

The 2024-2025 Pre-K Portfolio Process

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TODAY'S AGENDA

- The why
- The platform
- Requirements
- Collections/standards
- Scoring rubric
- Capturing and aligning artifacts
- Scoring process



The Why

The Why



All guidance provided is in accordance with:

T.C.A. § 49-1-302

State Board Rule 0520-02-01 Evaluations

State Board Policy 5.201 Educator Evaluation Policy

The portfolio counts as the 35% student growth component of a Pre-K teacher's level of overall effectiveness (LOE).

The Why



Tennessee Student Growth Portfolio Measure

The portfolio is designed to demonstrate student growth from the beginning of the year (Point A) to the end of the year (Point B).



The Platform

Platform Access



TN Portfolio is the platform for submitting all portfolio artifacts and evidence.

All licensed Pre-K Teachers **must** request account access annually. Once you have been rostered, you will receive an e-mail from TeachAll. You must log into Tn Portfolio using your TDOE Single Sign On (SSO) account.

Platform Access



EARLY CHILDHOOD PROGRAM

Pre-K is Out of This World!

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EDUCATION

1st Quarter (Aug. 5 - Oct. 4) »

Curriculum Resources »

Instructional Resources »

2nd Quarter (Oct. 14 - Dec. 20) »

3rd Quarter (Jan. 6 - Mar. 7) »

4th Quarter (Mar. 17 - May 23) »

Active Supervision »

Brigance Inventory »

Conferences and Home Visits »

PORTFOLIO DATES

2024-2025 Due Dates:

Point A Submission Deadline: December 6th, 2024

Point B Submission Deadline: May 5th, 2025 @ 5pm

PORTFOLIO SUPPORT

PORTFOLIO RESOURCE LINKS

[TN Portfolio Account Request Form](#) »

[TNPortfolio Platform Website](#) »

[Pre-K Portfolio Model \(standards, rubrics, and suggested tasks\)](#) »

[TDOE Portfolio Teacher Guidance Resources](#) »

[Student Growth Portfolio Guidebook](#) »

[TDOE Portfolio Instructional Video](#) »

[TDOE Portfolio Presentation](#) »



Portfolio Requirements

Portfolio Requirements



- 2 English Language Arts (ELA) collections
- 2 Mathematics collections
- Select 1 of 2 standards for each collection.
- Submit Point A and B evidence for 3 groups (emerging, proficient, and advanced) for each collection.
- ***Only 4-year-old students should be included.***

Portfolio Requirements



Foundational Literacy

PK.FL.PA.2e
Or
PK.FL.WC.4b

Emerging
Point A

Emerging
Point B

Proficient
Point A

Proficient
Point B

Advanced
Point A

Advanced
Point B

Reading

PK.RL.KID.3
Or
PK.RI.KID.2

Emerging
Point A

Emerging
Point B

Proficient
Point A

Proficient
Point B

Advanced
Point A

Advanced
Point B

Counting and Cardinality

PK.CC.A.4
Or
PK.CC.C.6

Emerging
Point A

Emerging
Point B

Proficient
Point A

Proficient
Point B

Advanced
Point A

Advanced
Point B

Operations and Algebraic Thinking

PK.OA.A.4
Or
PK.OA.A.3

Emerging
Point A

Emerging
Point B

Proficient
Point A

Proficient
Point B

Advanced
Point A

Advanced
Point B

Portfolio Requirements



Point A Submission Deadline: December 6th, 2024

Final Submission deadline: May 5, 2025 @ 5pm

All artifacts for **all** collections **must** be submitted for a portfolio to be scored. The platform will be **locked** after the deadline and **no late submissions will be possible.**



Portfolio Collections and Standards

Foundational Literacy Collection



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

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

OR

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

b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.)

Reading Collection



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

OR

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

Counting and Cardinality Collection



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

OR

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

Operations and Algebraic Thinking Collection



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

OR

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



Portfolio Scoring Rubric

Portfolio Scoring Rubric



- Levels 0, 1, and 2: **well below to below** GLE
- Level 3: **beginning to meet** GLE
- Level 4: **consistently meets** GLE
- Level 5: **some progress above** GLE
- Levels 6 and 7: **consistent performance above** GLE

GLE: Grade Level Expectations

Portfolio Scoring Rubric



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 on the rubric to indicate they should **only** be used in unique situations.

Portfolio Scoring Rubric



Portfolios will be scored based upon student's **growth** from their Point A artifact to their Point B artifact.

Point A artifacts are **expected** to be low-scoring for most students.

Point B artifacts should show student growth based upon each collection's rubric.

Portfolio Scoring Rubric



- Select your chosen standard for each collection.
- It is **recommended** that you capture Point A evidence on all students.
- Once you capture evidence, align each student as *Emerging, Proficient, or Advanced*.
- You will self-select the 3 students you use for each collection.
- A student may be used in more than one collection.

Sorting and Scoring Point A



Teachers have flexibility in defining the 3 groups, but they typically are:

Emerging: performance below level 4

Proficient: performance at level 4

Advanced: performance above level 4

Remember, you **must** upload evidence for a student at each level for each collection.

Portfolio Scoring Rubric



Category: Phonological Awareness - Standard #2

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

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

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

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

Suggested tasks:

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

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

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

Suggested tasks:

1. Beginning: Teacher says "mat." Teacher says to student: "Change the /m/ to /p/. What is the new word?"
2. Middle: Teacher says "mat." Teacher says to student: "Change the /a/ to /i/. What is the new word?"
3. Ending: Teacher says "mat." Teacher says to student: "Change the /t/ to /p/. What is the new word?"

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

Portfolio Scoring Rubric



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

Portfolio Scoring Rubric



Category: Word Composition - Standard 4

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

b. Begin to print the distinctive features of letter forms (circle, line, diagonal and crossed lines, etc.)

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

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

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

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

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

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

Required method of evidence collection:

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

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

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

Portfolio Scoring Rubric



Reading Literature

Category: Key Ideas and Details - Standard 3

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

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

An event is anything that happened in the story.

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

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

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

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

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

Required method of evidence collection: A video recording of the student's responses to the questions and an answer key to the questions asked must be provided. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.

0	1	2	3	4	5	6	7
With prompting and support, the student does not identify any aspect of the text. The student is off topic.	With prompting and support, the student is able to recall some details of the text but is not able to identify characters, setting, or events.	With prompting and support, the student orally identifies one of the following: character, setting, or event.	With prompting and support, the student orally identifies two of the following: character, setting, or any event.	With prompting and support, the student identifies a character, the setting, AND at least one event.	With prompting and support, the student identifies a character, the setting, AND more than one event.	With prompting and support, the student orally identifies each of the following: more than one character, the setting, and a major event from <u>one</u> element of the story- beginning, middle, or end.	With prompting and support, the student orally identifies each of the following: more than one character, the setting, and a major event from <u>at least two</u> elements of the story- beginning, middle, or end.

Portfolio Scoring Rubric



Reading Informational Text

Category: Key Ideas and Details - Standard 2

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

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

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

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

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

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

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

Required method of evidence collection: A video recording of the student's responses to the questions and an answer key to the questions asked must be provided. This is a verbal assessment at all levels 0-7. This is not a writing standard. This is assessed to students individually.

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

Portfolio Scoring Rubric



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

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

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

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

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

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

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

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

Portfolio Scoring Rubric



Cluster: C. Compare numbers.

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

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

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

Suggested tasks:

For Levels 0-4:

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

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

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

Suggested tasks:

For Levels 5-7

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

Portfolio Scoring Rubric



3. More than: Teachers clears objects and presents the student with another two groups of objects, one group with 8 objects and the other group with 9 objects. Teacher points to the group of 9 and asks, "Is this group more than, less than, or equal to (teacher points to the group of 8) this group?"

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

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

Portfolio Scoring Rubric



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

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

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

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

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

Suggested tasks:

For Levels 0-4:

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

Portfolio Scoring Rubric



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

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

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

Suggested tasks:

For Levels 5-7

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

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

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

Portfolio Scoring Rubric



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

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

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

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

Suggested tasks:

For Levels 0-5

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

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

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

Suggested task:

Levels 6-7:

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

Portfolio Scoring Rubric



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

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



Capturing & Aligning Artifacts

Best Practices for Capturing Artifacts



- Focus on student work/task.
- Do not include teacher in shot.
- Film/photograph student without showing face.
- Film in a quiet location/at a quiet time.
- Use any video capturing device.
- Back up all video files by storing in 2 locations.
- When uploading artifacts, also include the finished work product.

Choosing What to Upload



Differentiated Group: Emerging

Student	Point A Score	Point B Score	Levels of Growth
Student 1	1	3	2
Student 2	1	3	2
Student 3	1	3	2
Student 4	1	2	1
Student 5	2	3	1

Choosing What to Upload



Differentiated Group: Proficient

Student	Point A Score	Point B Score	Levels of Growth
Student 1	3	5	2
Student 2	2	4	2
Student 3	3	6	3
Student 4	3	5	2
Student 5	3	4	1



Scoring Process

Scoring Process



- A certified peer reviewer determines the performance level of each artifact using the same scoring rubric at points A and B.
- If a discrepancy of more than 1 performance level exists between teacher's score and peer reviewer's score, a second peer reviewer scores the collection.
- **Growth score is calculated by finding the difference between point A and point B scores for each work sample. The average level of student growth for the collection is used to determine the evidence collection score.**

Scoring Process



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 Teacher Effectiveness Indicator



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 (Level of Overall Effectiveness) score will **NOT** generate for the school year if **any** of the four collections are not completed and submitted by the deadline.



Wrapping Up

Additional Resources



Portfolio Page on Pre-K website
(Click on Teachers-Education-Portfolio)

Hands-On Support Sessions will be available in
November/December 2024 and March/April 2025.

Chris Spratlin

Pre-K Senior Professional Development Advisor
spratlinc@scsk12.org

Ayodele Hall

District Portfolio Lead
hallam@scsk12.org

Additional Resources



EARLY CHILDHOOD PROGRAM

Pre-K is Out of This World!

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[Home](#) » [Teachers](#) » [Education](#) » [Portfolio](#)

[Find it Fast](#) »

EDUCATION

1st Quarter (Aug. 5 – Oct. 4) »

Curriculum Resources »

Instructional Resources »

2nd Quarter (Oct. 14 – Dec. 20) »

3rd Quarter (Jan. 6 – Mar. 7) »

4th Quarter (Mar. 17 – May 23) »

Active Supervision »

Brigance Inventory »

Conferences and Home Visits »

Foundational Literacy »

Portfolio »

PORTFOLIO DATES

2024-2025 Due Dates:

Point A Submission Deadline: December 6th, 2024

Point B Submission Deadline: May 5th, 2025 @ 5pm

PORTFOLIO SUPPORT

PORTFOLIO RESOURCE LINKS

TN Portfolio Account Request Form »

TNPortfolio Platform Website »

Pre-K Portfolio Model (standards, rubrics, and suggested tasks) »

TDOE Portfolio Teacher Guidance Resources »

Student Growth Portfolio Guidebook »

TDOE Portfolio Instructional Video »

TDOE Portfolio Presentation »

Additional Resources



Department of
Education

TEAM

Tennessee Educator Acceleration Model

Home	Contacts	Statute & Policy	Evaluation	TN Charters	Achievement	Growth Measures	Student Growth Portfolios
AGM	TNCompass	Roster Verification	TEAM Training	Additional Training	TEAM Best Practices Video Library	Office Hours	

Portfolio Teacher Guidance

To support teachers implementing a student growth portfolio model, the department has provided supplemental materials for each model. These materials can be used for clarity on collecting and scoring student work.

Teacher FAQ: **Update Coming Soon** The department has collected questions from implementing teachers and peer reviewers across the state to provide support and clarity to portfolio implementation.

Portfolio Model	Portfolio Assessment and Scoring Guidance	Portfolio Rubric Guidance Videos by ELA Standard	Portfolio Rubric Guidance Videos by Math Standard
Pre-K Pre-K & Kindergarten TEAM Portfolio Resource Guide (Update July 2024)	Pre-K and Kindergarten Student Growth Portfolio Model Assessment and Scoring Guidance	PK.FL.PA.2e PK.FL.WC.4b PK.RL.KID.3 PK.RI.KID.2	PK.CC.A.4 PK.CC.C.6 PK.OA.A.4 PK.OA.A.3