



TEAM Portfolio Resource Guide

Early Grades

2018-19

This document provides early grade educators teaching pre-K, kindergarten, first, and second grade with content-specific resources for implementing the student growth portfolio model in 2018-19. It should be used in conjunction with the **2018-19 TEAM Portfolio Guidebook for Administrators and Teachers**, which can be found on the TEAM website [here](#). *Click on an item in the contents below to navigate directly to that part of the document.*

Contents

- Contents2
- Early Grades English Language Arts3
 - Introduction.....3
 - Integration of Foundational, Reading, and Writing Standards in the Portfolio Collections3
 - Reading Standards in the Portfolio Collections5
 - Writing Standards in the Portfolio Collections5
 - Measuring Student Work through Three Integrated Standards6
 - ELA Portfolio Standards Options7
- Early Grades Mathematics12
 - Introduction.....12
 - Pre-K Math Rubric Notes12
 - Kindergarten Math Rubric Notes 144
 - First Grade Math Rubric Notes15
- Early Grades Portfolio Development.....17
 - Point A Student Work Artifacts: Collecting, Scoring, and Differentiated Grouping17
 - Point B Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling.....18
 - Transitional Classroom Teachers19
 - Scoring Rubrics19
- Portfolio Scoring Guidance20
 - ELA-Specific Scoring Guidance20
 - Math-Specific Scoring Guidance21

Early Grades English Language Arts

Introduction

The early grades TEAM portfolios include two English language arts (ELA) collections representing a reading literature/writing narrative collection and reading informational text/writing explanatory collection. The ELA model weaves standards together in a way that helps students understand that mastery of foundational skills leads to proficient reading and writing and that these do not happen in isolation but occur in an integrated way. The purposeful layering of standards is designed to build conceptual knowledge in students and is aligned with [Tennessee's literacy instruction framework](#).

Through research and recommendations from teachers from across the state, the department has identified standards combinations that integrate foundational, reading, and writing standards. Teachers select from these combinations to represent the work happening in their classroom. These options honor the flexibility that is needed to plan effective literacy instruction that meets the needs of Tennessee students. Standards-based scoring rubrics and instructional best practices included in this document will deepen teachers' understanding of the integrated standards.

As teachers, leaders, instructional coaches, principals, and district personnel begin to explore and implement the contents of this resource guide, it is recommended that they do so within a professional learning community (PLC) or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work, when grounded in collaborative thinking, self-reflection, and differentiated instruction, can have a profound impact on student growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

More information about some of the instructional practices shared in the sample tasks can be found in the new guidance document, [Teaching Literacy in Tennessee](#).

Integration of Foundational, Reading, and Writing Standards in the Portfolio Collections

To meet or exceed Tennessee's goal that at least 75 percent of third graders will be reading on grade level by 2025, it is critical to provide daily opportunities for all students to build skills-based competencies by discovering the connections between reading, writing, and foundational skills. To foster this thinking in students, they must be provided opportunities to engage in a high volume of listening to complex texts that are on or beyond grade level so that students think about—and question—new concepts and ideas. As early grades students engage in high-quality experiences with text, they naturally begin to show what they know through experiences with early writing.

Children grow as readers, writers, and speakers when surrounded by opportunities to interact with various forms of print, or print-rich environments. For example, when pre-K teachers label all the

parts of the pre-K classroom with words, children begin to discover that words are meaningful. In print-rich environments, children naturally begin to replicate or mimic the print that they see around them within their own drawing and writing. Print-rich environments support a child's development in the stages of writing. These stages of print, referred to as emergent writing, allow teachers to see the application of new skills and knowledge in real time. This natural application is captured through the student generated writing artifact in the ELA collections.

The portfolio collections are designed to be an authentic and natural collection of student work that is generated in environments that encourage thinking, speaking, writing, reading, and problem solving. Students who think deeply about and respond to text through speaking and writing show increased engagement and motivation with not only reading, but also thinking and problem solving. As they grow their repertoire of reading strategies and become more deeply engaged with text, students also develop their writing skills, especially when opportunities for writing exist throughout the day. Finally, knowing that the explicit and systematic instruction of foundational skills is critical in the early grades, it is important to note that reading and writing are the most authentic measures of the application of foundational skills.

Emergent Writing in Pre-K

Lucy Calkins, an early literacy researcher and author of *The Art of Teaching Writing*, explains that a pre-K classroom's block play area is an opportunity for the earliest learners to explore the purpose of writing by creating "written" road signs or maps that tell more about the block roads they just created.¹ Calkins adds that the dramatic play area is another opportunity for children to explore writing by creating menus as they cook, or writing a phone message on a note pad located next to the phone in the play kitchen. The writing that is referenced in the pre-K TEAM portfolio is focused on these types of experiences, which naturally link to the written responses that pre-K children generate after being engaged with an interactive read aloud.

The pre-Kindergarten foundational standard of understanding basic features of print is the standard that is measured through the foundational lens. Just as pre-K students begin to notice the features of print within books, on walls, and in their surrounding environment, they also begin to apply what they know through emergent writing:

Pre-school children's independent writing consists largely of drawing or accompanied by the use of whatever they have noticed about writing. They may write their names (or parts of them); they may use non-letter-like or letter-like forms mixed with some known letters. They may use the letters they know over and over in strings. Even if children are only pretending to write, we can tell a great deal about their growing knowledge of and interest in written language by observing how they use the space or create forms on the page. From their attempts we can observe that they are beginning to distinguish between pictures and print.²

¹ Calkins, L. M. (1994). *The art of teaching writing* (New ed.). Portsmouth, NH: Heinemann.

² Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching. Grades PreK-8* (Expanded ed.). Portsmouth, NH: Heinemann.

Encoding and Decoding

The kindergarten foundational standard of knowing and applying grade-level phonics and word analysis skills when encoding words is the application of the reading foundational standards that are taught in kindergarten classrooms. Through students' writing pieces that are collected as part of the TEAM portfolio, teachers are able to see a reflection of their instruction and the strengths and areas of need that exist in beginning readers and writers. Whereas pre-K children show their understanding of features of print through their letter-like and non-letter-like early writing, a kindergartener's ability to encode (using letter/sound knowledge to write) reflects their progression in decoding (reading words in text). The development of encoding and decoding exist in a parallel state for most learners.

The development of phonics and word analysis skills continues through first and second grade as students become more independent in this standard.

Reading Standards in the Portfolio Collections

Pre-K and Kindergarten Reading Standards Collections

The reading standards that are measured in the pre-K and kindergarten collections include both literature and informational text. Because a single student work writing artifact is a requirement for evidence within a portfolio collection, the student's ability to demonstrate comprehension is measured through their oral retelling or elaboration on their written piece. When scoring the reading comprehension standard, an oral response *about* the written piece can be used in conjunction with the written piece to determine the performance level on the reading scoring rubric. Because a primary student's ability to orally retell often surpasses the student's proficiency in expressing those thoughts in written form, evidence such as audio, video, or dictation can also be submitted.

First and Second Grade Reading Standards Collections

The reading standards that are measured in the first and second grade scoring rubrics include both literature and informational text. Because a student writing artifact is a requirement for evidence, the student's ability to demonstrate comprehension through a writing artifact can be used to determine the performance level on the reading scoring rubric.

Writing Standards in the Portfolio Collections

The writing standards that are measured in the early grade collections are genre-specific and reflect the expectations for responding to informational text and literary text. In the portfolio scoring rubrics, students write about facts through words and illustrations after being engaged with an informational text and respond through explanatory writing. Likewise, in the portfolio scoring rubric, students respond to literary text through narrative writing.

Teachers choose one of three combinations of standards to include in their portfolios within both the literature/narrative and informational/explanatory genres. Given the broad scope of the

foundational and writing standards, the only difference among the options is the reading standard; foundational and writing standards are the same for each option within the literature/narrative and informational/explanatory genres.

Measuring Student Work through Three Integrated Standards

Through writing, teachers are provided a snapshot of the developmental skills and knowledge that each student possesses, which encourages and supports differentiated and individualized instruction within the classroom. Students who engage with learning opportunities that allow access for all levels of knowledge and skills are more motivated to learn because they can do so at their own pace. The more engaged students are with learning, the more connections they make between ideas, and the more willing they become to talk, think, read, and write together. Whether it is through written or oral response, social, emotional, and academic growth occurs when a student feels like a valued member of the classroom learning community because his or her voice matters. The authentic writing pieces that students generate help them to make connections between foundational, reading, and writing skills and build their knowledge. Student writing artifacts can be analyzed through a foundational lens, a reading comprehension lens, and a writing lens.

When we analyze the way a student writes with words and pictures through different lenses, we notice the following:

- In pre-K, the *foundational* lens shows evidence of a student's early understanding of features of print and the beginning of encoding. In kindergarten, first, and second grades, the foundational lens shows evidence of a student's application of grade-level phonics and word analysis (encoding).
- The *reading comprehension* lens shows evidence of a student's ability to comprehend literature or informational text. In pre-K and kindergarten, the oral component within the reading standard allows the student to demonstrate comprehension by telling about the pictures and/or words. The reading standards in first and second grade do not contain the word "orally" because independence in writing develops during first and second grade.
- The *writing* lens shows evidence of a student's progress toward writing with ideas, organization, voice, word choice, sentence fluency, and conventions.

The standards-based early grades portfolio scoring rubrics narrow the focus to descriptors that are measurable and observable. For example, the narrative and explanatory writing standards require students to deepen their understanding that writing with strong ideas and organization develops a strong message. Although the scoring rubric may place heavier emphasis on one writing trait over another because only select standards are measured in the portfolio collections, it is critical that teachers formatively and summatively assess students in multiple ways outside of the portfolio.

Likewise, even though portfolio collections limit foundational standards measurement to knowing and applying grade-level phonics and word analysis skills when encoding, instruction and assessment around all other standards should continue to thrive within classrooms.

More information about some of the instructional practices shared in the sample tasks can be found in [Teaching Literacy in Tennessee](#).

ELA Portfolio Standards Options

Teachers choose one of three available literature/narrative options AND one of three available informational/explanatory options, all outlined in the tables beginning on the following page. The options differ in the reading standard. The foundational standard is the same for all options, and writing standards only differ between the genre of literature/narrative and informational/expository. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring rubric.

Pre-K Literature/Narrative Options

Option	Associated Literature/Narrative Standards
Option 1	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story • PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event
Option 2	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story • PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event
Option 3	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • PK.RL.KID.2 With prompting and support, orally retell familiar stories including details • PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event

Pre-K Informational/Explanatory Options

Option	Associated Informational/Explanatory Standards
Option A	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text • PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text
Option B	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic • PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text
Option C	<ul style="list-style-type: none"> • PK.FL.PC.1.e Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation] • K.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities • PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text

Kindergarten Literature/Narrative Options

Option	Associated Literature/Narrative Standards
Option 1	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories • K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event
Option 2	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a narrative text • K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event
Option 3	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details • K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event

Kindergarten Informational/Explanatory Options

Option	Associated Informational/Explanatory Standards
Option A	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic • K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts
Option B	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text • K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory text
Option C	<ul style="list-style-type: none"> • K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text • K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts

First Grade Literature/Narrative Options

Option	Associated Literature/Narrative Standards
Option 1	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate • 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure
Option 2	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details • 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure
Option 3	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson • 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure

First Grade Informational/Explanatory Options

Option	Associated Informational/Explanatory Standards
Option A	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate • 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure
Option B	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text • 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure
Option C	<ul style="list-style-type: none"> • 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 1.RI.KID.2 Identify the main topic and retell key ideas of a text • 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure

Second Grade Literature/Narrative Options

Option	Associated Literature/Narrative Standards
Option 1	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures • 2.W.TTP.3 Write narratives recounting an event or short sequence of events a) include details to describe actions, thoughts, and feelings b) use time order words to signal event order c) provide a sense of closure
Option 2	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RL.KID.3 Describe how characters in a story respond to major events and challenges • 2.W.TTP.3 Write narratives recounting an event or short sequence of events a) include details to describe actions, thoughts, and feelings b) use time order words to signal event order c) provide a sense of closure
Option 3	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central lesson or moral • 2.W.TTP.3 Write narratives recounting an event or short sequence of events a) include details to describe actions, thoughts, and feelings b) use time order words to signal event order c) provide a sense of closure

Second Grade Informational/Explanatory Options

Option	Associated Informational/Explanatory Standards
Option A	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic • 2.W.TTP.2 Write informative/explanatory texts a. Introduce a topic b. Use facts and definitions to provide information c. Provide a concluding statement or section
Option B	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text • 2.W.TTP.2 Write informative/explanatory texts a. Introduce a topic b. Use facts and definitions to provide information c. Provide a concluding statement or section
Option C	<ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly • 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text • 2.W.TTP.2 Write informative/explanatory texts a. Introduce a topic b. Use facts and definitions to provide information c. Provide a concluding statement or section

Early Grades Mathematics

Introduction

As the Tennessee math standards state, in order for our students to be mathematically proficient, the standards focus on a balanced development of conceptual understanding, procedural fluency, and application. Through this balance, students gain understanding and critical thinking skills that are necessary to be truly college and career ready. Conceptual understanding refers to understanding mathematical concepts, operations, and relations. It is more than knowing isolated facts and methods. Students should be able to make sense of a why mathematical idea is important and the kinds of contexts in which it is useful. It also allows students to connect prior knowledge to new ideas and concepts.

To support the focus, coherence, and rigor that are naturally embedded in the Tennessee math standards, the 2018-19 early grades math portfolio scoring rubrics have been updated to provide additional details for how to collect evidence for each standard. These details specifically provide guidance for collecting evidence of conceptual understanding for those standards that have been identified as preparing a student for postsecondary readiness. In some cases, this has led to the addition of new domains and/or standards within the scoring rubrics. Notes are included below that provide clarity on why particular revisions have been made within the pre-K, kindergarten, and first grade scoring rubrics. The second grade scoring rubric does not include rubric revision notes because it is a new model for 2018-19.

Pre-K Math Rubric Notes

Notes on Revisions between 2017-18 and 2018-19

- For 2018-19, the Tennessee Early Learning Developmental Standards (TNELDS) have been updated; these updates include changes to standard codes, and in some cases new content.
- Standards PK.OA.A.2 and PK.OA.A.2.C, found within the Operations and Algebraic Thinking domain, have been added for teachers to choose to submit collections. These standards represent key content in pre-Kindergarten math that is essential as students prepare for kindergarten. They were added to eventually replace the Measurement and Data domain and the Geometry domain.
- Standards coded in 2017-18 as PK.MD.1, PK.MD.3, PK.G.1, PK.G.2, PK.G.4, and PK.G.6 were available in 2017-18, but because they do not represent the major work of the grade, **they will not be available for use in 2019-20**. Because not all of these standards remained the same for 2018-19 due to the revised TNELDS, all scoring rubrics that were not revised will be labeled with the standard code from the 2017-18 year.

Pre-K Math Domains Represented in the 2017-18 Scoring Rubric	Pre-K Math Domains Represented in the 2018-19 Scoring Rubric
<ul style="list-style-type: none">• Counting and Cardinality	<ul style="list-style-type: none">• Counting and Cardinality

Pre-K Math Domains Represented in the 2017-18 Scoring Rubric	Pre-K Math Domains Represented in the 2018-19 Scoring Rubric
<ul style="list-style-type: none"> Measurement and Data Geometry 	<ul style="list-style-type: none"> Measurement and Data Geometry Operations and Algebraic Thinking

- Revisions to the descriptors within this resource guide provide additional details for how to collect evidence within each standard. These additional details more accurately assess where a piece of student work is in regards to standard mastery. Here's an example of a change between 2017-18 and 2018-19:

PK.CC.6/PK.CC.C.6: Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	
2017-18 Level 3 (grade-level expectation)	2018-19 Level 3 (grade-level expectation)
Uses comparative language, such as more/less than or equal to, to compare and describes collections of objects by matching.	Uses comparative language, such as more/less than or equal to, to compare and describe collections of objects. Collections contain 3-5 objects. Demonstrates the comparative understanding of more than, less than, and equal to when comparing collections.

- Because they are designed to accommodate point A student work that begins at a high level, Levels 6 and 7 descriptors in the revised scoring rubrics are conceptually deeper within the grade level standard as opposed to moving forward to the next grade level. For those scoring rubrics that were not revised, Levels 6 and 7 move into the next grade-level standard expectations.

Overview of Available Portfolio Standards for Pre-K Math

TNELDS Domain	2017-18 Standards	2018-19 Standards	Notes
Counting and Cardinality	Not available	PK.CC.A.4	New addition
	PK.CC.3	PK.CC.B.4a, 4b, and 4c	New code; adds b and c elements
	PK.CC.5	PK.CC.B.5a, 5b, 5c, and 5d	New code; adds a, b, c, and d elements
	PK.CC.6	PK.CC.C.6	Same standard, new code
Operations and Algebraic Thinking		PK.OA.A.2	New addition
		PK.OA.A.3	New addition
Counting and Cardinality	PK.CC.2	PK.CC.2	
Measurement and Data	PK.MD.1	PK.MD.1	Not available for 2019-20
	PK.MD.3	PK.MD.3	
Geometry	PK.G.1	PK.G.1	Not available for 2019-20
	PK.G.2	PK.G.2	

	PK.G.4	PK.G.4 (now a kindergarten standard)	
	PK.G.6	PK.G.6	

Kindergarten Math Rubric Notes

Notes on Revisions between 2017-18 and 2018-19

- The domains captured within this scoring rubric remain the same: Operations and Algebraic Thinking (OA) and Counting and Cardinality (CC), with the addition of one standard from Numbers and Operations in Base 10 (NBT).
- Standards K.OA.A.2 and K.OA.A.3 have been added for teachers to choose to submit collections. These standards represent key content in kindergarten math that is essential as students prepare for first grade.
- Standard K.OA.A.5 was available in 2017-18. However, because fluency is not a primary focus for addition and subtraction within kindergarten work, this standard **will not be available for use in 2019-20**.
- Revisions to the descriptors within the scoring rubrics provide additional details for how to collect evidence within each standard. These additional details more accurately assess where a piece of student work is in regard to standard mastery. Here's an example of a change between 2017-18 and 2018-19:

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20.	
2017-18 Level 3 (grade-level expectation)	2018-19 Level 3 (grade-level expectation)
Writes numbers from 0 to 20. Represents a number of objects with a written numeral 0-20.	Writes numbers from 0 to 20. AND Represents a number of objects with a written numeral 0-20. Printed reversal of a digit is acceptable. Digits must be in the correct place value order (e.g., 21 may not be accepted for 12).

- Because they are designed to accommodate point A student work that begins at a high level, Levels 6 and 7 descriptors are conceptually deeper within the grade level standard rather than moving forward to the next grade level.

Overview of Available Portfolio Standards for Kindergarten Math

Standard	Included in 2017-18	Included in 2018-19
K.CC.A.1	Yes	Revised
K.CC.A.2	Yes	Revised
K.CC.A.3	Yes	Revised
K.CC.B.4a, 4b, 4c	Yes	Revised
K.CC.B.5	Yes	Revised
K.CC.B.6	Yes	Revised

K.CC.B.7	Yes	Revised
K.OA.A.1	Yes	Revised
K.OA.A.2	Yes	Revised
K.OA.A.3	Yes	Revised
K.OA.A.4	Yes	Revised
K.OA.A.5	Yes	Yes; not available in 2019-20
K.NBT.A.1		New

First Grade Math Rubric Notes

Notes on Revisions between 2017-18 and 2018-19

- The domains captured within this scoring rubric remain the same: Operations and Algebraic Thinking (OA) and Numbers and Operations in Base 10 (NBT).
- Standards 1.OA.C.5 and 1.NBT.C6 have been added to the scoring rubric and are available for teachers to choose to submit point A and B evidence collections. These standards represent key content in first grade math that is essential as students prepare for second grade.
- Standards 1.OA.B.4 and 1.NBT.C.5 were available in 2017-18. Standard 1.OA.B.4 does not represent the most critical OA content for students to develop a conceptual understanding of in first grade. Additionally, 1.NBT.C.5 addresses mental computation which is difficult to measure due to the difficulty of assessing mental calculations. **These two standards will not be available for use in 2019-20.**
- Revisions to the descriptors within the scoring rubrics provide additional details for how to collect evidence within each standard. These additional details more accurately assess where a piece of student work is in regard to standard mastery. Here's an example of a change between 2017-18 and 2018-19:

1.OA.A.2: Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
2017-18 Level 3 (grade-level expectation)	2018-19 Level 3 (grade-level expectation)
Adds three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 20 to solve contextual problems, using <u>two</u> different situations of <i>add to-result unknown</i> , and <i>put together/take apart-total unknown</i> . Represents these problems with a mathematical drawing or diagram, <u>and</u> an equation with a symbol for the unknown number.

- Because they are designed to accommodate point A student work that begins at a high level, Levels 6 and 7 descriptors are conceptually deeper within the grade level standard rather than moving forward to the next grade level.

Overview of Available Portfolio Standards for First Grade

Standard	Included in 2017-18	Included in 2018-19
1.OA.A.1	Yes	Revised
1.OA.A.2	Yes	Revised
1.OA.B.3	Yes	Revised
1.OA.B.4	Yes	Yes; not available in 2019-20
1.OA.C.5		New
1.OA.D.8	Yes	Revised
1.NBT.A.1	Yes	Revised
1.NBT.B.2	Yes	Revised
1.NBT.B.3	Yes	Revised
1.NBT.C.4	Yes	Revised
1.NBT.C.5	Yes	Yes; not available in 2019-20
1.NBT.C.6		New

Early Grades Portfolio Development

Point A Student Work Artifacts: Collecting, Scoring, and Differentiated Grouping

Collecting Student Work Artifacts

As part of regular instructional planning, a teacher should determine the best point in time to administer a standards-aligned task from which point A student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations, or characteristics which further define the measurement criteria in the performance level, as they relate to concrete skills and content knowledge. The task-specific expectations, along with the scoring rubrics, will inform scoring and differentiated grouping.

Scoring Student Work Artifacts

ELA Collections

Once collected, each student work artifact should be scored for **each standard** (foundational, reading, and writing) within the narrative or informational option selected. **This will generate three separate scores at point A and three separate scores at point B for each student work artifact.** Performance Level 3 indicates the work is at grade-level expectation and is categorized as proficient. Levels 1 and 2 indicate the work is not at grade-level expectation and is categorized as emerging. Levels 4 and 5 indicate the work has exceeded grade-level expectations and is categorized as advanced. Performance levels for each of the three standards are identified by the teacher. For example, Level 4 (advanced) for the foundational standard, Level 3 (proficient) for the reading standard, and Level 2 (emerging) for the writing standard might be generated from a single student work artifact. The scores will be compared to those generated at point B to determine the overall score for the collection.

Mathematics Collections

Mathematics collections differ from ELA in that only one standard is measured at point A and point B using a single, standards-aligned scoring rubric. In cases that the standard includes multiple parts, the scoring rubric reflects that expectation. The same standard must be measured at point A and point B.

Differentiated Grouping (Sorting)

ELA Collections

Because collections in the ELA portfolio include multiple standards, teachers should group students into an overall category of emerging, proficient, or advanced based on the collective performance on the three standards (foundational, reading, and writing). This categorization should be determined by totaling the three individual scores and using that total used to rank order the artifacts. At this point, the teacher observes patterns that indicate emerging, proficient, and advanced differentiated groups. Of course, teachers have the flexibility to use their own professional judgment to make adjustments during categorization by considering their knowledge of students. For example, a student in the emerging category based on the rank order might be

sorted into the proficient category based on factors such as universal screening data, etc. Note that the measure used to inform differentiated grouping is **NOT** an overall point A score.

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 Level 2 (emerging) for the writing standard. In these instances, the task-specific expectations should be utilized for categorizing student work artifacts as emerging, proficient, and advanced within a performance level.

Mathematics Collections

The same process should be followed as in ELA, however one single standard is measured instead of multiple standards.

Point B Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling

Collecting

As part of regular instructional planning, a teacher should determine the point in time best to administer the portfolio standards-aligned task from which point B student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations aligned to the scoring rubrics to assist in scoring point B student work artifacts.

Scoring

As was done with Point A student work artifacts, Point B student work artifacts should be scored in terms of **each standard** (foundational, reading, writing) based on the scoring rubrics. The ELA option assessed at point A must be the same option assessed at point B.

Purposeful Sampling

The process of selecting student work for inclusion in the portfolio collections is called **purposeful sampling**. Using the paired student work artifacts (point A and point B) for each student, the teacher selects one paired student work sample (point A and point B) from each of the three differentiated groups (emerging, proficient, advanced) identified at point A which is representative of the growth demonstrated in that differentiated group. For example, assuming five students were in the emerging group at point A, if three students grew 2 performance levels from point A to point B, and two students grew 1 performance level from point A to point B, the teacher would select a sample in which the student grew 2 performance levels. This process would be repeated for the proficient and advanced groups. The paired artifacts of point A and point B work for each of the students in the differentiated groups are submitted via the online platform, which calculates the growth for each collection.

Note: In ELA, because each portfolio evidence collection is based on the growth from three standards, teachers must use professional judgment in selecting samples representative of the

entire group. For example, a teacher may determine that the average growth in the foundational standard across the cohort of students was two performance levels, the average growth in the reading standard across the cohort of students was two performance levels, and the average growth in the writing standard across the cohort of students was one performance level. The teacher should submit a sample that is as close to that distribution as possible.

This process is repeated for each ELA evidence collection that is then submitted into the online platform.

Transitional Classroom Teachers

All student work submitted **within a collection** must represent one grade level. However, a pre-K/kindergarten transitional teacher may submit, for example, all pre-K collections, all kindergarten collections, or a combination of pre-K and kindergarten collections. A minimum of three students must be rostered within a grade level in order to submit a complete collection. Transitional teachers will be prompted to indicate which grade levels they intend to assess when they register for the online platform.

Scoring Rubrics

Scoring rubrics are used to score student work artifacts at point A and point B. Rubrics used to score student work artifacts contain five performance levels with Level 3 describing end-of-grade expectations. Two additional performance levels (Levels 6 and 7) allow for students who enter the grade at a high performance level to demonstrate growth over time. **It is not an expectation that students reach performance Levels 6 or 7.**

In ELA, the scoring rubrics provide the measurement criteria that tie the standards together in an integrated way to assess the performance level of student work as it relates to the standards for each option. The early grades ELA reading standards, in some cases, are similar across grade levels, which means that the scoring rubrics will also look similar across grades levels. **While the scoring rubrics may look similar, it is expected that the complexity of the text(s) being used for the interactive read aloud is appropriate for the grade level.**

In math, the scoring rubrics measure one standard each and are not integrated.

While the recommended method of viewing scoring rubrics is within the TEAM Portfolio online system, they are also available for download from the TEAM website [here](#).

Portfolio Scoring Guidance

General scoring guidance is available in the **2018-19 TEAM Portfolio Guidebook for Administrators and Teachers**, which can be found on the TEAM website [here](#).

ELA-Specific Scoring Guidance

ELA Scoring Notes

ELA scoring notes provide additional clarity on the performance level descriptors within a rubric. Notes have been added to each scoring rubric.

Graphic Organizers

Graphic organizers are important learning tools that assist students in organizing content and ideas and facilitate student comprehension of newly acquired information. The goal of the standards, in most cases, is that students integrate this knowledge and understanding to demonstrate the standards. In pre-K and Kindergarten, the use of graphic organizers in teacher modeling is an integral part of instruction. Students may use graphic organizers as they complete tasks; however, they are not considered authentic student work artifacts aligned to standards.

Note: In first grade, 1.RL.KID.3 states, “using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.” In the case of this standard, the purpose of the graphic organizer is to provide the student with a tool that can assist in moving towards more independence in the craft of writing.

Pictures and/or Words

Some descriptors in the scoring rubrics include the phrase “pictures and/or words.” This phrase is meant to represent the wide continuum of developmental writing; it encompasses all the developmental stages at which a student might approach a task. When the term “writing” is used in guidance around the portfolio in some of the additional resources, it refers to all stages of emergent developing writing, including pictures.

Pictures, dictation, letters, words, and/or any combination of these are acceptable in a student work artifact, as words and pictures both represent the developmental stages of writing. Therefore, it is not necessary, for example, to ask a student to add a drawing to a written piece of work. Dictation allows a student to orally tell about the artifact they created. Keep in mind that “writing” in pre-Kindergarten is developmental, or emergent, writing. Students **must** produce a written piece that may include a combination of drawing, dictation, and written words.

Because this is an integrated task, “pictures and/or words” represents all of the ways that students may express their ideas and supports the language of the writing standard that refers to “through a combination of drawing, dictating, and/or writing.” It is important to note that some Kindergarten students are still in the early stages of writing through pictures which is why the ideas in this rubric

are measured through a combination of drawing and/or writing, as well as dictation and/or video/audio when students elaborate on the words and or/pictures orally. Teachers are encouraged to utilize dictation as an authentic means to capture the oral component of the reading standard.

Use of Dictation and Audio/Video

Because oral language precedes written expression, capturing evidence of reading comprehension solely through student writing may not always be possible. In these situations, teachers should supplement writing artifacts with dictation and/or audio/video that captures the student elaborating on his or her writing.

In pre-K and kindergarten, reading standards sometimes include “orally.” Here, the student can tell about more about the standard that may not be drawn or written on the writing artifact. When scoring student work artifacts through the reading lens, it is important to consider the oral component that is captured through dictation, audio, or video.

Tasks and Authentic Student Work

Tasks drive the student work, so submissions may vary in appearance and structure. Student responses may be approached in a natural manner, so it is not necessary for evidence to explicitly state the language found in the descriptors within each performance level. For example, when the standard asks the student to demonstrate knowledge about the characters, setting, and events, the expectation is that students would naturally draw, write, and/or talk about these elements.

The rubrics are not designed to be a guide for teaching. It is critical to stay grounded in the rubric descriptors while scoring, and also to think about how students talk about text in natural ways.

Assigned Text

The title and author of the book that generated the student writing artifact should be listed on the context narrative at the collection level.

Math-Specific Scoring Guidance

Evidence of the Standard

Academic standards provide a common set of expectations for what students will know and be able to do at the end of the grade. For many pre-K and kindergarten math standards, audio and video may provide a better means by which to collect evidence due to the content of the standards in those grades coupled with what is developmentally appropriate. As students progress into first grade and second grade, opportunities to share their thinking on paper is more prevalent. However, it is still critical for teachers to consider the best way to capture evidence as directed by the content that lies within each standard.

As the performance levels were revised for the math scoring rubrics, special attention was paid to providing specificity around what should be collected for each level. That level of specificity provides, in essence, any necessary scoring notes.