Identify and Approve Starting Points

Grade Level/Subject: _____________________________  Number of Students in Group ______
Teacher: __________________________
Evaluator: ________________________

<table>
<thead>
<tr>
<th>Level of Preparedness</th>
<th>Number/Percentage of Students</th>
<th>Evidence Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (students’ prerequisite skills or knowledge are ahead of where they need to be starting this course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium (students’ prerequisite skills or knowledge are where they need to be starting this course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (students’ prerequisite skills or knowledge are below where they should be starting this course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Sources of Baseline Data (all do not need to be used)

**Current Year**
- Results from beginning of course pre-assessment
- Results from first interim assessment
- Results from components of course work assigned in the first few weeks

**Prior Year**
- Results from prior course tests that assess knowledge and skills that are pre-requisite to the current subject/grade (may be in a different subject, if relevant)
- Results from relevant standardized tests

Teacher has appropriately assessed students’ starting points.

[ ]

Signature of evaluator: ____________________________  Date: __________
Signature of teacher: _____________________________  Date: __________

New Jersey Department of Education (6-17)