

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.

WHY THE PLACEMENT TEST ASSESSES ONLY READING

The Good and the Beautiful Language Arts courses thoroughly cover reading, writing, grammar, spelling, literature, geography, and art for each level. However, we strongly suggest that parents choose to start the child on the course level that corresponds to their grade level unless additional 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 Levels 3 and below, so no specific grammar knowledge is needed to start. For Levels 4, 5, 6, and 7, you can use the free download of the [Grammar Prep Packet](#) to get your child up to speed with the grammar principles needed to start each course level if your child has not had much grammar experience. Please note that there is only one *Grammar Prep Packet*, and it contains the grammar concepts needed to start each course level.

The placement test will help you know if a child needs remedial reading help by starting on a level lower than their grade level. Because Levels 4 and above are self-directed and the student reads and completes the lessons independently, it is important that the child reads at grade level. If the child reads at or near their grade level, we recommend that the child start on the course that corresponds to their grade level.

Likewise, if the child is an advanced reader, we recommend that they start on the course that corresponds to their grade level. The child can be challenged with reading books on their 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 at which they assess according to this placement test, as we do not recommend starting partway through a course book. Then, if you want the child 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 per 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.

Note: Each of the K–8 courses contains 120 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 a [Grammar Prep Packet](#) that you can use to get your child up to speed with the grammar principles needed. There is only one *Grammar Prep Packet*, and it is used to prepare for Level 4, 5, 6, or 7.

Q: My child placed lower than their corresponding grade level. What should I do?

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

Q: We have been using a language arts course released before 2026, and my child is on a lower-level course than their 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 and pass the Language Arts Placement Test for their corresponding age/grade level. If the child DOES pass the Language Arts Placement Test for their corresponding age/grade level, then you can choose any of these options:

1. 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 2026 that matches their 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 their corresponding grade level?

A: Even if your child passes the reading assessment for a course level higher than their corresponding age/grade, we do not suggest skipping to a higher-level course. Many spelling, grammar, literature, geography, and reading concepts are taught in each level. The child does not benefit by being ahead of a level and missing all of 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 their 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 sound out any challenging words they encounter. 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. With your child, read books that are two to three levels higher than their 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.
2. Have your child listen to audiobooks (from *The Good and the Beautiful Book List*) that are two to three levels higher than their 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 they are 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 they can recognize all the letters and are familiar with the most common sound of each letter 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. The Kindergarten Prep Course should be completed after the Preschool course but before 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 of 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 of 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.** We do not recommend that a child at kindergarten age start above the Level K Course Book, no matter their 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 they are 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*)**. We do not recommend that a 1st-grade-aged child starts above the Level 1 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](#). 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 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. We do not recommend that a 2nd-grade-aged child starts 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. We do not recommend that a 3rd-grade-aged child starts 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.

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.

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 8 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. However, if this is the child’s first time doing a language arts course from *The Good and the Beautiful*, download the free [Grammar Prep Packet](#) and have the child complete the Level 4 section before starting the course.



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

Start on the Level 4 course. We do not recommend that a 4th-grade-aged child starts above the Level 4 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.

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.

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."

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 9. If the child passes the Level 4 Reading Assessment, start the Level 5 course. (At this level it is okay if the child is one level behind in reading.) However, 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 [Grammar Prep Packet](#) and have the child complete the grammar sections needed before starting the course. If the child struggles to complete the *Grammar Prep Packet*, we recommend that the child starts on the Level 4 course, which covers more basic grammar than the *Grammar Prep Packet*.



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

Start on the Level 5 course. We do not recommend 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 challenged by 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.

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."

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 10. If the child passes the Level 5 Reading Assessment, start the Level 6 course. (At this level it is okay if the child is one level behind in reading.) However, 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 the free [Grammar Prep Packet](http://goodandbeautiful.com/prep) [goodandbeautiful.com/prep] and have the child complete the grammar sections needed before starting the course. If the child struggles to complete the *Grammar Prep Packet*, the child will likely struggle with the grammar in the Level 6 course and should start with the Level 5 course, which covers more basic grammar.



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

Start on the Level 6 course. We do not recommend 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 challenged by 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.

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 okay 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 the free [Grammar Prep Packet](#) and have the child complete the grammar sections needed before starting the course. If the child struggles to complete the *Grammar Prep Packet*, the child will likely struggle with the grammar in the Level 6 and 7 courses and should start with the Level 5 course, which covers more basic grammar. After a 7th-grade-aged child completes the Level 5 course, the child should be able to then complete the *Grammar Prep Packet* (which covers the basic grammar needed for the Level 6 and 7 courses). Then, if they are able to complete the *Grammar Prep Packet* with no problem, the child can move to the Level 7 course (skipping the Level 6 course).

8th-Grade-Aged Child (Ages 13–14)



The 8th-grade-aged child has completed *The Good and the Beautiful Level 7 Language Arts 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 Language Arts 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, we strongly suggest that the child complete the Level 7 course to ensure there are no holes in the grammar, writing, literature, reading, spelling, and phonics concepts 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. Thus, even if it is review, cementing more complex principles will likely be beneficial. 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, consider having your child tested for learning challenges and/or find which reading level your child is on and do the course for that level. Do two lessons a day if possible and work all the way up 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, we suggest 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 them with challenging words.