



Department of  
**Education**

# Pre-K and Kindergarten Student Growth Portfolio Model

## 2022-23 Revision

Tennessee Department of Education | July 2022



# 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 saw:

- 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
<p><b>Foundational Literacy</b></p>	<ul style="list-style-type: none"> <li>• <b>PK.FL.PA.2</b> Demonstrate increasing understanding of spoken words, syllables, and sounds (phoneme) through oral language and with guidance and support.               <ul style="list-style-type: none"> <li><b>e.</b> Identify whether or not two words begin or end with the same sound.</li> </ul> </li> <li><b>or</b></li> <li>• <b>PK.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.               <ul style="list-style-type: none"> <li><b>b.</b> Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).</li> </ul> </li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>PK.RL.KID.3</b> With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text).</li> </ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• <b>PK.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of texts, discussions, and activities (informational text).</li> </ul>
----------------	---

### Kindergarten ELA Collection Options

Collections	Standards
<b>Foundational Literacy</b>	<ul style="list-style-type: none"> <li>• <b>K.FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• <b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> <li>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</li> </ul> </li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a story (narrative text).</li> </ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• <b>K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text (informational text).</li> </ul>

## 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	<ul style="list-style-type: none"><li>• <b>PK.CC.A.4</b> Begin to name numerals 0-10.</li></ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"><li>• <b>PK.CC.C.6</b> Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.</li></ul>
Operations & Algebraic Thinking	<ul style="list-style-type: none"><li>• <b>PK.OA.A.4</b> 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.</li></ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"><li>• <b>PK.OA.A.3</b> Compose and decompose numbers to 5, in more than one way, by using objects or drawings.</li></ul>

## Kindergarten Math Collection Options

Collections	Standards
<b>Counting and Cardinality</b>	<ul style="list-style-type: none"><li>• <b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backward from 10.</li></ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"><li>• <b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</li></ul>
<b>Operations &amp; Algebraic Thinking</b>  <b><u>OR</u></b>  <b>Numbers &amp; Operations in Base Ten</b>	<ul style="list-style-type: none"><li>• <b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</li></ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"><li>• <b>K.NBT.A.1</b> 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.</li></ul>

# 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 who 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: For Levels 1-4, the teacher chooses either the beginning or ending. For Level 5, the teacher assesses both the beginning and ending.**

- The teacher will say two words and ask: "Is the **beginning** sound the same?" If the student says yes, the teacher asks, "what is the beginning sound". If the student says no, the teacher asks, "what are the two different beginning sounds". The student must be able to identify what the sound is at the beginning of both words to be correct. The teacher will continue with 9 more scenarios.
- The teacher will say two words and ask: "Is the **ending** sound the same?" If the student says yes, the teacher asks, "what is the ending sound". If the student says no, the teacher asks, "what are the two different ending sounds". The student must be able to identify what the sound is at the ending of both words to be correct. The teacher will continue with 9 more scenarios.

**For Levels 6-7 the suggested task is described in the rubric.**

**Required method of evidence collection:** video recording. This is a verbal assessment at all levels 0-7.

0	1	2	3	4	5	6	7
The student is <b>unable to identify if any words</b> begin or end with the same sound.	The student is able to identify if two words begin or end with the same sound <b>less than 2 times.</b>	The student is able to identify if two words begin with the same sound <b>at least 2 out of 10 times.</b> <b>OR</b> The student is able to identify if two words end with the same sound <b>at least 2 out of 10 times.</b>	The student is able to identify if two words begin with the same sound <b>at least 5 out of 10 times.</b> <b>OR</b> The student is able to identify if two words end with the same sound <b>at least 5 out of 10 times.</b>	The student is able to identify if two words begin with the same sound <b>10 out of 10 times.</b> <b>OR</b> The student is able to identify if two words end with the same sound <b>10 out of 10 times.</b>	The student is able to identify if two words begin with the same sound <b>10 out of 10 times.</b> <b>AND</b> The student is able to identify if two words end with the same sound <b>10 out of 10 times.</b>	The teacher says "mat." Teacher says to student, "Change the /m/ to /p/. What is the new word?" The teacher continues with 4 more scenarios. The student is <b>able to produce the new word at least 3 out of 5 times.</b>	The teacher says "mat." Teacher says to student, "Change the /m/ to /p/. What is the new word?" The teacher continues with 4 more scenarios. The student is <b>able to produce the new word 5 out of 5 times.</b>



**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: For Levels 0-5** 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 (for example: b, k, l, o, p, t, v, w, x, y). The teacher can choose any 10 letters as long as they include examples of circle, line, diagonal, and crossed lines. The student can write upper or lower-case letters. The students are following a teacher model; therefore, letter reversals are not correct.

**For Levels 6-7** Teacher says a letter name and/or sound and the student writes the letter legibly without reversals. An example: The teacher says /m/ and the student writes the letter M or m. The student may write the uppercase or the lowercase letter. It does not have to be on lined paper. The teacher continues with each of the consonant and short vowel sounds.

**Required method of evidence collection: Levels 0-5:** the writing product with the teacher’s model and the student’s writing.

**Levels 6 and 7:** the student’s writing product and an answer sheet of the letter name and/or sounds the teacher says

This is a written assessment at all levels 0-7.

0	1	2	3	4	5	6	7
The student is <b>not able to write any of the letter forms.</b>	The student is <b>able to form a line.</b>	The student is <b>able to form a circle and a line.</b>	The student is <b>able to form at least 5 letters</b> in the task <b>following a teacher model.</b>	The student is <b>able to form each of the 10 letters</b> in the task <b>following a teacher model.</b>	The student is <b>able to write at least 20 of the 26 letters legibly</b> following a <b>teacher model.</b>	<b>Without a teacher model,</b> the student is <b>able to write letters for at least 10 out of 26</b> consonant and short vowel letters when the teacher says the letter name and/or sound.	<b>Without a teacher model,</b> the student is <b>able to write letters for at least 20 out of 26</b> consonant and short vowel letters when the teacher says the letter name or sound.

# English Language Arts: Reading Collection

Reading Literature							
Category: Key Ideas and Details - Standard 3							
<p><b>Standard: PK.RL.KID.3</b> With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text).</p> <p><b>SUGGESTED TASK:</b> After reading a familiar narrative text, the teacher asks the student questions. For example: Who was this story about? Were there any other characters in this story? Where did this story happen? What happened in this story? The student <b>orally</b> answers the comprehension questions. To identify a character the student must name the character to be correct. At <b>Levels 1-5</b>, an event is anything that happened in the story. At <b>Levels 6-7</b>, <b>major events are the important events that happened at the beginning, middle, or end.</b></p> <p><b>Suggested prompting and support:</b> The teacher may have the book available for the student to look at while asking the questions. Other examples of prompting and support include story webs and charts used in class during the shared reading of the text. The questions in the task are not prompting and support, they are part of the task.</p> <p><b>Required method of evidence collection:</b> video recording. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.</p>							
0	1	2	3	4	5	6	7
<p>With prompting and support, the student <b>does not identify any aspect of the text.</b> The student is off topic.</p>	<p>With prompting and support, the student is able to <b>recall some details</b> of the text but is not able to identify characters, setting, or events.</p>	<p>With prompting and support, the student <b>orally</b> identifies <b>one</b> of the following: character, setting, or event.</p>	<p>With prompting and support, the student <b>orally</b> identifies <b>two</b> of the following: character, setting, or any event.</p>	<p>With prompting and support, the student identifies a character, the setting, <b>AND</b> at least one event.</p>	<p>With prompting and support, the student <b>identifies</b> a character, the setting, <b>AND</b> more than one event.</p>	<p>With prompting and support, the student orally identifies each of the following: more than one character, the setting, and a <b>major</b> event from one element of the story-</p>	<p>With prompting and support, the student orally identifies each of the following: more than one character, the setting, and a <b>major</b> event from at least two elements of the story- beginning, middle, <b>or</b> end.</p>

beginning,  
middle, **or** end.

**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 questions. For example: “What was this story about (main topic)? What are some things (key details) you learned about (the topic)?” The student **orally** answers the comprehension questions. **Key details** explain or describe the main topic. **Details** describe or retell something from the text. For example, if the main topic is insects. A detail may be ladybugs are insects. Another detail could be bees are insects. A key detail might be insects have six legs. Another key detail might be insects have two antennae.

**Suggested prompting and support:** The teacher may have the book available for the student to look at while asking the questions. Other examples of prompting and support include story webs and charts used in class during the shared reading of the text. The questions in the task are not prompting and support, they are part of the task.

**Required method of evidence collection:** video recording. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.

0	1	2	3	4	5	6	7
With prompting and support, the student <b>does not identify any aspect</b> of the text. The student is off topic.	With prompting and support, the student provides <b>some information</b> on the text but is unable to provide the main topic or key details.	With prompting and support, the student orally provides the main topic <b>OR</b> one detail of a text, discussion, or activity.	With prompting and support, the student orally provides the main topic <b>AND one</b> detail of a text, discussion, or activity.	With prompting and support, the student orally provides the main topic <b>AND more than one</b> detail of a text, discussion, and activities.	With prompting and support, the student orally provides the main topic <b>AND</b> at least one <b>key</b> detail of the text.	With prompting and support, the student orally provides the main topic <b>AND</b> at least two <b>key</b> details of the text.	With prompting and support, the student orally provides the main topic <b>AND</b> at least three key details of the text.

# 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 the 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 the 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?"

**Required method of evidence collection:** video recording. This is a verbal assessment at all levels 0-7. If the student mastered Level 5, then the teacher can move on to the Level 6 task. If the student masters Levels 6 or 7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

0	1	2	3	4	5	6	7
The student accurately identifies <b>none</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>one</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>three</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>five</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>eight</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>all</b> of the numbers by name when the cards are in order.	The student accurately identifies <b>eight</b> of the numbers by name when cards are scattered and called on out of order.	The student accurately identifies <b>all</b> 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 the 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?" The 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. Teacher presents the 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?"

**Required method of evidence collection:** video recording of the student completing the tasks. This is a verbal assessment at all levels 0-7. If the student mastered Level 4, then the teacher can move on to the Level 5-7 task. If the student masters Levels 5,6 or 7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

0	1	2	3	4	5	6	7
When presented with all three	When presented with all three	When presented with all three	When presented with all three	When presented with all three	When presented with all three	When presented with all three	When presented with all three

tasks, the student accurately completes <b>none of the tasks.</b>	tasks, student accurately completes none of the tasks but when explicitly prompted, can point to a group that is larger or smaller.	tasks, student accurately completes <b>one</b> of the tasks.	tasks, student accurately completes <b>two</b> tasks.	tasks, student accurately completes all <b>three</b> tasks.	tasks, the student accurately completes <b>one</b> of the tasks.	tasks, the student accurately completes <b>two</b> tasks.	tasks, the student accurately completes all <b>three</b> 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:** When the student is presented with the tasks, if a student misses the first two and is frustrated- stop. If the student is not showing frustration, continue with all four tasks.

- **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 chips 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.

**Expected method of evidence collection:** Video recording of the students' oral responses. If the student draws circles, the writing product should be included as well. If the student mastered Level 4, then the teacher can move on to the Level 5-7 task. If the student masters Levels 5,6 or 7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

0	1	2	3	4	5	6	7
Student accurately completes none of the tasks.	Student accurately completes one of the tasks.	Student accurately completes two of the tasks.	Student accurately completes three of the 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:** When the student is presented with the five tasks, if a student misses the first two and is frustrated- stop. If the student is not showing frustration, continue with all five tasks.

- **Levels 0-5**

1. The teacher gives the student two groups of objects. 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).
2. 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).
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., 5 from 1 group and 0 from the other group).
4. 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).
5. 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.

**Expected method of evidence collection:** Video recording of the students' responses if the student uses objects. If the student draws circles, the writing product should be included. If the student mastered Level 5, then the teacher can move on to the Level 6-7 task. If the student masters Level 6 or 7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

0	1	2	3	4	5	6	7
The student accurately completes <b>none of the tasks.</b>	The student <b>accurately completes one of the tasks.</b>	The student <b>accurately completes two of the tasks.</b>	The student <b>accurately completes three of the tasks.</b>	The student <b>accurately completes four of the tasks.</b>	The student <b>accurately completes all 5 of the tasks.</b>	The student is able to use two groups of objects to represent the number 10 in <b>one way</b> (e.g., build a collection of 4 cars and 6 trucks). <b>OR</b> Given a collection of 10 objects, the student decomposes the collection into two parts in at least <b>one way</b> (e.g., given a collection of 10 bear counters, decomposes the collection to 5 bears and 5 bears).	The student is able to use two groups of objects to represent the number 10 in <b>one way</b> (e.g., build a collection of 4 cars and 6 trucks). <b>AND</b> Given a collection of 10 objects, the student decomposes the collection into two parts in at least <b>one way</b> (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: For Levels 0-5-** Teacher says a letter sound and the student writes the letter legibly without reversals. An example: The teacher says /m/ and the student writes the letter M or m. The student may write the uppercase or the lowercase letter. It does not have to be on lined paper. The teacher continues with each of the consonant and short vowel sounds.

**For Levels 6-7-** Teacher says a word and the student writes the word. Teacher uses a list of 10 one-syllable words that include VCVe, common vowel teams, final -y and r-controlled vowels. An example word list is provided in the rubric but is not required. Teachers can use their own word lists if it follows the standard guidelines.

**Required method of evidence collection: For Levels 0-5-** the student's writing product and an answer sheet of the letter sounds the teacher says  
**For Levels 6-7-** An answer sheet of the word list if the teacher doesn't use the example in the rubric **and** a student writing product. This can be assessed in a whole group, small group, or individually.

This is a written assessment and should not include video evidence.

0	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

The student is <b>not able to write letters for any</b> consonant and short vowel sounds.	The student is <b>able to write letters for less than 5</b> consonant and short vowel sounds.	The student is <b>able to write letters for few (5 out of 26)</b> consonant and short vowel sounds.	The student is <b>able to write letters for some (10 out of 26)</b> consonant and short vowel sounds.	The student is <b>able to write letters for most (20 out of 26)</b> consonant and short vowel sounds.	The student is <b>able to write all letters</b> for consonant and short vowel sounds.	The student is able to spell 8 of the 10 words correctly. <i>Example list:</i> Like Stove Bake Bear Queen Tree Try Sky Bird Car	The student is able to spell all 10 words correctly. <i>Example list:</i> Like Stove Bake Bear Queen Tree Try Sky Bird Car
---	---	---	---	---	---	--	---

**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.  
**For Levels 6-7:** Teacher provides the student with a list of ten one-syllable words. Teachers asks the student to read the words. An example word list is provided in the rubric but is not required. Teachers can use their own word lists if they follow the standard guidelines.

**Required method of evidence collection:** video recording. This is a verbal assessment at all levels 0-7. An answer sheet of the word list if the teacher doesn't use the example in the rubric at Levels 6-7. This is assessed to students individually.

0	1	2	3	4	5	6	7	
The student is <b>unable to produce a new word in any of the 5 scenarios.</b>	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	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	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	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	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	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 <b>able to</b>	The student is able to read 10 CVC words. <i>Example list:</i> Fan Dog Sob Got Wet Big	The student is able to read 10 closed syllable words. <i>Example list:</i> Jump Glad Crisp Kept Mask

	able to produce a new word at least 1 out of 5 times.	able to produce a new word at least 2 out of 5 times.	able to produce a new word at least 3 out of 5 times.	able to produce the new word at least 5 out of 5 times.	produce the new word at least 5 out of 5 times. <b>AND</b> 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 <b>able to produce the new word at least 5 out of 5 times.</b>	Cat Leg Bun Win	Club End Truck Sock Chip
--	---	---	---	---	--	--------------------------	--------------------------------------

# 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 questions. For example: Who was this story about? Were there any other characters in this story? Where did this story happen? What happened in this story? The student **orally** answers the comprehension questions. To identify a character, the student must name the character to be correct. At **Levels 1-2**, an event is anything that happened in the story. At **Levels 3-5 major events are the important events that happened at the beginning, middle, or end.** At **Levels 6-7**, after reading a familiar narrative text, the teacher asks the student to describe the characters in the text. The teacher also asks the student to describe the setting or settings if there is more than one. Finally, the teacher asks the student to describe what happened in the story- the major events. Major events are in the correct sequence (what happened first, next, last). Students use graphic organizers to provide key details (descriptions-adjectives) to describe the characters, setting, and major events. Graphic organizers can be drawings or written details.

**Suggested prompting and support:** At **Levels 0-4**, the teacher may have the book available for the student to look at while asking the questions. Other examples of prompting and support include story webs and charts used in class during shared reading of the text. The questions in the task are not prompting and support, they are part of the task.

At **Levels 5-7** prompting and support are no longer provided. Independently means without prompting and support.

**Required method of evidence collection:** At **Levels 0-5** video recording of student oral work. This is not a writing standard. This is assessed to students individually.

At **Levels 6-7**, teachers **can submit a graphic organizer** where the student has described the characters settings and major events with details **OR** teachers can submit a student writing piece that includes writing and drawings (if the student chooses to draw. It is not mandatory) describing the characters settings and major events with details.

0

1

2

3

4

5

6

7

With prompting and support, student <b>does not identify any aspect</b> of the text. Student is off topic.	With prompting and support, Student <b>is able to recall some details</b> of the text but is not able to identify characters, setting, or major events.	With prompting and support, student <b>orally</b> identifies <b>one</b> of the following: character, setting, or major event from the story.	With prompting and support, student <b>orally</b> identifies each of the following: more than one character, the setting, and a <b>major</b> event from one element of the story- beginning, middle, <b>or</b> end.	With prompting and support, student <b>orally</b> identifies each of the following: more than one character, the setting, and a <b>major</b> event from at least two elements of the story- beginning, middle, <b>or</b> end.	Student <b>independently (no prompting and support) orally</b> identifies each of the following: more than one character, the setting, and a <b>major</b> event from each element of the story- beginning, middle, <b>and</b> end.	Student <b>independently (no prompting and support)</b> identifies all three of the following: more than one character, the setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe <b>one</b> of the following: characters, setting, <b>or</b> major details of the story. The student uses adjectives to describe.	Student <b>independently (no prompting and support)</b> identifies all three of the following: more than one character, setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe <b>two</b> of the following: characters, setting, <b>or</b> major details of the story. The student uses adjectives to describe.
--	---	--	---	---	--	---	---

**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 questions. For example: "What was this story about (main topic)? What are some things (key details) you learned about (the topic)?" The student **orally** answers the comprehension questions.

**Key details** explain or describe the main topic. **Details** describe or retell something from the text. For example, if the main topic is insects.

A detail may be ladybugs are insects. Another detail could be bees are insects. A key detail might be insects have six legs. Another key detail might be insects have two antennae.

**Suggested prompting and support: For Levels 0-4**, the teacher may have the book available for the student to look at while asking the questions. Other examples of prompting and support include story webs and charts used in class during shared reading of the text. The questions in the task are not prompting and support, they are part of the task. At **Levels 5-7**, prompting and support are no longer provided. Independently means without prompting and support.

**Required method of evidence collection: At Levels 0-5**, video recording of student oral work. This is not a writing standard. This is assessed to students individually.

**At Levels 6-7** - a student writing piece. The student writing piece can be a graphic organizer of the main idea and key details.

0	1	2	3	4	5	6	7
With prompting and support, student <b>does not identify any aspect</b> of the text. Student is off topic.	With prompting and support, student <b>orally</b> provides main topic OR at least one key detail of text but can't do both.	With prompting and support, student <b>orally</b> provides main topic AND at least one key detail of text.	With prompting and support, student <b>orally</b> provides main topic <b>AND</b> at least two <b>key</b> details of the text.	With prompting and support, student <b>orally</b> provides the main topic <b>AND</b> at least three key details of the text.	Student <b>independently (no prompting and support) orally</b> provides the main topic <b>AND</b> at least 3 key details of the text.	Student <b>independently (no prompting and support)</b> provides the main topic <b>AND</b> retells at least one key detail of the text through writing.	Student <b>independently (no prompting and support)</b> provides the main topic <b>AND</b> retells two key details of text through writing.

# 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: For Levels 0-4**

- 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.

**For Levels 5-7** the task is in the rubric

**Required evidence collection mode:** video recording. This is a verbal assessment at all levels 0-7. If the student mastered Level 4, then the teacher can move on to the Level 5 task. If the student masters any level 5-7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

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



**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:**

**For Levels 0-5 there are two tasks.**

- Teacher gives students a recording sheet to write the numbers as she says them aloud. Teachers says all of the numbers 0 to 20, in any order. This can be assessed as a whole group, small group, or individually. **AND**
- Teacher presents student with a sheet with 4 sets-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 count the set and write how many objects are in each group on the blank next to the group.

**For Levels 6-7 there are two tasks. The teacher should use at least 10 different numbers to assess mastery.**

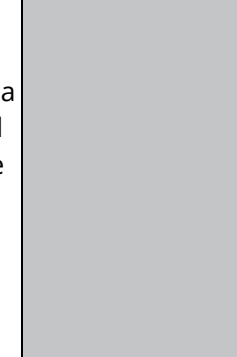

- The teacher calls out a number between 21-120 and the student is able to correctly write the number. For example: "Write the number 76." The teacher should use at least 10 different numbers to assess mastery.
- The teacher gives the student a sheet with 4 sets- groups of objects (one containing 21-30 objects, the second containing 30-50 objects, the third containing 50-75 objects, and the fourth containing 75-100 objects), and the student is able to count the objects and write the correct number.

This can be assessed as a whole group, small group, or individually. When writing numerals, it is not uncommon for students to write reversals. At Levels 0-4, reversals are accepted as correct. Reversal of digits in place value order are not correct (*e.g., 21 may not be accepted for 12*). At Levels 5-7, no reversals are accepted as correct.

If the student mastered Level 5, then the teacher can move on to the Level 6 task. If the student masters any level 6-7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

**Required evidence collection mode:** the student's writing products. The teacher answer sheet must be included in the context narrative for this standard.

0	1	2	3	4	5	6	7
The student accurately writes <b>none</b> of the numbers from 0 to 20. <b>AND</b>	The student accurately writes <b>at least one but less than five</b> of the numbers	The student accurately writes <b>at least five but less than ten</b> of the numbers. <b>AND</b>	The student accurately writes <b>at least ten but not all</b> of the numbers. <b>AND</b>	The student accurately writes <b>all</b> of the numbers. <b>AND</b>	With no reversals, the student accurately writes <b>all</b> of the numbers.	The student is able to complete at least one of the tasks with 100% accuracy.	The student is able to complete both tasks with 100% accuracy.

<p>The student accurately uses a written numeral to represent the quantity for <b>none</b> of the groups of objects.</p>	<p>from 0 to 20. <b>AND</b> The student accurately uses a written numeral to represent the quantity for <b>one</b> of the groups of objects.</p>	<p>The student accurately uses a written numeral to represent the quantity for <b>two</b> of the groups of objects.</p>	<p>The student accurately uses a written numeral to represent the quantity for <b>three</b> of the groups of objects.</p>	<p>The student accurately uses a written numeral to represent the quantity for <b>all four</b> of the groups of objects.</p>	<p><b>AND</b> The student accurately uses a written numeral to represent the quantity for <b>all four</b> of the groups of objects.</p>		
--	--	---	---	--	---	---	---

# 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: See Table 1 – Common Addition and Subtraction Situations for examples of the problem types. The examples provide teachers with problem types, teachers should adjust the numbers to meet the standard.

**Levels 0-4** Teacher presents student with a one-step addition or subtraction contextual problem using numbers **within 10 (more than 5)** 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.

**Levels 5-7** Teacher presents student with one-step addition and subtraction contextual problems using numbers **within 20 (more than 10)** for each of the following problem types:

- 1) add to- change unknown
- 2) take from- change unknown
- 3) put together/take apart- both addends unknown
- 4) compare- difference unknown

Levels 5-7 are aligned to 1.OA.A.1. The phrase “uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.” means students can use objects or drawings if they need them but if the student can complete the equation without the objects and drawings, it is acceptable. The teacher can set up the equation. For example  $\_\_\_ + \_\_\_\_ = \_\_\_\_\_\_$  The symbol for the unknown number is the student writing the number.

**Expected methods of evidence collection:**

**For Levels 0-4:**

1. Video recording of the task if the student uses objects and answers orally, the student’s writing product **OR**
2. The writing product if the student uses drawings and answers by writing the number.

**For Levels 5-7:** a writing product- If the student mastered Level 4, then the teacher can move on to the Level 5-7 task. If the student masters any level 5-7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

0	1	2	3	4	5	6	7
When presented with all four Kindergarten problem types, student accurately solves <b>none</b> of the problem types.	When presented with all four Kindergarten problem types, student accurately solves <b>one</b> of the problem types and accurately uses concrete objects or mathematical drawings to represent the problem.	When presented with all four Kindergarten problem types, student accurately solves <b>two</b> of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	When presented with all four Kindergarten problem types, student accurately solves <b>three</b> of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	When presented with all four Kindergarten problem types, student accurately solves <b>all four</b> of the problem types and accurately uses concrete objects or mathematical drawings to represent the problems.	When presented with all four first-grade problem types, student accurately solves <b>one or two</b> of the problem types and accurately uses objects or drawings, and equations with a symbol for the unknown number to represent the problem.	When presented with all four first-grade problem types, student accurately solves <b>three</b> of the problem types and accurately uses objects, drawings, and equations with a symbol for the unknown number to represent the problems.	When presented with all four first-grade problem types, student accurately solves <b>all four</b> of the problem types 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:** The following tasks are examples of using drawings and using objects. Teacher can choose which they prefer or both. The first two tasks are using drawings. The last two tasks use objects.

- 1) The teacher asks the student to use the tens and the ones to make 12. The student can circle one group of 10 and 2 ones to show 12. The student writes the equation:  $10 + 2 = 12$  to represent the problem.
- 2) The teacher asks the student to use the tens and the ones to make 16. The student can circle one group of 10 and 6 ones to show 16. The student writes the equation:  $10 + 6 = 16$  to represent the problem.
- 3) The teacher gives the student 11 single objects such as linking cubes. The teacher asks the student if they can show 11 using tens and ones. The student accurately makes a group of 10 and then 1 with the linking cubes. The teacher asks the student to write a representation of their problem. The student accurately records the problem using an equation:  $11 = 10 + 1$ .
- 4) The teacher gives the student 19 single objects such as linking cubes. The teacher asks the student if they can show 19 using tens and ones. The student accurately makes a group of 10 and then 9 with linking cubes. The teacher asks the student to write a representation of their problem. The student accurately records the problem using an equation:  $19 = 10 + 9$

**Expected method of evidence collection:** the student's writing product if using drawings or a video if using objects.

0	1	2	3	4	5	6	7
When presented with all four tasks, the student accurately completes <b>none</b> of the tasks.	When presented with all four tasks, student <b>accurately completes none of the tasks</b> , but the student is able to <b>partially complete</b> at least 1 task.	When presented with all four tasks, student accurately completes <b>one</b> of the tasks.	When presented with all four tasks, student accurately completes <b>two</b> of the tasks.	When presented with all four tasks, student accurately completes <b>three</b> of the tasks.	When presented with all four tasks, student accurately completes all <b>four</b> 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 <b>2</b> of the following: <ul style="list-style-type: none"> <li>• 2 tens and 5 ones (<math>20 + 5 = 25</math>)</li> <li>• 1 ten and 15 ones (<math>10 + 15 = 25</math>)</li> <li>• 0 tens and 25 ones (<math>0 + 25 = 25</math>)</li> </ul>	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 <b>all 3</b> of the following: <ul style="list-style-type: none"> <li>• 2 tens and 5 ones (<math>20 + 5 = 25</math>)</li> <li>• 1 ten and 15 ones (<math>10 + 15 = 25</math>)</li> <li>• 0 tens and 25 ones (<math>0 + 25 = 25</math>)</li> </ul>

# 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 <sup>st</sup> )	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? $? + 3 = 5$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
	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 <sup>st</sup> )	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
	Total Unknown	Addend Unknown	Both Addends Unknown <sup>2</sup>
Put Together/ Take Apart <sup>3</sup>	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 <sup>st</sup> )
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare <sup>4</sup>	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  (1 <sup>st</sup> )	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  <b>One-Step Problem</b> (1 <sup>st</sup> )	(Version with "more"): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have?  $5 - 3 = ? \quad ? + 3 = 5$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
	("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 <sup>st</sup> )	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$  <b>One-Step Problem</b> (2 <sup>nd</sup> )	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have?  <b>One-Step Problem</b> (1 <sup>st</sup> )

**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.