First and Second Grade Student Growth Portfolio Model

Tennessee Department of Education | July 2025

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 First and Second Grade includes two English language arts (ELA) collections and two mathematics collections. The focus of each collection has been narrowed to give teachers the choice of no more than two standards. These standards were chosen to accurately assess the impact of ELA and mathematics instruction in early grades classrooms. 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 Operations and Algebraic Thinking collections and two Numbers and Base Ten collections.

English Language Arts

Both first- and second-grade teachers will enroll in **two** different ELA collections in the student growth portfolio platform.

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

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

The second collection will be from *Reading* standards.

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

First Grade ELA Collection Options

Collections	Standards
Foundational Literacy	• **1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text **b.** Decode regularly spelled one-syllable words. **or** • **1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly **b. Use** conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.
Reading	• **1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details (narrative text). **or** • **1.RI.KID.2** Identify the main topic and retell key details of a text (informational text).

Second grade ELA Collection Options

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

Mathematics

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

Numbers and Operations in Base Ten

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

Operations and Algebraic Thinking

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

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

Numbers & Operations in Base Ten

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

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

Operations & Algebraic Thinking

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

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

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

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

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

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

First Grade Math Collection Options

Collections	Standards
Numbers and Operations in Base Ten	• **1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number. **or** • **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.

Operations & Algebraic Thinking	• **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Appendix- Table 1 - Addition and Subtraction Situations) **or** • **1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know from memory all sums and differences up to 10.

Second Grade Math Collection Options

Collections	Standards
Numbers & Operations in Base Ten	• **2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form. For example, write 234 as 200+30+4. **or** • **2.NBT.A.4** Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.
Operations & Algebraic Thinking	• **2.OA.A.1**. Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Appendix- Table 1 - Addition and Subtraction Situations) **or** • **2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.

Portfolio Scoring Rubrics

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

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

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

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

Performance Level 0

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

Performance Levels 6 and 7

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

First Grade Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonics and Word Recognition - Standard #3
Standard 1.FL.PWR.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text **b.** Decode regularly spelled one-syllable words.
For Levels 0-3 the teacher assesses the students' ability to read CVC words. **For Level 4 the teacher assesses the students' ability to read closed syllable word.** **For Levels 5 the teacher assesses the students' ability to read five different syllable types.** **For Levels 6-7 the teacher assesses the students' ability to read two-syllable words with long vowels. This is aligned to the second grade standard 2.FL.PWR.3.** For each level the teacher provides the student with a list of ten words that follows the level guidelines. The teacher asks the student to read the words. Students may sound out the word (decode) before saying the word if needed. **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:** a **video recording** of the student reading all 10 presented words. This is a verbal assessment at all levels 0-7. This standard is assessed individually. An **answer key** of the word list is also required if the teacher does not use the example in the rubric. If the student is successful at level 4 then the educator is not required to upload a video recording of levels 0-3. If a student is not successful at level 4 then the educator must submit a video of levels 0-3. If the student is successful at level 5 then the educator is not required to upload a video recording of levels 0-4. If a student is not successful at level 5 then the educator must submit a video of level 4. If the student is successful at level 6 then the educator is not required to upload a video recording of levels 0-5. If a student is not successful at level 6 then the educator must submit a video of level 5.

0	1	2	3	4	5	6	7
The student is **unable** to read **any** words from the list. *Example list:* Fan Dog Sob Got Wet Big Cat Leg Bun Win	The student is able to read **3** CVC words. *Example list:* Fan Dog Sob Got Wet Big Cat Leg Bun Win	The student is able to read **5** CVC words. *Example list:* Fan Dog Sob Got Wet Big Cat Leg Bun Win	The student is able to read **10** CVC words. *Example list:* Fan Dog Sob Got Wet Big Cat Leg Bun Win	The student is able to read **10** closed syllable words. *Example list:* Jump Glad Crisp Kept Mask Club End Truck Sock Chip	The student is able to read **10** words with 2 examples for each of the 5 syllable types- • Closed syllable • Open syllable • vowel team • r-controlled • VCE *Example list:* Kept Sock She Why Pie Rain Girl Bird Joke snake	The student is able to read **5** out of 10 two-syllable words with long vowels. *Example list:* Paper Razor Open Lion Future Motel Clothing Inflate Nosy Remote	The student is able to read **10** out of 10 two-syllable words with long vowels. *Example list:* Paper Razor Open Lion Future Motel Clothing Inflate Nosy Remote
Category: Word Composition - Standard 4							
Standard: 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly **b.** Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.							
Teacher says a word and the student writes the word. **For Levels 0-4 the teacher is assessing the students' ability to spell one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.** **For Level 5 the teacher is assessing the students' ability to spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.**							

For Levels 6-7 the teacher is assessing the students' ability to spell two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. These levels are aligned to the second-grade standard 2.FL.WC.4b.

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. This can be assessed in a whole group, small group, or individually.

Required method of evidence collection: This is a **written assessment** at all levels 0-7. The educator will upload the students' written work- no video recording. An **answer key** of the word list is also required if the teacher doesn't use the example in the rubric.
If the student is successful at level 5 then the educator is not required to upload student work of levels 0-4. If a student is not successful at level 5 then the educator must submit student work of levels 0-4. If the student is successful at level 6 then the educator is not required to upload student work of level 5. If a student is not successful at level 6 then the educator must submit student work of level 5.

0	1	2	3	4	5	6	7
The student is **unable** to spell **any** of the words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell **3** of the 10 words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell **5** of the 10 words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell **8** of the 10 words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell **all 10** words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell **8** of the 10 two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. *Example list:* Tiny Happy Quickly Early Bathtub Himself Sailboat Classmate Button Rubber	The student is able to spell **5** of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Outside Umbrella Computer Laptop Beautiful Unlock Dislike Teacher Softer Rarely	The student is able to spell **8** of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Outside Umbrella Computer Laptop Beautiful Unlock Dislike Teacher Softer Rarely

English Language Arts: Reading Collection

Reading Literature
Category: Key Ideas and Details - Standard 3
Standard: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. (narrative text)
For Levels 0-2 the teacher is assessing the student's ability to identify the characters, setting and events from a grade level appropriate narrative text the student is familiar with from multiple read-alouds in class. Students need prompting and support to answer the teacher's questions. Prompting and support is part of the standard in Kindergarten. The student must be given prompting and support while answering questions at the Kindergarten Level. The teacher must ask questions related to identifying the character, setting, and major events. An event is anything that happened in the story. Major events are the important events that happened at the beginning, middle, or end. 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 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 Level 3-5 the teacher is assessing the students' ability to answer the questions independently without prompting and support.** After reading a grade level appropriate 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; however the graphic organizer must have words and sentences to answer the teacher's questions at these levels to meet the first-grade expectations. Drawings can be included but only the writing is scored. **For Levels 6-7 the teacher is assessing the students' ability to also include how the character felt or responded to at least one major event. This is aligned second grade standard, 2.RL.KID.3** **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?

Required method of evidence collection:
For Levels 0-2 A **video recording** of the student's responses to the questions. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually. The educator must also include an **answer key** which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses.
For Levels 3-7 A student **writing product** of the student's response to the questions. This is a **written assessment**. This is not a verbal assessment. Videos are not acceptable. 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. The educator must also include an **answer key** which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses. If the student is successful at level 3 then the educator does not need to upload evidence of levels 0-2. If the student is not successful at level 3 then the educator must upload evidence of levels 0-2. For level 6 and 7, student work must include evidence of mastery at level 5, as well as evidence of 6 or 7 level work.

0	1	2	3	4	5	6	7
The student is **unable** to identify **one** of the following: the character, setting, or a major event from the story.	With prompting and support, the student orally identifies **two** of the following: characters, setting, or major events from the story.	With prompting and support, the student orally **identifies characters, setting, and major events** from the story.	The student **independently (no prompting and support)** identifies all three of the following: more than one character, the setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe **one** of the following: characters, setting, **or** major details of the story. The student uses adjectives to describe.	The student **independently (no prompting and support)** identifies all three of the following: more than one character, setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe **two** of the following: characters, setting, **or** major details of the story. The student uses adjectives to describe.	The student **independently (no prompting and support)** identifies all three of the following: more than one character, setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe all **three** of the following: characters, setting, **and** major details of the story. The student uses adjectives to describe.	In addition to Level 5- The student also describes how the character felt or responded to at least one **major event** in the story.	In addition to Level 5- The student also describes how the character felt or responded to at least one **major event** in the story. The student also describes a **major challenge** from the story.

Reading Informational Text

Category: Key Ideas and Details - Standard 2

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

For Levels 0-2 the teacher is assessing the student's ability to identify the main topic and key details from a grade level appropriate informational text the student is familiar with from multiple read-alouds in class. Prompting and support is part of the standard in Kindergarten. The student must be given prompting and support while answering questions at the Kindergarten Level.
The teacher must ask questions related to identifying the main topic and key details.
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.

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 Level 3-5 the teacher is assessing the students' ability to identify the main topic and retells key details of the text through writing. The student answers the questions independently without prompting and support.
The teacher must ask questions related to identifying the main topic and key details.
Students can use graphic organizers or a writing piece to write the main topic and retell key details. Drawings can be included with written details on a graphic organizer; however the graphic organizer must have words and sentences to answer the teacher's questions at these levels to meet the first-grade expectations. Drawings can be included but only the writing is scored.

For Levels 6-7 the teacher is assessing the students' ability to determine the main focus of specific paragraphs in a text in addition to the Level 5 assessment. This is aligned second grade standard, 2.RI.KID.2.
The teacher must ask questions related to identifying the main topic, key details, and the focus of a paragraph in the text.
Suggested task: After reading an informational text, the teacher may ask the student, "What was this text about? Or "What is the main topic of this text?" and "What are the most important details you recall about (the topic)?"
For Levels 6-7 the teacher may also ask the student "What was the focus (key details) of this paragraph (3)?"

Required method of evidence collection:

For Levels 0-2 A **video recording** of the student's responses to the questions. This is a verbal assessment. This is not a writing assessment. This is assessed to students individually. The educator must also include an answer key which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses.
For Levels 3-7 a student **writing product** of the student's response to the questions. This is not a verbal assessment. Videos are not acceptable. 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. The educator must also include an answer key which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses. If the student is successful at level 3 then the educator does not need to upload evidence of levels 0-2. If the student is not successful at level 3 then the educator must upload evidence of levels 0-2. For level 6 and 7, student work must include evidence of mastery at level 5, as well as evidence of 6 or 7 level work.							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
With **prompting and support**, the student is **off-topic** and does not retell any details from the text.	With **prompting and support**, the student **orally** provides the main topic **AND** one key detail of the text.	With **prompting and support**, the student **orally** provides the main topic **AND** more than one key detail of the text.	The student **independently (no prompting and support)**provides the main topic **AND** retells at least one key detail of text through writing.	The student **independently (no prompting and support)** provides the main topic **AND** retells two key details of the text through writing.	The student **independently** provides the main topic **AND** retells three or more key details of the text.	In addition to evidence at Level 5, the student is able to determine the main focus of at least one specific paragraph in the text.	In addition to evidence at Level 5, the student is able to determine the main focus of at least two different paragraphs in the text.

Mathematics: Numbers and Operations in Base Ten

Cluster: A. Extend the counting sequence**.**

Standard: 1.NBT.A.1 Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

For Levels 0-2 the teacher is assessing the students' ability to count to 100 by ones, count backwards from 10 and write numbers 0-20. This assessment has three parts.

1. The teacher asks the student to count to 100 starting at the number one.
2. The teacher asks the student to start at the number 10 and count backward to the number one.
3. The teacher asks the student to write numbers 0-20. 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 0-2 the third part

1. Teacher gives students a recording sheet to write the numbers as she says them aloud. Teachers says all 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.

This can be assessed as a whole group, small group, or individually.

For Levels 3-5 the teacher is assessing the students' ability to count to 120 by ones, twos, and fives starting at any multiple of that number, read and write numerals to 120, represent a number of objects with a written numeral, and count backward from 20. This assessment has five parts. Reversals are not accepted as correct.

1. The teacher asks the student to count to 120 by ones starting at any multiple of that number.
2. The teacher asks the student to count to 120 by twos starting at any multiple of that number.
3. The teacher asks the student to count to 120 by fives starting at any multiple of that number.
4. The teacher asks the student to start at 20 and count backward to 0.
5. The teacher uses flash cards with numbers 0-120 and randomly asks students to read the numbers. The teacher must assess 5 different numbers.
6. The teacher calls out five different numbers for the student to write. The first number must be between 21-40, the second number must be between 41-60, the third number must be between 61-80, the fourth number must be between 81-100, the fifth number must be between 101-120. The student can correctly write the number.
7. 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 can count the objects and write the correct number.

Suggested tasks
For Levels 3-5

1. The teacher asks the student to start at 57 and count to 120 by ones.
2. The teacher asks the student to start at 68 and count to 120 by twos.
3. The teacher asks the student to start at 45 and count to 120 by fives.
4. The teacher asks the student to start at 20 and count backward to 0.
5. Teacher shows the student the number 78 on a flash card and asks the student, "What is this number?". The teacher continues with 4 different numbers.
6. The teacher says write the number 34, 53, 79, 88, 115.
7. The teacher may use tens frames, ten rods and ones, or an array of objects on the sheet for students to count and record the total quantify.

For Levels 6-7 The teacher is assessing the students' ability to read and write three-digit numbers in standard form, word form and expanded form. This assessment has two parts. This is aligned to the second grade standard 2.NBT.A.3.

1. The teacher shows the student a 3-digit number and the student reads the number. The teacher gives the student **ten** different numbers to read.
2. The teacher says a three-digit number and the student writes it in:
    a. standard form,
    b. word form,
    c. and expanded form.

The teacher gives the student **ten** different numbers.

Suggested tasks:
For Levels 6-7

1. The teacher may use flash cards or a sheet with the numbers listed.
2. The teacher says "534" and the student writes:
    a. 534,
    b. five hundred thirty-four,
    c. 500 + 30 + 4

Required method of evidence collection:
For all levels 0-7 there are three pieces of evidence required

1. **Video recording** for oral components
2. A **writing product** for the written components.
3. An **answer key** for the written components.

If students are successful at level 3 then the educator does not need to upload evidence for levels 0-2. If the student is not successful at level 3 then the educator must upload evidence of levels 0-2.
If students are successful at level 6 then the educator does not need to upload evidence for levels 0-5. If the student is not successful at level 6 then the educator must upload evidence of levels 0-2 or 3-5.

0	1	2	3	4	5	6	7
The student is able to complete **one or none** of the parts.	The student is able to complete **two** of the parts.	The student is able to complete **all three** of the parts.	The student is able to complete at least **five** of the parts.	The student is able to complete at least **six** of the parts.	The student is able to complete **all seven** of the parts.	The student is able to read **at least 6** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 6** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **at least 8** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 8** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.

Cluster: B. Understand place value.

Standard: 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.

For Levels 0-4 the teacher is assessing the students' ability to compare two 2-digit and use the symbols >,=,< to show the relationship.
The teacher gives the student a sheet with 20 problems for the student to compare two 2-digit numbers. The student writes the symbol >, =, or < to show the relationship. Students may not use objects or drawings to compare the numbers. This assessment is comparing the numbers based on the meaning of the digits in each place. This is a written assessment.

For Levels 5-7 the teacher is assessing the students' ability to compare two 3-digit and use the symbols >,=,< to show the relationship. This assessment is aligned to the second grade standard 2.NBT.A.4.
The teacher gives the student a sheet with 20 problems for the student to compare two 3-digit numbers. The student writes the symbol >, =, or < to show the relationship. Students may not use objects or drawings to compare the numbers. This assessment is comparing the numbers based on the meaning of the digits in each place. This is a written assessment.

Suggested tasks:
For Levels 0-4 one of the 20 problems could be 34 ___ 52 and the student writes < in the blank.
For Levels 5-7 one of the 20 problems could be 427 ___ 328 and the student writes > in the blank.

Required method of evidence collection:

For Levels 0-7 A **writing product** is required. This is a written assessment and video recordings will not be accepted.

If students are successful at level 5 then the educator does not need to upload evidence of levels 0-4. If the student is not successful at level 5 then the educator must upload evidence of levels 0-4.

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

Mathematics:
Operations and Algebraic Thinking Collection

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

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

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

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.

For Level 5-7 the teacher is assessing the students' ability to add and subtract to solve contextual problems using four different second grade problem types. This is aligned to the second-grade standard 2.OA.A.1.
When adding, the sum should be more than 20. 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 20.

Teacher presents student with one-step addition and subtraction contextual problems using numbers **within 100 (more than 20)** for each of the following problem types:

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

Suggested task:
For Levels 0-7

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 0-7 a **writing product** with **completed equations** for all 4 first grade problem types. If the student is successful at level 5 then the educator does not need to upload evidence of levels 0-4. If the student is not successful at level 5 then the educator must upload evidence of levels 0-4.

0	1	2	3	4	5	6	7
When presented with all four first-grade problem types, the student is **unable** to solve any of the problem types or accurately complete the equation.	When presented with all four first-grade problem types, student accurately solves **one** of the problem types and accurately completes the equation.	When presented with all four first-grade problem types, student accurately solves **two** of the problem types and accurately completes the equation.	When presented with all four first-grade problem types, student accurately solves **three** of the problem types and accurately completes the equation.	When presented with all four first-grade problem types, student accurately solves **all four** of the problem types and accurately completes the equation.	When presented with all four **second-grade** problem types, student accurately solves **two** of the problem types and accurately completes the equation.	When presented with all four **second-grade** problem types, student accurately solves **three** of the problem types and accurately completes the equation.	When presented with all four **second-grade** problem types, student accurately solves **all four** of the problem types and accurately completes the equation.

Cluster: C. Add and subtract within 20

Standard: 1.OA.C.6 Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know from memory all sums and differences up to 10.

For Levels 0-5 the teacher is assessing the students' ability to fluently add and subtract within 20 using mental strategies. This assessment has two parts. The student can fluently add and subtract using mental strategies to orally produce the answers without recording their thinking on paper.

1. The teacher orally asks the student to mentally solve 10 addition problems. Four of these addition problems must have a sum of more than 10.
2. The teacher orally asks the student to mentally solve 10 subtraction problems. A subtraction problem 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. Four of these subtraction problems must have a minuend that is more than 10.

Suggested tasks:

1. Addition problems that could be used: 5+4=, 12+2=, 8+2=, 15+3=
2. Subtraction problems that could be used: 8-4=, 17-3=, 10-7=, 13-2=
3. Teachers can use their own selection of problems if they meet the requirements of the standard.

For Levels 6-7 the teacher is assessing the students' ability to fluently add and subtract within 30 using mental strategies. This assessment has two parts. The student is able to fluently add and subtract using mental strategies to orally produce the answers without recording their thinking on paper. This is aligned to the second grade standard 2.OA.B.2.

1. The teacher orally asks the student to mentally solve 10 addition problems. All addition problems must have a sum of more than 10. Four of the addition problems must have a sum of more than 20.
2. The teacher orally asks the student to mentally solve 10 subtraction problems. A subtraction problem 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. All subtraction problems must have a minuend of more than 10. Four of the subtraction problems must have a minuend of more than 20.

Suggested tasks:

1. Addition problems that could be used: 9+4=, 22+2=, 18+2=, 25+3=
2. Subtraction problems that could be used: 18-4=, 27-3=, 20-7=, 23-2=
3. Teachers can use their own selection of problems if they meet the requirements of the standard.

Required method of evidence collection:

For Levels 0-7 a **Video recording** of the teacher asking the problems and the student producing the answers orally using mental strategies. The video must show the student answering the questions and we must be able to hear the teacher ask the problems.

If the student is successful at level 6 then the educator does not need to upload evidence of levels 0-5. If the student is not successful at level 6 then the educator must upload evidence of levels 0-5.

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

Second Grade Rubrics

English Language Arts: Foundational Literacy Collection

Category: Phonics and Word Recognition - Standard #3
Standard: 2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. **c.** Decode regularly spelled two-syllable words with long vowels.
For each level the teacher provides the student with a list of ten words that follows the level guidelines. The teacher asks the student to read the words. Students may sound out the word (decode) before saying the word if needed. **For Levels 0-2 the teacher assesses the students' ability to read five different syllable types.** **For Levels 3-4 the teacher assesses the students' ability to read two-syllable words with long vowels** **For Level 5 the teacher assesses the students' ability to read two-syllable words with long vowels and the ability to identify the long vowel sound.** **For Levels 6-7 the teacher is assessing the students' ability to read multi-syllable words. These levels are aligned to the third grade standard 3.FL.PWR.3.c.** **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:** a **video recording** of the student reading all 10 presented words (and identifying the vowel sound in level 5). This is a verbal assessment at all levels 0-7. This standard is assessed individually. An **answer key** of the word list is also required if the teacher does not use the example in the rubric. If the student is successful at level 3 then the educator is not required to upload a video recording of levels 0-2. If a student is not successful at level 3 then the educator must submit a video of levels 0-2. If the student is successful at level 5 then the educator is not required to upload a video recording of levels 0-4. If the student is successful at level 6 then the educator is not required to upload a video recording of levels 0-5. If a student is not successful at level 6 then the educator must submit a video of level 5.

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

Category: Word Composition - Standard 4

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

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

Teacher says a word and the student writes the word.

For Levels 0-2 the teacher is assessing the students' ability to spell one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.

For Levels 3-5 the teacher is assessing the students' ability to spell two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes.

For Levels 6-7 the teacher is assessing the students' ability to spell third grade high frequency words including irregular words. These levels are aligned to the third-grade standard 3.FL.WC.4b.

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. This can be assessed in a whole group, small group, or individually.

Required method of evidence collection:
For Levels 0-7 This is a **written assessment** at all levels 0-7. The educator will upload the students' written work- no video recording. An **answer key** of the word list is also required if the teacher doesn't use the example in the rubric.
If the student is successful at level 3 then the educator is not required to upload student work of levels 0-2. If the student is successful at level 6 then the educator is not required to upload student work of level 5. If a student is not successful at level 6 then the educator must submit student work of level 5.

0	1	2	3	4	5	6	7
The student is unable to spell any of the 10 words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell 5 of the 10 words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell 8 of the 10 one-syllable words correctly. *Example list:* Like Stove Bake Brain Queen Pie Try Sky Bird Hurt	The student is able to spell 5 of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Outside Umbrella Computer Laptop Beautiful Unlock Dislike Teacher Softer Rarely	The student is able to spell 8 of the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Outside Umbrella Computer Laptop Beautiful Unlock Dislike Teacher Softer Rarely	The student is able to spell all the 10 two- and three-syllable words containing combined syllable types, compounds, common prefixes, and derivational suffixes. *Example list:* Outside Umbrella Computer Laptop Beautiful Unlock Dislike Teacher Softer Rarely	The student is able to spell 5 third-grade high-frequency words, including irregular words. *Example List:* About Carry Draw Friend Light Together Never Group Watch Earth	The student is able to spell 8 third-grade high-frequency words, including irregular words. *Example List:* About Carry Draw Friend Light Together Never Group Watch Earth

English Language Arts: Reading Collection

Reading Literature
Category: Key Ideas and Details - Standard 3
Standard: 2.RL.KID.3. Describe how characters in a story respond to major events and challenges. (narrative text)
For Level 0-2 the teacher is assessing the students' ability to answer the questions about the grade level appropriate narrative text without prompting and support. The student completes a graphic organizer or writing piece. After reading a familiar grade level appropriate 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, however the graphic organizer must have words and sentences to answer the teacher's questions at these levels to meet the first-grade expectations. Drawings can be included but only the writing is scored. **For Levels 3-5 the teacher is assessing the students' ability to also include how the character felt or responded to at least one major event and/or major challenge. The student does not use a graphic organizer. The student completes a written piece.** **For Levels 6-7 the teacher is assessing the students' ability to explain how the characters' actions contribute to major events in the story in addition to the Level 5 assessment. This is aligned to the third grade standard 3.RL.KID.3.** **Suggested task:** The teacher can ask any question stem that would allow students the opportunity to answer these types of questions: Can you describe the characters in the text? Can you describe the setting in the text? Can you describe the major events in the text? What happened in this text? **Required method of evidence collection:** **For Levels 0-2** a student **writing product** of the student's response to the questions. This is a **written assessment**. This is not a verbal assessment. Videos are not acceptable. 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. The educator must also include an **answer key** which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses. **For Levels 3-7** a student **writing product** of the student's response to the questions. This is a **written assessment**. This is not a verbal assessment. Videos are not acceptable. Graphic organizers are also not an acceptable for of evidence for levels 3-7. If the student is successful at level 3 then the educator does not need to upload evidence of levels 0-2. If the student is not successful at level 3 then the

educator must upload evidence of levels 0-2. If a student is successful at level 6 or 7 the educator must upload evidence of mastery at level 5, as well as evidence of 6 or 7 level work.							
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
The student does not use any descriptive words (adjectives) in the writing piece.	The student identifies all three of the following: characters, setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe **two** of the following: characters, setting, **or** major details of the story. The student uses adjectives to describe.	The student identifies all three of the following: characters, setting, and major events in the story. Recalling the events in sequence using a graphic organizer or an individual writing piece that includes written details and/or illustrations to describe all **three** of the following: characters, setting, and major details of the story. The student uses adjectives to describe.	The student describes how the character felt or responded to at least **one major event** in the story.	The student describes how the character felt or responded to **two major events** in the story. The student also describes a **major challenge** from the story.	The student describes how the character felt or responded to **three major events** in the story. The student also describes a **major challenge** from the story.	In addition to Level 5, the student also explains how the character's or characters' actions contribute to one major event in the story.	In addition to Level 5, the student also explains how the character's or characters' actions contribute to more than one major event in the story.

Reading Informational Text

Category: Key Ideas and Details - Standard 2

Standard: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. (informational)

For Levels 0-2 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.
The teacher must ask questions related to identifying the main topic and key details.
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. Students can use graphic organizers or a writing piece to write the main topic and retell key details. Drawings can be included with written details on a graphic organizer; however the graphic organizer must have words and sentences to answer the teacher's questions at these levels to meet the first-grade expectations. Drawings can be included but only the writing is scored.

For Level 3-5 the teacher is assessing the students' ability to determine the main focus of specific paragraphs in a text in addition to the Level 2 assessment.
The teacher must ask questions related to identifying the main topic, key details, and the focus of a paragraph in the text.

For Levels 6-7 the teacher is assessing the students' ability to identify the main idea, key details and summarize how the details support the main idea. This is aligned to the third grade standard 3.RI.KID.2.

Suggested task: After reading an informational text, the teacher may ask the student, "What was this text about? Or "What is the main topic of this text?" and "What are the most important details you recall about (the topic)?" The teacher may also ask the student "What was the focus (key details) of this paragraph (3)?"
For Levels 6-7 include question stems about how the details support the main idea.

Required method of evidence collection:
For Levels 0-2 a student **writing product** of the student's response to the questions. This is not a verbal assessment. Videos are not acceptable. 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. The educator must also include an answer key which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses.
For Levels 3-7 a student **writing product** of the student's response to the questions. This is a **written assessment**. This is not a verbal assessment. Videos are not acceptable. Graphic organizers are also not an acceptable for of evidence for levels 3-7. If the student is successful at level 3 then the educator does not need to upload evidence of levels 0-2. If the student is not successful at level 3 then the educator must upload evidence of levels 0-2. If a student is successful at level 6 or 7 the educator must upload evidence of mastery at level 5, as well as the evidence of 6 or 7 level work.

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

Mathematics: Numbers and Operations in Base Ten

Cluster: A. Understand place value.

Standard: 2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form. For example, write 234 as 200+30+4.

For Levels 0-5 The teacher is assessing the students' ability to read and write 3-digit numbers in standard form, word form and expanded form. This assessment has two parts.

1. The teacher shows the student a 3-digit number and the student reads the number. The teacher gives the student **ten** different numbers to read. The student is expected to say "hundred". It is not acceptable for the student to say "and". For example 534 should be read as "five hundred thirty four."
2. The teacher says **ten** different 3-digit numbers and the student writes each in:
    a. standard form,
    b. word form,
    c. and expanded form.

Suggested tasks:
For Levels 0-5

1. The teacher may use flash cards or a sheet with the numbers listed.
2. The teacher says "534" and the student writes:
    a. 534,
    b. five hundred thirty-four,
    c. 500 + 30 + 4

For Levels 6 and 7 the teacher is assessing the students' ability to orally explain why the standard form and expanded form of a number are equivalent.

The teacher must include the Level 5 assessment at Levels 6-7 and use the numbers from the Level 5 assessment to assess Levels 6-7. Level 6 and 7 is an oral assessment.
After the student completes Level 5 assessments, the teacher asks the student why the standard form is equivalent to the expanded form. For example, the student says the number 534 has 5 hundreds, 3 tens, and 4 ones.

Required method of evidence collection:
For Levels 0-5 there are three pieces of evidence required

1. **Video recording** for oral components which shows the student and the number that is being read aloud.
2. A **writing product** for the written components.
3. An **answer key** for the written components
4. **For Levels 6-7** evidence from Level 5 assessment and a video of the students' responses to the task must be uploaded.

0	1	2	3	4	5	6	7
The student is **unable** to read any of the 3-digit numbers in the **first** part. **AND** The student is **unable** to write any of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **at least 3** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 3** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **at least 5** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 5** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **at least 6** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 6** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **at least 8** of the 3-digit numbers in the **first** part. **AND** The student is able to write **at least 8** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to read **all 10** of the 3-digit numbers in the **first** part. **AND** The student is able to write **all 10** of the 3-digit numbers in standard form, word form, **and** expanded form in the **second** part.	The student is able to explain why the standard form and expanded form of a number are equivalent for **at least 5** different numbers.	The student is able to explain why the standard form and expanded form of a number are equivalent for **all 10** numbers.

Cluster: A. Understand place value.

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

For Levels 0-4 the teacher is assessing the students' ability to compare two 3-digit and use the symbols >,=,< to show the relationship.
The teacher gives the student a sheet with 20 problems for the student to compare two 3-digit numbers. The student writes the symbol >, =, or < to show the relationship. Students may not use objects or drawings to compare the numbers. This assessment is comparing the numbers based on the meaning of the digits in each place. This is a written assessment.

Suggested task:
For Levels 0-4 one of the 20 problems could be 427 ___ 328 and the student writes > in the blank.

For Level 5 the teacher is assessing the students' ability to round whole numbers to the nearest 10 using understanding of place value.
The teacher gives the student a sheet with 20 problems for the student to round to the nearest 10 using a 2-digit number. The student writes the answer on the sheet. This is a written assessment.

For Levels 6-7 the teacher is assessing the students' ability to round whole numbers to the nearest 10 using understanding of place value. This assessment is aligned to the third grade standard 3.NBT.A.1.
The teacher gives the student a sheet with 20 problems for the student to round to the nearest 10 using a 3-digit number. The student writes the answer on the sheet. This is a written assessment.

Suggested task:
For Level 5 one of the 20 problems could be 82 and the student writes 80.
For Levels 6-7 one of the 20 problems could be 457 and the student writes 460.

Required method of evidence collection:
For Levels 0-7 a **writing product** of the presented problems and the student's answers. If students are successful at level 5 then the educator does not need to upload evidence for levels 0-4. If the student is not successful at level 5 then the educator must upload evidence of levels 0-4.
If students are successful at level 6 then the educator does not need to upload evidence for levels 0-5. If the student is not successful at level 6 then the educator must upload evidence of level 5.

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

Mathematics: Operations and Algebraic Thinking

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

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

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

When adding, the sum should be more than 20. 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 20.

Teacher presents student with **one-step** addition and subtraction contextual problems using numbers **within 100 (more than 20)** for each of the following problem types:

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

For Levels 5-7 the teacher is assessing the students' ability to solve two-step addition and subtraction contextual problems using four different second grade problem types. The

The student accurately solves a **two-step** addition or subtraction contextual problem **within 100 (more than 20)** for each of the following problem types:

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

The teacher reads a contextual problem, and the **student sets up the equation** on a sheet of paper. The student solves the problem using objects or drawings on the paper and creates and completes 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 does not set up the equation.

Suggested tasks:
For Levels 0-4 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. The teacher can create their own contextual problems for each of the different problem types.

For Levels 5-7 teachers create their own two-step contextual problems for each of the different problem types. Here is an example of a contextual problem for each problem type. Students write the equation to solve the problems.

1. Some bunnies were sitting on the grass. 10 more bunnies hopped there. Then 15 more bunnies hopped there. Now there are 62 bunnies in the grass. How many bunnies were on the grass at the beginning? ____ + 10 + 15 = 62
2. Some apples were on the table. Charlie ate 10 apples, and I ate 10 apples. There are 37 apples left. How many apples were on the table at the beginning? ____ - 10 – 10 = 37
3. Julie has 20 more apples than Lucy. Margaret has 30 more apples than Julie. Margaret has 85 apples. How many apples does Lucy have? 85 – 30 – 20 = _____
4. Lucy has 20 fewer apples than Julie. Julie has 30 fewer apples than Margaret. Lucy has 35 apples. How many apples does Margaret have? 35 + 20 + 30 = _____

Required methods of evidence collection:
For Levels 0-7 a **writing product** with **completed equations** for all 4 second grade problem types. If the student is successful at level 5 then the educator does not need to upload evidence of levels 0-4. If the student is not successful at level 5 then the educator must upload evidence of levels 0-4.

0	1	2	3	4	5	6	7
When presented with all four second-grade **one-step** problem types, student is **unable** to accurately solves **any** of the problem types and accurately completes the equation.	When presented with all four second-grade **one-step** problem types, student accurately solves **one** of the problem types and accurately completes the equation.	When presented with all four second-grade **one-step** problem types, student accurately solves **two** of the problem types and accurately completes the equation.	When presented with all four second-grade **one-step** problem types, student accurately solves **three** of the problem types and accurately completes the equation.	When presented with all four second-grade **one-step** problem types, student accurately solves **all four** of the problem types and accurately completes the equation.	When presented with all four second-grade **two-step** problem types, student accurately solves **two** of the problem types and accurately completes the equation.	When presented with all four second-grade **two-step** problem types, student accurately solves **three** of the problem types and accurately completes the equation.	When presented with all four second-grade **two-step** problem types, student accurately solves **all four** of the problem types and accurately completes the equation.

Cluster: B. Add and subtract within 30.

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

For Levels 0-5 the teacher is assessing the students' ability to fluently add and subtract within 30 using mental strategies. This assessment has two parts. The student can fluently add and subtract using mental strategies to orally produce the answers without recording their thinking on paper.

1. The teacher orally asks the student to mentally solve 10 addition problems. All addition problems must have a sum of more than 10. Four of the addition problems must have a sum of more than 20.
2. The teacher orally asks the student to mentally solve 10 subtraction problems. A subtraction problem 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. All subtraction problems must have a minuend of more than 10. Four of the subtraction problems must have a minuend of more than 20.

Suggested tasks:

1. Addition problems that could be used: 9+4=, 22+2=, 18+2=, 25+3=
2. Subtraction problems that could be used: 18-4=, 27-3=, 20-7=, 23-2=

Teachers can use their own selection of problems if they meet the requirements of the standard.

For Levels 6-7 the teacher is assessing the students' ability to fluently multiply 2 one-digit numbers.
The teacher orally asks the student to mentally multiply 2 one-digit numbers. The teacher presents the student with 10 different multiplication problems. The student answers orally.

Suggested tasks:
Multiplication problems that can be used: 1x5=, 0x6=, 3x2=, 4x7=
Teachers can use their own selection of problems if they meet the requirements of the standard.

Required method of evidence collection:
For Levels 0-7 a **Video recording** of the teacher asking the problems and the student producing the answers orally using mental strategies. The video must show the student answering the questions and we must be able to hear the teacher ask the problems.
If the student is successful at level 6 then the educator does not need to upload evidence of levels 0-5. If the student is not successful at level 6 then the educator must upload evidence of levels 0-5.

0	1	2	3	4	5	6	7
The student is **unable** able to accurately add or subtract with 30 fluently using mental strategies.	The student is able to accurately add/subtract within 30 for at least **5** addition **or** at least **5** subtraction problems fluently using mental strategies.	The student is able to accurately add/subtract within 30 for at least **8** addition **or** at least **8** subtraction problems fluently using mental strategies.	The student is able to accurately add/subtract within 30 for at least **5** addition **and** at least **5** subtraction problems fluently using mental strategies.	The student is able to accurately add/subtract within 30 for at least **8** addition **and** at least **8** subtraction problems fluently using mental strategies.	The student is able to accurately add/subtract within 30 for **all 10** addition **and all 10** subtraction problems fluently using mental strategies.	The student is able to fluently multiply two 1-digit numbers for at least **5** multiplication problems from memory.	The student is able to fluently multiply two 1-digit numbers for **all 10** multiplication problems from memory.

Note: This document provides problem type examples only. Kindergarten, 1st, and 2nd grade problems must replace the numbers in the equations in order to be aligned to the standard expectation. Do not use the numbers provided in this appendix.

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

K: Problem types to be mastered by the end of the Kindergarten year.
1st: Problem types to be mastered by the end of the First Grade year, including problem types from the previous year. However, First Grade students should have experiences with all 12 problem types.
2nd: Problem types to be mastered by the end of the Second Grade year, including problem types from the previous years.