



**VOORHEES, NEW JERSEY 08043**

# Title I/Basic Skills Program Guide

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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



**VOORHEES  
TOWNSHIP**

PUBLIC SCHOOLS

**Title I/BSIP Selection Criteria  
December 2013**

<b>Grade</b>	<b>Language Arts Literacy</b>		<b>Math</b>
K → 1	Profile = Bottom 5%		EOY Test = Bottom 5%
1 → 2	Profile ≤ 16		Profile ≤ 12
2 → 3	TerraNova ≤ 33 D		TerraNova ≤ 43 D
3 → 4	Profile ≤ 14 Partially Proficient on State Assessment		Profile ≤ 12 Partially Proficient on State Assessment
4 → 5	Profile ≤ 14 Partially Proficient on State Assessment.		Profile ≤ 12 Partially Proficient on State Assessment
<b>Grade</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>
5 → 6	Profile ≤ 14 Partially Proficient on State Assessment	Profile ≤ 1 Partially Proficient on State Assessment	Profile ≤ 12 Partially Proficient on State Assessment
6 → 7	Partially Proficient on State Assessment Teacher Rec.	Partially Proficient on State Assessment Teacher Rec.	Partially Proficient on State Assessment Teacher Rec.
7 → 8	Partially Proficient on State Assessment Teacher Rec.	Partially Proficient on State Assessment Teacher Rec.	Partially Proficient on State Assessment Teacher Rec.

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 CURRICULUM**

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.

Program	Time Allotments	
	# of Sessions Per Week	# of Minutes Per Week
Kindergarten	minimum 2	40 min.
1 <sup>st</sup> - 5 <sup>th</sup> English Language Arts	minimum 2	60 min.
1 <sup>st</sup> - 5 <sup>th</sup> Math	minimum 2	60 min.

### 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.

Program	Time Allotments	
	# of Sessions Per Week	# of Minutes Per Week
6 <sup>th</sup> - 8 <sup>th</sup> Language LA/Reading/Math	5	200 min.

## 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 2<sup>nd</sup> and 4<sup>th</sup> 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:**

**Parent/Guardian's name**

**Student's name**

**Grade**

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## 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.

Voorhees Township Public Schools  
Title I/BSIP  
Administrative Program Evaluation

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.

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

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

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Please return to Dan Mattie, Administration Building.

**Voorhees Township Public Schools  
Title I/BSIP  
Regular Teacher Program 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 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:

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**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?

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Please return to your child's Basic Skills teacher. Thank you.

**Voorhees Township Public Schools  
Basic Skills Improvement Program Exit Totals**

School Year: \_\_\_\_\_

School: \_\_\_\_\_

**English Language Arts Results**

<b>Grade</b>	<b>Total Students</b>	<b>Number Exited</b>	<b>Percent Exited</b>
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

**Math Results**

<b>Grade</b>	<b>Total Students</b>	<b>Number Exited</b>	<b>Percent Exited</b>
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

**English Language Arts Results**

<b>Grade</b>	<b>Total Students</b>	<b>Number Exited</b>	<b>Percent Exited</b>
Sixth Grade			
Seventh Grade			
Eighth Grade			

State Assessments English Language Arts

<b>Grade</b>	<b>Total BSIP</b>	<b>BSIP Students Passing</b>	<b>Percent BSIP Passing</b>
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

State Assessments Math

<b>Grade</b>	<b>Total BSIP</b>	<b>BSIP Students Passing</b>	<b>Percent BSIP Passing</b>
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

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:** \_\_\_\_\_  
**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_

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

<b>Grade</b>	<b>Reading</b>	<b>Math</b>
K to 1	Profile $\leq$ bottom 5%	EOY test $\leq$ bottom 5%
1 to 2	Profile $\leq$ 16	Profile $\leq$ 12
2 to 3	Terra Nova $\leq$ 33	Terra Nova $\leq$ 43
3 to 4	Profile $\leq$ 14 State Assessment: PP	Profile $\leq$ 12 State Assessment: PP
4 to 5	Profile $\leq$ 14 State Assessment: PP	Profile $\leq$ 12 State Assessment: PP

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

<b>Testing Results</b>	<b>Language Arts Literacy</b>	<b>Math</b>
Individual Reading Inventory		-----
Guided Reading Level		-----
Terra Nova		
State Assessment		
Profile Score		
Current Report Card Grade		

**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.

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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.

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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.



School-Parent Compact  
\_\_ - \_\_ School Year

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



Date: \_\_\_\_\_

**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**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Foundational Skills</b>	
RF.K.1	Names letter (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Mm <input type="checkbox"/> Pp <input type="checkbox"/> Ff <input type="checkbox"/> Cc <input type="checkbox"/> Tt <input type="checkbox"/> Ss <input type="checkbox"/> Dd <input type="checkbox"/> Ll <input type="checkbox"/> Aa <input type="checkbox"/> Oo <input type="checkbox"/> Rr <input type="checkbox"/> Bb <input type="checkbox"/> Ii <input type="checkbox"/> Nn <input type="checkbox"/> Gg <input type="checkbox"/> Uu	
RF.K.3	Produces letter sound (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Mm <input type="checkbox"/> Pp <input type="checkbox"/> Ff <input type="checkbox"/> Cc <input type="checkbox"/> Tt <input type="checkbox"/> Ss <input type="checkbox"/> Dd <input type="checkbox"/> Ll <input type="checkbox"/> Aa <input type="checkbox"/> Oo <input type="checkbox"/> Rr <input type="checkbox"/> Bb <input type="checkbox"/> Ii <input type="checkbox"/> Nn <input type="checkbox"/> Gg <input type="checkbox"/> Uu	
RF.K.2	Identifies sound in initial position (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Mm <input type="checkbox"/> Pp <input type="checkbox"/> Ff <input type="checkbox"/> Cc <input type="checkbox"/> Tt <input type="checkbox"/> Ss <input type="checkbox"/> Dd <input type="checkbox"/> Ll <input type="checkbox"/> Aa <input type="checkbox"/> Oo <input type="checkbox"/> Rr <input type="checkbox"/> Bb <input type="checkbox"/> Ii <input type="checkbox"/> Nn <input type="checkbox"/> Gg <input type="checkbox"/> Uu	
RF.K.2	Identifies sound in final position (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Mm <input type="checkbox"/> Pp <input type="checkbox"/> Tt <input type="checkbox"/> Dd <input type="checkbox"/> Ll <input type="checkbox"/> Rr <input type="checkbox"/> Bb <input type="checkbox"/> Nn <input type="checkbox"/> Gg	
RF.K.2	Isolates and produces the initial and final sounds in words	
	<b>Speaking and Listening</b>	
SL.K.1	Participates in a small group	
SL.K.3	Asks and answers questions appropriately	
SL.K.6	Expresses thoughts, feelings, and ideas clearly	
	<b>Language</b>	
L.K.1	Prints upper- and lowercase letters correctly	
L.K.2	Prints first name	
	<b>Work and Study Skills</b>	
	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  
Kindergarten End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.K.5, RI.K.5	Identifies different types of text and parts of a book (poem, story, covers, title, etc.)	
RL.K.6, RI.K.6	Understands role of author and illustrator	
RL.K.7	Makes connections between text and illustrations	
	<b>Reading: Foundational Skills</b>	
RF.K.1	Names letter (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Jj <input type="checkbox"/> Ww <input type="checkbox"/> Ee <input type="checkbox"/> Zz <input type="checkbox"/> Hh <input type="checkbox"/> Yy <input type="checkbox"/> Kk <input type="checkbox"/> Vv <input type="checkbox"/> Xx <input type="checkbox"/> Qq	
RF.K.3	Produces letter sound (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Jj <input type="checkbox"/> Ww <input type="checkbox"/> Ee <input type="checkbox"/> Zz <input type="checkbox"/> Hh <input type="checkbox"/> Yy <input type="checkbox"/> Kk <input type="checkbox"/> Vv <input type="checkbox"/> Xx <input type="checkbox"/> Qq	
RF.K.2	Identifies sound in initial position (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Jj <input type="checkbox"/> Ww <input type="checkbox"/> Ee <input type="checkbox"/> Zz <input type="checkbox"/> Hh <input type="checkbox"/> Yy <input type="checkbox"/> Kk <input type="checkbox"/> Vv <input type="checkbox"/> Qq	
RF.K.2	Identifies sound in final position (letter(s) checked indicates "Limited Progress") <input type="checkbox"/> Xx	
RF.K.2	Isolates and produces the initial, medial vowel, and final sounds in words	
RF.K.1	Understands basic features of print (letters, words, sentences)	
RF.K.2	Recognizes and produces rhyming words	
RF.K.3	Blends sounds to read VC, CVC, VCC, and CVCC words	
RF.K.3	Reads common high frequency words by sight	
	<b>Speaking and Listening</b>	
SL.K.1	Participates in a small group	
SL.K.3	Asks and answers questions appropriately	
SL.K.6	Expresses thoughts, feelings, and ideas clearly	
	<b>Language</b>	
L.K.1	Prints upper- and lowercase letters correctly	
L.K.2	Prints first name	
L.K.2	Prints last name	
	<b>Work and Study Skills</b>	
	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  
First Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.1.2, RI.1.2	Identifies main idea and key details	
RL.1.3	Identifies and describes characters	
RL.1.3	Identifies and describes setting	
RL.1.3	Identifies sequence of events	
RL.1.3, RI.1.3	Identifies cause and effect	
RL.1.5	Distinguishes between fantasy and realism	
RL.1.6, RI.1.6	Identifies author’s purpose	
RL.1.9, RI.1.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
RF.K.3	Identifies letters and corresponding sounds	
RF.1.3	Decodes words using grade-level phonics and word analysis skills	
RF.1.3	Reads common high frequency words by sight	
RF.1.4	Reads with accuracy and fluency wcpm (mid-year goal = 20 – 35 words correct per minute)	
	<b>Speaking and Listening</b>	
SL.1.1	Participates in a group	
SL.1.3	Asks and answers questions appropriately	
SL.1.6	Speaks in complete sentences	
	<b>Work and Study Skills</b>	
	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

The following provides more information regarding the phonics skills covered.

<b>CCSS<sup>1</sup></b>	<b>Reading: Foundational Skills</b>	
RF.1.3	Reads words with short vowels <i>CVC</i> like the word <i>mat</i>	
RF.1.3	Reads words with consonant blends <i>CCVC</i> and <i>CVCC</i> like the word <i>snap</i>	
RF.1.3	Reads words ending with <i>-s</i> and <i>-ing</i> as in <i>fixing</i>	

<sup>1</sup>Common Core State Standards for English Language Arts – Literacy



**Basic Skills Individual Assessment  
English Language Arts  
First Grade End-of-Year Progress Report**

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

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.1.1	Draws conclusions and makes inferences	
RL.1.2, RI.1.2	Identifies main idea and key details	
RL.1.2	Determines theme	
RL.1.3	Identifies and describes characters	
RL.1.3	Identifies and describes setting	
RL.1.3	Identifies and describes sequence of events	
RL.1.3, RI.1.3	Identifies cause and effect	
RL.1.3	Identifies and describes plot	
RL.1.5	Distinguishes between fantasy and realism	
RL.1.6, RI.1.6	Identifies author’s purpose	
RI.1.8	Distinguishes between fact and opinion	
RL.1.9, RI.1.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
RF.1.3	Decodes words using grade-level phonics and word analysis skills	
RF.1.3	Reads common high frequency words by sight	
RF.1.4	Reads with accuracy and fluency wcpm (end-of-year goal = 40 – 60 words correct per minute)	
	<b>Speaking and Listening</b>	
SL.1.1	Participates in a group	
SL.1.3	Asks and answers questions appropriately	
SL.1.6	Speaks in complete sentences	
	<b>Work and Study Skills</b>	
	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

The following provides more information regarding the phonics skills covered.

<b>CCSS<sup>1</sup></b>	<b>Reading: Foundational Skills</b>	
RF.1.3	Reads words with long vowel sounds in <i>CVCe</i> format like the word <i>gate</i>	
RF.1.3	Reads words with <i>c/s/</i> sound as in <i>face</i>	
RF.1.3	Reads words with <i>g/j/</i> sound as in <i>age</i>	
RF.1.3	Reads words with digraphs <i>sh, th, wh, ch,</i> and <i>tch</i> as in <i>ship</i>	
RF.1.3	Read words with long e sound produced by <i>e</i> or <i>ee</i> as in <i>bee</i>	
RF.1.3	Reads words with the <i>a</i> vowel sound as in <i>ball</i>	
RF.1.3	Reads words ending with <i>-ed</i> as in <i>called</i>	
RF.1.3	Reads words with the long <i>i</i> and long <i>e</i> sound produced by <i>y</i> like the word <i>sunny</i>	
RF.1.3	Read compound words like <i>popcorn</i>	
RF.1.3	Read plurals with <i>-es</i> ending as in <i>boxes</i>	
RF.1.3	Read r-controlled vowels like <i>yard</i> and <i>bird</i>	
RF.1.3	Reads contractions and recognizes words that they stand for like the word <i>he's = he is</i>	

<sup>1</sup>Common Core State Standards for English Language Arts – Literacy



**Basic Skills Individual Assessment  
Mathematics  
First Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Foundational Skills</b>	
K.CC.3	Forms numerals correctly	
K.CC.4	Associates numbers with objects in a set	
K.CC.4, K.CC.5	Recognizes, names, and counts numbers to 20	
K.CC.6, K.CC.7	Compares and orders numbers to 20	
	<b>Topic Related Skills</b>	
1.MD.4	Understands and uses data from a graph	
1.G.1, 1.G.2	Identifies and describes plane and solid figures	
1.G.3	Identifies the fractions one-half and one-fourth	
1.MD.3	Tells time to the nearest hour and half hour	
1.OA.7	Writes a number sentence	
1.OA.3, 1.OA.4, 1.OA.6	Solves addition facts within 12	
1.OA.3, 1.OA.4, 1.OA.6	Solves subtraction facts within 12	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
Mathematics  
First Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Topic Related Skills</b>	
1.OA.3, 1.OA.4, 1.OA.6	Solves addition facts within 20	
1.OA.3, 1.OA.4, 1.OA.6	Solves subtraction facts within 20	
1.OA.3, 1.OA.4, 1.OA.6	Identifies and uses fact families within 20	
1.NBT.1	Recognizes patterns on a hundred chart	
1.NBT.3	Compares and orders numbers to 100	
1.NBT.2	Understands tens and ones	
1.NBT.4	Adds with tens and ones	
1.NBT.6	Subtracts with tens and ones	
1.MD.1	Compares and orders by length	
1.MD.2	Estimates and measures length	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice





**Basic Skills Individual Assessment  
English Language Arts  
Second Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.2.1	Draws conclusions and makes inferences	
RL.2.2, RI.2.2	Identifies main idea and key details	
RL.2.3	Identifies and describes characters	
RL.2.3	Identifies and describes setting	
RL.2.3	Identifies sequence of events	
RL.2.3, RI.2.3	Identifies cause and effect	
RL.2.5	Distinguishes between fantasy and realism	
RL.2.6, RI.2.6	Identifies author’s purpose	
	<b>Reading: Foundational Skills</b>	
RF.2.3	Decodes words using grade-level phonics and word analysis skills	
RF.2.3	Reads common high frequency words by sight	
RF.2.4	Reads with accuracy and fluency wcpm (mid-year goal = 66 – 76 words correct per minute)	
	<b>Speaking and Listening</b>	
SL.2.1	Participates in a group	
SL.2.3	Asks and answers questions appropriately	
SL.2.6	Speaks in complete sentences and elaborates upon details	
	<b>Work and Study Skills</b>	
	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

The following provides more information regarding the phonics skills covered.

<b>CCSS<sup>1</sup></b>	<b>Reading: Foundational Skills</b>	
RF.2.3	Reads words with short vowels <i>CVC</i> , <i>CVCC</i> , and <i>CCVC</i> like the word <i>pot</i>	
RF.2.3	Reads words with final <i>-ck</i> as in <i>pick</i>	
RF.2.3	Reads words with final <i>-ng</i> and <i>-nk</i> as in <i>bank</i>	
RF.2.3	Reads words with consonant blends <i>CCVC</i> and <i>CVCC</i> like the word <i>drop</i>	
RF.2.3	Reads words ending with <i>-s</i> like the word <i>tanks</i>	
RF.2.3	Reads words with digraphs <i>sh</i> and <i>th</i> as in <i>shop</i>	
RF.2.3	Reads words with long vowel sounds in <i>CVCe</i> format like the word <i>gate</i>	
RF.2.3	Reads words with <i>c/s/</i> sound as in <i>face</i>	
RF.2.3	Reads words with <i>g/j/</i> sound as in <i>age</i>	
RF.2.3	Reads words ending with <i>-ed</i> and <i>-ing</i> as in <i>kicked</i>	
RF.2.3	Reads possessive nouns like the word <i>Tom's</i>	
RF.2.3	Reads words with digraphs <i>ch</i> , <i>tch</i> , and <i>wh</i> as in <i>when</i>	

<sup>1</sup>Common Core State Standards for English Language Arts – Literacy



**Basic Skills Individual Assessment  
English Language Arts  
Second Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.2.1	Draws conclusions and makes inferences	
RL.2.2, RI.2.2	Identifies main idea and key details	
RL.2.2	Determines theme	
RL.2.3	Identifies and describes characters	
RL.2.3	Identifies and describes setting	
RL.2.3	Identifies and describes sequence of events	
RL.2.3, RI.2.3	Identifies cause and effect	
RL.2.3	Identifies and describes plot	
RL.2.5	Distinguishes between fantasy and realism	
RL.2.6, RI.2.6	Identifies author’s purpose	
RI.2.8	Distinguishes between fact and opinion	
RL.2.9, RI.2.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
RF.2.3	Decodes words using grade-level phonics and word analysis skills	
RF.2.3	Reads common high frequency words by sight	
RF.2.4	Reads with accuracy and fluency wcpm (end-of-year goal = 90 – 100 words correct per minute)	
	<b>Speaking and Listening</b>	
SL.2.1	Participates in a group	
SL.2.3	Asks and answers questions appropriately	
SL.2.6	Speaks in complete sentences and elaborates upon details	
	<b>Work and Study Skills</b>	
	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

The following provides more information regarding the phonics skills covered.

<b>CCSS<sup>1</sup></b>	<b>Reading: Foundational Skills</b>	
RF.2.3	Reads words with long vowel sounds in <i>CVCe</i> format like the word <i>gate</i>	
RF.2.3	Reads words with the long <i>i</i> and long <i>e</i> sound produced by <i>y</i> as in <i>curly</i>	
RF.2.3	Reads words with ending <i>-es</i> and changing <i>y</i> to <i>i</i> like the word <i>cries</i>	
RF.2.3	Read <i>r</i> -controlled vowels like <i>yard</i> and <i>bird</i>	
RF.2.3	Reads contractions and recognizes words that they stand for like the word <i>it's = it is</i>	
RF.2.3	Reads words with syllables in <i>VC/CV</i> format like the word <i>napkin</i>	
RF.2.3	Reads word with the long <i>a</i> sound produced by <i>ai</i> or <i>ay</i> as in <i>play</i>	
RF.2.3	Reads word with the long <i>e</i> sound produced by <i>e</i> , <i>ee</i> , or <i>ea</i> as in <i>bean</i>	
RF.2.3	Reads word with the long <i>o</i> sound produced by <i>o</i> , <i>oa</i> , or <i>ow</i> as in <i>show</i>	
RF.2.3	Reads word with the long <i>i</i> sound produced by <i>igh</i> , or <i>ie</i> as in <i>lie</i>	
RF.2.3	Reads words with the <i>a</i> vowel sound as in <i>ball</i>	
RF.2.3	Reads words with endings <i>-er</i> and <i>-est</i> like the word <i>sunnier</i>	
RF.2.3	Read compound words like the word <i>popcorn</i>	
RF.2.3	Reads words with syllables in <i>V/CV</i> and <i>VC/V</i> format like the word <i>cabin</i>	

<sup>1</sup>Common Core State Standards for English Language Arts – Literacy



**Basic Skills Individual Assessment  
Mathematics  
Second Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Foundational Skills</b>	
1.OA.3, 1.OA.4, 1.OA.6	Solves addition facts within 20	
1.OA.3, 1.OA.4, 1.OA.6	Solves subtraction facts within 20	
1.NBT.1	Recognizes, names, and counts numbers to 100	
1.NBT.2	Understands tens and ones	
	<b>Topic Related Skills</b>	
2.OA.1	Writes a number sentence	
2.OA.1	Identifies and uses a variety of addition strategies	
2.OA.1	Identifies and uses a variety of subtraction strategies	
2.OA.4	Uses repeated addition to work with equal groups	
2.G.1	Identifies and describes plans and solid figures	
2.G.1	Works with shapes and their attributes	
2.NBT.2, 2.NBT.3, 2.NBT.4	Reads, writes, and compares numbers to 100	
2.OA.3	Works with even and odd numbers	
2.NBT.5	Adds two-digit numbers	
2.NBT.8	Uses strategies with patterns to add mentally	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
Mathematics  
Second Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Topic Related Skills</b>	
2.NBT.5	Subtracts two-digit numbers	
2.NBT.8	Uses strategies with patterns to subtract mentally	
2.MD.8	Counts a collection of coins	
2.MD.8	Adds and subtracts money	
2.MD.1, 2.MD.3	Estimates and measures length in standard units	
2.MD.7	Tells time to the nearest five minutes	
2.NBT.1	Understands hundreds, tens, and ones	
2.NBT.4	Compares and orders numbers to 1,000	
2.NBT.7	Adds and subtracts three-digit numbers	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
English Language Arts  
Third Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.3.1	Draws conclusions and makes inferences	
RL.3.2, RI.3.2	Identifies main idea and key details	
RL.3.3	Identifies and describes characters	
RL.3.3	Identifies and describes setting	
RL.3.3	Identifies sequence of events	
RL.3.3, RI.3.3	Identifies cause and effect	
RL.3.5	Distinguishes between fantasy and realism	
RL.3.6, RI.3.6	Identifies author’s purpose	
	<b>Reading: Foundational Skills</b>	
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)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Third Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.3.1	Draws conclusions and makes inferences	
RL.3.2, RI.3.2	Identifies main idea and key details	
RL.3.2	Determines theme	
RL.3.3	Identifies and describes sequence of events	
RL.3.3, RI.3.3	Identifies cause and effect	
RL.3.3	Identifies and describes plot	
RL.3.3, RI.3.3	Makes generalizations	
RL.3.6, RI.3.6	Identifies author’s purpose	
RI.3.8	Distinguishes between fact and opinion	
RL.3.9, RI.3.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
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 (end-of-year goal = 110 – 120 words correct per minute)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Mathematics  
Third Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Foundational Skills</b>	
2.OA.1	Adds and subtracts within 100 to solve one and two-step word problems	
2.NBT.1	Understands place value to hundreds	
2.NBT.2	Skip counts by 5s,10s,100s	
2.NBT.4	Compares two three-digit numbers using symbols	
2.MD.7	Tells and writes time to the nearest five minutes	
	<b>Topic Related Skills</b>	
3.NBT.1	Understands and uses number lines to compare and order numbers	
3.NBT.1-2	Rounds and estimates in addition and subtraction	
3.OA.8, NBT.2, MD.3	Solves word problems with appropriate strategy	
3.OA.8, NBT.1,5,8	Adds and subtracts three-digit numbers	
3.OA.1,3,5,9	Writes to explain solutions to word problems	
3.OA.1-9	Understands arrays and multiplication	
3.OA.1-8	Solves problems involving multiplying and dividing	
3.MD.3-4	Interprets data on graphs	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
Mathematics  
Third Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

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

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
English Language Arts  
Fourth Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.4.1	Draws conclusions and makes inferences	
RL.4.2, RI.4.2	Identifies main idea and key details	
RL.4.3	Identifies sequence of events	
RL.4.3, RI.4.3	Identifies cause and effect	
RL.4.3, RI.4.3	Makes generalizations	
RL.4.6, RI.4.6	Identifies author’s purpose	
RI.4.8	Distinguishes between fact and opinion	
	<b>Reading: Foundational Skills</b>	
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)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Fourth Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.4.1	Draws conclusions and makes inferences	
RL.4.2, RI.4.2	Identifies main idea and key details	
RL.4.2	Determines theme	
RL.4.3	Identifies and describes characters	
RL.4.3	Identifies and describes setting	
RL.4.3	Identifies and describes sequence of events	
RL.4.3, RI.4.3	Identifies cause and effect	
RL.4.3	Identifies and describes plot	
RL.4.3, RI.4.3	Makes generalizations	
RL.4.6, RI.4.6	Identifies author’s purpose	
RI.4.7	Interprets information from charts, graphs, diagrams, etc.	
RI.4.8	Distinguishes between fact and opinion	
RL.4.9, RI.4.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
RF.4.3	Decodes words using grade-level phonics and word analysis skills	
RF.4.4	Reads with accuracy and fluency wcpm (end-of-year goal = 120 – 130 words correct per minute)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Mathematics  
Fourth Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Foundational Skills</b>	
3.OA.7	Multiplies and divides within 100	
3.NF.1	Understands fractions of regions and sets	
3.MD.5	Understands and calculates area	
3.MD.8	Understands and calculates perimeter	
	<b>Topic Related Skills</b>	
4.NBT.1, 4.NBT.2	Identifies place value to millions	
4.NBT.2	Compares and orders numbers to 1,000,000	
4.NBT.3	Rounds multi-digit numbers to any place value	
4.NBT.4	Adds and subtracts multi-digit whole numbers	
4.OA.4	Understands factors and multiples	
4.NBT.6	Understands the relationship between multiplication and division	
4.NBT.5	Multiplies multi-digit numbers by one-digit numbers	
4.OA.3, 4.OA.5	Solves expressions involving variables	
4.NBT.5	Multiplies two two-digit numbers	
4.NBT.6	Divides multi-digit dividends by one-digit divisors	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
Mathematics  
Fourth Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Topic Related Skills</b>	
4.G.1	Understands and identifies geometric concepts such as points, lines, angles	
4.G.2	Identifies and classifies two-dimensional shapes by their attributes	
4.NF.1	Understands and calculates equivalent fractions	
4.NF.2	Compares and orders fractions	
4.NF.3	Adds and subtracts fractions with like and unlike denominators	
4.NF.7	Compares and orders decimals	
4.NF.5	Relates fractions and decimals	
4.MD.3	Applies area and perimeter formulas to real world problems	
4.MD.1	Solves problems using measurement	
4.MD.2	Calculates elapsed time	
4.OA.3	Uses and solves equations with variables	
4.G.3	Understands line symmetry	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
<b>Work and Study Skills</b>		
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
English Language Arts  
Fifth Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.5.2, RI.5.2	Identifies main idea and key details	
RL.5.2	Determines theme	
RL.5.3	Identifies and describes characters	
RL.5.3	Identifies and describes setting	
RL.5.3	Identifies sequence of events	
RL.5.3, RI.5.3	Identifies cause and effect	
RL.5.3	Identifies and describes plot	
RL.5.6, RI.5.6	Identifies author’s purpose	
RI.5.8	Distinguishes between fact and opinion	
RL.5.9, RI.5.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
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)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Fifth Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Reading: Literature and Informational Text</b>	
RL.5.1	Draws conclusions and makes inferences	
RL.5.2, RI.5.2	Identifies main idea and key details	
RL.5.3	Identifies and describes characters	
RL.5.3	Identifies and describes sequence of events	
RL.5.3, RI.5.3	Identifies cause and effect	
RL.5.3	Identifies and describes plot	
RL.5.3, RI.5.3	Makes generalizations	
RL.5.6, RI.5.6	Identifies author’s purpose	
RI.5.7	Interprets information from charts, graphs, diagrams, etc.	
RI.5.8	Distinguishes between fact and opinion	
RL.5.9, RI.5.9	Compares and contrasts	
	<b>Reading: Foundational Skills</b>	
RF.5.3	Decodes words using grade-level phonics and word analysis skills	
RF.5.4	Reads with accuracy and fluency wcpm (end-of-year goal = 130 – 140 words correct per minute)	
	<b>Speaking and Listening</b>	
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	
	<b>Work and Study Skills</b>	
	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  
Mathematics  
Fifth Grade Mid-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Foundational Skills</b>	
4.OA.3	Understands reasonableness of answers to multi-step word problems	
4.OA.4	Understands factors and multiples	
4.NBT.3	Rounds multi-digit whole numbers to any place	
4.NBT.5-6	Multiplies and divides multi-digit by one digit numbers	
<b>CCSS<sup>1</sup></b>	<b>Topic Related Skills</b>	
5.NBT.1-4	Understands the place value system	
5.NBT.5-6	Adds and subtracts multi-digit whole numbers and decimals to hundredths	
5.NBT.5	Multiplies two two-digit numbers	
5.NBT.6	Divides by one and two digit divisors	
5.OA.1-3	Interprets, writes and evaluates numerical expressions	
5.NBT.7	Multiplies and divides multi-digit decimals to thousands	
5.OA.3	Analyzes patterns and relationships	
5.NBT.5-7	Estimates sums, differences, products and quotients	
5.G.3-4	Classifies two-dimensional figures into categories based on their properties	
5.NBT.5-7	Solves multi-step word problems	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
	<b>Work and Study Skills</b>	
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice



**Basic Skills Individual Assessment  
Mathematics  
Fifth Grade End-of-Year Progress Report**

**Name:**  
**Teacher:**

**School:**  
**Date:**

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

<b>CCSS<sup>1</sup></b>	<b>Topic Related Skills</b>	
5.NF.1	Uses equivalent fractions to add and subtract fractions	
5.NF.3-7	Multiplies fractions or whole numbers by a fraction	
5.NF.7	Divides fractions by whole numbers and whole numbers by fractions	
5.NF.2,6-7	Solves real world problems involving operations with fractions	
5.MD.3-5	Understands and calculates volume, capacity, area, and perimeter	
5.MD.1	Converts customary and metric units of measure	
5.OA.3	Uses and solves equations with variables	
5.G.1-2	Graphs ordered pairs on plane to solve real-world and mathematical problems	
5.G.1-2,5.OA.3	Understands patterns and graphing	
5.MD.2	Interprets data and graphs	
<b>CCSS<sup>2</sup></b>	<b>Mathematical Practices</b>	
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	
<b>Work and Study Skills</b>		
	Follows directions	
	Displays effort	
	Demonstrates responsibility for learning	
	Organizes materials	

<sup>1</sup>Common Core State Standards for Mathematical Content

<sup>2</sup>Common Core State Standards for Mathematical Practice

**VOORHEES TOWNSHIP SCHOOLS  
BSIP END OF YEAR CHECK LIST**

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**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 EXITED
- 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 5<sup>TH</sup> INTO 6<sup>TH</sup> 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



**Voorhees Middle School**

(856) 795-2025

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.

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Recommended program:

- Reading
- Language Arts
- Mathematics



**Voorhees Middle School**  
(856) 795-2025

May \_\_\_\_\_

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



**Voorhees Middle School**  
(856) 795-2025

**Voorhees Township Public Schools**  
**Basic Skills/At Risk Program**  
**Multiple Criteria Student Entrance Form**

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:

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Teacher Signature: \_\_\_\_\_

**Parent Recommendation:**

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

- Yes
- No

Comments:

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Parent Signature: \_\_\_\_\_