

AP English Language and Composition

4030

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](mailto: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: AP Questionnaire** (to be completed by the student)

TPS wants to help each AP student achieve his or her individual AP exam goals. The following information allows us to better support you in accomplishing your goals.

1. Are you planning to take the AP exam associated with this course?
2. If you are planning to take the associated AP exam, what is your score goal?

**How do I decide my score goal?** AP exams are scored as 1-5, where scores of 4 or 5 are competitive and a scores of 3, 4, or 5 may receive credit from participating colleges. To see what credit is available from specific colleges for specific exam scores, please go to this site:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

1. If you are planning to take the associated AP exam, have you identified an exam site that offers this exam near you?

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

**Section A: Rhetorical Analysis Questions**

**Instructions:** Read the following passage adapted from *How I Learned to Ride the Bicycle* by Frances Willard. Then answer the related multiple-choice questions the follow the passage.

(Passage taken from:

Shea, Renée et al. *The Language of Composition*. 3rd ed., Bedford Freeman and Worth, 2018.)

1. Since Balaam’s beast1 there has been but little authentic talking done by the four-footed; but that is no reason why the two-wheeled should not speak its mind, and the first utterance I have to chronicle in the softly flowing vocables of my bicycle is to the following purport. I heard it as we trundled off down the Priory incline at the suburban home of Lady Henry Somerset, Reigate, England; it said: “Behold, I do not fail you; I am not a skittish beastie, but a sober, well-conducted roadster. I did not ask you to mount or drive, but since you have done so you must now learn the laws of balance and exploitation. I did not invent these laws, but I have been built conformably to them, and you must suit yourself to the unchanging regulations of gravity, general and specific, as illustrated in me. Strange as the paradox may seem, you will do this best by not trying to do it at all. You must make up what you are pleased to call your mind — make it up speedily, or you will be cast in yonder mud-puddle, and no blame to me and no thanks to yourself. Two things must occupy your thinking powers to the exclusion of every other thing: first, the goal; and, second, the momentum requisite to reach it. Do not look down like an imbecile upon the steering-wheel in front of you — that would be about as wise as for a nauseated voyager to keep his optical instruments fixed upon the rolling waves. It is the curse of life that nearly every one looks down. But the microscope will never set you free; you must glue your eyes to the telescope for ever and a day. Look up and off and on and out; get forehead and foot into line, the latter acting as a rhythmic spur in the flanks of your equilibriated equine; so shall you win, and that right speedily.
2. “It was divinely said that the kingdom of God is within you. Some make a mysticism of this declaration, but it is hard common sense; for the lesson you will learn from me is this: every kingdom over which we reign must be first formed within us on what the psychic people call the ‘astral plane,’ but what I as a bicycle look upon as the common parade-ground of individual thought.”
3. The Process

Courtiers wittily say that horseback riding is the only thing in which a prince is apt to excel, for the reason that the horse never flatters and would as soon throw him as if he were a groom. Therefore it is only by actually mastering the art of riding that a prince can hold his place with the noblest of the four-footed animals.

1. Happily there is now another locomotive contrivance which is no flatterer, and which peasant and prince must master, if they do this at all, by the democratic route of honest hard work. Well will it be for rulers when the tough old Yorkshire proverb applies to them as strictly as to the lowest of their subjects: “*It’s dogged as does it.”* We all know the old saying, “Fire is a good servant, but a bad master.” This is equally true of the bicycle: if you give it an inch — nay, a hair — it will take an ell — nay, an evolution — and you a contusion, or, like enough, a perforated knee-cap. . . .
2. Gradually, item by item, I learned the location of every screw and spring, spoke and tire, and every beam and bearing that went to make up [my bike] Gladys. This was not the lesson of a day, but of many days and weeks, and it had to be learned before we could get on well together. To my mind the infelicities of which we see so much in life grow out of lack of time and patience thus to study and adjust the natures that have agreed in the sight of God and man to stand by one another to the last. They will not take the pains, they have not enough specific gravity, to balance themselves in their new environment. Indeed, I found a whole philosophy of life in the wooing and the winning of my bicycle.
3. Just as a strong and skilful swimmer takes the waves, so the bicycler must learn to take such waves of mental impression as the passing of a gigantic hay-wagon, the sudden obtrusion of black cattle with wide-branching horns, the rattling pace of high-stepping steeds, or even the swift transit of a railway-train. At first she will be upset by the apparition of the smallest poodle, and not until she has attained a wide experience will she hold herself steady in presence of the critical eyes of a coach-and-four. But all this is a part of that equilibration of thought and action by which we conquer the universe in conquering ourselves.

Note 1) Balaam is a biblical figure whose donkey, miraculously given the power of speech, saves his life. —Eds.

1. The speaker’s tone in the first sentence can best be described as
   1. analytical and objective
   2. fanciful and humorous
   3. combative and defensive
   4. didactic and serious
2. In the second sentence, “it” refers to
   1. “Balaam’s beast”
   2. “the first utterance”
   3. “my bicycle”
   4. “the following purport”
3. The speaker of the passage in quotations (“Behold, I do not fail you. . . the common parade-ground of individual thought”) is
   1. Frances Elizabeth Willard
   2. Lady Henry Somerset
   3. God
   4. a bicycle
4. The main purpose of the second paragraph is to suggest that riding a bicycle
   1. is a religious experience which does not rely on us at all
   2. demands both common sense and faith
   3. is nearly impossible for the average human being
   4. requires mental determination
5. The rhetorical function of the third paragraph can best be described as
   1. a humorous digression
   2. an analogy
   3. a counter-argument
   4. an anecdote
6. The Yorkshire proverb in the fourth paragraph comments on
   1. the dangers of flattery
   2. the limits of democracy
   3. the value of hard work
   4. the discrepancies of class
7. The speaker’s primary purpose in the first four paragraphs is to
   1. Reassure that bicycle riding is an achievable goal
   2. Use bicycle riding as a metaphor for political commentary
   3. Amuse the reader with exaggerated descriptions
   4. Instruct about the hazards of bicycle riding
8. The writer most likely includes the name she gives to her bicycle in paragraph 5 in order to
   1. Show how close she felt to her new mode of locomotion
   2. Illustrate a common practice of the time
   3. Provide a Biblical reference to bolster her other references to God
   4. Use a technical term in order to show her expertise
9. In paragraph 5, the central metaphor compares the speaker’s experience with her bicycle to
   1. a marriage
   2. a house
   3. a scientific equation
   4. a religious experience
10. In the context of the final paragraph, “equilibration” means
    1. conflict
    2. juxtaposition
    3. balance
    4. triumph
11. At the end of paragraph one, the words, “But the microscope will never set you free; you must glue your eyes to the telescope for ever and a day. Look up and off and on and out” serve to
    1. Convince the reader that it will take a very long time to master the bicycle
    2. Explain where to fix one’s attention while riding a bicycle
    3. Show how far one can travel on a bicycle as opposed to other common methods of transportation
    4. Provide a sense of the religious wonder she feels while mounted on a bicycle
12. In paragraph 4, the expression “locomotive contrivance” means
    1. A piece of train machinery
    2. A movable tactic
    3. Itinerant stratagem
    4. Mobile piece of equipment

**Section B: Essay**

**Background:** Social media has become ubiquitous, providing a platform for individuals to express their opinions. Some believe it is the ultimate forum for free speech and worry that censorship could lead to a slippery slope restricting more and more types of speech. However, no one can deny there is also much harmful and obscene material online that encourages hate or even violence.

*Write a 500-700 word essay that argues your position on whether social media sites should regulate and censor user posts.*

In your response you should do the following:

* Respond to the prompt with a thesis that presents a defensible position.
* Provide evidence from your general knowledge and experience to support your line of reasoning.
* Explain how the evidence supports your line of reasoning.
* Use appropriate grammar and punctuation in communicating your argument.
* Use argumentation to defend the validity of your stance and proposed course of action – remember that the goal of this essay is to *persuade* your audience. Underline your thesis statement in your introductory paragraph.

*Follow these guidelines in your composition:*

* Give the composition a title. Center it above your composition.
* Use active verbs in your writing; do not use the passive voice. **Do not use** **more than one BE verb (*am, is, are, was, were, be, been, being*) per paragraph**.
* Do not begin any sentence with the articles ***a, an,***or***the***.
* Do not begin any two sentences with the same word within the same paragraph.
* Do not use any contractions.
* Do not write in the second person voice: avoid the pronouns ***you, your,*** or ***yourself.***
* **Submit your document to your instructor as a .doc file. This is the standard file format for all TPS assignments. If you do not have MS Word you might consider LibreOffice.**

[Type essay here]