

# LEVEL 4: Readiness Assessment

## Simply Classical Curriculum Overview

- Readiness Levels A, B, C (34 weeks of lessons with optional 8-week extension for B & C)
- Primary Levels 1, 2, 3 (34 weeks of lessons, with optional 8-week extensions included for 1, 2, 3)
- Grammar Levels 4, 5, 6 (34 weeks of lessons each)
- Scholar Levels 7, 8, 9, 10 (34 weeks of lessons each)
- Advanced Levels 11, 12 (34 weeks of lessons each)

## Suggested Use

Print two copies per student. Administer as a pre-test before you begin this level. After you finish teaching this level, you may administer as a post-test for your student(s).

As the first Grammar level in the Simply Classical Curriculum, Level 4 begins formal study in English grammar and Latin, classical Greek mythology, and an in-depth exploration of mammals for students with special learning needs. Providing open-and-go explicit and incremental teaching, multi-sensory instruction, and extra review options for special needs, this program builds knowledge and skill in reading, spelling, writing, arithmetic, literature, music, geography, poetry, science, art, and Christian studies. You receive everything you need for a full year.

Date of Pre-Test: \_\_\_\_\_

Date of Post-Test: \_\_\_\_\_

(Yes, Emerging, or No?)

Skill: READING	Yes	Em	No
Can read and spell words, such as “sled,” “bent,” “cake.”			
Can blend and spell phonetic sounds when reading orally, as with “stretch” or “walking.”			
Can read and spell short, common sight words, such as “the,” “said,” and “where.”			
Can read beginning chapter books (Prairie School, Billy and Blaze) with increasing fluency.			
Can retell a story in proper sequence with a beginning, middle, and end.			
Can answer questions about a story from memory, such as the name of a minor character, the book’s title, why the main character might have acted the way he/she did.			
Is beginning to feel comfortable pondering “how” and “why” questions when hearing or reading stories.			
Is beginning to read for his own enjoyment.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

Skill: WRITING AND SPELLING	Yes	Em	No
Can write words and copy sentences in cursive.			
Can compose his own simple sentence with correct punctuation, spelling, spacing, and capitalization most of the time.			
Can use his own words and ideas to write a simple story.			

Is beginning to spell his spelling words correctly, even when encountered in his own writing.			
Sometimes writes notes, sentences, captions, or stories for fun.			
Can sometimes catch an error in his own or someone else's writing.			
Has received some phonics instruction.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: ARITHMETIC</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Knows +/- facts to 10.			
Knows the value of a penny, nickel, dime, and quarter.			
Can count to 100 by 1's, 2's, 5's, and 10's.			
Can count backwards from 50.			
Can add and subtract quantities of objects greater than 10 (12 gems + 3 gems = 15 gems, 14 pencils – 9 pencils = 5 pencils).			
Can correctly compute the numerals $2+8=10$ and $9-3=6$ without pictorial representations or manipulatives.			
Can tell time to the half hour (12:30, 3:00).			
Can rapidly tell the number that comes before or after a number under 10. (Example: 5 comes before 6, 7 comes after 6).			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: LANGUAGE</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Uses direction words (left, right, on, in, over, under, behind, before, after) correctly and can explain them.			
Uses "time words" (yesterday, today, tomorrow, next week) correctly.			
Can make comparisons (Which one is bigger? Which is sweeter?).			
Can offer simple cause and effect explanations for common occurrences.			
Can follow three- to four-step directions sometimes.			
Speaks with at least five- to seven-word sentences.			
Can name the days of the week, months of the year.			
Can tell a reasonably coherent story about something that happened to him.			
Is beginning to think about language.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: SOCIAL, EMOTIONAL, ATTENTION, WORK HABITS</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can explain why someone with greater need might require greater assistance and shows a willingness to help the person in need.			
Can sustain attention on a single task for 10-15 minutes independently.			

Can sustain attention on a single teacher-directed lesson for 30-45 minutes.			
Can work on multiple subjects in a given day with breaks as needed.			
Can begin to explain situations from other people's point of view.			
Takes turns in games and conversations.			
Seems to enjoy successful completion of work (i.e., takes pride in his work).			
Can organize his learning materials with assistance.			
Can follow a daily schedule with assistance.			
Sometimes volunteers for chores, duties, or other ways of truly helping.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

If your student scores low in Social/Emotional, Attention/Work Habits, consider adding one of our 14-week courses in *Myself & Others: Lessons in Social Understanding, Habits, and Manners*. [ClassicalSpecialNeeds.com](http://ClassicalSpecialNeeds.com).

*If less than 80% in most categories, consider SC Level 3.*

*If 80-90% in most categories, begin SC Level 4!*

Level 4 will help you increase your student's competence in reading fluency, writing, spelling, memory, and arithmetic with the added benefits of art, music, literature, geography, science, grammar, Latin, general knowledge, introductory classical studies, and Christian studies.