who are already organized may not benefit from required meetings. For example, during one semester I met voluntarily with my instructor to revise my goals after struggling early on, and the meeting was helpful. In later semesters, I managed my goals independently. Universities should provide opportunities for goal revision while allowing students to choose when support is needed.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and academic tone
-

Item 97 – Open-Resource Assessments

Professor's Post:

Universities continue to debate whether open-resource assessments should replace traditional closed-book exams. Some educators argue open-resource exams test higher-order thinking, while others believe they reduce academic rigor. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support open-resource assessments because they focus on problem solving and application rather than memorization. This better reflects how knowledge is used in real-world situations.

Student 2 Post (≈50 words):

I disagree because students may rely too heavily on materials. Closed-book exams ensure students truly understand the content.

Model Response (≈150 words)

In response to the professor's question, I believe open-resource assessments should be used selectively rather than replacing all exams. I understand Student 1's argument that open-resource exams emphasize application and critical thinking. However, I disagree that they are appropriate for every subject. I agree more strongly with Student 2 that some foundational knowledge should be assessed without resources. For example, in one course open-resource exams worked well for case analysis, but closed-book quizzes ensured I mastered key concepts. Universities should balance assessment types to maintain rigor while promoting higher-order learning.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position directly addressing the prompt
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Relevant course example
 - **Organization:** Coherent structure and clear reasoning
 - **Language Use:** Minimal errors, meaning always clear
-

Item 98 – Skill Demonstration Checkpoints

Professor's Post:

Universities continue to debate whether courses should include mandatory skill demonstration checkpoints throughout the term. Some educators argue checkpoints improve mastery, while others believe they add unnecessary pressure. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support skill checkpoints because they allow students to demonstrate progress and receive feedback before final assessments. This can prevent major mistakes later.

Student 2 Post (≈50 words):

I disagree because frequent checkpoints may increase stress and workload. Students already have many deadlines to manage.

Model Response (≈150 words)

In response to the professor's question, I believe skill checkpoints should be included when they are clearly aligned with learning goals. I understand Student 1's argument that checkpoints provide useful feedback and promote mastery. However, I disagree that frequent checkpoints are always beneficial. I agree more strongly with Student 2 that excessive assessments can increase pressure. For example, in one course, a few well-timed checkpoints helped me correct mistakes early, while weekly checkpoints felt overwhelming. Universities should encourage checkpoints that support learning without creating unnecessary stress.

TOEFL Scoring Alignment

- **Relevance:** Direct and focused response
 - **Engagement:** Balanced response to classmates' views
 - **Elaboration:** Concrete academic example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and academic tone
-

Item 99 – Final Learning Narratives

Professor's Post:

Universities continue to debate whether students should write final learning narratives summarizing their academic growth. Some educators argue narratives promote reflection, while others believe they lack objective value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support final learning narratives because they allow students to reflect on progress and connect experiences across the course. Reflection can improve future learning.

Student 2 Post (≈50 words):

I disagree because narratives are subjective and difficult to evaluate consistently. They may not accurately reflect academic achievement.

Model Response (≈150 words)

In response to the professor's question, I believe final learning narratives should be used as reflective supplements rather than graded assessments. I understand Student 1's argument that narratives promote reflection and awareness. However, I disagree that narratives alone should measure achievement. I agree more strongly with Student 2 that subjectivity limits their evaluative value. For example, in one course I wrote a learning narrative that helped me identify strengths and weaknesses, but my performance was better measured through projects. Universities should use narratives to support reflection while relying on objective assessments for grading.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the prompt
 - **Engagement:** Addresses both classmates' ideas
 - **Elaboration:** Relevant academic example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Strong grammatical control
-

Item 100 – Optional Enrichment Assignments

Professor's Post:

Universities continue to debate whether optional enrichment assignments should be offered to students. Some educators argue enrichment supports deeper learning, while others believe it creates inequity. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support optional enrichment assignments because motivated students can explore topics in greater depth. Enrichment allows learning beyond minimum requirements.

Student 2 Post (≈50 words):

I disagree because enrichment opportunities may favor students with more time or resources. This can create unfair advantages.

Model Response (≈150 words)

In response to the professor's question, I believe optional enrichment assignments should be offered without affecting core grading. I understand Student 1's argument that enrichment encourages deeper exploration. However, I disagree that enrichment should influence final grades. I agree more strongly with Student 2 that unequal access could create unfair advantages. For example, I enjoyed optional enrichment tasks when time allowed, but I would not have completed them during busy semesters. Universities should offer enrichment as an opportunity for growth while keeping grading based on required work.

TOEFL Scoring Alignment

- **Relevance:** Clear and specific response
- **Engagement:** Balanced consideration of classmates' views
- **Elaboration:** Concrete personal example
- **Organization:** Logical flow and cohesion
- **Language Use:** Accurate grammar and academic tone

Item 101 – Required Academic Workshops

Professor's Post:

Universities continue to debate whether students should be required to attend academic skills workshops, such as time management or study strategy sessions. Some educators argue that mandatory workshops improve student success, while others believe students should decide for themselves. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required academic workshops because many students struggle due to poor study habits rather than lack of ability. Mandatory sessions ensure that all students learn useful strategies early instead of falling behind without support.

Student 2 Post (≈50 words):

I disagree because students have different needs and experience levels. Required workshops may feel repetitive or unnecessary for students who already have strong academic skills.

Model Response (≈150 words)

In response to the professor's question, I believe academic workshops should be required for students who demonstrate need but optional for others. I understand Student 1's argument that many students lack effective study strategies and benefit from structured instruction. However, I disagree that mandatory workshops are useful for all students. I agree more strongly with Student 2 that prior experience should be considered. For example, during my first year of college, attending a time-management workshop helped me adjust to academic demands, but similar sessions later felt repetitive. Universities should provide targeted support rather than applying universal requirements that may not benefit every student.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the professor's question
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical structure and clear progression
 - **Language Use:** Accurate grammar and appropriate academic tone
-

Item 102 – Limits on Late Course Withdrawals

Professor's Post:

Universities continue to debate whether students should face limits on late course withdrawals. Some educators argue restrictions encourage responsibility, while others believe flexibility supports students facing unexpected challenges. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on late withdrawals because students should commit to courses they choose. Allowing frequent withdrawals may encourage poor planning and reduce academic accountability.

Student 2 Post (≈50 words):

I disagree because students may encounter health, family, or academic issues that make completing a course unrealistic. Flexible withdrawal policies can reduce long-term negative consequences.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit late withdrawals but allow exceptions for legitimate circumstances. I understand Student 1's concern that unlimited withdrawals may reduce responsibility. However, I disagree that strict limits always support student success. I agree more strongly with Student 2 that flexibility is necessary when unexpected challenges arise. For example, a classmate of mine withdrew late from a course due to illness and was able to refocus successfully the following semester. Universities should balance accountability with compassion by allowing documented exceptions.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused position
 - **Engagement:** Addresses both classmates' views
 - **Elaboration:** Specific example strengthens argument
 - **Organization:** Coherent structure
 - **Language Use:** Strong grammatical control
-

Item 103 – Peer Feedback Training Sessions

Professor's Post:

Universities continue to debate whether students should receive formal training before participating in peer feedback activities. Some educators argue training improves feedback quality, while others believe practice alone is sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support peer feedback training because students often do not know how to give constructive comments. Training helps ensure feedback is useful rather than vague or unhelpful.

Student 2 Post (≈50 words):

I disagree because peer feedback improves naturally through practice. Formal training may take time away from actual learning activities.

Model Response (≈150 words)

In response to the professor's question, I believe brief peer feedback training should be provided before major peer review activities. I understand Student 1's argument that training improves the quality of feedback. However, I disagree that extensive instruction is necessary. I agree more strongly with Student 2 that practice plays an important role. For example, in one writing course, a short training session helped students understand expectations, while repeated peer reviews improved skills over time. Universities should offer focused training that supports effective practice without reducing instructional time.

TOEFL Scoring Alignment

- **Relevance:** Directly responds to the prompt
 - **Engagement:** Considers both classmates' perspectives
 - **Elaboration:** Relevant classroom example
 - **Organization:** Clear flow of ideas
 - **Language Use:** Accurate and controlled language
-

Item 104 – Required Attendance in Online Discussion Forums

Professor's Post:

Universities continue to debate whether participation in online discussion forums should be mandatory. Some educators argue requirements increase engagement, while others believe forced participation lowers quality. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required discussion participation because it ensures all students engage with course material. Without requirements, many students may remain passive.

Student 2 Post (≈50 words):

I disagree because mandatory participation can result in shallow responses. Students should contribute when they have meaningful ideas.

Model Response (≈150 words)

In response to the professor's question, I believe online discussion participation should be required but evaluated based on quality rather than frequency. I understand Student 1's argument that requirements encourage engagement. However, I disagree that frequent posting always improves discussion. I agree more strongly with Student 2 that meaningful contributions matter more than quantity. For example, in one course I posted fewer but more detailed responses, which led to stronger discussions. Universities should emphasize thoughtful participation instead of counting posts.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 105 – Optional Practice Exams

Professor's Post:

Universities continue to debate whether optional practice exams should be offered before major tests. Some educators argue practice exams improve performance, while others believe they increase workload without clear benefits. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support optional practice exams because they help students understand exam format and expectations. Practice reduces anxiety and improves preparation.

Student 2 Post (≈50 words):

I disagree because practice exams require additional time to create and complete. Students can prepare effectively using other study methods.

Model Response (≈150 words)

In response to the professor's question, I believe optional practice exams should be offered when feasible. I understand Student 1's argument that practice exams reduce anxiety and clarify expectations. However, I disagree that practice exams are necessary for every course. I agree more strongly with Student 2 that alternative preparation methods can also be effective. For example, in one course practice exams helped me identify weak areas, while in another class detailed review guides were sufficient. Universities should offer practice exams as a support tool rather than a requirement.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Addresses both classmates' ideas
- **Elaboration:** Relevant personal example
- **Organization:** Logical progression
- **Language Use:** Strong grammatical accuracy

Item 106 – Required Writing Center Visits

Professor's Post:

Universities continue to debate whether students should be required to visit the writing center for certain assignments. Some educators argue required visits improve writing quality, while others believe students should choose support services independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required writing center visits because many students do not seek help even when they need it. Mandatory visits ensure that students receive feedback and learn strategies to improve their writing skills.

Student 2 Post (≈50 words):

I disagree because writing center visits are not useful for everyone. Some students already receive feedback from instructors or prefer revising independently.

Model Response (≈150 words)

In response to the professor's question, I believe writing center visits should be required for introductory courses but optional for advanced students. I understand Student 1's argument that required visits encourage students to seek helpful feedback. However, I disagree that mandatory visits benefit all students equally. I agree more strongly with Student 2 that experienced writers may not need the same level of support. For example, visiting the writing center during my first year helped me understand academic expectations, but later I relied more on instructor feedback and self-revision. Universities should require writing center visits when they clearly support skill development while allowing flexibility as students gain confidence.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the professor's question
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical structure and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 107 – Limits on Extra Credit Opportunities

Professor's Post:

Universities continue to debate whether extra credit opportunities should be limited or expanded. Some educators argue extra credit motivates effort, while others believe it creates unfair advantages. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support offering extra credit because it gives students a chance to recover from mistakes. Extra credit can motivate students to stay engaged even after performing poorly.

Student 2 Post (≈50 words):

I disagree because extra credit may favor students with more time or resources. Grades should reflect required work rather than optional opportunities.

Model Response (≈150 words)

In response to the professor's question, I believe extra credit opportunities should be limited and clearly defined. I understand Student 1's argument that extra credit can motivate students and allow improvement after setbacks. However, I disagree that unlimited extra credit is fair. I agree more strongly with Student 2 that extra credit can create unequal advantages. For example, during one semester I could not complete extra credit due to work commitments, while others benefited significantly. Universities should allow small, equitable extra credit options without letting them outweigh required coursework.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Relevant personal example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 108 – Required Course Reflection Surveys

Professor's Post:

Universities continue to debate whether students should complete required course reflection surveys during the term. Some educators argue surveys improve instruction, while others believe they add unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required surveys because they give instructors timely feedback. Mid-course reflections can help instructors adjust teaching methods before the semester ends.

Student 2 Post (≈50 words):

I disagree because students already complete many evaluations. Additional surveys may feel repetitive and reduce response quality.

Model Response (≈150 words)

In response to the professor's question, I believe course reflection surveys should be required sparingly and used purposefully. I understand Student 1's argument that timely feedback can improve instruction. However, I disagree that frequent surveys are effective. I agree more strongly with Student 2 that overuse can reduce thoughtful responses. For example, in one course a single mid-semester survey led to meaningful changes, while repeated surveys felt unnecessary. Universities should encourage limited surveys that clearly impact teaching decisions.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Concrete classroom example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 109 – Optional Peer Tutoring Programs

Professor's Post:

Universities continue to debate whether peer tutoring programs should be mandatory or optional. Some educators argue required tutoring ensures support, while others believe students should choose when to seek help. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required peer tutoring because students often wait too long to seek help. Mandatory tutoring ensures early support and can prevent academic failure.

Student 2 Post (≈50 words):

I disagree because tutoring is more effective when students are motivated to attend. Forced participation may reduce engagement.

Model Response (≈150 words)

In response to the professor's question, I believe peer tutoring programs should be encouraged but not required. I understand Student 1's concern that students may delay seeking help. However, I disagree that mandatory tutoring leads to meaningful learning. I agree more strongly with Student 2 that motivation matters. For example, I benefited most from tutoring sessions I chose to attend after recognizing gaps in my understanding. Universities should promote tutoring as a resource while allowing students to decide when support is needed.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Relevant personal experience
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical accuracy
-

Item 110 – Course Modality Choice (Online vs. In-Person)

Professor's Post:

Universities continue to debate whether students should be allowed to choose between online and in-person versions of the same course. Some educators argue choice increases accessibility, while others believe consistent formats improve learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support allowing students to choose course modality because students have different schedules and learning preferences. Choice improves access and reduces barriers.

Student 2 Post (≈50 words):

I disagree because different formats may lead to unequal learning experiences. Consistency ensures fairness and academic standards.

Model Response (≈150 words)

In response to the professor's question, I believe students should be allowed to choose course modality when learning outcomes remain consistent. I understand Student 1's argument that flexibility increases accessibility. However, I disagree that choice should reduce academic standards. I agree more strongly with Student 2 that consistency matters. For example, in one course both online and in-person sections used the same assessments and materials, which ensured fairness. Universities should offer modality choice while maintaining equivalent academic expectations.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response
- **Engagement:** Evaluates both classmates' viewpoints
- **Elaboration:** Concrete academic example
- **Organization:** Logical and cohesive structure
- **Language Use:** Accurate grammar and academic tone

Item 111 – Mandatory Academic Orientation Modules

Professor's Post:

Universities continue to debate whether students should be required to complete online academic orientation modules before enrolling in courses. Some educators argue these modules improve preparedness, while others believe they are redundant and ineffective. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory orientation modules because many students underestimate the expectations of university-level work. Online modules can clearly explain academic policies, research expectations, and available support services before students begin classes.

Student 2 Post (≈50 words):

I disagree because orientation modules often repeat information students already receive elsewhere. Many students complete them quickly without paying attention, which limits their effectiveness.

Model Response (≈150 words)

In response to the professor's question, I believe academic orientation modules should be required but redesigned to be interactive and concise. I understand Student 1's argument that many students begin university without a clear understanding of academic expectations. However, I agree with Student 2 that traditional modules can feel repetitive and ineffective. In one program I participated in, orientation included short quizzes and scenario-based activities rather than long videos, which made the information more engaging and memorable. This approach helped me better understand academic integrity and research expectations before classes began. Universities should require orientation modules only if they are thoughtfully designed to promote active learning rather than passive completion.

TOEFL Scoring Alignment

- **Relevance:** Direct, focused response to the prompt
 - **Engagement:** Evaluates both classmates' ideas
 - **Elaboration:** Specific program-based example
 - **Organization:** Logical progression and cohesion
 - **Language Use:** Accurate grammar and precise academic language
-

Item 112 – Limits on Concurrent Enrollment

Professor's Post:

Universities continue to debate whether students should be allowed to enroll simultaneously at multiple institutions. Some educators argue limits protect academic focus, while others believe flexibility supports diverse educational goals. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on concurrent enrollment because taking courses at multiple institutions can overwhelm students. Universities should ensure students remain focused and maintain consistent academic standards.

Student 2 Post (≈50 words):

I disagree because concurrent enrollment can help students save money or access specialized courses. Flexible policies allow students to design efficient academic paths.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow concurrent enrollment under clear guidelines. I understand Student 1's concern that taking courses at multiple institutions may reduce focus and consistency. However, I agree more strongly with Student 2 that flexibility can benefit motivated students. For example, I completed a specialized course at another institution that was not offered at my home university, which strengthened my academic preparation. Clear approval processes can ensure course quality while allowing students to pursue additional opportunities. Universities should manage concurrent enrollment carefully rather than prohibit it entirely.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced evaluation of both classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Well-structured reasoning
 - **Language Use:** Strong grammatical control
-

Item 113 – Required Academic Technology Training

Professor's Post:

Universities continue to debate whether students should complete mandatory training on academic technology platforms. Some educators argue training improves efficiency, while others believe students can learn systems independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required technology training because many students struggle with learning management systems and digital tools. Training ensures everyone can access materials and submit work correctly.

Student 2 Post (≈50 words):

I disagree because students quickly learn technology through use. Mandatory training may waste time for students who are already comfortable with digital platforms.

Model Response (≈150 words)

In response to the professor's question, I believe technology training should be required only for essential systems and kept brief. I understand Student 1's argument that technical difficulties can interfere with learning. However, I agree with Student 2 that extensive training may be unnecessary for experienced users. In one course, a short tutorial on submitting assignments and checking feedback prevented common errors without overwhelming students. Universities should provide targeted training that supports access while respecting students' existing skills.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' views
 - **Elaboration:** Specific course-based example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 114 – Restrictions on Course Repeats

Professor's Post:

Universities continue to debate whether students should be limited in how many times they can repeat a course. Some educators argue limits promote responsibility, while others believe flexibility supports mastery. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on course repeats because students should be responsible for preparing adequately the first time. Allowing unlimited repeats may reduce motivation and strain university resources.

Student 2 Post (≈50 words):

I disagree because repeating a course can help students master difficult material. Flexibility allows students to improve without long-term academic penalties.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit course repeats while allowing exceptions for challenging courses. I understand Student 1's concern that unlimited repeats may reduce accountability. However, I agree more strongly with Student 2 that mastery sometimes requires additional attempts. For example, repeating a demanding course helped me strengthen foundational skills that were essential for later classes. Universities should balance responsibility with academic growth by setting reasonable limits while allowing exceptions when learning outcomes justify repetition.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Thoughtful response to both classmates
 - **Elaboration:** Relevant personal academic example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Controlled grammar and clarity
-

Item 115 – Mandatory Academic Progress Reports

Professor's Post:

Universities continue to debate whether instructors should be required to submit early academic progress reports for all students. Some educators argue reports improve intervention, while others believe they create unnecessary administrative burden. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory progress reports because early feedback can identify struggling students before problems become serious. Timely intervention improves retention and academic success.

Student 2 Post (≈50 words):

I disagree because progress reports increase workload for instructors. Not all courses need early reporting, especially those with frequent assessments.

Model Response (≈150 words)

In response to the professor's question, I believe academic progress reports should be required only in high-risk or introductory courses. I understand Student 1's argument that early identification of problems supports student success. However, I agree with Student 2 that universal reporting may not be efficient. In one large introductory course I took, early progress reports helped students seek support before midterms, while in smaller classes ongoing feedback made reports unnecessary. Universities should apply progress reporting strategically rather than uniformly.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
- **Engagement:** Evaluates both classmates' perspectives
- **Elaboration:** Specific course-based example
- **Organization:** Coherent and logical structure
- **Language Use:** Accurate grammar and academic vocabulary

Item 116 – Mandatory Citation Style Training

Professor's Post:

Universities continue to debate whether students should be required to complete formal training on citation styles such as APA or MLA. Some educators argue this training improves academic writing quality, while others believe students can learn citation through practice. In your opinion, what approach should universities take, and why?

Student 1 Post (≈50 words):

I support required citation training because many students struggle with formatting sources correctly. Formal instruction can prevent plagiarism and help students understand how to integrate sources appropriately in academic writing.

Student 2 Post (≈50 words):

I disagree because citation rules vary by discipline and assignment. Students may learn citation more effectively by applying it directly to real coursework rather than completing general training modules.

Model Response (≈150 words)

In response to the professor's question, I believe citation training should be required at an introductory level but reinforced through coursework rather than standalone modules. I understand Student 1's argument that formal instruction can reduce citation errors and prevent plagiarism. However, I agree with Student 2 that citation skills develop best when applied in real writing contexts. For example, an introductory workshop helped me understand basic citation rules, but I learned to use them accurately only after receiving feedback on actual assignments. Universities should provide foundational citation instruction early while allowing discipline-specific practice to reinforce these skills over time.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the professor's question with a focused position
 - **Engagement:** Evaluates and integrates both classmates' viewpoints
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical progression and clear connections
 - **Language Use:** Accurate grammar and precise academic vocabulary
-

Item 117 – Limits on Course Modality Changes

Professor's Post:

Universities continue to debate whether students should be allowed to switch between online and in-person course formats mid-semester. Some educators argue restrictions maintain stability, while others believe flexibility supports student success. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limiting format changes because switching modalities can disrupt learning and classroom dynamics. Clear policies help students commit to one format and adjust expectations early.

Student 2 Post (≈50 words):

I disagree because unexpected circumstances may require flexibility. Allowing limited format changes can help students remain enrolled rather than withdrawing entirely.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow limited modality changes under specific circumstances. I understand Student 1's concern that frequent switching can disrupt learning and planning. However, I agree more strongly with Student 2 that flexibility can prevent students from dropping courses due to unforeseen challenges. For example, when my schedule changed unexpectedly, switching to an online section allowed me to complete the course successfully. Universities should establish clear deadlines and approval processes so flexibility supports persistence without causing instability.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear, reasoned position
 - **Engagement:** Thoughtful consideration of both classmates' ideas
 - **Elaboration:** Relevant personal academic example
 - **Organization:** Coherent structure and clear transitions
 - **Language Use:** Strong grammatical control
-

Item 118 – Required Peer Observation of Group Work

Professor's Post:

Universities continue to debate whether students should be required to observe and evaluate peers during group projects. Some educators argue observation improves accountability, while others believe it creates tension within groups. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support peer observation because it encourages accountability. Knowing that peers will evaluate contributions can motivate students to participate more actively in group projects.

Student 2 Post (≈50 words):

I disagree because peer evaluation may create conflict or discomfort. Students may hesitate to give honest feedback to classmates they work with closely.

Model Response (≈150 words)

In response to the professor's question, I believe peer observation should be optional and structured carefully. I understand Student 1's argument that observation can increase accountability in group work. However, I agree more strongly with Student 2 that peer evaluation may strain relationships if not handled properly. For example, in one group project I completed anonymous peer feedback forms, which allowed honest evaluation without personal conflict. Universities should offer peer observation tools that protect anonymity and emphasize constructive feedback rather than making them mandatory.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the prompt
 - **Engagement:** Balanced evaluation of classmates' perspectives
 - **Elaboration:** Specific group-work example supports reasoning
 - **Organization:** Logical and cohesive structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 119 – Limits on Assignment Resubmissions

Professor's Post:

Universities continue to debate whether students should be allowed to resubmit assignments for improved grades. Some educators argue resubmissions promote learning, while others believe limits maintain fairness and efficiency. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support allowing resubmissions because revising work helps students learn from feedback. Opportunities to improve encourage growth rather than punishing early mistakes.

Student 2 Post (≈50 words):

I disagree because unlimited resubmissions can increase instructor workload and delay grading. Clear limits help maintain fairness and efficiency.

Model Response (≈150 words)

In response to the professor's question, I believe limited resubmission opportunities can support learning while maintaining fairness. I understand Student 1's argument that revision encourages improvement and reflection. However, I agree more strongly with Student 2 that unlimited resubmissions are impractical. For example, in one course I was allowed a single revision after receiving feedback, which motivated me to improve without overwhelming the instructor. Universities should permit structured resubmissions that balance learning benefits with realistic instructional demands.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete classroom example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and clarity
-

Item 120 – Mandatory End-of-Program Exit Surveys

Professor's Post:

Universities continue to debate whether students should be required to complete exit surveys at the end of their programs. Some educators argue surveys improve program quality, while others believe responses are often rushed or unhelpful. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required exit surveys because student feedback helps universities identify strengths and weaknesses in programs. Without mandatory participation, feedback may be incomplete or unrepresentative.

Student 2 Post (≈50 words):

I disagree because students may rush through required surveys just to graduate. Voluntary surveys may produce more thoughtful responses.

Model Response (≈150 words)

In response to the professor's question, I believe exit surveys should be required but designed to encourage meaningful participation. I understand Student 1's argument that mandatory surveys ensure broad feedback. However, I agree more strongly with Student 2 that rushed responses limit usefulness. For example, a short survey with targeted questions felt more meaningful to complete than a long required form. Universities should require exit surveys while focusing on clarity, brevity, and relevance to improve response quality.

TOEFL Scoring Alignment

- **Relevance:** Directly answers the professor's question
- **Engagement:** Evaluates both classmates' viewpoints
- **Elaboration:** Specific example supports reasoning
- **Organization:** Logical and coherent structure
- **Language Use:** Accurate grammar and academic vocabulary

Item 121 – Required Data Literacy Instruction

Professor's Post:

Universities continue to debate whether all students should complete a required data literacy course. Some educators argue that basic data skills are essential in most fields, while others believe such requirements distract from discipline-specific learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required data literacy courses because students regularly encounter data in academics and everyday life. Understanding charts, statistics, and basic data analysis helps students make informed decisions regardless of their major.

Student 2 Post (≈50 words):

I disagree because not all majors rely heavily on data analysis. Requiring these courses may take time away from classes that are more relevant to students' academic and career goals.

Model Response (≈150 words)

In response to the professor's question, I believe universities should require basic data literacy instruction while allowing departments to tailor the content. I understand Student 1's argument that data skills are increasingly important across fields. However, I agree with Student 2 that a one-size-fits-all course may not serve every major effectively. For example, a general introduction to interpreting data helped me evaluate research claims, while discipline-specific applications made the skills more relevant later. Universities should provide a foundational data literacy requirement that emphasizes critical interpretation rather than advanced technical analysis, ensuring usefulness without limiting disciplinary focus.

TOEFL Scoring Alignment

- **Relevance:** Clearly answers the prompt with a focused position
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Academic example supports reasoning
 - **Organization:** Logical progression and cohesion
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 122 – Use of AI Detection Tools

Professor's Post:

Universities continue to debate whether AI detection tools should be used to evaluate student writing. Some educators argue these tools protect academic integrity, while others believe they are unreliable and unfair. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support using AI detection tools because they discourage misuse of artificial intelligence. Clear enforcement helps maintain fairness and academic standards in writing assignments.

Student 2 Post (≈50 words):

I disagree because AI detection tools are often inaccurate. Students may be falsely accused, which can damage trust and create unnecessary stress.

Model Response (≈150 words)

In response to the professor's question, I believe AI detection tools should be used cautiously and never as the sole basis for academic decisions. I understand Student 1's concern about protecting academic integrity. However, I agree more strongly with Student 2 that unreliable tools can unfairly penalize students. For example, in one writing course, instructors focused on drafting processes and revision histories rather than automated detection results. This approach reduced misuse while avoiding false accusations. Universities should emphasize transparent writing practices and human judgment instead of relying heavily on automated tools.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and reasoned response
 - **Engagement:** Evaluates both classmates' ideas
 - **Elaboration:** Specific instructional example
 - **Organization:** Coherent structure
 - **Language Use:** Strong grammatical control
-

Item 123 – Required Intercultural Communication Training

Professor's Post:

Universities continue to debate whether students should complete required intercultural communication training. Some educators argue this promotes inclusivity, while others believe such training should remain optional. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required intercultural training because universities are diverse environments. Learning how to communicate across cultures can reduce misunderstandings and improve collaboration.

Student 2 Post (≈50 words):

I disagree because mandatory training may feel forced or superficial. Students may benefit more from voluntary programs tied to real experiences.

Model Response (≈150 words)

In response to the professor's question, I believe intercultural communication training should be required but connected to practical applications. I understand Student 1's argument that structured training promotes inclusivity. However, I agree with Student 2 that purely theoretical sessions may be ineffective. For example, a workshop I attended paired communication strategies with real case studies, which made the content more meaningful. Universities should require training that emphasizes practical skills and reflection rather than abstract concepts alone.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Balanced consideration of both viewpoints
 - **Elaboration:** Concrete training example
 - **Organization:** Clear and logical structure
 - **Language Use:** Accurate grammar and clarity
-

Item 124 – Limits on Course Credit for Internships

Professor's Post:

Universities continue to debate how much academic credit internships should receive. Some educators argue internships provide valuable learning, while others believe too much credit undermines academic rigor. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support granting credit for internships because students gain real-world experience that complements academic learning. Internships help students apply theory in practical settings.

Student 2 Post (≈50 words):

I disagree because internships vary widely in quality. Too much credit may reduce emphasis on coursework and academic standards.

Model Response (≈150 words)

In response to the professor's question, I believe internships should earn limited academic credit with clear evaluation criteria. I understand Student 1's argument that internships offer valuable experiential learning. However, I agree more strongly with Student 2 that inconsistent internship quality can threaten academic rigor. For example, one internship I completed included structured learning goals and reflective assignments, while another focused mainly on routine tasks. Universities should award credit only when internships include clear learning outcomes and academic supervision.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Specific internship comparison
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and academic tone
-

Item 125 – Mandatory End-of-Term Skill Assessments

Professor's Post:

Universities continue to debate whether students should complete standardized skill assessments at the end of their programs. Some educators argue assessments measure readiness, while others believe they oversimplify learning. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support end-of-term skill assessments because they provide clear evidence of student readiness. Standardized measures help universities evaluate program effectiveness.

Student 2 Post (≈50 words):

I disagree because standardized assessments cannot capture all learning outcomes. Students develop skills in different ways that may not appear on tests.

Model Response (≈150 words)

In response to the professor's question, I believe end-of-term skill assessments should be used as diagnostic tools rather than graduation requirements. I understand Student 1's argument that assessments offer useful benchmarks. However, I agree more strongly with Student 2 that standardized tests oversimplify complex learning. For example, a skills assessment I completed highlighted general strengths but failed to reflect project-based abilities I developed. Universities should use assessments to inform program improvement while relying on coursework to evaluate individual achievement.

TOEFL Scoring Alignment

- **Relevance:** Direct and focused response
- **Engagement:** Evaluates both classmates' perspectives
- **Elaboration:** Specific assessment example
- **Organization:** Clear and coherent structure
- **Language Use:** Strong grammatical accuracy

Item 126 – Required Financial Literacy Courses

Professor's Post:

Universities continue to debate whether students should be required to complete a financial literacy course. Some educators argue that financial education prepares students for life after graduation, while others believe universities should focus primarily on academic subjects. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required financial literacy courses because many students graduate without understanding budgeting, loans, or credit. These skills are essential for managing student debt and making responsible financial decisions after college.

Student 2 Post (≈50 words):

I disagree because financial education is not directly related to many academic fields. Students who need this knowledge can seek it independently without adding another graduation requirement.

Model Response (≈150 words)

In response to the professor's question, I believe universities should require a short financial literacy course while keeping it separate from major requirements. I understand Student 1's argument that many students lack basic financial knowledge and face serious financial decisions after graduation. However, I agree with Student 2 that universities should not overload degree programs with unrelated coursework. For example, a one-unit financial literacy course I completed covered budgeting, loans, and credit management without interfering with my major studies. This type of requirement provides practical value while respecting academic focus. Universities should ensure students gain essential life skills without reducing time spent on discipline-specific learning.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the prompt with a clear position
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Concrete course example supports reasoning
 - **Organization:** Logical progression and coherence
 - **Language Use:** Accurate grammar and academic tone
-

Item 127 – Restrictions on Course Load Reductions

Professor's Post:

Universities continue to debate whether students should face restrictions when reducing their course load below full-time status. Some educators argue limits protect academic progress, while others believe flexibility supports student well-being. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support restrictions on reducing course loads because taking too few classes may delay graduation. Clear limits encourage students to stay on track and complete their degrees efficiently.

Student 2 Post (≈50 words):

I disagree because students may need to reduce their course load due to health, work, or family responsibilities. Flexible policies allow students to continue their education rather than withdraw entirely.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow course load reductions with advisor approval. I understand Student 1's concern that frequent reductions may delay graduation. However, I agree more strongly with Student 2 that flexibility can support persistence. For example, reducing my course load during a demanding semester allowed me to maintain strong academic performance instead of failing multiple courses. Advisor approval ensures that reductions are used responsibly while supporting student well-being. Universities should prioritize long-term success rather than enforcing rigid enrollment expectations.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Relevant personal academic example
 - **Organization:** Clear structure and progression
 - **Language Use:** Strong grammatical control
-

Item 128 – Mandatory Ethics Training by Discipline

Professor's Post:

Universities continue to debate whether ethics training should be mandatory for students in all majors. Some educators argue ethics education is universally important, while others believe it should be discipline-specific. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support mandatory ethics training for all students because ethical decision-making applies to every profession. Universities should ensure graduates understand ethical responsibilities regardless of their field.

Student 2 Post (≈50 words):

I disagree because ethical issues differ widely across disciplines. General training may be too abstract, while discipline-specific instruction is more meaningful.

Model Response (≈150 words)

In response to the professor's question, I believe ethics training should be required but tailored to each discipline. I understand Student 1's argument that ethical awareness is essential for all students. However, I agree more strongly with Student 2 that ethics education is most effective when connected to real professional contexts. For example, ethical discussions in my major focused on case studies directly related to industry practices, which made the lessons more relevant and memorable. Universities should require ethics instruction while allowing departments to design content that reflects discipline-specific challenges.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Discipline-based example supports reasoning
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 129 – Limits on Credit Transfer from Online Providers

Professor's Post:

Universities continue to debate whether credits earned from external online providers should count toward degrees. Some educators argue transfer limits protect academic quality, while others believe flexible transfer policies increase access. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support strict limits on online credit transfers because universities must maintain consistent academic standards. External courses may not match the rigor of institutional programs.

Student 2 Post (≈50 words):

I disagree because online providers can offer high-quality courses at lower costs. Flexible transfer policies help students save time and money.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow limited credit transfer from approved online providers. I understand Student 1's concern about maintaining academic quality. However, I agree more strongly with Student 2 that flexibility can increase access without lowering standards. For example, transferring credit from an accredited online course allowed me to complete a prerequisite efficiently while meeting university requirements. Clear evaluation standards can ensure quality while supporting student progress. Universities should review online credits carefully rather than rejecting them outright.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct and focused response
 - **Engagement:** Balanced evaluation of both classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Clear and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 130 – Required Reflection on Career Outcomes

Professor's Post:

Universities continue to debate whether students should be required to reflect on career outcomes as part of graduation requirements. Some educators argue reflection improves career readiness, while others believe it adds limited academic value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required career reflection because students should connect academic learning to future goals. Reflecting on skills and experiences can help students plan more effectively after graduation.

Student 2 Post (≈50 words):

I disagree because career paths are uncertain and constantly changing. Required reflection may feel artificial for students who are still exploring options.

Model Response (≈150 words)

In response to the professor's question, I believe career reflection should be required only when it is flexible and forward-looking. I understand Student 1's argument that reflection helps students connect education with future goals. However, I agree more strongly with Student 2 that rigid reflection requirements may not suit all students. For example, a guided reflection focused on transferable skills helped me think about multiple career paths without forcing a fixed plan. Universities should require reflection that supports exploration rather than imposing narrow expectations.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the professor's question
- **Engagement:** Evaluates both classmates' perspectives
- **Elaboration:** Specific reflection example supports reasoning
- **Organization:** Logical progression and cohesion
- **Language Use:** Strong grammatical accuracy

Item 131 – Required Academic Resilience Training

Professor's Post:

Universities continue to debate whether students should be required to complete academic resilience or perseverance training. Some educators argue such training helps students handle setbacks, while others believe resilience develops naturally through experience. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required resilience training because many students struggle when they face academic failure for the first time. Structured instruction can help students develop strategies to cope with stress, manage setbacks, and remain motivated.

Student 2 Post (≈50 words):

I disagree because resilience cannot be taught through short courses. Students build perseverance through real academic challenges rather than workshops or modules.

Model Response (≈150 words)

In response to the professor's question, I believe academic resilience training should be offered but not required. I understand Student 1's argument that many students benefit from learning strategies to cope with academic stress. However, I agree more strongly with Student 2 that resilience develops primarily through experience. For example, after receiving poor feedback on an early assignment, meeting with my instructor and revising my work taught me more about perseverance than any formal training session. Universities should provide resilience resources and workshops while allowing students to apply these strategies organically as challenges arise.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the prompt with a clear position
 - **Engagement:** Responds thoughtfully to both classmates
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 132 – Limits on Group Size for Projects

Professor's Post:

Universities continue to debate whether limits should be placed on group size for class projects. Some educators argue smaller groups improve accountability, while others believe larger groups reflect real-world collaboration. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limiting group size because smaller groups make individual contributions more visible. When groups are too large, some students may contribute less without being noticed.

Student 2 Post (≈50 words):

I disagree because larger groups mirror professional environments where teamwork involves many people. Students should learn how to collaborate in complex group settings.

Model Response (≈150 words)

In response to the professor's question, I believe group size should be limited while allowing flexibility based on project goals. I understand Student 1's concern that accountability decreases in large groups. However, I also see value in Student 2's argument that larger groups reflect real-world collaboration. For example, in one course a small group project helped ensure equal participation, while in another course a larger group allowed us to divide complex tasks more effectively. Universities should adjust group size based on the skills being taught rather than applying a single rule.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear response addressing the issue
 - **Engagement:** Balanced consideration of both viewpoints
 - **Elaboration:** Specific project examples support reasoning
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical control
-

Item 133 – Required Academic Goal-Setting Assignments

Professor's Post:

Universities continue to debate whether students should complete formal academic goal-setting assignments each term. Some educators argue goal-setting improves motivation, while others believe it adds limited value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required goal-setting assignments because they encourage students to think intentionally about their academic progress. Writing goals helps students plan and stay focused throughout the term.

Student 2 Post (≈50 words):

I disagree because goals often change quickly. Formal assignments may feel artificial and disconnected from students' real priorities.

Model Response (≈150 words)

In response to the professor's question, I believe academic goal-setting assignments should be required only when they are flexible and revisited. I understand Student 1's argument that goal-setting can improve focus and motivation. However, I agree more strongly with Student 2 that static goals may lose relevance. For example, revisiting and revising my goals mid-semester helped me adjust expectations after unexpected challenges. Universities should design goal-setting assignments as evolving reflections rather than one-time tasks.

TOEFL Scoring Alignment

- **Relevance:** Clear position responding to the prompt
 - **Engagement:** Addresses both classmates' ideas
 - **Elaboration:** Specific academic example strengthens reasoning
 - **Organization:** Clear structure and cohesion
 - **Language Use:** Accurate grammar and clarity
-

Item 134 – Required Digital Privacy Education

Professor's Post:

Universities continue to debate whether students should complete required training on digital privacy and data protection. Some educators argue this knowledge is essential, while others believe it falls outside academic priorities. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required digital privacy education because students regularly share personal data online. Understanding privacy risks helps protect students academically and professionally.

Student 2 Post (≈50 words):

I disagree because digital privacy is constantly changing. Mandatory training may quickly become outdated and less useful.

Model Response (≈150 words)

In response to the professor's question, I believe digital privacy education should be required but regularly updated. I understand Student 1's argument that privacy awareness is increasingly important. However, I agree more strongly with Student 2 that static training loses relevance over time. For example, a short annual update on privacy practices was more useful to me than a single long course. Universities should require ongoing, adaptable privacy education rather than one-time instruction.

TOEFL Scoring Alignment

- **Relevance:** Directly answers the professor's question
 - **Engagement:** Evaluates both classmates' perspectives
 - **Elaboration:** Practical example supports reasoning
 - **Organization:** Logical and coherent structure
 - **Language Use:** Strong grammatical accuracy
-

Item 135 – Limits on Independent Study Credits

Professor's Post:

Universities continue to debate whether limits should be placed on independent study credits. Some educators argue independent study promotes initiative, while others believe limits protect academic consistency. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support allowing independent study credits because motivated students can explore topics deeply and develop research skills beyond standard coursework.

Student 2 Post (≈50 words):

I disagree because independent studies vary in quality. Too many independent credits may weaken consistency across academic programs.

Model Response (≈150 words)

In response to the professor's question, I believe independent study credits should be allowed with clear limits and oversight. I understand Student 1's argument that independent study encourages initiative and deeper exploration. However, I agree more strongly with Student 2 that consistency and quality control are important. For example, an independent study I completed was successful because it included clear objectives and regular instructor feedback. Universities should permit independent studies while setting reasonable limits and standards.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response
- **Engagement:** Balanced evaluation of classmates' ideas
- **Elaboration:** Concrete academic example
- **Organization:** Logical progression
- **Language Use:** Accurate grammar and academic tone

Item 136 – Required Research Ethics Certification

Professor's Post:

Universities continue to debate whether students should complete a formal research ethics certification before conducting academic research. Some educators argue certification prevents misconduct, while others believe ethics should be learned through mentorship. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required research ethics certification because students may not understand ethical standards without formal instruction. Clear guidelines can prevent plagiarism, data misuse, and other serious academic violations.

Student 2 Post (≈50 words):

I disagree because ethics training is more effective when integrated into real research projects. Certification alone may feel theoretical and disconnected from practice.

Model Response (≈150 words)

In response to the professor's question, I believe research ethics certification should be required but combined with mentorship. I understand Student 1's argument that formal instruction helps prevent ethical violations by clarifying expectations. However, I agree more strongly with Student 2 that ethics are best understood through application. For example, completing a short certification helped me learn basic principles, but discussing ethical dilemmas with my research supervisor made those principles meaningful. Universities should require certification as a foundation while ensuring that ethical decision-making is reinforced through guided research experiences.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear position
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Specific research example supports reasoning
 - **Organization:** Logical progression and cohesion
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 137 – Mandatory Academic Writing Samples for Placement

Professor's Post:

Universities continue to debate whether students should submit academic writing samples for course placement. Some educators argue samples improve placement accuracy, while others believe standardized tests are sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support writing samples because they show how students actually write in academic contexts. Samples provide more accurate information than test scores alone.

Student 2 Post (≈50 words):

I disagree because evaluating writing samples takes time and may delay registration. Standardized placement tests are more efficient.

Model Response (≈150 words)

In response to the professor's question, I believe academic writing samples should be used alongside standardized placement tests. I understand Student 1's argument that writing samples reflect real academic performance. However, I agree with Student 2 that efficiency is important, especially during registration periods. For example, submitting a short timed writing sample helped place me accurately without significantly delaying enrollment. Universities should combine multiple measures to balance accuracy with practicality rather than relying on a single method.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Relevant placement example
 - **Organization:** Clear and coherent structure
 - **Language Use:** Strong grammatical control
-

Item 138 – Required Academic Collaboration Training

Professor's Post:

Universities continue to debate whether students should receive required training on academic collaboration and teamwork. Some educators argue training improves group work outcomes, while others believe collaboration skills develop naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support collaboration training because students often struggle with group communication and task division. Structured guidance can reduce conflict and improve group performance.

Student 2 Post (≈50 words):

I disagree because teamwork skills develop best through experience. Formal training may not prepare students for real group dynamics.

Model Response (≈150 words)

In response to the professor's question, I believe collaboration training should be offered early but not required throughout a program. I understand Student 1's argument that structured instruction can prevent common group problems. However, I agree more strongly with Student 2 that collaboration skills improve through practice. For example, a short training session before my first group project helped establish expectations, while later projects reinforced those skills through experience. Universities should introduce collaboration strategies early and allow students to refine them through coursework.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Balanced consideration of classmates' views
 - **Elaboration:** Concrete group-work example
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and clarity
-

Item 139 – Limits on Credit for Prior Learning

Professor's Post:

Universities continue to debate whether students should receive academic credit for prior learning or work experience. Some educators argue this recognizes valuable skills, while others believe credit should reflect formal coursework. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support credit for prior learning because students gain relevant knowledge through work and life experience. Recognizing these skills can shorten degree completion time.

Student 2 Post (≈50 words):

I disagree because work experience varies widely. Academic credit should be based on standardized coursework to maintain consistency.

Model Response (≈150 words)

In response to the professor's question, I believe universities should award limited credit for prior learning when it is clearly assessed. I understand Student 1's argument that recognizing experience values real-world skills. However, I agree more strongly with Student 2 that consistency is important. For example, a portfolio review process allowed me to demonstrate prior knowledge while meeting academic standards. Universities should allow credit for prior learning only when assessment criteria are clear and rigorous.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear position
 - **Engagement:** Integrates both classmates' perspectives
 - **Elaboration:** Specific assessment example
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and academic tone
-

Item 140 – Required Training on Academic Accessibility

Professor's Post:

Universities continue to debate whether students should complete required training on academic accessibility and accommodations. Some educators argue training promotes inclusivity, while others believe it should remain optional. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required accessibility training because it helps students understand diverse learning needs. Awareness can improve collaboration and reduce misunderstandings in academic settings.

Student 2 Post (≈50 words):

I disagree because mandatory training may feel irrelevant to some students. Optional workshops may attract more engaged participants.

Model Response (≈150 words)

In response to the professor's question, I believe accessibility training should be required but focused on practical awareness. I understand Student 1's argument that training promotes inclusivity and understanding. However, I agree with Student 2 that engagement matters. For example, a short training with real scenarios helped me understand accommodations better than abstract explanations. Universities should require concise, applied accessibility training that emphasizes respect and collaboration rather than lengthy theoretical sessions.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Evaluates both classmates' ideas
- **Elaboration:** Practical training example
- **Organization:** Coherent and logical structure
- **Language Use:** Strong grammatical accuracy

Item 141 – Required Academic Time-Management Plans

Professor's Post:

Universities continue to debate whether students should be required to submit academic time-management plans at the start of each term. Some educators argue these plans help students stay organized, while others believe planning should remain a personal responsibility. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required time-management plans because many students struggle with balancing coursework, jobs, and personal responsibilities. Writing a plan forces students to think realistically about how they will manage deadlines and commitments.

Student 2 Post (≈50 words):

I disagree because time-management styles vary widely. Required plans may feel artificial, and students may not actually follow them once the semester begins.

Model Response (≈150 words)

In response to the professor's question, I believe time-management plans should be encouraged but not required. I understand Student 1's argument that structured planning can help students visualize their responsibilities early in the term. However, I agree more strongly with Student 2 that planning is highly individual and often changes as the semester develops. For example, I created a detailed schedule at the beginning of one term, but unexpected assignments and exams required constant adjustment. Reflecting on time use mid-semester was more helpful than submitting a fixed plan. Universities should provide planning tools and workshops while allowing students to develop strategies that match their learning habits.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear position
 - **Engagement:** Balanced evaluation of both classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 142 – Limits on Independent Exam Scheduling Requests

Professor's Post:

Universities continue to debate whether students should face limits when requesting individual exam scheduling outside standard exam times. Some educators argue restrictions maintain fairness, while others believe flexibility supports students with legitimate conflicts. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on individual exam scheduling because allowing many exceptions can create unfair advantages. Standard exam times help ensure consistent testing conditions for all students.

Student 2 Post (≈50 words):

I disagree because conflicts such as medical appointments or overlapping exams are unavoidable. Flexible scheduling helps students demonstrate knowledge without unnecessary penalties.

Model Response (≈150 words)

In response to the professor's question, I believe universities should allow limited exam rescheduling with clear documentation requirements. I understand Student 1's concern that unrestricted flexibility could undermine fairness. However, I agree more strongly with Student 2 that legitimate conflicts require accommodation. For example, I once had two final exams scheduled at the same time, and rescheduling one allowed me to perform fairly on both. Clear policies and documentation can prevent abuse while supporting students facing unavoidable conflicts. Universities should prioritize equitable assessment rather than rigid scheduling.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Specific exam conflict example
 - **Organization:** Coherent reasoning
 - **Language Use:** Strong grammatical control
-

Item 143 – Required Peer Feedback on Study Strategies

Professor's Post:

Universities continue to debate whether students should be required to share and receive feedback on study strategies. Some educators argue this promotes effective learning habits, while others believe study methods are personal. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support peer feedback on study strategies because students can learn effective techniques from one another. Sharing strategies can expose students to new ways of preparing for exams.

Student 2 Post (≈50 words):

I disagree because study habits are highly personal. Required sharing may feel intrusive and may not benefit students who already know what works for them.

Model Response (≈150 words)

In response to the professor's question, I believe peer discussion of study strategies should be optional rather than required. I understand Student 1's argument that students can benefit from learning new approaches. However, I agree more strongly with Student 2 that study habits are personal and context-dependent. For example, group discussions about study techniques introduced me to useful ideas, but I ultimately adapted only those that fit my learning style. Universities should encourage voluntary sharing while respecting individual preferences.

TOEFL Scoring Alignment

- **Relevance:** Clear answer addressing the prompt
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Personal learning example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 144 – Mandatory Review of Instructor Feedback

Professor's Post:

Universities continue to debate whether students should be required to review and respond to instructor feedback on assignments. Some educators argue this ensures learning from mistakes, while others believe it adds unnecessary workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required feedback review because many students ignore comments once grades are posted. Requiring a response ensures students reflect on mistakes and improve future work.

Student 2 Post (≈50 words):

I disagree because students already review feedback informally. Required responses may become routine tasks without meaningful reflection.

Model Response (≈150 words)

In response to the professor's question, I believe structured feedback review should be required only for major assignments. I understand Student 1's argument that students often overlook written feedback. However, I agree more strongly with Student 2 that mandatory responses for every assignment may feel repetitive. For example, writing a short reflection after a major essay helped me apply feedback to later work, but doing so for small assignments felt unnecessary. Universities should require feedback engagement selectively to promote meaningful improvement rather than routine compliance.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear stance
 - **Engagement:** Addresses both classmates' views
 - **Elaboration:** Specific assignment example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 145 – Limits on Instructor Email Response Expectations

Professor's Post:

Universities continue to debate whether policies should limit how quickly instructors are expected to respond to student emails. Some educators argue clear response times improve communication, while others believe rigid expectations increase workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support clear email response guidelines because students need timely answers to succeed. Knowing when to expect replies reduces anxiety and confusion.

Student 2 Post (≈50 words):

I disagree because instructors already manage heavy workloads. Strict response timelines may be unrealistic and increase pressure.

Model Response (≈150 words)

In response to the professor's question, I believe universities should recommend response-time guidelines without enforcing strict rules. I understand Student 1's argument that predictable communication supports students. However, I agree more strongly with Student 2 that rigid expectations may be impractical. For example, knowing that instructors typically respond within two business days helped me plan without expecting immediate replies. Universities should promote clear communication norms while allowing instructors flexibility to manage their responsibilities.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and specific response
- **Engagement:** Balanced evaluation of both viewpoints
- **Elaboration:** Practical communication example
- **Organization:** Logical and cohesive structure
- **Language Use:** Strong grammatical accuracy

Item 146 – Required Academic Reading Load Guidelines

Professor's Post:

Universities continue to debate whether instructors should follow recommended limits on weekly reading loads. Some educators argue guidelines protect students from overload, while others believe instructors should decide based on course goals. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support reading load guidelines because students often juggle multiple courses with heavy reading. Clear limits can help prevent burnout and allow students to engage more deeply with assigned texts.

Student 2 Post (≈50 words):

I disagree because reading requirements depend on subject matter. Courses that focus on theory or literature may require heavier reading to meet learning objectives.

Model Response (≈150 words)

In response to the professor's question, I believe universities should provide recommended reading guidelines while allowing instructors flexibility. I understand Student 1's concern that excessive reading across courses can overwhelm students and reduce comprehension. However, I agree more strongly with Student 2 that reading demands vary by discipline. For example, in a theory-based course, extensive reading was essential for discussion, while in a methods course, shorter readings paired with practice were more effective. Universities should offer general guidance to promote balance while trusting instructors to adjust reading loads according to course goals.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Balanced consideration of both classmates
 - **Elaboration:** Discipline-specific example supports reasoning
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 147 – Mandatory Use of Course Planning Apps

Professor's Post:

Universities continue to debate whether students should be required to use digital course planning or scheduling apps. Some educators argue these tools improve organization, while others believe students should manage planning independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required planning apps because they help students track deadlines and assignments in one place. Many students struggle with organization, and digital tools can reduce missed deadlines.

Student 2 Post (≈50 words):

I disagree because students already use personal planning methods. Mandatory apps may not fit everyone's preferences or learning habits.

Model Response (≈150 words)

In response to the professor's question, I believe course planning apps should be recommended but not required. I understand Student 1's argument that centralized tools can help students stay organized. However, I agree more strongly with Student 2 that organization methods vary widely. For example, I prefer a paper planner for managing tasks, while others rely on apps. Requiring a single tool may reduce effectiveness for some students. Universities should promote planning resources while allowing students to choose systems that match their habits.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance responding to the issue
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Personal organization example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 148 – Limits on Group Peer Evaluations

Professor's Post:

Universities continue to debate whether group projects should include mandatory peer evaluations. Some educators argue evaluations improve accountability, while others believe they create tension and bias. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support peer evaluations because they allow instructors to identify unequal contributions. Knowing peers will evaluate effort can motivate students to participate more responsibly.

Student 2 Post (≈50 words):

I disagree because peer evaluations may be influenced by personal relationships. Students may hesitate to be honest, which reduces fairness.

Model Response (≈150 words)

In response to the professor's question, I believe peer evaluations should be optional and carefully designed. I understand Student 1's argument that evaluations can improve accountability in group work. However, I agree more strongly with Student 2 that bias and discomfort can limit honesty. For example, anonymous peer evaluations in one course provided useful feedback, while open evaluations created tension. Universities should offer evaluation tools that protect anonymity and focus on specific criteria rather than making peer evaluation mandatory in all group projects.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Concrete group-project example
 - **Organization:** Logical and cohesive reasoning
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 149 – Required Academic Portfolio Reviews by Advisors

Professor's Post:

Universities continue to debate whether students should meet with advisors to review academic portfolios. Some educators argue reviews improve planning, while others believe they are unnecessary for independent students. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required portfolio reviews because advisors can help students reflect on progress and identify gaps before graduation. Regular review ensures students stay on track.

Student 2 Post (≈50 words):

I disagree because motivated students already monitor their progress. Mandatory reviews may feel redundant and slow down advising systems.

Model Response (≈150 words)

In response to the professor's question, I believe portfolio reviews should be required at key milestones rather than every term. I understand Student 1's argument that advisor feedback can highlight gaps and guide planning. However, I agree more strongly with Student 2 that frequent reviews may be unnecessary for self-directed students. For example, reviewing my portfolio before applying for internships was valuable, while earlier reviews felt less relevant. Universities should schedule portfolio reviews strategically to support reflection without overburdening students or advisors.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the issue
 - **Engagement:** Responds to both classmates' views
 - **Elaboration:** Specific academic milestone example
 - **Organization:** Clear and logical structure
 - **Language Use:** Strong grammatical accuracy
-

Item 150 – Limits on Course Enrollment Priority Categories

Professor's Post:

Universities continue to debate how many priority categories should exist for course enrollment. Some educators argue priority systems ensure timely graduation, while others believe too many categories reduce fairness. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support multiple priority categories because students close to graduation or with special requirements need early access to courses. Priority systems help prevent delays.

Student 2 Post (≈50 words):

I disagree because excessive priority groups leave fewer seats for other students. This can increase frustration and inequality during registration.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit priority categories while clearly defining eligibility. I understand Student 1's argument that priority access helps students graduate on time. However, I agree more strongly with Student 2 that too many categories reduce fairness. For example, when priority groups expanded at my university, non-priority students struggled to enroll in required courses. Universities should maintain priority access for essential cases while keeping the system simple and transparent.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
- **Engagement:** Balanced consideration of classmates' perspectives
- **Elaboration:** Concrete registration example
- **Organization:** Logical progression and coherence
- **Language Use:** Accurate grammar and academic tone

Item 151 – Required Training on Academic Use of AI Tools

Professor's Post:

Universities continue to debate whether students should complete required training on the academic use of AI tools. Some educators argue training clarifies appropriate use and prevents misuse, while others believe guidelines within courses are sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required AI training because many students are unsure how to use AI tools ethically. Formal instruction can clarify boundaries and reduce accidental misuse in writing and research.

Student 2 Post (≈50 words):

I disagree because AI use differs across disciplines and assignments. General training may be too broad and less helpful than course-specific guidance.

Model Response (≈150 words)

In response to the professor's question, I believe universities should require brief foundational training on AI use while allowing departments to set course-specific rules. I understand Student 1's argument that students need clear guidance to avoid unintentional misuse. However, I agree more strongly with Student 2 that AI expectations vary by discipline. For example, a short training session helped me understand general principles such as transparency and citation, while individual courses provided more detailed rules. Universities should establish baseline expectations and let instructors tailor policies to their learning goals.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the prompt with a clear position
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Specific academic example supports reasoning
 - **Organization:** Logical progression and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 152 – Limits on Back-to-Back Exam Scheduling

Professor's Post:

Universities continue to debate whether policies should limit how many exams students can have on the same day. Some educators argue limits reduce stress, while others believe scheduling flexibility is unavoidable. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on same-day exams because taking multiple exams in a short time increases stress and may affect performance. Clear limits can promote fairness.

Student 2 Post (≈50 words):

I disagree because scheduling constraints make it difficult to avoid conflicts entirely. Students should learn to manage demanding exam periods.

Model Response (≈150 words)

In response to the professor's question, I believe universities should limit back-to-back exams while allowing exceptions when necessary. I understand Student 1's concern that multiple exams in one day can negatively affect performance. However, I agree more strongly with Student 2 that some scheduling conflicts are unavoidable. For example, a policy at my university allowed students with three exams in one day to reschedule one, which reduced stress without disrupting the exam schedule. Universities should adopt similar policies that protect students while remaining practical.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced evaluation of both classmates
 - **Elaboration:** Concrete exam-policy example
 - **Organization:** Coherent structure
 - **Language Use:** Strong grammatical control
-

Item 153 – Required Instruction on Academic Reading Strategies

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic reading strategies. Some educators argue such instruction improves comprehension, while others believe reading skills develop naturally through coursework. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required reading strategy instruction because academic texts can be challenging. Teaching students how to annotate, summarize, and evaluate arguments can improve understanding.

Student 2 Post (≈50 words):

I disagree because reading skills improve through practice. Formal instruction may not be necessary for students who already read effectively.

Model Response (≈150 words)

In response to the professor's question, I believe reading strategy instruction should be required early in a student's academic career but optional later. I understand Student 1's argument that structured strategies help students handle complex texts. However, I agree more strongly with Student 2 that reading skills develop through continued practice. For example, an early workshop helped me approach dense readings more effectively, but later coursework reinforced these skills naturally. Universities should provide foundational support without requiring repetitive instruction.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Specific learning example
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and clarity
-

Item 154 – Limits on Number of Simultaneous Group Projects

Professor's Post:

Universities continue to debate whether limits should be placed on how many group projects students complete in a single term. Some educators argue limits reduce workload stress, while others believe frequent collaboration is beneficial. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limits on group projects because coordinating schedules and responsibilities can be stressful. Too many group projects at once may reduce the quality of collaboration.

Student 2 Post (≈50 words):

I disagree because collaboration skills improve with practice. Students should learn to manage multiple group responsibilities effectively.

Model Response (≈150 words)

In response to the professor's question, I believe universities should coordinate group project requirements across courses when possible. I understand Student 1's concern that multiple group projects can increase stress and reduce effectiveness. However, I agree more strongly with Student 2 that collaboration skills develop through experience. For example, managing two group projects simultaneously was challenging but improved my communication and planning skills. Universities should encourage collaboration while avoiding excessive overlap that overwhelms students.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear position
 - **Engagement:** Evaluates both classmates' viewpoints
 - **Elaboration:** Relevant group-work example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 155 – Required Review of Degree Audit Tools

Professor's Post:

Universities continue to debate whether students should be required to regularly review degree audit tools that track progress toward graduation. Some educators argue this prevents errors, while others believe students can manage requirements independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required degree audit reviews because students often misunderstand graduation requirements. Regular checks can prevent last-minute surprises and delays.

Student 2 Post (≈50 words):

I disagree because students already monitor their progress. Mandatory reviews may feel unnecessary for organized students.

Model Response (≈150 words)

In response to the professor's question, I believe degree audit reviews should be required at key milestones rather than every term. I understand Student 1's argument that audits prevent costly mistakes. However, I agree more strongly with Student 2 that frequent mandatory reviews may be redundant. For example, reviewing my audit before declaring my major and before graduation was helpful, while frequent checks were unnecessary. Universities should require degree audit reviews strategically to support planning without overburdening students.

TOEFL Scoring Alignment

- **Relevance:** Clear and focused response
- **Engagement:** Balanced consideration of classmates' views
- **Elaboration:** Concrete academic planning example
- **Organization:** Logical progression and cohesion
- **Language Use:** Strong grammatical accuracy

Item 156 – Required Training on Academic Email Etiquette

Professor's Post:

Universities continue to debate whether students should complete required training on academic email etiquette. Some educators argue such training improves communication with instructors, while others believe students learn appropriate communication naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required email etiquette training because many students send unclear or overly informal messages to instructors. Learning how to write professional academic emails can improve communication and prevent misunderstandings.

Student 2 Post (≈50 words):

I disagree because students can learn email etiquette through experience and feedback. Mandatory training may feel unnecessary for students who already communicate professionally.

Model Response (≈150 words)

In response to the professor's question, I believe academic email etiquette training should be offered early but not required for all students. I understand Student 1's argument that unclear or informal emails can cause confusion and harm communication. However, I agree more strongly with Student 2 that students improve through practice and feedback. For example, after receiving guidance on how to write clearer emails, I adjusted my communication without needing formal training. Universities should provide optional workshops and examples that students can access when needed rather than imposing mandatory sessions.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear position
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Practical communication example
 - **Organization:** Logical flow and coherence
 - **Language Use:** Accurate grammar and academic tone
-

Item 157 – Limits on Use of Lecture Slides as Study Material

Professor's Post:

Universities continue to debate whether instructors should limit student reliance on lecture slides as primary study materials. Some educators argue slides promote surface learning, while others believe they support organization and review. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limiting reliance on lecture slides because students may stop engaging deeply with readings and lectures. Slides often summarize information without sufficient explanation.

Student 2 Post (≈50 words):

I disagree because lecture slides help students organize notes and review material efficiently. Slides can be especially helpful for visual learners.

Model Response (≈150 words)

In response to the professor's question, I believe lecture slides should be used as support materials rather than primary study resources. I understand Student 1's concern that overreliance on slides can lead to shallow learning. However, I agree more strongly with Student 2 that slides can be valuable for organization and review. For example, I use lecture slides to outline key ideas, but I rely on readings and notes for deeper understanding. Universities should encourage instructors to design slides that complement, rather than replace, active learning materials.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear response to the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific study strategy example
 - **Organization:** Clear and coherent structure
 - **Language Use:** Strong grammatical accuracy
-

Item 158 – Required Training on Group Conflict Resolution

Professor's Post:

Universities continue to debate whether students should receive required training on resolving conflicts during group work. Some educators argue training prevents group problems, while others believe conflicts should be managed organically. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required conflict-resolution training because many group projects fail due to poor communication. Learning how to handle disagreements can improve collaboration and project outcomes.

Student 2 Post (≈50 words):

I disagree because conflict resolution skills develop naturally through experience. Mandatory training may not prepare students for real-world situations.

Model Response (≈150 words)

In response to the professor's question, I believe conflict-resolution training should be offered as an optional resource rather than required. I understand Student 1's argument that training can prevent common group problems. However, I agree more strongly with Student 2 that conflict management skills develop through experience. For example, resolving disagreements within a project taught me more than hypothetical scenarios discussed in workshops. Universities should provide conflict-resolution resources that students can access when issues arise, rather than mandatory instruction for all students.

TOEFL Scoring Alignment

- **Relevance:** Direct response with a clear stance
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Concrete group-work example
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and clarity
-

Item 159 – Limits on Instructor-Assigned Supplementary Readings

Professor's Post:

Universities continue to debate whether instructors should limit supplementary readings beyond required texts. Some educators argue additional readings deepen understanding, while others believe they overwhelm students. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support additional readings because they expose students to different perspectives and encourage deeper analysis of course topics.

Student 2 Post (≈50 words):

I disagree because too many readings can overload students. Excessive materials may reduce comprehension and motivation.

Model Response (≈150 words)

In response to the professor's question, I believe supplementary readings should be optional rather than mandatory. I understand Student 1's argument that extra readings broaden perspectives. However, I agree more strongly with Student 2 that excessive reading can overwhelm students. For example, optional readings in one course allowed me to explore topics further when time permitted, without distracting from core assignments. Universities should encourage instructors to provide additional resources while prioritizing essential materials.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear, focused response
 - **Engagement:** Evaluates both classmates' views
 - **Elaboration:** Specific academic example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Strong grammatical control
-

Item 160 – Required Training on Academic Presentation Software

Professor's Post:

Universities continue to debate whether students should complete required training on presentation software such as PowerPoint or Google Slides. Some educators argue training improves communication skills, while others believe students can learn software independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required presentation software training because many students struggle to design clear and effective slides. Formal instruction can improve presentation quality and communication.

Student 2 Post (≈50 words):

I disagree because students quickly learn presentation tools through practice. Mandatory training may repeat skills students already have.

Model Response (≈150 words)

In response to the professor's question, I believe presentation software training should be offered but not required. I understand Student 1's argument that poor slide design can weaken presentations. However, I agree more strongly with Student 2 that students develop these skills through experience. For example, receiving feedback on slide design during presentations helped me improve more effectively than standalone tutorials. Universities should provide optional training resources while allowing students to learn through practice and feedback.

TOEFL Scoring Alignment

- **Relevance:** Direct response addressing the prompt
- **Engagement:** Balanced evaluation of classmates' ideas
- **Elaboration:** Practical presentation example
- **Organization:** Clear progression and cohesion
- **Language Use:** Accurate grammar and academic tone

Item 161 – Required Training on Academic Note-Taking Methods

Professor's Post:

Universities continue to debate whether students should receive required training on academic note-taking methods. Some educators argue formal instruction improves comprehension, while others believe students naturally develop effective strategies. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required note-taking training because many students record information without organizing it. Learning structured methods can help students identify key ideas and review material more effectively.

Student 2 Post (≈50 words):

I disagree because note-taking styles are personal. Mandatory training may not fit students who already use effective systems.

Model Response (≈150 words)

In response to the professor's question, I believe note-taking training should be offered early but not required. I understand Student 1's concern that unstructured notes can reduce comprehension. However, I agree more strongly with Student 2 that effective note-taking depends on individual preferences. For example, I tried a structured method in one course but later adapted my own system that worked better for me. Universities should introduce common strategies while allowing students to choose and modify approaches that support their learning.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Responds to both classmates' viewpoints
 - **Elaboration:** Concrete learning example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 162 – Limits on Use of Recorded Lectures

Professor's Post:

Universities continue to debate whether instructors should limit student reliance on recorded lectures. Some educators argue recordings reduce attendance, while others believe they improve accessibility. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support limiting recorded lectures because students may stop attending class. In-person participation often leads to better engagement and understanding.

Student 2 Post (≈50 words):

I disagree because recordings help students review difficult material. They also support students who miss class for legitimate reasons.

Model Response (≈150 words)

In response to the professor's question, I believe recorded lectures should be available but not treated as substitutes for participation. I understand Student 1's concern that recordings may reduce attendance. However, I agree more strongly with Student 2 that recordings improve accessibility and comprehension. For example, reviewing recorded lectures helped me clarify complex topics without replacing live attendance. Universities should encourage attendance while using recordings as a supplemental learning resource.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response to the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Relevant academic example
 - **Organization:** Clear progression and cohesion
 - **Language Use:** Strong grammatical control
-

Item 163 – Required Peer Mentoring for New Students

Professor's Post:

Universities continue to debate whether new students should be required to participate in peer mentoring programs. Some educators argue mentoring improves adjustment, while others believe participation should remain voluntary. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required peer mentoring because new students often struggle during their first term. Structured support can help them adjust academically and socially.

Student 2 Post (≈50 words):

I disagree because mentoring relationships work best when students choose to participate. Forced programs may reduce motivation.

Model Response (≈150 words)

In response to the professor's question, I believe peer mentoring should be strongly encouraged but not required. I understand Student 1's argument that mentoring supports adjustment. However, I agree more strongly with Student 2 that voluntary participation leads to more meaningful relationships. For example, I benefited most from mentoring when I sought it out rather than being assigned. Universities should promote mentoring opportunities while respecting student choice.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Specific mentoring example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 164 – Limits on Required Discussion Posts

Professor's Post:

Universities continue to debate whether courses should limit the number of required discussion posts. Some educators argue frequent posting increases engagement, while others believe it reduces quality. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support frequent discussion posts because they keep students consistently engaged. Regular participation ensures students interact with course material throughout the term.

Student 2 Post (≈50 words):

I disagree because too many posts encourage superficial responses. Students may focus on quantity rather than meaningful discussion.

Model Response (≈150 words)

In response to the professor's question, I believe discussion requirements should emphasize quality rather than frequency. I understand Student 1's argument that regular posting promotes engagement. However, I agree more strongly with Student 2 that excessive posting can reduce depth. For example, fewer but more thoughtful discussion posts helped me engage more critically with course topics. Universities should prioritize meaningful interaction over numerical participation requirements.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear and focused response
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Relevant discussion example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Accurate grammar and academic tone
-

Item 165 – Required Instruction on Academic Self-Assessment

Professor's Post:

Universities continue to debate whether students should be required to complete academic self-assessment activities. Some educators argue self-assessment improves learning awareness, while others believe instructor feedback is sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required self-assessment because reflecting on one's learning helps identify strengths and weaknesses. This awareness can improve future performance.

Student 2 Post (≈50 words):

I disagree because students may not assess themselves accurately. Instructor feedback may provide more reliable evaluation.

Model Response (≈150 words)

In response to the professor's question, I believe self-assessment should complement instructor feedback rather than replace it. I understand Student 1's argument that reflection increases learning awareness. However, I agree more strongly with Student 2 that self-assessment alone may be unreliable. For example, comparing my self-assessment with instructor feedback helped me better understand my progress. Universities should use self-assessment as a reflective tool alongside professional evaluation.

TOEFL Scoring Alignment

- **Relevance:** Directly addresses the prompt
- **Engagement:** Evaluates both classmates' views
- **Elaboration:** Concrete learning example
- **Organization:** Logical and coherent structure
- **Language Use:** Strong grammatical accuracy

Item 166 – Required Training on Academic Collaboration Tools

Professor's Post:

Universities continue to debate whether students should complete required training on academic collaboration tools such as shared documents or project management platforms. Some educators argue training improves group efficiency, while others believe students learn these tools naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required training because group projects often fail due to poor coordination. Learning how to use shared documents and task-tracking tools can reduce confusion and improve accountability among group members.

Student 2 Post (≈50 words):

I disagree because most students already use collaboration tools outside of school. Mandatory training may repeat skills students already have and waste instructional time.

Model Response (≈150 words)

In response to the professor's question, I believe collaboration tool training should be offered briefly but not required. I understand Student 1's argument that unfamiliarity with shared platforms can slow down group work. However, I agree more strongly with Student 2 that many students already learn these tools through regular use. For example, I learned to manage shared documents effectively during my first group project without formal instruction. Short optional tutorials would be helpful for students who need support, while others could skip them. Universities should provide resources without making collaboration tool training mandatory.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Concrete group-work example
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and academic tone
-

Item 167 – Limits on Instructor-Assigned Multimedia Content

Professor's Post:

Universities continue to debate whether instructors should limit the amount of multimedia content (videos, podcasts) assigned in courses. Some educators argue multimedia improves engagement, while others believe it overwhelms students. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support multimedia content because videos and podcasts can explain ideas more clearly than text alone. Different formats help students with diverse learning preferences stay engaged.

Student 2 Post (≈50 words):

I disagree because excessive multimedia can overload students. Managing many formats may reduce focus and make studying less efficient.

Model Response (≈150 words)

In response to the professor's question, I believe multimedia content should be used selectively rather than extensively. I understand Student 1's argument that videos and podcasts can make complex ideas easier to understand. However, I agree more strongly with Student 2 that too many formats can overwhelm students. For example, in one course short videos clarified key concepts, but excessive multimedia made it harder to organize study time. Universities should encourage instructors to use multimedia purposefully and balance it with traditional materials.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response with a clear stance
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific course example
 - **Organization:** Clear and coherent structure
 - **Language Use:** Strong grammatical control
-

Item 168 – Required Instruction on Academic Integrity Case Studies

Professor's Post:

Universities continue to debate whether students should study real academic integrity case studies. Some educators argue case studies clarify expectations, while others believe general rules are sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support case-based instruction because real examples show how integrity rules apply in practice. Students can better understand consequences and expectations through realistic scenarios.

Student 2 Post (≈50 words):

I disagree because focusing on case studies may confuse students. Clear written policies should be enough to explain academic integrity rules.

Model Response (≈150 words)

In response to the professor's question, I believe academic integrity case studies should be included alongside written policies. I understand Student 1's argument that real examples make abstract rules clearer. However, I agree more strongly with Student 2 that policies must remain clear and simple. For example, discussing short case studies helped me recognize borderline situations that policies alone did not explain well. Universities should combine concise rules with selected case studies to reinforce understanding.

TOEFL Scoring Alignment

- **Relevance:** Clearly addresses the prompt
 - **Engagement:** Integrates both classmates' perspectives
 - **Elaboration:** Practical academic example
 - **Organization:** Logical progression
 - **Language Use:** Accurate grammar and clarity
-

Item 169 – Limits on Required Course Reflections

Professor's Post:

Universities continue to debate whether courses should limit the number of required reflection assignments. Some educators argue reflections deepen learning, while others believe too many reduce their effectiveness. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support frequent reflection because it encourages students to think critically about what they learn. Regular reflection can improve awareness and retention.

Student 2 Post (≈50 words):

I disagree because excessive reflection assignments may become repetitive. Students may complete them quickly without meaningful thought.

Model Response (≈150 words)

In response to the professor's question, I believe reflection assignments should be used sparingly and strategically. I understand Student 1's argument that reflection can deepen learning. However, I agree more strongly with Student 2 that too many reflections reduce quality. For example, occasional reflections tied to major units helped me connect ideas, while weekly reflections felt repetitive. Universities should encourage reflection when it clearly supports learning goals rather than requiring it routinely.

TOEFL Scoring Alignment

- **Relevance:** Clear and focused response
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Specific learning example
 - **Organization:** Coherent and logical structure
 - **Language Use:** Strong grammatical accuracy
-

Item 170 – Required Training on Evaluating Online Sources

Professor's Post:

Universities continue to debate whether students should complete required training on evaluating online sources. Some educators argue this training prevents misinformation, while others believe students develop these skills naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required training because students frequently use online sources for research. Learning how to evaluate credibility helps prevent misinformation and improves academic quality.

Student 2 Post (≈50 words):

I disagree because evaluating sources is a skill students build through practice. Mandatory training may repeat concepts students already understand.

Model Response (≈150 words)

In response to the professor's question, I believe evaluating online sources should be taught early but reinforced through coursework rather than repeated training. I understand Student 1's argument that misinformation is a serious concern. However, I agree more strongly with Student 2 that skills develop through practice. For example, an early workshop helped me recognize credible sources, while later research assignments strengthened those skills. Universities should provide foundational instruction and reinforce evaluation skills through ongoing academic work.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
- **Engagement:** Balanced consideration of classmates' views
- **Elaboration:** Concrete academic example
- **Organization:** Logical flow and cohesion
- **Language Use:** Accurate grammar and academic tone

Item 171 – Required Instruction on Academic Paraphrasing

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic paraphrasing. Some educators argue paraphrasing instruction reduces plagiarism, while others believe students learn this skill naturally through writing practice. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required paraphrasing instruction because many students unintentionally plagiarize when they do not understand how to restate ideas properly. Clear instruction can help students use sources more confidently and accurately.

Student 2 Post (≈50 words):

I disagree because paraphrasing improves through repeated writing and feedback. Mandatory instruction may be unnecessary for students who already understand how to integrate sources.

Model Response (≈150 words)

In response to the professor's question, I believe paraphrasing instruction should be required early but reinforced through writing practice rather than repeated training. I understand Student 1's argument that unclear paraphrasing often leads to unintentional plagiarism. However, I agree more strongly with Student 2 that paraphrasing skills develop through use and feedback. For example, a short workshop helped me understand basic paraphrasing strategies, but instructor comments on my drafts were more effective in improving my writing. Universities should provide initial instruction while allowing students to refine paraphrasing through ongoing academic writing.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Specific writing example supports reasoning
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 172 – Limits on Use of Practice Question Banks

Professor's Post:

Universities continue to debate whether instructors should limit the use of large practice question banks. Some educators argue practice questions improve performance, while others believe overuse encourages memorization. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support extensive use of practice question banks because repeated exposure helps students understand exam formats and identify weak areas before tests.

Student 2 Post (≈50 words):

I disagree because too many practice questions encourage memorization instead of deep understanding. Students may focus on patterns rather than concepts.

Model Response (≈150 words)

In response to the professor's question, I believe practice question banks should be used in moderation. I understand Student 1's argument that practice questions help students prepare and reduce anxiety. However, I agree more strongly with Student 2 that overuse can shift focus toward memorization. For example, using a small set of practice questions helped me identify key concepts, but relying on large banks made studying less thoughtful. Universities should encourage practice questions that emphasize reasoning rather than repetition.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Relevant study example
 - **Organization:** Clear progression
 - **Language Use:** Strong grammatical accuracy
-

Item 173 – Required Instruction on Academic Discussion Etiquette

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic discussion etiquette, especially for online forums. Some educators argue this improves discourse quality, while others believe etiquette develops naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required etiquette instruction because online discussions can easily become unclear or disrespectful. Teaching expectations can improve clarity and collaboration.

Student 2 Post (≈50 words):

I disagree because most students learn discussion norms by observing others. Mandatory instruction may feel unnecessary.

Model Response (≈150 words)

In response to the professor's question, I believe academic discussion etiquette should be introduced briefly but reinforced through practice rather than required training. I understand Student 1's argument that clear expectations improve discussion quality. However, I agree more strongly with Student 2 that etiquette develops through participation and modeling. For example, clear discussion guidelines combined with instructor feedback helped me improve my online contributions more than formal instruction alone. Universities should set expectations clearly and reinforce them through guided discussion.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Integrates both classmates' viewpoints
 - **Elaboration:** Concrete discussion example
 - **Organization:** Logical and cohesive structure
 - **Language Use:** Accurate grammar and clarity
-

Item 174 – Limits on Required Reading Reflections

Professor's Post:

Universities continue to debate whether reading reflections should be required for every assigned text. Some educators argue reflections ensure preparation, while others believe excessive writing reduces engagement. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required reflections because they motivate students to complete readings carefully. Writing reflections helps students process ideas before class discussions.

Student 2 Post (≈50 words):

I disagree because frequent reflections may feel repetitive. Students might focus on completion rather than understanding.

Model Response (≈150 words)

In response to the professor's question, I believe reading reflections should be required selectively rather than for every text. I understand Student 1's argument that reflections promote preparation and comprehension. However, I agree more strongly with Student 2 that too many reflections reduce their effectiveness. For example, writing reflections for major readings helped me prepare for discussion, while frequent short reflections felt rushed. Universities should encourage reflection when it clearly supports learning goals.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Relevant academic example
 - **Organization:** Logical flow
 - **Language Use:** Strong grammatical control
-

Item 175 – Required Instruction on Academic Integrity Appeals

Professor's Post:

Universities continue to debate whether students should be instructed on academic integrity appeal processes. Some educators argue this improves fairness, while others believe it may encourage misuse of appeals. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support instruction on appeal processes because students should understand their rights and responsibilities. Transparency can prevent misunderstandings during academic integrity cases.

Student 2 Post (≈50 words):

I disagree because discussing appeals may encourage students to challenge decisions unnecessarily. Focus should remain on preventing violations.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic integrity appeals should be included briefly within broader integrity education. I understand Student 1's argument that transparency promotes fairness and trust. However, I agree more strongly with Student 2 that appeals should not be emphasized. For example, knowing the basic appeal process reassured me without encouraging misuse. Universities should provide clear information while prioritizing education and prevention.

TOEFL Scoring Alignment

- **Relevance:** Direct and focused response
- **Engagement:** Evaluates both classmates' ideas
- **Elaboration:** Concrete policy example
- **Organization:** Coherent and logical structure
- **Language Use:** Accurate grammar and academic tone

Item 176 – Required Instruction on Academic Questioning Skills

Professor's Post:

Universities continue to debate whether students should receive required instruction on how to ask effective academic questions. Some educators argue this improves engagement and critical thinking, while others believe students naturally develop questioning skills through participation. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required instruction because many students hesitate to ask questions or ask questions that are too general. Learning how to frame thoughtful academic questions can improve class discussions and understanding.

Student 2 Post (≈50 words):

I disagree because questioning skills improve through practice. Students learn what kinds of questions are useful by observing instructors and classmates over time.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic questioning should be offered early but not required throughout a student's program. I understand Student 1's argument that many students struggle to ask effective questions, which can limit engagement and learning. However, I agree more strongly with Student 2 that questioning skills develop naturally through experience and modeling. For example, a short workshop I attended on formulating discussion questions helped me participate more confidently at first, but ongoing practice in seminars refined my skills far more. Universities should introduce students to effective questioning strategies while allowing them to develop these skills organically through discussion-based coursework.

TOEFL Scoring Alignment

- **Relevance:** Clearly answers the professor's question with a focused position
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete academic example supports reasoning
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Accurate grammar and academic tone
-

Item 177 – Limits on Required Peer Editing Rounds

Professor's Post:

Universities continue to debate whether courses should limit the number of required peer editing rounds. Some educators argue multiple rounds improve writing quality, while others believe too many peer reviews reduce effectiveness. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support multiple peer editing rounds because repeated feedback helps students revise more effectively. Each round allows writers to improve clarity, organization, and argument strength.

Student 2 Post (≈50 words):

I disagree because too many peer reviews become repetitive. Students may stop taking feedback seriously after several rounds.

Model Response (≈150 words)

In response to the professor's question, I believe peer editing should be required but limited to a small number of purposeful rounds. I understand Student 1's argument that multiple rounds of feedback can improve writing quality. However, I agree more strongly with Student 2 that excessive peer review can reduce engagement and effectiveness. For example, in one writing course, two structured peer editing sessions helped me revise meaningfully, while additional rounds felt repetitive and less focused. Universities should emphasize quality peer feedback by limiting the number of reviews and providing clear guidance on what each round should accomplish.

TOEFL Scoring Alignment

- **Task Fulfillment:** Direct response addressing the prompt
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific writing-course example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical accuracy
-

Item 178 – Required Instruction on Academic Self-Advocacy

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic self-advocacy, such as communicating needs or seeking accommodations. Some educators argue training empowers students, while others believe these skills develop independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required self-advocacy instruction because many students do not know how to ask for help or communicate concerns. Learning these skills can improve academic success.

Student 2 Post (≈50 words):

I disagree because students learn self-advocacy naturally as they navigate challenges. Mandatory instruction may feel unnecessary.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic self-advocacy should be offered but not required. I understand Student 1's argument that many students struggle to communicate their needs effectively. However, I agree more strongly with Student 2 that self-advocacy develops through real academic experiences. For example, learning how to communicate with instructors after encountering difficulties taught me more than formal instruction would have. Universities should provide optional resources and clear guidance while allowing students to build confidence through practice.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Concrete personal academic example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 179 – Limits on Required Course Surveys

Professor's Post:

Universities continue to debate whether students should be required to complete multiple surveys for each course. Some educators argue frequent surveys improve teaching quality, while others believe survey fatigue reduces response quality. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support frequent surveys because they allow instructors to gather feedback throughout the term and adjust instruction accordingly.

Student 2 Post (≈50 words):

I disagree because too many surveys lead to rushed or dishonest responses. Fewer surveys may produce better feedback.

Model Response (≈150 words)

In response to the professor's question, I believe course surveys should be limited and strategically timed. I understand Student 1's argument that frequent feedback helps instructors make timely improvements. However, I agree more strongly with Student 2 that survey fatigue reduces the quality of responses. For example, in one course a single midterm survey led to meaningful changes, while multiple short surveys felt repetitive and unimportant. Universities should encourage well-designed surveys at key points rather than frequent evaluations that students may not take seriously.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Specific classroom example
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical control
-

Item 180 – Required Training on Academic Source Integration

Professor's Post:

Universities continue to debate whether students should receive required training on integrating sources into academic writing. Some educators argue this improves writing quality, while others believe integration skills develop through writing practice. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required training because many students quote sources without explaining their relevance. Instruction can help students connect sources to their arguments more effectively.

Student 2 Post (≈50 words):

I disagree because source integration improves through drafting and feedback. Mandatory training may repeat information students already learn in courses.

Model Response (≈150 words)

In response to the professor's question, I believe source integration instruction should be required at an introductory level and reinforced through coursework. I understand Student 1's argument that weak source integration harms academic writing. However, I agree more strongly with Student 2 that practice and feedback are essential. For example, a short lesson on integrating sources clarified expectations for me, but instructor comments on my drafts helped me apply those skills consistently. Universities should combine foundational instruction with ongoing feedback rather than relying on training alone.

TOEFL Scoring Alignment

- **Relevance:** Directly answers the professor's question
- **Engagement:** Integrates both classmates' perspectives
- **Elaboration:** Concrete writing example supports reasoning
- **Organization:** Clear and cohesive structure
- **Language Use:** Accurate grammar and academic vocabulary

Item 181 – Required Instruction on Academic Listening Skills

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic listening skills, such as identifying main ideas in lectures. Some educators argue listening training improves comprehension, while others believe students develop these skills naturally through classes. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required listening instruction because many students struggle to follow long lectures and miss important details. Learning strategies for identifying main points and taking effective notes could improve academic performance.

Student 2 Post (≈50 words):

I disagree because listening skills improve through exposure. Attending lectures regularly teaches students how to focus and understand academic speech without formal training.

Model Response (≈150 words)

In response to the professor's question, I believe academic listening instruction should be offered early but not required long term. I understand Student 1's argument that students often struggle to identify key ideas during lectures, especially in large classes. However, I agree more strongly with Student 2 that listening skills develop through repeated exposure to academic speech. For example, a short workshop on recognizing lecture structure helped me initially, but regular lecture attendance and practice improved my comprehension far more. Universities should introduce basic listening strategies while allowing students to refine these skills naturally through coursework.

TOEFL Scoring Alignment

- **Relevance:** Clear response directly addressing the prompt
 - **Engagement:** Addresses both classmates' perspectives
 - **Elaboration:** Concrete lecture-based example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 182 – Limits on Required Reading Speed Expectations

Professor's Post:

Universities continue to debate whether instructors should set expectations for how quickly students are expected to complete readings. Some educators argue speed expectations promote efficiency, while others believe they disadvantage careful readers. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support reading speed expectations because students need to manage heavy workloads. Clear guidelines help students budget time and keep up with assignments.

Student 2 Post (≈50 words):

I disagree because students read at different speeds. Emphasizing speed may reduce comprehension and discourage thoughtful reading.

Model Response (≈150 words)

In response to the professor's question, I believe universities should emphasize comprehension rather than reading speed. I understand Student 1's argument that efficiency is important when students manage multiple courses. However, I agree more strongly with Student 2 that reading speed varies and should not be prioritized over understanding. For example, when I rushed through readings to meet time expectations, I retained less information than when I read more slowly and carefully. Universities should encourage realistic workload planning while allowing students to read at a pace that supports learning.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific reading example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 183 – Required Instruction on Academic Test-Taking Strategies

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic test-taking strategies. Some educators argue strategy training improves performance, while others believe students develop strategies independently. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required test-taking instruction because many students understand content but perform poorly under exam conditions. Learning strategies can reduce anxiety and improve outcomes.

Student 2 Post (≈50 words):

I disagree because test-taking strategies develop naturally with experience. Formal instruction may not help students who already have effective approaches.

Model Response (≈150 words)

In response to the professor's question, I believe test-taking strategy instruction should be optional rather than required. I understand Student 1's argument that anxiety and poor time management can harm performance. However, I agree more strongly with Student 2 that students refine strategies through experience. For example, after several exams, I learned how to pace myself and prioritize questions without formal instruction. Optional workshops could support students who struggle while avoiding unnecessary requirements for others.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Concrete exam experience
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 184 – Limits on Required Course Announcements

Professor's Post:

Universities continue to debate whether instructors should limit the number of course announcements sent to students. Some educators argue frequent announcements improve communication, while others believe too many messages cause confusion. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support frequent announcements because reminders help students stay informed about deadlines and changes. Clear communication reduces missed assignments.

Student 2 Post (≈50 words):

I disagree because too many announcements overwhelm students. Important information may be ignored if messages are too frequent.

Model Response (≈150 words)

In response to the professor's question, I believe course announcements should be clear, concise, and limited to essential information. I understand Student 1's argument that reminders support organization. However, I agree more strongly with Student 2 that excessive messages reduce effectiveness. For example, in one course frequent announcements caused me to overlook important updates, while fewer well-organized messages were easier to follow. Universities should encourage instructors to communicate efficiently rather than frequently.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Balanced consideration of classmates' views
 - **Elaboration:** Specific course communication example
 - **Organization:** Logical flow and cohesion
 - **Language Use:** Strong grammatical accuracy
-

Item 185 – Required Instruction on Academic Goal Reflection

Professor's Post:

Universities continue to debate whether students should be required to reflect on academic goals at the end of each term. Some educators argue reflection improves self-awareness, while others believe it adds little value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required goal reflection because reviewing progress helps students adjust strategies and improve future performance. Reflection encourages responsibility for learning.

Student 2 Post (≈50 words):

I disagree because frequent reflection may feel repetitive. Students often already know what worked and what did not.

Model Response (≈150 words)

In response to the professor's question, I believe goal reflection should be required occasionally rather than every term. I understand Student 1's argument that reflection can increase awareness and improvement. However, I agree more strongly with Student 2 that excessive reflection reduces usefulness. For example, reflecting at the end of a challenging semester helped me identify effective strategies, but repeating the process every term felt unnecessary. Universities should require reflection at meaningful transition points rather than as a routine task.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Responds meaningfully to both classmates
- **Elaboration:** Concrete academic example
- **Organization:** Logical and coherent structure
- **Language Use:** Accurate grammar and academic tone

Item 186 – Required Instruction on Academic Time Estimation

Professor's Post:

Universities continue to debate whether students should receive required instruction on estimating the time needed for academic tasks. Some educators argue time estimation improves planning, while others believe students learn this skill through experience. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required instruction because many students underestimate how long assignments will take. Learning to plan realistically could reduce late work and stress.

Student 2 Post (≈50 words):

I disagree because time estimation varies by individual. Students improve naturally as they gain experience with coursework.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic time estimation should be introduced briefly but not required long term. I understand Student 1's argument that poor time estimation causes stress and missed deadlines. However, I agree more strongly with Student 2 that this skill improves through experience. For example, early in college I underestimated writing assignments, but after several semesters I learned to plan more realistically. A short introductory lesson could help students avoid early mistakes, while ongoing practice allows them to refine their judgment. Universities should provide early guidance without turning time estimation into a recurring requirement.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Responds to both classmates' viewpoints
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 187 – Limits on Required Peer Observation of Presentations

Professor's Post:

Universities continue to debate whether students should be required to observe and critique peers' presentations. Some educators argue observation improves learning, while others believe it increases workload without clear benefits. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required observation because watching others present helps students learn effective techniques and common mistakes. Peer critique can strengthen presentation skills.

Student 2 Post (≈50 words):

I disagree because observing presentations can be time-consuming. Students may benefit more from practicing their own presentations.

Model Response (≈150 words)

In response to the professor's question, I believe peer observation of presentations should be encouraged but limited. I understand Student 1's argument that observing peers helps students recognize strengths and weaknesses in presentation styles. However, I agree more strongly with Student 2 that excessive observation increases workload. For example, observing a few presentations helped me improve my own delivery, but watching many sessions felt repetitive. Universities should require observation selectively so it supports skill development without replacing active practice.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Relevant presentation example
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical control
-

Item 188 – Required Instruction on Academic Argument Structure

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic argument structure. Some educators argue structured instruction improves writing quality, while others believe argument skills develop through writing practice. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required instruction because many students struggle to organize arguments logically. Learning common structures can improve clarity and coherence in academic writing.

Student 2 Post (≈50 words):

I disagree because argument skills improve through drafting and feedback. Formal instruction may not be necessary for experienced writers.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic argument structure should be required early and reinforced through writing assignments. I understand Student 1's argument that unclear structure weakens academic writing. However, I agree more strongly with Student 2 that practice and feedback are essential for mastery. For example, learning basic argument frameworks helped me organize essays initially, but instructor feedback on drafts improved my reasoning more effectively. Universities should combine foundational instruction with ongoing writing practice to support strong argument development.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Integrates both classmates' perspectives
 - **Elaboration:** Concrete writing example
 - **Organization:** Clear and cohesive structure
 - **Language Use:** Accurate grammar and academic vocabulary
-

Item 189 – Limits on Required Group Contract Agreements

Professor's Post:

Universities continue to debate whether students should be required to create group contracts outlining responsibilities for projects. Some educators argue contracts reduce conflict, while others believe they add unnecessary paperwork. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support group contracts because they clarify expectations and reduce misunderstandings. Written agreements help groups manage responsibilities fairly.

Student 2 Post (≈50 words):

I disagree because contracts may feel artificial. Group dynamics often change, and rigid agreements may not reflect reality.

Model Response (≈150 words)

In response to the professor's question, I believe group contracts should be optional and flexible. I understand Student 1's argument that contracts clarify responsibilities and prevent conflict. However, I agree more strongly with Student 2 that group dynamics often change. For example, a flexible contract that allowed revision helped my group adjust roles effectively, while a rigid contract in another course caused frustration. Universities should encourage adaptable agreements rather than mandatory, fixed contracts.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete group-work example
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical accuracy
-

Item 190 – Required Instruction on Academic Self-Monitoring

Professor's Post:

Universities continue to debate whether students should receive required instruction on monitoring their own academic progress. Some educators argue self-monitoring improves learning, while others believe instructor feedback is sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required self-monitoring instruction because students may not recognize problems early. Learning how to track progress can improve academic outcomes.

Student 2 Post (≈50 words):

I disagree because students already receive grades and feedback. Additional instruction may not add meaningful value.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic self-monitoring should complement instructor feedback rather than replace it. I understand Student 1's argument that self-monitoring helps students identify issues early. However, I agree more strongly with Student 2 that feedback already provides guidance. For example, comparing my own progress tracking with instructor comments helped me identify gaps more clearly than either method alone. Universities should encourage reflective self-monitoring while ensuring professional feedback remains central.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Balanced evaluation of classmates' ideas
- **Elaboration:** Specific learning example
- **Organization:** Logical and coherent structure
- **Language Use:** Accurate grammar and academic tone

Item 191 – Required Instruction on Academic Vocabulary Development

Professor's Post:

Universities continue to debate whether students should receive required instruction on developing academic vocabulary. Some educators argue vocabulary instruction improves reading and writing, while others believe vocabulary grows naturally through exposure. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required academic vocabulary instruction because many students struggle to understand scholarly texts. Learning common academic words and phrases can improve comprehension and writing accuracy across subjects.

Student 2 Post (≈50 words):

I disagree because vocabulary develops through reading and practice. Formal instruction may be less effective than exposure to authentic academic texts.

Model Response (≈150 words)

In response to the professor's question, I believe academic vocabulary instruction should be provided early but reinforced through reading and writing rather than taught as a standalone course. I understand Student 1's argument that unfamiliar academic vocabulary can block comprehension and limit expression. However, I agree more strongly with Student 2 that vocabulary growth depends on meaningful exposure. For example, learning a core list of academic words helped me recognize patterns in journal articles, but repeated reading and writing assignments made those words part of my active vocabulary. Universities should introduce key academic vocabulary while ensuring students encounter and use these terms regularly in authentic academic contexts.

TOEFL Scoring Alignment

- **Relevance:** Clear response directly addressing the prompt
 - **Engagement:** Responds to both classmates' viewpoints
 - **Elaboration:** Concrete academic reading and writing example
 - **Organization:** Logical progression and coherence
 - **Language Use:** Accurate grammar and precise vocabulary
-

Item 192 – Limits on Required Online Quizzes

Professor's Post:

Universities continue to debate whether instructors should limit the number of required online quizzes. Some educators argue quizzes encourage consistent study habits, while others believe too many quizzes increase stress. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support frequent online quizzes because they motivate students to keep up with readings and lectures. Regular quizzes can prevent last-minute cramming.

Student 2 Post (≈50 words):

I disagree because excessive quizzes increase pressure and workload. Students may focus on passing quizzes rather than understanding concepts.

Model Response (≈150 words)

In response to the professor's question, I believe online quizzes should be used strategically rather than frequently. I understand Student 1's argument that quizzes encourage steady study habits and accountability. However, I agree more strongly with Student 2 that too many quizzes can raise stress without improving learning. For example, in one course weekly quizzes helped me stay on track, but in another class daily quizzes felt overwhelming and distracted from deeper study. Universities should encourage instructors to use quizzes when they clearly support learning objectives rather than as routine assessments.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced evaluation of classmates' ideas
 - **Elaboration:** Specific course example
 - **Organization:** Clear structure and logical flow
 - **Language Use:** Strong grammatical accuracy
-

Item 193 – Required Instruction on Academic Peer Collaboration Norms

Professor's Post:

Universities continue to debate whether students should receive required instruction on norms for academic collaboration, such as sharing workload and resolving disagreements. Some educators argue instruction improves group outcomes, while others believe norms develop naturally. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required instruction because unclear expectations often cause conflict in group work. Teaching collaboration norms can help students communicate more effectively and work fairly.

Student 2 Post (≈50 words):

I disagree because collaboration norms vary by group and task. Students learn best by working through real situations.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on collaboration norms should be introduced briefly and reinforced through practice. I understand Student 1's argument that unclear expectations often lead to conflict in group projects. However, I agree more strongly with Student 2 that norms develop through experience. For example, a short introduction to shared responsibilities helped my group start effectively, but resolving real disagreements taught us more about collaboration. Universities should provide initial guidance while allowing students to develop these skills organically through coursework.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Concrete group-work example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and clarity
-

Item 194 – Limits on Required Draft Submissions

Professor's Post:

Universities continue to debate whether students should be required to submit multiple drafts of assignments. Some educators argue drafts improve learning, while others believe too many drafts increase workload. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support multiple required drafts because revision helps students improve their work and learn from feedback. Drafting encourages reflection and stronger final submissions.

Student 2 Post (≈50 words):

I disagree because too many drafts can feel repetitive. Students may focus on completing drafts rather than making meaningful revisions.

Model Response (≈150 words)

In response to the professor's question, I believe draft submissions should be required selectively for major assignments. I understand Student 1's argument that revision is central to learning. However, I agree more strongly with Student 2 that excessive drafting can reduce motivation. For example, revising a major paper through two drafts helped me improve organization and clarity, but drafting smaller assignments repeatedly felt unnecessary. Universities should require drafts when they clearly support learning outcomes rather than applying the same rule to all assignments.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Specific writing example
 - **Organization:** Logical flow and coherence
 - **Language Use:** Strong grammatical control
-

Item 195 – Required Instruction on Academic Presentation Delivery

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic presentation delivery, such as pacing and clarity. Some educators argue delivery skills improve communication, while others believe practice alone is sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required presentation delivery instruction because poor delivery can undermine strong content. Teaching pacing, eye contact, and clarity can improve academic communication.

Student 2 Post (≈50 words):

I disagree because delivery skills improve through practice and feedback. Mandatory instruction may not benefit confident speakers.

Model Response (≈150 words)

In response to the professor's question, I believe presentation delivery instruction should be offered but not required. I understand Student 1's argument that delivery affects how ideas are received. However, I agree more strongly with Student 2 that practice and feedback are more effective than formal instruction alone. For example, recording and reviewing my own presentations helped me improve pacing and clarity more than lectures on delivery techniques. Universities should provide optional instruction and feedback opportunities while allowing students to develop confidence through experience.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Integrates both classmates' ideas
- **Elaboration:** Concrete presentation example
- **Organization:** Logical and cohesive structure
- **Language Use:** Accurate grammar and academic tone

Item 196 – Required Instruction on Academic Tone and Register

Professor's Post:

Universities continue to debate whether students should receive required instruction on academic tone and register. Some educators argue explicit instruction improves writing quality, while others believe tone develops naturally through practice. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required instruction because many students use informal language in academic writing. Learning appropriate tone and register helps students communicate ideas more clearly and professionally.

Student 2 Post (≈50 words):

I disagree because tone improves through exposure to academic texts. Formal instruction may be unnecessary for students who already write effectively.

Model Response (≈150 words)

In response to the professor's question, I believe instruction on academic tone should be introduced early but reinforced through feedback rather than repeated training. I understand Student 1's argument that informal language can weaken academic writing and confuse readers. However, I agree more strongly with Student 2 that tone develops through reading and practice. For example, a short lesson on academic register helped me recognize differences between conversational and academic style, but instructor comments on my drafts helped me apply those concepts consistently. Universities should provide initial guidance on tone while allowing students to refine their writing through ongoing coursework and feedback.

TOEFL Scoring Alignment

- **Relevance:** Clear response addressing the prompt
 - **Engagement:** Addresses both classmates' viewpoints
 - **Elaboration:** Specific writing example
 - **Organization:** Logical and coherent structure
 - **Language Use:** Accurate grammar and appropriate register
-

Item 197 – Limits on Required Academic Journaling

Professor's Post:

Universities continue to debate whether students should be required to keep academic journals throughout a course. Some educators argue journaling supports reflection, while others believe it adds limited value. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required academic journaling because writing regularly helps students process ideas and track learning progress over time.

Student 2 Post (≈50 words):

I disagree because journaling may become repetitive. Students might write entries quickly without meaningful reflection.

Model Response (≈150 words)

In response to the professor's question, I believe academic journaling should be used selectively rather than required throughout an entire course. I understand Student 1's argument that journaling encourages reflection and continuous engagement. However, I agree more strongly with Student 2 that frequent journaling can lose effectiveness. For example, writing journal entries after major units helped me connect concepts, but weekly entries felt repetitive and rushed. Universities should encourage journaling when it supports specific learning goals rather than treating it as a routine requirement.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear stance addressing the issue
 - **Engagement:** Balanced response to classmates
 - **Elaboration:** Concrete learning example
 - **Organization:** Clear progression of ideas
 - **Language Use:** Strong grammatical control
-

Item 198 – Required Instruction on Academic Citation Ethics

Professor's Post:

Universities continue to debate whether students should receive required instruction specifically focused on citation ethics rather than formatting rules. Some educators argue ethics instruction prevents misconduct, while others believe rules are sufficient. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support instruction on citation ethics because students need to understand why sources must be credited, not just how to format citations.

Student 2 Post (≈50 words):

I disagree because learning citation rules already covers ethical expectations. Additional instruction may be redundant.

Model Response (≈150 words)

In response to the professor's question, I believe citation ethics should be taught alongside citation mechanics rather than separately. I understand Student 1's argument that understanding ethical reasoning helps prevent misconduct. However, I agree more strongly with Student 2 that ethics should be integrated into practical instruction. For example, discussing why plagiarism matters while learning citation formats helped me see source use as a responsibility rather than a rule. Universities should combine ethical explanations with applied citation practice to reinforce responsible academic behavior.

TOEFL Scoring Alignment

- **Relevance:** Direct response to the prompt
 - **Engagement:** Integrates both classmates' ideas
 - **Elaboration:** Specific instructional example
 - **Organization:** Logical and cohesive structure
 - **Language Use:** Accurate grammar and academic tone
-

Item 199 – Limits on Required Instructor Conferences

Professor's Post:

Universities continue to debate whether students should be required to meet individually with instructors during a course. Some educators argue conferences improve learning, while others believe they are unnecessary for all students. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required conferences because students may avoid seeking help on their own. Individual meetings can clarify expectations and provide personalized feedback.

Student 2 Post (≈50 words):

I disagree because conferences take time and may not benefit independent students. Optional meetings may be more effective.

Model Response (≈150 words)

In response to the professor's question, I believe instructor conferences should be required for major assignments but optional otherwise. I understand Student 1's argument that conferences provide valuable personalized guidance. However, I agree more strongly with Student 2 that mandatory meetings may not benefit all students equally. For example, meeting with my instructor before a major paper helped me improve focus, but required conferences for smaller tasks felt unnecessary. Universities should require conferences strategically when feedback can significantly impact learning outcomes.

TOEFL Scoring Alignment

- **Task Fulfillment:** Clear position addressing the issue
 - **Engagement:** Responds meaningfully to both classmates
 - **Elaboration:** Concrete academic example
 - **Organization:** Logical progression
 - **Language Use:** Strong grammatical accuracy
-

Item 200 – Required Instruction on Academic Goal Evaluation

Professor's Post:

Universities continue to debate whether students should be required to evaluate whether they met academic goals at the end of a course. Some educators argue evaluation improves accountability, while others believe grades already provide sufficient feedback. What approach should universities take, and why?

Student 1 Post (≈50 words):

I support required goal evaluation because reflecting on outcomes helps students understand strengths and weaknesses. This awareness can guide future improvement.

Student 2 Post (≈50 words):

I disagree because grades and instructor feedback already show performance. Additional evaluation may not add meaningful insight.

Model Response (≈150 words)

In response to the professor's question, I believe academic goal evaluation should be used as a reflective tool rather than a graded requirement. I understand Student 1's argument that evaluating outcomes encourages accountability and awareness. However, I agree more strongly with Student 2 that grades and feedback already measure achievement. For example, reviewing my goals alongside instructor comments helped me identify gaps, but grading the reflection itself felt unnecessary. Universities should encourage reflective goal evaluation as a learning activity without adding grading pressure.

TOEFL Scoring Alignment

- **Relevance:** Clear response to the prompt
- **Engagement:** Balanced evaluation of classmates' views
- **Elaboration:** Specific reflection example
- **Organization:** Logical and coherent structure
- **Language Use:** Accurate grammar and academic tone

Final Notes for TOEFL Writing Task 3 (Academic Discussion)

Before you move on, here are some **final tips, tools, and resources** to help you continue improving your TOEFL Writing score—especially for **Writing for an Academic Discussion**.

Get Expert Feedback on Your Writing (and Speaking)

One of the fastest ways to improve your TOEFL score is **personalized feedback**.

If you want **detailed, professional feedback** on:

- TOEFL Writing Task 3 responses
- TOEFL Speaking responses
- Organization, language use, clarity, and score-level issues

👉 Visit <http://bettertoeflscores.com> to learn more about my

TOEFL Speaking and Writing Feedback Service.

You'll receive **specific, actionable comments**, not just a score—so you know *exactly* what to fix and how to improve.

Final Strategy Tips for Writing for an Academic Discussion

When you see a TOEFL Academic Discussion prompt, follow this **step-by-step approach**:

Step 1: Acknowledge the Professor's Question

Start by clearly showing that you understand the topic.

Useful sentence starters:

- *In response to the professor's question about...*
 - *The professor raises an important issue regarding...*
 - *Regarding the question of whether...*
-

Step 2: Engage with the Classmates

You should usually:

- Briefly **disagree with one student**, and
- **Agree with or build on the other student's idea**

Disagreeing politely:

- *While I understand Student 1's point, I disagree that...*
- *Although Student 1 argues that..., this approach may overlook...*

Agreeing and extending:

- *I agree more strongly with Student 2 that...*
 - *Student 2's point is convincing because...*
-

Step 3: Add a Concrete Example

High-scoring responses almost always include a **specific example**.

This can be:

- A personal academic experience
- A classroom situation
- A realistic university scenario

Example starters:

- *For example, in one of my courses...*
 - *During my first year at university...*
 - *In a class I recently took...*
-

Step 4: Conclude Clearly

End by reinforcing your position.

Strong closing sentences:

- *Overall, this approach better supports student learning because...*
 - *For these reasons, universities should...*
 - *In the long term, this policy would...*
-

Core Template You Can Adapt (Do NOT Memorize Word-for-Word)

Use this as a **flexible structure**, not a script:

In response to the professor's question about [topic], I believe [your position]. While I understand Student 1's argument that [their idea], I disagree because [brief reason]. I agree more strongly with Student 2 that [their idea], especially since [your explanation]. For example, [specific example]. Overall, this approach better supports student learning by [final reason].

High-Value Reporting Verbs (Academic Context)

Use these verbs to **accurately describe ideas** in an academic discussion:

Neutral / Analytical

- *argues*
- *states*
- *suggests*
- *explains*
- *describes*
- *notes*
- *observes*

Agreement / Support

- *emphasizes*
- *highlights*
- *supports*
- *reinforces*
- *demonstrates*

Disagreement / Evaluation

- *questions*
- *challenges*
- *critiques*
- *disagrees with*
- *raises concerns about*

Example:

- *Student 2 emphasizes the importance of flexibility, which is particularly relevant for students with multiple responsibilities.*

Useful Transition Words for Academic Writing**Adding Ideas**

- *Furthermore*
- *In addition*
- *Moreover*

Contrasting Ideas

- *However*
- *In contrast*
- *On the other hand*
- *Although*

Giving Examples

- *For example*
- *For instance*
- *In particular*

Concluding

- *Overall*
- *In summary*
- *For these reasons*

Final Reminder: Watch the TOEFL Writing 2026 Playlist

Thank you for **watching my video** and working through these practice tasks.

If you want a **complete explanation of the new TOEFL Writing format**, including:

- Writing for an Academic Discussion
- Task expectations
- Scoring strategies
- Model responses and walkthroughs

 Be sure to watch the **TOEFL Writing 2026 Playlist** on YouTube:

 https://www.youtube.com/playlist?list=PLH9Un-a8tO4JIT5cZp2nXYT7tIPO3_mzv

[TOEFL Speaking and Writing feedback Service](https://bettertoeflscores.com) → <https://bettertoeflscores.com>

[TOEFL Writing 2026 Course](https://www.youtube.com/playlist?list=PLH9Un-7T7tIPO3_mzv) → https://www.youtube.com/playlist?list=PLH9Un-7T7tIPO3_mzv

Keep Practicing—and Get Feedback

Practice builds fluency, but **feedback builds scores**.

When you're ready for expert guidance, visit:

👉 **bettertoeflscores.com**

Good luck on your TOEFL—and keep going.

BetterTOEFLScores.com