We will set all students on a path to success.

Early Grades
Student Growth Portfolio
Purpose, Process, and Platform
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

We will set all students on a path to success.
Agenda

Purpose
• Benefits of the Student Growth Portfolio
• Portfolios and TEAM Evaluation

Process
• Portfolio Structure
• Creating a High-Quality Portfolio & Options
• Student Work Samples, Differentiated Grouping, & Purposeful Sampling
• Managing Student Work & Submission
• Self-Scoring & Peer Review
• Calculating Student Growth & Teacher Effectiveness
• Distance Learning
• Support

Platform
• Technology Information
• Portfolium
• Registration & Log-in Information
• Choosing Scoring Rubrics
• Context Narratives
• Uploading Artifacts
• Status Wheels
• Scoring Artifacts
Portfolio Resources

https://team-tn.org/portfolio-resources

- TEAM Portfolio Guidebook for Administrators and Teachers
- TEAM Student Growth Portfolios Resource Guide for the Early Grades
- Pre-K Rubrics: ELA and Math
- Kindergarten Rubrics: ELA and Math
- First Grade Rubrics: ELA and Math
- Second Grade Rubrics: ELA and Math
Benefits of Portfolios

- Ownership of growth scores
- Evaluation by peers familiar with the grade-level
- Reflection of instructional practices
- Differentiation of learning for various student groups
- Identification of student growth in authentic tasks
- Impact student academic growth
Portfolios in TEAM Evaluation

- Portfolios generate an individual growth score for select non-tested teachers.
- The growth score is essential in generating a teacher’s LOE.
Process
Portfolio Structure

4 Evidence Collections

- Literature/Narrative
  - Emerging
  - Proficient
  - Advanced

- Informational/Expository
  - Emerging
  - Proficient
  - Advanced

- Counting and Cardinality
  - Emerging
  - Proficient
  - Advanced

- Geometry or Measurement and Data
  - Emerging
  - Proficient
  - Advanced

Differentiate Total 6
Creating a High-Quality Portfolio

- Access the TEAM Portfolio Guidebook for Administrators and Teachers, p. 6.
- Notice the practices you do on a normal basis to prepare for instruction and assessment in the classroom.
- Notice the practices specific to portfolio that you do not do on a normal basis to prepare for instruction and assessment in your classroom.
Portfolio Options: ELA

- ELA options include a cluster of three standards:
  - Foundational
  - Reading
  - Writing
- Choose one literature/narrative option
  - Options 1, 2, 3
- Choose one informational/explanatory option
  - Options A, B, C
- Departmentalized teachers should choose two options in literature/narrative and two options in informational/explanatory.
Reflection of ELA Options

• Find the options available for your grade level in the TEAM Student Growth Portfolio Resource Guide for the Early Grades beginning on page 11.
• Take a moment to think through the ELA options available for your grade.
• Think about tasks you may already use for options that you choose.
• What tasks could you create for options that you choose?
Portfolio Options: Math

• Math options include a single standard.
• Choose two standards from different domains.
  • Each grade level has different requirements of domains from which to choose standards.
• Departmentalized teachers should select four different standards.
## Portfolio Options: Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Collection 1</th>
<th>Collection 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>CC</td>
<td>OA</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>CC</td>
<td>OA or NBT</td>
</tr>
<tr>
<td>First Grade</td>
<td>OA</td>
<td>NBT</td>
</tr>
<tr>
<td>Second Grade</td>
<td>NBT</td>
<td>OA or MD</td>
</tr>
</tbody>
</table>
Reflection of Math Options

• Take a moment to think through the math options available for your grade.
• Think about tasks you may already use for standards that sound appealing to you.
• What tasks could you create for standards that sound appealing to you?
Point A Student Work Samples

- Work samples are collected at the **onset of learning**.
- 3 differentiated groups
  - Emerging
  - Proficient
  - Advanced
- Score with associated rubric.
Differentiated Grouping

- **Emerging**
  - Typically scores below level 3
- **Proficient**
  - Typically scores at level 3
- **Advanced**
  - Typically scores above level 3

<table>
<thead>
<tr>
<th>Below Grade-Level Expectations</th>
<th>End-of-Year Grade-Level Expectations</th>
<th>Above Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Emerging Students</td>
<td>Proficient Students</td>
<td>Advanced Students</td>
</tr>
</tbody>
</table>
Point B Student Work Samples

- Collect work samples at the completion of learning.
- Student work:
  - is from the same student as point A,
  - reflects the same standard as point A, and
  - is scored using the same rubric as point A.
Purposeful Sampling

The process of selecting student work for inclusion in the portfolio collections after artifacts of student work for Points A and B are collected

- TEAM Portfolio Guidebook for Administrators and Teachers, p. 5

<table>
<thead>
<tr>
<th>Student</th>
<th>Point A Score</th>
<th>Point B Score</th>
<th>Levels of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student 5</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Managing Student Work

Student work includes, but is not limited to:
- written student work,
- video segments that demonstrate student performance or speaking,
- audio recordings of student conversations or think alouds, and
- photographs of student work.

Student work may be stored on the following platforms:
- Google
- Dropbox
- Box
- OneDrive
Portfolio Submissions

• All completed collections must be submitted by 11:59 p.m. local time on May 1.
• Ensure the following:
  • Points A and B are same student.
  • Emerging, proficient, advanced are different students.
  • Each piece of student work is available and working (picture, PDF, audio, video, etc.).
  • No duplicated work is submitted.
  • All work within one collection refers to the chosen standard.
Scoring

- ELA- and math-specific rubrics are available according to grade level.
- Performance levels 0-7
- End-of-Year grade-level expectation is level 3
- TEAM Portfolio Guidebook for Administrators and Teachers, p. 8
- TEAM Student Growth Portfolios Resource Guide for the Early Grades, p. 9

<table>
<thead>
<tr>
<th>Below Grade-Level Expectations</th>
<th>End-of-Year Grade-Level Expectations</th>
<th>Above Grade-Level Expectations</th>
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</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Emerging Students</td>
<td>Proficient Students</td>
<td>Advanced Students</td>
</tr>
</tbody>
</table>
Self-Scoring ELA

Measuring student work through three integrated standards:

• Score student work according to the foundational rubric.
  • Pre-K: features of print and beginning encoding
  • K, 1st, & 2nd: application of grade level phonics and word analysis

• Score student work according to the reading rubric.
  • Pre-K & K: oral component
  • 1st & 2nd: independent writing

• Score student work according to the writing rubric.
  • Pre-K through 2nd: student’s progress towards writing with ideas, organization, voice, word choice, sentence fluency, and conventions

*Each piece of student work in ELA will have three scores.*
ELA Specific Scoring Guidance

• Scored for each standard
  • Foundational, reading, and writing
• Graphic organizers
• "Pictures and/or words"
• "Orally"
• Use of dictation and audio/video
• Tasks and authentic student work
• Assigned text
Math-Specific Scoring Guidance

• Measuring student work in one standard (not a cluster of integrated standards like ELA)
• Each piece of student work in math will have one score.
• Evidence of the standard
• Scaffolding
• Problem selection
Peer Review

- Certified peer reviewers who are intimately familiar with the standards, rubrics, and grade-level content
- Use the same scoring rubrics for points A and B
- Discrepancy policy
- TEAM Portfolio Guidebook for Administrators and Teachers, p. 9
Peer Review Scoring Notes

Peer Reviewers will assign a differentiated group the score of 1 if one or more of the following occur:

- no growth is demonstrated;
- the *same* student work is:
  - uploaded for point A and point B,
  - uploaded in another group sample within a collection, or
  - in each sample within a collection;
- student work is missing;
- the task is not aligned to the standard for one or more students;
- student work is not produced by the student; or
- technology (audio/video/picture) is not available.
Calculating Student Growth and Teacher Effectiveness

- Student growth score averages across the collections are used to calculate the teacher’s growth score.
- The teacher’s growth score is the score that will be calculated as 35% of the Level of Overall Effectiveness (LOE) score in TNCompass.
- Scores are auto-calculated from the peer reviewer’s scores.
Scoring Algorithm

Student Scores and Equivalent Growth Within One Collection

Emerging Student

Point B: 3

Point A: 1

Emerging Growth: 2

Proficient Student

Point B: 4

Point A: 2

Proficient Growth: 2

Advanced Student

Point B: 5

Point A: 2

Advanced Growth: 3
Scoring Algorithm

Student Growth Within One Collection

- Emergent Growth 2 levels
- Proficient Growth 2 levels
- Advanced Growth 3 levels

Average growth in this collection: 2.33 levels
### Scoring Algorithm

#### Student Growth Indicator Chart

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Students demonstrate, on average, <em>three or more levels of student growth</em> (= or &gt;3 levels of growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Students demonstrate, on average, <em>two levels of student growth, but less than three levels of student growth</em> (=2 levels of growth, but &lt;3 levels of growth)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students demonstrate, on average, <em>one, but less than two levels of student growth</em> (=1 level of growth but &lt;2 levels of growth)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Students demonstrate, on average, <em>less than one level of student growth</em> (&gt;0 levels of growth but &lt;1 level of growth)</td>
</tr>
<tr>
<td>Level 1</td>
<td>Students demonstrated, on average, <em>no growth or negative growth</em></td>
</tr>
</tbody>
</table>

Average growth in this collection: 2.33 levels
Scoring Algorithm

Collection 1
Student Growth Score
Level 4

Collection 2
Student Growth Score
Level 4

Collection 3
Student Growth Score
Level 3

Collection 4
Student Growth Score
Level 3

Teacher Effectiveness Indicator Chart

<table>
<thead>
<tr>
<th>Teacher Effectiveness Indicator</th>
<th>Student Growth Indicator Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1.00 – 1.79</td>
</tr>
<tr>
<td>Level 2</td>
<td>1.80 – 2.59</td>
</tr>
<tr>
<td>Level 3</td>
<td>2.60 – 3.39</td>
</tr>
<tr>
<td>Level 4</td>
<td>3.40 – 4.19</td>
</tr>
<tr>
<td>Level 5</td>
<td>4.20 – 5.00</td>
</tr>
</tbody>
</table>
Portfolios and Distance Learning

- Distance learning is often conducive to collecting evidence of student work to be uploaded to a digital platform.
- All recommended methods of collecting student work artifacts remain relevant in an online learning space.
- Recorded virtual meetings, screenshots, or other software applications may provide avenues for capturing student work.
Teacher Support

- Consult the rubric, scoring notes, standards, the TEAM Portfolio Guidebook for Administrators and Teachers, the TEAM Student Growth Portfolio Resource Guide for the Early Grades, this training video, and other resources available at https://team-tn.org/portfolio-resources.
- Confer with a teaching partner.
- Contact your district portfolio lead.
- Contact Portfolio.Questions@tn.gov.
Technology Information

- **Chrome** and **Firefox** are best for Portfolium access.
- **Microsoft Edge** is also supported.
- Internet Explorer is NOT a supported browser.
- Portfolium supports multiple file formats for images, documents, and audio/video.
- Ensure the most updated version internet browsers and media software (e.g., Quicktime, Windows Media Player, etc.). is installed.
Registration: Log In
Registration: Year and Role

Pick a role
This will be your default role when you login. You can change the default login role using “Switch Role/Year” option

Select a year
2020-21

Select a role
Select a role...
Registration: Portfolio Model

Hi, Laura!
To continue, you must select a student growth portfolio model from the option list below.

Student Growth Portfolio Model

Select a Portfolio Model...

- Fine Arts
- First Grade
- First Grade Departmentalized - ELA
- First Grade Departmentalized - Math
- Kindergarten
- Kindergarten Departmentalized - ELA
- Kindergarten Departmentalized - Math

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Registration: Collections

https://edu.portfolium.com/growth/enroll/36/collections

Almost there!
Finally, choose your collections.

Collection 1 of 4
- Literature

Collection 2 of 4
- Informational

Collection 3 of 4
- Counting and Cardinality

Collection 4 of 4
- Select a Collection...
Registration: Done!

My Collections

Below you will see a list of the collections based on the portfolio model(s) you’ve enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten

DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started

Kindergarten: Informational
Domain: ELA: Kindergarten

DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started
Registration: Done!

<table>
<thead>
<tr>
<th>Kindergarten: Informational</th>
<th>Domain: ELA: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE DATE</td>
<td>STATUS</td>
</tr>
<tr>
<td>5/1/2021 et 11:59 PM</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten: Counting and Cardinality</th>
<th>Domain: Math: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE DATE</td>
<td>STATUS</td>
</tr>
<tr>
<td>5/1/2021 et 11:59 PM</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten: Operations and Algebraic Thinking</th>
<th>Domain: Math: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE DATE</td>
<td>STATUS</td>
</tr>
<tr>
<td>5/1/2021 et 11:59 PM</td>
<td>Not Started</td>
</tr>
</tbody>
</table>
Choose Scoring Rubric

Choose Scoring Rubric

Scoring Rubric
Select a scoring rubric

Literature

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

Due Date: 5/1/2021 at 11:59 PM
Status: Not Started
Choose Scoring Rubric

Select a scoring rubric standard

Before you can score, you must first select a scoring rubric for the collection. First, choose your scoring guide group, then you'll see a list of the available scoring rubrics for that group. The selection of a scoring rubric at point A will automatically pre-select the same standard for point B.

**Scoring Guide**

Select a Scoring Guide...

**Scoring Rubric**

Select a Scoring Rubric...
Context Narrative

Literature

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

DUE DATE
5/1/2021 at 11:59 PM
STATUS
Not Started

OPTIONS

Chat with an Expert
Context Narrative: ELA

**Literature**

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1. title and author of the literature text(s) used to generate the authentic student writing artifact.
2. a short description of the integrated task that generated the authentic student writing artifact.
3. recommended start and stop times for any included video/audio
4. any additional relevant context

*Peer reviews will have access to the information in the context narrative.*

**DUE DATE**
5/1/2021 at 11:59 PM

**STATUS**
Not Started
Context Narrative: ELA-Literature/Narrative

Copied Text

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

Example

1) Point A: Stand Tall Molly Lou Melon by Penny Lovell
   Point B: Goldilocks and the Three Bears retold by Jan Brett (emerging student only)
   The Three Billy Goats Fluff by Rachael Mortimer (proficient and advanced)

2) The task for both points A and B and all texts used was the same: Write words and draw pictures to retell the story.

3) Only the advanced student has a video to go along with the student work artifact. Relevant information begins at 0:10 and ends at 1:32.

4) Please note, the Jan Brett version of the Goldilocks story was used for the emerging student only at point B. The main difference between the traditional version of this story and the Jan Brett version is that Papa Bear’s bed is too high at the head and Mama Bear’s bed is too high at the foot for Goldilocks.
### Context Narrative: ELA-Informational/Explanatory

**Copied Text**

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1. **Title and author of the literature text(s) used to generate the authentic student writing artifact.**
2. **A short description of the integrated task that generated the authentic student writing artifact.**
3. **Recommended start and stop times for any included video/audio.**
4. **Any additional relevant context.**

*Peer reviews will have access to the information in the context narrative.

**Example**

<table>
<thead>
<tr>
<th>Point</th>
<th>1)</th>
<th>2)</th>
<th>3) n/a</th>
<th>4) n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point A</td>
<td>Apples for Everyone by Jill Esbaum</td>
<td>Write words and draw pictures that tell the main topic and details from the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point B</td>
<td>Nat. Geo. Kids: Penguins by Anne Schreiber</td>
<td>Write words and draw pictures that tell the main topic and details from the text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Context Narrative: Math

Counting and Cardinality

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

*Peer reviewers will have access to the information in the context narrative.
(Context Narrative: Math)

Copied Text

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

*Peer reviewers will have access to the information in the context narrative.

Example

1) According to the rubric
2) Sample A: please watch full videos for all students
   Sample B
   - Emerging: 1s begins at 0:03-video 1
     5s begins at 0:05-video 2
     10s begins at 0:33-video 2
     backward: begins at 0:41-vid 2
   - Proficient: 1s begins at 0:01-video 1
     5s begins at 0:03-video 2
     10s begins at 0:30-video 2
     backward: begins at 0:37-vid 2
   - Advanced: 1s begins at 0:03-video 1
     5s begins at 0:06-video 2
     10s begins at 0:40-video 2
     backward: begins at 0:44-vid 2
3) n/a
Ready for Uploading
Uploading Student Work

In the Canvas interface, you can upload student work through the 'Uploading Artifacts' section. Each section (Emerging sample, Proficient sample, and Advanced sample) has an option to 'Upload artifacts'. Once the artifacts are uploaded, you can add scores against the selected scoring rubric.
Uploading Student Work
## Supported File Formats

<table>
<thead>
<tr>
<th>Images</th>
<th>Documents</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Audio/Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>.png, .tiff, .bmp, .gif, .jpeg, .jpg, .psd</td>
<td>.doc, .docx, .odt, .ott, .rtf, .txt, .pdf</td>
<td>.odp, .ppt, .pptx</td>
<td>.ods, .xls, .xlsx</td>
<td>.flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .m4v, .wmv, .mp4, .3gp, .webm, .mp3, .wma, .wav</td>
</tr>
</tbody>
</table>

[https://community.canvaslms.com/docs/DOC-18228-929791176522](https://community.canvaslms.com/docs/DOC-18228-929791176522)
Uploading Student Work

Select Files From Google Drive

You need to authenticate with Google Drive. You can only extract images and never modify or delete them.

Connect Google Drive

A new page will open to connect your account.
Uploading Student Work

Point A sample
This is the first sample project to evaluate. Please upload the work for the samples below. Once you have finished evaluating the Point A sample, use Point B to upload and evaluate the same student's work at a second point in time.

Point B sample
Once you have finished evaluating the Point A sample, use Point B to upload and evaluate the same student's work at a second point in time.

Upload artifacts for emerging sample

K_Lit_Emerging_A.docx

Add another file

SAVE & SCORE LATER  SAVE & SCORE NOW
Scoring Student Work

Score work for emerging sample

Scoring Rubric

- Show performance level descriptors
- Show my reflection notes

CRITERION

Foundational Scoring Rubric: FLWC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

1 2 3 4 5 6 7

Below End-of-Year Expectations
1
Scoring Student Work
Scoring Student Work
Scoring Student Work

Score work for emerging sample

**CRITERION**

*Reading Scoring Rubric: K.RL.KID.2* With prompting and support, orally retell familiar stories, including key details

1 2 3 4 5 6 7

Approaching End-of-Year Expectations 2

**CRITERION**

*Writing Scoring Rubric: K.WTTP.3* With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event

1 2 3 4 5 6 7

Approaching End-of-Year Expectations 2
Status Wheels

My Collections

Kindergarten: Literature
Domain: ELA Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: In Progress

Kindergarten: Informational
Domain: ELA Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started
Status Wheels

Kindergarten: Literature
Domain: ELA: Kindergarten
Scoring Guide: Kindergarten ELA
Due Date: 5/2/2019 at 11:59 PM
Status: Completed

Kindergarten: Informational
Domain: ELA: Kindergarten
Scoring Guide: Kindergarten ELA
Due Date: 5/2/2019 at 11:59 PM
Status: Completed

Kindergarten: Counting and Cardinality
Portfolium Support: Tutorials

Below you will see a list of the collections based on the portfolio model(s) you’ve enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: In Progress

Kindergarten: Informational
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: Not Started
Portfolium Support: Chat

Below you will see a list of the collections based on the portfolio model(s) you've enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten
DUE DATE: 5/1/2020 at 11:59 PM
STATUS: Not Started

Kindergarten: Informational
Domain: ELA: Kindergarten
DUE DATE: 5/1/2020 at 11:59 PM
STATUS: Not Started
Portfolium

- team-tn.org/portfolio-resources
- edu.portfolium.com/login/growth
- District Portfolio Leads (DPL) create roster then teachers finish registration
Thank you!

Thank you for your continued partnership with the department and all that you do for Tennessee students.