

Note: The view of parents always trumps this placement test. While we have our suggestions, parents will often know which level is best for their child.



## Where to Start?

1. Go to the page with your child's age/grade and start the assessment there.
2. Read the **Frequently Asked Questions** page if you have questions.

### HOW THE GOOD AND THE BEAUTIFUL LANGUAGE ARTS LEVELS COMPARE TO PUBLIC SCHOOL GRADE LEVELS

Course levels correspond to slightly advanced public school grade levels. Find the placement test section for your child's grade/age and follow the instructions.

**Note:** *Level 8 Book Studies* are optional. Because this curriculum is slightly advanced and very thorough, children will master everything they need and more to be able to start high school level work by the time they finish the *Level 7 Course*.

### WHY THE PLACEMENT TEST ONLY ASSESSES READING

The Good and the Beautiful Language Arts courses thoroughly cover reading, writing, grammar, spelling, literature, geography, and art for each level. However, when choosing a level in which to place a child, we strongly suggest the child start on the course level that corresponds to his or her grade level unless extra reading help is needed. Spelling, grammar, and other subjects are reviewed in each level, and most children will be able to complete these exercises within the course if they can read on level for the course.

Grammar principles are reviewed in each of the levels 4 and below, so no specific grammar knowledge is needed to start. For levels 5, 6, and 7, there is an 8-lesson *Grammar Prep Unit* (free PDF download on [goodandbeautiful.com/prep](http://goodandbeautiful.com/prep)), that you can use to get your child up to speed with the grammar principles needed to start the course levels if your child has not had a lot of grammar experience. Please note that there is only one *Grammar Prep Unit*, and it serves as a preparation for any of these levels: 5, 6, or 7.

The placement test will help you know if a child needs remedial reading help by starting on a level lower than his or her grade level.

If the child reads at or near his or her grade level, it is recommended that the child starts on the course that corresponds to his or her grade level.

Likewise, if the child is an advanced reader, it is recommended that he or she starts on the course that corresponds to his or her grade level. The child can be kept challenged with reading books on his or her level from *The Good and the Beautiful Book List*, and all the reading materials in the courses are valuable and of the highest literary quality, even for advanced readers. Not skipping levels ensures that no foundational learning is missed in spelling, literature, writing, grammar, geography, and art.

## Starting Partway Through a School Year

If you are starting partway through a school year, we suggest starting the child on the level he or she assesses at according to this placement test. It is not recommended to start partway through a course book. Then, if you want to finish the course before starting a new school year, take any of the following actions or a combination of the actions:

- Start at the beginning of the course and skip some sections or parts that you are sure the child already knows.
- Start at the beginning of the course and complete five lessons a week instead of four.
- Start at the beginning of the course and complete one and a half lessons each school day if the child is not overwhelmed in doing so.

Note: Each of the K–6 courses contains 120 lessons and Level 7 contains 140 lessons, allowing the child to easily complete one full course in less time than a standard public school year, which is typically 180 days.

# Frequently Asked Questions

**Q: We are just starting *The Good and the Beautiful*. I suspect my child has a lot of holes in spelling, writing, grammar, and/or reading. What should I do?**

**A:** We suggest administering the placement test that corresponds to the child's age and following the placement test recommendations, which will direct you to a lower-level course if the child needs extra reading help. If the child does not need extra reading help, the placement test will guide you to start on the course that corresponds to the child's grade level. All levels review basic grammar principles, spelling rules, and writing principles. If your child has not had much grammar experience, there is an 8-lesson *Grammar Prep Unit* (free PDF download on [goodandbeautiful.com/prep](http://goodandbeautiful.com/prep)), that you can use to get your child up to speed with the grammar principles needed. There is only one *Grammar Prep Unit*, and it is used to prepare for level 5, 6, or 7.

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

**A:** Do not worry about starting an older child in a lower level. He or she will likely go through the course quickly and catch up to his or her corresponding grade level without missing any important foundational principles.

**Q: We have been using a language arts course released before 2022, and my child is on a lower-level course than his or her corresponding grade/age level. Now that the levels are more on grade level, should I skip course levels to go to my child's corresponding grade level?**

**A:** You should never skip a course level without having your child take the Language Arts Placement Test for his or her corresponding age/grade level and passing it. If the child DOES pass the Language Arts Placement Test for his or her corresponding age/grade level, then you could choose any of these options:

1. Just keep going in order at a normal pace without skipping any course levels.
2. Do not skip any levels, but go through the courses more quickly until you reach the child's corresponding grade level by doing more than one lesson a day or skipping sections the child already has completely mastered.
3. Skip to the course level that matches the child's grade/age level (as long as the reading assessment for that level is passed) if the child does not tend to get overwhelmed with language arts lessons.

**Q: My child just completed a language arts course released before 2022 that matches his or her corresponding age/grade level. How do I transition to the next course?**

**A:** All you need to do is start the new edition course for the next level.

**Q: Should my child ever skip to a higher level than his or her corresponding grade level?**

**A:** If your child can pass the reading assessment for a course level higher than his or her corresponding age/grade, we do not suggest skipping to the higher-level course. There are many spelling, grammar, literature, geography, and reading concepts taught in each level. There is no benefit to the child being ahead of a level and missing all that information. If you want your child to move to a higher-level course more quickly, we suggest doing one-and-a-half or two lessons a day and/or doing lessons five days a week to get ahead and skipping parts of the course the child already has mastered.

**Q: Will starting my advanced reader on the course at his or her grade level slow down my advanced reader's progress?**

**A:** Even advanced readers benefit from 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 until their spelling, grammar, and writing abilities catch up to their reading. 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.
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 aloud with a parent or teacher encourages the child to sound out challenging words.
3. Have your child listen to audiobooks (from *The Good and the Beautiful Book List*) that are two to three levels higher than his or her reading level.

## Preschool Course (Ages 3–5)

If your child can count to five and recognize pictures of and say the words for apple, monkey, alligator, elephant, and dinosaur, then he or she is ready for the *Preschool Course*. Most children will be ready to start the course at age 4, while some start at age 3, and some do not start until age 5.

## Kindergarten Prep Course (Ages 4–5)

### LETTERS AND SOUNDS ASSESSMENT

Have the child point to each letter and say its name and most common sound and then tell you if the letter is uppercase or lowercase.

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		

The child should start on the *Kindergarten Prep Course* if he or she knows all the letters and the most common sound of each letter but does not have them solidly mastered and/or cannot yet identify all letters as either uppercase or lowercase. This short 30-lesson course will help children be prepared for the *Level K Course*.

## Kindergarten-aged Child (Ages 5–6)



The *Level K Course Set* includes the *Level K Course Book*, *Reading Booster A Cards*, and *Reading Booster A Books*. The placement test will direct advanced readers to use the *Reading Booster B Cards and Books* instead of the *Reading Booster A Cards and Books* while completing the *Level K Course Book*.

### **The child does not know all the letters and the most common sound of each letter.**

Start on the *Preschool Course*. Children who are at a kindergarten age can often move through the 90-lesson *Preschool Course* more quickly than one lesson a day, then move on to the 30-lesson *Kindergarten Prep Course* before starting the *Level K Course*.

### **The child recognizes each letter and its most common sound but does not have them solidly mastered and/or cannot yet identify all letters as either uppercase or lowercase.**

Start on the *Kindergarten Prep Course*. Children who are at kindergarten age can often move through this short, 30-lesson course more quickly than one lesson a day and then start on the *Level K Course*. Children who do not have letters thoroughly mastered are likely to struggle with the *Level K Course*.

### **The child has solidly mastered all the letters and the most common sound of each letter and can identify all the letters as either uppercase or lowercase, but the child cannot yet read any words or cannot read words like TENT, CRY, NEED, WAS, SAY, WISH, CHIN, and THAT.**

Start on the *Level K Course*. (Note: The child should also be able to recite the alphabet.)

### **If the child can read words like TENT, CRY, NEED, WAS, SAY, WISH, CHIN, and THAT, administer the Level 1 Reading Assessment on the next page.**

If the child does not pass the Level 1 Reading Assessment, start on the *Level K Course* so that no foundational learning is missed. The child may be able to complete more than one lesson a day.

If the child passes the Level 1 Reading Assessment, still start on the *Level K Course Book*, **but consider using the *Reading Booster B Cards and Books* rather than using the *Reading Booster A Cards and Books***. It is not recommended that a child at kindergarten age start above the *Level K Course Book*, no matter the child's reading level. Advanced readers can be challenged with reading books on their level from *The Good and the Beautiful Book List*. Advanced readers can often move more quickly to higher-level courses by doing more than one lesson a day. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in the child's reading foundation.

# 1st Grade-aged Child (Ages 6–7)

The *Level 1 Course Set* comes with the *Level 1 Course Book*, *Reading Booster B Cards*, and *Reading Booster B Books*. The placement test will direct advanced readers to use the *Reading Booster C Cards and Books* instead of the *Reading Booster B Cards and Books* while completing the *Level 1 Course Book*.

## LEVEL 1 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count the word as incorrect. If the child is distracted by something, stop the timer until he or she is ready to continue.
3. To pass the assessment, the child must read the sentences in under 2.5 minutes and not miss more than 4 words.

There are many sheep on the top of the hill.  
 Are they flying? No. They all stay and munch the fresh grass.  
 I sit on a rock by them and sing.



**The 1st grade-aged child did not pass the Level 1 Reading Assessment.**

Have the child complete the *Level K Course*. Alternately, the child could complete the *Reading Booster A Cards and Reading Booster A Books*.



**The 1st grade-aged child passed the Level 1 Reading Assessment but didn't pass the Level 2 Reading Assessment on the next page.**

Start on the *Level 1 Course*.



**The 1st grade-aged child passed the Level 2 Reading Assessment on the next page.**

If the child passes the Level 2 Reading Assessment, still start on the *Level 1 Course Book*, **but consider using the *Reading Booster C Cards and Reading Booster C Books* (instead of the *Reading Booster B Cards and Reading Booster B Books*)**. It is not recommended that a 1st grade-aged child start above the *Level 1 Course Book*, no matter the child's reading level. Advanced readers can be kept challenged with reading books on their level from *The Good and the Beautiful Book List*. Also, advanced readers can often advance more quickly to higher-level courses by doing more than one lesson a day. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in reading.

## 2nd Grade-aged Child (Ages 7–8)

### LEVEL 2 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the sentences within 2 minutes and not miss more than 6 words.

Ben had wanted a white bunny for years, and he finally got one. He gave it food in the morning and late afternoon.

One stormy night, Ben was curled up in bed. The wind blew, and the rain pounded on Ben's window.

“Oh no! I forgot to feed the bunny,” he groaned. He did not want to go out into the cold, but he couldn't make a wrong choice. He got up, walked across the lawn to the large pen, and gave the bunny hay. He raced back to bed and felt joy in his heart. Being kind was great!



#### The 2nd grade-aged child did not pass the Level 2 Reading Assessment.

Administer the Level 1 Reading Assessment on the previous page. If the child does not pass the Level 1 Reading Assessment, follow the placement test instructions for a 1st grade-aged child. If the child passes the Level 1 Reading Assessment but not the Level 2 Reading Assessment, have the child complete the *Reading Booster B Cards* and *Reading Booster B Books* before moving to the *Level 2 Course*.



#### The 2nd grade-aged child passed the Level 2 Reading Assessment.

Start on the *Level 2 Course*.



#### The 2nd grade-aged child passed the Level 3 or higher Reading Assessment.

Start on the *Level 2 Course*, but consider skipping the *Reading Booster C Cards* and *Books* (which are a component of the *Level 2 Course*). This will help the child be able to go through the course more quickly and not spend too much time on phonics principles already learned. This means you skip the instructions in the course to practice reading booster cards. It is not recommended that a 2nd grade-aged child start above the *Level 2 Course Book*, no matter the child's reading level, so no foundational learning is skipped. Advanced readers can be challenged with reading books on their level from *The Good and the Beautiful Book List*.

## 3rd Grade-aged Child (Ages 8–9)

### LEVEL 3 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the sentences within 90 seconds and not miss more than 5 words.

Early one pleasant morning before breakfast, Tom reads a book in a certain spot in the valley where he lives.

In general, he likes fiction. Today, he reads a book about a mystery that takes place on a special island and contains a queen, a sword, a palace, a bridge, and a lamb. In the story, he reads about a flood, a clue, a knight, and a shield. Of course, he also likes to read about wonderful things God designed, like tiny gnats, reindeer, and dolphins. Tom also reads about people. One of his favorite books is about a chemist.

#### **The 3rd grade-aged child did not pass the Level 3 Reading Assessment.**

Administer the Level 2 Reading Assessment on the previous page. If the child does not pass the Level 2 Reading Assessment, follow the placement test instructions for a 2nd grade-aged child. If the child passes the Level 2 Reading Assessment but not the Level 3 Reading Assessment, have the child complete the *Reading Booster C Cards* and *Reading Booster C Book Set* before moving to the *Level 3 Course*.

#### **The 3rd grade-aged child passed the Level 3 Reading Assessment.**

Start on the *Level 3 Course*.

#### **The 3rd grade-aged child passed the Level 4 or higher Reading Assessment.**

Start on the *Level 3 Course*. It is not recommended that a 3rd grade-aged child start above the *Level 3 Course*, no matter the child's reading level, so no foundational learning is skipped. Advanced readers can be challenged with reading books on their level from *The Good and the Beautiful Book List*. Also, advanced readers can often advance more quickly to higher-level courses by doing more than one lesson a day. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in reading instruction.



## 4th Grade-aged Child (Ages 9–10)

### LEVEL 4 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the passage within 90 seconds and not miss more than 5 words.

Mama was eager for adventure. Without hesitation, she took the mysterious letter and quickly turned it over. Ernie wondered if she would tear it open right away or wait to get a knife—the way she usually did.

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Mining camps like Skillet Gulch bothered her so much. The houses were sprawly and dirty, and the hills around were spoiled by all the mining and digging. Mama had not wanted to come west in the first place. She ached for their farm in Michigan, where Father would plow neat rows

of barley and soybeans.

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The chemistry teacher picked up a bundle by the trough. It was carefully wrapped in pink flannel. “It’s our most valuable belonging,” she smiled as she opened the package. “I haven’t used it once since we came to Colorado Territory.”

The nature scene was beautiful. Over in the meadow of orchids, on one of the boughs, perched a black-and-white magpie with shining feathers. His cawing echoed in the hills.



#### The 4th grade-aged child did not pass the Level 4 Reading Assessment.

Have the child take the Level 3 Reading Assessment on page 7 and follow the placement instructions for the 3rd grade-aged child. It is critical that the child not miss foundational reading concepts at this level.



#### The 4th grade-aged child passed the Level 4 Reading Assessment.

Start on the *Level 4 Course*.



#### The 4th grade-aged child passed the Level 5 or higher Reading Assessment.

Start on the *Level 4 Course*. It is not recommended that a 4th grade-aged child start above the *Level 4 Course*, no matter the child’s reading level, so no foundational learning is skipped. Advanced readers can be kept challenged with reading books on their level from *The Good and the Beautiful Book List*. Also, advanced readers can often advance more quickly to higher-level courses by doing more than one lesson a day. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in reading instruction.

## 5th Grade-aged Child (Ages 10–11)

### LEVEL 5 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the sentences within 2 minutes and not miss more than 5 words.

Grinning broadly, Frank watched with genuine joy as the dog jumped up to lick Lucinda's face with affection.

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He glanced up at the mantel, analyzing the binoculars, which were a unique type of brilliant, neon green.

Thoughtfully, he picked them up, dusting them on his woolen shirt. He looked at the table where Pa and the young man sat having a discussion about the weather outside.

Pa was saying, "Looks like we're holed in for good, and we're liable to get another severe blizzard on top of this exceptional one if the forecast is accurate. We usually do this time of year. We should take caution."

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He was anxious to get there. At a distance, Ralph could now see a gorgeous stream of white spray splashing down the rough, treacherous slopes, a billowing white curve of roaring foam. He had never seen anything quite as wonderful as this water spilling down the mountainside like a raging typhoon. It had cut a gorge through the tranquil valley below.

#### The 5th grade-aged child did not pass the Level 5 Reading Assessment.

Have the child take the Level 4 Reading Assessment on page 8. If the child passes the Level 4 Reading Assessment, start the *Level 5 Course* (at this level it is OK if the child is one level behind in reading), but we recommend having the child read all the personal reading sections in the course aloud so you can help the child with difficult words. If the child did not pass the Level 4 Reading Assessment, follow the assessment instructions for a 4th-grade aged child.

#### The 5th grade-aged child passed the Level 5 Reading Assessment.

Start on the *Level 5 course*. However, if this is the child's first time doing a language arts course from The Good and the Beautiful, download the free 8-lesson *Grammar Prep Unit* on [goodandbeautiful.com/prep](http://goodandbeautiful.com/prep), and have the child complete any sections needed before starting the course. If the child struggles to complete the *Grammar Prep Unit*, it is recommended that the child start on the *Level 4 Course*, which covers even more basic grammar than the *Grammar Prep Unit*.

#### The 5th grade-aged child passed the Level 6 or higher Reading Assessment.

Start on the *Level 5 Course*. It is not recommended that a 5th grade-aged child start above the *Level 5 Course*, no matter the child's reading level so no foundational learning is skipped. Advanced readers can be kept challenged with reading books on their level from *The Good and the Beautiful Book List*. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in reading instruction.

## 6th Grade-aged Child (Ages 11–12)

### LEVEL 6 READING ASSESSMENT (SAME PASSAGE AS LEVEL 5, BUT DIFFERENT TIME REQUIRED TO PASS)

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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the sentences within 90 seconds and not miss more than 5 words.

Grinning broadly, Frank watched with genuine joy as the dog jumped up to lick Lucinda's face with affection.

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He glanced up at the mantel, analyzing the binoculars, which were a unique type of brilliant, neon green.

Thoughtfully, he picked them up, dusting them on his woolen shirt. He looked at the table where Pa and the young man sat having a discussion about the weather outside.

Pa was saying, "Looks like we're holed in for good, and we're liable to get another severe blizzard on top of this exceptional one if the forecast is accurate. We usually do this time of year. We should take caution."

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He was anxious to get there. At a distance, Ralph could now see a gorgeous stream of white spray splashing down the rough, treacherous slopes, a billowing white curve of roaring foam. He had never seen anything quite as wonderful as this water spilling down the mountainside like a raging typhoon. It had cut a gorge through the tranquil valley below.

#### The 6th grade-aged child did not pass the Level 6 Reading Assessment.

Have the child take the Level 5 Reading Assessment on page 9. If the child passes the Level 5 Reading Assessment, start the *Level 6 Course* (at this level it is OK if the child is one level behind in reading), but we recommend having the child read all the personal reading sections in the course aloud so you can help the child with difficult words. If the child did not pass the Level 5 Reading Assessment, follow the assessment instructions for a 4th grade-aged child.

#### The 6th grade-aged child passed the Level 6 Reading Assessment.

Start on the *Level 6 Course*. However, if this is the child's first time doing a language arts course from The Good and the Beautiful, download and have the child complete the free 8-lesson *Grammar Prep Unit* on [goodandbeautiful.com/prep](http://goodandbeautiful.com/prep) before starting the course. If the child struggles to complete the *Grammar Prep Unit*, the child will likely struggle with the grammar in the *Level 5* and *Level 6 Course* and should start with the *Level 4 Course*, which covers even more basic grammar than the *Grammar Prep Unit*.

#### The 6th grade-aged child passed the Level 7 or higher Reading Assessment.

Start on the *Level 6 Course*. It is not recommended that a 6th grade-aged child start above the *Level 6 Course*, no matter the child's reading level, so no foundational learning is skipped. Advanced readers can be kept challenged with reading books on their level from *The Good and the Beautiful Book List*. Not skipping levels ensures that no foundational learning is missed in spelling, writing, grammar, geography, and art, and it also ensures there are no holes in reading instruction.

## 7th Grade-aged Child (Ages 12–13)

### LEVEL 7 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 the words. If the child takes longer than a few seconds to try to read a word, tell the child the word and then count 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 the sentences within 2.5 minutes and not miss more than 4 words.

#### Written by Helen Keller:

I still have confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waking hours of fret and pain, and the agony and bewilderment with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they be memories, it all seems very unreal, like a nightmare. Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came—my teacher—who was to set my spirit free. But during the first nineteen months of my life, I had caught glimpses of broad, green fields, a luminous sky, trees, and flowers which the darkness

that followed could not wholly blot out.

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Meanwhile, the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. I struggled—not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion. If my mother happened to be near, I crept into her arms, too miserable even to remember the cause of the tempest. After a while, the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly.

#### The 7th grade-aged child did not pass the Level 6 or 7 Reading Assessment.

Follow the placement instructions for the 6th grade-aged child on the previous section of this placement test. Note: The child can be on a Level 6 reading level to complete the *Level 7 Course*.

#### The 7th grade-aged child passed the Level 6 or 7 Reading Level Assessment.

Start on the *Level 7 Course*. (It is OK to be on a 6th grade reading level to start the *Level 7 Course*.) However, if this is the child's first time doing a language arts course from The Good and the Beautiful, download and have the child complete the free 8-lesson *Grammar Prep Unit* on [goodandbeautiful.com/prep](http://goodandbeautiful.com/prep) before starting the course. If the child struggles to complete the *Grammar Prep Unit*, the child will likely struggle with the grammar in the *Level 5, 6, and 7 Courses* and should start with the *Level 4 Course*, which covers even more basic grammar than the *Grammar Prep Unit*. After a 7th grade-aged child completes the *Level 4 Course*, the child should be able to then complete the *Grammar Prep Unit* (which covers the basic grammar needed for levels 5 and 6), and then move to the *Level 7 Course* (skipping levels 5 and 6), if they were able to complete the *Grammar Prep Unit* with no problem.

## 8th Grade-aged Child (Ages 13–14)



**The 8th grade-aged child has completed *The Good and the Beautiful Level 7 Course*.**

Complete as many *Level 8 Book Studies* as desired, or if the child feels ready, move to the *High School 1 Language Arts Course*.



**The 8th grade-aged child has not completed *The Good and the Beautiful Level 7 Course* but has completed another 7th grade-level language arts course.**

Follow the placement test instructions for a 7th grade-aged child on the previous page.

If the 8th grade-aged child passes the Level 7 Reading Assessment, it is strongly suggested that the child complete the *Level 7 Course* to ensure there are no holes in grammar, writing, literature, reading, spelling, and phonics that *The Good and the Beautiful* teaches, as our language arts courses tend to be more thorough than many homeschool and public school language arts courses. The reading material is of the highest quality and will be of value to the child, and the grammar at this level is advanced. So, even if it is review, it will likely be beneficial to cement more complex principles. The child can begin the *High School 1 Language Arts Course* upon completion of the *Level 7 Course*.

# High School



Children ages 14+ who don't need remedial help with reading can start with the *High School 1 Language Arts Course*.

Note: Only test a child with the lower-level placement tests if you are questioning whether that child needs remedial reading help. Children ages 14+ who test at Level 6 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 the *Level 6 Course*. The *Level 7 Course* would be very helpful to complete before starting high school, but it can be skipped if it is important to you to have the child complete all the high school courses before finishing high school. Level 7 contains much grammar and writing instruction that is included in the high school courses, but it does so at a much slower pace and in a more gentle manner.

## HIGH SCHOOL

The high school courses review basic grammar principles, even basic principles such as nouns and verbs. However, the courses do move quickly and are more advanced than some high school language arts programs. Children without a lot of grammar and writing experience could benefit by completing the *Level 7 Course* before starting a high school course.

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: How do I know if my child needs remedial reading help? What should I do if the child needs remedial reading help?

**A:** To assess the need for remedial reading help, have your child take the Level 6 Reading Assessment.

- If your child does not pass the Level 6 Reading Assessment, have your child take the Level 5 Reading Assessment. If your high-school-aged child does not pass the Level 5 Reading Assessment, you could have your child tested for learning challenges and/or find which reading level your child is on and do the course for that level, doing two lessons a day if possible and working all the way up to and through the *Level 6 Course* before starting high school courses.
- If your child does not pass the Level 6 Reading Assessment but does pass the Level 5 Reading Assessment, it is suggested that your child complete the *Level 6 Course* and/or *Level 7 Course* before starting high school, completing the personal reading assignments aloud with you so you can help him or her with challenging words.