

LEVEL 3: 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 final Primary Level, Simply Classical 3 strengthens foundational skills in reading, writing, and arithmetic within the context of literature, art, music, science, expanding general knowledge, Christian studies, and American history.

Your student may begin Level 3, if 80-90% of the time the student:

Date of Pre-Test: _____

Date of Post-Test: _____

(Yes, Emerging, or No?)

| Skill: READING | Yes | Em | No |
|---|-----|----|----|
| Can read and spell CVC word lists, such as bed, fed, red, Ted. | | | |
| Can blend and spell phonetic sounds into words when reading orally, as with sand or plot. | | | |
| Can read and spell CVC-silent e words, such as cake, snake, and lake. | | | |
| Can read and spell short, common sight words, such as the, said, and where. | | | |
| Can read beginning chapter books (Nate the Great, Little Bear) with increasing fluency. | | | |
| Can retell a simple story in proper sequence with a beginning, middle, and end. | | | |
| Can answer simple detail questions about a story from memory, such as the name of a main character. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: WRITING AND SPELLING | Yes | Em | No |
|--|-----|----|----|
| Can write the letters Aa-Zz in cursive and blend these letters into legible words with a good pencil grip. | | | |
| Can copy a sentence with correct punctuation, spelling, spacing, and capitalization. | | | |
| Can use his own words to write simple sentences. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: ARITHMETIC | Yes | Em | No |
|--|------------|-----------|-----------|
| Can count to 100 by 1s, 5s, and 10s accurately without assistance. | | | |
| Can count backwards from 20. | | | |
| Can add and subtract quantities of objects (2 rocks + 3 rocks = 5 rocks, 5 pencils – 3 pencils = 2 pencils). | | | |
| Can correctly compute the numerals that represent these objects $2 + 3 = 5$ and $5 - 3 = 2$ without pictures or manipulatives. | | | |
| Can tell time to the hour (12:00, 3:00). | | | |
| Can identify and name a penny, nickel, dime, and quarter. | | | |
| Can tell the number that comes before or after a number under 10. (Example: 5 comes before 6, 7 comes after 6) | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: LANGUAGE | Yes | Em | No |
|--|------------|-----------|-----------|
| Uses direction words (<i>over, under, behind, before, after</i>) correctly. | | | |
| Can make comparisons (Which boy is taller? Which is older?). | | | |
| Can offer cause-and-effect explanations for occurrences. | | | |
| Can follow 3- to 4-step directions. | | | |
| Speaks with 5- to 7-word sentences. | | | |
| Can name the days of the week. | | | |
| Can describe yesterday and tomorrow. (If today is Tuesday, yesterday was Monday, tomorrow is Wednesday.) | | | |
| Can tell a reasonably coherent story about something that happened to him. | | | |
| Is beginning to think <i>about</i> language. | | | |
| Can explain directional words, such as <i>left, right, under, on, in</i> . | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: SOCIAL, EMOTIONAL, ATTENTION, WORK HABITS | Yes | Em | No |
|--|------------|-----------|-----------|
| Can explain why someone with greater need might require greater assistance. | | | |
| Can sustain attention on a single task for 5-10 minutes independently. | | | |
| Can sustain attention on a single teacher-directed lesson for 25-30 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. | | | |
| Enjoys successful completion of work (i.e., takes pride in his work). | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

If less than 80% in most categories, consider SC Level 2.

If 80-90% in most categories, begin SC Level 3! Level 3 will help you increase your student's competence in reading fluency, writing, spelling, memory, and arithmetic skills with the added benefits of art, music, science, literature, Christian studies, general knowledge, and lessons in American history.