



Department of
Education

Pre-K and Kindergarten 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 [Pre-K and Kindergarten 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 [Pre-K and Kindergarten 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 follow 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, certified peer reviewers score collections; these peer reviewers 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 students' 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 number 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 progressive—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.

- PK.FL.PA.2e and K.FL.PA.2e:** 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 Pre-K is the ability to identify whether two words begin or end with the same sound. In Kindergarten, it is the ability to manipulate the sounds in words to make new words. This ability is assessed by listening for sounds in spoken words. This is an oral assessment. In Pre-K, the teacher says two words. The student listens to identify if the first sound in the words is the same. The student can make the first sound they hear. The student also listens to identify the last sound they hear in words and identify if the last sound is the same. The student can make the last sound they hear. In Kindergarten, the student can hear the first sound, middle sound, and/or last sound in a one-syllable word and change it to another to make a new word.

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

1. **For PK.FL.PA.2e, does the teacher have to say the words “beginning and ending sounds?”** No, the teacher could also say “first and last sound” or “starts with and ends with.”
2. **For PK.FL.PA.2e, does the student have to identify whether the two words begin or end with the same sound AND the sounds they heard?** The student must be able to identify what the sound is at the beginning or ending of both words to be correct. For example, the teacher will say two words and ask: “Is the beginning sound the same?” If the student says yes, the teacher asks, “what is the beginning sound”. If the student says no, the teacher asks, “what are the two different beginning sounds”. The student must be able to orally identify what the sound is at the beginning of both words to be correct. The teacher will continue with 9 more scenarios.
3. **For PK.FL.PA.2e, does the teacher have to assess both beginning and ending sounds?** In order for the assessment to align to the standard, the teacher can choose to assess whether two words begin OR end with the same sound. If student work shows mastery of this standard and can accurately identify 10 pairs of words, the teacher should assess both beginning and ending in order for the student work to score at a Level 5.
4. **For PK.FL.PA.2e, how many pairs of words are needed to assess in order for student work to score Level 5?** Student work at Level 5 is assessed using 20 word pairs. The teacher assesses 10 word pairs for beginning sound and 10 word pairs for ending sounds.
5. **For K.FL.PA.2e, does the teacher have to use the word “mat” and have students change the /m/ to /p/?** No, this is one example that can be used. Teachers may use any one-syllable word and ask students to change the first sound to any other sound. The teacher must assess 5 different scenarios.
6. **For K.FL.PA.2e, does the teacher have to assess change the beginning, middle and ending sound in 5 different words?** The teacher can choose to assess the student by asking them to change the beginning, middle OR the ending sound. If the student is successful in producing a new word changing the beginning, middle OR ending sounds in 5 different scenarios, the student work is at a Level 4. In order for the student work to be at Level 5, the teacher must assess the student’s ability to change the beginning, middle and ending sounds in 10 different scenarios.
7. **When assessing Level 6-7 for K.FL.PA.2e, does the teacher have to use the examples on the rubric?** No, the examples are optional. Teachers can use any 10 CVC word list at Level 6 and any 10 closed syllable words at Level 7. If teachers do not use the example lists on the rubric, they must include an answer key.
8. **Can these standards be assessed through writing?** No, these standards assess understanding of phonemes and must be assessed orally. The student work must be submitted as a video. The scorer must be able to hear both the teacher and the student in the video. The scorer must also be able to see the student to determine if the same student is assessed at both Point A and Point B. The scorer must also be able to determine that different students are used in the differentiated groups (emerging, proficient, advanced).
9. **Can teachers submit an audio recording instead of a video recording?** No, audio recording can not be submitted. An audio recording cannot be scored because the scorer cannot determine if the student is the same at both Point A and Point B.

- **PK.FL.WC.4b and K.FL.WC.4b:** These standards are in the Word Composition Category. Word Composition is the ability to manipulate written letters and sounds, apply them to identify a word and put it in writing. The strand in this standard in Pre-K is the ability to print letter forms. In Kindergarten, it is the ability to write letters associated with the sounds. This is assessed by listening and writing. The method of evidence collection is written letters. In Pre-K, the teacher models how to form the letter. The student follows a model to write the letter. In Kindergarten, the teacher says the letter sound and the student writes the letter.

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

1. **Can the letter be written in upper or lower case?** Yes, either is acceptable.
2. **Can the letter qu be written for the sound /kw/?** Yes, either a q or a qu is acceptable.
3. **Do the letters have to be written on lined paper?** No, any type of paper is fine. The letter must be legible but not formed on a line.
4. **What does write legibly mean?** Legible letters are letters formed correctly.
5. **Are letter reversals acceptable?** Letter reversals are not correct formation and are not acceptable as mastery.
6. **Can student work be submitted as a video recording for these standards?** No, the student work sample is the written student letters. The student's written work should be uploaded as evidence, not a video recording. The writing product will be scored, not a video.
7. **For PK.FL.WC.4b, is the teacher model submitted with the student work?** Yes, for Levels 1-5, the scorer must see the teacher model to score the student's work. The students' writing product must include the teacher's model and the student's writing on the same paper.
8. **For PK.FL.WC.4b, is an answer key required when assessing at Levels 6-7?** Level 6-7 work does not have a teacher model. Therefore, there should be an answer key in order for scorers to know what letter the student should write for the sound the teacher says.
9. **For PK.FL.WC.4b, can the student make circles and lines for the assessment?** No, the student's ability to make letter formations such as circles, lines, diagonal and crossed lines is assessed in printing the letters following the teacher's model.
10. **For K.FL.WC.4b, does an answer sheet need to be included in the submission?** Yes, an answer sheet with the letter sounds that the teacher says must be included for the student work to be scored.
11. **For K.FL.WC.4b, are teachers required to use the example word list on the rubric?** At Level 6-7 the example word list is not required. If a teacher uses their own list, they must submit an answer key. It must also include at least one example of each type of one syllable word- VCVe, common vowel teams, final -y and r-controlled vowels.
12. **For K.FL.WC.4b at Levels 6-7, is the answer correct if the teacher used their own word list but did not include VCVe, common vowel teams, final -y and r-controlled vowels?** If teachers use their own word lists it must include at least one example of each of the following the standard guidelines: VCVe, common vowel teams, final -y and r-controlled vowels to score at Level 6 or 7.

Reading Standards

The basic skills for reading are addressed in the Foundational Literacy standards, and the skills for comprehension are embedded in the Reading standards.

- **PK.RL.KID.3 and K.RL.KID.3:** These are Reading Literature standards. They both are in the category of Key Ideas and Details. They both include prompting and support. Prompting and support are provided by the teacher while asking comprehension questions. Examples of providing prompting and support could be the book, visuals, story webs, charts, and handouts where the student has drawn or written about the book. Evidence of the student's work is provided through a conversation with the student. These standards are assessed orally. The oral responses are captured through a video. Writing samples will not be scored. Only what the student says in response to the questions is scored. These standards are assessed after reading a familiar narrative text. Teachers should have spent several lessons reading and discussing the text before assessing the student's ability to identify the characters, setting and events from the text. The teacher's questions should provide the student with the opportunity to identify each one. In Pre-K students identify events. An event is anything that happens in the story. In Kindergarten students identify major events. Major events are the important things that happen at the beginning, middle or end of the story. Level 6-7 on the kindergarten rubric is a written assessment. Students are writing either on a graphic organizer or paper to identify and describe the characters, setting, and major events. The major events are sequenced by beginning, middle and end. Videos are not submitted for Level 6-7 on the kindergarten rubric.
- **PK.RI.KID.2 and K.RI.KID.2:** These are Reading Informational Text standards. They both are in the category of Key Ideas and Details. They both include prompting and support. Prompting and support is provided by the teacher while asking comprehension questions. Examples of providing prompting and support could be the book, visuals, graphic organizers, charts, and handouts where the student has drawn or written about the book. Evidence of the student's work is provided through a conversation with the student. These standards are assessed orally. The oral responses are scored through a video. Writing samples will not be scored. Only what the student says in response to the questions is scored. 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 the student's ability to identify the main topic and retell key details from the text. The teacher's questions should provide the student with the opportunity to identify each one. In both Pre-K and Kindergarten, students identify the main topic and key details. Key details explain or describe the main topic. Details describe or retell something from the text. Level 6-7 on the kindergarten rubric is a written assessment. Students are writing either on a graphic organizer or paper to identify the main topic and key details.

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

- 1. Can teachers use the same text (book) at Point A and Point B to assess the Reading standards?**
Teachers should assess students at Point A using a familiar text and again at Point B using a familiar text. Best practice would be to assess the students using the familiar text the teacher has been reading with the students as part of their reading curriculum. These texts are typically read over several days in class with students during reading lessons. It is not typical that a teacher would still be reading the same text with their students when they assess Point B. However, there are no penalties if a teacher assesses the standard and uses the same book at Point A and Point B.
- 2. Can teachers submit an audio recording instead of a video recording?** No, the scorer cannot see whether a student is using prompting and support on an audio recording. Scorers also cannot identify if the same student is assessed at Point A and Point B on an audio recording. An audio recording can not be submitted.
- 3. Are the teacher's questions prompting and support?** No, the questions are the task. Prompting and support is part of the standard in Pre-K and Kindergarten. The student must be given prompting and support while answering questions for Pre-K and Kindergarten level assessments.
- 4. For PK.RL.KID.3 and K.RL.KID.3, must the student's name the character correctly?** 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.)
- 5. What should be included in the answer key?** For the Reading standards an answer key should include the questions asked by the teacher and the answer to those questions. An answer key should **not** include the student responses
- 6. Are video submissions required for these standards? Can teachers submit a writing piece?** Video submissions are required for all standards in the reading collection. These standards all assess the student's ability to orally communicate their answers. Only videos are scored for these standards. Writing pieces will not be scored except for the evidence at Level 6-7 on the kindergarten rubric.
- 7. For K.RI.KID.2 and K.RL.KID.3 for Levels 6 and 7 when the student creates a graphic organizer should it include words and sentences or are pictures only correct?** 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 the writing is scored.

Math Collections

Counting and Cardinality Standards

Students use numbers, including written numerals and counting, to develop concepts about quantity. Students use numbers to solve contextual problems and represent quantities, such as counting objects in a set, counting out a given number of objects, and comparing sets or numerals. Students use effective strategies for counting and answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects and learning about counting sequences.

- **PK.CC.A.4:** This standard is in cluster A. Know number names and the counting sequence. This standard assesses the student's ability to name the numerals 0-10. When naming a numeral, the student is saying the number, not pointing to it. The teacher shows the student the numbers 0-10 in order (correct sequence) and the teacher points to the number. At Levels 6-7, the numbers are scattered (no longer in a straight line) and out of order (not in the correct sequence). This standard is assessed orally, and video recordings are used to assess mastery.
- **PK.CC.C.6:** This standard is in cluster C. Compare numbers. This standard is assessing the student's ability to use comparative language, which means the student is speaking to compare/describe collections of objects to identify more, less, or equal to. The teacher uses two different groups of objects and asks the student which of the groups is more, less, or equal to the other group. At Levels 5-7, the teacher points to one of the groups and the student describes it as more, less, or equal to the other group. It is appropriate for the student to use the word same or equal. This standard is assessed orally, and a video recording is used to assess mastery.
- **K.CC.A.1:** The goal for this standard is for students to count in these different ways by the end of the grade. These skills should be developed over time due to the readiness of the student. The most natural progression is for students to count by ones, tens, fives, and then backwards. This is an oral assessment, and a video recording must be submitted as the student work artifact.
- **K.CC.A.3:** Instruction for this standard should focus on developing a student's ability to write the numerals from 0 to 20 while also connecting the written form to the number of objects represented by a group. Students need to first begin recognizing written numerals before they begin generating them on their own. While they are learning what the written numerals look like, it is helpful for them to begin connecting this to the number of objects in a group. This is a writing assessment and only the writing products should be submitted. This standard has two tasks. Both tasks must be assessed and submitted as the student work artifact in order to be aligned with the standard.

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

1. **For PKCC.A.4, PK.CC.6, and K.CC.A.1, can teachers submit an audio recording instead of a video recording?** No, the scorer cannot identify if the same student is assessed at Point A and Point B on an audio recording. An audio recording cannot be submitted. It is imperative that in the video the student can be seen and heard clearly.
2. **For PK.CC.A.4 are numbers scattered if they are out of order?** No, at levels 6-7 the number cards should be separated, scattered on the table, and out of numerical order. The number cards should not be in a straight line.
3. **For PK.CC.A.4, can the teacher say the number and ask the student to point to the number on the table?** No, this assessment is not aligned to the standard and both point A and point B would be marked “not scorable”. The student must say the name of the numeral.
4. **For K.CC.A.1 does the teacher need to assess all parts in one video or can they be separate videos?** There can be separate videos if the teacher does not assess the student counting all of the parts in one session. If the videos are separate, all pertinent videos must be uploaded as evidence for both Point A student work and Point B student work.
5. **For the first part of K.CC.A.3, do the numbers 0-20 have to be written in order?** A teacher can choose to assess this standard by asking students to write from 0-20 OR the teacher can call out a number and have the student write it. If teachers choose to call out a number, the teacher must call out all numbers from 0-20 and include the answer key.
6. **For K.CC.A.3, when counting objects do the objects have to be presented as individual ones or can the objects be presented in ten sticks (groups of 10) and some more ones?** Either form of presentation is acceptable, and both are described in the suggested task.

Operations and Algebraic Thinking Standards

Students develop an understanding of addition and subtraction and determine when to add or subtract in a given context. 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 choose from multiple representations (including using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations) when solving addition and subtraction problems within 10. Students decompose quantities within 10 in various ways, and fluently add and subtract using mental strategies. By the end of kindergarten, students should fluently add and subtract within 10.

- **PK.OA.A.4:** This standard is in cluster A. Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. This standard assesses the student's ability to show the number needed to make up to 5 when added to another number 0-5 using objects or drawings. Because the student is showing how many are needed to make up to 5 with objects or drawings, this must be videoed. The student is saying the number they needed to make up to 5. If the student is using drawings, the drawings are also included with the video as a student artifact. The student must be able to use the correct number of objects/drawings and say the number to be correct. At Levels 5-7, the numbers used should be more than 5 but within 10.
- **PK.OA.A.3:** This standard is also in cluster A. Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. This standard assesses the student's ability to compose and decompose numbers up to 5 using objects or drawings in more than one way. The teacher gives the student two different groups of objects and uses objects from each group to make a group of 5 (compose). The teacher also gives the student a group of objects, up to 5, and asks the student to break the group apart into two different groups (decompose). At Levels 6-7, the groups should be more than 5 but within the number 10. The student work should be a video. If students use drawings, the writing piece should be submitted with the video.
- **K.OA.A.2:** Standard K.OA.A.2 focuses on the student being able to identify addition and subtraction embedded in contextual problems. It is developmentally appropriate to read contextual problems to students as the focus of this standard is for students to be able to solve contextual problems not on their ability to read the problem. Focus should be placed on the following situations: add to - result unknown, take from - result unknown, put together/take apart-total unknown, and put together/take apart-addend unknown. The table found in the appendix of the standards document provides examples of the addition and subtraction situations. The numbers used in the appendix are all within 5 and should not be used to assess this standard. This standard is assessing adding and subtracting within 10. If the student uses objects and answers orally, the student work must be submitted as a video recording.

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

1. **For PK.OA.A. 4 can teachers assess using a five-frame and a ten-frame?** Yes, Teachers are allowed to use a 5-frame or 10-frame to organize objects and drawings with the understanding that teachers are assessing students ability to add more to create 5/10, not the ability to fill in a 5-frame or 10-frame. Teachers must ask "how many more are needed to make 5/10?"
2. **For K.OA.A.2 can teachers use the word problems from the Appendix to assess their students?** The examples in the Appendix are for the types of problems. The numerals used are all under 5 and need to be adjusted to kindergarten expectations.

Numbers & Operations in Base Ten Standards

Students understand that numbers from 11 to 19 represent ten ones and some more ones by using objects or drawings and record each composition or decomposition by a drawing and/or write an equation to represent this relationship.

- **K.NBT.A.1:** The thought process for composing and decomposing is reversed. Composing is the act of building a number while decomposing is the act of breaking a number apart. The beginning and ending parts of the process are reversed. Composing will be foundational with addition while decomposing is foundational to understanding subtraction.

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

1. **For K.NBT.A.1, what is the difference between the composing numbers and decomposing numbers tasks?** For composing the student a ten and more ones are combined to create a total. For decomposing, the student starts with a total and breaks it into a group of ten and some more ones.