

English 1 Level

Readiness Assessment Test

Modified for Social Studies and Academic Elective Courses

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 Academic 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)

There are two parts to the composition evaluation: a short paragraph to determine your understanding and use of basic paragraph elements, and a short essay to demonstrate overall writing ability. Please follow the directions below.

**Short Paragraph**

*Imagine you are granted a day to swap lives with any famous person, living or historical. Whose life do you choose, and how does this experience shape your perspective?  In a paragraph of 7-10 sentences, choose a person and explain two reasons you want to swap lives for a single day.*

Be sure to include the following:

* a clear topic sentence
* an example or two with details and explanations
* a concluding or wrap up sentence
* transitions throughout

**Type paragraph here:**

Use the font color button to distinguish the following elements in the paragraph above:

* the topic sentence in **orange**
* any examples in **green**
* the concluding sentence in **purple**
* any transitions in **black**

**Short Essay**

*Think about your use of technology and its influences on your own everyday life. Discuss specific types of technology and how it impacts you and your family for good and/or for bad. Write a three-paragraph, fully developed essay. \*Remember that you are proving your point, not telling a story. \**

Requirements:

* Write one introductory paragraph. Include a catchy "attention-getter" and transition to the thesis (last sentence of your paragraph/the main point that answers the prompt directly).
* Underline the thesis statement.
* Write one body paragraph. Include at least two specific examples and elaborate with details to show how each example proves your point. Be sure that one of your examples is a REAL person (see above).
* End the body paragraph with a concluding sentence as summary.
* Write one concluding paragraph that includes a smooth transition from the body paragraph, sums up your ideas/relates your thoughts to the reader, and clearly answers the question “Why should anyone else care about this?”

**Type short essay below; you should not use color coding in the essay:**