

LEVELS 9 & 10: Skills to Develop

Date of Pre-Test: _____

Date of Post-Test: _____

(Yes, Emerging, or No?)

Skill: READING	Yes	Em	No
Can read words such as "instinct," "acquired," and "incandescent" with help.			
Can read chapter books (<i>Lassie Come-Home</i> , <i>Heidi</i>) with increasing fluency.			
Can retell a story with compelling characters, a descriptive setting, and a straightforward plot in proper sequence with a beginning, middle, and end.			
Can answer detailed and thematic questions about a story, such as the motives of characters, the impact of the setting on the book's characters, the cause and effect of actions within the plot, the reasons for conflict in the story, and the result of the conflict's resolution.			
Asks his own thoughtful "how" and "why" questions when hearing or reading stories, not only about the characters in the book but about implications for daily life.			
Reads tasteful, high-quality literature or well-written non-fiction books for his own enjoyment.			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: WRITING AND SPELLING	Yes	Em	No
Can paraphrase a fable with his own words.			
Can define terms such as fragments, run-on sentences, and compound sentences.			
Can give examples of each of these: noun, verb, adjective, adverb, preposition, and direct object.			
Can give examples of synonyms, antonyms, and homonyms.			
Can compose descriptive, narrative, and informative paragraphs with a cohesive theme and supporting details.			
Can write paragraphs, stories, and reports with proper grammar, correct punctuation, and legible penmanship.			
Can spell words such as "mischief," "pledge," "question," and "earlier."			
Writes (e.g., notes, stories, captions, poems, or reports) for pleasure.			
Consistently writes with proper pencil grip, posture, and paper tilt when writing in cursive.			
Writes some, if not all, of his written work in cursive.			
Is beginning to write metaphors, similes, personification, and other literary devices in his own writing.			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: ARITHMETIC	Yes	Em	No
Has mastered all addition, subtraction, multiplication, and division facts.			
Can perform 4-digit multiplication accurately.			
Can perform long division without reminders of the necessary steps.			
Multiplies fractions and understands ratios.			
Can define or give examples of lines, points, and angles in geometry.			
Can explain fraction-decimal-percent equivalents.			
Can plot on a line graph.			
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 more than one operation (addition, subtraction, multiplication, division) within the word problem.			
Can round numbers to the nearest 10, 100, 1000, 10,000, and 100,000.			
Can determine and count change.			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: LANGUAGE	Yes	Em	No
Can explain the thoughts and feelings behind statements such as this: "Child, what a present to bring me!" exclaimed the old woman. "But you're the best present of all."			
Tells simple jokes that make others laugh.			
Speaks freely about ideas and themes, rather than only about visible items.			
Compares (finds similarities) and contrasts (finds differences) accurately among two or more books, people, and places.			
Can follow multiple-step directions.			
Enjoys telling or hearing stories about himself or others.			
Describes or acts out things for others to understand correctly, as in a conversation or charades.			
Can define in English at least 100 Latin vocabulary words.			
Can give a Latin word for at least 100 English words.			
Understands subtle humor, including puns, irony, exaggeration, and nonsense.			
TOTAL – Score how many in each (Yes/Emerging/No).			

Skill: SOCIAL, EMOTIONAL, ATTENTION, WORK HABITS	Yes	Em	No
Expresses gratitude to others.			
Identifies others in need and provides help.			
Sustains attention on a single task or subject of study for 45-50 minutes.			
Explains situations from another person's point of view.			
Takes turns in games and exhibits good sportsmanship.			
Asks about the welfare, interests, and hobbies of others, rather than speaking only about himself.			
Identifies and initiates completion of the related and necessary short-term tasks when pursuing long-term goals.			
Expresses satisfaction when completing an assignment with proficiency.			
Organizes his own learning materials, work space, and deadlines.			
States and executes his daily and weekly routine with minimal prodding or reminder.			
Practices patience and self-control when feeling sad, irritated, disappointed, angry, or frustrated without harming others, destroying property, or otherwise disrupting the school day.			
Performs simple hygiene tasks (dressing, teeth brushing, hand washing, showering or bathing) independently and with minimal reminder.			
Eats foods that will strengthen his body and mind, exercises regularly, and obtains sufficient sleep for his age.			
TOTAL – Score how many in each (Yes/Emerging/No).			

To encourage social awareness and healthy habits, consider adding Books Three and Four of our 14-week courses, *Myself & Others: Lessons for Social Understanding, Habits, and Manners*. SimplyClassical.com.