

Step 2: Identify and Approve Student Starting Points

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Level of Preparedness....	Evidence Collected	Possible Sources of Baseline Data
<p><u>High</u> (students prerequisite skills or knowledge are ahead of where they need to be starting this course)</p>		<ul style="list-style-type: none"> - Results from beginning of course (BOC) diagnostic tests or performance tasks (e.g., a department-compiled BOC test; the first interim assessment) - Results from prior course tests that assess knowledge and skills that are pre-requisite to the current subject/grade. <ul style="list-style-type: none"> o Overall scale scores o Sub-scores o Performance levels o Percent correct
<p><u>Medium</u> (students prerequisite skills or knowledge are where they need to be starting this course)</p>		<ul style="list-style-type: none"> - Results can come from tests of the same or different subjects, as long as the test assessed pre-requisite knowledge and skills
<p><u>Low</u> (students prerequisite skills or knowledge are below where they should be starting this course)</p>		

Teacher has appropriately assessed students' starting points.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____