First and Second Grade

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 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.
	<u>**or**</u>
	• **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

Reading	• **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). **or** • **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 and Operations in Base Ten	• **1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20. **or**

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

							snake

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.

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 not able to spell any of the words correctly. *Example list:* Like Stove bake Bear queen Tree Try Sky Bird car	The student is able to spell 3 of the 10 words correctly. *Example list:* Like Stove bake Bear queen Tree Try Sky Bird car	The student is able to spell 5 of the 10 words correctly. *Example list:* Like Stove bake Bear queen Tree Try Sky Bird car	The student is able to spell 8 of the 10 words correctly. *Example list:* Like Stove bake Bear queen Tree Try Sky Bird car	The student is able to spell all the 10 words correctly. *Example list:* Like Stove bake Bear queen Tree Try Sky Bird car	The student is able to spell 8 of the 10 two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. *Example list:* Tiny Happy Family Early Bathtub Himself Sailboat Special Bacon label	The student is able to spell 5 of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Paper Umbrella Computer Laptop Understand Unlock Dislike Widen Soften rarely	The student is able to spell 8 of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Paper Umbrella Computer Laptop Understand Unlock Dislike Widen Soften 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 **unable** to identify **one** of the following: the character, setting, or a major event from the story.	With prompting and support, the student orally identifies **two** of the following: characters, setting, or major events from the story. **Prompting and support-** The student may look through the text while the teacher is asking the questions.	With prompting and support, the student **orally identifies characters, setting, and major events** from the story. **Prompting and support-** The student may look through the text while the teacher is asking the questions. **Evidence** at this level would be a	The student **independently (no prompting and support)** 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	The student **independently (no prompting and support)** 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	The student **independently (no prompting and support)** 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	In addition to Level 5- The student also describes how the character felt or responded to at least one **major event** in the story.	In addition to Level 5- The student also describes how the character felt or responded to at least one **major event** in the story. The student also describes a **major challenge** from the story.

	Evidence at this level would be a conversation with the student and a video would need to be submitted as evidence.	conversation with the student and a video would need to be submitted as evidence.	details and/or illustrations to describe **one** 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 **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.		

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

any details from the text.	one key detail of the text.	more than one key detail of the text.	the main topic **AND** retells at least one key detail of text through writing.	main topic **AND** retells two key details of the text through writing.	more key details of the text.	main focus of at least one specific paragraph in the text.	main focus of at least two different paragraphs in 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 one or none of these tasks: • Count to 100. • Count backward from 10. • Write numbers 0-20.	The student is able to complete at least two of these tasks: • Count to 100. • Count backward from 10. • Write numbers 0-20.	The student is able to complete all of these tasks: • Count to 100. • Count backward from 10. • Write numbers 0-20.	The student is able to complete at least **three** tasks with 100% accuracy.	The student is able to complete at least **four** tasks with 100% accuracy.	The student is able to complete **all five** tasks with 100% accuracy.	The student is able to read at least 6 of the 3-digit numbers **AND** 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 read at least 8 of the 3-digit numbers **AND** The student is able to write at least 8 of the 3-digit numbers in standard form, word form, **and** 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 unable to correctly compare any of the two 2-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares at least 5 of the two 2-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares at least 10 of the two 2-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares at least 15 of the two 2-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares all 20 of the two 2-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares at least 10 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares at least 15 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	The student correctly compares all 20 of the two 3-digit numbers by using the symbols >, =, and < to show the 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 unable to accurately solve a one-step addition or subtraction contextual problem within 20 for any of the following problem types:
 	
  1) add to- change unknown
  2) take from- change unknown
	The student accurately solves a one-step addition or subtraction contextual problem within 20 for at least one of the following problem types:
	
	1) add to- change unknown
	
	2) take from- change unknown
		The student accurately solves a one-step addition or subtraction contextual problem within 20 for 2 of the following problem types:
		
		1) add to- change unknown
			The student accurately solves a one-step addition or subtraction contextual problem within 20 for 3 of the following problem types:
			
			5) add to- change unknown
				The student accurately solves a one-step addition or subtraction contextual problem within 20 for all 4 of the following problem types:
				
				1) add to- change unknown
					The student accurately solves a one-step addition or subtraction contextual problem within 20 for all 5 of the following problem types:
					
					1) add to- change unknown
					
					2) take from- change unknown
						The student accurately solves a one or two-step addition or subtraction contextual problem within 100 for 3 of the following problem types:
						
						1) add to- start unknown
							The student accurately solves a one or two-step addition or subtraction contextual problem within 100 for all 4 of the following problem types:

15

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

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

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

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

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

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

English Language Arts: Reading Collection

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: After reading a familiar narrative text, the teacher asks the student to describe what happened in the text (the major events) and include how the character felt/responded during each **event (beginning, middle, and the end**). The teacher also asks the student to describe the challenges in the story. **Required method of evidence collection:** An independent student writing piece.							
0	1	2	3	4	5	6	7

The student does not use any descriptive words (adjectives) in the writing piece.	The student identifies all three of the following: characters, 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 **two** of the following: characters, setting, **or** major details of the story. The student uses adjectives to describe.	The student identifies all three of the following: characters, 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 all **three** of the following: characters, setting, and major details of the story. The student uses adjectives to describe.	The student describes how the character felt or responded to at least **one major event** in the story.	The student describes how the character felt or responded to **two major events** in the story. The student also describes a **major challenge** from the story.	The student describes how the character felt or responded to **three major events** in the story. The student also describes a **major challenge** from the story.	In addition to Level 5, the student also explains how the character's or characters' actions contribute to one major event in the story.	In addition to Level 5, the student also explains how the character's or characters' actions contribute to more than one major event in the story.

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

Mathematics: Numbers and Operations in Base Ten

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 TASK: This standard is assessed in two parts: 3.   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. 4.   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	1	2	3	4	5	6	7

| The student is unable to read any of the 3-digit numbers **OR** The student is unable to write any of the 3-digit numbers in standard form, word form, **OR** expanded form. | The student is able to read at least 3 of the 3-digit numbers **AND** The student is able to write at least 3 of the 3-digit numbers in standard form, word form, **OR** expanded form. | The student is able to read at least 5 of the 3-digit numbers **AND** The student is able to write at least 5 of the 3-digit numbers in standard form, word form, **OR** expanded form. | The student is able to read at least 6 of the 3-digit numbers **AND** 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 read at least 8 of the 3-digit numbers **AND** The student is able to write at least 8 of the 3-digit numbers in standard form, word form, **and** expanded form. | The student is able to read all ten of the 3-digit numbers **AND** The student is able to write all ten of the 3-digit numbers in standard form, word form, **and** expanded form. | Using five of the ten numbers presented in the task, the student is able to explain why the standard 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. | Using the ten numbers presented in the task, the student is able to explain 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 unable to	The student correctly	The student correctly	The student correctly	The student correctly	The student accurately orders	The student accurately orders	The student accurately orders

compare two 3-digit numbers by using the symbols >, =, and < to show the relationship.	compares at least 5 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	compares at least 10 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	compares at least 15 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	compares all 20 of the two 3-digit numbers by using the symbols >, =, and < to show the relationship.	at least 5 sets of three or more three-digit numbers from least to greatest or greatest to least based on the meanings of the digits in each place and uses the symbols > or < to show the relationships.	at least 10 sets of three or more three-digit numbers from least to greatest or greatest to least based on the meanings of the digits in each place and uses the symbols > or < to show the relationships.	at least 10 sets of three or more three-digit numbers from least to greatest or greatest to least based on the meanings of the digits in each place and uses the symbols > or < to show the 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:	The student accurately solves a **one-step** addition or subtraction contextual problem within 100 for 2 of the following problem types:	The student accurately solves a **one-step** addition or subtraction contextual problem within 100 for 3 of the following problem types:	The student accurately solves a **one-step** addition or subtraction contextual problem within 100 for all 4 of the following problem types:	The student accurately solves a **two-step** addition or subtraction contextual problem within 100 for 2 of the following problem types:	The student accurately solves a **two-step** addition or subtraction contextual problem within 100 for 3 of the following problem types:	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 from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger unknown	1) add to- start unknown 2) take from- start unknown 3) compare- smaller unknown 4) compare- bigger 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.

0	1	2	3	4	5	6	7

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

Resources

- [Tennessee Math Standards](#)
- [Tennessee English Language Arts Standards](#)
- [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? $2 + 3 = ?$ **(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? $2 + ? = 5$ **(1st)**	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$ **One-Step Problem** **(2nd)**
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$ **(K)**	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$ **(1st)**	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$ **One-Step Problem** **(2nd)**

	Total Unknown	Addend Unknown	Both Addends Unknown[2]
Put Together/ Take Apart[3]	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$ **(K)**	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$ **(K)**	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$ **(1st)**

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[4]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? **(1st)**	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? **One-Step Problem** **(1st)**	(Version with "more"): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$ $? + 3 = 5$ **One-Step Problem** **(2nd)**
	("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$ **(1st)**	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$ **One-Step Problem** **(2nd)**	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have? **One-Step Problem** **(1st)**

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	$a \times (b + c) = a \times b + a \times c$