

The Good and the Beautiful Language Arts

Course Level Assessment



PRE-K THROUGH LEVEL 7

If the child is younger than 14, complete the course level assessments in this document for the following levels, starting with the assessment you think the child is most likely to pass.

Pre-K: Preschool

Level K Primer: Kindergarten

Level K: Advanced Kindergarten

Level 1: Advanced 1st Grade

Level 2: Advanced 2nd Grade

Level 3: 3rd Grade/4th Grade

Level 4: 4th Grade/5th Grade

Level 5: 5th Grade/6th Grade

Level 6: 7th Grade/8th Grade

Level 7: Advanced 8th Grade/9th Grade

Note: The courses are not titled as grade levels; they are numbered levels that do not correspond to public school grade levels. Homeschool children are usually able to learn more in one school year and advance faster. Thus, this curriculum has only 7 levels after Level K before the high school level courses begin. By the time children complete Level 7 of this curriculum, they will have learned the public school standards through junior high and much more. However, if children are not yet at an age to start high school courses, children can complete as many Level 8 Book Studies as desired before starting the high school courses. Level 8 Book Studies are optional. Children can go straight from Level 7 to the high school courses.

HIGH SCHOOL

Children in 9th–12th grades, unless they need remedial help with reading, may simply start on The Good and the Beautiful High School 1 Course.

Any high school-aged student who does not need remedial reading help can start the high school course. Students do not need to complete any lower-level courses from The Good and the Beautiful before starting the high school course because it starts with the basics and covers all foundational concepts. However, the course does move quickly and is more advanced than many high school language arts programs.

Choose One of Two Paths: Regular Path or Honors Path

REGULAR PATH:

The student finishes the course in the length of one school year and moves on to the next high school course.

HONORS PATH:

The student finishes the course in less than the length of one school year (by not needing to watch the many extra help videos, being a fast reader, or simply spending more time on the course) and spends the rest of the school year completing our High School Honors Book Studies.

Q: What should I do if my child is high school age but tests at a much lower level than high school?

A: All basic grammar is reviewed in the high school courses. However, high school children that test at Level 5 or lower in the READING section likely need remedial reading help. You can have your child start with the level into which he or she tests, or you can have him or her start on the high school course, having your child read all the reading assignments aloud to an adult who can help him or her sound out difficult words.



Frequently Asked Questions

Q: Does my child need to take the assessment?

A: Not necessarily. You can download Levels 1–5 for free, and the other levels have samples that include all the benchmarks and many additional pages. You can look through these samples and use your own judgment to decide the course level with which to start your child, but the placement assessment is very helpful in determining the appropriate place to start.

Q: My child placed much lower than his or her corresponding grade level. What should I do?

A: This is very common for children just starting The Good and the Beautiful curriculum. This is often because many other curriculums have gaps and holes. Do not worry about starting an older child in a lower level. He or she will likely go through the courses quickly and catch up to his or her corresponding grade level without missing any important foundational principles. Also, when your child reaches high school age, he or she can jump right to the high school course (which reviews all grammar principles) regardless of what level(s) he or she has completed previously.

Q: My child is an advanced reader but is behind in grammar and/or writing. What should I do?

A: Levels 1, 2, and 3 review all grammar and spelling principles taught in the previous courses. Thus, advanced readers can usually start one or two levels higher than they place if they place in a lower level only because of grammar and/or spelling. Levels 4 and above are mainly self-directed. If the child does not have a good foundation in spelling and grammar, consider starting with Level 3. Advanced readers will naturally go through the courses quickly. Also, your child can continue to improve reading skills by reading higher-level books from The Good and the Beautiful Book List and books from The Good and the Beautiful Library.

Q: Will my advanced reader get bored of the reading material if he or she is placed in a lower level due to grammar?

A: If an advanced reader is moving down to Level 1 or 2, we suggest skipping the readers. At those levels, the readers are optional (not integrated with the course) and may not appeal to advanced readers.

Supplement with books from The Good and the Beautiful Book List and books from The Good and the Beautiful Library that are on your child's reading level. The book list has a separate assessment for reading level; take the short assessment here: <http://www.thegoodandthebeautiful.com/good-beautiful-book-list/>.

If an advanced reader is moving to Level 3, we still suggest the Level 3 readers, which contain worthwhile literature that should engage children of any age. However, the Level 3 readers are optional. In Levels 4 and above, the readers are integrated with the course and are necessary. Even advanced readers are not likely to be bored with reading assignments in Levels 4 and above; the reading is engaging and very worthwhile. Also, children can continue to supplement with higher-level literature for personal reading time.

Q: What if my child took the assessment after finishing the course and he or she didn't pass to move on to the next assessment?

A: This is not common. However, if this is the case after you followed instructions, completed the entire course book, and felt that your child made progress, then move to the next course. If you felt that your child did not make good progress, or if your child does not pass the assessment after finishing the NEXT course (two in a row), it is suggested you have your child tested for a reading and/or learning disability.

Note: Usually, you do not need to have your child take this assessment after finishing each course. Simply move to the next course level.



Frequently Asked Questions

Q: My young child placed in a high level. Is he or she really ready for it?

A: You will have to use your best judgement, especially taking into consideration your child's handwriting and writing abilities. The biggest struggles for younger children in high levels are usually writing assignments and the fact that our assessments obviously cannot test all grammar principles, so there may be gaps in learning some principles if younger children start on a high level. It is usually recommended that you do not start any child more than one course level above his or her corresponding grade level (but then let your child move through the levels as quickly as he or she is able.) Here is our grade comparison chart:

Pre-K: Preschool

Level K Primer: Kindergarten

Level K: Advanced Kindergarten

Level 1: Advanced 1st Grade

Level 2: Advanced 2nd Grade

Level 3: 3rd Grade/4th Grade

Level 4: 4th Grade/5th Grade

Level 5: 5th Grade/6th Grade

Level 6: 7th Grade/8th Grade

Level 7: Advanced 8th Grade/9th Grade

Q: Will starting my advanced reader on a lower level slow down his or her reading progress?

A: Even advanced readers usually benefit by reviewing and cementing foundational phonics principles, which will help them know how to sound out challenging words when they encounter them. Advanced readers usually go through the courses quickly and catch up to higher levels. In the meantime, you can help your child continue to develop as a reader by

doing the following activities:

- 1) Supplement with books from The Good and the Beautiful Book List that are on your child's reading level. The book list has a separate assessment to assess just reading level; take the short assessment here: <http://www.thegoodandthebeautiful.com/good-beautiful-book-list/>.
- 2) With your child, read books that are two to three levels higher than his or her personal reading level, switching off every paragraph or page. When reading on their own, children often skip through challenging words. Reading out loud with a parent or teacher encourages the child to sound out challenging words.
- 3) Have your child listen to audio books (from The Good and the Beautiful Book List) that are two to three levels higher than his or her reading level.

Q: Will my child ever be able to catch up?

A: Start your child on the level for which he or she tested and be consistent each day with doing the recommended time for the course (see the About the Course section at the beginning of each course book). Then, do not stress! If a child does not have reading disabilities, he or she can start with the first high school course at the age of 14. He or she does not need to finish Level 7 first. For example, if a child just completed Level 5 and just turned 14, he or she can jump to the High School 1 course. This is because our standard high school courses review the principles learned in the lower levels.

Q: Why is spelling no longer a part of the assessment?

A: After study and testing, we have determined that children that are behind in spelling tend to eventually catch up just fine if they do the courses consistently each day and read a good number of quality books.

Pre-K to Level K Assessment



PRE-K: If your child can count to five and recognize pictures of and say the words for apple, monkey, alligator, garbage can, elephant, and dinosaur, then he or she is ready for the course. Most children will be ready to start the course at age three or four.

LEVEL K PRIMER: A child should start this course when the following criteria are met:

- He or she can sing most of the alphabet with or without the help of a parent.
- He or she knows the majority of letters and their sounds but has not mastered all of them.
- He or she can count to ten and knows basic shapes and colors.

LEVEL K: A child should start this course when the following criteria are met:

- He or she meets the criteria for the Level K Primer and has also mastered all the letters and their sounds. Have him or her take the assessment test below to see if all letters and sounds are mastered.
- **Note:** It is suggested that children who do not know long or short vowels and/or have not yet learned to read simple words but know all of their letters start with the Level K Primer course. It is a shorter course, and children should get through it quickly. The first several lessons of the Level K course cover long and short vowels and reading simple words, but it goes very quickly. Children who take the Level K Primer course will be better prepared for the speed of the Level K course.

TO ADMINISTER THE ASSESSMENT

Point to each letter below and have the child say the sound, say the name of the letter, and indicate whether the letter is uppercase (capital) or lowercase. If the child misses any letters or sounds, have the child practice those letters and sounds until they are mastered. The child will then be ready for the Level K course.

a	w	c	d	L	f	g	h	i
j	B	l	D	n	P	p	R	r
s	t	u	v	Q	x	y	S	J
A	M	C	O	z	G	U	W	K
b	H	E	k	F	T	V	q	X
N	o	e	Y	I	Z	m		



Level 1 Assessment

- If the child passes the Level K Assessment but not the Level 1 Assessment, start the child on the Level K course.
- If the child passes the Level 1 Assessment, administer the Level 2 Assessment.
- If the child passes the Level 1 Assessment but not the Level 2 Assessment, start the child on the Level 1 course.

A child must pass both the Reading and the Grammar sections to pass the Level 1 Assessment.

READING ASSESSMENT

1. As the child reads the sentences below, keep track of the time and mark the number of incorrect words.
2. If the child says a word incorrectly but corrects it, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than three seconds to try to read a word, tell the child the word and then mark the word as incorrect. If the child is distracted by something, stop the timer until the child is ready to continue.
3. The child must read sentences 1–9 within 2 minutes with no more than three mistakes.
 1. My name is Bill. I like to play with my mom and dad.
 2. We have so much fun.
 3. Dad helps me ride a bike on the path.
 4. We eat lunch at the lake and see a ship.
 5. A frog comes to look at the chips and the cake on the plates.
 6. We stay still as we look at an ant.
 7. We will fly a kite in the sky.
 8. We go swimming and hiking, too.
 9. The day has ended, and my family is praying.

GRAMMAR ASSESSMENT

The child must pass all of the following items:

1. The child can identify the noun (baby) and verb (laughs) in this sentence: **The cute baby laughs.**
2. The child can correctly identify at least two of three sets of homophones. Write out each set and ask the child to tell what the words mean or use them verbally in a sentence: **to/two/too | be/bee | for/four**

What if my child barely missed passing this assessment? You would likely be fine to advance your child to the next level. However, we usually suggest placing a child in a lower level if in doubt, as the child will likely move quickly through the course and will not end up with gaps in learning foundational principles.



Level 2 Assessment

- If the child passes the Level 1 Assessment but does not pass the Level 2 Assessment, start the child on the Level 1 course.
- If the child passes the Level 2 Assessment, administer the Level 3 Assessment.
- If the child passes the Level 2 Assessment but not the Level 3 Assessment, start the child on the Level 2 course.

A child must pass both the Reading and the Grammar sections to pass the Level 2 Assessment.

READING ASSESSMENT

1. As the child reads the words below, keep track of the time and mark the number of incorrect words.
2. If the child says a word incorrectly but corrects it, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than three seconds to try to read a word, tell the child the word and then mark the word as incorrect. If the child is distracted by something, stop the timer until the child is ready to continue.
3. To pass the assessment, the child must read all of the words in 1 minute 50 seconds or less with no more than four mistakes.

soil	spice	target	towel	heaven
enjoy	office	forever	leave	riding
bacon	shouted	thirteen	laundry	whisker
ginger	freedom	circus	rainbow	lady
center	sweeping	birthmark	jewel	groove
fancy	travel	spoonful	review	responsible
toadstool	growled	wrist	awful	English
changing	tower	around	meant	government

GRAMMAR ASSESSMENT

The child must pass all of the following items:

1. The child can identify the noun (bird) and verb (flew) in this sentence: **The bird flew quickly.**
2. The child can identify the verb (is) and adjective (nice) in this sentence: **The boy over there is nice.**

What if my child barely missed passing this assessment? You would likely be fine to advance your child to the next level. However, we usually suggest placing a child in a lower level if in any doubt, as the child will likely move quickly through the course and will not end up with gaps in learning foundational principles.



Level 3 Assessment

- If the child passes the Level 2 Assessment but does not pass the Level 3 Assessment, start the child on the Level 2 course.
- If the child passes the Level 3 Assessment, administer the Level 4 Assessment.
- If the child passes the Level 3 Assessment but not the Level 4 Assessment, start the child on the Level 3 course.

Important Note: Level 3 is the last level that is parent-directed and covers phonics principles. Many older children find they need to start with Level 3 in order to improve their reading skills and learn foundational grammar that is needed for the higher levels, which are self-directed. Don't worry about starting older children with Level 3; they will likely enjoy it and go through it quickly.

A child must pass both the Reading and the Grammar sections to pass the Level 3 Assessment.

READING ASSESSMENT

1. As the child reads the words below, keep track of the time and mark the number of incorrect words.
2. If the child says a word incorrectly but corrects it, do not count the word as incorrect. Do not help the child with any words. If the child takes longer than three seconds to try to read a word, tell the child the word and then mark the word as incorrect. If the child is distracted by something, stop the timer until the child is ready to continue.
3. To pass the assessment, the child must read all of the words in 2 minutes or less with no more than four mistakes.

cheetah	general	wildflower	delicious	kneading	centipede
balloon	engine	grinding	triumph	numb	unremarkable
boiling	appear	cranky	cough	kneeling	observe
earthquake	overheard	donkey	overweight	honeycomb	stomachache
equally	hassle	poodle	through	sorrow	solution
required	wholesome	navy	wheat	oboe	precious
squawk	excited	fever	despair	disagreeable	badger
worse	detective	straightaway	prairie	knitting	ketchup

GRAMMAR ASSESSMENT

The child must pass all of the following items:

1. The child can identify the verb (walked) and adverb (slowly) in this sentence: **The poor old man walked slowly.**
2. The child has learned about (not necessarily mastered) five of the seven following principles: contractions, subjects, prepositions, adverbs, when to use DGE when spelling a word, when to use TCH when spelling a word, and commas in a series.



Level 4 Assessment

- If the child passes the Level 3 Assessment but does not pass the Level 4 Assessment, start the child on the Level 3 course.
- If the child passes the Level 4 Assessment, administer the Level 5 Assessment.
- If the child passes the Level 4 Assessment but not the Level 5 Assessment, start the child on the Level 4 course.

A child must pass both the Reading and the Grammar sections to pass the Level 4 Assessment.

READING ASSESSMENT

1. As the child reads the words below, keep track of the time and mark the number of incorrect words. If the child says a word incorrectly but corrects it, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than three seconds to try to read a word, tell the child the word and then mark the word as incorrect. If the child is distracted by something, stop the timer until the child is ready to continue.
2. To pass the assessment, the child must read all of the words in 90 seconds or less with no more than four mistakes.

national	stationary	suspicion	trough	sausages
version	influential	devotional	issue	measure
position	leather	threatened	thoroughly	neutral
caution	jealousy	tissue	sourdough	campaign
glacier	artificially	disguise	gnarled	fragrance
mansion	feud	plague	foreign	experiencing
occasionally	mileage	antique	embroider	knapsack

GRAMMAR ASSESSMENT

A child must earn 3 out of 5 possible points to pass this section. Give 1 point for each correct answer.

Write the following blue sentences on a separate sheet of paper (without the underlines).

When the sun rose above the lake, I woke up. It was a nice day so I opened the window.

out of 5

Tell the child the following instructions:

1. In the first sentence, underline the independent clause and double underline the dependent clause.
2. Point to the preposition. [above]
3. Point to the coordinating conjunction. [so]
4. Place a comma in the correct spot in the second sentence. [after “day”]
5. Point to the subordinating conjunction. [when]



Level 5 Assessment

- If the child passes the Level 4 Assessment but does not pass the Level 5 Assessment, start the child on the Level 4 course.
- If the child passes the Level 5 Assessment, administer the Level 6 Assessment.
- If the child passes the Level 5 Assessment but not the Level 6 Assessment, start the child on the Level 5 course.

A child must pass both the Reading and the Grammar sections to pass the Level 5 Assessment.

READING ASSESSMENT

1. As the child reads the words below, keep track of the time and mark the number of incorrect words. If the child says a word incorrectly but corrects it, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than three seconds to try to read a word, tell the child the word and then mark the word as incorrect.
2. To pass this section, the child must read all of the words in 2 minutes with no more than four mistakes.

vibrant	meringue	hydrogen	bicentennial
contaminated	wrestle	tyrant	accurately
gorgeous	territorial	analyst	honorable
architecture	condominium	antique	rhythmical
brilliantly	souvenir	binoculars	symphony
campaign	bouquet	architect	excruciating
dangerous	individualistic	pupils	miscellaneous
gnome	exceptionally	schedule	machinery
disease	boulevard	chaos	contagious
dialogue	immeasurable	archaeology	nausea
intrigue	immaturely	legislature	psychology

GRAMMAR ASSESSMENT

A child must earn 10 out of 15 possible points to pass this section. Give 1 point for each correct answer.

1. Read the following words and have the child identify the part of speech:

library (noun), run (verb), quietly (adverb), below (preposition), fluffy (adjective), truck (noun)

out of 6

2. Write the following blue sentence on a separate paper. Then ask the child to point to a VERB, NOUN, PRONOUN, ADJECTIVE, ADVERB, ARTICLE, and PREPOSITION.

The small bunny hopped very quickly across the lawn to me.

article adjective noun verb adverb adverb preposition article noun prep. pronoun

out of 9



Level 6–7 Assessment

A child should pass the Level 5 Assessment before taking this assessment.

GRAMMAR ASSESSMENT

Say the following sentence aloud and have the child write it: **Because the weather has an effect on their mood, the captain's assistant lets the soldiers take multiple breaks during the autumn.**

Give 2 points if the child started the sentence with a capital letter, ended with a period, and included the comma in the correct place.

out of 2

Give 2 points if the child can correctly underline the dependent clause [because the weather has an effect on their mood] without blindly guessing.

out of 2

Give 2 points for each of the following items the child can identify in the sentence: subordinating conjunction [because], preposition [during], pronoun [their], adjective [multiple].

out of 8

Give 2 points if the child can correctly identify the sentence structure [complex].

out of 2

Give 2 points if the child can name the seven coordinating conjunctions [for, and, nor, but, or, yet, so].

out of 2

TOTAL POINTS: _____/16 possible

- **If a child scores 4 points or less on the Grammar section, the child should start with Level 5, regardless of his or her reading skills.***
- **If a child scores between 5 and 11 points on the Grammar section, the child should start on Level 6, regardless of his or her reading skills.***

*Fast readers will naturally go through the courses quickly and catch up to their reading level without missing foundational learning in grammar and spelling.

- **If a child scores 12 or more points on the Grammar section, the child should read the passage on the next page. While the child reads, keep track of the time and the number of mistakes.**

If the child can read the passage in less than 1 minute 20 seconds with no more than four mistakes, the child should start on Level 7.

If the child takes between 1 minute 21 seconds and 1 minute 40 seconds to read the passage with no more than six mistakes, the child should start on Level 6.

If the child takes more than 1 minute 40 seconds to read the passage or has more than six mistakes, the child should start on Level 5.



READING PASSAGE (LEVEL 6–7 ASSESSMENT)

Down the chambers and along the constricted headings, toward the foot of the slope, came little groups leaving the mine with dinner pails and tools, discussing earnestly, often resentfully, the situation of their forced strike and the deceitful men they were obliged to obey.

Fifteen or twenty departing miners were holding an especially animated conversation. They were all walking in single file along the treacherous route by which the mine cars went.

Where the route crossed from the airway to the heading, a door had been placed, to be opened whenever the cars approached and to be shut immediately upon their departure.

That door was attended by a solitary boy.

To this point the party had now come, and one by one they filed through the opening, while Bennie, the door boy, stood holding back the door to let them pass.

“Ho, Jack, take the door boy with you!” shouted someone in the rear.

The great, broad-shouldered, rough-bearded man who led the procession turned back to where Bennie, apparently lost in astonishment at this unusual occurrence, still stood with his hand on the door.

FREQUENTLY ASKED QUESTIONS

Q: What if my child does not know sentence diagramming?

A: Place your child in the level in which he or she tested, regardless of whether or not he or she can diagram sentences. However, if your child does not have experience with diagramming, he or she can watch the diagramming lesson videos at www.thegoodandthebeautiful.com/videos for help and extra practice.

Q: What if my child is only 1 or 2 points away from passing an assessment?

A: You would probably be fine going either way—up or down a level. Use your best judgement. Does your child need to cement basics and gain confidence, or does he or she need to be challenged? Most children do better starting with a lower level.

High School



Children ages 14+ that don't need remedial help with reading can start with the High School 1 course.

The **high school courses** review all needed basic grammar principles, even basic principles such as nouns and verbs. The high school courses also review the fundamentals of writing. Children who are 14 years old or older with average learning abilities do not need to do an assessment and can start with a high school course.

Note: Only test a child with the lower level assessments if you are questioning whether that child needs remedial reading help. Children ages 14+ that test at Level 5 or lower **on the reading sections** could benefit from starting on the level at which they test and then starting high school courses after completing Level 6. Children who test at Level 6 can start the high school course but might have to spend more time than normal on the course.