Pre-K and Kindergarten Student Growth Portfolio Model

2021-22 Revision

Tennessee Department of Education | June 2021

Introduction

Over the past decade, Tennessee has led the nation in academic gains for students. Districts are using high quality instructional materials in both reading and math to increase the daily rigor in classrooms. Teachers are using a research-based approach to foundational literacy focused on helping more Tennessee students develop strong phonics-based reading skills. Students are building their phonological and phonemic awareness, phonics skills, and the ability to make connections through practice in and out of text-based context.

To align the student growth portfolio with best instructional practices, several updates have been made to the pre-K and kindergarten models. Beginning with the 2021-22 school year, districts implementing portfolios will see:

- Clear alignment between grade-level standards and student expectations.
- A streamlined approach to standards selection focused on skills-based mastery.
- Increased focus on phonological awareness, phonics, word recognition, and fluency.
- An updated format to help teachers and peer reviewers clearly align student work to performance levels.
- Embedded tasks provided to give clear expectations of student performance of the standard.

As a result of these changes, our teachers will now be able to clearly document the progress of our youngest learners as they master the foundational skills that are key to lifelong literacy.

Portfolio Collection

The TEAM student growth portfolio for pre-K and kindergarten includes two English Language Arts (ELA) collections and two Mathematics collections. The focus of each collection has been narrowed to give teachers the choice of no more than two standards. These standards were chosen to accurately assess the impact of ELA and Mathematics instruction in early grades classrooms.

English Language Arts

Both pre-K and kindergarten teachers will enroll in **two** different ELA collections in the student growth portfolio platform.

The first collection will be from *Foundational Literacy* standards.

- Pre-K teachers will choose either standard PK.FL.PA.2e **or** PK.FL.WC.4b.
- Kindergarten teachers will choose standard K.FL.PA.2e **or** K.FL.WC.4b.

The second collection will be from *Reading* standards.

- Pre-K teachers will choose Literature standard PK.RL.KID.3 **or** Informational Text standard PK.RI.KID.2.
- Kindergarten teachers will choose Literature standard K.RL.KID.3 **or** Informational Text standard K.RI.KID.2.

Pre-K ELA Collection Options

Collections	Standards
Foundational Literacy	• **PK.FL.PA.2** Demonstrate increasing understanding of spoken words, syllables, and sounds (phoneme) through oral language and with guidance and support. **e.** Identify whether or not two words begin or end with the same sound. **or** • **PK.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **b.** Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).

Reading	• **PK.RL.KID.3** With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text). **or** • **PK.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a texts, discussions, and activities (informational text).

Kindergarten ELA Collection Options

Collections	Standards
Foundational Literacy	• **K.FL.PA.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **or** • **K.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **b.** Write a letter/letters for most consonant and short vowel sounds (phonemes).
Reading	• **K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story (narrative text). **or** • **K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text (informational text).

Mathematics

Pre-K and kindergarten teachers will enroll in **two** different mathematics collections in the student growth portfolio platform.

The first collection will be from *Counting and Cardinality* standards.

- Pre-K teachers will choose either standard PK.CC.A.4 **or** PK.CC.C.6.
- Kindergarten teachers will choose either standard K.CC.A.1 **or** K.CC.A.3.

For pre-K teachers, the second collection will be from *Operations and Algebraic Thinking.*

- Pre-K teachers will choose either standard PK.OA.A.4 **or** PK.OA.A.3.

For kindergarten teachers, the second collection will be from *Operations and Algebraic Thinking* **or** *Numbers and Operations in Base Ten*.

- Kindergarten teachers will choose standard K.OA.A.2 **or** K.NBT.A.1.

Pre-K Math Collection Options

Collections	Standards
Counting and Cardinality	• **PK.CC.A.4** Begin to name numerals 0-10. **or** • **PK.CC.C.6** Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.
Operations & Algebraic Thinking	• **PK.OA.A.4** Show, through the use of concrete objects or drawings, the number needed to make up 5 when added to any given number from 0-5. **or** • **PK.OA.A.3** Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

Kindergarten Math Collection Options

Collections	Standards
Counting and Cardinality	• **K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10. **or** • **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
Operations & Algebraic Thinking **OR** **Numbers & Operations in Base Ten**	• **K.OA.A.2** Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem. **or** • **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.

Portfolio Scoring Rubrics

Scoring rubrics are a critical part of planning for and measuring student learning. Teachers can use the rubrics:

- to understand the types of performance documented through student work at varying levels,
- to categorize student work into performance levels, and
- to gain valuable feedback on student progress to guide instructional planning.

Scoring rubrics are used to identify the performance level of student work artifacts at point A and point B. Rubrics used to score student work artifacts contain eight performance levels:

- Levels **0, 1, and 2** indicate the student work is **well below to below** grade-level expectations.
- Level **3** describes student work that is **beginning to meet** the grade-level expectations.
- Level **4** describes student work that **consistently meets** grade-level expectations.
- Level **5** indicates the student work shows **some progress above** grade-level expectations.
- Performance levels **6 and 7** indicate student work shows **consistent performance above** grade-level expectations. These levels are included to allow for students who enter the grade at or above grade-level expectations 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.** As such, these columns are shaded gray to indicate they should only be used in unique situations.

Performance Level 0

Level 0 represents student work that does not demonstrate any competencies of the standard. Incorporating this level allows the portfolio growth scores to reflect student growth more accurately. Students that progress from level 0 (well below expectations) to level 3 (beginning to meet expectations) have shown tremendous growth, and this methodology captures that growth.

Performance Levels 6 and 7

Performance levels 6 and 7 are utilized for student work that is at or above expectations for point A throughout the work sample. These two performance levels should be utilized only for students that enter the school year consistently above the end of year grade-level expectations and, through the course of the year, continue to achieve above grade-level expectations. Students will rarely perform consistently at these levels.

> *It is not an expectation that students reach performance levels 6 or 7 because these levels surpass appropriate developmental expectations.*

Pre-K Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonological Awareness - Standard #2							
Standard PK.FL.PA.2: Demonstrate increasing understanding of spoken words, syllables, and sounds (phoneme) through oral language and with guidance and support. **e.** Identify whether or not two words begin or end with the same sound.							
SUGGESTED TASK: The teacher will say two words and ask: "Is the beginning sound the same or different?" The teacher will continue with 9 more scenarios. If the student is successful, the teacher will then say two words and ask: "Is the ending sound the same or different?" The teacher will continue with 9 more scenarios. **Suggested method of evidence collection:** video or audio recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
The student is **unable to identify if any words** begin or end with the same sound.	The student is able to identify if two words begin or end with the same sound **less than 2 times.**	The student is able to identify if two words begin with the same sound **at least 2 out of 10 times.** **OR** The student is able to identify if two words end with the same sound **at least 2 out of 10 times.**	The student is able to identify if two words begin with the same sound **at least 5 out of 10 times.** **OR** The student is able to identify if two words end with the same sound **at least 5 out of 10 times.**	The student is able to identify if two words begin with the same sound **10 out of 10 times.** **OR** The student is able to identify if two words end with the same sound **10 out of 10 times.**	Teacher says "mat." Teacher says to student, "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "mat." Teachers says to student, "Change the /t/ to /p/. What is the new word?"	Teacher says "mat." Teacher says to student, "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "mat." Teachers says to student, "Change the /t/ to /p/. What is the new word?"	Teacher says "mat." Teacher says to student, "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "mat." Teachers says to student, "Change the /t/ to /p/. What is the new word?"

					Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.**	Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "pat." Teachers says to student, "Change the /a/ to /o/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.**	Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "pat." Teachers says to student, "Change the /a/ to /o/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "pat." Teacher says to student, "Change the /p/ to a different sound to make a new word." The student is **able to produce a new word without prompting in five to ten scenarios.**
Category: Word Composition - Standard 4							

Standard: PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

b. Begin to print the distinctive features of letter forms (circle, line, diagonal and crossed lines, etc.)

SUGGESTED TASK: Teacher says a letter and models how to print the letter. The student writes the letter on their paper. The student is able to form the circle, line, and diagonal and crossed lines of the letter. The teacher uses 10 letters: b, k, l, o, p, t, v, w, x, y.

Suggested method of evidence collection: Levels 0-5: the student's writing product; Levels 6 and 7: audio or video recording of the task **and** the student's writing product

0	1	2	3	4	5	6	7
The student is **not able to write any of the letter forms.**	The student is **able to form a line.**	The student is **able to form a circle and a line.**	The student is **able to form at least 5 letters** in the task **following a teacher model**.	The student is **able to form each of the 10 letters** in the task **following a teacher model.**	The student is **able to write at least 11 of the 26 letters legibly following a teacher model.**	The student is **able to write all 26 letters legibly without a teacher model** when the teacher says the letter name or sound.	The student is **able to write all 26 letters legibly without a teacher model** when the teacher says the letter name or sound. **AND** The student is **able to write letters for most (20 out of 26) consonant and short vowel sounds**.

English Language Arts: Reading Collection

Reading Literature							
Category: Key Ideas and Details - Standard 3							
Standard: PK.RL.KID.3 With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text).							
SUGGESTED TASK: After reading a familiar narrative text, the teacher asks the student: Who was this story about? Were there any other characters in this story? Where did this story happen? What happened in this the story? **Suggested prompting and support:** The teacher may have the book available for the student to look at while asking the questions. **Suggested method of evidence collection:** video or audio recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Student **does not identify any aspect of the text** while teacher turns the pages of the text and asks questions. Student is off topic.	Student is able to **recall some details** of the text but is not able to identify characters, setting, or events.	With prompting and support, student identifies **one** of the following: character, setting, or event.	With prompting and support, student identifies **two** of the following: character, setting, or event.	With prompting and support, student identifies characters, setting, **AND** events.	Student **independently identifies** characters, setting, **AND** events.	Student **independently identifies** characters, setting, and events **AND** is **able to begin sequencing events** while recounting the story.	Student **independently identifies** characters, setting, and events **AND** is **able to begin sequencing events** while recounting the story. **AND** Student is able to **clearly identify events that occurred in the beginning, middle, and end** of the story.

Reading Informational Text							
Category: Key Ideas and Details - Standard 2							
Standard: PK.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text, discussions, and activities (informational text).							
SUGGESTED TASK: After reading an informational text, the teacher asks the student, "What was this story about? What are some things you learned about (the topic)?" **Suggested prompting and support:** The teacher may have the book available for the student to look at while asking the questions. **Suggested method of evidence collection:** video or audio recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Student **does not identify any aspect** of the text. Student is off topic.	Student provides **some information** on the text but is unable to provide main topic or key details.	With prompting and support, student orally provides main topic **OR** one key detail of a text, discussion, or activity.	With prompting and support, student orally provides main topic **AND one** key detail of a text, discussion, or activity.	With prompting and support, student orally provides main topic **AND** key details of a text, discussion, and activities.	Student independently provides main topic **AND several** key details of a text, discussion, and activities.	Student **independently provides main topic, several key details**, and is able to **accurately answer questions** regarding the information provided in the text, discussion, and activities.	Student **independently provides main topic, several key details,** and is able to **accurately answer questions** regarding the information provided in the text, discussion, and activities. **AND** Student **demonstrates understanding of the central message or lesson**.

Mathematics: Counting and Cardinality Collection

Cluster: A. Know number names and the counting sequence.

Standard: PK.CC.A.4 Begin to name numerals 0-10.

SUGGESTED TASK –

- **Levels 0-5:** Teacher presents student with number cards numbered from 0-10 **in order** on the table. Teacher should point to each number **out of order** as they ask the student, "What is this number?"
- **Levels 6 & 7:** Teacher presents student with number cards numbered from 0-10 **scattered and out of order** on the table. Teacher should point to each number **out of order** as they ask the student, "What is this number?"

Suggested method of evidence collection: video or audio recording

0	1	2	3	4	5	6	7
Student accurately identifies **none** of the numbers by name when the cards are in order.	Student accurately identifies **one** of the numbers by name when the cards are in order.	Student accurately identifies **three** of the numbers by name when the cards are in order.	Student accurately identifies **five** of the numbers by name when the cards are in order.	Student accurately identifies **eight** of the numbers by name when the cards are in order.	Student accurately identifies **all** of the numbers by name when the cards are in order.	Student accurately identifies **eight** of the numbers by name when cards are scattered and called on out of order.	Student accurately identifies **all** of the numbers by name when cards are scattered and called on out of order.

Cluster: C. Compare numbers.

Standard: PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.

SUGGESTED TASK –

- **Levels 0-4:**
  1. Student is presented with two groups of objects of different colors, one group with 1 object (e.g., red chips) and the other group with 4 objects (e.g., blue chips) and teacher asks, "Are there the same number of (blue chips) as (red chips)?" If the student answers no, follow up with: "Can you tell me which group has less chips?" Student accurately identifies that one group has less.
  2. Teacher clears objects and presents the student with another two groups of objects, both groups containing 4 objects (e.g., 4 red chips and 4 blue chips), and asks "Are there the same number of (blue chips) as (red chips)?" If the student answers yes, follow up

with: “How are they the same?" Student accurately identifies that the groups have the same number of chips or that they both have four chips.

3. Teacher clears objects and presents the student with another two groups, one group with 3 objects (e.g., red chips) and the other group with 5 objects (e.g., blue chips) and asks, "Are there the same number of (blue chips) as (red chips)?” If the student answers no, follow up with: “Can you tell me which group has more chips?” Student accurately identifies that one group has more.

- **Levels 5-7:**
  1. Teachers presents student with two groups of objects of different colors, one group with 5 objects (e.g., red chips) and the other group with 9 objects (e.g., blue chips). Teacher points to the group of 5 and asks, “Is this group more than, less than, or equal to (teacher points to the group of 9) this group?”
  2. Teacher clears objects and presents the student with another two groups of objects of different colors, both containing 6 objects. Teacher points to one of the groups of 6 and asks, “Is this group more than, less than, or equal to (teacher points to the other group of 6) this group?”
  3. Teachers clears objects and presents the student with another two groups of objects, one group with 8 objects and the other group with 9 objects. Teacher points to the group of 9 and asks, “Is this group more than, less than, or equal to (teacher points to the group of 8) this group?”

Suggested method of evidence collection: video or audio recording

0	1	2	3	4	5	6	7
When presented with all three tasks, student accurately completes **none of the tasks**.	When presented with all three tasks, student **accurately completes none of the tasks but when explicitly prompted, can point to a group that is larger or smaller.**	When presented with all three tasks, student **accurately completes one of the tasks**.	When presented with all three tasks, student **accurately completes two tasks.**	When presented with all three tasks, student **accurately completes all three tasks.**	When presented with all three tasks, the student **accurately completes one of the tasks**.	When presented with all three tasks, the student **accurately completes two tasks.**	When presented with all three tasks, the student **accurately completes all three tasks.**

Mathematics:
Operations and Algebraic Thinking Collection

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

Standard: PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.

SUGGESTED TASK:

- **Levels 0-4:**
  1. The teacher presents the student with 3 objects (e.g., 3 red chips or 3 drawn circles). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 5 chips (circles)?" The student shows 2 more chips or draws 2 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 2.
  2. The teacher presents the student with 1 object (e.g., 1 red chip or 1 drawn circle). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 5 chips (circles)?" The student shows 4 more chip or draws 4 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 4.
  3. The teacher presents the student with 5 objects (e.g., 5 red chips or 5 drawn circles). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 5 chips (circles)?" The student shows 0 more chips or draws 0 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 0 or none.
  4. The teacher presents the student with 0 objects (e.g., 0 red chips or 0 drawn circles). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 5 chips (circles)?" The student shows 5 more chips or draws 5 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 5 or none.

- **Levels 5-7**
  1. The teacher presents the student with 8 objects (e.g., 8 red chips or 8 drawn circles). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 10 chips (circles)?" The student shows 2 more chips or draws 2 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 2.
  2. The teacher presents the student with 5 objects (e.g., 5 red chips or 5 drawn circles). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 10 chips (circles)?" The student shows 5 more chips or draws 5 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 5.
  3. The teacher presents the student with 1 object (e.g., 1 red chip or 1 drawn circle). The teacher asks the student: "Can you show me (or can you draw to show me) how many more chips/circles would be needed for us to have a total of 10 chips (circles)?" The student shows 9 more chips or draws 9 more circles. The teacher asks: "How many more chips/circles did you need?" The student accurately responds 9.

Suggested method of evidence collection: video or audio recording

0	1	2	3	4	5	6	7
When presented with all four tasks, student **accurately completes none of the tasks.**	When presented with all four tasks, student **accurately completes one of the tasks.**	When presented with all four tasks, student **accurately completes two of the tasks.**	When presented with all four tasks, student **accurately completes three of the tasks.**	When presented with all four tasks, student **accurately completes all four of the tasks.**	When presented with the three additional tasks, student **accurately completes one of the tasks.**	When presented with the three additional tasks, student **accurately completes two of the tasks.**	When presented with the three additional tasks, student **accurately completes all three of the tasks.**

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

Standard: PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, using objects or drawings.

SUGGESTED TASK:

- **Levels 0-5**
  1. The teacher gives the student two groups of objects.
  2. The teacher asks the student to use the objects to make a group of 5. The student accurately uses objects to make a group of 5 (e.g., 4 from 1 group and 1 from the other group).
  3. The teacher puts the objects back into their original groups. The teacher asks the student if they can make a group of 5 in a new way. The student accurately makes a different group of 5 (e.g., 2 from 1 group and 3 from the other group).
  4. The teacher puts the objects back into their original groups. The teacher asks the student if they can make a group of 5 in a new way. The student accurately makes a different group of 5 (e.g., 5 from 1 group and 0 from the other group).
  5. The teacher gives the student 4 objects. The teacher asks the student if they can split the group of 4 into smaller groups. The student accurately makes smaller groups (e.g., a group of 2 and a group of 2). The teacher asks the student: "How many are in each group?" The student responds accurately (e.g., there are 2 in this group and 2 in that group).
  6. The teacher groups the 4 objects back together. The teacher asks the student if they can split the group of 4 into smaller groups in a different way. The student accurately makes smaller groups (e.g., a group of 3 and a group of 1). The teacher asks the student: "How many are in each group?" The student responds accurately (e.g., there are 3 in this group and 1 in that group).
- **Levels 6-7:**
  1. The teacher gives the student two groups of objects and asks the student to show 10. The teacher also gives the student a collection of 10 objects and asks the student to sort it into two groups.

Suggested method of evidence collection: video or audio recording

0	1	2	3	4	5	6	7
When presented with all five tasks, student accurately completes **none of the tasks.**	When presented with all five tasks, student **accurately completes one of the tasks.**	When presented with all five tasks, student **accurately completes two of the tasks.**	When presented with all five tasks, student **accurately completes three of the tasks.**	When presented with all five tasks, student **accurately completes four of the tasks.**	When presented with all five tasks, student **accurately completes all 5 of the tasks.**	The student is able to use two groups of objects to represent the number 10 in **one way** (e.g.,	The student is able to use two groups of objects to represent the number 10 in **one way** (e.g.,

						builds a collection of 4 cars and 6 trucks). **OR** Given a collection of 10 objects, the student decomposes the collection into two parts in at least **one way** (e.g., given a collection of 10 bear counters, decomposes the collection to 5 bears and 5 bears).	builds a collection of 4 cars and 6 trucks). **AND** Given a collection of 10 objects, the student decomposes the collection into two parts in at least **one way** (e.g., given a collection of 10 bear counters, decomposes the collection to 5 bears and 5 bears).

Kindergarten Rubrics

English Language Arts: Foundational Literacy Collection

Category: Word Composition - Standard 4							
Standard: K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **b.** Write a letter/letters for most consonant and short vowel sounds (phonemes).							
SUGGESTED TASK: Teacher says a letter sound and the student writes the letter legibly. An example: The teacher says /m/ and the student writes the letter /m/ legibly. The student may write the uppercase or the lowercase letter legibly. It does not have to be on lined paper. The teacher continues with each of the consonant and short vowel sounds. **Suggested method of evidence collection:** audio or video recording of the task and the student's writing product							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
The student is **not able to write letters for any** consonant and short vowel sounds.	The student is **able to write letters for less than 5** consonant and short vowel sounds.	The student is **able to write letters for few (5 out of 26)** consonant and short vowel sounds.	The student is **able to write letters for some (10 out of 26)** consonant and short vowel sounds.	The student is **able to write letters for most (20 out of 26)** consonant and short vowel sounds.	The student is **able to write all letters** for consonant and short vowel sounds.	The teacher says a one-syllable CVC word (e.g. mat), and the student is **able to write the beginning and ending sound** of the word. The teacher continues with 10 different CVC words. The student is able to accurately write the beginning and ending sounds of the provided words.	The teacher says a one-syllable CVC word (e.g. mat) and the student is **able to write all sounds of the word**. The teacher continues with 10 different CVC words. The student is able to accurately write all sounds of the provided words.

Category: Phonological Awareness - Standard 2							
Standard: K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **e**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.							
SUGGESTED TASK: The suggested task is described at each level in the rubric. **Suggested method of evidence collection:** audio or video recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
The student is **unable to add or substitute** sounds to make a new word.	The student **recognizes individual sounds in words but cannot substitute** sounds to make new words.	Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce a new word at least 1 out of 5 times.**	Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce a new word at least 3 out of 5 times.**	Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.** **AND** Teacher says "mat." Teacher says to student: "Change the /t/ to /p/. What is the new word?" Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.**	Teacher says "pat." Teacher says to student: "Change the /a/ to /o/. What is the new word? Teacher continues with 4 more scenarios. The student is **able to produce the new word each time.**	Teacher says "pat." Teacher says to student: "Change the /p/ to a different sound to make a new word." The student is **able to produce a new word without prompting in five to ten scenarios**.	Teacher says "pat." Teacher says to student: "Change the /p/ to a different sound to make a new word." The student is **able to produce a new word without prompting in five to ten scenarios.** **AND** The student is able to manipulate sounds using multi-syllabic words. The student is able to **produce new multi-syllabic words without prompting in at least three multi-syllabic scenarios.**

English Language Arts: Reading Collection

Reading Literature							
Category: Key Ideas and Details - Standard 3							
Standard: K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story (narrative text).							
SUGGESTED TASK: After reading a familiar narrative text, the teacher asks the student, "Who was this story about? Were there any other characters in this story? Where did this story happen? What happened at the beginning of the story? What happened next? Then what happened?" **Suggested prompting and support:** The teacher may have the book available for the student to look at while asking the questions. **Suggested method of evidence collection:** audio or video recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Student **does not identify any aspect** of the text. Student is off topic.	Student **is able to recall some details** of the text but is not able to identify characters, setting, or major events.	With prompting and support, student orally identifies **one** of the following: character, setting, or major event from the story.	With prompting and support, student orally identifies **two** of the following: characters, setting, or major event from the story.	With prompting and support, student **orally identifies characters, setting, and major events** from the story.	Student **independently identifies characters, setting, and major events** in the story.	Student **independently** identifies characters, setting, and major events in the story **AND** recalls events in sequence.	Student **independently** identifies characters, setting, and major events in the story **AND** recalls events in sequence. **AND** Uses graphic organizers or includes written details and illustrations to describe characters and major details of the story.

Reading Informational Text							
Category: Key Ideas and Details - Standard 2							
Standard: K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text (informational text).							
SUGGESTED TASK: After reading an informational text, the teacher asks the student, "What was this story about? What are some things you learned about (the topic)?" **Suggested prompting and support:** The teacher may have the book available for the student to look at while asking the questions. **Suggested method of evidence collection:** video or audio recording							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Student **does not identify any aspect** of the text. Student is off topic.	Student provides **some information** on the text but is unable to provide main topic or key details.	With prompting and support, student orally provides main topic **OR** one key detail of text.	With prompting and support, student orally provides main topic **AND** one key detail of text.	With prompting and support, student orally provides main topic **AND** key details of text.	Student **independently** provides main topic **AND** several key details of text.	Student **independently** provides **main topic, several key details,** and is able to **accurately answer questions** regarding the information provided in the text.	Student **independently** provides **main topic, several key details,** and is able to **accurately answer questions** regarding the information provided in the text. **AND** Student **demonstrates understanding of the central message or lesson**.

Mathematics: Counting and Cardinality Collection

Cluster: A. Know number names and the counting sequence.

Standard: K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.

SUGGESTED TASK:

1) Student counts to 100 by ones.
2) Student counts to 100 by fives.
3) Student counts to 100 by tens.
4) Student counts backward from 10.

Suggested evidence collection mode: audio or video recording

0	1	2	3	4	5	6	7
When presented with all four tasks, student completes **none with 100% accuracy**.	When presented with all four tasks, student completes **one with 100% accuracy.**	When presented with all four tasks, student completes **two with 100% accuracy.**	When presented with all four tasks, student completes **three with 100% accuracy.**	When presented with all four tasks, student completes **all four with 100% accuracy.**	When presented with all four tasks, student completes **all four with 100% accuracy.** **AND** The student can count to **105 by ones, 105 by fives, and 110 by tens with 100% accuracy.**	When presented with all four tasks, student completes **all four with 100% accuracy.** **AND** The student can count to **110 by ones, 110 by fives, and 110 by tens with 100% accuracy.**	When presented with all four tasks, student completes **all four with 100% accuracy.** **AND** The student can count to **120 by ones, 120 by fives, and 120 by tens with 100% accuracy.**

Standard: K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20.

SUGGESTED TASK:

- Teacher asks student to write all numbers from 0 to 20 in order.

AND

- Teacher presents student with 4 groups of objects (one containing 0-5 objects, the second containing 6-10 objects, the third containing 11-15 objects, and the fourth containing 16-20 objects). The teacher asks the student to write a number to represent how many objects are in each group.

**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).*

Suggested evidence collection mode: audio or video recording of the task and/or the student's writing product

0	1	2	3	4	5	6	7
Student accurately writes **none** of the numbers from 0 to 20. **AND** Student accurately uses a written numeral to represent the quantity for **none** of the groups of objects.	Student accurately writes **at least one but less than five** of the numbers from 0 to 20. **AND** Student accurately uses a written numeral to represent the quantity for **one** of the groups of objects.	Student accurately writes **at least five but less than ten** of the numbers. **AND** Student accurately uses a written numeral to represent the quantity for **two** of the groups of objects.	Student accurately writes **at least ten but not all** of the numbers. **AND** Student accurately uses a written numeral to represent the quantity for **three** of the groups of objects.	Student accurately writes **all** of the numbers. **AND** Student accurately uses a written numeral to represent the quantity for **all four** of the groups of objects.	Student writes numbers from 0 to 30 with **no** reversal of digits. **AND** Student accurately uses a written numeral to **represent a group containing 21-30 objects.**	Student writes numbers from 0 to 40 with **no** reversal of digits. **AND** Student accurately uses a written numeral to **represent a group containing 31-40 objects.**	Student writes numbers 0 to 50 with **no** reversal of digits. **AND** Student accurately uses a written numeral to **represent a group containing 41-50 objects.**

Mathematics:
Operations and Algebraic Thinking Collection

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

Standard: K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.

SUGGESTED TASK: See Appendix: Common Addition and Subtraction Situations.

Teacher presents student with a one-step addition or subtraction contextual problem within 10 for the following problem types:

1) add to-result unknown,
2) take from-result unknown,
3) put together/take apart-total unknown, and
4) put together/take apart-addend unknown.

Suggested method of evidence collection: audio or video recording of the task and/or the student's writing product

0	1	2	3	4	5	6	7
Student accurately solves **none** of the problem types.	Student accurately solves **one** of the problem types and accurately uses concrete objects or mathematical drawings to represent the problem.	Student accurately solves **two** of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	Student accurately solves **three** of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	Student accurately solves **all four** of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	Student accurately solves a one-step addition or subtraction contextual problem within 20 for **one** of the following three problem types: 1) add to-change unknown 2) take from-change unknown	Student accurately solves a one-step addition or subtraction contextual problem within 20 for **two** of the following three problem types: 1) add to-change unknown 2) take from-change unknown	Student accurately solves a one-step addition or subtraction contextual problem within 20 for **all three** of the following problem types: 1) add to-change unknown 2) take from-change unknown

					3) put together/ take apart- both addends unknown and accurately uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	3) put together/ take apart- both addends unknown and accurately uses objects, drawings, and equations with a symbol for the unknown number to represent the problems.	3) put together/ take apart- both addends unknown and accurately uses objects, drawings, and equations with a symbol for the unknown number to represent the problems.

Mathematics:
Numbers and Operations in Base Ten Collection

Cluster: A. Work with numbers 11-19 to gain foundations for place value

Standard: K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.

SUGGESTED TASK: Teacher presents student with objects or drawings that represent groups of 10 and ones (e.g., bundles of 10 popsicle sticks and then some individual popsicle sticks to represent ones or a drawing of a bundle of 10 objects and then some individual objects).

1) The teacher asks the student to use the tens and the ones to make 12. The student accurately uses 1 ten and 2 ones. The teacher asks the student to write a representation of their problem. The student accurately records the problem using pictures or an equation (e.g., 10 + 2 = 12 OR 10 drawn circles + 2 drawn circles = 12 drawn circles)
2) The teacher asks the student to use the tens and the ones to make 16. The student accurately uses 1 ten and 6 ones. The teacher asks the student to write a representation of their problem. The student accurately records the problem using pictures or an equation (e.g., 10 + 6 = 16 OR 10 drawn circles + 6 drawn circles = 16 drawn circles)
3) The teacher gives the student 11 single objects or draws 11 single objects. The teacher asks the student if they can break 11 down into tens and ones. The student accurately makes a group of 10 and then 1 individual objects. The teacher asks the student to write a representation of their problem. The student accurately records the problem using pictures or an equation (e.g., 11 = 10 + 1 OR 11 drawn circles = 10 drawn circles + 1 drawn circles)
4) The teacher gives the student 19 single objects or draws 19 single objects. The teacher asks the student if they can break 19 down into tens and ones. The student accurately makes a group of 10 and then 9 individual objects. The teacher asks the student to write a representation of their problem. The student accurately records the problem using pictures or an equation (e.g., 19 = 10 + 9 OR 19 drawn circles = 10 drawn circles + 9 drawn circles)

Suggested method of evidence collection: audio or video recording of the task and/or the student's writing product

0	1	2	3	4	5	6	7
When presented with all four tasks, student **accurately completes none of the tasks.**	When presented with all four tasks, student **accurately completes none of the tasks,** but the student is able to **partially complete** at least 1 task.	When presented with all four tasks, student **accurately completes one of the tasks.**	When presented with all four tasks, student **accurately completes two of the tasks.**	When presented with all four tasks, student **accurately completes three of the tasks.**	When presented with all four tasks, student **accurately completes all four of the tasks.**	The student is able to: When asked to use tens and ones to represent the number 25 and to write an equation to represent their problem in as many ways as possible, the student is able to show **2** of the following: • 2 tens and 5 ones (20 + 5 = 25) • 1 ten and 15 ones (10 + 15 = 25) • 0 tens and 25 ones (0 + 25 = 25)	The student is able to: When asked to use tens and ones to represent the number 25 and to write an equation to represent their problem in as many ways as possible, the student is able to show **all 3** of the following: • 2 tens and 5 ones (20 + 5 = 25) • 1 ten and 15 ones (10 + 15 = 25) • 0 tens and 25 ones (0 + 25 = 25)

Resources

- Tennessee Math Standards
- Tennessee English Language Arts Standards
- Kindergarten Instructional Focus Documents
- TEAM Student Growth Portfolio Guidebook for Administrators and Teachers
- TEAM Website

Appendix: Common Addition and Subtraction Situations

Taken from [Tennessee Academic Standards for Mathematics]

Table 1 Common addition and subtraction situations

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$ **(K)**	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$ **(1^{st})**	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$ **One-Step Problem** **(2^{nd})**
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$ **(K)**	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$ **(1^{st})**	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$ **One-Step Problem** **(2^{nd})**
	Total Unknown	**Addend Unknown**	**Both Addends Unknown[2]**
Put Together/ Take Apart[3]	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$ **(K)**	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$ **(K)**	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$ **(1^{st})**
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare[4]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? **(1^{st})**	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? **One-Step Problem** **(1^{st})**	(Version with "more"): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$ $? + 3 = 5$ **One-Step Problem** **(2^{nd})**
	("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$ **(1^{st})**	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$ **One-Step Problem** **(2^{nd})**	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have? **One-Step Problem** **(1^{st})**

K: Problem types to be mastered by the end of the Kindergarten year.
1st: Problem types to be mastered by the end of the First Grade year, including problem types from the previous year. However, First Grade students should have experiences with all 12 problem types.
2nd: Problem types to be mastered by the end of the Second Grade year, including problem types from the previous years.