First and Second Grade Student Growth Portfolio Model Assessment and Scoring Guidance Document for Teachers

Tennessee Department of Education | July 2025

Using Portfolio Scoring Rubrics

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 that the student work is well-below to below grade-level expectations. At these levels, the student work demonstrates little to no evidence of mastery of the standard.
- Level 3 describes student work that is approaching mastery of the grade-level expectations. Student work at this level shows some mastery (e.g., approximately 50%).
- Level 4 describes student work that consistently meets grade-level expectations. Student work at this level shows mastery of the standard (e.g., more than 75% accurate).
- Level 5 indicates the student work shows some progress above grade-level expectations. Student work at this level shows 100% mastery of the standard and evidence of going beyond the standard.
- Levels 6 and 7 indicate student work shows consistent performance above grade-level expectations. Student work at Levels 6 and 7 are aligned to the rubric expectations at Levels 3 and 4 of the next grade level.

Scoring Student Work

Teachers:
Teachers determine the performance level (0-7) of student work artifacts at both point A and point B using the rubrics provided in the 1st and 2nd Grade TEAM Portfolio Resource Guide. Teachers score student work at Level 0 when a student is unable to complete the aligned task with any accuracy.

Peer Reviewers:
Peer Reviewers determine the performance level (0-7) of student work artifacts at both point A and point B using the same rubrics as teachers that are provided in the 1st and 2nd Grade TEAM Portfolio Resource Guide. When scoring student work samples Peer Reviewers may need to mark student samples as "not scorable". If student work is unable to be scored at either point A or point B, both samples will be marked as “not scorable.” The differentiated sample will show 0 growth from point A and point B.

Reasons student work may be marked not scorable:

1. There is no evidence that the assessment is aligned to the standard
2. No video of oral assessment
3. Required answer key is missing
    - The teacher submits an answer key which does not follows the answer key guidelines in the portfolio resource guide.
4. The student is not the same at both Point A and Point B.
    - The student is not visible in the video to determine if it is the same student at point A and B
5. The student is used in multiple Samples within the Collection
    - The same student was used in multiple differentiated samples (emerging, proficient, advanced)
6. The student work is blank (e.g., there is nothing on the paper or video)
    - Poor video or sound quality hindered the ability to score student work
    - Uploaded a file type that is not supported
    - Student work is the same evidence at point A and point B
7. Does not follow assessment guidelines
    - Required evidence stated in portfolio resource guide was not submitted

Portfolio Scoring Process

Scoring of Collections

After the submission deadline, collections are scored by certified peer reviewers who determine the performance level of each student work artifact. Both teachers and peer reviewers use the same scoring rubric at points A and B.

- If a discrepancy of more than one performance level exists between the teacher's score and peer reviewer's score for the average of a collection, a second peer reviewer scores the collection.
- If the second peer reviewer's score is in consensus with either the teacher or the peer reviewer, the score in consensus stands.
- If there is no consensus of scores between the teacher, the first peer reviewer, or the second peer reviewer, then an expert reviewer conducts the final scoring.

A growth score for each collection is calculated by finding the difference between point A and point B scores for each student work sample in the collection (e.g., emerging, proficient, and advanced differentiated groups) and determining an average level of student growth for that collection. The average level of student growth for the evidence collection is then applied to the scaled Student Growth Indicator values to determine the evidence collection score.

Student Growth Indicator Chart	
Level 5 Significantly Above Expectations	Students demonstrate, on average, **three or more levels of student growth (= or >3 levels of growth).**
Level 4 Above Expectations	Students demonstrate, on average, **two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth).**
Level 3 At Expectations	Students demonstrate, on average, **one, but less than two levels of student growth (=1 level of growth but <2 levels of growth).**
Level 2 Below Expectations	Students demonstrate, on average, **less than one level of student growth (>0 levels of growth but <1 level of growth).**
Level 1 Significantly Below Expectations	Students demonstrated, on average, **no growth or negative growth.**

Calculating the Final Portfolio Score

The teacher effectiveness indicator, or the overall portfolio score, is calculated by averaging the four evidence collection growth scores (as described above), and then applying the average to the scaled value of levels 1-5 as outlined below. This becomes the educator's growth score that serves as 35 percent of the Level of Overall Effectiveness (LOE) score.

Teacher Effectiveness Indicator	Student Growth Indicator Scores
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

A portfolio will be assigned an *Incomplete (I)* and the teacher's LOE score will **NOT** generate for the school year if **any** of the four collections are not completed **and** submitted by the deadline.

English Language Arts Collections

Foundational Literacy Standards

The foundational literacy standards for Tennessee students are a progression beginning with foundational skills to the sophisticated application of oral and written language. These standards include print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency.

- **1.FL.PWR.3b and 2.FL.PWR.3c:** These standards are in the Phonological Awareness Category. Phonological Awareness is the ability to recognize and work with sounds in spoken language. The strand within this standard in 1st grade is the ability decode regularly spelled one-syllable words. In 2nd grade, it is the ability to decode regularly spelled two-syllable words with long vowels. This is an oral assessment. In 1st grade, the teacher provides the student with a list of ten one-syllable words. The teacher asks the student to read the words. In 2nd grade, the teacher provides the student with a list of 10 two-syllable words. The teacher asks the student to read the words. The required method of evidence for these standards is a video of the student reading the words.

Frequently asked questions for scoring student work aligned to these standards:

1. **Does the teacher have to use the provided list of words on the rubric?** No, the teacher can use another word list if it follows the standard guidelines.
2. **Does the teacher have to submit the list of words in an answer key?** Yes, if the teacher is using a list different than the rubric or if you are not able to see the words given to the student in the video, the word list must be provided.

3. **Do the words have to be presented to students all at one time?** The teacher can choose to present the words in a whole list on paper or the words can be presented individually with flash cards.
4. **Can teachers submit an audio recording instead of a video as evidence for these standards?** No, an audio recording cannot be submitted as evidence for these standards. Scorers cannot determine if the student is the same at both Point A and Point B. A video is the required method of evidence collection.

- **1.FL.WC.4b and 2.FL.WC.4b:** These standards are in the Word Composition Category. Word Composition is the ability to manipulate written letters and sounds, apply the phonetic knowledge to identify the needed letters to put the word in writing. The strand in this standard in 1st grade is the ability to use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels. In 2nd grade, it is the ability to use conventional spelling for regular two-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. In 1st and 2nd grade, the teacher says the word and the student writes the word. The teacher uses a list of 10 words that follow the standard guidelines on the rubric. An example word list is provided but is not required. The required method of evidence is an answer sheet of the word list and a student writing product.

Frequently asked questions for scoring student work aligned to these standards:

1. **Do the letters have to be written on lined paper?** No, any type of paper is fine. The word must be legible but not formed on a line.
2. **What does write legibly mean?** To write legibly means to form the letters correctly.
3. **Can student work be submitted as a video for these standards?** No, these are writing assessments. The student writing product should be submitted as an artifact. The writing product will be scored, not a video.
4. **Does an answer sheet need to be included in the submission?** Yes, if the teacher uses a list that is different from the example list, an answer sheet of the words the teacher says must be uploaded along with the student artifact for the student work to be scored.
5. **Does this standard need to be assessed individually?** No, for this standard students can be assessed in a whole group, small group, or individually.

Reading Standards

The skills for comprehension are embedded in the Reading standards.

1.RL.KID.3 and 2.RL.KID.3: These are Reading Literature standards, both in the category of Key Ideas and Details. Prompting and support are provided by the teacher while asking comprehension questions through providing the student with the book, having visuals such as story webs, charts, and handouts where the student has drawn or written about the book. Prompting and support are provided for students that are performing below grade level. The questions in the task are not prompting and support. These standards are assessed after reading a familiar narrative text. Teachers should have spent several lessons reading and discussing the text before assessing the standard. Teachers should focus on the verbs in the standard and the scoring rubric when scoring student work samples.

- **1.RL.KID.3:** can be assessed orally for levels 1-2. For levels 3-7, students will complete a graphic organizer or an individual writing piece. The oral responses are scored through a video. Graphic organizers and writing pieces are scored by submitting student work that includes writing and possibly drawings. It is not mandatory to draw. For levels 1-2, on the 1st grade rubric, the students identify the characters, setting, and major events and can have prompting and support. For levels 3-5, on the 1st grade rubric, there is no prompting or support, and the students use a graphic organizer or writing piece to identify and describe the characters, setting, and major events. For levels 6-7, on the 1st grade rubric, there is no prompting and support, and the student identifies and describes the characters, setting, and major events as well as describes the response or feelings of the character to a major event.
- **2.RL.KID.3:** For levels 1-2, on the 2nd grade rubric, the students use a graphic organizer or writing piece to identify and describe the characters, setting, and major events. For levels 3-5, on the 2nd grade rubric, the students describe how the characters felt or responded to major events in the story. For levels 6-7, on the 2nd grade rubric, the students describe how the characters felt or responded to major events in the story as well as explaining how the character's actions contribute to major events in the story.

1.RI.KID.2 and 2.RI.KID.2: These are Reading Informational Text standards. Both are in the category of Key Ideas and Details. These standards are assessed after reading, discussing, and doing activities with a familiar informational text. Teachers should have spent several lessons reading and discussing the text before assessing.

- **1.RI.KID.2:** For levels 1-2, the 1st grade standard is assessed orally. Evidence is scored through a video. For levels 3-7, the 1st grade standard is assessed through writing. Evidence of the student's work is provided through a graphic organizer, a response sheet, or a writing piece. Students performing at Levels 0-2 need prompting and support. Prompting and support are provided by the teacher while asking comprehension questions. Examples of prompting and support could be providing the student with the book, having visuals such as story webs, charts, and handouts where the student has drawn or written about the book. For levels 1-2, on the 1st grade rubric, students orally identify the main topic and key details from the text. For levels 3-5, on the 1st grade rubric, students independently identify the main topic and key details of the text through writing. For levels 6-7, on the 1st grade rubric, students independently identify the main topic and key details of the text through writing and determine the main focus of specific paragraphs in the text through writing.
- **2.RI.KID.2:** For levels 1-7 of the 2nd grade standard, evidence is collected through a writing piece. The writing piece can be a graphic organizer or a written response sheet. For levels 1-2, on the 2nd grade rubric, students independently identify the main topic and key details of the text through writing. For levels 3-5, on the 2nd grade rubric, students independently identify the main topic and key details of the text and identify the main focus of specific paragraphs in the text. For levels 6-7, on the 2nd grade rubric, students identify main idea, key details, and summarize how the details support the topic.

Frequently asked questions for scoring student work aligned to these standards:

1. **Can teachers submit an audio recording instead of a video?** No, an audio recording cannot be submitted as evidence. The use of prompting and support cannot be determined from an audio recording. Scorers cannot determine if the student is the same at both Point A and Point B. A video is the required method of evidence collection.
2. **Are the teacher's questions prompting and support?** No, the questions are the task.
3. **Must the student identify the character by name?** If the character has a name in the text, the student must name the character to identify it. (E.g., in the text, Llama Llama Time to Share, the characters are Llama Llama and Nelly Gnu. Mama is also a character in the text, her name throughout the book is Mama.)

4. **What should be included in the answer key?** For the Reading standards, the answer key must include the questions the teachers asked and the correct answers to the questions the student is answering.
5. **Can teachers submit their completed grading rubric or checklist as evidence?** No, authentic student written work must be scanned and submitted for the scorers to give a score to the student work.
6. **At level 0, what evidence should be submitted?** A video or a student written piece that shows evidence that the student is off topic or does not know details from the text should be submitted as evidence of level 0.
7. **The text is called realistic fiction because the zoo and the main character are not factual. The short stories within the book contain factual information about types of animals found at the zoo. Can this be used as the text for assessing the informational standards?** No, this is still considered fiction. An informational text gives information about a topic. A narrative is a text that is written in story form.

Math Collections

Operations and Algebraic Thinking Standards

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

In 2nd grade, students solve one- and two-step addition and subtraction contextual problems within 100 with an unknown in any position. Students should solve a variety of problem types in order to make connections among contexts, equations, and strategies (See Table 1 in the Appendix of the Rubric Guidebook - Addition and Subtraction Situations). Students also represent these problems with objects, drawings, and/or equations. Students build upon previously taught strategies to mentally add and subtract within 30. Students know from memory all sums of two one-digit numbers and related subtraction facts.

- **1.OA.A.1:** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 in the Appendix of the Rubric Guidebook - Addition and Subtraction Situations). Instruction should focus on building upon students' experiences with problem situations. In kindergarten, students added and subtracted within 10 with a variety of problem situations and should now extend their understanding by

working within 20. This standard is assessed by presenting students with one-step addition and subtraction contextual problems within 20 for each of the problem types:

1. Add to-change unknown- 2 + ? = 5
2. Take from- change unknown- 5 - ? = 3
3. Put together/take apart- both addends unknown- 5= _ + _ or 5 - ? = ?
4. Compare- difference unknown- 2 + ? = 5, 5 – 2= ?

For levels 6-7 the student accurately solves one or two-step addition or subtraction contextual problems within 100. The required evidence collection for all levels is a student written product.

- **2.OA.A.1**: Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 in the Appendix of the Rubric Guidebook - Addition and Subtraction Situations). In grade 2, there are three significant differences in how students interact with contextual problems. The first is extending the range of numbers students use for addition and subtraction from within 20 to within 100 encompassing a much larger range of sums and differences. The second is that students are expected to be exposed to all types of common addition and subtraction situations. The standard explicitly calls out two-step problems for the first time. This standard is assessed by giving the student one-step addition and subtraction contextual problems within 100 for each of the problem types:
    1. Add to, start unknown: ? + 3 = 5
    2. Take from, start unknown: ? – 2 = 3
    3. Compare, smaller unknown: 5 – 3 = ?
    4. Compare, bigger unknown: 2 + 3 = ? or 3 + 2 = ?

    For levels 5-7 students accurately solve two-step addition and subtraction contextual problems within 100. The required method of evidence collection for all levels is a student written product.

Frequently asked questions for scoring student work aligned to these standards:

1. **What is a two-step contextual problem?** A two-step contextual problem is a word problem that has two actions that will result in the student needing to do two equations to solve.
   For example:
   Adam brought 2 boxes of chocolate to a party. Each box contains 20 truffles. There were exactly 13 truffles eaten. How many truffles did Adam have left over?
   20+20=40 40-13=27
2. **For 1.OA.A.1,what if the sum of the addition problems is less than 10 or the numbers in the subtraction problems are less than 10?** If the sum or the minuend is less than 10, the problem is not aligned to the expectation of standard and both Point A and Point B will be scored a level 0.

- **1.OA.C.6:** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10. Fluency is the ability to apply procedures accurately, efficiently, and flexibly. As students become more fluent with adding and subtracting numbers within 20, they should start to produce answers without recording their thinking and explaining their mental thought process. This standard is assessed with addition and subtraction problems within **20**. For levels 6-7 the student is able to add and subtract within **30** fluently. A video of the student producing the answers orally using mental strategies is the required method of evidence collection.

- **2.OA.B.2:** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts. As students become more fluent with adding and subtracting numbers within 30, they should start to produce answers without recording their thinking and explaining their mental thought process. The way this standard is assessed is with 10 addition and 10 subtraction problems using numbers within 30. The student is able to add and subtract using mental strategies to orally produce the answers. For levels 6-7 the student is able to fluently **multiply** two 1-digit numbers. The required method of evidence collection for all levels of assessment is a video of the student producing the answers orally without recording their thinking on paper.

Frequently asked questions for scoring student work aligned to these standards:

1. **Does the student have to explain the mental strategy used?** No, the student only has to give an accurate answer without using paper.
2. **Does the student have to answer automatically, or can they take a few seconds to think?** The student does not have to have the sum memorized. Fluently means to answer the problem accurately and efficiently using their chosen strategy. Students may take a few seconds to use that mental strategy to answer the problem.

Numbers & Operations in Base Ten Standards

In 1st grade, students read, write, and represent a given number of objects numerically and extend the counting sequence to 120. They demonstrate the ability to count from any number up to 120 and count backward from 20. Students understand that two-digit numbers represent groups of tens and ones, and each two-digit number can be composed and decomposed in a variety of ways. Using place value understanding, students compare two-digit numbers based on the number of tens and ones represented in the given numbers using symbols for comparison. Students build number sense and use increasingly sophisticated strategies based on place value and properties of operations to add and subtract.

In 2nd grade, students extend their understanding of the base-ten place value system to 1,000. This includes counting by ones, fives, tens, and hundreds. Students write numbers using standard form, word form, and expanded form. They deepen their understanding of different ways a number can be composed and decomposed. Students extend their understanding of place value, properties of operations, and the relationship between addition and subtraction to add and subtract within 1,000 and fluently add and subtract within 100. They add up to four two-digit numbers. They should also be able to explain why these strategies work. Students mentally add and subtract 10 or 100 from a given number 100-900.

- **1.NBT.A.1**: Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20. The instructional focus for this standard should be building upon the Counting and Cardinality standards from kindergarten to solidify oral numeric fluency, recognition of printed numerals, reading of printed numerals, and a student's ability to connect the three. Additionally, students should be able to represent the number of objects in a group with a printed numeral. This will require students to have a conceptual understanding of one-to-one correspondence, cardinality, and rote counting in order for them to determine what number to write. There are 5 required parts to assess this standard. If a student is not successful at the first three

parts, the teacher does not need to move on to assessing the fourth and fifth parts. If the student is successful at the first three parts, all five parts must be assessed.

1. The teacher asks the student to count to 120 by starting at any number.
2. The teacher uses flash cards with numbers 0-120 and randomly asks students to read the numbers. The teacher should use at least ten numbers to assess mastery.
3. The teacher calls out a number between 21-120 and the student is able to correctly write the number. The teacher should use at least ten numbers to assess mastery.
4. The teacher gives the student a sheet with 4 sets-groups of objects (one containing 21-30 objects, the second containing 30-50 objects, the third containing 50-75 objects, and the fourth containing 75-100 objects) and the student is able to count the objects and write the correct number. The teacher should use at least ten numbers to assess mastery.
5. The teacher asks the student to start at 20 and count backward to 0.

There are three required methods of evidence collection for this standard: video, written document, and a teacher answer key. The required method of evidence collection is a video of the student counting to 120 starting at any number, identifying numbers, and counting backward from 20 to 0. The second evidence that is required is a written sample of students writing numbers that the teacher has called out and written numbers to label the amount of a group of objects. The third evidence is an answer sheet of the correct answers.

Levels 6-7 as assessed with the by reading 3-digit numbers and writing 3-digit numbers in standard form, word form, and expanded form.

- **2.NBT.A.3:** Read and write numbers to 1000 using standard form, word form, and expanded form. As students develop an understanding that the third digit of a three-digit number represents the amount of hundreds in that number, they can expand the skill set of reading and writing numerals to 120 from grade 1 to reading and writing numbers to 1000 in standard form, word form, and expanded form in grade 2. Teachers and students should be cognizant that when reading and writing whole numbers, the word “and” should not be used as this will cause confusion when students read decimal numbers in subsequent grades (e.g., 532 is stated and written as “five hundred thirty-two” as opposed to “five hundred and thirty-two”). The standard is assessed in two parts.
  1. The teacher shows the student a 3-digit number and the student reads the number. The teacher may use flash cards or a sheet with the numbers listed. The teacher gives the student 10 different numbers to read. A video is the required method of student work collection.
  2. The teacher says a three-digit number and the student is able to write it in standard form, word form, and expanded form. The teacher gives the student 10 different numbers. A writing sample is the required method of student work collection.

  The required method of evidence collection is a video for oral components and a writing sample for written components.

  For levels 6-7, the student is able to explain why the standard form and expanded form of the numbers are equivalent. The required method of student work collection is a video of student responses in addition to the evidence of level 5 student written work.

Frequently asked questions for scoring student work aligned to these standards:

1. **Is it acceptable for a student to self-correct during counting?** Yes, as long as the student catches the mistake vs. the teacher pointing it out. The correction needs to be immediate.
2. **Does this standard have to be assessed individually?** Tasks 1,2, and 5 must be assessed individually. Tasks 3 and 4 can be assessed as a whole group, small group, or individually.

3. **Is it acceptable for a student to have reversals when writing numbers?** Number reversals are incorrect in 1st and 2nd grade rubrics.
4. **Is it acceptable if students read three-digit numbers with the word "and" (three hundred "and" twenty-five)?** No, it is not correct. "And" should not be used when reading three-digit numbers.
5. **The student spelled the number words phonetically when writing in word form. Is this acceptable?** Yes, student phonetic spelling is appropriate. For example, "hunjid" for hundred.

- **1.NBT.B.4:** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. Once students have grasped comparing numbers by using manipulatives, they can move to thinking about the value of each digit. Students should be able to generalize that the digit in the tens place is more important for determining which two-digit number has a greater value. It is important that understanding and vocabulary both be developed/reinforced prior to the use of symbolic languageThis standard is assessed by having students compare 20 sets of 2-digit numbers. The student will use the symbol >, =, or < to show the relationship between the numbers. Levels 0-4 are comparing 2-digit numbers, but levels 5-7 are comparing 3-digit numbers. . The required evidence for this is a written product.

- **2.NBT.A.4:** Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. Working with standards 2.NBT.1 and 2.NBT.3, students are focusing on examining the amount of hundreds, tens and ones in numbers. Standard 2.NBT.A.4 builds on these understandings to compare two three-digit numbers using the appropriate inequality symbol. This standard is assessed by having students compare 20 sets of 3-digit numbers. The student will use the symbol >, =, or < to show the relationship between the numbers. For levels 5-7 students accurately order sets of three or more 3-digit numbers from least to greatest based on the meanings of the digits in each place and use the symbols to show the relationships. The required evidence for this is a written product.

Frequently asked questions for scoring student work aligned to these standards:

1. **Can teachers use objects for students to compare >, >, or = ?** No, this is a writing assessment. The students are comparing written two- or three-digit numbers by writing the symbol in the blank between the two written numbers. There should be 20 problems.
2. **Do this standard need to be assessed individually?** No, this standard can be assessed whole group, small group, or individually.