TN Department of Education

First Grade
Student Growth Portfolio Model Guidebook

For Administrators and Teachers

2017-18

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Introduction

This document provides general information about the student growth portfolio model and should be used in conjunction with the *First Grade ELA Portfolio Resource Guides* and the *First Grade Math Resource Guide*. The intended audience for this document includes teachers, principals, district personnel, as well as any other individuals seeking out more information about the portfolio model. It is critical that all first grade educators who are required to submit a portfolio for the 2017-18 school year also read and utilize the accompanying math and English language arts (ELA) documents, which can be found here.

Background

Portfolio scores serve as the 35 percent student growth component of a portfolio teacher's Level of Overall Effectiveness (LOE). Classroom observations constitute the 50 percent qualitative component for a portfolio teacher's LOE, while student achievement constitutes the remaining 15 percent of the LOE. The student growth portfolio model is not considered an achievement measure. As a growth model, it measures the growth between two points in time for a subset of students, whereas achievement measures the progress of an entire cohort of students toward proficiency and mastery, which is critical for students to be on a life trajectory to meet their goals.

The student growth portfolio model not only leads teachers to deeper reflection about their own instructional practices, but can also foster reflection among students. Student growth portfolio models provide an opportunity for teachers to see evidence of their own instruction within the work of their students, which can inform differentiation within a classroom. Students benefit as well; the more that students consider the growth within their own work, the more likely they are to monitor and reflect on their own learning.
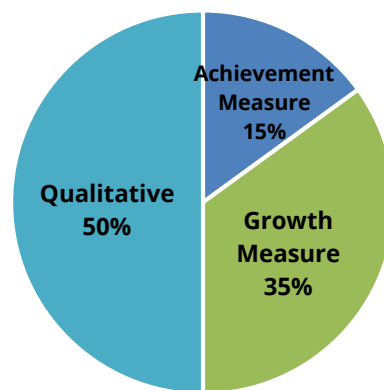
First Grade Portfolio Role and Responsibilities

Portfolio Collections

First grade teachers must submit the following portfolio collections:

First Grade Portfolio Collections
Total of 4 Collections
2 ELA Collections   • Literature/Narrative   • Informational/Explanatory   **2 Mathematics Collections**   • Operations and Algebraic Thinking   • Numbers and Operations Base Ten

Each ELA collection is comprised of a combination of three standards: a foundational standard, a reading standard, and a writing standard. First grade teachers should choose one combination of standards from the Literature/Narrative collections for their grade level, and choose one combination of standards from the

Informational/Explanatory collections. **First grade teachers will submit a total of two ELA collections.** The *First Grade ELA Portfolio Resource Guide* can be found [here](#).

Each math collection is comprised of only one standard. First grade teachers should choose **one** standard from the Operations and Algebraic Thinking domain and **one** standard from the Numbers and Operations Base Ten domain. **First grade teachers will submit a total of two mathematics collections.** The *First Grade Portfolio Resource Guide* can be found [here](#).

As part of a teacher's normal cycle of planning, instruction, and reflection, a variety of targeted learning objectives should be outlined for use throughout the school year while determining how to best assess student growth in alignment with state standards. Teachers then plan and implement content-specific instructional strategies to foster student growth. Teachers should collect student work artifacts from at least two points in time that are the best suited to demonstrating the proficiency level of standard(s) included in the collection.

Student Work Artifacts

The student growth portfolio model is designed to provide teachers with an authentic, individualized, student-centered growth measure that contributes to professional learning and development. Various types of evidence can be collected to indicate student performance on a standard within the mathematics and ELA portfolio collections. One written student work artifact is required for all ELA collections. Other artifacts can include, but are not limited to, video segments that demonstrate student action or talk, audio recordings of student conversation or think aloud, photographs of student work, and videos of students performing a task.

As part of regular instructional planning, teachers should select two points during the school year (Point A and Point B) that would best reflect student progress towards mastery of the standard(s), administer a task that would allow them to demonstrate the current performance level regarding the standard(s), and collect student work artifacts from those two points in time.

Reflection: Tagging Evidence and Teacher Narrative

Tagging provides a way for teachers to label the evidence in the student work artifact that exemplifies the measurement criteria for a performance level of the standard(s). The online portfolio platform provides a virtual highlighter or pointer to tag and annotate the portion of the student work that is most effective in demonstrating a performance level. All forms of student work artifacts may be tagged, including audio and video.

Teachers will submit a narrative when uploading each student work artifact to the online platform. The teacher narrative encourages reflection and elaboration on the evidence tagged in the student work artifact. It might include information such as the element of the artifact that distinguished it from a different performance level, dictation of student responses to questions that offer guidance and support, next steps for instruction (Point A), instructional supports that were especially effective (Point B), etc.

The portfolio process is grounded in the belief that reflection on student work artifacts in order to make instructional decisions is the most critical part of the process. Collaborative work with colleagues is an instrumental part of deep reflection. It is encouraged that teachers plan together, share their student work with one another, tag and score their student work together, and identify the most appropriate, differentiated instructional practices together.

Storing Portfolio Student Work Artifacts

Teachers may utilize the online platform to store all student work artifacts, including those that will not be submitted as a part of their portfolio. Additionally, there are many other ways for teachers to store student work artifacts throughout the year prior to or in lieu of submitting the artifacts to the online platform. Online storage platforms are efficient in not only storing student work artifacts and/or audio/video artifacts, but also in providing a way for teachers to easily share student work artifacts with colleagues or their professional learning communities. Previous portfolio creators have shared that analyzing student work artifact samples throughout the year is a critical component in preparing for portfolio submission, so developing a simple and practical way to share students' work artifacts with colleagues is an important part of the process. Teachers will be able to pull any artifacts they have stored in Google Drive directly into the online platform when they are ready to self-score and submit.

Scoring, Sorting, and Purposeful Sampling

Scoring

Teachers score the Point A and Point B student work artifacts based on the measurement criteria for the standard(s) using the portfolio scoring guide for the grade/content area. Note that the rubrics contain seven performance levels to allow for students who enter the grade at a high performance level to demonstrate growth over time.

Each ELA student work artifact will generate three unique scores: one for the foundational standard, one for the reading standard, and one for the writing standard found in each ELA collection. Each math student work artifact will generate only one score for the one standard included in the math collections.

Sorting

After scoring Point A student work artifacts, teachers sort them into three differentiated groups: emerging, proficient, and advanced. While teachers have flexibility in defining these groups, proficient typically refers to artifacts scoring at performance level 3, which is the grade-level standard. Emerging typically refers to performance levels below 3, and advanced typically refers to performance levels above 3. Teachers should use their knowledge of students and other assessment data such as universal screeners or kindergarten entry inventories to refine the sorting of the student work artifacts.

Because ELA artifacts generate three scores—one for each of the foundational, reading, and writing standards within a collection—sorting into the emerging, proficient, and advanced differentiated groups is a bit more involved. These three individual scores should be totaled and that total used to rank order the artifacts by overall performance level. At this point, the teacher observes patterns that indicate an emerging, proficient, and advanced differentiated groups. Of course, teachers have the flexibility to use their own professional judgement to make adjustments during categorization by considering their knowledge of

students. For example, a student whose total would put him or her in the emerging category based on the rank order might be sorted into the proficient category based on factors such as universal screening data, kindergarten entry inventories, etc.

Often, Point A student work artifacts demonstrate limited variance in performance levels across the cohort of students. For example, all student work artifacts might score at performance Level 2 (emerging) for the writing standard. In these instances, the task-specific expectations generated by the teacher that provide additional context regarding skills and content knowledge should be utilized for categorizing student work artifacts as emerging, proficient, and advanced within a performance level.

Please note that the measure used to inform differentiated grouping, the total of the three standard scores, is **NOT** an overall Point A score. It is only used for sorting purposes.

Purposeful Sampling
The process of choosing student work artifacts for inclusion in the portfolio collections as a formal part of the evaluation process is called **purposeful sampling**. Once Point B student work artifacts are collected, the teacher scores those student work artifacts according to the performance level measurement criteria on the scoring rubric, pairs them with the corresponding Point A artifacts, and then determines the score by comparing Point A and Point B performance levels. The teacher chooses one student work sample (corresponding Point A and Point B student work artifacts) from each differentiated group identified after point A scoring for the purpose of demonstrating growth representative of the differentiated group. These three samples are submitted via the online platform, which calculates the growth for each collection.

Online Platform Registration and Tutorial
In early October 2017, first grade teachers will receive notification via email that the online registration and user tutorial is available. Teachers must register as a user on the online platform for access to the online platform and user tutorial. The tutorial, along with other portfolio resources, will remain available for use throughout the school year and will demonstrate various processes, including how to tag evidence as it is submitted, how to enter the teacher narrative, and how to submit a score for the student work artifact.

The online platform is not meant to be viewed as the portfolio or the portfolio process **(see page 6 for more information about the portfolio process and practices)**. Instead, the online platform is the place to upload, self-score and submit each evidence collection for the portfolio. Teachers can upload artifacts any time before the April 15 portfolio deadline, so teachers can begin the portfolio process and practices before the launch of the online platform.

Portfolio Submission
Teachers must submit their student work artifacts onto the online platform by **April 15, 2018**. District portfolio leads and school administrators should take an active role in monitoring the progress of portfolio development. The department will send email reminders to district leads and teachers as the April 15 deadline approaches.

Portfolio Scoring Process

Portfolio Evidence Collections: Consensus Scoring

Portfolios are scored through a consensus scoring methodology. Once all teacher-scored samples have been submitted into the online platform to create the four portfolio evidence collections, they are distributed to trained, certified peer reviewers for additional scoring. If there is a discrepancy of more than one performance level between the teacher score and the peer reviewer score in an evidence collection, it is then sent to an executive reviewer for final scoring. To increase accuracy in scoring and reduce bias, evidence collections will be scored by different peer reviewers. In other words, the same peer reviewer will not be scoring all four evidence collections for a given teacher.

Portfolio Evidence Collections (Calculating Student Growth Scores)

The student growth demonstrated through a portfolio evidence collection is automatically calculated within the online platform by finding the difference between Point A and Point B scores for each student work sample in the collection (emerging, proficient, and advanced differentiated group) and determining an average level of student growth for the domain. The average level of student growth for the domain is then applied to determine a student growth indicator for the domain using a scaled value of 1–5 as described below.

2017-18 Student Growth Indicator for First Grade Student Growth Portfolio Models	
Level 5 Significantly Above Expectations	Students demonstrate, on average, ***three or more levels of student growth (= or >3 levels of growth)***
Level 4 Above Expectations	Students demonstrate, on average, ***two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth)***
Level 3 At Expectations	Students demonstrate, on average, ***one, but less than two levels of student growth (=1 level of growth but <2 levels of growth)***
Level 2 Below Expectations	Students demonstrate, on average, ***less than one level of student growth (>0 levels of growth but <1 level of growth)***
Level 1 Significantly Below Expectations	Students demonstrated, on average, ***no growth or negative growth***

This process is repeated for each of the four portfolio evidence collections submitted in the portfolio to create four student growth indicators.

Teacher Effectiveness Indicator

The teacher effectiveness indicator is the score reported as the 35 percent growth component as part of the evaluation system. It is automatically calculated within the online platform by averaging the four student growth indicators from each portfolio evidence collection and then applying it to the scaled value of 1–5 as described below.

Growth Level	Portfolio Cut Scores
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

Portfolio Exemptions, Late Submissions, and Grievances

Districts that opt-in to the first grade implementation of the student growth portfolio must require all general education teachers within first grade to submit a portfolio. Teachers who do not submit portfolios put districts out of compliance with state law, and districts may dismiss or suspend the teacher for neglect of duty as per T.C.A. § 49-5-511. Therefore, district leads should identify a process to ensure all educators are progressing in the development of portfolios in a timely fashion.

Exemptions

Tennessee statute requires that the evaluation process shall not apply to teachers who are employed under contracts of duration of 120 days per school year or fewer or who are not employed full time. The district must notify the department of all such cases by the portfolio submission date, April 15, 2018, and the educator should be marked as partial year exemption (PYE) in TNCompass. This notification must be submitted on district letterhead to the director of teacher effectiveness at Keely.Potter@tn.gov.

Late Submissions

It is the expectation that all portfolio collections are submitted by April 15, 2018. In the case of a natural disaster or other such circumstance, districts may submit a late submission request for approval to the director of teacher effectiveness at Keely.Potter@tn.gov. Extension requests must be received by the department no later than April 15, 2018. Extensions will be approved on a case-by-case basis.

Grievances

T.C.A. § 49-1-302 requires the development of a local-level evaluation grievance procedure to provide a means for evaluated teachers to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education. "Accuracy of the data" refers to its correct identification with a particular teacher. If a grievance related to accuracy of data or adherence to the consensus scoring methodology is upheld by the district, the district lead portfolio contact may submit a request to have the score vacated by contacting the director of teacher effectiveness at Keely.Potter@tn.gov.

District Role and Responsibilities

District Portfolio Lead

TEAM coaches will initially reach out to districts to ensure that a district portfolio lead is identified to receive ongoing information about the implementation of the first grade student growth portfolio model. The district portfolio lead is responsible for the following:

- **Deliver Information**
  Disseminate portfolio-related information to principals and teachers on a consistent basis.

- **Oversee Rostering**
  District portfolio leads will receive instructions for submitting rosters to the online platform.

- **Manage Peer Review Process**
  Each district must provide peer reviewers for the consensus review process. The department trains and certifies all peer reviewers virtually, and training can serve as a rich professional learning opportunity. In order to meet the review demand, each district must recommend one peer reviewer per ten portfolio users, with the expectation that peer reviewers must spend on average 20 hours in total scoring student work artifacts. District portfolio leads will receive additional information on the peer reviewer application selection process.

- **Communicate Exemptions and Late Submissions**
  District portfolio lead contacts must notify the district of any approved exemptions and late submissions by April 1, 2018.

- **Identify Portfolio Technology Lead**
  District portfolio leads should identify a technology lead (described below). The same person could serve in both capacities if desired.

School Administrator Role and Responsibilities

The school administrator should provide support by doing the following:

- **Provide teachers with time and resources needed to be successful**
  School-level administrators should work to develop the capacity of teachers as they plan for and implement portfolios. This work is best done through teacher collaboration via professional learning communities, teacher partnership, etc. School administrators should ensure that teachers are focusing on the right work, which includes deconstructing standards, creating assessment tasks, planning differentiated instruction, collecting and analyzing student work to make instructional decisions, and reflecting. For more information on these practices, see the *Teaching Literacy in Tennessee* document.

- **Make connections to other evaluation components**
  The student growth that teachers seek to foster through the portfolio process is directly correlated to the effectiveness of the instructional practices that teachers employ in their classrooms. Therefore, evaluators should consider how practices observed during evaluation of the planning, instruction, and environment domains are impacting student learning in a measurable way. Feedback is critical to teacher development; therefore, post-observation conferences should promote reflection on areas of reinforcement and refinement in light of portfolio development. For example, if a lesson's refinement area is Lesson Structure and Pacing in terms of providing opportunities for students who progress at different learning rates, the evaluator might ask the teacher to consider how the actionable feedback discussed could be applied to ensure that students with emergent, proficient, and advanced portfolio artifacts could be provided similar opportunities. Any feedback that is provided to teachers in light of improving instructional practice can and should be connected to the student growth possible through portfolio development.

Technical Requirements for the Online Platform

Portfolios were designed to be implemented without an additional investment in technology. For portfolios that include video collections to demonstrate student growth, teachers have used a variety of district-owned devices (e.g., tablets or video cameras) and low- or no-cost downloadable software. Some districts have found tripods to be helpful. The department will provide an online platform for first grade portfolio submissions at no cost to districts.

Media Release Forms

Teachers who choose to submit audio or video artifacts should ensure that district media releases have been completed and are on file at the district level.

Online Platform Supported File Formats

The online portfolio platform supports multiple file formats to enable users to capture work that is authentic to the task they are asked to perform. The file types, sizes, and formats supported by the platform include:

File Type	Maximum Size	Supported Formats
Documents	200 MB	Adobe PDF, Microsoft Word, Excel, PowerPoint, Google Docs *Presentations may be downloaded as PDF and uploaded into the platform.
Video	5 GB	mp4, mpeg, mpg, mov, ogv, wmv, avi, 3gp, flv, webm, 3g2, m2v, m4v, mkv, qt, vob
Audio	5 GB	mp3, wav, ogg
Images	5 MB	png, gif, jpg, jpeg

Teachers will be able to securely utilize the online platform in October to upload student work, tag evidence, and score the work for each differentiated student work artifact. To protect the security of work that is shared, student work artifacts will no longer have to be downloaded to score the work. Teachers and peer reviewers will be able to access the work, tag evidence, and enter scores all within the online platform. Teachers can also store student work artifacts using any district-approved resource (e.g., free, cloud-based storage service; external hard drive; classroom files or folders; etc.). Once ready, the teacher will be able to log into the online platform and upload and score the work. If the teacher is using Google Drive to store student work artifacts, he or she will be able to pull a copy of those samples into the online platform to upload.

Contact Information

With any questions about portfolios, please reach out to Portfolio.Questions@tn.gov.