2018-19 TEAM Portfolio Training
Early Grades

Agenda

- Introductions, Outcomes, Norms
- Why portfolios?
- Resource Review
- From Resources to Practice
- Connecting Resources, Practice, and Portfolio
  - Scoring Rubrics
  - Tasks
  - Student Work
  - Purposeful Sampling
- TEAM Portfolio Platform

Training Outcomes

Teachers will have a deeper understanding of how to:

- Utilize TEAM portfolio resources to support the implementation of the portfolio
- Make connections between standards, tasks, student work, and scoring rubrics so that ALL students are provided the opportunity to demonstrate the standard(s)
- Determine differentiated groups at point A and select student work at point B in purposeful sampling
- Navigate through the TEAM Portfolio platform to ensure that the portfolio submission process is completed

Our Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

Our Big Goals

1. Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.

2. 75 percent of Tennessee third graders will be **proficient in reading** by 2025.

3. The **average ACT composite score** in Tennessee will be a 21 by 2020.

4. The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

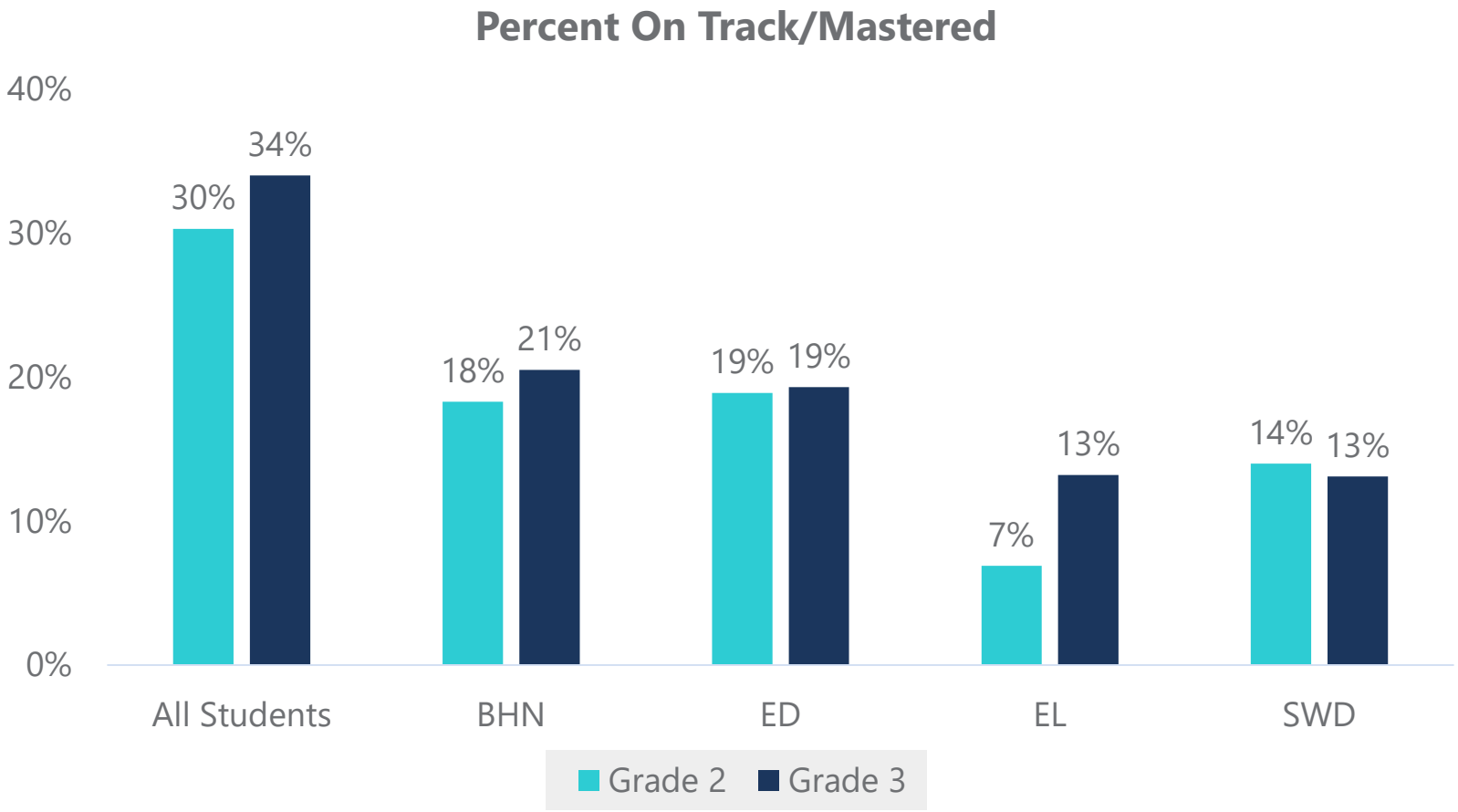
High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

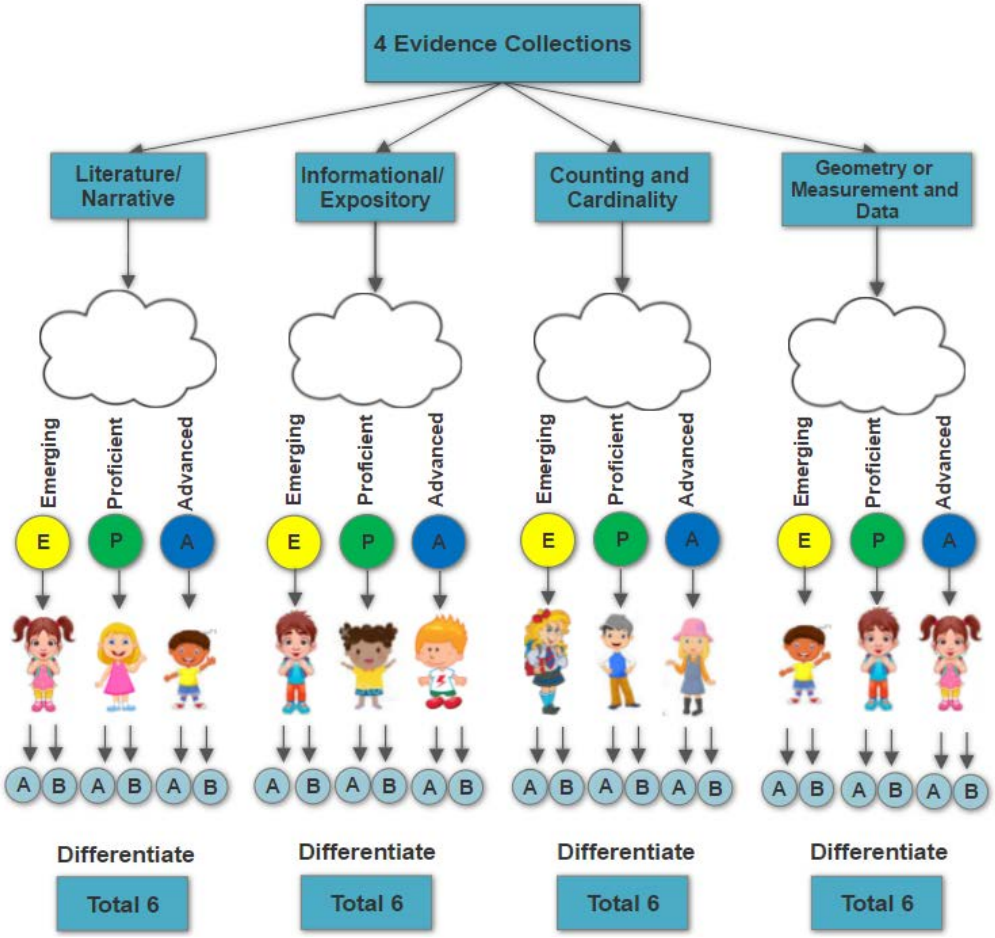
Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

Only 1/3 of Tennessee's second and third graders are achieving at a proficient level.



Portfolio Structure

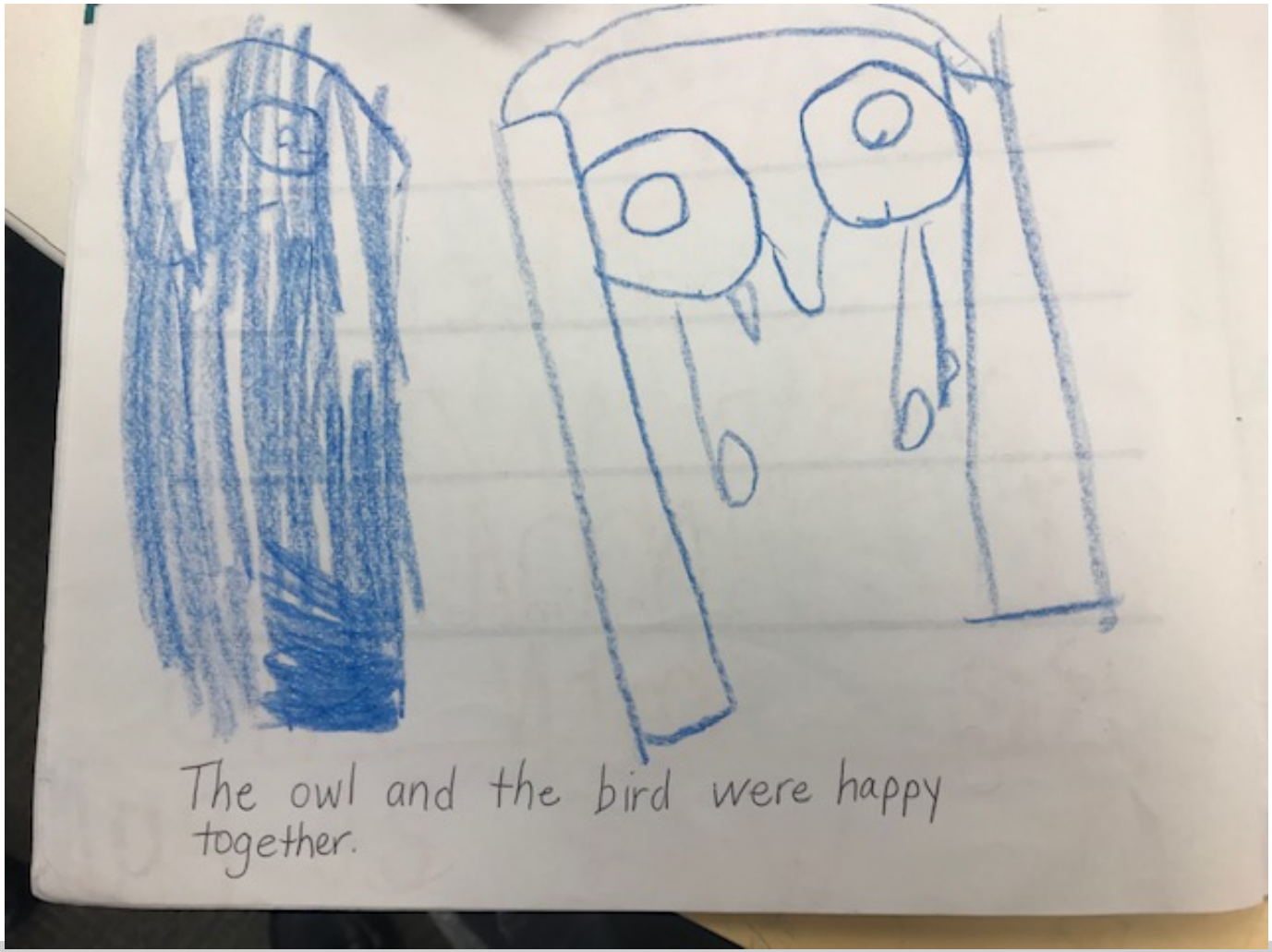


Norms

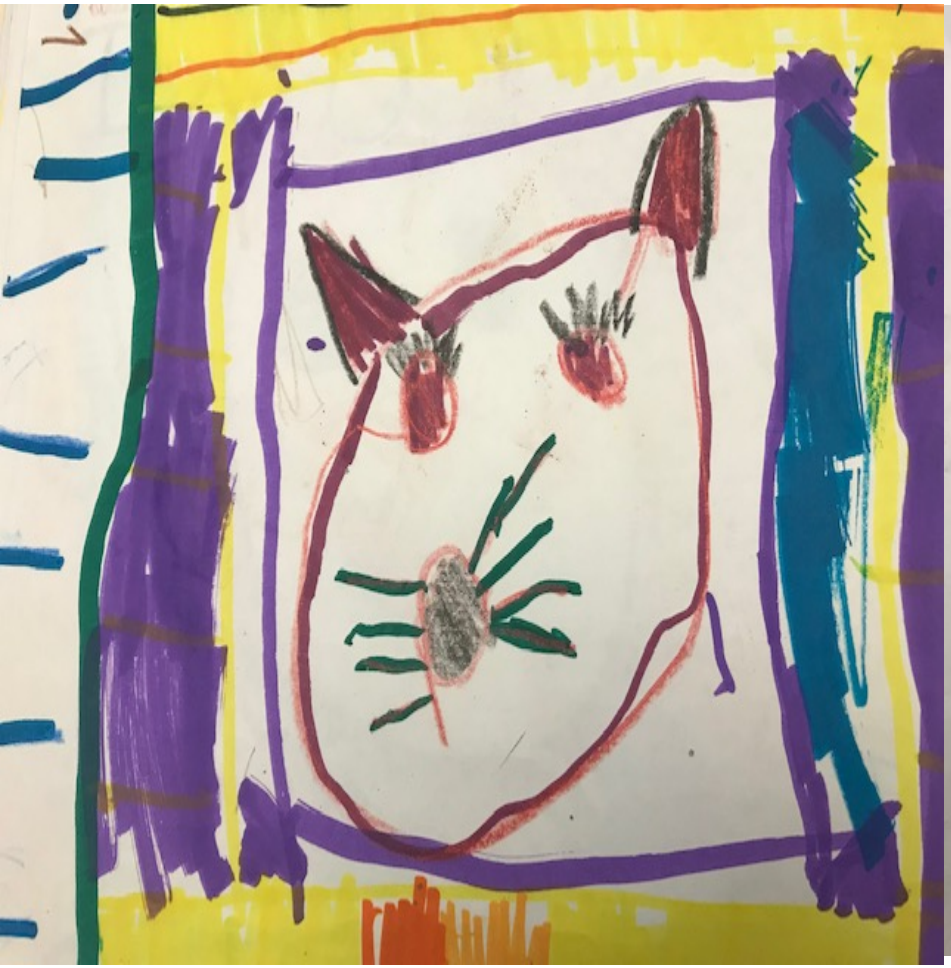
- Value all perspectives by listening to hear, not to respond.
- Allow wait time; everyone processes differently.
- Limit side bar conversations to encourage everyone to stay on task.
- Be as fully engaged as possible.
- Keep body language positive and words encouraging.

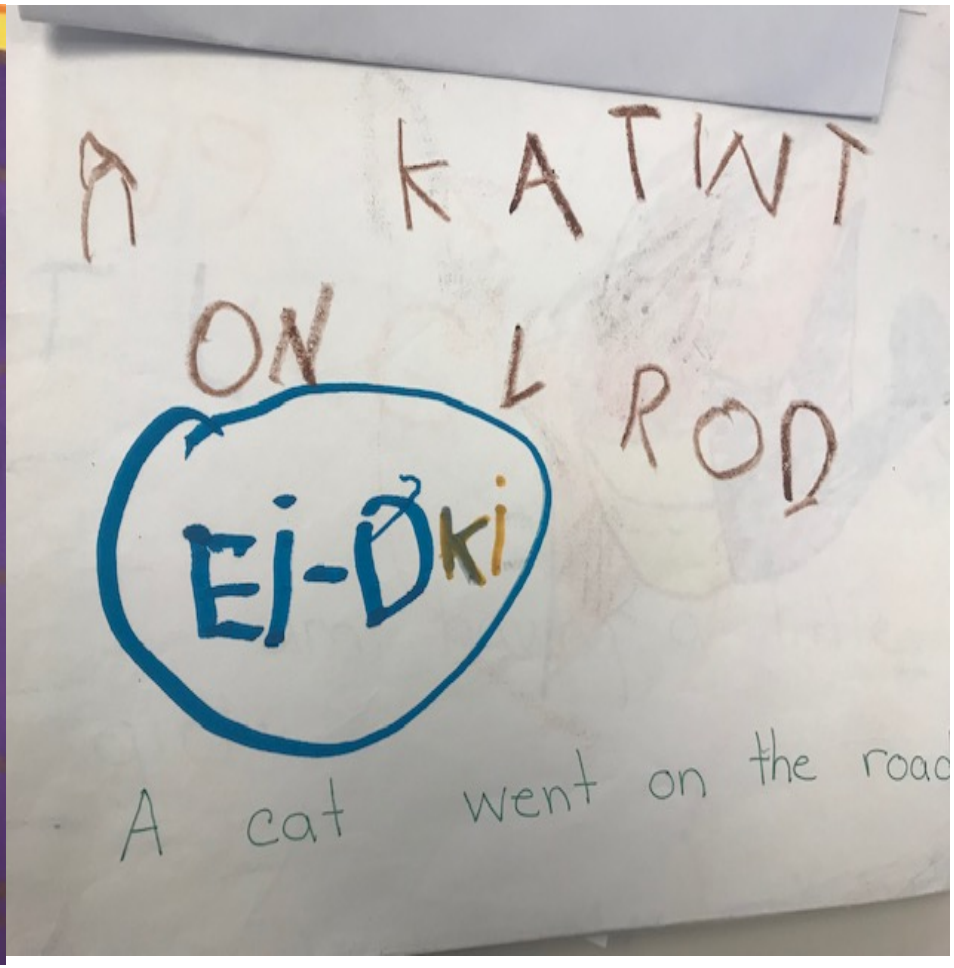
Why portfolios?

Before the Learning



After the Learning





Resources

Resources Reflection

- What portfolio resources have you found helpful in the past? How have they been helpful?

2018-19 TEAM Portfolio Guidebook For Administrators and Teachers

- Portfolio Structure
- Portfolio Development
- Managing Student Work
- Portfolio Submission
- Portfolio Scoring Process
- Portfolio Exemptions, Late Submissions, Incompletes, Grievances
- District-Level Roles and Responsibilities
- School Administrator Roles and Responsibilities
- TNPortfolio: TEAM Portfolio Platform

Scavenger Hunt

As a partner, small group, or table:

- Find the handout titled *TEAM Portfolio Guidebook for Administrators and Teachers-Scavenger Hunt.*
- Use the guidebook to complete the scavenger hunt.

Share out answers.

Share out any “A-has!”

2018-19 Early Grades TEAM Portfolio Resource Guide

- Early Grades Portfolio Development
  - Point A and Point B Student Work Artifacts: Collecting, Scoring, and Differentiated Grouping
  - Transitional Classroom Teachers
  - Scoring Rubrics
- Portfolio Scoring Guidance
  - ELA-Specific Scoring Guidance
  - Math-Specific Scoring Guidance

Top Five

With a partner or small group:

- Skim through a copy of the 2018-19 TEAM Portfolio Early Grades Resource Guide.
- Identify the “Top 5 Most Important Facts” that resonate with you.
- Jot the Top 5 on a post-it note and put it on the Top 5 Whole Group Chart.
- Share out.

Other Resources

- TEAM website: Portfolio Guidebooks and Resources
  - TEAM-tn.org
- TEAM Update
  - Provides updates about portfolios on a weekly basis
  - Subscribe or see archives here:
    - team-tn.org/resources/team-update
- TNPortfolio Platform

District Portfolio Leads

District portfolio leads can support teachers with portfolio implementation by:

- assisting with basic platform questions
- answering questions about portfolio logistics
- serving as a liaison to the department when content-specific or portfolio-specific questions and concerns arise

Content-Specific Resources

Pre-Kindergarten Standards

- Tennessee Early Learning Developmental Standards (TN-ELDS)
  - Provides the continuum of developmental milestones from birth through age five based on the research about the processes, sequences, and long-term consequences of early learning and development
  - Provides a direct alignment with the content areas found in Tennessee's state ELA and mathematics standards for kindergarten

Pre-Kindergarten Instructional Resources

- Quality Matters: Defining Quality in Early Education
  - As Tennessee strives to ensure that all students succeed in kindergarten and beyond, the department has developed a definition of quality for early childhood programs.
    - Classroom Environment
    - Daily Schedule and Use of Time
    - Standards, Curriculum, and Assessment
    - Interactions and Instruction

Early Grades Standards

- Tennessee Academic Standards for ELA and Mathematics
  - Provide a common set of expectations for what students will know and be able to do at the end of a grade for each subject area.

ELA Standard Shifts and Priorities

Knowledge

- Building knowledge through content-rich non-fiction.

Complexity

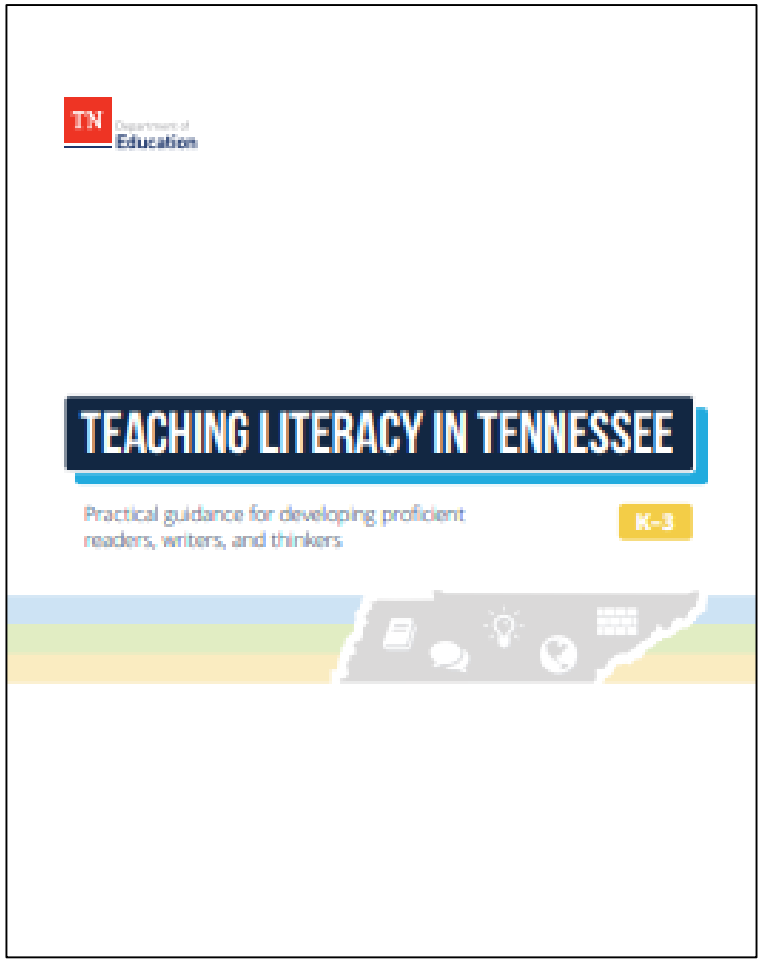
- Regular practice with complex text and its academic language.

Text-Focused

- Reading, writing, and speaking grounded in evidence from text, both literary and informational.

Kindergarten Instructional Resources: ELA

- Teaching Literacy in Tennessee
  - Provides an instructional framework and practical guidance to implement high-quality Tier I literacy practices that will develop all K–3 students into proficient readers, writers, and thinkers.



Kindergarten ELA Unit Starters

- Resources that are anchored in concepts from the content area standards and incorporate the instructional practices from Teaching Literacy in Tennessee. They include content goals for a unit, a list of texts to be used for various purposes in the English language arts block, a standards-aligned end-of-unit task, question sequences, and tasks to support approximately three weeks of literacy instruction.

Math Standard Shifts and Priorities

Focus

- Significantly narrow the way time and energy are spent in the math classroom and focus deeply on the major work of the grade.

Coherence

- Connect content across grades so that students can build new understanding onto foundations built in previous years and link to major topics within grades.

Rigor

- Pursue a balance of conceptual understanding, procedural skill and fluency, and application.

Kindergarten Instructional Resources: Mathematics

- Mathematics Instructional Focus Documents
  - Evidence of Learning Statements can help teachers connect the Tennessee mathematics standards with evidence of learning that can be collected through classroom assessments to provide an indication of how students are tracking toward grade-level conceptual understanding.
  - Instructional Focus Statements can provide guidance to clarify the types of instruction that will help students progress along a continuum of learning as it relates to Tier I, on-grade-level instruction (performance levels 3 and 4).

Reflection

- What connections did you hear between these resources and portfolio implementation?
- Which of these resources will you commit to explore?
- How might you and your colleagues engage with these resources to support portfolio implementation?

Break:
10 minutes

Standards, Scoring Rubrics, and Tasks

Point A Model: Standards, Rubrics, & Tasks

- What questions should I ask myself when thinking about the standard(s) that will be measured?
- What more can I learn about how the standard should be measured through the scoring rubric?
- Looking at the scoring rubric for the standard(s), what should I keep in mind when planning the task?

Point A Standard(s)

Questions I should ask myself when thinking about the standard(s) that will be measured:

- What does the verb require the student to say, do, or think? How do I capture that verb in the evidence so that the student work matches the standard?
- Does the standard require specific vocabulary from the student?
- Is there a combination of evidence that will demonstrate the standard?
- How much prompting and support is provided for this standard?

Point A Standards Model

Integrated standards:

- 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

Critical Takeaways

- What were some of the critical takeaways of this model?
  - Writing artifacts are drawings/writings that are composed by the student.
  - The writing standard provides a picture of the writing artifact.
  - The reading standard drives the content of the writing artifact and can be elaborated through dictation, audio, or video.
  - All three ELA standards can be measured through one authentic student writing artifact.

Scoring Rubric

I can learn about how the standard should be measured through the scoring rubric by asking myself the following questions:

- How is the standard demonstrated at Level 3?
- What type of evidence should I collect so that students can demonstrate the standard? What must the student work show?
- How do the descriptors change from one performance level to the next?

Point A Scoring Rubric Model

1	2	3	4	5	6	7
Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that do not identify the main topic, nor any details of the assigned text.	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that identify the main topic, but do not retell two key details of the assigned text.	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell two key details of the assigned text.	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details, with at least two descriptive words, of the assigned text.	Within a student-generated writing artifact, with prompting and support, writes words that correctly identify the main topic AND retell at least three key details with at least two descriptive words, including a sense of closure, of the assigned text.	Within a student-generated writing artifact, with prompting and support, writes words that identify the main topic of a multi-paragraph text AND the focus or subtopics within specific paragraphs.

Critical Takeaways

- What were some critical takeaways from this model?
  - Level 3 performance level is end of year mastery.
  - Tier I instruction relates to performance levels 3 and 4.
  - It is developmentally inappropriate to expect all students to reach level 6 or 7.
  - The scoring rubrics are designed to capture student work in relation to the standard, not to drive instruction.
  - Growing from a Level 2 to a Level 3 is the same as growing from a Level 5 to a Level 6.

The Task

Looking at the scoring rubric for the standard(s), what should I keep in mind when planning the task?

- How can the task allow the opportunity for ALL students to show **all that they know** about the standard(s) option?
- How will I ensure the task results in a **student-generated** writing artifact?
- How can deconstructing the standard help to determine the task-specific expectations for the student work artifacts?
- What types of prompting, support, or guidance might be needed? Are there parts of the task that I will model?
- What feedback might my colleagues or PLC provide?

Point A Task Model

After the interactive writing is complete, the teacher says the following to prepare students for their independent writing task:

"Now you are going to create a drawing or written piece to tell about the facts in the text, such as the main topic and key details. Don't forget to think back to the writing we did together and some of the words I used to write about the main topic, _____, and the key details. Thinking about what we wrote together about _____can help you write your compose your own informational writing about _____. During your writing station today you will can look back through the text we read today because there are several copies at your station. Use the pictures, illustrations, and other text features to help you find the topic and key details. Be sure to also use what you know about letters and letter sounds as you write!"

Critical Takeaways

- What are some of the critical takeaways from this model?
  - The task must be aligned to **all parts of the standard** at point A and point B.
  - All students must have the opportunity to demonstrate what they know about the standard.
  - Task-specific expectations should drive the task.
  - The task must generate authentic student work.

Break:
10 minutes

Scoring Rubrics: Anchor Between Standards and Tasks

Frequently Asked Scoring Rubric Questions

- What makes the rubrics developmentally appropriate?
- Will reviewers flag my collections if student work shows five levels of growth from point A to point B?
- What do I do if student work does not even perform at Level 1?
- Why isn't the scoring rubric a teaching tool?
- Does student work have to meet each expectation in the ELA foundational lens to perform at a certain level, or do I score according to a preponderance of evidence?

Purpose of Rubrics

- Assess performances; academic products that demonstrate understanding of concepts
- Provide strengths and areas of need within student work
- Encourage reflection within educators and students

Rubrics

When “guidance and support” and “prompting and support” are included in the standards, they are also included in the scoring rubrics at every performance level. Here’s what they mean.

- **With guidance and support:** following explicit instruction and modeling, students practice with continued guidance and support from adults.

- **Prompting and Support:** when the teacher uses questions, prompts, and cues to guide the student to mastery.

Critical Attributes of Rubrics

- Coherent sets of criteria
- Descriptions of levels of performance for these criteria
- Matches the performance to the description rather than "judging" it
- Gives formative feedback to students
- Easier to link to instruction than holistic rubrics
- Effective for formative assessment; adaptable for summative assessment

Cluster: A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standard	1	2	3	4	5	6	7
K.OA.A.4 Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.	Students are emergent counters at this level. When given a set of less than five objects, the students count the objects.	Finds the number that makes 5, when added to any given number, from 1 to 4 using concrete objects, drawings, or writing an equation or expression.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a missing addend equation that equals 10, makes a model with concrete objects or drawings to represent the equation and identifies the missing addend.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10, makes a model with concrete objects or drawings, writes an equation to represent the situation, and identifies the missing addend.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10, makes a model with concrete objects or drawings, writes an equation to represent the situation, and identifies the missing addend. AND Given a missing addend equation that equals 10, creates a contextual problem that represents the equation, and provides the solution to the problem.	any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10,

Reflection

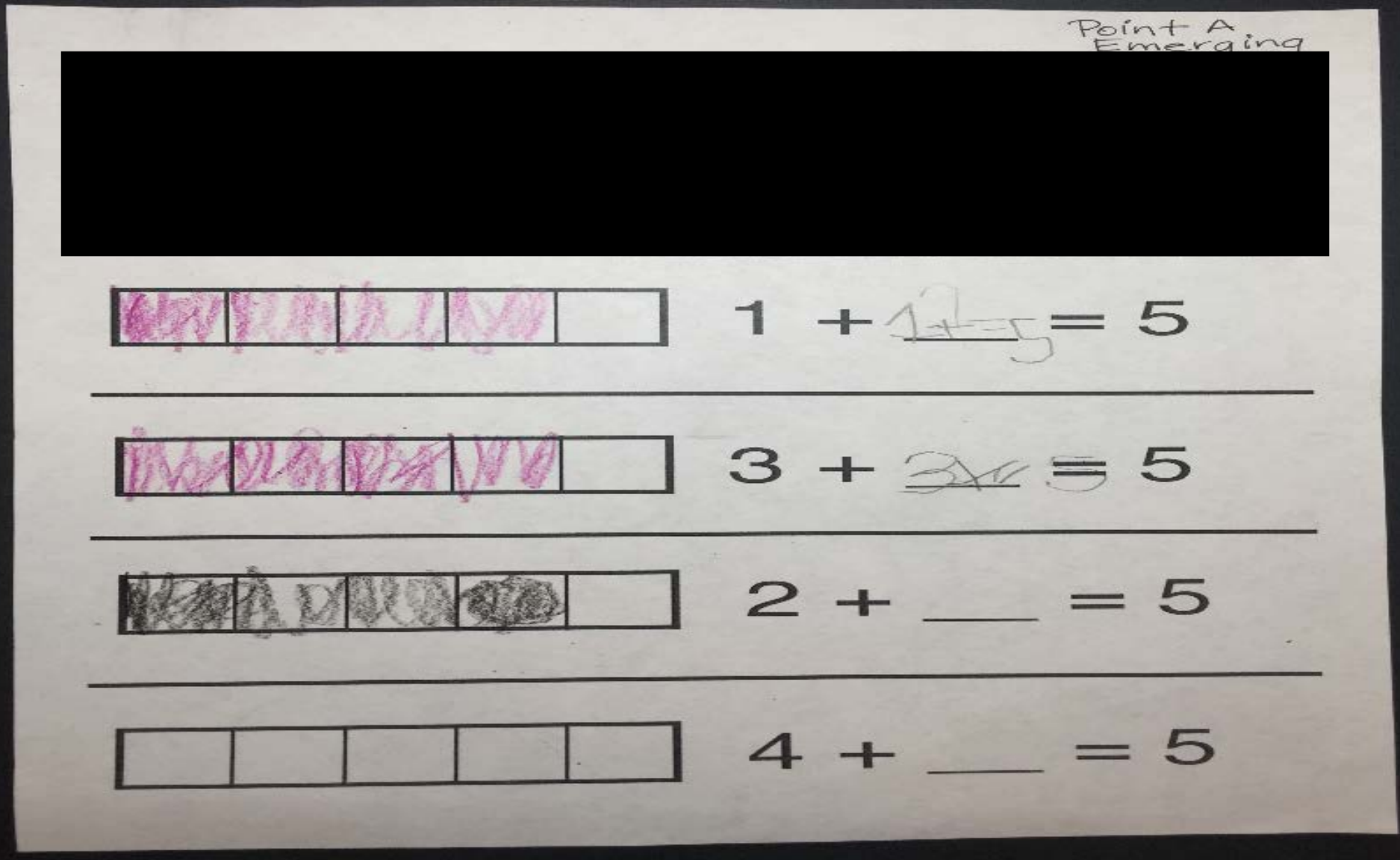
What additional questions do you have about the scoring rubrics? Write you questions on post-it notes and place on the *Question Wall* in the rubric section. We will answer additional questions throughout the day.

Tasks

Most Frequently Asked Task Questions

- Does my math task have to show evidence of all performance levels on the rubric?
- Can I give my students different tasks for the same collection?
- In ELA, does my task have to be connected to a text?
- What if I know a student is not ready to demonstrate evidence of the standard?

Alignment to Standard



Characteristics of a High-Quality Task

- Aligned to the standard
- Allows the **opportunity** for all students to demonstrate mastery of the standard
- Developmentally appropriate; with careful planning of supports and guidance
- Encourages critical thinking
- Allows access to all students
- Connected to a conceptual understanding or idea

Task-Specific Expectations

- After developing 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.

Operations and Algebraic Thinking (OA)
Cluster-A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standard	1	2	3	4	5	6	7
OA.A.4 Find the mber that makes when added to y given number, m 1 to 9 using ects or drawings. cord the answer ng a drawing or ting an equation.	Students are emergent counters at this level. When given a set of less than five objects, the students count the objects.	Finds the number that makes 5, when added to any given number, from 1 to 4 using concrete objects, drawings, or writing an equation or expression.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a missing addend equation that equals 10, makes a model with concrete objects or drawings to represent the equation and identifies the missing addend.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10, makes a model with concrete objects or drawings, writes an equation to represent the situation, and identifies the missing addend.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10, makes a model with concrete objects or drawings, writes an equation to represent the situation, and identifies the missing addend. AND Given a missing addend equation that equals 10, creates a contextual problem that represents the equation, and provides the solution to the problem.	Finds the number that makes 10, when added to any given number, from 1 to 9 using concrete objects, drawings, or writing an equation or expression .Demonstrates understanding with at least two numbers; one number should be 0-4, and one number should be 5-9. AND Writes an equation for each that shows these two numbers equal a total of 10. AND Given a contextual problem that represents a missing addend equation that equals 10, makes a model with concrete objects or drawings, writes an equation to represent the situation, and identifies the missing addend. AND Given a missing addend equation that equals 10, creates a contextual problem that represents the equation, and provides the solution to the problem. AND Given a series of missing addend equations that equal 10, identifies all missing addends, explains at least one pattern seen, and explains how the pattern is related to addition (e.g., given 2+?=10, 3 + ? = 10, 4 + ? = 10, and 5 + ? = 10, identifies the missing addends as 8, 7, 6, and 5 and explains that as one addend increases by 1 the other decreases by 1 allowing the answer sum to remain 10).

Development/Application

Now we are going to analyze tasks with a partner. One partner analyzes the math, the other ELA. Each table has a set of tasks. For each sample task, ask yourselves the following questions:

- Is it aligned to the standard?
- Does it allow the **opportunity** for all students to demonstrate mastery of the standard?
- Is it developmentally appropriate with careful planning of supports and guidance?
- Does it encourage critical thinking?
- Does it allow access to all students?
- Is it connected to a larger concept or idea?

Group Reflection

- Share out three points that were made within your group as you analyzed the tasks.

Reflection

- On a post-it note, write down any lingering task-related questions you may have and put them on the *Question Wall.*

Break:
10 minutes

Student Work

Mindset for Analyzing Student Work

It is critical that norms are established before collaboratively analyzing student work because this practice requires:

- Some degree of vulnerability
- Reflection
- Knowledge of standards
- Willingness to see different perspectives
- Collaboration

Analyzing Student Work

Using the student work samples and scoring rubrics at your table: What does the verb require the student to say, do, or think? Does the student work evidence demonstrate this?

- To what degree is the criteria present at each performance level?
- At what level does the preponderance of the evidence exist?
- How might I calibrate scoring student work samples with my colleagues or in PLCs?

Most Frequently Asked Student Work Questions

- Can the student work be a graphic organizer? Does the student have to create the graphic organizer?
- Do I have to have a video for this task?
- Is video evidence also used for the writing lens of the ELA task?
- How much prompting and support should drive the student work?
- What does it mean to be authentic work?

Insert student work from the demonstration/model here

Group Reflection

- Share out three points that were made within your group as you analyzed the student work.

Point A Model: Sorting Student Work

- What questions should I ask myself when sorting the student work (determine emerging, proficient, advanced groups)?
  - What do I notice about the performance levels identified during scoring?
  - What do I notice about the trends within and across performance levels?
- What questions should I ask myself after sorting the student work?
  - Which students will I categorize as emerging, proficient, and advanced at point A?
  - How will I differentiate my instruction moving forward so that each group makes maximum gains?

Reflection

- On a post-it note, write down any lingering task-related questions you may have and put them on the *Question Wall.*

Lunch

Point B Model: Standards, Rubrics, & Tasks

- Are my students ready to demonstrate the learning as it relates to the standard(s)?
- What should I keep in mind as I am identifying/developing the task for point B?

Point B Model: Sorting Student Work & Purposeful Sampling

- What questions should I ask myself while sorting point B student work and conducting purposeful sampling?
  - As I compare point A to point B for each student in each differentiated group (emerging, proficient, advanced), which students grew the most? the least? typical amounts?
  - Which single student in each differentiated group demonstrates representative growth for the group?
- Debrief with partner or table group. At your tables, discuss what you noticed during the model/demonstration.
- Share out.

Purposeful Sampling

Most Frequently Asked Purposeful Sampling Questions

- What if all my students fall in the same category?
- Will the peer reviewer judge who I submitted for emerging, proficient, and advanced?
- When do I choose my purposeful samples?
- Can I use the same students in more than one differentiated group?
- Can I use the same students for emerging as I do for proficient?
- Will I be penalized if a student name is displayed?
- What if a student moves?

Critical Attributes of Purposeful Sampling

- Should be representative of the growth that occurred within a differentiated group sample
- Should not include the same student for more than one differentiated group sample within a collection
- Can include the same student in a different collection
- Should only include one student work sample/student within each differentiated group within a collection

Adding Context

ELA

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 or informational 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

Math

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

Break:
10 minutes

Synthesizing New Learning

Synthesizing

- Now that we have spent the day connecting the parts/steps of the portfolio, take five minutes with your group to draw a visual representation of how all the parts fit together.
- Share out!

TNPortfolio Platform: TEAM Portfolios

Enhancements to Online Portfolio Platform

- **Uploading of context forms no longer required**; however, teachers are highly encouraged to use the online automated form so that peer reviewers have necessary information
- **Streamlined user experience** through reduced platform navigation
- **Access to cloud services**
- **Improved guard rails**
- **Tagging refined**

Prompt Technical Support

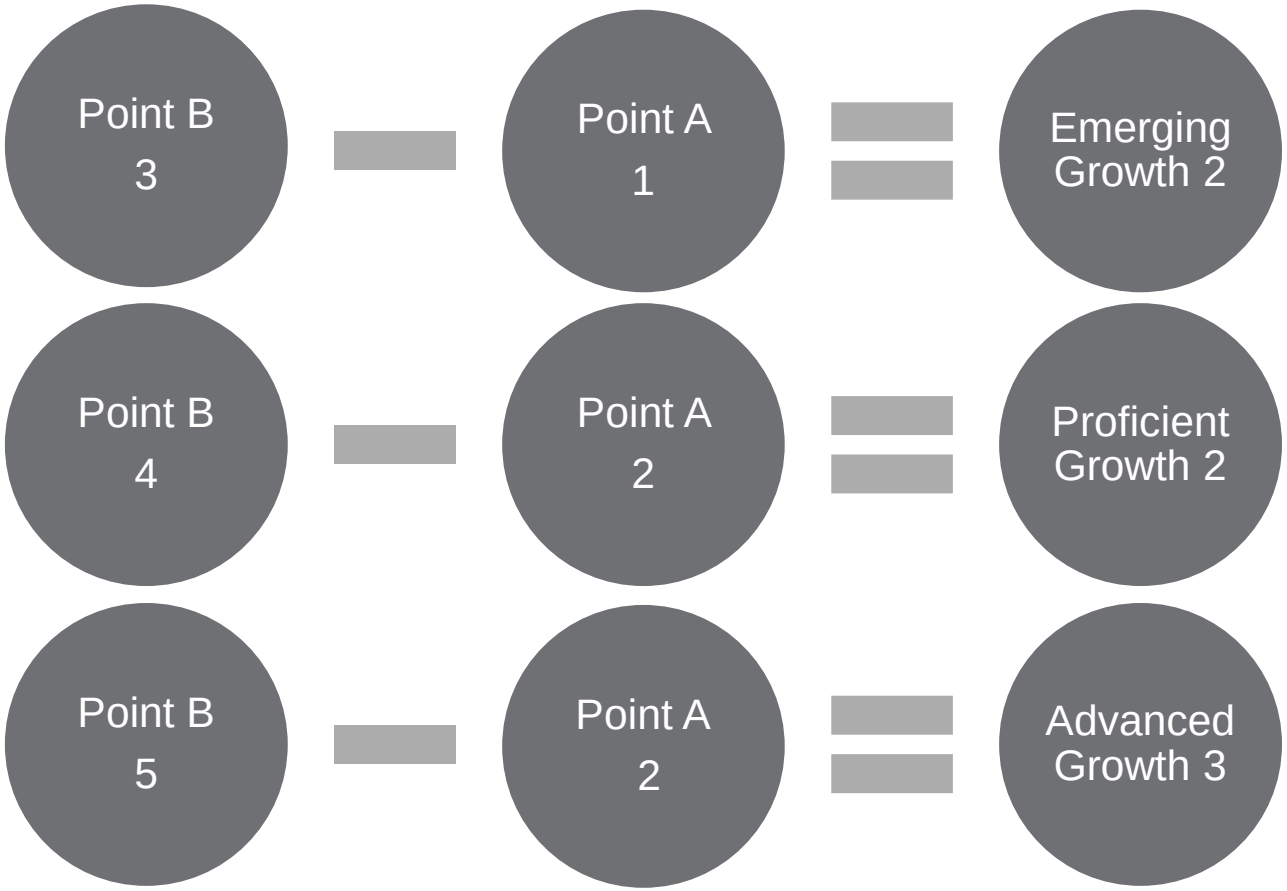
- For technical assistance in the platform, please utilize the chat feature at the bottom right corner of any TNPortfolio page.
- For support with components within the platform, utilize the wide variety of mini-tutorials found within the platform.

Live Demonstration

Most Frequently Asked Teacher Effectiveness Questions

- How is my effectiveness score calculated?
- Can my score indicate that I am highly effective if…
  - my students come in significantly below expectations?
  - few of my students achieve a level 5, 6, or 7 on their point B student work?

How Are Portfolio Collections Scored?



How Are Portfolio Collections Scored?

Emerging Growth
2 level

Proficient Growth
2 levels

Advanced Growth
3 levels

2.33

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***

How is the Portfolio Scored?

Collection 1 Score
4

Collection 2 Score
4

Collection 3 Score
3

Collection 4 Score
3

3.5

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

Wrap-up

Training Outcomes

Teachers will have a deeper understanding of how to:

- Utilize TEAM portfolio resources
- Make connections between tasks, standards, student work, and scoring rubrics
- Determine differentiated groups in purposeful sampling
- Navigate through the TNPortfolio platform

Follow-Up Considerations

- What did you notice about the connections we made throughout the day today?
- Why might it be important to continue to make connections between the standards, the task, the student work, and the scoring rubrics?
- Why is it important to collaborate with colleagues around student work?

Peer Review

2018-19 Peer Review will consist of regional face-to-face convenings in which peer reviewers:

- receive support in scoring
- collaborate with peers
- receive state-funded stipends

Wrap Up

- On a sticky note, please jot down and leave with us:
  - one new TEAM portfolio resource you learned about for the first time
  - one new way you are thinking about the connection between standards, tasks/opportunities, student work, and scoring rubrics
  - one new way you are thinking about purposeful sampling
  - one new feature you learned about in the TNPortfolio platform
  - one area where you would like to learn more and one person/resource you can go to in order to gain that learning

Department of Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork