

# LEVELS 7 & 8: Skills to Develop

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

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

(Yes, Emerging, or No?)

<b>Skill: READING</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can read words such as "villain," "sensational," or "willow."			
Can read chapter books ( <i>My Side of the Mountain, Homer Price</i> ) with increasing fluency.			
Can retell a story with characters, setting, and plot in proper sequence with a beginning, middle, and end.			
Can answer questions about a story, such as the names of the characters, the book's setting, plot, a conflict in the story, and the conflict's resolution.			
Begins to ask his own "how" and "why" questions when hearing or reading stories.			
Reads for his own enjoyment.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: WRITING AND SPELLING</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can identify fragments and run-on sentences.			
Can identify the noun, verb, adjective, adverb, preposition, and direct object in a sentence.			
Can identify the noun phrase and verb (predicate) phrase in a sentence.			
Can identify the correct use of comparative (better) and superlative (best) adjectives.			
Can help compose an answer to a question in a literature guide and then copy accurately the answer from the board.			
Can compose descriptive sentences with correct punctuation and capitalization.			
Can write paragraphs and reports.			
Can spell "hoped," "flew," "moving," "can't," "flower," "living," "dollar," and "bite."			
Sometimes writes (notes, stories, captions, poems, or reports) for pleasure.			
Consistently holds his pencil correctly.			
Consistently slants his paper correctly when writing in cursive.			
Has begun completing some, if not all, of his written work in cursive.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: ARITHMETIC</b> ( <i>Rod &amp; Staff Grade 4 Math</i> )	<b>Yes</b>	<b>Em</b>	<b>No</b>
Has mastered addition and subtraction facts to 20.			
Has mastered multiplication and division facts 1-9.			
Can perform triple-digit carrying and borrowing.			
Knows Roman numerals I-X.			
Knows the value of a dollar and these coins: penny, nickel, dime, quarter, and half dollar.			
Can tell time on an analog clock in five-minute intervals (12:20, 3:05).			
Can demonstrate part-to-whole and whole-to-part with simple fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ ).			
Can solve word problems involving all four operations (+, -, x, /).			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			

<b>Skill: LANGUAGE</b>	<b>Yes</b>	<b>Em</b>	<b>No</b>
Can listen to a chapter book for 30 minutes with or without pictures.			
Laughs when things are funny and attempts to tell jokes.			
Can speak about things he and the listener cannot see.			
Can compare (find similarities) and contrast (find differences) two books, people, places.			
Can explain simple cause and effect.			
Can follow three- to four-step directions.			
Speaks in at least ten-word sentences (OR if minimally verbal, can understand ten-word spoken sentences).			
Enjoys telling or hearing stories about himself or others.			
Can describe <i>or act out</i> things for others to guess correctly, as with charades.			
Can define in English at least 50 Latin vocabulary words.			
Can give a Latin word for at least 40 English words.			
Understands subtle humor, including puns, irony, exaggeration, and nonsense.			
<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 express gratitude to others in speech or writing.			
Can identify someone with a need, tell why he might have the need, and offer to help.			
Can sustain attention on a single task for 25-30 minutes independently.			
Can explain situations from another person's point of view and express compassion for the person.			
Takes turns in games and conversations.			
Asks about the welfare of others.			
Asks others about their interests.			
Can state three needed objectives for completing a long-term goal. (First I will need to do this, then this, then that before I meet my goal.)			
Expresses satisfaction when completing a task.			
Can organize his learning materials.			
Can state his daily and weekly routine.			
Can name and practice ways to exhibit increasing self-control when feeling sad, irritated, disappointed, angry, or frustrated without harming others, destroying property, or disrupting the school day.			
Can perform simple hygiene tasks (dressing, teeth brushing, hand washing, showering or bathing) independently.			
<b>TOTAL – Score how many in each (Yes/Emerging/No).</b>			