TEAM
Student Growth Portfolios
Resource Guide
First and Second Grades

Contents

Introduction

This document provides first and second grade educators with content-specific resources for implementing the student growth portfolio model. It should be used in conjunction with the TEAM Portfolio Guidebook for Administrators and Teachers and other resources found on the [TEAM website](#).

As teachers, leaders, instructional coaches, principals, and district personnel 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.

Portfolio Development

Point A: 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.

Point B: Student Work Artifacts

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

Point A and point B student work artifacts should be scored in terms of a preponderance of evidence for **each standard** based on the scoring rubrics. Point A and point B must measure the **same** standard. Point A and point B scores are compared to determine the overall growth score for the standards-based collection.

Performance Level 3 indicates the work is at grade-level expectation and is categorized as proficient. Levels 0, 1, and 2 indicate the work is not at grade-level expectation and is categorized as emerging. Levels 4 through 7 indicate the work has exceeded grade-level expectations and is categorized as advanced.

Purposeful Sampling

Purposeful sampling is the process of selecting student work for inclusion in the portfolio collections after artifacts of student work for points A and B are collected. When reviewing the scored student work sample pairs (point A and point B) for each student, the teacher selects one sample (point A and point B) from each of the three differentiated groups (emerging, proficient, advanced) which is representative of the growth demonstrated in that differentiated group.

For example:
- Five students are in the emerging group at point A.
- Three students grow two performance levels from point A to point B
- Two students grow one performance level from point A to point B.
- The teacher selects a sample to submit in which the students grow two performance levels.

This process is repeated for the proficient and advanced groups. The paired samples of point A and point B for each of the students in the differentiated groups are submitted via the online platform. The platform calculates the growth for each collection. The table below illustrates purposeful sampling.

Differentiated Group: Emerging			
Student	**Point A Score**	**Point B Score**	**Levels of Growth**
Student 1	1	3	2
Student 2	1	3	2
Student 3	1	3	2
Student 4	1	2	1
Student 5	2	3	1

English Language Arts

Introduction

The TEAM student growth portfolio for first and second grades includes two English Language Arts (ELA) collections encompassing a foundational literacy standard, a reading standard, and a writing standard. One collection is based on reading literature and narrative writing, while the other is based on reading informational text and explanatory writing. The ELA portfolio model purposefully layers standards together in order to build conceptual knowledge and help students understand that mastery of foundational skills leads to proficient reading and writing, not in isolation, but in an integrated way.

Teachers select from the ELA standards-based collection options to represent the work happening in their classroom. These options honor the flexibility that is needed to plan effective literacy instruction. The standards-based scoring rubrics and instructional best practices included in this document will deepen teachers' understanding of the integrated standards.

Because it is critical to foster thinking and provide daily opportunities for all students to build skills-based competencies by discovering the connections between reading, writing, and foundational skills, students must be provided a plethora of opportunities to engage in listening to complex texts that are on or beyond grade level. Students should be provided opportunities to think about and question new concepts and ideas. As early grades students engage in high-quality experiences with text, they naturally begin to demonstrate 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.

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. 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. Pre-K children show their understanding of features of print through their letter-like and non-letter-like early writing and 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

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 ELA 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.

The term "writing" refers to all ways that a student may express their ideas, through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

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 may be 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. 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 should 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 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. 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 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.

ELA Portfolio Standards Options

Teachers choose one of three available literature/narrative options **and** one of three available informational/explanatory options outlined in the following tables. 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/explanatory. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring rubric.

Departmentalized teachers should select four different options to include two literature/narrative collections and two information/explanatory options.

ELA Scoring Rubrics

The scoring rubrics are available for download from the TEAM website [here.](#)

Scoring rubrics are used to score student work artifacts at point A and point B. Rubrics used to score student work artifacts contain eight performance levels. **Level 3 describes end-of-grade expectations.** Performance 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** because these levels surpass appropriate developmental expectations**.**

The ELA scoring rubrics provide measurement criteria that integrate standards to assess the performance level of student work as it relates to the standards for each option. The ELA reading standards, in some cases, are similar across grade levels, which means that the scoring rubrics 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.** ELA scoring notes provide additional clarity on the performance level descriptors within a rubric. Notes have been added to each scoring rubric. The ELA option assessed at point A must be the same option assessed at point B.

First Grade Literature/Narrative Options

Option	Associated Literature/Narrative Standards
Option 1	• **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	• **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	
Option 3	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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.

ELA-Specific Portfolio Scoring Guidance

General scoring guidance is available in the **TEAM Portfolio Guidebook for Administrators and Teachers**.

Scoring Student Work Artifacts

Once collected, each student work artifact should be scored for **each standard** (foundational, reading, and writing) within the literature/narrative or informational/explanatory option selected. **This will generate three separate scores at point A and three separate scores at point B for each student work artifact**. Point A and point B must measure the same standard. **Performance Level 3 indicates the work is at grade-level expectation and is categorized as proficient.** Levels 0, 1, and 2 indicate the work is not at grade-level expectation and is categorized as emerging. Levels 4 through 7 indicate the work has exceeded grade-level expectations and is categorized as advanced. Performance levels for each of the three standards are self-scored by the teacher. For example, in a single student writing artifact, the artifact might score at Level 4 (advanced) for the foundational standard, Level 3 (proficient) for the reading standard, and Level 2 (emerging) for the writing standard. The scores will be compared to those generated at point B to determine the overall score for the standards-based collection.

Differentiated Grouping (Sorting)

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. 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. 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.

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 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. The graphic organizer is intended to be a strategy or tool that the student can use to assist in the organization of their writing. Students may use graphic organizers as they complete tasks; however, they are not considered authentic student work artifacts. The graphic organizer should not be submitted as the end writing product but may accompany the student generated artifact if applicable.

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. Students **must** produce a written piece that may include a combination of drawing, dictation, and written words.

Because writing 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 students are still in the early stages of writing through pictures. As such, ideas in this rubric are measured through a combination of drawing and/or writing, as well as dictation, audio, and/or video. 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, audio, and/or video that captures the student elaborating on their writing.

Tasks and Authentic Student Work

As tasks drive student work, 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. However, 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
While students may be given the same text at point A and point B as long as the text is used only as a part of authentic assessment of standard mastery, text levels should increase in rigor throughout the year. Further, the exact text should not also be used for daily instruction. The student growth portfolio process should be similar to other testing environments wherein standards-based assessments are altered slightly to demonstrate the concept being taught and then applied to a similar, but not exact copy.

The title and author of the text(s) that generate the student writing artifact should be listed on the context narrative at the collection level.

Scaffolding
Start at level 3 (at grade level expectation) and offer students the opportunities addressed in the rubric. As students complete one or all of the tasks, move up or down the rubric as needed to demonstrate level of standard mastery.

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.

Departmentalized teachers should select four different standards.

Scoring Rubrics

The scoring rubrics are available for download from the TEAM website [here](#).

Scoring rubrics are used to score student work artifacts at point A and point B. Rubrics used to score student work artifacts contain eight performance levels. **Level 3 describes end-of-grade expectations.** Performance 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** because these levels surpass appropriate developmental expectations**.**

The math scoring rubrics measure one standard each and are not integrated.

First Grade Math Scoring Rubric Options

Teachers should choose one of the operations and algebraic thinking standards (OA) and one numbers and base ten standard (NBT).

Domain	Standards
Operations and Algebraic Thinking	• **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. • **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. • **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)

Domain	Standards
	• **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13). • **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8 + ? = 11, 5 =? – 3, 6 + 6 =?).
Numbers and Base Ten	• **1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20. • **1.NBT.B.2** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones.) • **1.NBT.B.3** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. • **1.NBT.C.4** Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.

Second Grade Math Scoring Rubric Options

Teachers should choose one of the numbers and base ten standards (NBT) and one standard from either operations and algebraic thinking (OA) or from measurement and data (MD).

Domain	Standards
Operations and Algebraic Thinking	• **2.OA.A.1** Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Numbers and Base Ten	• **2.NBT.B.6** Add up to four two-digit numbers using properties of operations and strategies based on place value. • **2.NBT.B.7** Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
Measurement and Data	• **2.MD.B.5** Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem. • **2.MD.B.6** Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.

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. 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.

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.

Scaffolding
Start at level 3 (at grade level expectation) and offer students the opportunities addressed in the rubric. As students complete one or all of the tasks, move up or down the rubric as needed to demonstrate level of standard mastery.

Point A and Point B Problem Selection
Students may be given the same contextualized problem at point A and point B as long as the problem is used only as a part of authentic assessment of standard mastery. The exact problem should not also be used for daily instruction. This process is similar to other testing environments wherein a test question/situation is altered slightly to demonstrate the concept being taught and then applied to a similar, but not exact copy, for assessment.