

Academic Source-Based Writing Test: Unseen Integrated Reading- to-Writing Assessment

SAMPLE: Smart Phones and Student
Learning.

Teacher Handbook

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Academic Writing

Test

Sample

Please do not open the test until you are instructed to do so.

Candidate Information

Name: _____

Student ID: _____

Class: _____

Date: _____

Test Instructions

- You have 60 minutes to complete this assessment.
- Write 300–500 words.
- You can make notes in the notes section.
- You are NOT expected to reference in this test.
- Dictionaries, mobile phones and AI tools are not permitted, unless authorised by your teacher.

Test Brief

Read the following information before you begin.

As a university student, you are considering how the use of smart phones affects student learning. Using information from all THREE sources, write an academic response evaluating the benefits and limitations of using smart phones while studying and explaining how they should be used effectively in university education.

Your response should:

- *summarise the main information.*
- *compare the different viewpoints.*
- *evaluate the advantages and disadvantages of using smart phones for students learning.*
- *reach a balanced conclusion about how students should use smart phones effectively for learning.*

→ *Turn over the page and read the three sources.*

Source 1: Research Study**Smart phone use and student learning**

A recent study examined how university students use smart phones for learning. Students commonly used them to search for information, access learning materials, communicate with classmates and organise their studies. Many said that smart phones made learning more flexible and gave them quick access to useful resources. However, the study also found that social media, messages and entertainment frequently distracted students. Some students found it difficult to concentrate when their phones were nearby, even when they were using them for academic purposes. The researchers suggested that frequent interruptions could reduce concentration and make learning less effective. The authors concluded that smart phones can support learning when used appropriately. They recommended that students control distractions by switching off notifications and putting their phones away when they need to concentrate.

Source 2: Academic Perspective**The benefits and problems of smart phones**

Some academics argue that smart phones can support university learning by providing quick access to information, digital resources and communication. They can also help students study more flexibly outside the classroom. However, others are concerned that constant access to social media, messages and entertainment can reduce students' concentration. There is also a risk that students become dependent on quick online answers instead of developing independent thinking and problem-solving skills. Rather than banning smart phones, academics suggest that universities should teach students how to use them responsibly. Students need to recognise when phones support learning and when they become a distraction.

Source 3: Student Survey**Student attitudes towards smart phones**

A survey of 950 university students examined their experiences of using smart phones for learning.

Statement	Percentage agreeing
Smart phones help me access information quickly.	84%
Smart phones make studying more convenient.	79%
I use my smart phone to access learning materials.	73%
Smart phones sometimes distract me while studying.	81%
I check social media when I should be studying.	64%
Students should be taught how to manage smart phone distractions.	86%

Overall, students recognised the benefits of smart phones for accessing information and learning materials. However, many also believed that phones could negatively affect concentration. Most students supported being taught how to manage distractions.

→ *Turn over the page for the answer sheet.*

Notes

You can use this section to make notes before writing on the answer sheet.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Assessment Guidance

Assessment criteria and marking guidance

The assessment evaluates students' ability to read, synthesise and respond to multiple sources in an academic context. Rather than assessing reading and writing as separate skills, the test measures how effectively students integrate information from the sources to produce a coherent, evidence-based response.

Teachers should assess students across the following five criteria.

	Criterion	Explanation	Key aspects
1.	Source comprehension	The response demonstrates an accurate understanding of the main ideas, evidence and viewpoints presented in the three sources.	- Identify relevant information. - Distinguish main ideas from supporting details. - Demonstrate accurate interpretation of the sources.
2.	Synthesis and comparison	The response integrates information from multiple sources rather than....	- Compare similarities and differences. - Combine related ideas....
3.	Evaluation and critical thinking	The response evaluates.... <i>All content available in Institutional Membership</i>	- Discuss advantages and disadvantages. - Recognise... <i>All content available in Institutional Membership</i>
4.	Organisation and academic style	The response is logically...	- Structure ideas coherently. - Use clear...
5.	Language	The response demonstrates... <i>All content available in Institutional Membership</i>	- Use an appropriate range.... <i>All content available in Institutional Membership</i>

Marking Guidance

The same five criteria apply to all assessments. However, expectations should reflect the student's CEFR level. For example:

- B2** students should demonstrate ...
- C1** students should integrate ...
- C2** students should produce

All content available in Institutional Membership

B2–C2 Performance Descriptors

The same assessment criteria apply at all CEFR levels. The difference lies in the depth of understanding, quality of synthesis, critical evaluation and language control demonstrated in the written response.

Assessment criterion	B2	C1	C2
Source comprehension	Identifies the main ideas and relevant evidence from all three sources with generally accurate understanding.	Demonstrates accurate understanding of explicit and implicit ideas, selecting relevant evidence effectively.	Demonstrates a sophisticated understanding of the sources, recognising subtle viewpoints, assumptions and nuances.
Synthesis and comparison	Combines information from multiple... <i>All content available in Institutional Membership</i>	Integrates ideas smoothly across... <i>All content available in Institutional Membership</i>	Synthesises information ... <i>All content available in Institutional Membership</i>
Evaluation and critical thinking	Explains advantages and	Critically evaluates different	Demonstrates perceptive and nuanced ...
Organisation and academic style	Produces a logically organised ...	Produces a coherent, well-developed response ...	Produces a highly coherent ...
Language	Uses a sufficient range of academic... <i>All content available in Institutional Membership</i>	Demonstrates a wide range of <i>All content available in Institutional Membership</i>	Demonstrates a broad and flexible ... <i>All content available in Institutional Membership</i>

Common Student Difficulties and Feedback Guidance

The assessment in this pack requires students to integrate reading and writing skills. While language accuracy remains important, many students find the processes of selecting, synthesising and evaluating information more challenging than the writing itself.

Common difficulty	Suggested teacher feedback
Summarises each source separately instead of synthesising.	Organise your response by theme rather than by source. Combine ideas from all three sources within each paragraph.
Relies too heavily on one source.	Ensure all three sources <i>All content available in Institutional Membership</i>
Included too much detail from the sources.	Focus on the ...
Limited comparison between sources.	Make similarities ...
Little or no evaluation.	Move beyond ... <i>All content available in Institutional Membership</i>
Conclusion simply repeats earlier points.	Use the conclusion ...
Weak organisation.	Group ideas
Informal or opinion-based writing.	Maintain an
Language errors reduce clarity.	Review sentence ... <i>All content available in Institutional Membership</i>

Giving Effective Feedback

When providing feedback, focus on how students have used the sources, not simply the quality of the final piece of writing.

Effective feedback should:

- *identify one or two key strengths.*
- *highlight*
- *refer to specific*
- *provide a clear...*
- *encourage revision rather than...* *All content available in Institutional Membership*

Encouraging Student Reflection

After receiving feedback, ask students to consider the following questions:

- *Did I use evidence from all three sources?*
- *Have I organised my*
- *Have I compared*
- *Have I evaluated* *All content available in Institutional Membership*

Teacher's Notes and Suggested Responses

These notes are intended as guidance only. Students may develop a range of valid responses, provided their arguments are supported with evidence from the three sources.

Key Themes	
Benefits of Smart Phones	Limitations of Smart Phones
quick access to information	distraction from social media and messages
easy	reduced
convenient	frequent ...
communication	checking
All content available in Institutional Membership	All content available in Institutional Membership
Possible points for discussion	
Students may argue that smart phones can...	Students may also argue that smart phones...
make learning more convenient and flexible	can reduce concentration
provide	encourage
support	can interrupt ...
All content available in Institutional Membership	All content available in Institutional Membership
Possible conclusion	
Smart phones can be valuable.....	
All content available in Institutional Membership	