

✓ TOEFL Writing Task 3: Concept Check Practice

Based on “What TOEFL Writing Task 3 REALLY Tests (2026 Rubric Breakdown)”

PART 1: Rubric Awareness (Quick Check)

Exercise 1: What Is TOEFL Actually Scoring?

Circle **ALL** items that are directly scored in TOEFL Writing Task 3.

- Grammar accuracy
 - Relevance to the professor’s question
 - Length of the response
 - Clear position
 - Use of advanced vocabulary
 - Support (explanations or examples)
 - Engagement with classmates
 - Number of complex sentences
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PART 2: Understanding “Relevance”

Exercise 2: Relevant or Off-Topic?

The professor asks:

“Do you think online classes improve student participation?”

Read each response idea. Write **R** (Relevant) or **O** (Off-topic).

1. Online classes allow shy students to participate through chat features.
 2. Technology has changed education over the past 20 years.
 3. Some students feel more comfortable asking questions online than in person.
 4. Universities should invest more money in digital tools.
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 **PART 3: Position Awareness****Exercise 3: Clear Position or Weak Position?**

Decide whether each opening sentence shows a **clear position (C)** or a **weak/unclear position (W)**.

1. Online classes have both advantages and disadvantages for students.
 2. I believe online classes can improve participation for some students.
 3. Participation is an important issue in education today.
 4. In my opinion, online learning encourages more active participation.
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 **PART 4: What Counts as “Support”?****Exercise 4: Identify the Support**

Read the response below and label each sentence as:

- **P** = Position
- **E** = Explanation
- **Ex** = Example
- **U** = Unnecessary / Weak support

I agree that online classes can increase participation. This is because students may feel less pressure when speaking through a screen. For example, some students who rarely speak in large lecture halls often contribute more in online discussions.

Sentence 1:

Sentence 2:

Sentence 3:

PART 5: Myth-Busting (Critical Thinking)

Exercise 5: True or False

Write **T** (True) or **F** (False).

1. Using advanced vocabulary always increases your score.
2. A response with perfect grammar but weak ideas can still get a low score.
3. You must include research or statistics to support your ideas.
4. Clear and specific reasoning is more important than complex language.

Goal: Directly reinforce the myths addressed in the video.

PART 6: Engagement Awareness

Exercise 6: Is This Engagement?

Decide whether the sentence shows **real engagement (E)** or **no engagement (N)**.

1. I agree with the first student that online classes can help shy learners participate more.
2. Online education has many benefits for students today.
3. While I agree with Maria's point about flexibility, I think participation depends more on course design.
4. One student mentioned discussion boards in online classes.

Goal: Teach that naming + reacting > summarizing.

PART 7: Short Reflection (No Writing Pressure)

Exercise 7: One-Sentence Reflection

Answer in **one sentence**.

Why doesn't grammar alone guarantee a 5/5 score in TOEFL Writing Task 3?

PART 8: Self-Check Before Moving On

Exercise 8: Readiness Checklist

Check all statements that are now **true for you**:

- I understand what “relevance” means in Task 3
- I know what counts as real support
- I understand why advanced vocabulary can be risky
- I know what engagement looks like
- I understand why grammar is important—but not enough

Goal: Metacognitive awareness + confidence before skill-building videos.

✔ **Answer Key**

TOEFL Writing Task 3: Concept Check Practice

 **Exercise 1: What Is TOEFL Actually Scoring?**

Correct answers:

- Grammar accuracy
- Relevance to the professor's question
- Clear position
- Support (explanations or examples)
- Engagement with classmates

Not scored directly:

- Length of the response
- Use of advanced vocabulary
- Number of complex sentences

Why:

Grammar supports communication, but TOEFL scores *ideas, relevance, and engagement*—not length or fancy language.

 **Exercise 2: Relevant or Off-Topic?**

1. **R** — Directly addresses participation
2. **O** — Too general; does not answer the question
3. **R** — Explains how participation improves
4. **O** — Policy-focused, not participation-focused

Key idea:

If it doesn't clearly answer the professor's question, it's off-topic.

 **Exercise 3: Clear or Weak Position?**

1. **W** — No position taken
2. **C** — Clear stance with limitation
3. **W** — Background, not a position
4. **C** — Direct opinion

Key idea:

TOEFL rewards *clear positions*, even simple ones.

 **Exercise 4: Identify the Support**


Sentence 1: **P** (Position)

Sentence 2: **E** (Explanation)

Sentence 3: **Ex** (Example)

Why:

This response shows clear reasoning without research or statistics.

 **Exercise 5: True or False**

1. **F** — Advanced vocabulary can lower clarity
2. **T** — Weak ideas = lower score, even with good grammar
3. **F** — Research is not required
4. **T** — Specific reasoning matters more than complexity

Key takeaway:

Clarity beats complexity every time.

Exercise 6: Is This Engagement?

1. **E** — Names a student and reacts
2. **N** — No reference to classmates
3. **E** — Agrees + adds contrast
4. **N** — Summarizes without reacting

Reminder:

Engagement = respond to ideas, not repeat them.

Exercise 7: One-Sentence Reflection

Sample strong answer:

Grammar helps clarity, but TOEFL Task 3 scores whether ideas are relevant, supported, and engaged with the discussion.

(Other clear, accurate answers are acceptable.)

Exercise 8: Readiness Checklist

✓ All boxes should be checked before moving on.

If not, you should **re-watch the video** before continuing to the next skill.

Final Reminder

A 5/5 response is not about sounding advanced.

It's about sounding **clear, thoughtful, and engaged**.