Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)

Administration Manual for 2023-2024
Part 1: Overview

April 2023

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INTRODUCTION TO GKIDS 2.0

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) 2.0 is a performance-based assessment centered on learning progressions that is intended to provide teachers ongoing information about kindergarten students' developing skills. The GKIDS formative assessment was developed to support Georgia teachers by providing information teachers use in real time to increase and accelerate learning so that all students are ready for first grade.

To the extent that it is possible, the assessment is invisible to students and uses common kindergarten classroom materials and manipulatives rather than a standardized set of materials and manipulatives. GKIDS 2.0 allows teachers to assess student performance during naturally occurring instruction, record student performance in an online platform, and generate a variety of reports for instructional planning, report cards, and/or parent conferences. Support is available during the assessment to ensure that all students have an opportunity to show what they know and can do.

Purpose

The primary purpose of GKIDS 2.0 is to provide a progression-based formative assessment system so teachers can monitor development of kindergarten students based on the big ideas from Georgia's state content standards. GKIDS 2.0 is a formative assessment that informs teaching and learning in real time. The assessment is designed to be developmentally appropriate, reflecting research-based best practices for young learners, and will provide information to inform progress in kindergarten as well as first grade readiness.

Domains of Learning

There are seven areas or domains of learning that are assessed as part of GKIDS 2.0:

- English language arts
- Mathematics
- Social Studies (optional)
- Science (optional)
- Approaches to Learning
- Personal and Social Development
- Motor Skills (optional)

GKIDS 2.0 is aligned to the state's mandated content standards in English language arts, Mathematics, Science, and Social Studies. There are also three non-academic domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills).

The domains of Social Studies, Science, and Motor Skills are optional. Systems may require teachers to use GKIDS 2.0 to collect and report information locally on student performance in these areas, but this data will not be part of the state generated end-of-the-year report, and it is not required to be entered into the GKIDS Data Entry and Reporting website unless required by the system.

Big Ideas

Individual standards measured in isolation, without a content connection to other within-grade standards, do not allow teachers to determine if a child is "on track" for first grade. Being ready for first grade means students use the skills from multiple standards to perform the work of the grade. A big idea describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade. Big ideas are intended to signal what kindergarten students who are ready for first grade should be able to do.

Learning Progressions

Learning progressions are a teacher tool for understanding how students grow more sophisticated in their thinking and content acquisition over time as well as the typical paths they are likely to take to get there. By organizing Georgia's mathematics standards first into big ideas and then into progressions of knowledge and skills of increasing complexity, teachers have a tool showing what is most important to monitor as children progress throughout the year. Progressions can help teachers create targets for instruction and assessment based on where students are in the current development as well as track student growth toward readiness for first grade. Progressions provide detailed descriptive performance checkpoints to look for as students progress towards mastery of content standards. Formative in nature, a progressions-based assessment supports teachers in identifying the next stage of learning targets for a child, given their present level of performance. This information helps determine what type of instructional activities may support student development, as well as what type of evidence may be collected to document student learning.

Progression-Based Performance Tasks

Performance tasks provided in the areas of English language arts and mathematics are intended to elicit the skills described in each level of each progression. These tasks have been designed to help teachers use authentic classroom assessment evidence of learning gathered during instruction. The tasks are intended to provide students with opportunities to show what they **can** do. GKIDS 2.0 is intended to be accessible to all students in kindergarten, including students with disabilities and students who are English learners.

The suggested performance tasks included in this manual for English language arts and mathematics should be administered at the beginning of the year to determine the

child's proficiency when entering kindergarten. Note that the use of these tasks is <u>not</u> required, as teachers have the flexibility to use other tasks or activities to assess each learning target. However, the suggested performance tasks serve to convey the expectation of students for meeting each learning target and should be used as a reference if teachers choose to utilize other tasks or activities.

The performance tasks include process clarifications, suggested materials where applicable, and administration procedures, including a suggested teacher script. Scripts are intended to support teachers in ensuring the evidence collected for each performance task is authentic.

The performance tasks provided for English language arts and mathematics are aligned to the standards that describe what students should know and be able to do. Each performance task generally measures a stage of the learning progression and focuses on a subset of supporting standards. Because learning progressions are intended to describe a child's development both in content and reasoning, performance tasks are sequenced by the progression levels and are intended to move from basic application to reasoning and strategic thinking. Performance tasks measuring standards from early stages of development measure skills in isolation whereas performance tasks that measure year-end development may integrate multiple standards.

If a student is successful on a task, the teacher can present the next task, and if the student is not successful, the teacher can stop the administration, which abbreviates testing time. Once the child has received instruction on what he or she is not yet able to do, the teacher can administer a similar task from his or her curriculum. Once again, if the child is successful on the task, the teacher can present the next GKIDS 2.0 task. If the child is not successful, the teacher can stop and support the child with instruction. In this way, the teacher can integrate the assessment into the classroom work of teaching and learning and his or her district curriculum.

Development Committee

The Georgia Department of Education has a long-standing history of including educators in the assessment development process and has achieved much support and collaboration from the education community. Development of GKIDS 2.0 has included input from Georgia educators.

In January and February of 2017, a representative group of Georgia educators convened and collaborated. They used the *Georgia Early Learning and Development Standards (GELDS)* for pre-kindergarten*,* the *Georgia Standards of Excellence (GSE)* for kindergarten and first grade, and their expectations for kindergarten student work in developing the big ideas and learning progressions from the standards. This committee included kindergarten teachers, first grade teachers, second grade teachers, and administrators. The result of this work was the identification of seven big ideas in English language arts and mathematics that were considered the most important skills to monitor throughout the kindergarten year.

In April 2017, the recommended big ideas and learning progressions were presented to a larger representative group of teachers as part of four webinars, two in English language arts and two in mathematics. Following the webinars, teacher participants were provided a survey to obtain feedback regarding alignment of the big ideas and learning progressions to first grade readiness. Results from the survey, along with review and feedback from national experts, informed revisions to the big ideas and learning progressions prior to performance task development.

During the 2017-18 school year, 21 teachers from across Georgia piloted the big ideas, learning progressions, and associated tasks. As part of this pilot, these teachers collected video and material evidence that was included in the first phase of the GKIDS 2.0 platform. Throughout the process, these teachers provided feedback and potential revisions to the materials to be utilized during the 2018-2019 pilot.

During the 2018-19 school year, three schools and 34 teachers representative of Georgia school districts piloted the revised learning progressions and performance tasks in English language arts and mathematics. As part of this pilot, these teachers collected video and material evidence that was included in the second phase of the GKIDS 2.0 platform. Throughout the process, these teachers provided feedback and potential revisions to the platform and materials that were incorporated within the operational form of the assessment.

During the 2019-20 school year, 12 districts and 12 teachers representative of Georgia school districts met in October to review the GKIDS 2.0 learning progressions and performance tasks related to accessibility for all students. The educator group determined that the progressions and tasks were appropriate for use with all students, including those with the most significant cognitive disabilities, if the presentation mode was appropriate and necessary supports were provided to ensure accessibility. The educator group reconvened in February to determine how to integrate support options to ensure accessibility for all students, to determine support examples at the learning target level, and to determine universally available supports for all tasks. The approved supports were utilized during the 2020-21 school year.

During the 2021-22 school year, teachers from 12 districts representative of Georgia classrooms met in September to review changes to the kindergarten mathematics standards along with proposed revisions to the GKIDS 2.0 learning progressions to realign the assessment with the new standards. The educator group reconvened in October to review the revised progressions, based on committee feedback, for final approval. In addition, the participants were provided the proposed revised performance tasks for review and feedback. The educator group convened for a final time in November to review performance task feedback and any remaining performance tasks requiring feedback. The approved progressions and performance tasks will be utilized beginning in the 2023-24 school year and beyond.

Big Ideas and Learning Progressions

The big ideas describe the integration of concepts and skills from the kindergarten standards that are most important for success in first grade. The associated learning progressions describe where the student is in the learning continuum of content and reasoning development regarding the big idea. The following are the big ideas and learning progressions that will be included as part of the GKIDS 2.0 assessment.

English Language Arts

- A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.
  - o Progression - Phonemic Awareness
  - o Progression - Phonics
  - o Progression - High-Frequency Words
- A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text-dependent questions.
  - o Progression - Comprehension
- A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.
  - o Progression - Conventions of Writing
  - o Progression - Spelling
  - o Progression - Communication of Ideas

Mathematics

- A kindergarten student will explain the relationship between numbers and quantities; count forward and backward in sequence; compose and decompose numbers; identify, write, represent, and compare numbers; and use the concepts of addition, subtraction, and equality to solve problems.
  - o Progression - Counting & Cardinality
  - o Progression - Count Sequences
  - o Progression - Written Numerals & Comparison of Quantities
  - o Progression - Addition & Subtraction
- A kindergarten student will explain, extend, and create repeating patterns and describe patterns involving the passage of time.
  - o Progression - Patterns & Passage of Time
- A kindergarten student will observe, describe, and compare the physical and measurable attributes of objects, and analyze graphical displays of data.
  - o Progression - Comparison & Classification of Objects
- A kindergarten student will identify, describe, and compare basic shapes, form 2-dimensional shapes and three-dimensional figures, and describe the relative location of an object using positional words.
  - o Progression - Shapes & Positional Language

Science

- A kindergarten student will demonstrate an understanding of basic concepts related to earth and space science.
    - Progression - Earth Materials
    - Progression - Space Science
- A kindergarten student will demonstrate an understanding of basic physical science concepts.
    - Progression - Physical Attributes
    - Progression - Motion
- A kindergarten student will demonstrate an understanding of how to group living and non-living things.
    - Progression - Life Science

Social Studies

- A kindergarten student will demonstrate an understanding of basic historical concepts.
    - Progression - Historical Understandings
- A kindergarten student will demonstrate an understanding of basic concepts of geography.
    - Progression - Geographic Understandings
- A kindergarten student will demonstrate an understanding of good citizenship.
    - Progression - Civic Understandings
- A kindergarten student will demonstrate an understanding of basic economic concepts.
    - Progression - Economic Understandings

Approaches to Learning

- A kindergarten student will demonstrate behaviors used to acquire new knowledge and skills and engage in the learning process.
    - Progression - Curiosity and Initiative
    - Progression - Creativity and Problem-Solving
    - Progression - Attention, Engagement, and Persistence

Personal and Social Development

- A kindergarten student will demonstrate skills and behaviors used for self-regulation and interactions with others.
    - Progression - Personal Development and Self-Regulation
    - Progression - Social Development/Classroom Interactions

Motor Skills

- A kindergarten student will demonstrate age-appropriate fine and gross motor skills.
    - o Progression - Fine Motor Skills
    - o Progression - Gross Motor Skills

Performance Levels

The performance levels were determined by the GKIDS 2.0 Development Committee and are based on the range of student performance that can be observed for each learning progression.

- Beginning
- Emerging
- Developing
- Demonstrating
- Exceeding

Some progressions may also contain precursor skills. Precursor skills were determined by the development committees as those skills that come prior to the skills described at the Beginning level of the progression. It may be necessary to assess the precursor skills prior to assessing the skills at the Beginning level.

Progressions for the non-academic domains including Approaches to Learning, Personal and Social Development, and Motor Skills, contain three performance levels. The levels represented are:

- Beginning
- Developing
- Demonstrating

OPERATIONAL ADMINISTRATION
Training

Educators administering GKIDS 2.0 must complete training, which includes viewing the GKIDS 2.0 modules in Georgia Learns and are available through the Georgia State Longitudinal Data System (SLDS). Specific information about these modules and how to access them is located on the GaDOE website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0-Resources.aspx.
If you have any questions about training, please contact your school or system test coordinator.

Students to be Included

GKIDS 2.0 is designed to provide baseline information for *all* students as they progress through kindergarten and prepare for first grade. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the performance tasks. At the same time, the assessment is designed to identify a student's current knowledge and skills in an accurate way.

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances.

Universal allowances may be used, as needed, with all students for all performance tasks. These supports are aligned to best practices for access to instruction and assessment and provide flexibility to meet the diverse needs of a wide range of students. A table of universal supports is provided below and is repeated at the beginning of each academic domain section of this manual.

Presentation	• Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. • Rephrase directions and/or questions, if needed. Rephrasing may include providing answer options or allowing for a yes/no response. • Provide audio amplification for verbal directions and tasks as needed. • Redirect the student's attention to a task or a direction as needed. • Provide magnification or enlargement of assessment tasks and/or manipulatives as needed. • Use familiar classroom materials to meet the student's needs. Materials can be adapted to meet the needs of the individual learner. • Provide physical support to improve visual acuity. For example, use color contrast overlay, slant board, textures, etc. • Change position or orientation of assessment materials to maximize the student's visual engagement or access to manipulatives.
Response	• Allow the student to respond using his/her preferred mode of communication. • Modes of communication may include speech, eye gaze, pointing/gesturing/orienting to/touching answer choice, sign language, and/or use of augmentative communication systems. • Encourage the student to respond without providing additional cues.
Setting	• Assess the student in naturally occurring classroom contexts such as during center time, outdoor activities, teacher-directed instruction, and small group activities. • Allow the student to move and change positions during the session. • Consider the arrangement of the furniture, including allowing the student to stand or use alternative seating during a direct assessment activity. • Provide tasks in areas conducive to the student's physical and sensory needs, including one-on-one assessment in a quiet space when necessary.
Scheduling	• Use teacher discretion for starting and stopping a task based on the readiness of the student. • The teacher may administer performance tasks based on student readiness, professional judgement, and/or alignment to local district content pacing guides or curriculum patterns.

For students who need additional support, comprehensive support may be provided. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student's progress within the learning progression. Examples of comprehensive supports for selected English language arts and mathematics performance tasks are included in the corresponding domain sections of this manual.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the support needed for each student.

Administration Window

Each teacher may begin to administer the GKIDS 2.0 assessment upon concluding the required activities related to the GKIDS Readiness Check. Assessment of students may occur at any time during the state window; however, all data must be entered into the platform no later than May 13, 2024. Systems may require testing windows based on their own unique schedules, reporting information at any time as required by the local district. Systems may also teach and assess the state's content standards based on their own schedules as well. There is no prescribed order related to the progressions as they should be incorporated into the normal instructional day.

Materials

This manual includes general directions for administration as well as for each suggested performance task. Each performance task contains the activity and performance levels for assessing the skill or concept. Tasks within a learning progression are arranged by performance level. Teachers may use common classroom materials for performance tasks as described in the script. In addition, optional resources are included as an additional resource.

Environment

The GKIDS 2.0 allows for naturalistic assessment of students within normal classroom activities and instruction. Whenever possible, teachers are encouraged to assess students in naturally occurring classroom contexts. Examples include:

- Center Time and Workstations
- Outdoor Activities
- Classroom Routines
- Teacher-Directed Instruction

GKIDS 2.0 Platform

Teachers will utilize the GKIDS 2.0 platform for the collection of data, evidence (if desired), and reporting. This web-based tool allows for collection of student data and performance task evidence that will be utilized for reporting purposes.

A user's guide is provided as a separate document and includes detailed instructions and screenshots for use of the online tool and its functions.

Administering GKIDS 2.0

Teachers and paraprofessionals who hold current Georgia Professional Standards Commission (GaPSC) certification (State Board Rule 160-3-1-.07) may administer GKIDS 2.0. Educators administering GKIDS 2.0 must complete training modules prior to the administration of the assessment activities.

Teachers should review this manual and all related resources prior to administering performance tasks with students. The progressions and their related performance tasks and instructions that follow should guide administration procedures. Process clarifications are provided for many activities. These notes provide additional information about administration procedures, use of materials, and potential student responses.

Collection and organization of any suggested materials is also recommended. Consideration of opportunities for collection of student responses and observation during routine classroom experiences is important. As mentioned, a list of suggested materials by progression is included in the Optional Resources Guide to aid planning and preparation for the administration of GKIDS 2.0.

Remember, the purpose of GKIDS 2.0 is to provide formative feedback as students progress through kindergarten and prepare for first grade. By identifying gaps in student learning, teachers are better equipped to provide feedback and differentiated instruction earlier in the school year. The GKIDS 2.0 data will guide decisions related to grouping, remediation, enrichment, and planning. As a reminder, GKIDS 2.0 is a tool *FOR* learning, both for students, and for teachers.

GKIDS Readiness Check Activities

For some big ideas, activities from the GKIDS Readiness Check can serve as the entry point to skills described in the GKIDS 2.0 learning progressions. For some progressions, the GKIDS Readiness Check and an additional task work in combination to provide the evidence that a child may be matched to a progression stage. The baseline data collected in the first six weeks on the GKIDS Readiness Check can provide feedback as students enter kindergarten.

Where applicable, GKIDS Readiness Check activities will be included.

Note: The performance levels for the GKIDS Readiness Check activities have a different intended use and purpose when integrated into the GKIDS 2.0 learning progressions. The ratings from the GKIDS Readiness Check for a subset of tasks are used to match the students' entry point to the GKIDS 2.0 learning progressions.

English Language Arts Activity 2		
Recognizes and names some upper case letters of the alphabet.		
Activity	**Performance Levels**	
The teacher will sit with the student, present all twenty-six upper case letters, and ask the student to name each of the letters presented. Letters should be presented in random order. Say, **"I'm going to show you some letters. I want you to tell me the names of the letters that you know."** If the child gives the letter sound, say, **"Remember, tell me the letter name, not the sound it makes."** If the child again says the letter sound, mark the response as incorrect and continue with the task. Scoring Note: If a student, for example, names a letter correctly (e.g., G) and then applies that same letter incorrectly to another (e.g., Q), recheck both letters. If the student continues to overgeneralize one letter, score both letters as incorrect. The scoring process is similar for a student who overgeneralizes a letter to more than one other letter. As a reminder, this activity assesses students' letter recognition skills upon entry to kindergarten – not end of year expectations as described in the Georgia Standards of Excellence for Kindergarten.	Not Yet Demonstrated	The student is unable to name any of the upper case letters of the alphabet.
	Emerging	The student names 1-5 upper case letters of the alphabet.
	Developing	The student names 6-11 upper case letters of the alphabet.
	Demonstrating	The student names 12-21 upper case letters of the alphabet.
	Exceeding	The student names more than 21 upper case letters of the alphabet.

Optional Materials: Teachers may either use their own classroom materials (e.g., letter cards) or the provided optional worksheets. Ensure that letters are presented randomly and that students are familiar with the font used in the presentation.		
Teacher copy for scoring: A worksheet with all 26 letters of the alphabet printed in upper case is also provided as an optional resource.		
Student copy for administration: A worksheet with all 26 letters of the alphabet printed in upper case is also provided as an optional resource.		

GKIDS 2.0 QUICK REFERENCE PAGE

Contact Personnel for GKIDS 2.0

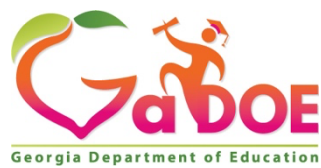Georgia Department of Education

(470) 579-3244

Website Address for the GKIDS 2.0 Data Entry Platform

gkids.gadoe.org

Testing Windows and Reporting Deadlines

July 5, 2023	GKIDS 2.0 platform available for teachers, schools, and districts.
May 13, 2024	Deadline for entering student assessment data for inclusion in state generated reports.
June 10, 2024	GKIDS 2.0 website closes for the 2023-24 school year.

Georgia Department of Education