

About GKIDS

Georgia Kindergarten Inventory of Developing Skills

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a performance-based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. GKIDS allows teachers to assess student performance during instruction, record student performance in an on-line database, and generate customized reports for instructional planning, report cards, and/or parents. Throughout the year, teachers may assess students and record GKIDS data based on their system's curriculum map or report card schedule. At the end of the year, the GKIDS data collection system automatically generates summary reports and individual student reports based on the data the teacher has entered throughout the year.

Purpose

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in language arts, math, science, social studies, social/emotional development, approaches to learning, and motor skills. GKIDS also provides a summary of student performance at the end of the kindergarten school year. GKIDS serves both a formative and summative role in assessing kindergarten students.

Formative Assessment throughout the Kindergarten Year

GKIDS is an evaluation tool to help kindergarten teachers assess student learning and plan instruction throughout the year. GKIDS provides teachers with a way to collect data on the CCGPS/GPS standards and skills/elements and generate reports to assist with instructional planning, parent conferencing, and report cards.

Summative Report

At the end of the kindergarten year, the state summary report includes ELA and Math standards that the Core Development team identified as indicators of first grade readiness. The individual student report includes ELA, Math, Social/Emotional Development, and Approaches to Learning. Students do not receive an overall scale score or an overall performance level. Instead, diagnostic information is reported for ELA, Mathematics, Social/Emotional Development, and Approaches to Learning.

Domains of Learning

The end-of-the-year summary report includes the domains of ELA, Math, Approaches to Learning, and Social/Emotional Development. Throughout the school year, teachers may use GKIDS to observe and record student performance in each content area specified in the CCGPS (ELA and Mathematics) and GPS (Science and Social Studies), Approaches to Learning, Social/Emotional Development, and Physical/Motor Development.

Domains Included on the End-of-the-Year Summary Report

- ELA
- Math
- Approaches to Learning
- Social and Emotional Development

Domains Assessed Throughout the Year

- ELA
- Math
- Science*
- Social Studies*
- Approaches to Learning
- Social and Emotional Development
- Physical/Motor Skills*

*Teachers may use GKIDS to collect and report information locally on student performance in science and social studies and on student's motor skills, but this data will not be included in the end-of-the-year summary report.

Approaches to Learning

The Approaches to Learning domain of GKIDS includes four general categories. The statements below each category are examples of observable student behaviors.

Curiosity and Initiative

- Asks higher order questions
- Self-selects activities and topics
- Seeks help from teacher/others to explore new and different things
- Makes choices
- Develops personal interests

Creativity/Capacity for Invention and Imagination

- Uses materials in new ways or for different purposes
- Finds multiple solutions to problems
- Creates something new by combining several familiar materials
- Displays imagination in storytelling, writing, drawing, and play

Attention/Engagement/Persistence

- Pays attention during classroom activities
- Demonstrates increasing task persistence
- Displays a sense of purpose
- Displays enthusiasm for learning

Reasoning and Problem Solving

- Seeks help when needed
- Makes observations about objects and events
- Uses a variety of problem solving strategies (e.g., makes comparisons, makes predictions, draws conclusions)
- Applies knowledge to new contexts

Social/Emotional Development

The following statements are observable student behaviors related to social and emotional development.

Social Development

- Seeks help when needed
- Resolves social conflicts through negotiation
- Treats others with respect
- Works and plays well with others/groups
- Shows caring for others
- Waits turn and shares
- Follows directions
- Follows class and school rules
- Respects school property
- Expresses emotions and needs through appropriate words and actions

Emotional Development

- Demonstrates self confidence
- Displays a positive attitude
- Demonstrates ability to cope with disappointment, anger, distress
- Accepts responsibility for actions (age-appropriate)
- Adjusts well to changes in routines
- Adapts to different environments
- Works independently

Performance Levels

The CCGPS/GPS content area standards and skills/elements are assessed using the following performance levels.

- Not Yet Demonstrated
- Emerging
- Progressing
- Meets the Standard
- Exceeds the Standard

Some skills/elements in the CCGPS/GPS do not elicit a range of student performance sufficient to warrant five performance levels. Therefore, some CCGPS/GPS skills/elements are assessed using only two, three, or four of the performance levels shown above. For example, the skill associated with one CCGPS/GPS standard may require only the “Not Yet Demonstrated” and the “Meets the Standard” levels for assessment.

Assessment Activities

Teachers may assess student learning by administering sample assessment activities provided in the GKIDS materials, developing their own assessment activities, observing students during normal classroom instruction, or a combination of these approaches. Whenever possible, GKIDS allows for naturalistic observation that does not require one-on-one administration of an assessment activity. Some CCGPS/GPS skills/elements may be evaluated during small or large group instruction.

Testing Windows

Except for the end-of-year deadline for entering student data (the end of the second week of May), there are no mandated testing windows for GKIDS. Schools and systems may teach and assess the CCGPS/GPS based on their own unique schedules, reporting information at any time as required by the local district. The GKIDS data collection system allows teachers to record and report information at any time during the year. Systems may customize reports for instructional planning, parent conferences, or to assist with the generation of report cards. At the end of the year, the data collection software automatically generates the summary reports that indicate student performance in the domains of ELA and Math, and the individual student reports that indicate student performance in the domains of ELA, Math, Social/Emotional Development, and Approaches to Learning.

Data Collection

GKIDS utilizes a web-based, electronic data collection system for recording student performance. Teachers may observe student performance and record the data at any time during the school year. According to instructional needs or system reporting requirements, teachers may generate student or class reports at any time.

Flexibility

A key component of GKIDS is the flexibility that teachers are afforded in assessing their students. By the end of the year, teachers must have collected data for each student in the domains of ELA, Math, Approaches to Learning, and Social/Emotional Development. Throughout the year, however, teachers have a choice as to when to assess the CCGPS/GPS standards and skills/elements and whether to use GKIDS to record student performance in the domains of Science, Social Studies, and Motor Skills. Teachers also have the option of generating student, class, or parent reports at any time during the year for instructional planning or report cards.