

First and Second Grade Student Growth Portfolio Model 2022-23 Revision

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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 first- and second-grade models. Beginning with the 2022-23 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 first and second grade 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 first- and second-grade teachers will enroll in **two** different ELA collections in the student growth portfolio platform.

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

- First-grade teachers will choose either standard 1.FL.PWR.3b **or** 1.FL.WC.4b.
- Second-grade teachers will choose standard 2.FL.PWR.3c **or** 2.FL.WC.4b.

The second collection will be from *Reading* standards.

- First-grade teachers will choose Literature standard 1.RL.KID.3 **or** Informational Text standard 1.RI.KID.2.
- Second-grade teachers will choose Literature standard 2.RL.KID.3 **or** Informational Text standard 2.RI.KID.2.

First Grade ELA Collection Options

Collections	Standards
Foundational Literacy	 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text b. Decode regularly spelled one-syllable words. or 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels

Dooding	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details (narrative text).
Reading	• 1.RI.KID.2 Identify the main topic and retell key details of a text (informational text).

Second grade ELA Collection Options

Collections	Standards
Foundational Literacy	 2.FL.PWR.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Decode regularly spelled two-syllable words with long vowels. or 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.
Reading	 2.RL.KID.3 Describe how characters in a story respond to major events and challenges. (narrative text) or 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. (informational text)

Mathematics

The descriptions below provide an overview of the mathematical concepts and skills that students explore throughout the **first grade**.

Numbers and Operations in Base Ten

Students read, write, and represent a given number of objects numerically and extend the counting sequence to 120. They demonstrate the ability to count from any number up to 120 and count backward from 20. Students understand that two-digit numbers represent groups of tens and ones, and each two-digit number can be composed and decomposed in a variety of ways. Using place value understanding, students compare two-digit numbers based on the number of tens and ones represented in the given numbers using symbols for comparison. Students build number sense and use increasingly sophisticated strategies based on place value and properties of operations to add and subtract.

Operations and Algebraic Thinking

Students extend previous understanding of addition and subtraction to solve contextual problems within 20, add three addends, and recognize subtraction as an unknown addend problem. Students solve a variety of problem types, with unknowns in all positions, in order to make connections among contexts, equations, and strategies (See Table 1 - Addition and Subtraction Situations). Students should apply properties of operations as strategies to add and subtract when needed (See Table 3 - Properties of Operations). By the end of first grade, students should know from memory sums of 10 and fluently add and subtract within 20. Students demonstrate their understanding of the equal sign (=) by determining if addition/subtraction equations are true or false and writing equations to represent a given situation.

The descriptions below provide an overview of the mathematical concepts and skills that students explore throughout the **second grade**.

Numbers & Operations in Base Ten

Students extend their understanding of the base-ten place value system to 1,000. This includes counting by ones, fives, tens, and hundreds. Students write numbers using standard form, word form, and expanded form. They deepen their understanding of the different ways a number can be composed and decomposed. Students extend their understanding of place value, properties of

operations, and the relationship between addition and subtraction to add and subtract within 1,000 and fluently add and subtract within 100 (See Table 3 - Properties of Operations). They add up to four two-digit numbers. They should also be able to explain why these strategies work. Students mentally add and subtract 10 or 100 from a given number 100-900.

Operations & Algebraic Thinking

Students solve one- and two-step addition and subtraction contextual problems within 100 with an unknown in any position. Students should solve a variety of problem types in order to make connections among contexts, equations, and strategies (See Table 1 - Addition and Subtraction Situations). Students also represent these problems with objects, drawings, and/or equations. Students build upon previously taught strategies to mentally add and subtract within 30. Students know from memory all sums of two one-digit numbers and related subtraction facts.

First- and second-grade teachers will enroll in **two** different mathematics collections in the student growth portfolio platform.

The first collection will be from *Numbers and Operations in Base Ten* standards.

- First-grade teachers will choose either standard 1.NBT.A.1 **or** 1.NBT.B.3.
- Second-grade teachers will choose either standard 2.NBT.A.3 or 2.NBT.A.4.

The second collection will be from *Operations and Algebraic Thinking* standards.

- First-grade teachers will choose either standard 1.OA.A.1 **or** 1.OA.C.6.
- Second-grade teachers will choose standard 2.OA.A.1 **or** 2.OA.B.2.

First Grade Math Collection Options

Collections	Standards						
Numbers	1.NBT.A.1 Count to 120, starting at any number. Read and write numerals to 120						
and	and represent a number of objects with a written numeral. Count backward from						
Operations	20.						
in Base Ten	<u>or</u>						

	1.NBT.B.3 Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.
Operations & Algebraic Thinking	 1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Appendix- Table 1 - Addition and Subtraction Situations) Or 1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.

Second Grade Math Collection Options

Collections	Standards
Numbers & Operations in Base Ten	 2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form. or 2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.
Operations & Algebraic Thinking	 2.OA.A.1. Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Appendix- Table 1 - Addition and Subtraction Situations) Or 2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.

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's 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's 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 <u>not</u> an expectation that students reach performance levels 6 or 7 because these levels surpass appropriate developmental expectations.

First Grade Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonics and Word Recognition - Standard #3

Standard 1.FL.PWR.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text **b.** Decode regularly spelled one-syllable words.

SUGGESTED TASK: Teacher provides the student with a list of ten one-syllable words. Teacher 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 it follows the standard guidelines.

Required method of evidence collection: Video recording of student reading and correctly pronouncing words from a list, chart, or flash card. This should be assessed one on one with students. If teacher uses a word list other than the one in the rubric, it should be included in the context narrative.

0	1	2	3	4	5	6	7
The student is	The student is able	The student is	The student is				
unable to read	able to read 3	able to read 5	able to read	able to read 10	to read 10 words	able to read 5	able to read 10
any words from	CVC words.	CVC words.	10 CVC words.	closed syllable	with 2 examples for	out of 10 two-	out of 10 two-
the list.	Example list:	Example list:	Example list:	words.	each of the 5	syllable words	syllable words
Example list:	Fan	Fan	Fan	Example list:	syllable types-	with long vowels.	with long vowels.
Fan	Dog	Dog	Dog	Jump	 Closed syllable 	Example list:	Example list:
Dog	Sob	Sob	Sob	Glad	 Open syllable 	Paper	Paper
Sob	Got	Got	Got	Crisp	 vowel team 	Razor	Razor
Got	Wet	Wet	Wet	Kept	 r-controlled 	Sidewalk	Sidewalk
Wet	Big	Big	Big	Mask	VCE	Lion	Lion
Big	Cat	Cat	Cat	Club	Example list:	Future	Future
Cat	Leg	Leg	Leg	End	Kept	Motel	Motel
Leg	Bun	Bun	Bun	Truck	Sock	Clothing	Clothing
Bun	Win	Win	Win	Sock	She	Inflate	Inflate
Win				Chip	Why	Tadpole	Tadpole
					Draw	Remote	Remote
					Rain		
					Girl		
					Card		
					Joke		

Category: Word Composition - Standard 4

Standard: 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels.

snake

SUGGESTED TASK: Teacher says word and student writes the word without letter reversals. 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: 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.

0	1	2	3	4	5	6	7
The student is	The student is	The student is	The student is	The student is	The student is able	The student is	The student is
not able to spell	able to spell 3 of	able to spell 5 of	able to spell 8 of	able to spell all	to spell 8 of the 10	able to spell 5 of	able to spell 8 of
any of the words	the 10 words	the 10 words	the 10 words	the 10 words	two-syllable words	the 10 two- and	the 10 two- and
correctly.	correctly.	correctly.	correctly.	correctly.	that end in -y or -ly,	three-syllable	three-syllable
Example list:	Example list:	Example list:	Example list:	Example list:	are compounds, or	words containing	words containing
Like	Like	Like	Like	Like	have two closed	combined	combined
Stove	Stove	Stove	Stove	Stove	syllables.	syllable types,	syllable types,
bake	bake	bake	bake	bake	Example list:	compounds,	compounds,
Bear	Bear	Bear	Bear	Bear	Tiny	common	common
queen	queen	queen	queen	queen	Нарру	prefixes, and	prefixes, and
Tree	Tree	Tree	Tree	Tree	Family	derivational	derivational
Try	Try	Try	Try	Try	Early	suffixes.	suffixes.
Sky	Sky	Sky	Sky	Sky	Bathtub	Example list:	Example list:
Bird	Bird	Bird	Bird	Bird	Himself	Paper	Paper
car	car	car	car	car	Sailboat	Umbrella	Umbrella
					Special	Computer	Computer
					Bacon	Laptop	Laptop
					label	Understand	Understand
						Unlock	Unlock
						Dislike	Dislike
						Widen	Widen
						Soften	Soften
						rarely	rarely

English Language Arts: Reading Collection

Reading Literature

Category: Key Ideas and Details - Standard 3

Standard: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. (narrative text)

SUGGESTED TASK: 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 should be in the correct sequence.

Expected method of evidence collection: 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
The student is	With prompting	With prompting	The student	The student	The student	In addition to	In addition to
unable to	and support, the	and support, the	independently	independently	independently	Level 5- The	Level 5- The
identify one of	student orally	student orally	(no prompting	(no prompting	(no prompting	student also	student also
the following: the	identifies two of	identifies	and support)	and support)	and support)	describes how	describes how
character,	the following:	characters,	identifies all	identifies all	identifies all	the character felt	the character felt
setting, or a	characters,	setting, and	three of the	three of the	three of the	or responded to	or responded to
major event	setting, or major	major events	following: more	following: more	following: more	at least one	at least one
from the story.	events from the	from the story.	than one	than one	than one	major event in	major event in
	story.		character, the	character,	character,	the story.	the story. The
		Prompting and	setting, and	setting, and	setting, and		student also
	Prompting and	support- The	major events in	major events in	major events in		describes a
	support- The	student may look	the story.	the story.	the story.		major challenge
	student may look	through the text	Recalling the	Recalling the	Recalling the		from the story.
	through the text	while the teacher	events in	events in	events in		
	while the teacher	is asking the	sequence using a	sequence using a	sequence using a		
	is asking the	questions.	graphic organizer	graphic	graphic		
	questions.		or an individual	organizer or an	organizer or an		
		Evidence at this	writing piece that	individual writing	individual writing		
		level would be a	includes written	piece that	piece that		

Evidence at this level would be a conversation with the student and a video would need to be submitted as evidence.	with the student and a video would need to be submitted as evidence.	illustrations to describe one of the following: characters, setting, or major details of the story. The student uses adjectives to	details and/or illustrations to describe two of the following: characters, setting, or major details of the story. The student uses adjectives to describe.	includes written details and/or illustrations to describe all three of the following: characters, setting, and major details of the story. The student uses adjectives to describe.		
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Reading Informational Text

Category: Key Ideas and Details - Standard 2

Standard: 1.RI.KID.2 Identify the main topic and retell key details of a text (informational)

SUGGESTED TASK: After reading an informational text, the teacher asks the student, "What was this story about? Or "What is the main topic of this story?" and "What are the most important details you recall about (the topic)?" **Key details- important pieces of information from the text that supports the main idea.** The student may use a graphic organizer. At **Levels 6 & 7**, the student is able to determine the focus of specific paragraphs within a text not just the main topic. At **Levels 6 and 7**, the teachers may read an informational passage and ask the student "What was the focus (key details) of this paragraph (3)?"

Suggested prompting and support for Levels 1 & 2: The teacher may have the book available for the student to look at while asking the questions.

Expected method of evidence collection for Levels 3-7: A student writing piece. The student writing piece can be a graphic organizer of the main idea and key details.

For Levels 0-2, the student work is oral and must be a video recording.

0	1	2	3	4	5	6	7
With prompting	With prompting	With prompting	The student	The student	The student	In addition to	In addition to
and support,	and support , the	and support, the	independently	independently	independently	evidence at Level	evidence at Level
the student is	student orally	student orally	(no prompting	(no prompting	provides the	5, the student is	5, the student is
off-topic and	provides the	provides the	and	and support)	main topic AND	able to	able to
does not retell	main topic AND	main topic AND	support)provides	provides the	retells three or	determine the	determine the

	any details from	one key detail of	more than one	the main topic	main topic AND	more key details	main focus of at	main focus of at
ŀ	the text.	the text.	key detail of the	AND retells at	retells two key	of the text.	least one specific	least two
			text.	least one key	details of the text		paragraph in the	different
				detail of text	through writing.		text.	paragraphs in
				through writing.				the text.

Mathematics: Numbers and Operations in Base Ten

Cluster: A. Extend the counting sequence.

Standard: 1.NBT.A.1 Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.

SUGGESTED TASK For Levels 3-5 This standard consists of 5 tasks. For tasks 2-4, the teacher should use at least ten numbers to assess mastery.

- 1. The teacher asks the student to count to 120 by starting at any number. Examples: "Start at 52 and count to 120".
- 2. The teacher uses flash cards with numbers 0-120 and randomly asks students to read the numbers.
- 3. The teacher calls out a number between 21-120 and the student is able to correctly writes the number. For example: "Write the number 76."
- 4. 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.
- 5. The teacher asks the student to start at 20 and count backward to 0.

For Levels 6-7

- 1. The teacher shows the student a 3-digit number and the student reads the number. The teacher may use flash cards or a sheet with the numbers listed. The teacher gives the student ten different numbers to read.
- 2. The teacher says a three-digit number and the student is able to write it in standard form, word form, and expanded form. The teacher gives the student ten different numbers. For example, the teacher says "534" and the student writes 534, five hundred thirty-four, 500 + 30 + 4

Required method of evidence collection: Video recording for oral components and a writing product. 0 1 2 3 4 5 6 7 The student is able to complete able to read at able to read at all of these tasks: at least **three** one or none of at least two of at least **four** least 6 of the 3least 8 of the 3**all five** tasks tasks with 100% digit numbers these tasks: these tasks: Count to 100. tasks with 100% digit numbers with 100% Count to 100. Count to 100. AND AND Count accuracy. accuracy. Count Count backward The student is The student is accuracy. backward backward from 10. able to write at able to write at from 10. from 10. Write least 6 of the 3least 8 of the 3-Write Write numbers 0digit numbers in digit numbers in standard form, standard form, numbers 0numbers 0-20. word form, and word form, and 20. 20. expanded form. expanded form.

Cluster: B. Understand place value.

Standard: 1.NBT.B.3 Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.

SUGGESTED TASK – The teacher gives the student 20 problems for the student to compare two 2-digit numbers. The student uses the symbol >, =, or < to show the relationship. For example: 34 ___ 52 and the student writes < in the blank. For Levels 5-7, the teacher gives the student 20 problems for the student to compare two 3-digit numbers.

Required method of evidence collection: A writing product.

0	1	2	3	4	5	6	7
The student is	The student	The student	The student	The student	The student	The student	The student
unable to	correctly	correctly	correctly	correctly	correctly	correctly	correctly
correctly	compares at	compares at	compares at	compares all 20	compares at	compares at least	compares all 20
compare any of	least 5 of the two	least 10 of the	least 15 of the	of the two 2-digit	least 10 of the	15 of the two 3-	of the two 3-digit
the two 2-digit	2-digit numbers	two 2-digit	two 2-digit	numbers by	two 3-digit	digit numbers by	numbers by
numbers by	by using the	numbers by	numbers by	using the	numbers by	using the	using the
using the	symbols >, =, and	using the	using the	symbols >, =, and	using the	symbols >, =, and	symbols >, =, and
symbols >, =, and	< to show the	symbols >, =, and	symbols >, =, and	< to show the	symbols >, =, and	< to show the	< to show the
< to show the	relationship.	< to show the	< to show the	relationship.	< to show the	relationship.	relationship.
relationship.		relationship.	relationship.		relationship.		

Mathematics:

Operations and Algebraic Thinking Collection

Cluster: A. Represent and solve problems involving addition and subtraction.

Standard: 1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations for examples of the problem types for 1st grade)

SUGGESTED TASK: Teacher presents the student with one-step addition and subtraction contextual problems within 20 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

Expected method of evidence collection: A writing product.

0	1	2	3	4	5	6	7
The student is	The student	The student	The student	The student	The student	The student	The student
unable to accurately	accurately solves a	accurately	accurately	accurately	accurately solves a	accurately	accurately
solve a one-step	one-step addition	solves a one-step	solves a one-step	solves a one-step	one-step addition	solves a one or	solves a one
addition or	or subtraction	addition or	addition or	addition or	or subtraction	two-step	or two-step
subtraction	contextual	subtraction	subtraction	subtraction	contextual	addition or	addition or
contextual problem	problem within 20	contextual	contextual	contextual	problem within 20	subtraction	subtraction
within 20 for any of	for at least one of	problem within	problem within	problem within	for all 5 of the	contextual	contextual
the following	the following	20 for 2 of the	20 for 3 of the	20 for all 4 of the	following problem	problem	problem
problem types:	problem types:	following	following	following	types:	within 100 for	within 100
1) add to- change unknown 2) take from- change unknown	1) add to-	. ,	problem types: 5) add to- change unknown	problem types: 1) add to- change unknown	1) add to- change	following problem types:	for all 4 of the following problem types:

3)	•	3)	•	2)		6)		2)		3)	•	2)	take from-	1)	add to-
	together/take		together/take		change		change		change		together/take		start		start
	apart- both		apart- both	٥,	unknown	L.	unknown	۵,	unknown		apart- both	۵,	unknown	_,	unknown
	addends			3)	1	7)	•	3)	put			3)	compare-	2)	take
4)	unknown	4.	unknown		together/take		together/take		together/take		unknown		smaller		from-
4)	•	4)	compare-		apart- both		apart- both		•	4)	compare-	4	unknown		start
	difference		difference		addends		addends		addends			4)	compare-	_,	unknown
	unknown		unknown	4.	unknown	٥,	unknown		unknown	_ \	unknown		bigger	3)	compare-
				4)	•	8)	•	4)	•	5)	compare-		unknown		smaller
					difference		difference		difference		bigger or			4	unknown
					unknown		unknown		unknown		smaller			4)	compare-
											unknown				bigger
															unknown

Cluster: C. Add and subtract within 20

Standard: 1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.

SUGGESTED TASK: The teacher gives the student 10 addition and 10 subtraction problems using numbers within 20. The student is able to fluently add and subtract using mental strategies to orally produce the answers without recording their thinking on paper. Example addition problems that could be used: 5+4=, 12+2=, 8+2=, 15+3= and example subtraction problems that could be used: 8-4=, 17-3=, 10-7=, 13-2=

Required method of evidence collection: Video recording of the student producing the answers orally using mental strategies.

		1		,			
0	1	2	3	4	5	6	7
The student is	The student is	The student is	The student is	The student is	The student is	The student is	The student
unable able to	able to accurately	able to accurately	able to accurately	able to	able to accurately	able to	is able to
accurately add or	add/subtract	add/subtract	add/subtract	accurately	add/subtract	accurately	accurately
subtract with 20	within 20 for at	within 20 for at	within 20 for at	add/subtract	within 20 for at	add/subtract	add/subtract
fluently using mental	least 3 addition or	least 5 addition	least 5 addition	within 20 for at	least 10 addition	within 30 for at	within 30 for
strategies.	at least 3	or at least 5	and at least 5	least 8 addition	and at least 10	least 5	at least 8
	subtraction	subtraction	subtraction	and at least 8	subtraction	addition and	addition and
	problems fluently	problems fluently	problems fluently	subtraction	problems fluently	at least 5	at least 8
	using mental	using mental	using mental	problems	using mental	subtraction	subtraction
	strategies.	strategies.	strategies.	fluently using	strategies.	problems	problems
				mental		fluently using	fluently using
				strategies.			

mental mental strategies. strategies.

Second Grade Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonics and Word Recognition - Standard #3

Standard: 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **c.** Decode regularly spelled two-syllable words with long vowels.

SUGGESTED TASK: The teacher provides the student with a list of 10 two-syllable words. The teacher 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 it follows the standard guidelines.

Required method of evidence collection: Video recording of student reading and correctly pronouncing words from a list, chart, or flash card. This should be assessed one on one with students. If teacher uses a word list other than the one in the rubric, it should be included in the context narrative.

0	1	2	3	4	5	6	7
The student is	The student is	The student is	The student is	The student is	The student is	The student is	The student is
unable to read	able to read 5	able to read 10	able to read 5 out	able to read all 10	able to read all 10	able to read 5	able to read 10
any words from	one-syllable	one-syllable	of 10 two-syllable	two-syllable	two-syllable	multi-syllable	multi-syllable
the list.	words with 2	words with 2	words with long	words with long	words with long	words	words.
Example list:	examples for	examples for	vowels.	vowels.	vowels and can	Example List:	Example List:
Kept	each of the 5	each of the 5	Example list:	Example list:	determine which	Basketball	Basketball
Sock	syllable types-	syllable types-	Paper	Paper	long vowel sound	Library	Library
She	 Closed 	 Closed 	Razor	Razor	is in the word.	Umbrella	Umbrella
Why	syllable	syllable	Sidewalk	Sidewalk	Example list:	Piano	Piano
Draw	 Open syllable 	 Open syllable 	Lion	Lion	Paper- long a	Telephone	Telephone
Rain	 vowel team 	 vowel team 	Future	Future	Razor- long a	Hospital	Hospital
Girl	 r-controlled 	 r-controlled 	Motel	Motel	Sidewalk- long i	Discovery	Discovery
Card	Vce	Vce	Clothing	Clothing	Lion- long i	Vegetable	Vegetable
Joke	Example list:	Example list:	Inflate	Inflate	Future- long u	Alligator	Alligator
snake	Kept	Kept	Tadpole	Tadpole	Motel- long o	Elementary	Elementary

Sock	Sock	Remote	Remote	Clothing- long o	
She	She			Inflate- long a	
Why	Why			Tadpole- long o	
Draw	Draw			athlete- long e	
Rain	Rain				
Girl	Girl				
Card	Card				
Joke	Joke				
snake	snake				

Category: Word Composition - Standard 4

Standard: 2.FL.WC.4b Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.

SUGGESTED TASK: Teacher says word and student writes the word. The teacher uses a list of 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. 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.

Expected method of evidence collection: 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.

0	1	2	3	4	5	6	7
The student is	The student is	The student is	The student is	The student is	The student is	The student is	The student is
unable to spell	able to spell 5 of	able to spell 8 of	able to spell 5 of	able to spell 8 of	able to spell all	able to spell 5	able to spell 8
any of the 10	the 10 words	the 10 one-	the 10 two- and	the 10 two- and	the 10 two- and	third-grade high-	third-grade high-
words correctly.	correctly.	syllable words	three-syllable	three-syllable	three-syllable	frequency words,	frequency words,
Example list:	Example list:	correctly.	words containing	words containing	words containing	including	including
Like	Like	Example list:	combined syllable	combined syllable	combined syllable	irregular words.	irregular words.
Stove	Stove	Like	types,	types,	types,	Example List:	Example List:
bake	bake	Stove	compounds,	compounds,	compounds,	About	About
Bear	Bear	bake	common prefixes,	common prefixes,	common prefixes,	Carry	Carry
queen	queen	Bear	and derivational	and derivational	and derivational	Draw	Draw
Tree	Tree	queen	suffixes.	suffixes.	suffixes.	Friend	Friend
Try	Try	Tree	Example list:	Example list:	Example list:	Light	Light
Sky	Sky	Try	Paper	Paper	Paper	Together	Together
Bird	Bird	Sky	Umbrella	Umbrella	Umbrella	Never	Never

car	car	Bird	Computer	Computer	Computer	Group	Group
		car	Laptop	Laptop	Laptop	Watch	Watch
			Understand	Understand	Understand	Earth	Earth
			Unlock	Unlock	Unlock		
			Dislike	Dislike	Dislike		
			Widen	Widen	Widen		
			Soften	Soften	Soften		
			rarely	rarely	rarely		

English Language Arts: Reading Collection

Reading Literatu	Reading Literature									
Category: Key Ideas and Details - Standard 3										
Standard: 2.RL.KID.3. Describe how characters in a story respond to major events and challenges. (narrative text)										
SUGGESTED TASK events) and include student to describ Required method	le how the charac be the challenges i	ter felt/responded in the story.	d during each eve	nt (beginning, m						
0	1	2	3	4	5	6	7			

The student does	The student	The student	The student	The student	The student	In addition to	In addition to
		identifies all	describes how	describes how	describes how	Level 5, the	Level 5, the
	three of the	three of the	the character felt	the character felt	the character felt	·	student also
•	following:	following:	or responded to	or responded to	or responded to	explains how the	explains how the
(adjectives) in the	•	_	·	two major	The state of the s	•	character's or
				events in the	_	characters'	characters'
	major events in	major events in	the story.	story. The	story. The	actions	actions
	the story.	the story.		student also	student also	contribute to one	contribute to
	Recalling the	Recalling the		describes a	describes a	major event in	more than one
	events in	events in		major challenge	major challenge	the story.	major event in
	sequence using a	sequence using a		from the story.	from the story.	_	the story.
		graphic					·
	organizer or an	organizer or an					
	individual writing	individual writing					
	piece that	piece that					
	includes written	includes written					
	details and/or	details and/or					
	illustrations to	illustrations to					
	describe two of	describe all					
	the following:	three of the					
	characters,	following:					
	setting, or major	characters,					
	details of the	setting, and					
	story. The	major details of					
	student uses	the story. The					
	adjectives to	student uses					
	describe.	adjectives to					
		describe.					

Reading Informational Text

Category: Key Ideas and Details - Standard 2

Standard: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. (informational) **SUGGESTED TASK:** After reading an informational text, the teacher asks the student, "What was this story about? Or "What is the main topic of this story?" **AND** the teacher asks the student "What was the focus (key details) of this paragraph (3)?"

Required method of evidence collection: Student writing piece- The student writing piece can be a graphic organizer or response sheet.

0	1	2	3	4	5	6	7
The student	The student	The student	The student	The student	The student	The student is	The student is
provides some	identifies the	identifies the	identifies the	identifies the	identifies the	able to identify	able to identify
information on	main topic AND	main topic AND	main topic of the	main topic of the	main topic of the	the main idea, at	the main idea, at
the text but is	retells two key	retells three or	text AND is able	text AND is able	text AND is able	least two key	least three key
unable to	details of the	more key details	to identify the	to identify the	to identify the	details, and	details, and
provide the main	text.	of the text.	main focus of at	main focus of	main focus of	summarize how	summarize how
topic or key			least one specific	two different	three or more	the details	the details
details.			paragraph in the	paragraphs in	different	support the main	support the main
			text.	the text.	paragraphs in	idea.	idea.
					the text.		

Mathematics: Numbers and Operations in Base Ten

Cluster: A. Unde	Cluster: A. Understand place value.										
Standard: 2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form.											
SUGGESTED TAS	SUGGESTED TASK: This standard is assessed in two parts:										
the numb 4. The teacher g four, 500	 The teacher shows the student a 3-digit number and the student reads the number. The teacher may use flash cards or a sheet with the numbers listed. The teacher gives the student ten different numbers to read. The teacher says a three-digit number and the student is able to write it in standard form, word form, and expanded form. The teacher gives the student ten different numbers. For example, the teacher says "534" and the student writes 534, five hundred thirty-four, 500 + 30 + 4. Required method of evidence collection: Video/audio recording for oral components and a writing product.										
0	0 1 2 3 4 5 6 7										

unable to read any of the 3-digit numbers	able to read at least 3 of the 3- digit numbers	able to read at least 5 of the 3- digit numbers	The student is able to read at least 6 of the 3- digit numbers AND	The student is able to read at least 8 of the 3-digit numbers	able to read all ten of the 3-digit numbers	Using five of the ten numbers presented in the task, the student is able to explain	numbers presented in the task, the student
unable to write any of the 3-digit numbers in standard form, word form, OR	able to write at least 3 of the 3- digit numbers in standard form, word form, OR	able to write at least 5 of the 3- digit numbers in standard form, word form, OR	The student is able to write at least 6 of the 3-digit numbers in standard form, word form, and expanded form.	The student is able to write at least 8 of the 3-digit numbers in standard form, word form, and expanded form.	able to write all ten of the 3-digit numbers in standard form, word form, and expanded form.	form and expanded form of a number are equivalent for each of the five numbers. Evidence collected at this level would be a video of the student's explanation.	why the standard form and expanded form of a number are equivalent for each of the ten numbers. For example: the student says the number 534 has 5 hundreds, 3 tens, and 4 ones. Evidence collected at this level would be a video of the student's explanation.

Cluster: A. Understand place value.

Standard: 2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.

SUGGESTED TASK: The teacher gives the student 20 problems for the student to compare two 3-digit numbers. The student uses the symbol >, =, or < to show the relationship. For example: 434 ___ 552 and the student writes < in the blank. For Levels 5-7, the teacher gives the student 10 problems for the student to order sets of three or more 3-digit numbers.

Expected evidence collection mode: Writing product for Levels 0-6. If the justification in Level 7 is oral- a video would be included with the writing product.

0	1	2	3	4	5	6	7
The student is	The student	The student	The student				
unable to	correctly	correctly	correctly	correctly	accurately orders	accurately orders	accurately orders

compare two 3-	compares at	compares at	compares at	compares all 20	at least 5 sets of	at least 10 sets of	at least 10 sets of
digit numbers by	least 5 of the two	least 10 of the	least 15 of the	of the two 3-digit	three or more	three or more	three or more
using the	3-digit numbers	two 3-digit	two 3-digit	numbers by	three-digit	three-digit	three-digit
symbols >, =, and	by using the	numbers by	numbers by	using the	numbers from	numbers from	numbers from
< to show the	symbols >, =, and	using the	using the	symbols >, =, and	least to greatest	least to greatest	least to greatest
relationship.	< to show the	symbols >, =, and	symbols >, =, and	< to show the	or greatest to	or greatest to	or greatest to
	relationship.	< to show the	< to show the	relationship.	least based on	least based on	least based on
		relationship.	relationship.		the meanings of	the meanings of	the meanings of
					the digits in each	the digits in each	the digits in each
					place and uses	place and uses	place and uses
					the symbols > or	the symbols > or	the symbols > or
					< to show the	< to show the	< to show the
					relationships.	relationships.	relationships and
							provides
							justification for
							the comparison.

Mathematics: Operations and Algebraic Thinking

Cluster: A. Represent and solve problems involving addition and subtraction. (See Table 1 - Addition and Subtraction Situations)

Standard: 2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.

SUGGESTED TASK: See Table 1 - Addition and Subtraction Situations for examples of the problem types for 2nd grade

The teacher presents the student with one-step addition and subtraction contextual problems within 100 for each of the following problem types:

- 1) add to- start unknown
- 2) take from- start unknown
- 3) compare- smaller unknown
- 4) compare- bigger unknown

Required method of evidence collection: A writing product.

0	1	2	3	4	5	6	7
			_		_		

The student is unable to accurately solve a one-step addition or subtraction contextual problem within 100 for any of the following problem types:	The student accurately solves a one-step addition or subtraction contextual problem within 100 for 1 of the following problem types:	accurately solves a one-step addition or subtraction contextual problem within 100 for 2 of the following problem types:	ccurately olves a one- tep addition or obtraction ontextual roblem within 00 for 3 of the ollowing roblem types:	The student accurately solves a one-step addition or subtraction contextual problem within 100 for all 4 of the following problem types:	subtraction contextual problem within 100 for 2 of the following problem types:	solves a two-	The student accurately solves a two-step addition or subtraction contextual problem within 100 for all 4 of the following problem types:
1) add to- start unknown 2) take fromstart unknown 3) comparesmaller unknown 4) comparebigger unknown	 add to- start unknown take fromstart unknown comparesmaller unknown compareunknown unknown unknown 	1) add to- start 1) unknown 2) take from- 2) start unknown 3) compare- 3) smaller unknown 4) compare- 4) bigger unknown	start unknown compare- smaller unknown	 add to- start unknown take fromstart unknown comparesmaller unknown comparefunknown unknown 	 add to- start unknown take fromstart unknown comparesmaller unknown comparefunknown unknown 	unknown 2) take from- start unknown 3) compare- smaller unknown	 add to- start unknown take fromstart unknown comparesmaller unknown comparefunknown unknown

Cluster: B. Add and subtract within 30.

Standard: 2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.

SUGGESTED TASK: The teacher gives the student 10 addition and 10 subtraction problems using numbers within 30. The student is able to fluently add and subtract using mental strategies to orally produce the answers without recording their thinking on paper. Example addition problems that could be used: 15+4=, 12+12=, 18+2=, 15+13= and example subtraction problems that could be used: 18-4=, 27-3=, 30-7=, 23-12=

Required method of evidence collection: Video recording of the student producing the answers orally without recording their thinking on paper.

The student is	The student is	The student is	The student is	The student is	The student is	The student is	The student is
unable able to	able to	able to	able to	able to	able to	able to fluently	able to fluently
accurately add or	accurately	accurately	accurately	accurately	accurately	multiply two 1-	multiply two 1-
subtract with 30	add/subtract	add/subtract	add/subtract	add/subtract	add/subtract	digit numbers for	digit numbers for
fluently using	within 30 for at	within 30 for at	within 30 for at	within 30 for at	within 30 for at	at least 5	at least 10
mental	least 5 addition	least 8 addition	least 5 addition	least 8 addition	least 10 addition	multiplication	multiplication
strategies.	or at least 5	or at least 8	and at least 5	and at least 8	and at least 10	problems from	problems from
	subtraction	subtraction	subtraction	subtraction	subtraction	memory.	memory.
	problems	problems	problems	problems	problems		
	fluently using	fluently using	fluently using	fluently using	fluently using		
	mental	mental	mental	mental	mental		
	strategies.	strategies.	strategies.	strategies.	strategies.		

Resources

- <u>Tennessee Math Standards</u>
- <u>Tennessee English Language Arts Standards</u>
- First Grade Math Instructional Focus Documents
- Second Grade Math 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 = ?	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? $2+?=5$	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
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?	One-Step Problem (2 nd) 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
	5-2=? (K)	$5 - ? = 3 \tag{1st}$	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? $3 + 2 = ?$	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)
			A. A
	Difference Unknown	Bigger Unknown	Smaller Unknown
	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?	(Version with "more"): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have? 5-3=? ?+3=5
Compare ⁴	(1 st)	One-Step Problem (1 st)	One-Step Problem (2 nd
Compare	("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=?	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2+3=?, 3+2=?	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have?
	211 3,5 2 1	The second secon	The second secon

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.

Table 3 The properties of operations

Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	(a+b)+c=a+(b+c)
Commutative property of addition	a+b=b+a
Additive identity property of 0	a+0=0+a=a
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Distributive property of multiplication over addition	$a \times (b+c) = a \times b + a \times c$