

LEVEL 1: 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).

Level 1 emphasizes foundational skills in reading, writing, and arithmetic. Your child may begin Level 1 if 80-90% of the time the child:

Date of Pre-Test: _____

Date of Post-Test: _____

(Yes, Emerging, or No?)

Skill: READING	Yes	Em	No
Knows nearly all uppercase letters			
Knows nearly all lowercase letters			
Understands that letters represent sounds ("B" stands for /b/)			
Can identify a corresponding sound for most uppercase or lowercase consonants.			
Can identify a corresponding sound (short or long) for most uppercase or lowercase vowels.			
Has begun blending words together (c-a-t = cat!).			
Seems eager to learn to read and write.			
Understands rhyming words. ("Which rhymes with cat: pat or milk?")			
Follows along in books with left-to-right progression.			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: WRITING	Yes	Em	No
Possesses the ability to hold a pencil (or receives occupational therapy for fine-motor skills and adapted writing)			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: ARITHMETIC (<i>Rod & Staff Grade 1, Part 1</i>)	Yes	Em	No
Can count by rote to 10			
Can count a collection of 3 or more objects or can learn this readily			
Can identify simple shapes (triangle, circle) or can learn this readily			
Counts objects with one-to-one correspondence.			
Can count these accurately: ■ ■ ■ ■ ■ ■ ■ ■			
Recognizes numerals 1-10.			
Can write the numeral one (1). Attempts to write other numerals.			
Can solve simple word problems: <i>If you had 4 cookies and gave 2 to your sister, how many would you have left?</i>			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: LANGUAGE AND COGNITIVE	Yes	Em	No
Understands some direction words (behind, above, before, after)			
Can classify by one feature (color – all blue items here, red items there)			
Can make some comparisons (Which boy is taller?)			
Understands some concepts of time (yesterday, tomorrow, morning)			
Enjoys rhymes, songs, and books			
Can follow 1-2 step directions ("Sit down and place your hands in your lap.")			
Speaks with 3-5 word sentences (or receives speech/language therapy to assist with expressive language)			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: SPEECH, HEARING, AND AUDITORY PROCESSING	Yes	Em	No
Can adjust his own rate or volume of speech			
Speaks with mostly intelligible sounds (or receives speech therapy for articulation)			
Can distinguish or "hear" a difference between spoken short a (apple) and long a (acorn) sounds or between consonant sounds /b/ and /f/.			
TOTAL – Score how many in each (Yes/Emerging/No).			

If Less Than 80% in Most Areas:

Administer the Level A, B, and C Readiness Assessments. Ear training and "phonemic awareness" are especially critical reading readiness skills. If your child seems close to reading readiness but is especially weak in these areas, consider working through Level B or C to provide an additional year (or accelerated half-year) of instruction with either curriculum.

If Greater Than 80% in Most Areas:

Begin Level 1! This level will help you guide your child from ready-to-read to reading, and from ready-to-learn to learning with a formal, foundational course of study.