

# LEVEL C: Assessing Readiness

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## 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 sentences to ask for something he wants			
Listens to stories and simple conversations with understanding			
Uses regular plurals (pencils, girls)			
Tells about the events of his day			
Uses at least 4-word sentences			
Begins to speak more clearly, understood even by those outside the family			
Responds to the comments or questions of others			
Talks with other children			
Notices letters in words and begins to understand the connection between letters, words, and language			
Sings simple songs			
Uses verbs to describe actions (sleeping, swimming, jumping, crying)			
Speaks about events in the past and the future ("Daddy, we had pancakes for breakfast today.")			
Begins to ask "Why" questions			
Uses a vocabulary of many words and understands even more than he speaks			
<b>TOTAL Language – Score how many in each (Yes/Emerging/No).</b>			

## Tips to Improve Language at This Age:

- Have conversations with the child at mealtimes.
- Increase the complexity and length of stories read to the child, especially when receptive, as at bedtime.
- Read and listen to children’s poetry to impress the rhythm and sounds of language upon the child’s understanding.

- Encourage a rich vocabulary of action verbs (“doing words”) by pointing out people’s movements in books. (“What is he doing?”)
- Brainstorm action words and write onto cards (e.g., sweeping, swimming, sleeping, climbing). Place the cards in a container and play “Verb Charades.” Whisper to the child the action. Have him act out for others to guess. Play in teams, if desired.
- Play “Simon Says” with action words. “Simon Says, ‘Jump!’” “Simon Says, ‘Spin!’” “Simon Says, ‘Twist!’” (Bonus: gross-motor skills)
- Use predictable books to encourage more complex expressive language.
- Encourage the development of adjectives by pointing out new colors (lavender, gray), textures (shiny, rough) or tastes (spicy, sour).

<b>Skill: COGNITIVE ABILITY</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Has mastered toilet training with occasional accidents only if sick or stressed			
Follows directions with two or three steps			
Enjoys new experiences and is inquisitive			
Demonstrates awareness of time concepts (morning, yesterday, tonight)			
Shows ability to plan and organize (“I’m going to …”)			
Builds or creates towns with blocks, train tracks, cars, and people			
Begins to “think out loud” and talks through situations or play			
Counts objects with one-to-one correspondence			
Identifies items that are the “same” or “different”			
Recognizes some written numerals			
Recognizes most or all of the letters of the alphabet			
<b>TOTAL Cognitive – Score how many in each (Yes/Emerging/No).</b>			

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

- Begin a nature collection with groups of rocks, leaves, or insects to improve ability to categorize, attend to detail, and organize.
- Work puzzles alongside the child and verbalize your thinking process to demonstrate reasoning when looking for a piece. (“This piece will have some red on it. It will be larger than the others.”)
- Verbalize order throughout the day. (“First we’ll go to the bank. Then we’ll stop by Grandma’s. After lunch, you’ll lie down and look at books at Grandma’s while I visit with her. Then we’ll go to the park.”)
- Place four objects in a row with three from one category (spoon, plate, flashlight, cup). Ask the child to identify which one does not belong. Why? Have the child be “teacher” and choose four new items.
- Develop musical ear training. Have child close his eyes. Play a low note on the piano. (“Is this low or high?”) Play a high note. (“Is this low or high?”) Play notes more closely together. (“Which is lower, this note or this one?”) Sing simple songs and have the child match his voice to the notes.
- Count for fun during enjoyable times. (“I’ll push you 15 more times. “1, 2, 3 …” “Let’s play Hide-and-Seek. You and I will count to 50 while your brother hides.”) Count the fish in a waiting room or tiles on the floor. Count and name the coins in your purse while waiting.
- Read books about the seasons, the weather, and other elements of nature to improve sense of time and powers of observation.
- Play simple board games and card games, such as Go Fish, Old Maid, Memory, and Chutes and Ladders.

<b>Skill: SOCIAL-EMOTIONAL DEVELOPMENT (manners, behavior, service to others)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Demonstrates confidence and initiative			
Interacts with other children and with adults			
Enjoys playing musical instruments			
Enjoys drawing, coloring, painting, playing with clay or playdough			
Begins to demonstrate a sense of humor, enjoys jokes or simple riddles			
Shares with other children and with adults			
Takes turns with other children, waits in line			
Works through social conflicts toward resolution			
Understands that human beings experience a range of emotions, begins to label complex feelings (sad, frustrated, disappointed, happy, excited, nervous)			
Enjoys pretend play, dress-up, and dramatic theme play			
Helps with clean-up of his own books, toys, and art supplies			
Helps with family chores, such as laundry, setting the table, and sweeping			
Comforts others with a pat on the back or a hug			
Enjoys play with “real” items			
Notices differences between people (boy/girl, races, hair color)*			
<b>TOTAL Social-Emotional – Score how many in each (Yes/Emerging/No).</b>			

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

- Nudge gentle eye contact during conversations to improve awareness of facial expressions and the other person’s interest.
- Provide relaxed play times with other children.
- Offer a predictable routine, but model the “fun” of exploring new foods, new restaurants, and new people. (“Did you meet the new family?” “Have you tried the new item on the buffet? Delicious!” “We’ve never been to this pet store. Let’s see what they have for Sparky.”)
- Encourage humor (and discourage rigidity) through the enjoyment of children’s joke books, nonsense rhymes, and silly stories.
- Provide well-supplied bins of dress-up hats, clothes, shoes, scarves, play swords or shields, scepters, tiaras, capes, tutus, and boots.
- Develop a stocked play kitchen with real (empty) boxes from cereal, oatmeal, raisins, or macaroni. Provide a child-sized apron, wooden spoon, and other accessories.
- \*Emphasize the similarities (emotions, needs, weaknesses, strengths) among all human beings of all races. Consider *Children Just Like Me*, by Anabel & Barnabas Kindersley, to enjoy now and to grow into with studies of other cultures later.
- Teach and model good sportsmanship in board games and card games.

<b>Skill: FINE-MOTOR SKILLS (small muscle dexterity, pre-writing)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Copies simple designs, such as a circle, square, and a cross			
Holds pencil or crayon correctly with instruction and practice			
Strings large beads without assistance			
Cuts a straight or curved line within 1/4" of the line (with children's scissors)			
Buttons, zips, unbuttons, unzips			
Washes hands, brushes teeth on own			
Begins writing recognizable letters			
Dresses and undresses himself			
Strings 1/2" beads			
Eats with a spoon and a fork			
Draws circles, lines, dots, and triangles when copying from a model			
Rolls, pats, and pounds clay or playdough			
Blows bubbles with a wand and solution			
Builds towers and structures with blocks, completes simple puzzles			
Enjoys coloring with crayons, markers, stamps, or stencils			
<b>TOTAL Fine-Motor Skills – Score how many in each (Yes/Emerging/No).</b>			

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

- Teach a proper pencil grip! (See First Start Reading for instructions.)
- Combine gross motor and fine motor with relay races. Carry hickory nuts or marshmallows on spoons, cotton balls with tongs, beans with tweezers. Award prizes (more marshmallows!).
- Provide doll clothes for stuffed animals or dolls. Have the child dress and undress for practice or for pretend "trips" with them.
- Provide frequent quiet sessions with an "art bin" of stencils, high-quality crayons and colored pencils, gluesticks, stickers, and cardstock for making cards or gift tags. (Bonus – Social/Emotional)
- Make puppets from socks. Cut circular pieces for eyes. Sew them with a large plastic needle. Add hair with yarn and large plastic needle. Create many puppets for dramatic play or for gifts.
- Make crafts for gifts. Select catalogs, websites from Pinterest, or books from the library for directions for simple birthday gifts for others.
- Make paper chains to mark time until an important or exciting event. Have the child cut the strips for the chain. Have the child use a Q-tip to apply glue. Have the child hold the pieces until dry.
- String popcorn for birds outside. String cranberries for Christmas trees. Make bird feeders with pine cones, peanut butter, and yarn ties.

<b>Skill: GROSS-MOTOR SKILLS (large muscle coordination, strength, balance)</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Rides a tricycle, turning corners with good control			
Catches a ball with two hands			
Alternates feet when walking upstairs			
Throws a ball overhand			
Climbs ladder to slide independently			
Can pump a swing from stationary position or with a starting push			
Runs and negotiates turns			
Gallops			
Skips			
Can walk backwards on a low balance beam			
Turns somersaults			
Hits a ball from a tee or when thrown easily			
Hops on a line with one foot, can hop backward			
Can play hopscotch			
<b>TOTAL Gross-Motor Skills – Score how many in each (Yes/Emerging/No).</b>			

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

- Play basketball with a low hoop. Teach underhand and overhand baskets. Pass the ball with a bounce pass. Count how many times the ball is successfully passed in a row without missing. (Bonus – counting)
- Play Track & Field. Set up low hurdles, a “high jump” with a jumprope, and a track. Use a stopwatch and time the events over a week or longer to watch progress.
- Play soccer with a soccer ball and clear goals (“score” if in between two designated trees). Have the child play goalie, as you gently attempt to kick the ball into his goal.
- Encourage movement to music – dancing, moving like animals (elephants in slow sections, marching, tiptoeing during quiet portions, moving with scarves freely).
- Consider weekly “tot” soccer, baseball, flag football, swimming, dancing, or gymnastics classes (Bonus – Social/Emotional).
- Play hopscotch, catch, tag, Hide-and-Seek.
- Visit new playgrounds and explore the equipment, assisting with monkey bars.
- Develop upper arm strength and coordination with “wheelbarrow” exercises and races.