



Department of
Education

Pre-K and Kindergarten Student Growth Portfolio Model

Tennessee Department of Education | July 2023



Introduction

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

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

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

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

Portfolio Collection

The TEAM student growth portfolio for Pre-K and kindergarten includes two English language arts (ELA) collections and two mathematics collections. The focus of each collection has been narrowed to give teachers the choice of no more than two standards. These standards were chosen to accurately assess the impact of ELA and mathematics instruction in early grades classrooms. Departmentalized teachers will also include four collections. For Departmentalized ELA teachers, the portfolio includes two Foundational Literacy collections and two Reading Collections. For Departmentalized Math teachers, the portfolio includes two Counting and Cardinality collections, one Operations and Algebraic Thinking collection, and one Numbers and Base Ten Collection.

English Language Arts

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

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

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

The second collection will be from *Reading* standards.

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

Pre-K ELA Collection Options

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

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

Kindergarten ELA Collection Options

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

Mathematics

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

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

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

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

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

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

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

Pre-K Math Collection Options

| Collections | Standards |
|---------------------------------|---|
| Counting and Cardinality | <ul style="list-style-type: none">• PK.CC.A.4 Begin to name numerals 0-10. <p style="text-align: center;">or</p> <ul style="list-style-type: none">• PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. |
| Operations & Algebraic Thinking | <ul style="list-style-type: none">• PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up 5 when added to any given number from 0-5. <p style="text-align: center;">or</p> <ul style="list-style-type: none">• PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings. |

Kindergarten Math Collection Options

| Collections | Standards |
|---|--|
| Counting and Cardinality | <ul style="list-style-type: none">• K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10. <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none">• K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. |
| Operations & Algebraic Thinking <u>OR</u> Numbers & Operations in Base Ten | <ul style="list-style-type: none">• K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem. <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none">• K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation. |

Portfolio Scoring Rubrics

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

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

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

- Levels **0, 1, and 2** indicate the student work is **well below to below** grade-level expectations.
- Level **3** describes student work that is **beginning to meet** the grade-level expectations.
- Level **4** describes student work that **consistently meets** grade-level expectations.
- Level **5** indicates the student work shows **some progress above** grade-level expectations.
- Performance levels **6 and 7** indicate student work shows **consistent performance above** grade-level expectations. These levels are included to allow for students who enter the grade at or above grade-level expectations to demonstrate growth over time.
 - **It is not an expectation that students reach performance levels 6 or 7 because these levels surpass appropriate developmental expectations.** As such, these columns are shaded gray to indicate they should only be used in unique situations.

Performance Level 0

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

Performance Levels 6 and 7

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

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

Pre-K Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonological Awareness - Standard #2

Standard PK.FL.PA.2: Demonstrate increasing understanding of spoken words, syllables, and sounds (phoneme) through oral language and with guidance and support.

e. Identify whether or not two words begin or end with the same sound.

For Levels 1-4, the teacher chooses to assess either the beginning or ending sounds.

Suggested tasks:

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

For Level 5, the teacher assesses both the beginning and ending sounds.

For Levels 6-7 the teacher is assessing the aligned kindergarten standard, K.FL.PA.2., the students' ability to add or substitute individual sounds in words to make new words.

The teacher says a one syllable word and asks the student to change a sound in the word to make a new word. This could be the beginning, middle **or** ending sound. Teacher continues with 4 more words. There should be a total of 5 words assessed.

Suggested task: Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?"
Teacher says "mat." Teacher says to student: "Change the /a/ to /i/. What is the new word?"
Teacher says "mat." Teacher says to student: "Change the /t/ to /p/. What is the new word?"

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

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|--|--|--|--|---|---|--|
| The student is unable to identify if any words begin or end with the same sound. | The student is able to identify if two words begin or end with the same sound and can identify the beginning or ending sound of those words less than 2 times. | The student is able to identify if two words begin with the same sound and can identify the beginning sound of those words at least 2 out of 10 times. OR The student is able to identify if two words end with the same sound and can identify the ending sound of those words at least 2 out of 10 times. | The student is able to identify if two words begin with the same sound and can identify the beginning sound of those words at least 5 out of 10 times. OR The student is able to identify if two words end with the same sound and can identify the ending sound of those words at least 5 out of 10 times. | The student is able to identify if two words begin with the same sound and can identify the beginning sound of those words 10 out of 10 times. OR The student is able to identify if two words end with the same sound and can identify the ending sound of those words 10 out of 10 times. | The student is able to identify if two words begin with the same sound and can identify the beginning sound of those words 10 out of 10 times. AND The student is able to identify if two words end with the same sound and can identify the ending sound of those words 10 out of 10 times. | The student is able to produce the new word at least 3 out of 5 times. | The student is able to produce the new word 5 out of 5 times. |

Category: Word Composition - Standard 4

Standard: PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
b. Begin to print the distinctive features of letter forms (circle, line, diagonal and crossed lines, etc.)

For Levels 0-5 the teacher is assessing the students' ability to print letters following the teacher's model.

The teacher says a letter and models how to print the letter. The student writes the letter on their paper. The student is able to form the circle, line, and diagonal and crossed lines of the letter. The teacher uses 10 letters (for example: b, k, l, o, p, t, v, w, x, y). The students are following a teacher model; therefore, letter reversals are not correct.

Suggested task: The teacher can model by printing the letter on a board or directly on the students' paper. The teacher can choose any 10 letters as long as they include examples of circle, line, diagonal, and crossed lines. The student can write upper or lower-case letters.

For Levels 6-7 the teacher is assessing the aligned kindergarten standard, K.FL.WC.4, the students' ability to print letters without a teacher's model.

Teacher says a letter sound and the student writes the letter legibly without reversals. The teacher continues with each of the consonant and short vowel sounds.

Suggested task: The teacher says /m/ and the student writes the letter M or m. The student may write the uppercase or the lowercase letter. It does not have to be on lined paper.

Required method of evidence collection:

Levels 0-5 the writing product with the teacher’s model and the student’s writing.

Levels 6 and 7 the student’s writing product and an answer sheet of the letter for the sounds the teacher says.

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

English Language Arts: Reading Collection

Reading Literature

Category: Key Ideas and Details - Standard 3

Standard: PK.RL.KID.3 With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text).

For Levels 0-5 the teacher is assessing the student's ability to identify the characters, setting and events from a narrative text the student is familiar with from multiple read-alouds in class.

An event is anything that happened in the story.

For Levels 6-7 the teacher is assessing the aligned kindergarten standard, K.RL.KID.3.

Major events are the important events that happened at the beginning, middle, or end.

For Levels 0-7 the teacher asks the student questions to determine if the student can tell them the character, setting, and events after reading a familiar narrative text, The student **orally** answers the comprehension questions. To identify a character the student must name the character to be correct.

Suggested task: Who was this story about? Were there any other characters in this story? Where did this story happen? What happened in this story?

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

Required method of evidence collection: A video recording of the students' responses and an answer key to the questions asked must be provided. The answer key must include the title/author of the book. The answer key can be in the context narrative or an additional artifact in the student sample. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|---|---|---|--|---|--|
| With prompting and support, the student does not identify any | With prompting and support, the student is able to recall some details of the | With prompting and support, the student orally identifies one of the following: | With prompting and support, the student orally identifies two of the following: | With prompting and support, the student identifies a character, the | With prompting and support, the student identifies a character, the | With prompting and support, the student orally identifies each of the | With prompting and support, the student orally identifies each of the following: |

| | | | | | | | |
|---|--|-------------------------------|-----------------------------------|---|--|--|---|
| aspect of the text. The student is off topic. | text but is not able to identify characters, setting, or events. | character, setting, or event. | character, setting, or any event. | setting, AND at least one event. | setting, AND more than one event. | following: more than one character, the setting, and a major event from one element of the story- beginning, middle, or end. | more than one character, the setting, and a major event from at least two elements of the story- beginning, middle, or end. |
|---|--|-------------------------------|-----------------------------------|---|--|--|---|

Reading Informational Text

Category: Key Ideas and Details - Standard 2

Standard: PK.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text, discussions, and activities (informational text).

For Levels 0-4 the teacher is assessing the student's ability to identify the main topic and details from an informational text the student is familiar with from multiple read-alouds in class.

For Levels 5-7 the teacher is assessing the aligned kindergarten standard, K.RI.KID.2.

Key details explain or describe the main topic. **Details** describe or retell something from the text. For example, if the main topic is insects. A detail may be ladybugs are insects. Another detail could be bees are insects. A key detail might be insects have six legs. Another key detail might be insects have two antennae.

After reading an informational text, the teacher asks the student questions to determine if they know the main topic and details from the book. The student **orally** answers the comprehension questions.

Suggested task: "What was this book about (main topic)? What are some things (key details) you learned about (the topic)?"

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

Required method of evidence collection: A video recording of the students' responses and an answer key to the questions asked must be provided. The answer key must include the title/author of the book. The answer key can be in the context narrative or an additional artifact in the student sample. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually. video recording. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.

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

Mathematics: Counting and Cardinality Collection

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

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

For Levels 0-5 the teacher is assessing the students' ability to name all numerals 0-10 with the support of having the numerals in order. Teacher presents the student with number cards numbered from 0-10 **in order** on the table. Teacher should point to each number **out of order** as they ask the student, "What is this number?"

For Levels 6 and 7 the teacher is assessing the students' ability to name all numerals 0-10 without the support of having the numerals in order.

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

Required method of evidence collection: video recording. The video recording must show all of the numerals the teacher points to for the student to name.

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

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

Cluster: C. Compare numbers.

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

For Levels 0-4 the teacher is assessing the students' ability to point to which group has more/less than or equal to.

The student is presented with two groups of objects that have different amounts or the same amount. The teacher asks if they are the same number of objects. If the student answers no, then ask the student to identify which group has more/less. If the student answers yes, then then the student has identified the groups are equal. Repeat the task with different amounts three times. One of the three times should be an equal group of objects.

Suggested tasks:

For Levels 0-4:

1. Student is presented with two groups of objects of different colors, one group with 1 object (e.g., red chips) and the other group with 4 objects (e.g., blue chips), and the teacher asks, "Are there the same number of (blue chips) as (red chips)?" If the student answers no, follow up with: "Can you tell me which group has less chips?" The student accurately identifies that one group has less.
2. Teacher clears objects and presents the student with another two groups of objects, both groups containing 4 objects (e.g., 4 red chips and 4 blue chips), and asks "Are there the same number of (blue chips) as (red chips)?" If the student answers yes, follow up with: "How are they the same?" Student accurately identifies that the groups have the same number of chips or that they both have four chips.
3. Teacher clears objects and presents the student with another two groups, one group with 3 objects (e.g., red chips) and the other group with 5 objects (e.g., blue chips) and asks, "Are there the same number of (blue chips) as (red chips)?" If the student answers no, follow up with: "Can you tell me which group has more chips?" Student accurately identifies that one group has more.

For Levels 5-7 the teacher is assessing the students' ability to say if the group is more/less than or equal to.

The student is presented with two groups of objects that have different amounts or the same amount. The teacher points to a group and asks if the group is more than, less than or equal to the other group. Repeat the task with different amounts three times. One of the three times should be an equal group of objects. This is a verbal assessment.

Suggested tasks:

For Levels 5-7

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

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

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

Mathematics:

Operations and Algebraic Thinking Collection

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

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

For Levels 0-4 the teacher is assessing the students' ability to show the amount needed to make 5 when added to any given number from 0-5 using either objects or drawings.

The teacher presents the student with an amount of objects/drawing (0-5) and asks the student to show with objects or drawings how many more are needed to make 5. The student can show and tell the teacher how many objects were needed to make 5.

The teacher presents the student with four different tasks. Teachers are allowed to use a 5-frame.

Suggested tasks:

For Levels 0-4:

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

For Levels 5-7 the teacher is assessing the students' ability to show the amount needed to make 10 when added to any given number from 0-10 using either objects or drawings.

The teacher presents the student with an amount of objects/drawing (0-10) and asks the student to show with objects or drawings how many more are needed to make 10. The student can show and tell the teacher how many objects were needed to make 10.

The teacher presents the student with 3 different tasks. Teachers are allowed to use a 10-frame.

Suggested tasks:

For Levels 5-7

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

Required method of evidence collection: Video recording of the students' oral responses. If the student draws objects instead of using concrete objects, the writing product should be submitted with the video. If the student mastered Level 4, then the teacher can move on to the Level 5-7 tasks. If the student masters Levels 5, 6 or 7 tasks, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

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

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

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

For Levels 0-5 the teacher is assessing the students' ability to make 5 in more than one way using objects or drawings.

The teacher presents the student with objects or an opportunity to draw objects. The teacher asks the students to use objects or drawing to show a way to make 5. The teacher asks the students to show 5 different ways to make 5 using the objects or drawings. Teachers are allowed to use a 5-frame.

Suggested tasks:

For Levels 0-5

1. The teacher gives the student two groups of objects. The teacher asks the student to use the objects to make a group of 5. The student accurately uses objects to make a group of 5 (e.g., 4 from 1 group and 1 from the other group).
2. The teacher puts the objects back into their original groups. The teacher asks the student if they can make a group of 5 in a new way. The student accurately makes a different group of 5 (e.g., 2 from 1 group and 3 from the other group).
3. The teacher puts the objects back into their original groups. The teacher asks the student if they can make a group of 5 in a new way. The student accurately makes a different group of 5 (e.g., 5 from 1 group and 0 from the other group).
4. The teacher asks the student to draw all of the ways to make 5. For example: The student uses red and blue crayons to draw 2 red circles and 3 blue circles on their paper.

For Levels 6 and 7 the teacher is assessing the students' ability to make 10 in more than one way using objects or drawings.

The teacher presents the student with objects or an opportunity to draw objects. The teacher asks the students to use objects or drawing to show a way to make 10. The teacher asks the students to show 5 different ways to make 10 using the objects or drawings. Teachers are allowed to use a 10-frame.

Suggested task:

Levels 6-7:

1. The teacher gives the student two groups of objects. The teacher asks the student to use the objects to make a group of 10. The student accurately uses objects to make a group of 10 (e.g., 4 from 1 group and 6 from the other group).
2. The teacher puts the objects back into their original groups. The teacher asks the student if they can make a group of 10 in a new way. The student accurately makes a different group of 10 (e.g., 3 from 1 group and 7 from the other group).
3. The teacher asks the student to draw all of the ways to make 10. For example: The student uses red and blue crayons to draw 2 red circles and 8 blue circles on their paper.

Required method of evidence collection: Video recording of the students' responses if the student uses concrete objects. A writing product if the student uses drawings. If the student mastered Level 5, then the teacher can move on to the Level 6-7. If the student masters Level 6 or 7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|---|---|--|--|--|---|
| The student does not accurately show how to make five. | The student accurately shows one way to make 5. | The student accurately shows two ways to make 5. | The student accurately shows three ways to make 5. | The student accurately shows four ways to make 5. | The student accurately shows five ways to make 5. | The student accurately shows three ways to make 10. | The student accurately shows five ways to make 10. |

Kindergarten Rubrics

English Language Arts: Foundational Literacy Collection

Category: Word Composition - Standard 4

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

b. Write a letter/letters for most consonant and short vowel sounds (phonemes).

For Levels 0-5 the teacher is assessing the students' ability to print letters when they hear the sound.

Teacher says a letter sound and the student writes the letter legibly without reversals. The teacher continues with each of the consonant and short vowel sounds.

Suggested task: The teacher says /m/ and the student writes the letter M or m. The student may write the uppercase or the lowercase letter. It does not have to be on lined paper.

For Levels 6-7 the teacher is assessing the first grade standard, 1.FL.WC.4.

Teacher says a word and the student writes the word. Teacher uses a list of 10 one-syllable words that include VCVe, common vowel teams, final -y and r-controlled vowels.

Suggested task: An example word list is provided in the rubric but is not required. Teachers can use their own word lists if it follows the standard guidelines.

Required method of evidence collection:

For Levels 0-5 the student's writing product and an answer sheet of the letter sounds the teacher says

For Levels 6-7 An answer sheet of the word list if the teacher doesn't use the example in the rubric **and** a student writing product.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|--|---|
| The student is not able to write letters for any consonant and short vowel sounds. | The student is able to write letters for less than 5 consonant and short vowel sounds. | The student is able to write letters for few (5 out of 26) consonant and short vowel sounds. | The student is able to write letters for some (10 out of 26) consonant and short vowel sounds. | The student is able to write letters for most (20 out of 26) consonant and short vowel sounds. | The student is able to write all letters for consonant and short vowel sounds. | The student is able to spell 8 of the 10 words correctly. <i>Example list:</i> Like Stove Bake Bear Queen Tree Try Sky Bird Car | The student is able to spell all 10 words correctly. <i>Example list:</i> Like Stove Bake Bear Queen Tree Try Sky Bird Car |

Category: Phonological Awareness - Standard 2

Standard: K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

For Levels 0-4 the teacher is assessing the students' ability to add or substitute individual sounds in words to make new words.

The teacher says a one syllable word and asks the student to change a sound in the word to make a new word. This could be the beginning, middle **or** ending sound. Teacher continues with 4 more words. There should be a total of 5 words assessed.

For Level 5 the teacher asks the student to change a mixture of the beginning, middle and ending sounds in the words to make new words. Teacher continues with 9 more words. There should be a total of 10 words assessed.

Suggested task: Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?"
Teacher says "mat." Teacher says to student: "Change the /a/ to /i/. What is the new word?"
Teacher says "mat." Teacher says to student: "Change the /t/ to /p/. What is the new word?"

For Levels 6-7 the teacher assesses the aligned first grade standard, 1.FL.PWR.3

Teacher provides the student with a list of ten one-syllable words. Teachers asks the student to read the words.

Suggested task: An example word list is provided in the rubric but is not required. Teachers can use their own word lists if they follow the standard guidelines.

| Required method of evidence collection: video recording. This is a verbal assessment at all levels 0-7. An answer sheet of the word list if the teacher doesn't use the example in the rubric at Levels 6-7. This is assessed to students individually. | | | | | | | |
|--|---|---|---|---|--|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| The student is unable to produce a new word in any of the 5 scenarios. | The student is able to produce a new word at least 1 out of 5 times. | The student is able to produce a new word at least 2 out of 5 times. | The student is able to produce a new word at least 3 out of 5 times. | The student is able to produce the new word at least 5 out of 5 times. | The student is able to produce the new word at least 8 out of 10 times. | The student is able to read 10 CVC words. <i>Example list:</i> Fan Dog Sob Got Wet Big Cat Leg Bun Win | The student is able to read 10 closed syllable words. <i>Example list:</i> Jump Glad Crisp Kept Mask Club End Truck Sock Chip |

English Language Arts: Reading Collection

| |
|--|
| Reading Literature |
| Category: Key Ideas and Details - Standard 3 |
| Standard: K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story (narrative text). |
| For Levels 0-5 the teacher is assessing the student's ability to identify the characters, setting and events from a narrative text the student is familiar with from multiple read-alouds in class. |
| An event is anything that happened in the story. Major events are the important events that happened at the beginning, middle, or end. |
| For Levels 0-4 students need prompting and support to answer the teacher's questions. |
| For Level 5-7 students can answer the questions independently without prompting and support. |

For Levels 0-7 the teacher asks the student questions to determine if the student can tell them the character, setting, and events after reading a familiar narrative text, To identify a character the student must name the character to be correct.

Suggested task: Who was this story about? Were there any other characters in this story? Where did this story happen? What happened in this story?

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

For Levels 6-7 the teacher is assessing the aligned first grade standard, 1.RL.KID.3

After reading a familiar narrative text, the teacher asks the student to **describe** the characters in the text. The teacher also asks the student to **describe** the setting or settings if there is more than one. Finally, the teacher asks the student to **describe** what happened in the story- the major events. Major events are in the correct sequence (what happened first, next, last). Students use graphic organizers to provide key details (descriptions-adjectives) to describe the characters, setting, and major events. Graphic organizers can be drawings or written details.

Required method of evidence collection:

For Levels 0-5 A video recording of the students' responses and an answer key to the questions asked must be provided. The answer key must include the title/author of the book. The answer key can be in the context narrative or an additional artifact in the student sample. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually.

For Levels 6-7 a student writing piece. 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. This is not an verbal assessment. Videos are not acceptable.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|--|--|--|---|---|---|
| With prompting and support, student does not identify any aspect of the text. Student is off topic. | With prompting and support, Student is able to recall some details of the text but is not able to identify characters, | With prompting and support, student orally identifies one of the following: character, setting, or major event from the story. | With prompting and support, student orally identifies each of the following: more than one character, the setting, and a major event | With prompting and support, student orally identifies each of the following: more than one character, the setting, and a major event | Student independently (no prompting and support) orally identifies each of the following: more than one character, the setting, and a major event from each | Student independently (no prompting and support) identifies all three of the following: more than one character, the | Student independently (no prompting and support) identifies all three of the following: more than one character, |

| | | | | | | | |
|--|---------------------------|--|--|--|--|--|--|
| | setting, or major events. | | from one element of the story- beginning, middle, or end. | from at least two elements of the story- beginning, middle, or end. | element of the story- beginning, middle, and end. | 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 one of the following: characters, setting, or major details of the story. The student uses adjectives to describe. | 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. |
|--|---------------------------|--|--|--|--|--|--|

Reading Informational Text

Category: Key Ideas and Details - Standard 2

Standard: K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text (informational text).

For Levels 0-5 the teacher is assessing the student's ability to identify the main topic and key details from an informational text the student is familiar with from multiple read-alouds in class.

Key details explain or describe the main topic. **Details** describe or retell something from the text. For example, if the main topic is insects. A detail may be ladybugs are insects. Another detail could be bees are insects. A key detail might be insects have six legs. Another key detail might be insects have two antennae.

For Levels 0-4 students need prompting and support to answer the teacher's questions.

For Level 5-7 students can answer the questions independently without prompting and support.

For Levels 0-7 the teacher asks the student questions to determine if the student can identify the main topic and recall key details from an informational text.

Suggested task: “What was this story about (main topic)? What are some things (key details) you learned about (the topic)?”

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

For Levels 6-7 the teacher is assessing the aligned first grade standard, 1.RI.KID.2.

Students can use graphic organizers or a writing product to provide the main topic and retell key details. Graphic organizers can be drawings or written details.

Required method of evidence collection:

For Levels 0-5 A video recording of the students’ responses and an answer key to the questions asked must be provided. The answer key must include the title/author of the book. The answer key can be in the context narrative or an additional artifact in the student sample. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually.

For Levels 6-7 a student writing piece. Teachers can submit a graphic organizer where the student has provided the main topic and retells key details **OR** teachers can submit a student writing piece that includes writing and drawings (if the student chooses to draw. It is not mandatory) of the main topic and retelling of key details. This is not an verbal assessment. Videos are not acceptable.

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

Mathematics: Counting and Cardinality Collection

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

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

For Levels 0-4 the teacher is assessing the students' ability to count to 100 by ones, fives and tens and also count backwards from 10. This assessment has four parts.

The teacher asks the student to count to 100 starting at the number one. Then the teacher asks the student to count to 100 by fives, starting at the number five. Next the teacher asks the student to count 100 by tens, starting at the number ten. Finally the teacher asks the student to start at the number 10 and count backward to the number one.

For Levels 5-7 the teacher is assessing the students' ability to count to 120 by ones, fives and tens. This assessment has three parts.

The teacher asks the student to count to 120 starting at the number one. Then the teacher asks the student to count to 120 by fives, starting at the number five. Next the teacher asks the student to count 120 by tens, starting at the number ten.

Suggested task: The teacher can video the students' responses in one session or can separate the session into multiple videos. All videos must be uploaded for each student sample to be scored.

Required method of evidence collection: video recording clearly showing the student counting. This is a verbal assessment at all levels 0-7. If the student mastered Level 4, then the teacher can move on to the Level 5. If the student masters any level 5-7, the teacher only needs to upload evidence for the mastered level. Teachers do not need to upload evidence for every level. However, each part of the assessment must be attempted by the student.

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

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

For Levels 0-5 the teacher is assessing the students' ability to write numbers 0-20. The teacher is also assessing the students' ability to count a group of objects and write a numeral to represent the amount. This assessment has two parts.

These levels are assessed in two parts. For the first part, the teacher asks the student to write numbers 0-20. For the second part, the teacher gives the student a sheet with four different sets of objects to count. One set must contain 0-5 objects, one set must contain 6-10 objects, one set must contain 11-15 objects, and one set must contain 16-20 objects. The teachers asks the student to count the set of objects and write the number to show how many objects are in the group.

For Levels 0-4 reversals are accepted as correct. Reversal of digits in place value order are not correct ((e.g., 21 may not be accepted for 12).

Suggested tasks:

For Levels 0-5 the first part:

1. Teacher gives students a recording sheet to write the numbers as she says them aloud. Teachers says all of the numbers 0 to 20, in any order. If the teacher uses this task, a answer key must be uploaded with the student work or provided in the context narrative.
2. Teacher gives students a recording sheet and asks the student to begin at 0 and write to 20 in order.
3. This can be assessed as a whole group, small group, or individually.

For Levels 6-7 the teacher is assessing the students' ability to write numbers up to 120. The teacher is also assessing the students' ability to count a group of objects and write a numeral to represent the amount. This assessment has two parts.

These levels are assessed in two parts. For the first part, the teacher calls out a number between 21-120 and student writes the number. The teacher must use 10 different numbers for this assessment. For the second part, the teacher gives the student a sheet with four different sets of objects to count. One set must contain 21-30 objects, one set must contain 31-50 objects, one set must contain 51-75 objects, and one set must contain 76-100 objects. The teachers asks the student to count the set of objects and write the number to show how many objects are in the group.

For Levels 5-7 reversals are not accepted as correct.

Suggested tasks:

For Levels 6-7 the second part:

1. The teacher may use tens frames, ten rods and ones, or an array of objects on the sheet.
2. This can be assessed as a whole group, small group, or individually.

Required method of evidence collection: the student's writing product for both parts. The teacher answer sheet must also be included with the student work or in the context narrative for this standard. If the student mastered Level 5, then the teacher can move on to the Level 6 task. If the student masters any level 6-7, the teacher only needs to upload evidence for mastered level. Teachers do not need to upload evidence for every level.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|---|--|--|--|--|---|
| <p>The student accurately writes none of the numbers from 0 to 20.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for none of the groups of objects.</p> | <p>The student accurately writes at least one but less than five of the numbers from 0 to 20.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for one of the groups of objects.</p> | <p>The student accurately writes at least five but less than ten of the numbers.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for two of the groups of objects.</p> | <p>The student accurately writes at least ten but not all of the numbers.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for three of the groups of objects.</p> | <p>The student accurately writes all of the numbers.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for all four of the groups of objects.</p> | <p>With no reversals, the student accurately writes all of the numbers.</p> <p>AND</p> <p>The student accurately uses a written numeral to represent the quantity for all four of the groups of objects.</p> | <p>The student is able to complete at least one of the parts with 100% accuracy.</p> | <p>The student is able to complete both parts with 100% accuracy.</p> |

Mathematics:

Operations and Algebraic Thinking Collection

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

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

For Levels 0-4 the teacher is assessing the students' ability to add and subtract to solve contextual problems using four different kindergarten problem types.

When adding, the sum should be more than 5. A subtraction sentence consists of 3 numbers: minuend, subtrahend, and difference. The minuend is the first number in a subtraction sentence. We subtract subtrahend from the minuend to get the difference. When subtracting the minuend must be more than 5.

Teacher presents student with a one-step addition or subtraction contextual problem using numbers **within 10 (more than 5)** for the following problem types:

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

Suggested task:

For Levels 0-4

1. Examples of these problem types can be found in the Appendix: See Table 1 – Common Addition and Subtraction Situations. This table provides teachers with examples of different problem **types**. Teachers must adjust the numbers in the example problem types to meet the standard.
2. The teacher can create their own contextual problems for each of the different problem types.
3. The teacher can read a contextual problem and the student solves the problem using objects and answer orally.
4. The teacher can provide the student a sheet with the contextual problems. The teacher reads the problems and the student solves the problems using drawings. The student can answer orally or write the number to solve the problems.

For Levels 5-7 the teacher is assessing the students' ability to add and subtract to solve contextual problems using four different first grade problem types. This is aligned to 1.OA.A.1.

When adding, the sum should be more than 10. A subtraction sentence consists of 3 numbers: minuend, subtrahend, and difference. The minuend is the first number in a subtraction sentence. We subtract subtrahend from the minuend to get the difference. When subtracting the minuend must be more than 10.

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

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

The teacher reads a contextual problem and sets up the equation on a sheet of paper. For example $___ + ____ = ______$. The student solves the problem using objects or drawings on the paper and writes the numbers to complete the equation. Students can use objects or drawings if they need them but if the student can complete the equation without the objects and drawings, it is acceptable. The teacher can set up the equation.

Suggested task:

For Levels 5-7

1. Examples of these problem types can be found in the Appendix: See Table 1 – Common Addition and Subtraction Situations. This table provides teachers with examples of different problem types. Teachers must adjust the numbers in the example problem types to meet the standard.
2. The teacher can create their own contextual problems for each of the different problem types.

Required methods of evidence collection:

For Levels 0-4: a video recording of the task if the student uses objects and answers orally **OR** the writing product if the student uses drawings and answers by writing the number.

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

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|--|--|--|--|--|--|
| When presented with all four Kindergarten problem types, student accurately solves | When presented with all four Kindergarten problem types, student accurately solves | When presented with all four Kindergarten problem types, student accurately solves | When presented with all four Kindergarten problem types, student accurately solves | When presented with all four Kindergarten problem types, student accurately solves | When presented with all four Kindergarten first-grade problem types, student accurately | When presented with all four Kindergarten first-grade problem types, student accurately | When presented with all four Kindergarten first-grade problem types, student accurately |

| | | | | | | | |
|----------------------------|---------------------------|---------------------------|-----------------------------|--------------------------------|--|---|--|
| none of the problem types. | one of the problem types. | two of the problem types. | three of the problem types. | all four of the problem types. | solves one or two of the problem types and accurately completes the equation. | solves three of the problem types and accurately completes the equation. | solves all four of the problem types and accurately completes the equation. |
|----------------------------|---------------------------|---------------------------|-----------------------------|--------------------------------|--|---|--|

Mathematics:

Numbers and Operations in Base Ten Collection

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

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

For Levels 0-5 the teacher is assessing the students' ability to compose numbers from 11 to 19 or decompose numbers from 11-19 using tens and some more ones. The teacher also assessing the students' ability to record these using a drawing or an equation.

This assessment has two parts. The first part the teacher asks the student to compose a number from 11-19 using tens and some more ones. The second part the teacher asks the student to decompose a number from 11-19 using tens and some more ones. For both parts the teacher asks the student to record their answer using a drawing or writing an equation. The teacher must present the student with four tasks. The first two must assess composing and the second two must assess decomposing.

Suggested task: The following tasks are examples of using drawings and using objects. Teacher can choose which they prefer or both. The first two tasks are using drawings. The last two tasks use objects.

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

4. The teacher gives the student 19 single objects such as linking cubes. The teacher asks the student if they can show 19 using tens and ones. The student accurately makes a group of 10 and then 9 with linking cubes. The teacher asks the student to write a representation of their problem. The student accurately records the problem using an equation: $19 = 10 + 9$

For Levels 6 and 7 the teacher is assessing the students' ability to know that the digits of a two-digit number represents groups of tens and ones.

The student is able to use tens and ones to represent a number greater than 20 and write an equation to represent their problem in as many ways as possible.

Suggested task: The teacher asks the student to use tens and ones to represent the number 25 and to write an equation to represent their problem in as many ways as possible. For example the student is able to show the following three ways:

1. 2 tens and 5 ones ($20 + 5 = 25$)
2. 1 ten and 15 ones ($10 + 15 = 25$)
3. 0 tens and 25 ones ($0 + 25 = 25$)

Required method of evidence collection: the student's writing product. A video must also be included if the student uses objects.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--|---|---|---|--|---|---|
| When presented with four tasks, the student accurately completes none of the tasks. | When presented with four tasks, student accurately completes none of the tasks , but the student is able to complete at least 1 part of the task. | When presented with four tasks, student accurately completes one of the tasks. | When presented with four tasks, student accurately completes two of the tasks. | When presented with four tasks, student accurately completes three of the tasks. | When presented with four tasks, student accurately completes all four of the tasks. | The student is able to use tens and ones to represent a number greater than 20 and write an equation to represent their problem in two ways. | The student is able to use tens and ones to represent a number greater than 20 and write an equation to represent their problem in three ways. |

Resources

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

Appendix: Common Addition and Subtraction Situations

Taken from [Tennessee Academic Standards for Mathematics](#)

Table 1 Common addition and subtraction situations

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

K: Problem types to be mastered by the end of the Kindergarten year.

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

2nd: Problem types to be mastered by the end of the Second Grade year, including problem types from the previous years.