

## Section 1

**#1 - Opening paragraph:** "I strongly believe AI should not be allowed in tests because it stops students from thinking for themselves, AI might not always be right, and it won't prepare us for the real world."

**Strengths:** Your opening clearly states your position and provides three main reasons to support your argument. You've organised your ideas well by giving readers a preview of what's coming.

**Weakness:** Limited development → Your opening jumps straight into reasons without explaining why this topic matters or giving background information. The phrase "stops students from thinking for themselves" needs more explanation about how this actually happens in real situations.

**Exemplar:** *"In today's classrooms, AI tools are becoming more common, but allowing them in tests could change how students learn forever."*

**#2 - Body paragraph about AI reliability:** "In addition, AI is not trustworthy. Many people think computers are perfect, but they are not... Imagine failing a test because a computer tricked you!"

**Strengths:** You include a statistic about teachers' views on AI, which adds credibility to your argument. Your example about failing because of AI mistakes helps readers understand the problem.

**Weakness:** Shallow evidence analysis → Whilst you mention that "about 1 in 4 teachers say AI tools hurt learning," you don't explain what specific problems these teachers observed or why their opinions matter. The phrase "a computer tricked you" makes it sound like AI deliberately misleads students, when the issue is more about accuracy.

**Exemplar:** *"When teachers see students struggling to write their own ideas after using AI help, they worry about long-term learning problems."*

**#3 - Conclusion:** "For all these reasons, AI should not be allowed in tests... Let's protect our learning and our future by keeping tests about us, not machines."

**Strengths:** Your conclusion effectively summarises your main points and ends with a memorable call to action. You also suggest a balanced approach by mentioning AI could be used for learning but not testing.

**Weakness:** Repetitive summary → Your conclusion mostly repeats points already made without adding new insights or addressing possible counterarguments. The phrase "protect our learning and our future" sounds important but doesn't explain specific steps schools should take.

**Exemplar:** *"Schools could create clear policies that separate AI learning tools from assessment situations, ensuring students develop both technological skills and independent thinking."*

■ Your piece presents a clear argument with good structure and relevant examples. You've chosen an important topic and taken a strong position that many readers will connect with. Your writing flows well from one idea to the next, and you've included some evidence to support your points.

However, your arguments need deeper development to be truly convincing. Additionally, you could strengthen your piece by exploring why people might disagree with you and then explaining why your view is still better. Also, some of your explanations jump too quickly from problems to conclusions without showing the steps in between. Furthermore, your evidence needs more analysis - instead of just stating facts, explain what they mean and why they support your argument. You could also improve by giving more specific examples from real classroom situations. Moreover, consider addressing practical concerns like how schools would actually enforce AI-free testing. Finally, your language could be more precise in places to avoid making AI sound deliberately harmful when the issues are more complex.

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**Overall Score: 43/50**

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## Section 2

#1 I strongly believe AI should not be allowed in tests because it stops students from thinking for themselves, AI might not always be right, and it won't prepare us for the real world. Some people say using AI in tests would make them easier and less stressful. But making tests easier isn't the real answer. Tests are supposed to show what you know, not what a computer knows. If we let AI do the thinking, we won't get any better at learning. This prevents the teachers from knowing what level you actually are, and they might give you work that is too hard for you. Do we really want to become people who can't solve problems without a machine?

**#2** In addition, AI is not trustworthy. Many people think computers are perfect, but they are not. If you want to get a good score with AI, remember that AI is still learning and doesn't always get the right answer. It is better to trust yourself. If students copy answers without thinking, they could get questions wrong and lose marks. Also, surveys show many teachers believe that AI tools do more harm than good. In the U.S [,] about 1 in 4 teachers say AI tools hurt learning in K–12 schools more than they help. Imagine failing a test because a computer tricked you!

**#3** Finally, if we use AI too much, we might forget important skills we need for the future. We still need to know how to write stories, solve math problems, and explain our ideas. Research indicates that students using AI for tasks like writing essays exhibit reduced neural engagement and lower performance in executive control, memory, and creativity compared to those who do not use such tools. High school teachers, university professors, and bosses at work won't be impressed if we say, "I don't know how to do this without AI." We must be able to think for ourselves so we are ready for whatever life throws at us. For all these reasons, AI should not be allowed in tests. It can stop students from thinking for themselves, give wrong answers, create unfair advantages, and stop us from learning important skills we will need in the future. Tests should show what we know, not what a computer knows. We should use AI as a tool for learning in class, but when it comes to tests, students should rely on their own knowledge and thinking. Schools should take action now to keep AI out of exams and make sure that tests remain fair, reliable, and a true measure of what students have learned. Let's protect our learning and our future by keeping tests about us, not machines.