

English 1 Confident Composition

4014

Readiness Assessment Test

Thank you for considering this course for your student. Here are some tips for success in the Readiness Assessment process.

* Please do not provide your student this assessment or its contents until you are ready for him or her to complete it in a single sitting with no books, notes, or outside help. It is intended to be a spot check of retained knowledge and skill.
* Make sure you have the latest version of this assessment. Ideally, please download it and have your student complete it within one week prior to enrollment.
* Completed Readiness Assessment materials for a course should be submitted immediately after you enroll in the course.
* **Readiness Assessment materials must be submitted by uploading from the Family Account in the Enrolled Courses view**. Readiness Assessment materials are not accepted through email.
* Visit Live Chat, or email TPS Support (support@pottersschool.org) for questions or assistance.

**Part I: Academic Background** (to be completed by the parent)

**Age/Grade**

1. How old will your student be as of **October 1st** of the academic enrollment year?
2. What grade will your student be in **at the start of this course**?

**Related Coursework**

1. Please provide the title of the most recently completed (or in-progress) course in the same subject area or related subject area that might help assess academic readiness for this course:

Course Name:

* 1. What is the student’s in-progress or final course grade (numeric grade if available)?
	2. What is the name of the course provider (e.g., online provider, taught at home, local college)?
	3. What is the name of the course curriculum (title and name of publisher of primary text if known)?
	4. Is the student on-track to complete the entire course/curriculum by the end of the current year (if in-progress)?
	5. How is the course evaluated? Is the work self-checked, parent-checked, or evaluated outside the home?
	6. What percentage (if any) of the student’s grade is based on assessments that are completed without access to notes or outside resources and completed in a single sitting without the opportunity for rework to improve the grade?

**Additional Background**

1. Is your student’s first language English or a different language? If different, what is his or her language background? (**Note:** Most TPS classes are designed for native English speakers, but we also provide support at several levels for students whose first language is not English.)
2. Is there additional information that might help us better know your student and understand his or her unique abilities and needs for the best course placement and academic outcome?

**Part II: Readiness Test** (to be completed by the student)

This placement test is intended to show me what you know so I can determine whether this course will be the most beneficial for you at this time. All I ask is that you *do your very best to show me as many of your writing skills as possible* to give me a good idea how I (and TPS) can serve you best. Please make sure to follow all the directions carefully and turn off all spell check/grammar functions as you take this test.

**Section A: Writing**

**Why Confident Composition?**

In a paragraph, write a well-crafted response to the following questions:

* Why are you interested in this class?
* What stood out to you in the course description?
* How do you hope to grow as a writer throughout this course?

*Please make sure your spelling, capitalization, and punctuation are to the best of your ability, and please make sure to use standard paragraph form.*

As you write each of these paragraphs, please check that you have the following:

* You have answered all of the *questions* in detail (about an 8-10 sentence paragraph).
* Use the first person, but avoid informal language like exclamation points, slang, contractions (I’ve), etc.
* Double space and indent your paragraph.

|  |
| --- |
| Please write your paragraph here: |

**Writing History**

In a paragraph, write a well-crafted response to the following:

* Explain what your favorite kind of writing to do is (fiction story, poems, persuasion/opinion, personal narrative, etc.) and why.
* Please include the following in your paragraph:
* Two reasons why you enjoy this kind of writing.
* Write 8-10 sentences making sure your spelling, capitalization, and punctuation are to the best of your ability.
* Use double space and indent your paragraph.

|  |
| --- |
| Please write your paragraph here: |

**Writing Sample**

Using your best writing, please answer the following **question** in at least three paragraphs (8-10 sentences each) with an introduction, explanation, and a conclusion.

Please include the following:

* a clear thesis sentence in the introductory paragraph that states the advice you recommend. If you are unsure about thesis and topic sentences, just try your best since these will be covered in this class.
* a clear topic sentence for the body paragraph
* a concluding sentence or thought that draws your paragraph to a close
* sentences that explain *why* you think this advice is important and *how* it will benefit others
* transitions throughout to show connections between sentences and ideas
* try to use strong word choices
* double space and use indents for each paragraph
* type in the blue area but get rid of the brackets and bold lettering

***What is one piece of advice that you would give to kids your age? Why? How will it impact or improve their lives if they take your advice?***

**[write your answer here]**

**Section B: Grammar Diagnostic**

Do your best, but do not be concerned if you don’t know all the answers 😊. The Grammar Diagnostic section must be fully completed, but it will not be used to determine placement in this course.

**Parts of Speech**: While your writing will show me how you *use* the parts of speech, a basic knowledge of the terms is helpful for this course. Highlight the correct part of speech for the underlined word(s) in each famous quote from children’s literature. Note, there is only one answer per sentence.

1. “Promise me you’ll remember, you are braver than you believe, stronger than you seem, smarter than you think” (A.A. Milne, *Winnie-the-Pooh*)
2. *Adjective b. Adverb c. Noun d. Preposition e. Pronoun f. Verb*
3. “Sometimes, I’ve believed as many as six impossible things before breakfast” (Lewis Carroll, *Alice’s Adventures in Wonderland*).
4. *Adjective b. Adverb c. Noun d. Preposition e. Pronoun f. Verb*
5. “Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig” (E.B. White, *Charlotte’s Web*).
6. *Adjective b. Adverb c. Noun d. Preposition e. Pronoun f. Verb*
7. “The sun was rising behind her now; she could feel the heat on her back, and it gave her courage.
8. *Adjective b. Adverb c. Noun d. Preposition e. Pronoun f. Verb*
9. “It is our choices, Harry, that show what we truly are, far more than our abilities” (J.K.

Rowling, *Harry Potter and the Chamber of Secrets*).

1. *Adjective b. Adverb c. Conjunction d. Noun e. Preposition f. Pronoun g. Verb*
2. "It doesn't happen all at once," he said. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept” (Margery Williams Bianco, *The Velveteen Rabbit*).
3. *Adjective b. Adverb c. Conjunction d. Noun e. Preposition f. Pronoun g. Verb*
4. “Finally the Rainbow Fish has only one shining scale left. His most prized possessions had been given away, yet he was very happy” (Marcus Pfister, *The Rainbow Fish*).
5. *Adjective b. Adverb c. Conjunction d. Noun e. Preposition f. Pronoun g. Verb*
6. “You said the science elective is *supposably* really hard. I heard you” (R.J. Palacio, *Wonder*).
7. *Adjective b. Adverb c. Conjunction d. Noun e. Preposition f. Pronoun g. Verb*

**Parts of Sentences:** While your writing will show me how you *use* the parts of a sentence, a basic knowledge of the terms is helpful for this course. Highlight the answer that identifies the underlined part of each famous quote from children’s literature. Note, there is only one answer per sentence.

* + 1. “I love you right up to the moon and back” (Sam McBratney*, Guess How Much I Love You*).
			1. *Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*
		2. “I dreamed about coming here, but then I did it” (Roald Dahl, *James and the Giant Peach*).
			1. *Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*
		3. “When they’ve finished reading, Olivia’s mother gives her a kiss” (Ian Falconer, *Olivia*).

*a. Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*

* + 1. “George and Harold were usually responsible kids. Whenever anything bad happened, George and Harold were usually responsible” (Dav Pilkey, *The Adventures of Captain Underpants*).

*a. Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*

* + 1. “George and Harold were usually responsible kids. Whenever anything bad happened, George and Harold were usually responsible” (Dav Pilkey, *The Adventures of Captain Underpants*).

*a. Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*

* + 1. “George and Harold were usually responsible kids. Whenever anything bad happened, George and Harold were usually responsible” (Dav Pilkey, *The Adventures of Captain Underpants*).

*a. Subject b. Predicate c. Dependent Clause d. Phrase e. Independent Clause*

**Conventions:** For each question below, please highlight the correct answer(s).

1. Which verb belongs in the blank:

*All of the members of my family \_\_\_\_\_\_\_\_\_ eating ice cream except for my brother.*

* 1. enjoys
	2. enjoy
1. Which of the following is punctuated correctly?
	1. My best friend had injured his leg the previous day and would not be among the long line of runners, before I could finish looking for my other friends; the marathon began.
	2. My best friend had injured his leg the previous day and would not be among the long line of runners, before I could finish looking for my other friends, the marathon began.
	3. My best friend had injured his leg the previous day and would not be among the long line of runners. Before I could finish looking for my other friends; the marathon began.
	4. My best friend had injured his leg the previous day and would not be among the long line of runners. Before I could finish looking for my other friends, the marathon began.
2. Of the following options, which is the best way to combine the sentences for clarity and punctuation?

*Most cats do not like to swim. Tigers do. In fact, tiger cubs learn by watching their mother. They learn to swim.*

* 1. Most cats do not like to swim, but tigers do, in fact, tiger cubs learn to swim by watching their mother.
	2. Most cats do not like to swim but tigers do, in fact, by watching their mother learn to swim.
	3. Most cats do not like to swim, but tigers do. In fact, tiger cubs learn to swim by watching their mother.
	4. Most cats do not like to swim. Tigers do, tiger cubs learn to swim. In fact, they learn by watching their mother.
1. Highlight the correct verbs in the following sentence: “One of the students who (is / are) trying out for the school play (wants / want) to become a professional actor.”
2. Which sentence contains a capitalization error?

*(Note: Only 1 sentence contains incorrect capitalization.)*

* 1. Last monday, two building inspectors met with city council to discuss the demolition of the gentry building on East Thomas Street in downtown Albuquerque.
	2. Although Grandma was French, her adoptive parents were Armenian.
	3. “There’s a shadow in the closet,” explained Kanga to Pooh. “It comes across something that’s been lost or forgotten and brings it back to where it will be found.”
	4. On December 4, 2011, 45,000 people were evacuated from Koblenz, Germany, when two bombs were discovered in the Rhine River.
1. Select the correct verb for the following sentence: “Studies show that, for many children, actively engaging in something with their hands \_\_\_\_\_\_ them listen better.”
	1. helps
	2. help