

LEVELS 5 & 6: Skills to Develop

Date of Pre-Test: _____

Date of Post-Test: _____

(Yes, Emerging, or No?)

| Skill: READING | Yes | Em | No |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|
| Can read or sound out words such as "carelessly" or "willow." | | | |
| Can read chapter books (<i>Farmer Boy</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. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: WRITING AND SPELLING | Yes | Em | No |
|------------------------------------------------------------------------------------------------------------------------|-----|----|----|
| Can give a simple definition of a noun, verb, adjective, and adverb. | | | |
| Can write all letters Aa-Zz in cursive, connect them in words, and write them in a legible sentence. | | | |
| Can spell words such as "wreath," "knight," "scarves," "moving," "carried," and "friendship." | | | |
| Can compose descriptive sentences with correct punctuation and capitalization. | | | |
| Can write paragraphs and reports. | | | |
| Spells his new spelling words correctly, even outside of his spelling lessons. | | | |
| Sometimes writes (notes, stories, captions, poems, or reports) for pleasure. | | | |
| Can spot an error in his own or someone else's spelling, writing, or grammar and can correct the error with prompting. | | | |
| 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. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: ARITHMETIC | Yes | Em | No |
|----------------------------------------------------------------------------------------------------------|-----|----|----|
| Has mastered or is mastering addition and subtraction facts to 20. | | | |
| Has mastered or is mastering multiplication and division facts 1-9. | | | |
| Knows double-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 5-minute intervals (12:20, 3:05). | | | |
| Can demonstrate part-to-whole and whole-to-part with simple fractions ($\frac{1}{2}$, $\frac{3}{4}$). | | | |
| Can conceptualize word problems involving multiplication and division. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: LANGUAGE | Yes | Em | No |
|---------------------------------------------------------------------------------------------------------|-----|----|----|
| 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 3- to 4-step directions without prompting. | | | |
| Speaks in at least 10-word sentences (OR if minimally verbal, can understand 10-word spoken sentences). | | | |
| Enjoys telling or hearing stories about himself or others. | | | |
| Can describe or act out things for others to guess correctly, as with charades. | | | |
| Can define in English at least 25 Latin vocabulary words. | | | |
| Can give a Latin word for at least 15 English words. | | | |
| Understands subtle humor, including puns, irony, exaggeration, and nonsense. | | | |
| Can depict a scene from a book with drawing pencils, paint, or clay. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |

| Skill: SOCIAL, EMOTIONAL, ATTENTION, WORK HABITS | Yes | Em | No |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|
| 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 sustain attention on a teacher-directed lesson for 40-50 minutes with multiple subjects (2 or more) in a single day. | | | |
| 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 2 or 3 needed goals for completing a longer task. (First I will need to do this, then that.) | | | |
| Expresses satisfaction when he completes a long-term task. | | | |
| Begins to organize his learning materials independently. | | | |
| Can state his daily routine. | | | |
| Can name and practice 3-5 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. | | | |
| TOTAL – Score how many in each (Yes/Emerging/No). | | | |