

# LEVELS 9 & 10: Readiness Assessment (Reproducible)

## Simply Classical Curriculum Overview

- Readiness Levels A, B, C (34 weeks of lessons with optional 8-week extensions for B & C)
- Primary Levels 1, 2, 3 (34 weeks of lessons, with optional 8-week extensions 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: READING   | Yes | Em | No |
|--|-----|----|----|
| Can read words such as "villain," "sensational," or "willow."  |     |    |    |
| Can read chapter books ( <i>My Side of the Mountain</i> , <i>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>   |     |    |    |

| Skill: WRITING, SPELLING, AND GRAMMAR  | Yes | Em | No |
|--|-----|----|----|
| 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 5 Math</i> )   | <b>Yes</b> | <b>Em</b> | <b>No</b> |
|--|------------|-----------|-----------|
| Has mastered addition/subtraction facts to 20 and multiplication/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 5-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 (addition, subtraction, multiplication, division). |            |           |           |
| Can subtract from zero in four-digit numbers: $7000 - 458 =$   |            |           |           |
| Can divide with a resulting remainder: 34 divided by 7 = ___ R ___                                       |            |           |           |
| Can determine factors of a number: <i>Factors of 15 = (5, 3, 1)</i>                                      |            |           |           |
| Can reduce fractions to lowest terms: $\frac{6}{12} =$ ____  |            |           |           |
| Can add fractions with different denominators: $\frac{1}{3} + \frac{3}{5} =$                             |            |           |           |
| Can read and write Roman numerals with I, V, X, L, C: <i>What is the value of CLXIV?</i>                 |            |           |           |
| Can tell time by five-minute intervals on an analog clock: 9:35, 11:20                                   |            |           |           |
| Can read and write numbers up to nine digits: 2,578,910  |            |           |           |
| Can find an average: <i>What is the average of 10, 11, 15, 18, 19?</i>                                   |            |           |           |
| Can divide a four-digit dividend: <i>What is 9,130 divided by 5?</i>                                     |            |           |           |
| <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) among two books, people, places.        |            |           |           |
| Can explain simple cause and effect.  |            |           |           |
| Can follow 3- to 4-step directions.   |            |           |           |
| 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 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 3 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>   |            |           |           |

Special Note: If your student scores low in Social/Emotional, Attention/Work Habits, consider adding Books Three and Four of our 14-week courses in *Myself & Others: Lessons for Social Understanding, Habits, and Manners*. [SimplyClassical.com](http://SimplyClassical.com)

*If less than 80% combined Yes and Emerging in most categories, consider SC Levels 5 & 6 or SC Levels 7 & 8.*

*If 80-100% combined Yes and Emerging in most categories, begin SC Levels 9 & 10!*