

AP English Language and Composition

Name: _____ Score: _____

1. The CED says a writer's choices are guided by...
 - ☐ the audience's actual beliefs
 - ☐ the writer's perceptions of the audience
 - ☐ the length of the text
 - ☐ the publication date
2. The test for whether a paragraph has been shaped for an audience is...
 - ☐ whether it is long enough
 - ☐ whether it would read identically to a different audience
 - ☐ whether it quotes a source
 - ☐ whether it states a thesis
3. Evidence is sufficient when...
 - ☐ there is a lot of it
 - ☐ its quantity and quality give apt support
 - ☐ it comes from published sources
 - ☐ it is longer than the commentary
4. The reason you chose a piece of evidence should become...
 - ☐ the topic sentence
 - ☐ the first sentence of your commentary
 - ☐ the conclusion
 - ☐ a footnote
5. A thesis must always be a single explicit sentence.
 - ☐ True ☐ False
6. A thesis earns its rubric point when it...
 - ☐ restates the prompt clearly
 - ☐ takes a defensible position responding to the prompt
 - ☐ is at least three sentences long
 - ☐ lists three reasons

7. Select **all** the modes of persuasion.

- ☐ ethos
- ☐ pathos
- ☐ logos
- ☐ syntax

Tick every correct option.

8. Select **all** the questions the CED's framing suggests asking before drafting.

- ☐ what does the audience believe?
- ☐ what does the audience need?
- ☐ what does the audience value?
- ☐ how long should the text be?

Tick every correct option.

9. Select **all** the jobs the CED says evidence can do.

- ☐ illustrate
- ☐ clarify
- ☐ amplify
- ☐ conclude

Tick every correct option.

10. Including more evidence is generally safer under time pressure.

- ☐ True ☐ False

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1. **the writer's perceptions of the audience**

It is the writer's **picture** of the audience, which may be inaccurate — and that is why arguments fail.

2. **whether it would read identically to a different audience**

If it could be re-addressed unchanged, it was not written for anyone in particular.

3. **its quantity and quality give apt support**

Apt support is a judgement about fit, not about volume.

4. **the first sentence of your commentary**

The hardest sentence to write is one you already had when you selected the evidence.

5. **False**

The CED says it is **not necessarily** a single sentence and may require a thorough reading to identify.

6. **takes a defensible position responding to the prompt**

It must be arguable; restating the prompt takes no position and earns nothing.

7. **ethos; pathos; logos**

Syntax is a stylistic feature, not a mode of persuasion.

8. **what does the audience believe?; what does the audience need?; what does the audience value?**

Length is a formatting decision, not an audience analysis.

9. **illustrate; clarify; amplify**

"Conclude" is not on the CED's list; the six jobs are illustrate, clarify, set a mood, exemplify, associate and amplify.

10. **False**

Two pieces doing the same job earn the marks of one and use the space commentary needed.