

# LEVEL B: Assessing Readiness

## 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).

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

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

(Yes, Emerging, or No?)

Skill: LANGUAGE	Yes	Em	No
Uses language in play			
Uses question words appropriately ("Where is Aiden?" "Why is it hot?")			
Communicates in sentences of 4 words or more ("My bunny is on the bed.")			
Repeats parts of songs, predictable books, and fingerplays			
States first and last names when asked			
Expresses simple ideas ("Cat sleeping.")			
Demonstrates understanding of spatial relationships by correctly placing an object <i>next to</i> , <i>on top of</i> , <i>under</i> , or <i>in</i> another object			
Identifies concept words, such as hot and cold, loud and soft			
Points correctly to 6 or more body parts (hand, nose, head, foot, shoulder)			
Counts 10 or more objects			
Names at least 5 animals in pictures or real life (cow, pig, bird, dog, cat)			
Says or sings the alphabet			
Can memorize short nursery rhymes or words to songs			
Identifies colors, shapes, names of common foods and other items			
Can speak 100 or more words (by the end of this year, will likely speak or understand 500-1,000 words)			
Identifies letters of the alphabet			
<b>TOTAL Language – Score how many in each (Yes/Emerging/No).</b>			

### Tips to Improve Language at This Age:

- Engage the child in conversation throughout the day.
- Play "Head, Shoulders, Knees and Toes," Simon Says.

- Listen to words of child and expand further. **Example:**  
*Child:* "More juice, please?"  
*Mom/Teacher:* "Can you say, 'May I have more juice, please?'"  
*Child:* "May I have more juice, please?"  
*Mom/Teacher:* "Yes, very good! Here is your juice, Sara."
- Enjoy acting out songs from *Wee Sing Children's Songs and Fingerplays* (Pamela Conn Beal, Susan Hagen Nipp).
- Play pretend with puppets, stuffed animals, dolls.
- Tell stories with figures on flannelboards.
- Read nursery rhymes, children's poetry books, and predictable books.
- Look for letters in restaurants while waiting. (Example: "Look at the menu on the wall: Baked pretzels. I see a 'z.' Do you?")

<b>Skill: COGNITIVE ABILITY</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Counts, puts things in order			
Talks about events or people from the past or future, not just the present			
Begins to solve problems by thinking ahead (without trial and error)			
Begins to notice the difference between safe and unsafe (too high, hot)			
Guesses what comes next in a story			
Understands activities of morning (breakfast, getting dressed) vs. evening			
Enjoys pretend play (pretends to "vroom" a truck, cook in a play kitchen)			
Begins to understand toilet training ("I need to go potty.")			
Follows simple rules in a game			
Can categorize or match objects by color, size, or shape			
Remembers colors from memory ("What color are bananas?" "Yellow.")			
Can follow two-step directions ("Put on your pajamas and brush your teeth.")			
Can keep a basic rhythm by clapping or tapping a tambourine			
Demonstrates addition or subtraction with one or two items			
<b>TOTAL Cognitive – Score how many in each (Yes/Emerging/No).</b>			

### **Tips to Improve Cognition at This Age:**

- Improve memory by thinking about ideas and concepts beyond the moment ("We're nearing Grandma's house. Remember to be gentle with Grandma's cat. What color is Grandma's cat?" "White.")
- Provide puzzles with 6-10 pieces (or more if the child is adept at this).
- Use a three-day calendar to emphasize "tomorrow" and "yesterday."  
 ("Yesterday was Monday. It was rainy, and we walked to Mark's house to play. Today is Tuesday. It is sunny and we're going to the grocery store. Tomorrow is Wednesday. You'll see Dr. Johnson.")
- While in restaurants or waiting rooms, have three to five objects. Play "Plus or Minus." ("I have two bears. If I add one, how many will I have?" "Now if I take away two, how many will I have?")
- Create patterns with beads or blocks. Have the child match the patterns. Increase the complexity, such as (two items) circle-square, circle-square, (then three) blue-red-green, blue-red-green, etc.

- Have the child learn sorting, organizing, and folding (into squares for dishcloths and rectangles for hand towels) by helping with laundry.
- Have the child learn patterns and directionality (fork on napkin, plate, spoon in front of each person) by setting the table.
- Have the child learn cleanliness and sequences by washing hands before each meal. Post steps in picture form if needed.

<b>Skill: SOCIAL-EMOTIONAL DEVELOPMENT (manners, behavior, service to others)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Enjoys playing pretend (train tracks, doll houses)			
Begins to share, take turns, understand waiting in line for others to go first			
Helps putting toys away, tidying room			
Says “please,” “thank you,” and “excuse me”			
Cares for books by turning pages gently, enjoys the library			
Begins to understand matters necessary for her own good health (good food, cleanliness, sleep, playing outside in fresh air, resting)			
Improves attention span, allowing for reading more books or longer stories			
Begins to understand “You’re welcome, “I’m sorry” and “I forgive you.”			
Begins to understand sportsmanship in winning and losing			
Plays with children in a compatible way (sharing, exchanging, enjoying)			
Enjoys helping (sweeping, dusting, carrying over dishes after meals)			
Identifies her own simple emotions (“I’m sad.”)			
Enjoys imaginative play			
Enjoys other children			
Enjoys being with extended family.			
<b>TOTAL Social-Emotional – Score how many in each (Yes/Emerging/No).</b>			

### **Tips to Improve Social-Emotional Development at This Age:**

- Explain consequences to develop cause & effect. (“Would you like water before I tuck you in? If you ask for water after the light is out, you will need to wait until morning.”)
- Provide a box of dress-up, puppets, and other dramatic play options.
- Be respectful to the child. Teach “You’re welcome,” “I’m sorry,” and “I forgive you.”
- Teach “Yes” or “Yes, Ma’am/Yes, Sir” instead of “Yeah.”
- Play simple board games and card games for turn-taking and sportsmanship. Teach to say, “Congratulations” if she wins and “Good game” if she loses. (Bonus – the cognitive benefits of the games themselves!)
- Read books about emotions. Label feelings when reading books. (“His puppy is missing. See how sad he looks. What would make him feel happier?”) Find materials featuring real faces.
- Foster confidence by assigning simple tasks that the child can complete successfully on his own.
- Help child accept and enjoy responsibilities by leaving time at the end of play sessions to tidy the room, organize toys, and clean up for the day.

<b>Skill: FINE-MOTOR SKILLS (small muscle dexterity, pre-writing)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Feeds himself with a spoon			
Helps put small toys into bins			
Strings large beads			
Holds a crayon correctly (between thumb and fingers, not a fist) to color			
Colors within the lines (within 1/4") when thick black lines are provided			
Can cut along a thick horizontal line (within 1/4") of the line			
Draws a horizontal line			
Makes "snakes" and balls from playdough			
Builds towers with blocks			
Strings beads, laces simple lacing cards			
Buttons, zips, and snaps larger objects			
Can dress herself with simple outfits			
Can turn single pages in books			
Turns knobs, unscrews lids			
Can wash and dry own hands			
<b>TOTAL Fine-Motor Skills – Score how many in each (Yes/Emerging/No).</b>			

### **Tips to Improve Fine-Motor Skills at This Age:**

- If needed, acquire weighted utensils and a weighted bowl or plate to assist self-feeding.
- "Thicken" the edges of designs on coloring pages with thick, black marker to assist coloring inside the lines.
- Provide children's markers and pages with simple drawings (mouse, house, line between – "Help the mouse find his house."). Others: child to playground, friend to friend. Make these pages inside a sketchpad in a single setting. Draw increasingly curved lines.
- Provide children's scissors and pages with simple drawings (large apple the size of an 8.5" x 11" page with a thick black line in the middle – "Let's slice this apple in half."). Others: pear, banana, orange, head of lettuce, carrot. Draw and cut images into quarters too. (Bonus: cognitive and language skills)
- Teach to play "songs" on a keyboard or piano one finger at a time (no fists, no banging – just one finger playing one key; demonstrate).
- Provide "busy books" with options for buttons, zippers, and snaps.
- Have child help with nightly salad: tearing lettuce or spinach leaves.
- Have child help create fruit salad: with a plastic knife, cut bananas and soft pears, separating sections of orange, pulling grapes from stem.

<b>Skill: GROSS-MOTOR SKILLS (large muscle coordination, strength, balance)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Puts on coat unassisted			
Jumps with two feet off a low curb or step			
Hops on one foot			
Gallops			
Walks up and down stairs without assistance			
Enjoys large children's musical instruments, banging objects together			
Kicks a moving ball ("tot soccer," kickball)			
Climbs, turns somersaults, runs			
Sits on riding toys and moves by pushing with feet			
Skips correctly one time or even twice (Right step-hop, Left step-hop, repeat)			
Balances on a low, wide beam with one foot in front of the other			
Can balance while walking backwards on a low, wide beam			
Can "dunk" small basketball in lowered net			
Throws a ball, learns to catch by holding arms level to receive ball			
<b>TOTAL Gross-Motor Skills – Score how many in each (Yes/Emerging/No).</b>			

**Tips to Improve Gross-Motor Skills at This Age:**

- Pretend to be different animals for gross-motor skills (kangaroo *jumping*, horse *galloping*, dog *walking on all fours*, monkey *climbing and leaping*, elephant *moving slowly*, giraffe *taking long steps*).
- Have a marching band when other children come to play (or with siblings) – step high to the music while playing musical instruments.
- Purchase or create a basketball hoop at child’s level, soccer goal, children's golf set, or baseball tee. Play backyard sports (or sports in the park) before or after dinner.
- Create an obstacle course with hula hoops, a ladder on the ground for walking over rungs, plastic cones for running and pivoting – time with stopwatch to increase speed in completing the course.
- Visit playgrounds and indoor children’s gyms frequently for motor planning, strength, coordination, and balance (Bonus: social interactions).
- Provide riding toys with and without pedals. Go on walks with the riding toys.
- Take child for walks or “hikes” on uneven terrain, up and down hills, and increasing distances to strengthen legs, balance, and stamina.
- Have child walk alongside the stroller, rather than riding, whenever possible.