VOORHEES, NEW JERSEY 08043

Title I/Basic Skills

Program Guide

Completed: January 2014
Board Approved: March 2014
Implemented: September 2014
VOORHEES TOWNSHIP PUBLIC SCHOOLS
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# Voorhees Township Public Schools

## BASIC SKILLS/TITLE I

### Program Guide

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INTRODUCTION

The Voorhees Township Basic Skills Improvement Program is a remedial program mandated by the New Jersey Legislature in amendments to the 1975 "Public School Education Act". The law provides that funds will be allotted to districts for remediation of students who fall below the State Minimum Standards in the basic skills areas of Communication and Computations. In addition, this program contains a Title I component, providing additional Federal funds for basic skills instruction.

The State Department of Education, through the county offices, is authorized to monitor the use of Basic Skills Improvement Program and Title I funds. Therefore, numerous aspects of the Voorhees Township Basic Skills Improvement Program must be documented for this monitoring process.

The purpose of this handbook is twofold. First, it should make the Voorhees Township Basic Skills Improvement Program procedures clear to all district personnel and provide a point of reference when questions arise. Secondly, this handbook contains the forms necessary for the required documentation.

Note:
All Basic Skills Improvement Program forms, letters, and procedures contained in this program guide were revised and updated at the time the guide was written. It should be noted that due to potential changes in state mandates and district practices, these forms, letters, and procedures may be modified as needed to accommodate such changes.
Program Placement Procedures
TITLE I/BASIC SKILLS ENTRANCE PROCEDURES

Kindergarten

Students enrolled in the Basic Skills Improvement Program shall be selected on the following information:

- Formal and Informal Assessments
- Teacher Recommendation
- Parent Request

Grade 1

Students enrolled in the Basic Skills Improvement Program shall be selected on the following information:

- English Language Arts Profile
- Math Profile
- Teacher Recommendation
- Parent Request

Grades 2 – 6

Students enrolled in the Basic Skills Improvement Program shall be selected on the following information:

- State Assessment/Standardized Test
- English Language Arts Profile
- Math Profile
- Teacher Recommendation
- Parent Request

Grades 7 – 8

Students enrolled in the Basic Skills Improvement Program shall be selected on the following information:

- State Assessment/Standardized Test
- Teacher Recommendation
- Parent Request
<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts Literacy</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>K → 1</td>
<td>Profile = Bottom 5%</td>
<td></td>
</tr>
<tr>
<td>1 → 2</td>
<td>Profile ≤ 16</td>
<td></td>
</tr>
<tr>
<td>2 → 3</td>
<td>TerraNova ≤ 33 D</td>
<td></td>
</tr>
<tr>
<td>3 → 4</td>
<td>Profile ≤ 14&lt;br&gt;Partially Proficient on State Assessment</td>
<td>Profile ≤ 12&lt;br&gt;Partially Proficient on State Assessment</td>
</tr>
<tr>
<td>4 → 5</td>
<td>Profile ≤ 14&lt;br&gt;Partially Proficient on State Assessment</td>
<td>Profile ≤ 12&lt;br&gt;Partially Proficient on State Assessment</td>
</tr>
<tr>
<td>5 → 6</td>
<td>Profile ≤ 14&lt;br&gt;Partially Proficient on State Assessment</td>
<td>Profile ≤ 1&lt;br&gt;Partially Proficient on State Assessment</td>
</tr>
<tr>
<td>6 → 7</td>
<td>Partially Proficient on State Assessment&lt;br&gt;Teacher Rec.</td>
<td>Partially Proficient on State Assessment&lt;br&gt;Teacher Rec.</td>
</tr>
<tr>
<td>7 → 8</td>
<td>Partially Proficient on State Assessment&lt;br&gt;Teacher Rec.</td>
<td>Partially Proficient on State Assessment&lt;br&gt;Teacher Rec.</td>
</tr>
</tbody>
</table>

Profiles will be completed by classroom teachers and returned to the Basic Skills teacher(s) by the end of the third week of May.
BSIP/Title I

Instruction
Basic Skills Improvement Program staff members design lessons for Basic Skills students based on information from the following sources:

- **Common Core Standards for English Language Arts and Mathematics/New Jersey State Core Curriculum Standards**
- **Classroom Teacher Input**
- **District Assessments/State and Standardized Assessments**
- **BSIP/Classroom Teacher Made Assessments**
- **District Approved Curriculum Guides**
INSTRUCTIONAL TIME

Elementary Schools

Basic Skills instruction in grades K - 5 is in addition to the regular classroom teacher's instruction. The Basic Skills instructor schedules students with input from the regular classroom teacher. The schedule is created with student's instructional needs as a primary consideration.

Time Allotments

<table>
<thead>
<tr>
<th>Program</th>
<th># of Sessions</th>
<th># of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>minimum 2</td>
<td>40 min.</td>
</tr>
<tr>
<td>1st - 5th English Language Arts</td>
<td>minimum 2</td>
<td>60 min.</td>
</tr>
<tr>
<td>1st - 5th Math</td>
<td>minimum 2</td>
<td>60 min.</td>
</tr>
</tbody>
</table>

Middle School

The Middle School Basic Skills program functions as an integrated developmental and remedial self-contained instructional setting for most students. The Basic Skills self-contained program provides services, which replace all of the course instruction regularly provided to students not identified as needing Basic Skills support. The class size in this setting is significantly lower than the average class size.

Time Allotments

<table>
<thead>
<tr>
<th>Program</th>
<th># of Sessions</th>
<th># of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th - 8th Language LA/Reading/Math</td>
<td>5</td>
<td>200 min.</td>
</tr>
</tbody>
</table>
RECORD KEEPING

The responsibility for maintaining all Basic Skills file information shall be with the Basic Skills teachers. This information shall be kept up to date at all times. Records identifying students entering and exiting the program will be kept electronically by the Basic Skills teachers.

After logging into Genesis:

- Pull up the specific student’s record
- Click on Basic Skills tab
- Click Add Program
- Enter appropriate information
- Click Add
- Click Modify
- Repeat steps if student is in more than one program

Repeat this process for all students enrolled in the program.
PARENT COMMUNICATION

The parents of all students participating in the Title I/Basic Skills Improvement Program will be notified in writing. All parents will have the opportunity to attend Back To School Night to obtain information about the program from the Basic Skills teacher.

In the elementary schools, progress reports will be sent home during the second and fourth marking periods. These reports will be prepared by the BSIP staff and will reflect student’s progress with the BSIP teacher based on the Common Core Standards for English Language Arts and Mathematics/New Jersey Core Curriculum Standards.

At the Voorhees Middle School, interim and quarterly report cards are completed by the student’s BSIP teacher.
Title I/Basic Skills
District Program Overview

What is BSIP?

- District-wide supplemental instruction program
- Provides students with reinforcement in the areas of reading, math, and language arts
- It is not associated with special education

How is the Program Funded?

- Local/State Funds - Received Annually
- Federal Title I Funds Received Annually - through a federal grant prepared by the district

How are students selected for participation?

- State and standardized assessment scores are below the minimum levels of proficiency
- Teacher recommendation
- Response to Intervention Team recommendation
- Student was enrolled in a program in another school district
- Parent request

What is the format of the program?

- Small group instruction
- Meet regularly according to established schedule
- Ongoing communication between homeroom teacher and BSIP teacher

How are parents kept informed?

- BSIP progress reports sent 2nd and 4th marking periods
- Progress discussed at conference time

If you have any further questions, please contact your child's BSIP teacher.

District BSIP Instructors

Hamilton ________
Kresson ________
Osage ________
Signal Hill ________
VOORHEES TOWNSHIP PUBLIC SCHOOLS
VOORHEES, NEW JERSEY

BSIP PARENT SIGN-IN SHEET
Back to School Night

School: 
Date: 
Teacher: 

<table>
<thead>
<tr>
<th>Parent/Guardian's name</th>
<th>Student's name</th>
<th>Grade</th>
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</thead>
<tbody>
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</table>
EXITING BASIC SKILLS DURING THE SCHOOL YEAR

The purpose of the Basic Skills Program at all grade levels is to help the student perform better in the regular classroom.

The procedure for exiting the program prior to June is as follows:

- Gather information on the student's classroom performance from teachers and tests.
- Parents may complete a Parent Request for Student Removal form and return it to the Basic Skills teacher.
TITLE I/BASIC SKILLS END-OF-YEAR EXIT PROCEDURES

In June, the Basic Skills teachers will determine if a student needs to remain in the program for the following school year, or if there is sufficient progress to exit. Exiting the Title I/Basic Skills Improvement Program will be based on multiple measures.

**Kindergarten**

Students enrolled in the Basic Skills Improvement Program will be exited from the program based on the following information:

- District ELA Profile score is above the bottom 5 - 10% of the grade level population
- Teacher Recommendation
- Parent Request
- Other developmentally appropriate measures

**Grade 1**

Students enrolled in the Basic Skills Improvement Program will be exited from the program based on the following information:

- District ELA and/or Math Profile score is above the bottom 5 - 10% of the grade level population
- Teacher Recommendation
- Parent Request
- Other developmentally appropriate measures

**Grades 2 – 5**

Students enrolled in the Basic Skills Improvement Program will be exited from the program based on the following information:

- District ELA and/or Math Profile score is above the bottom 5 - 10% of the grade level population
- Achieving Proficiency on State Assessment/Standardized Test
- Teacher Recommendation
- Parent Request

**Grades 6 – 8**

Students enrolled in the Basic Skills Improvement Program will be exited from the program based on the following information:

- Achieving Proficiency on State Assessment/Standardized Test
- Teacher Recommendation
- Parent Request
Program Evaluation
PROGRAM EVALUATION QUESTIONNAIRES

Evaluation forms about the Basic Skills Improvement Program will be completed each year in June by administrators, classroom teachers, and parents and filed in the Office of Program Development.
To: All Principals  
From: Dan Mattie  
RE: Title I/BSIP Evaluation

As part of the Federal Title I guidelines for improving basic programs, we are required to do an evaluation of our Basic Skills Improvement Program each year. This evaluation must come from multiple sources that include parents, regular classroom teachers, administrators, and standardized/state test scores for participating students. Keep in mind this is an evaluation of the program, not the staff assigned to teach within it. To assist in evaluating the current Title I/BSIP Program, please briefly express your reactions concerning how it functioned in your building.

Principal’s Name: ___________________________School: ______________________Date: __________

1. Please express any positive reactions you have had to the Title I/BSIP Program.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. Please state any concerns that you have about the program.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. Do you have any additional comments or recommendations for the next year?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Please return to Dan Mattie, Administration Building.
As part of the Federal Title I guidelines for improving basic programs, we are required to do an evaluation of our Basic Skills Improvement Program each year. This evaluation must come from multiple sources that include parents, regular classroom teachers, administrators, and standardized/state test scores for participating students. Keep in mind this is an evaluation of the program, not the staff assigned to teach within it. To assist us in evaluating this year's Basic Skills Program, please complete the following:

Name: ________________________ School: ____________________ Date: __________

If item number one is checked, do not complete items two and three

1. _____ I have no comments to offer at this time

2. Please check the areas listed below in which you have noted student improvement because of their involvement in the Basic Skills Program:
   
   Improved Reading Skills ______
   Increased Interest in Reading ______
   Improvement in Self-Concept ______
   Improved Writing ______
   Improved Math Skills ______
   Other (please specify) ____________________________________________

3. Please specify any concerns or suggestions for improvement you may have for the Basic Skills Program:
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

   Thank You.

Basic Skills teachers collect and return to Dan Mattie, District Administration Building.
Parental involvement is a vital aspect of a child's academic success. Please complete this questionnaire about your experiences and suggestions for future services in the Voorhees Township Public Schools Title I/Basic Skills Program.

STUDENT'S SCHOOL________________ GRADE ___ DATE: _____________

1. My child has benefited from participating in the Basic Skills program.
   5 strongly agree  4 agree  3 agree to some extent  2 disagree  1 strongly disagree

2. The Basic Skills teacher assisted my child in having a positive attitude toward learning.
   5 strongly agree  4 agree  3 agree to some extent  2 disagree  1 strongly disagree

3. The Basic Skills teacher's communications through the 'mid-year' and 'end-of-year' progress reports were informative.
   5 strongly agree  4 agree  3 agree to some extent  2 disagree  1 strongly disagree

4. Do you have any comments or suggestions for next year's Title I/Basic Skills Program?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please return to your child's Basic Skills teacher. Thank you.
### English Language Arts Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Number Exited</th>
<th>Percent Exited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
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<tr>
<td>Second Grade</td>
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<td></td>
<td></td>
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<tr>
<td>Third Grade</td>
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<td>Fourth Grade</td>
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<td>Fifth Grade</td>
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<td>Sixth Grade</td>
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<td>Seventh Grade</td>
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<tr>
<td>Eighth Grade</td>
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</tbody>
</table>

### Math Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Number Exited</th>
<th>Percent Exited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
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<td></td>
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<td>Second Grade</td>
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<td>Third Grade</td>
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<td>Fifth Grade</td>
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<td>Sixth Grade</td>
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<td>Seventh Grade</td>
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<td>Eighth Grade</td>
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</tbody>
</table>

### English Language Arts Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>Number Exited</th>
<th>Percent Exited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade</td>
<td></td>
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<tr>
<td>Seventh Grade</td>
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<tr>
<td>Eighth Grade</td>
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</tbody>
</table>
### State Assessments English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total BSIP</th>
<th>BSIP Students Passing</th>
<th>Percent BSIP Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Grade</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fifth Grade</td>
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<td>Sixth Grade</td>
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<tr>
<td>Seventh Grade</td>
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<tr>
<td>Eighth Grade</td>
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</tbody>
</table>

### State Assessments Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total BSIP</th>
<th>BSIP Students Passing</th>
<th>Percent BSIP Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fourth Grade</td>
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<td>Fifth Grade</td>
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<td>Sixth Grade</td>
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<td>Seventh Grade</td>
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<tr>
<td>Eighth Grade</td>
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</table>

**Note:** Passing defined as achieving Proficient or Advanced Proficient on state assessment.
Elementary Forms
and
Letters
Voorhees Township School District
Title I/BSIP K-5 Student Referral Form

Student Name: ___________________________          Grade: __________
School: _________________________________          Teacher: __________

Students recommended for the Basic Skills Improvement Program are identified as the bottom 5% of the district as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>K to 1</td>
<td>Profile &lt;bottom 5%</td>
<td>EOY test &lt;bottom 5%</td>
</tr>
<tr>
<td>1 to 2</td>
<td>Profile &lt;16</td>
<td>Profile &lt;12</td>
</tr>
<tr>
<td>2 to 3</td>
<td>Terra Nova &lt; 33</td>
<td>Terra Nova &lt; 43</td>
</tr>
<tr>
<td>3 to 4</td>
<td>Profile &lt;14</td>
<td>Profile &lt;12</td>
</tr>
<tr>
<td></td>
<td>State Assessment: PP</td>
<td>State Assessment: PP</td>
</tr>
<tr>
<td>4 to 5</td>
<td>Profile &lt;14</td>
<td>Profile &lt;12</td>
</tr>
<tr>
<td></td>
<td>State Assessment: PP</td>
<td>State Assessment: PP</td>
</tr>
</tbody>
</table>

To recommend a student, please complete the following Performance Summary:

<table>
<thead>
<tr>
<th>Testing Results</th>
<th>Language Arts Literacy</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Reading Inventory</td>
<td></td>
<td>-----</td>
</tr>
<tr>
<td>Guided Reading Level</td>
<td></td>
<td>-----</td>
</tr>
<tr>
<td>Terra Nova</td>
<td></td>
<td></td>
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<tr>
<td>State Assessment</td>
<td></td>
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<tr>
<td>Profile Score</td>
<td></td>
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<tr>
<td>Current Report Card Grade</td>
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</tbody>
</table>

Recommendation:

I am recommending ________________________________
receive BASIC SKILLS instruction in ENGLISH LANGUAGE ARTS / MATH (circle)
for the following reasons:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SIGNED: _________________________________________________________
SIGNED: _________________________________________________________
DATE: __________________

TO: Parents/Guardian of: ____________________________________________

FROM: Voorhees Township Schools

RE: Title I/Basic Skills Improvement Program

Your child was selected to participate in the Voorhees Township Schools’ Title I/Basic Skills Improvement Program(s) identified below. During the regular school day, BSIP students receive supplemental instruction in the subject(s) checked below. This instruction is in addition to the regular class schedule of the student.

We based student selection for these programs on the results of both standardized testing and professional staff recommendation. As mandated by the State of New Jersey, we placed into the Basic Skills Program those students who demonstrated a particular set of needs in English Language Arts and/or Math.

If you have any questions concerning the placement of your child into the Basic Skills Improvement Program, please contact your child’s school.

Check indicates recommended program for your child:

☐ English Language Arts
☐ Math
DATE:  

TO:  Parents/Guardian of:  ___________________________ 

FROM:  Voorhees Township Schools 

RE:  Title I/Basic Skills Improvement Program 

Your child has been recommended by his/her teacher to participate in our Title I/Basic Skills Program. He/she will receive basic skills instruction for a limited time in the subject(s) checked below. This instruction will provide your child with supplemental instruction in addition to the regular classroom instruction and is planned in cooperation with the classroom teacher. 

Please sign and return this letter to indicate that you give permission for your child to participate in the Basic Skills Program for a limited time. 

If you have any questions or concerns, please contact your child’s teacher or the basic skills teacher. 

Check indicates recommended program for your child: 

- [ ] English Language Arts 
- [ ] Math 

I grant permission for _____________________________ to participate in the Basic Skills Program. 

Parent/Guardian Signature: ___________________________ Date: _______________
VOORHEES TOWNSHIP PUBLIC SCHOOLS
K - 5 Title I/BASIC SKILLS PROGRAM
MULTIPLE CRITERIA STUDENT ENTRANCE FORM

STUDENT: ________________________________________    DATE: ______________________

SCHOOL: ________________________________________    GRADE: ______________________

The above student has been identified as eligible to participate in the Basic Skills Program checked below based on his/her performance on a standardized test, district's test, or informal assessment. Teacher and parent input is also an important part of the identification process. Please take a moment to reflect on the student named above along with the instructional plan described below and complete the following information.

Student Eligible for Basic Skills in:

______ English Language Arts    Criteria ____________________________    Test Score _________

______ Math    Criteria ____________________________    Test Score _________

Instructional Plan:

English Language Arts:    Days of Instructional per Week: _______    Minutes per Week: _______

Math:    Days of Instructional per Week: _______    Minutes per Week: _______

Teacher Recommendation:

Taking into account this student's test score data, overall achievement level, and proposed instructional plan I feel that he/she would benefit from Basic Skills Instruction. If no, please explain.

Yes     No

Comments: _______________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Teacher Signature: ________________________________________________

Parent Recommendation:

Taking into account my child's test score data, overall achievement level and proposed instructional plan I feel that he/she would benefit from Basic Skills Instruction. If no, please explain.

Yes     No

Comments: _______________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Parent Signature: ________________________________________________
DATE: ____________________

TO: BSIP Parents/Guardians

FROM: Voorhees Township Schools

RE: Osage Compact

As you know, successful students attend schools that have high academic expectations and provide the necessary resources in order for their students to achieve those expectations. Equally important is parent involvement in all aspects of the students’ life including school. The students who attend Osage Elementary School are fortunate to attend a school that works hard to provide them with the best possible education and who have parents who work collaboratively with the school community.

The federal government also recognizes the benefits of a collaborative working relationship between the school and parent and requires us to sign the attached compact. You will probably feel that all of the things listed in the compact have been taking place for years, but in order to receive federal funds, which pay for basic skills instruction, we need you to make every effort to abide by the compact.

We appreciate in advance your signature and continued support. After signing the compact, please have your child return it to his/her basic skills teacher.

Thank you.
Osage Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

**The School**
To provide the highest quality instruction program to the students at Osage Elementary School, the teachers and staff will:

- provide an academic program that is rigorous and challenging and assist students to be successful in all subject areas.
- communicate regularly with families regarding students’ academic progress.
- provide parents with information sessions as well as workshops during the school year.
- give parents/guardians the opportunity to provide feedback regarding the effectiveness of our enrichment programs.
- provide an after school homework program twice a week for students who need additional support.

**The Home**
We, as parents/guardians, will support our children’s learning in the following ways:

- send our children to school appropriately dressed, prepared to learn, and on time.
- read to our children at least 15 minutes per day.
- attend at least one parent/teacher conference a year to discuss the academic progress of their children.
- assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.
- attempt to attend one evening parent workshop.

**The Student**
I, as the student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- do my homework every day and ask for help when I need to.
- read at least 15 minutes every day outside of school time.
- give to my parents/guardians all notices and information received from my school every day.

_________________________________  ____________________________________________
Principal’s Signature  Teacher’s Signature

_________________________________  ____________________________________________
Parent/Guardian’s Signature  Student’s Signature
Parent Request for Removal of Student from
Basic Skills Improvement Program

I am aware that my child qualified to participate in the Basic Skills Improvement Program of the Voorhees Township Public School District. The program and the criteria for selection are listed below:

Program:  ____ English Language Arts  ____ Math  ____ Language
Criteria:  ____ Test Score  ____ Test Score  ____ Test Score
          ____ Teacher Rec.  ____ Teacher Rec.  ____ Teacher Rec.

After reviewing the above information, I am requesting that my child does not participate in the Basic Skills Program.

Student: __________________________  Grade: ____  School: ______________
Parent Signature: ________________________  Date: ______________

Please return to your child’s Basic Skills teacher.
# Basic Skills Individual Assessment
## English Language Arts
### Kindergarten Mid-Year Progress Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Key**

- 3 – Proficient
- 2 – Progressing
- 1 – Limited Progress
- N/A – Not Addressed

### CCSS

<table>
<thead>
<tr>
<th>CCSS</th>
<th>Reading: Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.1</td>
<td>Names letter (letter(s) checked indicates “Limited Progress”)&lt;br&gt;☐Mm ☐Pp ☐Ff ☐Cc ☐Tt ☐Ss ☐Dd ☐Ll ☐Aa ☐Oo ☐Rr&lt;br&gt;☐Bb ☐Ii ☐Nn ☐Gg ☐Uu</td>
</tr>
<tr>
<td>RF.K.3</td>
<td>Produces letter sound (letter(s) checked indicates “Limited Progress”)&lt;br&gt;☐Mm ☐Pp ☐Ff ☐Cc ☐Tt ☐Ss ☐Dd ☐Ll ☐Aa ☐Oo ☐Rr&lt;br&gt;☐Bb ☐Ii ☐Nn ☐Gg ☐Uu</td>
</tr>
<tr>
<td>RF.K.2</td>
<td>Identifies sound in initial position (letter(s) checked indicates “Limited Progress”)&lt;br&gt;☐Mm ☐Pp ☐Ff ☐Cc ☐Tt ☐Ss ☐Dd ☐Ll ☐Aa ☐Oo ☐Rr&lt;br&gt;☐Bb ☐Ii ☐Nn ☐Gg ☐Uu</td>
</tr>
<tr>
<td>RF.K.2</td>
<td>Identifies sound in final position (letter(s) checked indicates “Limited Progress”)&lt;br&gt;☐Mm ☐Pp ☐Tt ☐Dd ☐Ll ☐Rr ☐Bb ☐Nn ☐Gg</td>
</tr>
<tr>
<td>RF.K.2</td>
<td>Isolates and produces the initial and final sounds in words</td>
</tr>
</tbody>
</table>

### Speaking and Listening

<table>
<thead>
<tr>
<th>SL.K.1</th>
<th>Participates in a small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.K.3</td>
<td>Asks and answers questions appropriately</td>
</tr>
<tr>
<td>SL.K.6</td>
<td>Expresses thoughts, feelings, and ideas clearly</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>L.K.1</th>
<th>Prints upper- and lowercase letters correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.2</td>
<td>Prints first name</td>
</tr>
</tbody>
</table>

### Work and Study Skills

- Follows directions
- Has recall of concepts taught
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

---

1 Common Core State Standards for English Language Arts – Literacy
Basic Skills Individual Assessment
English Language Arts
Kindergarten End-of-Year Progress Report

Name: 
Teacher: 
School: 
Date: 

Key
3 – Proficient
2 – Progressing
1 – Limited Progress
N/A – Not Addressed

<table>
<thead>
<tr>
<th>CCSS1</th>
<th>Reading: Literature and Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.5, RI.K.5</td>
<td>Identifies different types of text and parts of a book (poem, story, covers, title, etc.)</td>
</tr>
<tr>
<td>RL.K.6, RI.K.6</td>
<td>Understands role of author and illustrator</td>
</tr>
<tr>
<td>RL.K.7</td>
<td>Makes connections between text and illustrations</td>
</tr>
</tbody>
</table>

Reading: Foundational Skills

<table>
<thead>
<tr>
<th>RF.K.1</th>
<th>Names letter (letter(s) checked indicates &quot;Limited Progress&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JJ</td>
<td>Ww</td>
</tr>
<tr>
<td>Ee</td>
<td>Zz</td>
</tr>
<tr>
<td>Hh</td>
<td>Yy</td>
</tr>
<tr>
<td>Kk</td>
<td>Vv</td>
</tr>
<tr>
<td>Xx</td>
<td>Qq</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>RF.K.3</th>
<th>Produces letter sound (letter(s) checked indicates &quot;Limited Progress&quot;)</th>
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<tr>
<td>JJ</td>
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</tr>
<tr>
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<td>Yy</td>
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<tr>
<td>Kk</td>
<td>Vv</td>
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<tr>
<td>Xx</td>
<td>Qq</td>
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<table>
<thead>
<tr>
<th>RF.K.2</th>
<th>Identifies sound in final position (letter(s) checked indicates &quot;Limited Progress&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xx</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RF.K.2</th>
<th>Isolates and produces the initial, medial vowel, and final sounds in words</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RF.K.1</th>
<th>Understands basic features of print (letters, words, sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.2</td>
<td>Recognizes and produces rhyming words</td>
</tr>
<tr>
<td>RF.K.3</td>
<td>Blends sounds to read VC, CVC, VCC, and CVCC words</td>
</tr>
<tr>
<td>RF.K.3</td>
<td>Reads common high frequency words by sight</td>
</tr>
</tbody>
</table>

Speaking and Listening

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Language

<table>
<thead>
<tr>
<th>L.K.1</th>
<th>Prints upper- and lowercase letters correctly</th>
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<tbody>
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<td>L.K.2</td>
<td>Prints first name</td>
</tr>
<tr>
<td>L.K.2</td>
<td>Prints last name</td>
</tr>
</tbody>
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Work and Study Skills

<table>
<thead>
<tr>
<th></th>
<th>Follows directions</th>
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<tr>
<td></td>
<td>Demonstrates responsibility for learning</td>
</tr>
<tr>
<td></td>
<td>Organizes materials</td>
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1Common Core State Standards for English Language Arts – Literacy
Basic Skills Individual Assessment  
English Language Arts  
First Grade Mid-Year Progress Report

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<th>Name:</th>
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**Key**
- 3 – Proficient
- 2 – Progressing
- 1 – Limited Progress
- N/A – Not Addressed

<table>
<thead>
<tr>
<th>CCSS¹</th>
<th>Reading: Literature and Informational Text</th>
</tr>
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<tbody>
<tr>
<td>RL.1.2, RI.1.2</td>
<td>Identifies main idea and key details</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies and describes characters</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies and describes setting</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies sequence of events</td>
</tr>
<tr>
<td>RL.1.3, RI.1.3</td>
<td>Identifies cause and effect</td>
</tr>
<tr>
<td>RL.1.5</td>
<td>Distinguishes between fantasy and realism</td>
</tr>
<tr>
<td>RL.1.5, RI.1.6</td>
<td>Identifies author’s purpose</td>
</tr>
<tr>
<td>RL.1.9, RI.1.9</td>
<td>Compares and contrasts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading: Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.3</td>
<td>Identifies letters and corresponding sounds</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Decodes words using grade-level phonics and word analysis skills</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads common high frequency words by sight</td>
</tr>
<tr>
<td>RF.1.4</td>
<td>Reads with accuracy and fluency wcpm</td>
</tr>
<tr>
<td>(mid-year goal = 20 – 35 words correct per minute)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>Speaking and Listening</th>
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</thead>
<tbody>
<tr>
<td>SL.1.1</td>
<td>Participates in a group</td>
</tr>
<tr>
<td>SL.1.3</td>
<td>Asks and answers questions appropriately</td>
</tr>
<tr>
<td>SL.1.6</td>
<td>Speaks in complete sentences</td>
</tr>
</tbody>
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<thead>
<tr>
<th></th>
<th>Work and Study Skills</th>
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<tbody>
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<td></td>
<td>Has recall of concepts taught</td>
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<td>Organizes materials</td>
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¹Common Core State Standards for English Language Arts – Literacy
The following provides more information regarding the phonics skills covered.

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<tr>
<td>RF.1.3</td>
<td>Reads words with short vowels CVC like the word mat</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with consonant blends CCVC and CVCC like the word snap</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words ending with –s and –ing as in fixing</td>
</tr>
</tbody>
</table>

¹Common Core State Standards for English Language Arts – Literacy
# Basic Skills Individual Assessment
## English Language Arts
### First Grade End-of-Year Progress Report

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<thead>
<tr>
<th>Name:</th>
<th>Teacher:</th>
<th>School:</th>
<th>Date:</th>
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</table>

**Key**
- **3** – Proficient
- **2** – Progressing
- **1** – Limited Progress
- **N/A** – Not Addressed

### CCSS¹

<table>
<thead>
<tr>
<th>CCSS</th>
<th><strong>Reading: Literature and Informational Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.1</td>
<td>Draws conclusions and makes inferences</td>
</tr>
<tr>
<td>RL.1.2, RI.1.2</td>
<td>Identifies main idea and key details</td>
</tr>
<tr>
<td>RL.1.2</td>
<td>Determines theme</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies and describes characters</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies and describes setting</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Identifies and describes sequence of events</td>
</tr>
<tr>
<td>RL.1.3, RI.1.3</td>
<td>Identifies cause and effect</td>
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<tr>
<td>RL.1.3</td>
<td>Identifies and describes plot</td>
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<td>RL.1.5</td>
<td>Distinguishes between fantasy and realism</td>
</tr>
<tr>
<td>RL.1.6, RI.1.6</td>
<td>Identifies author’s purpose</td>
</tr>
<tr>
<td>RI.1.8</td>
<td>Distinguishes between fact and opinion</td>
</tr>
<tr>
<td>RL.1.9, RI.1.9</td>
<td>Compares and contrasts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading: Foundational Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.3</td>
</tr>
<tr>
<td>RF.1.3</td>
</tr>
</tbody>
</table>
| RF.1.4 | Reads with accuracy and fluency \( \text{wcpm} \)  
\( \text{end-of-year goal} = 40 - 60 \text{ words correct per minute} \) |

### Speaking and Listening

<table>
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<tr>
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<td>SL.1.1</td>
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### Work and Study Skills

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<tbody>
<tr>
<td>RF.1.3</td>
<td>Reads words with long vowel sounds in CVCe format like the word gate</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with c/s/ sound as in face</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with g/j/ sound as in age</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with digraphs sh, th, wh, ch, and tch as in ship</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Read words with long e sound produced by e or ee as in bee</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with the a vowel sound as in ball</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words ending with –ed as in called</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads words with the long i and long e sound produced by y like the word sunny</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Read compound words like popcorn</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Read plurals with –es ending as in boxes</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Read r-controlled vowels like yard and bird</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Reads contractions and recognizes words that they stand for like the word he’s = he is</td>
</tr>
</tbody>
</table>

¹Common Core State Standards for English Language Arts – Literacy
Basic Skills Individual Assessment
Mathematics
First Grade Mid-Year Progress Report

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<tbody>
<tr>
<td>K.CC.3</td>
<td>Forms numerals correctly</td>
</tr>
<tr>
<td>K.CC.4</td>
<td>Associates numbers with objects in a set</td>
</tr>
<tr>
<td>K.CC.4, K.CC.5</td>
<td>Recognizes, names, and counts numbers to 20</td>
</tr>
<tr>
<td>K.CC.6, K.CC.7</td>
<td>Compares and orders numbers to 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.MD.4</td>
</tr>
<tr>
<td>1.G.1, 1.G.2</td>
</tr>
<tr>
<td>1.G.3</td>
</tr>
<tr>
<td>1.MD.3</td>
</tr>
<tr>
<td>1.OA.7</td>
</tr>
<tr>
<td>1.OA.3, 1.OA.4, 1.OA.6</td>
</tr>
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<td>1.OA.3, 1.OA.4, 1.OA.6</td>
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</table>

<table>
<thead>
<tr>
<th>CCSS²</th>
<th>Mathematical Practices</th>
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</thead>
<tbody>
<tr>
<td>MP1, MP8</td>
<td>Recalls and applies prior skills and knowledge</td>
</tr>
<tr>
<td>MP2, MP3, MP7</td>
<td>Applies reasoning in problem solving</td>
</tr>
<tr>
<td>MP4</td>
<td>Uses mathematical signs and symbols appropriately</td>
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<tr>
<td>MP5</td>
<td>Computes using manipulatives</td>
</tr>
<tr>
<td>MP6</td>
<td>Computes accurately</td>
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</tbody>
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<tr>
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<tr>
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¹Common Core State Standards for Mathematical Content
²Common Core State Standards for Mathematical Practice
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**Key**
- 3 – Proficient
- 2 – Progressing
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<td>Solves subtraction facts within 20</td>
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<tr>
<td>1.OA.3, 1.OA.4, 1.OA.6</td>
<td>Identifies and uses fact families within 20</td>
</tr>
<tr>
<td>1.NBT.1</td>
<td>Recognizes patterns on a hundred chart</td>
</tr>
<tr>
<td>1.NBT.3</td>
<td>Compares and orders numbers to 100</td>
</tr>
<tr>
<td>1.NBT.2</td>
<td>Understands tens and ones</td>
</tr>
<tr>
<td>1.NBT.4</td>
<td>Adds with tens and ones</td>
</tr>
<tr>
<td>1.NBT.6</td>
<td>Subtracts with tens and ones</td>
</tr>
<tr>
<td>1.MD.1</td>
<td>Compares and orders by length</td>
</tr>
<tr>
<td>1.MD.2</td>
<td>Estimates and measures length</td>
</tr>
</tbody>
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**Work and Study Skills**
- Follows directions
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

¹Common Core State Standards for Mathematical Content
²Common Core State Standards for Mathematical Practice
Basic Skills Individual Assessment
English Language Arts
Second Grade Mid-Year Progress Report

Name:  
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<thead>
<tr>
<th>CCSS1</th>
<th>Reading: Literature and Informational Text</th>
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<tbody>
<tr>
<td>RL.2.1</td>
<td>Draws conclusions and makes inferences</td>
</tr>
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<td>RL.2.2, RI.2.2</td>
<td>Identifies main idea and key details</td>
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<tr>
<td>RL.2.3</td>
<td>Identifies and describes characters</td>
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<tr>
<td>RL.2.3</td>
<td>Identifies and describes setting</td>
</tr>
<tr>
<td>RL.2.3</td>
<td>Identifies sequence of events</td>
</tr>
<tr>
<td>RL.2.3, RI.2.3</td>
<td>Identifies cause and effect</td>
</tr>
<tr>
<td>RL.2.5</td>
<td>Distinguishes between fantasy and realism</td>
</tr>
<tr>
<td>RL.2.6, RI.2.6</td>
<td>Identifies author’s purpose</td>
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</tbody>
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<thead>
<tr>
<th>CCSS1</th>
<th>Reading: Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.2.3</td>
<td>Decodes words using grade-level phonics and word analysis skills</td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads common high frequency words by sight</td>
</tr>
</tbody>
</table>
| RF.2.4 | Reads with accuracy and fluency *wcpm*  
(mid-year goal = 66 – 76 words correct per minute) |

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<tr>
<th>CCSS1</th>
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<tbody>
<tr>
<td>SL.2.1</td>
<td>Participates in a group</td>
</tr>
<tr>
<td>SL.2.3</td>
<td>Asks and answers questions appropriately</td>
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<td>SL.2.6</td>
<td>Speaks in complete sentences and elaborates upon details</td>
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1Common Core State Standards for English Language Arts – Literacy
The following provides more information regarding the phonics skills covered.

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<tr>
<th>CCSS¹</th>
<th>Reading: Foundational Skills</th>
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</thead>
<tbody>
<tr>
<td>RF.2.3</td>
<td>Reads words with short vowels CVC, CVCC, and CCVC like the word <em>pot</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with final <em>–ck</em> as in <em>pick</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with final <em>–ng</em> and <em>–nk</em> as in <em>bank</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with consonant blends CCVC and CVCC like the word <em>drop</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words ending with <em>–s</em> like the word <em>tanks</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with digraphs <em>sh</em> and <em>th</em> as in <em>shop</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with long vowel sounds in CVCe format like the word <em>gate</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with <em>c/s/ sound</em> as in <em>face</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with <em>g/j/ sound</em> as in <em>age</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words ending with <em>–ed</em> and <em>–ing</em> as in <em>kicked</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads possessive nouns like the word <em>Tom’s</em></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with digraphs <em>ch, tch, and wh</em> as in <em>when</em></td>
</tr>
</tbody>
</table>

¹Common Core State Standards for English Language Arts – Literacy
# Basic Skills Individual Assessment

## English Language Arts

### Second Grade End-of-Year Progress Report

**Name:**  
**School:**  
**Teacher:**  
**Date:**

**Key**  
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<td>Identifies main idea and key details</td>
<td></td>
</tr>
<tr>
<td>RL.2.2</td>
<td>Determines theme</td>
<td></td>
</tr>
<tr>
<td>RL.2.3</td>
<td>Identifies and describes characters</td>
<td></td>
</tr>
<tr>
<td>RL.2.3</td>
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<td></td>
</tr>
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<td>RL.2.3</td>
<td>Identifies and describes plot</td>
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<tr>
<td>RL.2.6, RI.2.6</td>
<td>Identifies author’s purpose</td>
<td></td>
</tr>
<tr>
<td>RI.2.8</td>
<td>Distinguishes between fact and opinion</td>
<td></td>
</tr>
<tr>
<td>RL.2.9, RI.2.9</td>
<td>Compares and contrasts</td>
<td></td>
</tr>
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</table>

**Reading: Foundational Skills**

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<td>Decodes words using grade-level phonics and word analysis skills</td>
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<td>Reads common high frequency words by sight</td>
</tr>
<tr>
<td>RF.2.4</td>
<td>Reads with accuracy and fluency ( \text{wcpm} )  ( \text{end-of-year goal = 90 – 100 words correct per minute} )</td>
</tr>
</tbody>
</table>

**Speaking and Listening**

<p>| | |</p>
<table>
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<tbody>
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**Work and Study Skills**

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<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with the long i and long e sound produced by y as in curly</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with ending -es and changing y to i like the word cries</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Read r-controlled vowels like yard and bird</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads contractions and recognizes words that they stand for like the word it’s = it is</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with syllables in VC/CV format like the word napkin</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads word with the long a sound produced by ai or ay as in play</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads word with the long e sound produced by e, ee, or ea as in bean</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads word with the long o sound produced by o, oa, or ow as in show</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads word with the long i sound produced by igh, or ie as in lie</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with the a vowel sound as in ball</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with endings -er and -est like the word sunnier</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Read compound words like the word popcorn</td>
<td></td>
</tr>
<tr>
<td>RF.2.3</td>
<td>Reads words with syllables in V/CV and VC/V format like the word cabin</td>
<td></td>
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</tbody>
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¹Common Core State Standards for English Language Arts – Literacy
# Basic Skills Individual Assessment
## Mathematics
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<tr>
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<tbody>
<tr>
<td>1.OA.3, 1.OA.4, 1.OA.6</td>
<td>Solves addition facts within 20</td>
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<tr>
<td>1.OA.3, 1.OA.4, 1.OA.6</td>
<td>Solves subtraction facts within 20</td>
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<tr>
<td>1.NBT.1</td>
<td>Recognizes, names, and counts numbers to 100</td>
</tr>
<tr>
<td>1.NBT.2</td>
<td>Understands tens and ones</td>
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<tr>
<th>CCSS¹</th>
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<tbody>
<tr>
<td>2.OA.1</td>
<td>Writes a number sentence</td>
</tr>
<tr>
<td>2.OA.1</td>
<td>Identifies and uses a variety of addition strategies</td>
</tr>
<tr>
<td>2.OA.1</td>
<td>Identifies and uses a variety of subtraction strategies</td>
</tr>
<tr>
<td>2.OA.4</td>
<td>Uses repeated addition to work with equal groups</td>
</tr>
<tr>
<td>2.G.1</td>
<td>Identifies and describes plans and solid figures</td>
</tr>
<tr>
<td>2.G.1</td>
<td>Works with shapes and their attributes</td>
</tr>
<tr>
<td>2.NBT.2, 2.NBT.3, 2.NBT.4</td>
<td>Reads, writes, and compares numbers to 100</td>
</tr>
<tr>
<td>2.OA.3</td>
<td>Works with even and odd numbers</td>
</tr>
<tr>
<td>2.NBT.5</td>
<td>Adds two-digit numbers</td>
</tr>
<tr>
<td>2.NBT.8</td>
<td>Uses strategies with patterns to add mentally</td>
</tr>
</tbody>
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<thead>
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Mathematics
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<tbody>
<tr>
<td>2.NBT.5</td>
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<td>2.MD.8</td>
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<tr>
<td>2.MD.8</td>
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<tr>
<td>2.MD.1, 2.MD.3</td>
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<tr>
<td>2.MD.7</td>
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<tr>
<td>2.NBT.1</td>
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<tr>
<td>2.NBT.4</td>
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1. Common Core State Standards for Mathematical Content
2. Common Core State Standards for Mathematical Practice
Basic Skills Individual Assessment  
English Language Arts  
Third Grade Mid-Year Progress Report

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**Key**  
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<tbody>
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<td>RL.3.1</td>
<td>Draws conclusions and makes inferences</td>
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<td>RL.3.2, RI.3.2</td>
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<td>RL.3.3</td>
<td>Identifies and describes characters</td>
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<td>RL.3.3</td>
<td>Identifies and describes setting</td>
</tr>
<tr>
<td>RL.3.3</td>
<td>Identifies sequence of events</td>
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<tr>
<td>RL.3.3, RI.3.3</td>
<td>Identifies cause and effect</td>
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<tr>
<td>RL.3.5</td>
<td>Distinguishes between fantasy and realism</td>
</tr>
<tr>
<td>RL.3.6, RI.3.6</td>
<td>Identifies author’s purpose</td>
</tr>
</tbody>
</table>

**Reading: Foundational Skills**

| RF.3.3 | Decodes words using grade-level phonics and word analysis skills |
| RF.3.3 | Reads common high frequency words by sight |
| RF.3.4 | Reads with accuracy and fluency wcpm  
(mid-year goal = 90 – 100 words correct per minute) |

**Speaking and Listening**

| SL.3.1 | Participates in a group |
| SL.3.3 | Asks and answers questions appropriately |
| SL.3.6 | Speaks in complete sentences and elaborates upon details |

**Work and Study Skills**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<sup>1</sup>Common Core State Standards for English Language Arts – Literacy
Basic Skills Individual Assessment
English Language Arts
Third Grade End-of-Year Progress Report

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Key
3 – Proficient
2 – Progressing
1 – Limited Progress
N/A – Not Addressed

<table>
<thead>
<tr>
<th>CCSS¹</th>
<th>Reading: Literature and Informational Text</th>
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</thead>
<tbody>
<tr>
<td>RL.3.1</td>
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<td>RL.3.3, RI.3.3</td>
<td>Makes generalizations</td>
</tr>
<tr>
<td>RL.3.6, RI.3.6</td>
<td>Identifies author’s purpose</td>
</tr>
<tr>
<td>RI.3.8</td>
<td>Distinguishes between fact and opinion</td>
</tr>
<tr>
<td>RL.3.9, RI.3.9</td>
<td>Compares and contrasts</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Reading: Foundational Skills</th>
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<tbody>
<tr>
<td>RF.3.3</td>
</tr>
<tr>
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</tr>
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<td>RF.3.4</td>
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¹Common Core State Standards for English Language Arts – Literacy
Basic Skills Individual Assessment
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<thead>
<tr>
<th>CCSS¹</th>
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<tbody>
<tr>
<td>2.OA.1</td>
<td>Adds and subtracts within 100 to solve one and two-step word problems</td>
</tr>
<tr>
<td>2.NBT.1</td>
<td>Understands place value to hundreds</td>
</tr>
<tr>
<td>2.NBT.2</td>
<td>Skip counts by 5s, 10s, 100s</td>
</tr>
<tr>
<td>2.NBT.4</td>
<td>Compares two three-digit numbers using symbols</td>
</tr>
<tr>
<td>2.MD.7</td>
<td>Tells and writes time to the nearest five minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.NBT.1</td>
</tr>
<tr>
<td>3.OA.8, NBT.2, MD.3</td>
</tr>
<tr>
<td>3.OA.8, NBT.1,5,8</td>
</tr>
<tr>
<td>3.OA.1,3,5,9</td>
</tr>
<tr>
<td>3.OA.1-9</td>
</tr>
<tr>
<td>3.OA.1-8</td>
</tr>
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<td>3.MD.3-4</td>
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<tr>
<th>CCSS²</th>
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<tbody>
<tr>
<td>MP1, MP8</td>
<td>Recalls and applies prior skills and knowledge</td>
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Third Grade End-of-Year Progress Report

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<tbody>
<tr>
<td>3.OA.9</td>
<td>Identifies patterns in adding and multiplying</td>
</tr>
<tr>
<td>3.G.1-2</td>
<td>Identifies geometric shapes by attributes</td>
</tr>
<tr>
<td>3.NF.1-3</td>
<td>Understands fractions as parts, compares by size and equivalency</td>
</tr>
<tr>
<td>3.OA.3,9</td>
<td>Solves problems using tables and patterns</td>
</tr>
<tr>
<td>3.MD.4</td>
<td>Measures lengths to halves and fourths of an inch</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Measures and estimates masses in metric units</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Measures using inches, feet, yards and miles</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Measures and estimates using metric units</td>
</tr>
<tr>
<td>3.MD.8</td>
<td>Understands and calculates perimeter</td>
</tr>
<tr>
<td>3.MD.5-7</td>
<td>Estimates and measures area</td>
</tr>
<tr>
<td>3.MD.1</td>
<td>Tells time to half hour, quarter hour, minute, and elapsed time</td>
</tr>
<tr>
<td>3.OA.3,7</td>
<td>Multiplies two and three digit numbers by one digit</td>
</tr>
<tr>
<td>3.OA.7</td>
<td>Divides two digit numbers</td>
</tr>
<tr>
<td>3.OA.3-8, 3.MD.1-7</td>
<td>Solves multiple-step word problems using appropriate strategies</td>
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**Work and Study Skills**
- Follows directions
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

1Common Core State Standards for Mathematical Content  
2Common Core State Standards for Mathematical Practice
## Basic Skills Individual Assessment
### English Language Arts
#### Fourth Grade Mid-Year Progress Report

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**Key**

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- **2** – Progressing
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<tr>
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<tr>
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<td>RI.4.8</td>
<td>Distinguishes between fact and opinion</td>
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### Reading: Foundational Skills

| RF.4.3            | Decodes words using grade-level phonics and word analysis skills |
| RF.4.4            | Reads with accuracy and fluency *wcpm*  
| (mid-year goal = 105 – 115 words correct per minute) |

### Speaking and Listening

| SL.4.1            | Participates in a group |
| SL.4.3            | Asks and answers questions appropriately |
| SL.4.6            | Speaks in complete sentences and uses appropriate grammar |

### Work and Study Skills

- Follows directions
- Has recall of concepts taught
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

---

<sup>1</sup>Common Core State Standards for English Language Arts – Literacy
# Basic Skills Individual Assessment

## English Language Arts

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<td>RI.4.7</td>
<td>Interprets information from charts, graphs, diagrams, etc.</td>
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<td>RI.4.8</td>
<td>Distinguishes between fact and opinion</td>
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<td>RL.4.9, RI.4.9</td>
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#### Reading: Foundational Skills

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<tr>
<td>RF.4.3</td>
<td>Decodes words using grade-level phonics and word analysis skills</td>
</tr>
<tr>
<td>RF.4.4</td>
<td>Reads with accuracy and fluency ( \text{wcpm} ) (end-of-year goal = 120 – 130 words correct per minute)</td>
</tr>
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### Speaking and Listening

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1Common Core State Standards for English Language Arts – Literacy
### Basic Skills Individual Assessment
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<tr>
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<tbody>
<tr>
<td>3.OA.7</td>
<td>Multiplies and divides within 100</td>
</tr>
<tr>
<td>3.NF.1</td>
<td>Understands fractions of regions and sets</td>
</tr>
<tr>
<td>3.MD.5</td>
<td>Understands and calculates area</td>
</tr>
<tr>
<td>3.MD.8</td>
<td>Understands and calculates perimeter</td>
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**Topic Related Skills**

<table>
<thead>
<tr>
<th>CCSS¹</th>
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<tbody>
<tr>
<td>4.NBT.1, 4.NBT.2</td>
<td>Identifies place value to millions</td>
</tr>
<tr>
<td>4.NBT.2</td>
<td>Compares and orders numbers to 1,000,000</td>
</tr>
<tr>
<td>4.NBT.3</td>
<td>Rounds multi-digit numbers to any place value</td>
</tr>
<tr>
<td>4.NBT.4</td>
<td>Adds and subtracts multi-digit whole numbers</td>
</tr>
<tr>
<td>4.OA.4</td>
<td>Understands factors and multiples</td>
</tr>
<tr>
<td>4.NBT.5</td>
<td>Understands the relationship between multiplication and division</td>
</tr>
<tr>
<td>4.NBT.6</td>
<td>Multiplies multi-digit numbers by one-digit numbers</td>
</tr>
<tr>
<td>4.OA.3, 4.OA.5</td>
<td>Solves expressions involving variables</td>
</tr>
<tr>
<td>4.NBT.5</td>
<td>Multiplies two two-digit numbers</td>
</tr>
<tr>
<td>4.NBT.6</td>
<td>Divides multi-digit dividends by one-digit divisors</td>
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¹Common Core State Standards for Mathematical Content
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<tr>
<td>4.G.1</td>
<td>Understands and identifies geometric concepts such as points, lines, angles</td>
</tr>
<tr>
<td>4.G.2</td>
<td>Identifies and classifies two-dimensional shapes by their attributes</td>
</tr>
<tr>
<td>4.NF.1</td>
<td>Understands and calculates equivalent fractions</td>
</tr>
<tr>
<td>4.NF.2</td>
<td>Compares and orders fractions</td>
</tr>
<tr>
<td>4.NF.3</td>
<td>Adds and subtracts fractions with like and unlike denominators</td>
</tr>
<tr>
<td>4.NF.7</td>
<td>Compares and orders decimals</td>
</tr>
<tr>
<td>4.MD.3</td>
<td>Applies area and perimeter formulas to real world problems</td>
</tr>
<tr>
<td>4.MD.1</td>
<td>Solves problems using measurement</td>
</tr>
<tr>
<td>4.MD.2</td>
<td>Calculates elapsed time</td>
</tr>
<tr>
<td>4.OA.3</td>
<td>Uses and solves equations with variables</td>
</tr>
<tr>
<td>4.G.3</td>
<td>Understands line symmetry</td>
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¹Common Core State Standards for Mathematical Content  
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## Basic Skills Individual Assessment
### English Language Arts
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### Key
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<td>Identifies main idea and key details</td>
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<tr>
<td>RL.5.3, RI.5.3</td>
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</table>

### Reading: Foundational Skills

| RF.5.3 | Decodes words using grade-level phonics and word analysis skills |
| RF.5.4 | Reads with accuracy and fluency wcpm (mid-year goal = 115 – 122 words correct per minute) |

### Speaking and Listening

| SL.5.1 | Participates in a group |
| SL.5.3 | Asks and answers questions appropriately |
| SL.5.6 | Speaks in complete sentences and uses appropriate grammar |

### Work and Study Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions</td>
<td></td>
</tr>
<tr>
<td>Has recall of concepts taught</td>
<td></td>
</tr>
<tr>
<td>Displays effort</td>
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</tr>
<tr>
<td>Demonstrates responsibility for learning</td>
<td></td>
</tr>
<tr>
<td>Organizes materials</td>
<td></td>
</tr>
</tbody>
</table>

¹Common Core State Standards for English Language Arts – Literacy
## Basic Skills Individual Assessment
### English Language Arts
#### Fifth Grade End-of-Year Progress Report

**Name:**

**School:**

**Teacher:**

**Date:**

### Key
- **3** – Proficient
- **2** – Progressing
- **1** – Limited Progress
- **N/A** – Not Addressed

<table>
<thead>
<tr>
<th>CCSS(^1)</th>
<th>Reading: Literature and Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.1</td>
<td>Draws conclusions and makes inferences</td>
</tr>
<tr>
<td>RL.5.2, RI.5.2</td>
<td>Identifies main idea and key details</td>
</tr>
<tr>
<td>RL.5.3</td>
<td>Identifies and describes characters</td>
</tr>
<tr>
<td>RL.5.3</td>
<td>Identifies and describes sequence of events</td>
</tr>
<tr>
<td>RL.5.3, RI.5.3</td>
<td>Identifies cause and effect</td>
</tr>
<tr>
<td>RL.5.3</td>
<td>Identifies and describes plot</td>
</tr>
<tr>
<td>RL.5.3, RI.5.3</td>
<td>Makes generalizations</td>
</tr>
<tr>
<td>RL.5.6, RI.5.6</td>
<td>Identifies author’s purpose</td>
</tr>
<tr>
<td>RI.5.7</td>
<td>Interprets information from charts, graphs, diagrams, etc.</td>
</tr>
<tr>
<td>RI.5.8</td>
<td>Distinguishes between fact and opinion</td>
</tr>
<tr>
<td>RL.5.9, RI.5.9</td>
<td>Compares and contrasts</td>
</tr>
</tbody>
</table>

### Reading: Foundational Skills
- RL.5.3 Decodes words using grade-level phonics and word analysis skills
- RL.5.4 Reads with accuracy and fluency \( \text{wcpm} \) \( \text{(end-of-year goal = 130 – 140 words correct per minute)} \)

### Speaking and Listening
- SL.5.1 Participates in a group
- SL.5.3 Asks and answers questions appropriately
- SL.5.6 Speaks in complete sentences and uses appropriate grammar

### Work and Study Skills
- Follows directions
- Has recall of concepts taught
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

\(^1\)Common Core State Standards for English Language Arts – Literacy
### CCSS¹ Foundational Skills

<table>
<thead>
<tr>
<th>Standard</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.OA.3</td>
<td>Understands reasonableness of answers to multi-step word problems</td>
</tr>
<tr>
<td>4.OA.4</td>
<td>Understands factors and multiples</td>
</tr>
<tr>
<td>4.NBT.3</td>
<td>Rounds multi-digit whole numbers to any place</td>
</tr>
<tr>
<td>4.NBT.5-6</td>
<td>Multiplies and divides multi-digit by one digit numbers</td>
</tr>
</tbody>
</table>

### CCSS¹ Topic Related Skills

<table>
<thead>
<tr>
<th>Standard</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.NBT.1-4</td>
<td>Understands the place value system</td>
</tr>
<tr>
<td>5.NBT.5-6</td>
<td>Adds and subtracts multi-digit whole numbers and decimals to hundredths</td>
</tr>
<tr>
<td>5.NBT.5</td>
<td>Multiplies two two-digit numbers</td>
</tr>
<tr>
<td>5.NBT.6</td>
<td>Divides by one and two digit divisors</td>
</tr>
<tr>
<td>5.OA.1-3</td>
<td>Interprets, writes and evaluates numerical expressions</td>
</tr>
<tr>
<td>5.NBT.7</td>
<td>Multiplies and divides multi-digit decimals to thousands</td>
</tr>
<tr>
<td>5.OA.3</td>
<td>Analyzes patterns and relationships</td>
</tr>
<tr>
<td>5.NBT.5-7</td>
<td>Estimates sums, differences, products and quotients</td>
</tr>
<tr>
<td>5.G.3-4</td>
<td>Classifies two-dimensional figures into categories based on their properties</td>
</tr>
<tr>
<td>5.NBT.5-7</td>
<td>Solves multi-step word problems</td>
</tr>
</tbody>
</table>

### CCSS² Mathematical Practices

<table>
<thead>
<tr>
<th>Standard</th>
<th>Practice Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP1, MP8</td>
<td>Recalls and applies prior skills and knowledge</td>
</tr>
<tr>
<td>MP2, MP3, MP7</td>
<td>Applies reasoning in problem solving</td>
</tr>
<tr>
<td>MP4</td>
<td>Uses mathematical signs and symbols appropriately</td>
</tr>
<tr>
<td>MP5</td>
<td>Computes using manipulatives</td>
</tr>
<tr>
<td>MP6</td>
<td>Computes accurately</td>
</tr>
</tbody>
</table>

### Work and Study Skills

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</table>

¹Common Core State Standards for Mathematical Content
²Common Core State Standards for Mathematical Practice
### Basic Skills Individual Assessment
Mathematics
Fifth Grade End-of-Year Progress Report

<table>
<thead>
<tr>
<th>CCSS1</th>
<th>Topic Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.NF.1</td>
<td>Uses equivalent fractions to add and subtract fractions</td>
</tr>
<tr>
<td>5.NF.3-7</td>
<td>Multiplies fractions or whole numbers by a fraction</td>
</tr>
<tr>
<td>5.NF.7</td>
<td>Divides fractions by whole numbers and whole numbers by fractions</td>
</tr>
<tr>
<td>5.NF.2,6-7</td>
<td>Solves real world problems involving operations with fractions</td>
</tr>
<tr>
<td>5.MD.3-5</td>
<td>Understands and calculates volume, capacity, area, and perimeter</td>
</tr>
<tr>
<td>5.MD.1</td>
<td>Converts customary and metric units of measure</td>
</tr>
<tr>
<td>5.OA.3</td>
<td>Uses and solves equations with variables</td>
</tr>
<tr>
<td>5.G.1-2</td>
<td>Graphs ordered pairs on plane to solve real-world and mathematical problems</td>
</tr>
<tr>
<td>5.G.1-2,5.OA.3</td>
<td>Understands patterns and graphing</td>
</tr>
<tr>
<td>5.MD.2</td>
<td>Interprets data and graphs</td>
</tr>
</tbody>
</table>

### CCSS2 Mathematical Practices

| MP1, MP8 | Recalls and applies prior skills and knowledge |
| MP2, MP3, MP7 | Applies reasoning in problem solving |
| MP4 | Uses mathematical signs and symbols appropriately |
| MP5 | Computes using manipulatives |
| MP6 | Computes accurately |

### Work and Study Skills

- Follows directions
- Displays effort
- Demonstrates responsibility for learning
- Organizes materials

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1Common Core State Standards for Mathematical Content
2Common Core State Standards for Mathematical Practice
VOORHEES TOWNSHIP SCHOOLS
BSIP END OF YEAR CHECK LIST

Closing out current year’s program:

☐ Complete Program Evaluation Sheets (Dan will send a spreadsheet with
  the students’ names to make this easier)
☐ Calculate Percent Exit
☐ Provide students with their final progress report
☐ Principal evaluation sent out
☐ Teacher evaluations sent out
☐ Parent evaluations sent out
☐ All evaluation sheets returned to Dan the end of the June work day
  session

Preparing for next year’s program:

☐ Identify eligible students using the results from State Assessment,
  Terra Nova, and district profile sheets.
☐ Check with special needs teachers for any students who would not be
  available to participate in BSIP as their IEP’s may require resource room
  or self-contained. (If a SN student is mainstreamed for a subject, they
  may receive BSIP support in that subject.)
☐ Complete Multiple Criteria Sheets. Make copies. Get homeroom teachers’
  signatures on Multiple Criteria Sheets.
☐ Print a list of the names of the new BSIP students. Give a copy of the list
  to the building principal or the reading specialist to assist in grouping
  classes for the new year. Give a copy to this year’s teachers to check off
  BSIP Eligibility for the final report card.
☐ Send 5th into 6th copy of parent letters and multiple criteria sheets to
  VMS.
☐ In Genesis, remove students who exited from the program, and add
  students who qualify.
☐ In September, send home to parents the eligibility letter and multiple
  criteria sheets for parent signatures.
☐ Place a copy of the letter and the signed multiple criteria sheet in the
  student’s file.
☐ File completed Multiple Criteria forms in student folder in the office.
VMS Forms
and
Letters
School Year: __________

To: Parents/Guardian of: ____________

From: Voorhees Township School District

Re: Basic Skills Improvement/At Risk Program

Your child, ________, was recommended for the Voorhees Township School’s Basic Skills Improvement Program identified below. We base student selection for these programs on the results of both standardized testing and professional staff recommendation.

As mandated by the State of New Jersey, we placed into the Basic Skills Program those students who demonstrated a particular set of needs in reading, math, and/or language arts. At Voorhees Middle School, BSIP students receive small class size instruction in the subject(s) checked below.

If you have any questions concerning the tentative placement of your child into the Basic Skills Improvement Program, please contact your child’s guidance counselor or your child’s teacher.

Recommended program:

- [ ] Reading
- [ ] Language Arts
- [ ] Mathematics
Dear Parents/Guardian,

For the ______ school year, your child has been enrolled in the Basic Skills/At Risk Program for reading, language arts, and/or math. He/she was selected based on the results of the standardized testing as well by professional staff recommendation. At Voorhees Middle School, the Basic Skills/At Risk program is not a pullout program. It will be his/her class for the subject indicated on the Multiple Criteria Student Form. His/her class will follow the same basic curriculum as a regular reading, language arts, and/or math class. The advantage to this program is that the class size is reduced which allows your child to receive more individual attention. As the curriculum continues to become more challenging, this program will allow your child to receive the assistance he/she will need to experience success.

Enclosed you will find your child’s Multiple Criteria Student Entrance Form. Please sign it indicating your support in this decision for your child and return it in the enclosed addressed envelope. If you have any questions concerning the placement of your child into the Basic Skills/At Risk Program, please contact your child’s guidance counselor.

Sincerely,

The Basic Skills Department
Student: ____________________ Grade: ____________ Date: ____________

The student named above has been identified as eligible to participate in the Basic Skills/At Risk Program based on his/her performance on some or all of the following criteria: NJ State Assessment, District Profile, end of year inventory test, and informal assessment. Teacher and parent input is also an important part of the identification process. Please take a moment to reflect on the student named above along with the instructional plan described below and complete the information on the reverse side of this sheet.

Student qualifies for Basic Skills/At Risk Program for the following areas:

Reading □
Language Arts □
Math □

Instructional plan for each area: 5 days of instruction each week with reduced class size.
Teacher Recommendation:

Considering the student’s performance on all criteria, I feel that he/she would benefit from Basic Skills/At Risk Instruction.

☐ Yes
☐ No

Please explain:

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher Signature: ________________________________

Parent Recommendation:

Considering my child’s performance, I support the above decision.

☐ Yes
☐ No

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent Signature: ___________________________________