

Pre-K and Kindergarten Student Growth Portfolio Model

Tennessee Department of Education | July 2024

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.

The student growth portfolio is aligned with best instructional practices:

- Clear alignment between grade-level standards and student expectations
- A streamlined approach to standards selection focused on skills-based mastery
- A focus on phonological awareness, phonics, word recognition, and fluency
- A 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

Our teachers can clearly document the progress of our youngest learners as they master the foundational skills 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	 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. <u>Or</u> PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when 	
Literacy	 encoding words; write legibly. b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.). 	

	• PK.RL.KID.3 With prompting and support, orally identify characters, setting, and events from a familiar story (narrative text).
Reading	 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						
	 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. 						
Foundational	<u>or</u>						
Literacy	• 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).						
	• K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story (narrative text).						
Reading	<u>or</u>						
	• 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
	• PK.CC.A.4 Begin to name numerals 0-10.
Counting	<u>or</u>
and	PK.CC.C.6 Use comparative language, such as more/less than or equal to, to
Cardinality	compare and describe collections of objects.
	• PK.OA.A.4 Show, through the use of concrete objects or drawings, the number
Operations &	needed to make up 5 when added to any given number from 0-5.
Algebraic	<u>or</u>
Thinking	PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by
	using objects or drawings.

Kindergarten Math Collection Options

Collections	Standards
Counting and Cardinality	 K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10. <u>or</u> K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.
Operations & Algebraic Thinking	 K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.
<u>OR</u> Numbers & Operations in Base Ten	 <u>or</u> K.NBT.A.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). 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 <u>not</u> 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 <u>or</u> ending sounds. For Level 5, the teacher assesses both the beginning <u>and</u> ending sounds.

Suggested tasks:

- 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 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. The teacher chooses to assess either the beginning, middle **or** ending sound. Teacher continues with **4** more words. There should be a total of **5** words assessed.

Suggested tasks: 1. Beginning: Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?"

2. Middle: Teacher says "mat." Teacher says to student: "Change the /a/ to /i/. What is the new word?"

3. Ending: 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	The student is	The student is	The student is	The student is	The student is	The student is	The student is
unable to	able to identify if	able to identify if	able to identify if	able to identify if	able to identify if	able to produce	able to produce
identify if any	two words begin	two words begin	two words begin	two words begin	two words begin	the new word	the new word 5
words begin or	or end with the	with the same	with the same	with the same	with the same	at least 3 out of	out of 5 times.
end with the	same sound and	sound and can	sound and can	sound and can	sound and can	5 times.	
same sound.	can identify the	identify the	identify the	identify the	identify the		
	beginning or	beginning sound	beginning sound	beginning sound	beginning sound		
	ending sound of	of those words	of those words	of those words	of those words		
	those words less	at least 2 out of	at least 5 out of	10 out of 10	10 out of 10		
	than 2 times.	10 times.	10 times.	times.	times.		
		OR	OR	OR	AND		
		The student is	The student is	The student is	The student is		
		able to identify if					
		two words end	two words end	two words end	two words end		
		with the same	with the same	with the same	with the same		
		sound and can	sound and can	sound and can	sound and can		
		identify the	identify the	identify the	identify the		
		ending sound of	ending sound of	ending sound of	ending sound of		
		those words at	those words at	those words 10	those words 10		
		least 2 out of 10	least 5 out of 10	out of 10 times.	out of 10 times.		
		times.	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 directly on the students' paper.The teacher can choose any 10 letters as long as they include letters that have examples of circle, line, diagonal, and crossed lines. The student can write the letter next to the teacher model. 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 key of the letter for the sounds the teacher says.

0	1	2	3	4	5	6	7
The student is	The student is	The student is	The student is	The student is	The student is	Without a	Without a
not able to	able to form a	able to form a	able to form at	able to form	able to write at	teacher model,	teacher model,
write any of the	line.	circle and a line.	least 5 letters in	each of the 10	least 20 of the	the student is	the student is
letter forms.			the task	letters in the	26 letters	able to write	able to write
			following a	task following a	legibly	letters for at	letters for at
			teacher model.	teacher model.	following a	least 10 out of	least 20 out of
					teacher model.	26 consonant	26 consonant
						and short vowel	and short vowel
						letters when the	letters when the
						teacher says the	teacher says the
						letter sounds.	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 student's responses to the questions and an answer key to the questions asked must be provided. 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	With prompting	With prompting	With prompting	With prompting	With prompting	With prompting	With prompting
and support, the	and support, the	and support, the	and support, the	and support, the	and support, the	and support,	and support, the
student does	student is able to	student orally	student orally	student identifies	student identifies	the student	student orally
not identify any	recall some	identifies one of	identifies two of	a character, the	a character, the	orally identifies	identifies each of
aspect of the	details of the	the following:	the following:	setting, AND at	setting, AND more	each of the	the following:
text.	text but is not	character,	character,	least one event.	than one event.	following: more	more than one
The student is off	able to identify	setting, or event.	setting, or any			than one	character, the
topic.	characters,		event.			character, the	setting, and a
	setting, or					setting, and a	major event
	events.					major event	from <u>at least two</u>
						from <u>one</u>	elements of the
						element of the	story- beginning,
						story-	middle, or end.
						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.

Details describe or retell something from the text. **Key details** explain or describe the main topic. 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 student's responses to the questions and an answer key to the questions asked must be provided. 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	With prompting	With prompting	With prompting	With prompting	With prompting	With prompting	With prompting
and support, the	and support, the	and support, the	and support, the	and support, the	and support, the	and support,	and support, the
student does	student provides	student orally	student orally	student orally	student orally	the student	student orally
not identify any	some	provides the	provides the	provides the	provides the main	orally provides	provides the
aspect of the	information on	main topic OR	main topic AND	main topic AND	topic AND at least	the main topic	main topic AND
text. The student	the text but is	one detail of a	one detail of a	more than one	one key detail of	AND at least	at least three
is off topic.	unable to	text, discussion,	text, discussion,	detail of a text,	the text.	two key details	key details of the
	provide the main	or activity.	or activity.	discussion, and		of the text.	text.
	topic or details.			activities.			

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 <u>name</u> 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 <u>name</u> 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	The student	The student	The student	The student	The student	The student	The student
accurately	accurately	accurately	accurately	accurately	accurately	accurately	accurately
identifies none	identifies at least	identifies at least	identifies at least	identifies at least	identifies all of	identifies at least	identifies all of
of the numbers	one of the	three of the	five of the	eight of the	the numbers by	eight of the	the numbers by
by name when	numbers by	numbers by	numbers by	numbers by	name when the	numbers by	name when
the cards are in	name when the	name when the	name when the	name when the	cards are in	name when	cards are
order.	cards are in	cards are in	cards are in	cards are in	order.	cards are	scattered and
	order.	order.	order.	order.		scattered and	pointed to out of
						pointed to out of	order.
						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. Less than: 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. Equal to: 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. More than: 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. Less than: 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. Equal to: 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. More than: 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	When presented	When presented	When presented	When presented	When presented	When presented	When presented
with all three	with all three	with all three	with all three	with all three	with all three	with all three	with all three
tasks, the	tasks, student	tasks, student	tasks, student	tasks, student	tasks, the	tasks, the	tasks, the
student	accurately	accurately	accurately	accurately	student	student	student
accurately	completes none	completes one	completes two	completes all	accurately	accurately	accurately
completes none	of the tasks but	of the tasks.	tasks.	three tasks.	completes one	completes two	completes all
of the tasks.	when explicitly				of the tasks.	tasks.	three tasks.
	prompted, can						
	point to a group						
	that is larger or						
	smaller.						

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 or drawings (0-5) and asks the student to show with objects or drawings how many more are needed to make 5. When assessing with objects, the student can show and tell the teacher how many more objects were needed to make 5. When assessing with drawings, the student can draw and tell the teacher how many more drawings were needed to make 5. When assessing with drawings, the student can draw and tell the teacher how many more drawings were needed to make 5.

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

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 or drawings (0-10) and asks the student to show with objects or drawings how many more are needed to make 10. When assessing with objects, the student can show and tell the teacher how many more objects were needed to make 10. When assessing, the student can draw and tell the teacher how many more drawings were needed to make 10. When assessing with objects, the student can show and tell the teacher how many more objects were needed to make 10. When assessing, the student can draw and tell the teacher how many more drawings were needed to make 10.

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

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. The writing product should be submitted with the video, if the student uses drawings instead of using objects. 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	Student	Student accurately	Student	Student	When presented	When presented	When presented
accurately	accurately	completes two of	accurately	accurately	with the three	with the three	with the three
completes none	completes one	the tasks.	completes three	completes all	tasks, student	tasks, student	tasks, student
of the tasks.	of the tasks.		of the tasks.	four of the tasks.	accurately	accurately	accurately
					completes one of	completes two of	completes all
					the tasks.	the tasks.	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 <u>or</u> drawings.

The teacher presents the student with objects <u>or</u> an opportunity to draw objects. The teacher asks the students to use objects or drawings 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. Using objects: 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. Using objects: 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. Using objects: 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. Using drawings: 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 <u>or</u> 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. Using objects: 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. Using objects: 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. Using drawings: 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 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	The student	The student	The student	The student	The student	The student	The student
not accurately	accurately	accurately shows	accurately shows	accurately shows	accurately shows	accurately shows	accurately shows
shows how to	shows one way	two ways to make	three ways to	four ways to	five ways to	three ways to	five ways to
make five.	to make 5 .	5.	make 5 .	make 5 .	make 5 .	make 10 .	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 key of the letter sounds the teacher says For Levels 6-7 An answer key 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	The student is	The student is	The student is	The student is	The student is able	The student is	The student is
not able to write	able to write	able to write	able to write	able to write	to write all 26	able to spell 8 of	able to spell all 10
letters for any	letters for less	letters for 5 out	letters for 10 out	letters for 20 out	letters for	the 10 words	words correctly.
consonant and	than 5 consonant	of 26 consonant	of 26 consonant	of 26 consonant	consonant and	correctly.	Example list:
short vowel	and short vowel	and short vowel	and short vowel	and short vowel	short vowel	Example list:	Like
sounds.	sounds.	sounds.	sounds.	sounds.	sounds.	Like	Stove
						Stove	Bake
						Bake	Bear
						Bear	Queen
						Queen	Tree
						Tree	Try
						Try	Sky
						Sky	Bird
						Bird	Car
						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 <u>mixture</u> of the beginning, middle <u>and</u> 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 tasks: 1. Beginning: Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?"

2. Middle: Teacher says "mat." Teacher says to student: "Change the /a/ to /i/. What is the new word?"

3. Ending: 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 key 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	The student is	The student is	The student is	The student is	The student is able	The student is	The student is
unable to	able to produce a	able to produce a	able to produce a	able to produce	to produce the	able to read	able to read 10
produce a new	new word at	new word at	new word at	the new word 5	new word at least	10 CVC words.	closed syllable
word in any of	least 1 out of 5	least 2 out of 5	least 3 out of 5	out of 5 times.	8 out of 10 times.	Example list:	words.
the 5 scenarios.	times.	times.	times.			Fan	Example list:
						Dog	Jump
						Sob	Glad
						Got	Crisp
						Wet	Kept
						Big	Mask
						Cat	Club
						Leg	End
						Bun	Truck
						Win	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 write key details (descriptions-adjectives) to describe the characters, setting, and major events. Drawings can be included with written details on a graphic organizer.

Required method of evidence collection:

For Levels 0-5 A video recording of the student's responses to the questions and an answer key to the questions asked must be provided. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually.

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

0	1	2	3	4	5	6	7
With prompting	With prompting	With prompting	With prompting	With prompting	Student	Student	Student
and support,	and support,	and support,	and support,	and support,	independently (no	independently	independently
student does	student is able	student orally	student orally	student orally	prompting and	(no prompting	(no prompting
not identify	to recall some	identifies one of	identifies each	identifies each	support) orally	and support)	and support)
any aspect of	details of the	the following:	of the following:	of the following:	identifies each of the	identifies all	identifies all
the text.	text but is not	character,	more than one	more than one	following: more than	three of the	three of the
Student is off	able to identify	setting, or major	character, the	character, the	one character, the	following: more	following: more
topic.	characters,	event from the	setting, and a	setting, and a	setting, and a major	than one	than one
	setting, or major	story.	major event	major event	event from each	character, the	character,
	events.		from one	from at least	element of the	setting, and	setting, and
			element of the	two elements of	story- beginning,	major events in	major events in
			story- beginning,	the story-	middle, and end.	the story.	the story.
			middle, or end.	beginning,		Recalling the	Recalling the
				middle, or end.		events in	events in
						sequence using a	sequence using
						graphic	a graphic
						organizer or an	organizer or an
						individual	individual
						writing piece	writing piece
						that includes	that includes
						written details to	written details to
						describe one of	describe two of
						the following:	the following:
						characters,	characters,
						setting, or major	setting, or major
						details of the	details of the
						story. The	story. The
						student uses	student uses
						adjectives to	adjectives to
						describe.	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.

Details describe or retell something from the text. **Key details** explain or describe the main topic. 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 piece to provide the main topic and retell key details. Graphic organizers can be drawings with written details.

Required method of evidence collection:

For Levels 0-5 A video recording of the student's responses to the questions and an answer key to the questions asked must be provided. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually.

For Levels 6-7 a student writing product. 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 with 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								
	0	1	2	3	4	5	6	7

With prompting	With prompting	With prompting	With prompting	With prompting	Student	Student	Student
and support,	and support,	and support,	and support,	and support,	independently (no	independently	independently
student does	student orally	student orally	student orally	student orally	prompting and	(no prompting	(no prompting
not identify	provides main	provides main	provides main	provides the	support) orally	and	and support)
any aspect of	topic OR at least	topic AND at	topic AND at	main topic AND	provides the main	support)provides	provides the
the text.	one key detail of	least one key	least two key	at least three	topic AND at least 3	the main topic	main topic AND
Student is off	text but can't do	detail of text.	details of the	key details of	key details of the	AND retells at	retells two key
topic.	both.		text.	the text.	text.	least one key	details of text
						detail of the text	through writing.
						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	When presented	When presented	When presented	When presented	When presented	When presented	When presented			
with all four	with all four	with all four	with all four	with all four	with all three	with all three	with all three			
parts, student	parts, student	parts, student	parts, student	parts, student	parts, the	parts, the	parts, the			
completes none	completes one	completes two	completes three	completes all	student can	student can	student can			
with 100%	with 100%	with 100%	with 100%	four with 100%	count to 105 by	count to 110 by	count to 120 by			
accuracy.	accuracy.	accuracy.	accuracy.	accuracy.	ones, 105 by	ones, 110 by	ones, 120 by			
					fives, AND 110	fives, AND 110	fives, AND 120			
					by tens with	by tens with	by tens with			
					100% accuracy.	100% accuracy.	100% accuracy.			
Standard: K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.										
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. Teacher says all of the numbers 0 to 20, in any order. If the teacher uses this task, an answer key must be uploaded with the student work.
- 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 teacher 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 key must also be included with the student work 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
The student	With no	The student is	The student is				
accurately writes	reversals , the	able to complete	able to complete				

none of the	at least one but	at least five but	at least ten but	all of the	student	at least one of	both parts with
numbers from 0	less than five of	less than ten of	not all of the	numbers.	accurately writes	the parts with	100% accuracy.
to 20.	the numbers	the numbers.	numbers.	AND	all of the	100% accuracy.	
AND	from 0 to 20.	AND	AND	The student	numbers.		
The student	AND	The student	The student	accurately uses a	AND		
accurately uses a	The student	accurately uses a	accurately uses a	written numeral	The student		
written numeral	accurately uses a	written numeral	written numeral	to represent the	accurately uses a		
to represent the	written numeral	to represent the	to represent the	quantity for all	written numeral		
quantity for	to represent the	quantity for two	quantity for	four of the	to represent the		
none of the	quantity for one	of the groups of	three of the	groups of	quantity for all		
groups of	of the groups of	objects.	groups of	objects.	four of the		
objects.	objects.		objects.		groups of		
					objects.		

Mathematics:

Operations and Algebraic Thinking Collection

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

Standard: K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations 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 with **completed equations**. 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	When presented	When presented	When presented	When presented	When presented	When presented	When presented
with all four	with all four	with all four	with all four	with all four	with all four	with all four	with all four
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	first-grade	first-grade	first-grade
problem types,	problem types,	problem types,	problem types,	problem types,	problem types,	problem types,	problem types,
student	student	student	student	student	student	student	student
accurately solves	accurately solves	accurately solves	accurately solves	accurately solves	accurately	accurately	accurately
none of the	one of the	two of the	three of the	all four of the	solves one or	solves three of	solves all four of
problem types.	problem types.	problem types	problem types.	problem types.	two of the	the problem	the problem
					problem types	types	types
					and accurately	and accurately	and accurately
					completes the	completes the	completes the
					equation.	equation.	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 a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). 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. Compose: 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. Compose: 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. Decompse: 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. Decompse: 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	When presented	When presented	When presented	When presented	When presented	The student is	The student is
with four tasks,	with four tasks,	with four tasks,	with four tasks,	with four tasks,	with four tasks,	able to use tens	able to use tens
the student	student	student	student	student	student	and ones to	and ones to
accurately	accuratel <u>y</u>	accurately	accurately	accurately	accurately	represent a	represent a
completes none	<u>completes none</u>	completes one	completes two	completes three	completes all	number greater	number greater
of the tasks.	of the tasks, but	of the tasks.	of the tasks.	of the tasks.	four of the tasks <u>.</u>	than 20 and	than 20 and
	the student is					write an	write an
	able to complete					equation to	equation to
	at least 1 part of					represent their	represent their
	the task.					problem in two	problem in three
						ways.	ways.

Resources

- Best for ALL Central- Academic Standards
- <u>Kindergarten Instructional Focus Documents</u>
- TEAM Student Growth Portfolio Resources
- Portfolio Teacher Guidance

Appendix: Common Addition and Subtraction Situations

Table 1 Common addition and subtraction situations

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ? (K)	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5 (1 st)	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5 One-Step Problem (2 nd)
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5-2=? (K)	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 - ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $?-2=3$
	(N)	(1)	
	Total Unknown	Addend Unknown	Both Addends Unknown ²
Put Together/ Take Apart ³	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 - 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, $5 = 5 + 05 = 1 + 4$, $5 = 4 + 15 = 2 + 3$, $5 = 3 + 2$
	(K)	(K)	(1 st)
	Difference Unknown	Bigger Unknown	Smaller Unknown
Company	Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (1 st)	One-Step Problem (1 st)	Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have? 5-3=? $?+3=5One-Step Problem (2nd)$
Compare	("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 - 2 = ?	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2+3=?, 3+2=?	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have?
	(1 st)	One-Step Problem (2 nd)	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.