

Pre-K and Kindergarten Portfolio Implementation Facts

Fact 1: During the 2016 legislative session, the General Assembly passed the Pre-K Quality Act, which, **beginning in the 2017-18 school year, requires all districts that have a voluntary pre-K program (VPK) to utilize the state board-approved pre-K and kindergarten student growth portfolio models for evaluating pre-K and kindergarten teachers** (see T.C.A. §§ 49-6-103–49-6-110). Portfolio scores for pre-K and kindergarten teachers in these districts will serve as the student growth component of the level of overall effectiveness (LOE) in 2017-18.

Fact 2: ELA student work samples found on the [TEAM website](#) utilize blank, white paper to demonstrate the application of integrated foundational, reading, and writing standards. **While students must produce a written artifact that may include a combination of drawing, emergent writing, and teacher dictation, student writing is not required to be submitted on blank white paper.** For more about student work samples, see p. 17 of the [Pre-K](#) or the [Kindergarten Student Growth Portfolio Model Scoring Resource Guides](#).

Fact 3: Purposeful sampling is the process by which teachers select the student work artifacts to include in the portfolio formally submitted as part of the evaluation process. **There may be circumstances in which one student is represented in more than one collection**, especially in classes that are small, or in circumstances in which the teacher feels that the student's work in more than one assignment strongly represents student growth in more than one area. See p. 6 of the [Pre-K](#) or the [Kindergarten Student Growth Portfolio Model Scoring Resource Guides](#).

Fact 4: Because the portfolio model documents student growth through student work artifacts, it is crucial that teachers submit the evidence that best captures student learning **in whichever format is most appropriate for a particular standard.**

When collecting student work artifacts for math collections, teachers should consider what the standard is asking the student to say, do, or think, and whether video is the best format with which to capture this.

When collecting student writing for the ELA collection, teachers are encouraged to begin with a student work sample that includes dictation (i.e., students say or read their drawing or writing aloud while the teacher writes down what is said). If a teacher feels that video or audio would enhance the demonstration of the reading comprehension component within the integrated writing artifact, a video or audio clip may also be submitted. For more, see p. 4 of the [Pre-K](#) and the [Kindergarten Student Growth Portfolio Model Scoring Resource Guides](#) and the virtual training called [Pre-K/K Student Growth Portfolio Scoring Rubric Guidance](#).

Fact 5: Teachers may tag student evidence for reflection purposes during self-scoring. As in previous years, peer reviewers do not see teacher self-score "tags," but a teacher can use the contextual/narrative form to share important information with the peer reviewer. After the review process is complete and scores have been released, teachers will be able to see the peer reviewer's tags in Educopia, which can lead to reflection for the teacher when comparing them with self-scores. See p. 9 of the [Pre-K](#) or the [Kindergarten Student Growth Portfolio Model Scoring Resource Guides](#).

For more information, see the [Portfolio Resources](#) page on the TEAM website.