Step 2: Identify and Approve Student Starting Points

**Grade Level/Subject**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Level of Preparedness….** | **Evidence Collected** | **Possible Sources of Baseline Data** |
| High  (*students prerequisite skills or knowledge are ahead of where they need to be starting this course)* |  | * 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.   + Overall scale scores   + Sub-scores   + Performance levels   + Percent correct * Results **can come from tests of the same or different subjects**, as long as the test assessed pre-requisite knowledge and skills |
| Medium  (*students prerequisite skills or knowledge are where they need to be starting this course)* |  |
| Low  (*students prerequisite skills or knowledge are below where they should be starting this course)* |  |

Teacher has appropriately assessed students’ starting points.

Signature of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_