

Georgia Kindergarten Inventory of Developing Skills (GKIDS) 2.0-Readiness Check

2019-2020

Administration Manual

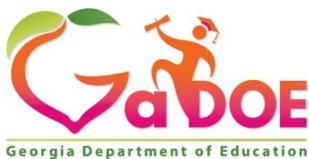


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INTRODUCTION TO GKIDS READINESS CHECK

In collaboration with the Department of Early Care and Learning (DECAL), the Georgia Department of Education (GaDOE) developed a kindergarten readiness check as one component of Georgia’s Early Learning Challenge initiative. The GKIDS Readiness Check augments the Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) and is administered during the first six weeks of kindergarten. The goal of the GKIDS Readiness Check is to provide teachers with information about the level of instructional support needed by individual students who are entering kindergarten. As part of GKIDS 2.0, the GKIDS Readiness Check offers an early assessment window to support teachers in designing individualized instruction. The GKIDS Readiness Check is designed to be developmentally appropriate and will be used primarily for planning and instructional purposes.

Purpose

The primary purpose of the GKIDS Readiness Check is to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**.

The GKIDS Readiness Check is designed to be developmentally appropriate, reflecting research-based best practices for young learners, and provides information to allow kindergarten teachers to individualize instruction. It informs our understanding of the skills of children entering kindergarten and provides the early childhood system with information about the supports and resources needed to ensure that every kindergarten student starts school with the skills needed to be successful – in kindergarten and beyond.

Development Committee

The GaDOE has a long-standing history of including educators in the assessment development process and has achieved much support and “buy in” from the education community. Development of the GKIDS Readiness Check included input from two key groups of Georgia educators.

In January 2015, kindergarten teachers and a representative of DECAL convened to identify essential skills and concepts students should demonstrate upon entry to kindergarten. Recommended skills and concepts were presented in a survey to all kindergarten and pre-K teachers across the state of Georgia for agreement and comment. Results from the survey formed the basis of the GKIDS Readiness Check content.

In February and March 2015, development committees consisting of pre-K, kindergarten, and first grade teachers met with representatives from the GaDOE and DECAL to develop an assessment blueprint and review activities and performance level descriptors. Both groups also included teachers with certification and experience with special education students and English learners. The activities and general administration guidelines included in this manual reflect teacher input and recommendations.

Domains of Learning

The GKIDS Readiness Check assesses the five Essential Domains of School Readiness identified by the National Education Goals Panel:

- Communication, Language, and Literacy
- Cognitive Development
- Approaches to Learning
- Social and Emotional Development
- Physical Development and Motor Skills

For reporting purposes within the GKIDS Readiness Check, these domains have been combined into Foundations of School Success, English Language Arts, and Mathematics. While all domains are represented, the GKIDS Readiness Check measures only those skills and concepts determined by Georgia educators and informed by research to be essential to students' success upon entry to kindergarten.

The domain of Foundations of School Success (FOSS) incorporates skills and concepts which are critical for students' achievement and mastery of grade level standards. This domain includes students' approaches to learning, including their initiative, curiosity, persistence and attentiveness. It also includes young children's ability to interact socially, take turns, cooperate, and express their feelings as part of social and emotional development. Finally, students' general health and growth, which contribute to their physical development of motor skills, are considered within this domain. These attributes and skills, while often viewed as non-academic, are leading indicators of students' progression towards future academic success. Their importance in the development of readiness should not be overlooked.

Children's early language and literacy development is a foundation for fluent and effective communication and literacy skills such as reading and writing. Concepts about print, phonological awareness, early writing and language use are key factors for being ready for kindergarten and contribute to the domain of English Language Arts.

Cognitive development encompasses a wide range of foundational content knowledge. An understanding of shapes and spatial relationships, problem solving, identifying similarities, differences, and associations and basic numeracy concepts are considered in the domain of Mathematics.

Although designed to be administered in kindergarten classrooms, the GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS), a set of high-quality, research-based early learning standards for children, from birth to age five. Assessment of mastery of **essential** GELDS standards provides baseline information about students' readiness for kindergarten and allows for early intervention and differentiation of instruction.

As a reminder, the GKIDS Readiness Check assesses students' knowledge and skills upon entry to kindergarten – not end of year expectations as described in the Georgia Standards of Excellence (GSE) for kindergarten.

Assessment Design

The GKIDS Readiness Check consists of activities assessed using both direct (e.g., structured performance tasks) and indirect (e.g., observational) assessment methods. These assessment activities reflect essential skills and concepts deemed necessary to position students for success in future learning. The GKIDS Readiness Check is accessible to all students at kindergarten entry, including students with disabilities and English learners. Because teachers have the freedom to assess according to the individual needs of each student, standard accommodations are allowed if the accommodations are a part of the student's IEP, IAP, or EL/TPC plan. Administration of the GKIDS Readiness Check is designed to be unobtrusive and naturalistic within the kindergarten setting.

Activities Assessed Using Direct Methods

Activities assessed using direct methods include teacher instructions and detailed administration procedures. For activities requiring materials, optional resources are provided. It is important to follow these directions to ensure consistency of administrations across classrooms. These activities are assessed using four to five performance levels for each skill.

- Not Yet Demonstrated
- Emerging
- Developing
- Demonstrating
- Exceeding

The number of performance levels is specific to each skill of the standards and is based on the range of student performance that can be observed for each skill. The descriptions for each performance level were influenced by early childhood literature in a given domain. For example, the number of upper and lowercase letters that a child should know at the end of the pre-kindergarten year was determined from multiple studies and other widely used assessments quantifying such information. Similarly, on the activity where children must respond to the same or different phonemes, research on the most widely acquired phonemes informed the selection of the phonemes chosen for the GKIDS Readiness Check.

Ten activities assessed using direct methods are included in the GKIDS Readiness Check. These concepts and skills were recommended by educator committees to be best assessed in a direct manner and often involve an adult sitting with a child and asking him or her to respond to a number of requests. These activities may also occur in a small group setting. Scripts and instructions for activities administered using direct methods should be followed closely to ensure consistent administration of these activities across classrooms. However, flexibility is offered in the choice of materials and settings of some of these activities. Please refer to the instructions for individual activities for specific guidance.

Activities Assessed Using Indirect Methods

Activities assessed using indirect methods are observational in nature. Teachers may observe students engaged in activities that cover multiple concepts or skills at one time. Teachers may assess by observing student performance during the course of regular classroom instruction or by an assessment activity of the teacher's choice. Some activities assessed using indirect methods may require observation over time in order to determine a student's level of performance as described by the standard. For example, when assessing students' ability to play cooperatively with peers, teachers may need to observe students' behaviors and interactions with others over a variety of settings and multiple days.

For activities requiring materials, teachers have the flexibility to use their own classroom materials. These activities are assessed using three to four performance levels for each skill:

- Not Yet Demonstrated
- Emerging
- Developing
- Demonstrating

The number of performance levels is specific to each skill of the standards. The number of performance levels is based on the range of student performance that can be observed for each skill and include specific markers of behavior that help teachers to rate the child. For example, on the activity that assesses a child's use of spoken language that can be understood with ease, research from speech and language informed the descriptions at each performance level.

There are ten skills and concepts that are assessed using indirect methods (through observation) on the GKIDS Readiness Check. These concepts and skills were recommended by educator committees to be best assessed in this manner and do not require explicit administration to students. Observations of these skills and concepts should be unobtrusive and occur naturally during routine classroom activities. Flexibility is given in the frequency and timing of these observations. Please refer to the detailed performance level descriptions included with each activity as you plan for and conduct observations.

The performance levels for each of these activities describe specific markers of behavior that help teachers to rate the child on all skills. While some activities may appear to assess the same type of skill, each activity is uniquely important in determining a child's readiness.

One example is English Language Arts Activity 8 (Uses writing tools) and Foundations of School Success Activity 4 (Performs fine-motor tasks that require small-muscle strength and control). English Language Arts Activity 8 assesses the child using writing tools to communicate, whereas Foundations of School Success Activity 4 focuses on the ability to perform tasks using small muscle movements. Therefore, it is possible for teachers to assess multiple skills by observing similar behaviors.

Pilot and Field Testing

Pre-K Pilot – Spring 2015

In spring 2015, groups of GKIDS Readiness Check activities were administered in select public and private pre-K classrooms across the state to obtain initial performance data of students who were close in age and school experience to those students who will enter Georgia kindergarten classrooms in the fall. In addition, the pre-K pilot served as an item tryout and provided early information related to the usability and performance levels of activities in a setting that is similar to a kindergarten classroom. The data collected during the pre-K pilot played a critical part in the development process to inform next steps in the creation of the GKIDS Readiness Check. Following the pilot, a committee consisting of pre-K, kindergarten, and first grade teachers met with GaDOE and DECAL to review data collected. The committee reviewed performance data on all activities and made recommendations that informed the kindergarten field test the following fall.

Kindergarten Field Test – Fall 2015

In fall 2015, twenty-five Georgia kindergarten classrooms participated in a field test of the complete set of GKIDS Readiness Check activities during the first six weeks of the school year. Following the field test, another committee consisting of pre-K, kindergarten, and first grade teachers met with GaDOE and DECAL to review data collected. Student performance data and teacher feedback collected during the field test continued to inform next steps in the implementation of the GKIDS Readiness Check, including developing training modules and materials to prepare teachers for administration in kindergarten classrooms statewide.

Pre-K Field Test – Spring 2016

In spring 2016, a sampling of students in both private and public Georgia pre-K classrooms participated in a pre-K field test of GKIDS Readiness Check activities and training modules. The purposes for the field test were to obtain student performance data on the most current activities and collect teacher feedback on the effectiveness of the training modules in preparation for the inaugural launch in a sample of kindergarten classrooms in fall 2016. While there are differences in approach and instructional strategies used in pre-K and kindergarten settings, the field test helped to inform the next steps for statewide use.

Kindergarten Inaugural Launch – Fall 2016

In fall 2016, one school from each district in the state participated in the inaugural launch of the GKIDS Readiness Check activities and training modules. There were multiple purposes for the inaugural launch. In addition to obtaining student performance data on the activities, teacher feedback was collected through a survey on the effectiveness of the administration materials, training modules, and utility of the results. The survey results were used to inform the final refinement of all assessment activities, administration procedures, training modules, and reports prior to the statewide operational launch in fall 2017.

Transition to GKIDS 2.0 – Fall 2019

Beginning in the winter of 2016, the Georgia Department of Education began work on the redevelopment of the GKIDS program resulting in the planned launch of GKIDS 2.0 in the Fall of 2019. Redevelopment was based in part by educator feedback through focus groups and surveys prior to 2016. This feedback provided insights into educator, student, and parent perspectives on the GKIDS assessment, reports, and the data management tool. For more information on the GKIDS 2.0 redevelopment, please see the GKIDS 2.0 2018-2019 Technical Report.

TRAINING

Educators administering the GKIDS Readiness Check must complete training, which includes viewing the GKIDS Readiness Check training modules prior to the administration window. The training modules are available through the Georgia State Longitudinal Data System (SLDS). Teachers who completed the training modules for a previous administration of the GKIDS Readiness Check are not required to view the modules again. However, the modules are available for reference at any point. If you have any questions about training, please contact your school or system test coordinator.

Students to be Included

All kindergarten students enrolled in Georgia kindergarten classrooms should have the opportunity to participate in the GKIDS Readiness Check activities.

Administration Window

Each teacher will have the first six weeks of the school year to administer the activities and enter student performance data. Six weeks after the district's first day of school, teachers will no longer be able to update student performance data in the GKIDS 2.0 platform. This is to allow all teachers the same amount of time to administer the GKIDS Readiness Check regardless of their district's start date. Assessment of students may occur at any time during the six-week window. There is no prescribed order of activities.

Materials

This manual includes general directions for administration as well as for each activity included in the GKIDS Readiness Check. Each activity assessed contains a description of the skill, the activity, including a script as appropriate, and performance levels for assessing the skill or concept. Activity pages are arranged by domain: Foundations of School Success, English Language Arts, and Mathematics.

To aid planning and preparation for the administration of the GKIDS Readiness Check, a list of suggested materials by activity is included in the Optional Resources Guide. **Teachers may use common classroom materials for assessment activities as described in the script.**

Activities

Each teacher will administer all activities to his or her students during their system's window. The activities, including the performance level descriptors and all associated resources, are included in this manual. In addition, **optional** data recording sheets are provided in the Optional Resources Guide.

Environment

The GKIDS Readiness Check allows for naturalistic assessment of students within normal classroom activities, particularly when assessing identified skills and concepts through indirect assessment methods such as observation. Whenever possible, teachers are encouraged to assess students in naturally occurring classroom contexts. Examples are:

- Center Time and Work Stations
- Outdoor Activities
- Classroom Routines
- Teacher-Directed Instruction

Special Populations

The GKIDS Readiness Check is designed to provide baseline information for *all* students as they enter kindergarten. 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 activities. At the same time, the assessment is designed to identify a student's current knowledge and skills in an accurate way. Because teachers have the freedom to assess according to the individual needs of each student, standard accommodations are allowed if the accommodations are a part of the student's IEP, IAP, or EL/TPC plan.

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 as they enter kindergarten, some features that often are perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal design allows for a range of actions, material presentations, procedures, and settings that are acceptable for use with *all* students when administering the GKIDS Readiness Check.

Administering the GKIDS Readiness Check

Certified teachers and paraprofessionals who hold licensure in the state of Georgia (State Board Rule 160-3-1-.07) may administer the GKIDS Readiness Check. Educators administering the GKIDS Readiness Check must complete all training modules.

Teachers should review this manual and all activities prior to administering activities with students. The activities and instructions that follow should guide administration procedures. Any directions in **bold type** should be read aloud to students. 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 required 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 activity is included in the Optional Resources Guide to aid planning and preparation for the administration of the GKIDS Readiness Check.

Remember, the purpose of the GKIDS Readiness Check is to provide formative feedback as students enter kindergarten, in order to guide instruction. By identifying gaps in student learning, teachers are better equipped to provide feedback and differentiated instruction earlier in the school year. The baseline data collected in the first six weeks of school through the GKIDS Readiness Check should be analyzed to inform differentiated instruction. The GKIDS Readiness Check data will guide decisions related to grouping, remediation, enrichment, and planning. As a reminder, the GKIDS Readiness Check is a tool **FOR** learning, both for students, and for teachers.

DATA COLLECTION

The GKIDS Readiness Check is incorporated into the same online data collection system as GKIDS 2.0. Additionally, **optional** data recording sheets for activities are included in the Optional Resources Guide and may be helpful in recording data for each activity.

Teachers will capture student data using the GKIDS 2.0 online platform. The GKIDS 2.0 platform is web-based and is available 24 hours a day, 7 days a week, and requires the use of an Internet browser, such as Chrome, Firefox or Internet Explorer.

The GKIDS 2.0 platform is located at the following site: gkids.gadoe.org.

GKIDS Readiness Check Resources

The GKIDS 2.0 platform also houses resources to aid in the administration of the GKIDS Readiness Check. To locate the GKIDS Readiness Check resources, click on the *Resources* in the left-hand toolbar of the platform.

The GKIDS Readiness Check resources include the administration manual and optional resources, reminders and considerations, FAQs, and a Next Steps Guide to guide instructional actions following a review of your GKIDS Readiness Check data.

Foundations of School Success Activities

FOUNDATIONS OF SCHOOL SUCCESS ACTIVITIES

Foundations of School Success Activity 1		
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.		
Activity	Performance Levels	
<p>The teacher will ask the student to respond to questions by explaining how objects or materials might be used to solve problems.</p> <p>Ask the student how to solve the following problems: (1) Say, “You and I are going to talk about different ways to solve problems. One of your friends asks you to draw a picture.” Show the student a new, unsharpened pencil. Say, “This pencil is new, and it has no point. What will you do so you can use your new pencil to draw a picture?”</p> <p>Appropriate responses include, but are not limited to: sharpen the pencil, ask an adult to sharpen pencil</p> <p>(2) Show the student a piece of paper. Say, “We need some smaller pieces of paper to use in our art activity. How could I make this piece of paper into smaller pieces?”</p> <p>Appropriate responses include, but are not limited to: cut it with scissors, tear it into pieces</p> <p>(3) Show the student a piece of paper with some randomly drawn lines made in pencil so that it is clear the markings could be erased. Say, “I want to use this paper to draw a picture but there are lines on it. How could I solve this problem?”</p> <p>Appropriate responses include, but are not limited to: erase the lines, turn the paper over.</p> <p><u>Materials:</u>A new, unsharpened pencil, a clean piece of paper, and a piece of paper with random lines drawn on it in pencil.</p> <p><u>Process Clarification:</u> Students must verbally respond to show proficiency of this skill. Students must make statements to answer the questions to demonstrate how to solve the problems. Gestures and physical motions are unacceptable responses.</p>	Not Yet Demonstrated	The student does not respond or uses non-verbal responses to the problem-solving scenarios.
	Emerging	The student makes an appropriate statement to solve one of the three posed scenarios.
	Developing	The student makes an appropriate statement to solve two of the three posed scenarios.
	Demonstrating	The student makes an appropriate verbal statement to solve all three of the posed scenarios.

Foundations of School Success Activity 2	
Engages in independent activities and continues tasks over a period of time.	
Performance Levels	
Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child does not engage in an activity.
Emerging	Emerging would be noted if a child does not engage in an activity without being redirected continuously, if a child cannot work somewhat by himself or herself, or is off task.
Developing	A child would be rated as Developing if he or she can usually work well independently but needs redirecting from others occasionally. A child would be rated as Developing if the child works somewhat independently and begins a task but gets distracted and does not complete the task.
Demonstrating	A child would be rated as Demonstrating if he or she engages in activities independently (e.g., five minutes, or one minute for each year of age) and self-monitors to stay on task almost all of the time when opportunities are provided. A child who works independently, stays on task, and completes an activity in the time allowed would be rated as Demonstrating.

Foundations of School Success Activity 3

Uses senses to observe, classify, and learn about objects and environment.

Performance Levels	
<p>NOTE: Multiple opportunities to observe students learning about their environment through the use of their senses occur in routine classroom activities. Students may describe and compare while participating in sorting or graphing activities, a unit of study about “Me”, etc.</p> <p>Observations may be of oral, written, visual, or even physical ways that students interact with their environment.</p> <p>Students who are able to classify, observe and learn about their environment begin to develop skills of classification, problem solving, and the ability to make predictions.</p> <p>Students may also use their senses to describe and observe their environments and objects they encounter. Students are not limited to demonstrating this skill through comparisons.</p>	<p>Not Yet Demonstrated</p> <p>A child would be rated as Not Yet Demonstrated if he or she does not or is minimally able to classify, observe, and learn about his or her environment. Throughout daily activities and routines, a child who does not use senses to make either verbal or physical comparisons such as describing similarities and differences about objects or physically making comparisons (e.g., comparing height with another child, smooth versus rough items to touch, sweet versus bitter foods, loud versus soft noises, etc.) would be rated as Not Yet Demonstrated.</p>
	<p>Developing</p> <p>A child would be rated as Developing if he or she is generally able to classify, observe, and learn about his or her environment. Throughout daily activities and routines, a child who sometimes uses senses to make verbal or physical comparisons would be rated as Developing. For example, a child who is developing may not consistently describe similarities and differences about objects or consistently make physical comparisons (e.g., comparing height with another child, smooth versus rough items to touch, sweet versus bitter foods, loud versus soft noises, etc.).</p>
	<p>Demonstrating</p> <p>A child would be rated as Demonstrating if he or she is able to classify, observe, and learn about his or her environment. Throughout daily activities and routines, a child who uses senses to make verbal or physical comparisons such as describing similarities and differences about objects or physically making comparisons (e.g., comparing height with another child, smooth versus rough items to touch, sweet versus bitter foods, loud versus soft noises, etc.) would be rated as Demonstrating.</p>

Foundations of School Success Activity 4		
Performs fine-motor tasks that require small-muscle strength and control.		
Performance Levels		
	Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child demonstrates fine motor development that is below that expected of a typically developing four or five-year old. For example, a child who is unable to hold a writing tool or is unable to hold or use scissors would be rated as Not Yet Demonstrated. Similarly, Not Yet Demonstrated would also be noted if a child is unable to perform fine-motor tasks in daily activities and routines such as taking the wrapper off a straw and putting it in the juice box, placing puzzle pieces, or moving objects from one space on the table to another.
	Developing	A child would be rated as Developing if he or she performs fine motor skills most of the time but is still developing in this area. For example, a child who uses a fist grip to hold a writing tool or can only cut in a straight line would be rated as Developing. Similarly, a child would be rated as Developing if he or she can perform fine-motor tasks most of the time in daily activities and routines such as taking the wrapper off a straw and putting it in the juice box, placing puzzle pieces, or moving objects from one space on the table to another.
	Demonstrating	A child would be rated as Demonstrating if he or she performs fine motor skills correctly to serve the purpose. For example, a child who holds and uses a pencil with a tripod grasp or who can use scissors to cut along the lines of a shape with close accuracy would be rated as Demonstrating. Similarly, a child who can perform fine-motor tasks in daily activities and routines such as taking the wrapper off a straw and putting it in the juice box, placing puzzle pieces, or moving objects from one space on the table to another would be rated as Demonstrating.

Foundations of School Success Activity 5		
Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.		
Performance Levels		
	Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child does not know how to speak or use words, sentences, or actions that are appropriate for communication. For example, a child who does not communicate basic needs to the teacher (e.g., can you help me?) or does not interact with other peers would be rated as Not Yet Demonstrated. A child would be rated as Not Yet Demonstrated if he or she primarily communicates through sound utterances or gestures that do not match the intent of the communication.
	Developing	A child would be rated as Developing if he or she is inconsistent in using words, sentences, and actions to communicate. For example, a child who sometimes communicates needs to the teacher (e.g., I need a tissue), cries, or has limited interaction with peers (i.e., minimal conversation/engagement) would be rated as Developing. A child whose gestures for the most part approximate the desired communication would be rated as Developing.
	Demonstrating	A child would be rated as Demonstrating if he or she uses words, sentences, and actions appropriately to communicate needs, ideas, opinions, and preferences. A child who has meaningful conversations with peers and adults and uses appropriate language or gestures to communicate would be rated as Demonstrating.

Foundations of School Success Activity 6		
Independently follows rules and routines.		
Performance Levels		
	Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child does not follow rules and routines independently. For example, a child who needs constant reminders of rules, despite adequate time to practice and master such rules, or redirection by the teacher and/or other adults would be rated as Not Yet Demonstrated. Similarly, Not Yet Demonstrated would also be noted if a child demonstrates difficulty with self-control.
	Developing	A child would be rated as Developing if he or she follows rules and routines independently most of the time but is still developing in this area. For example, a child who needs reminding and redirecting by the teacher to follow simple rules (e.g., walk quietly down the hallway) or needs frequent prompting, and on occasion may have difficulty with self-regulation, would be rated as Developing.
	Demonstrating	A child would be rated as Demonstrating if he or she independently follows rules and routines on a consistent basis. For example, a child who listens to, internalizes, and complies with teacher direction would be rated as Demonstrating. A child who is Demonstrating also exhibits self-control and performs basic routines without a reminder.

Foundations of School Success Activity 7		
Plays cooperatively with a few peers for a sustained period of time.		
Performance Levels		
	Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child does not play cooperatively with a few peers for a sustained period of time (e.g., five minutes, or one minute for each year of age). For example, during a game, a child who is unwilling to take turns, obey game rules, or join in activities with peers would be rated as Not Yet Demonstrated. Not Yet Demonstrated would be rated if a child disrupts the flow of the activity, is unwilling to share, or almost always refuses to play with others when given the opportunity.
	Developing	A child would be rated as Developing if he or she generally plays cooperatively with a few peers for a sustained period of time (e.g., five minutes, or one minute for each year of age) the majority of the time but not always consistently. Developing would be rated if a child might be willing to take turns but occasionally disrupts other students, does not follow all rules, or does not always share during a game.
	Demonstrating	A child would be rated as Demonstrating if he or she plays cooperatively with a few peers for a sustained period of time (e.g., five minutes, or one minute for each year of age). During a game, a child who takes turns and responds appropriately while interacting with peers during almost all opportunities to play cooperatively with others would be rated as Demonstrating.

English Language Arts Activities

ENGLISH LANGUAGE ARTS ACTIVITIES

English Language Arts Activity 1

Listens and differentiates between sounds that are the same and different.

Activity

Performance Levels

The teacher will produce the sounds of pairs of letters. The student will tell the teacher if each set of sounds is the same or different. Teachers should only produce the sound of the letter **without extending the sound** (e.g., “/b/” not “/buh/”).

(1) *Warm-Up:* Say, “**I’m going to show you some pictures. Tell me which of these pictures are the same and which one is different.**”

If the student does not understand the task by providing an accurate description of which pictures are the same and which are different, do not proceed with the activity and rate the student’s performance as Not Yet Demonstrated.

(2) *Letter Pairs:* Say, “**I am going to say two sounds to you. I want you to tell me if the sounds are the same or different. I can repeat them for you if you would like to hear them again.**” The teacher should carefully watch the child to see if the child has heard the sounds clearly. If not, the child could ask for them to be repeated.

For example, the teacher makes the sounds of the letter ‘B’ and the letter ‘T’. The teacher asks, “**Are these sounds the same or different? Listen again, (e.g., /b/, /t/)**” Once the child understands the task, it may not be necessary to repeat, “Are these sounds the same or different” after each pair.

#	Letter Pairs
1	B, T
2	D, D
3	P, V
4	B, Z
5	P, P
6	T, Z
7	C, C
8	P, M
9	B, B
10	T, P

Scoring Note: If the student doesn’t respond with purpose to any letter pairs (i.e., says “same” or “different” for all pairs) then rate as Not Yet Demonstrated. Alternatively, if the student is correct on the first eight sets, the teacher may choose to stop and rate as Demonstrating.

Optional Materials: An optional warm-up activity is included, but teachers may choose to use their own classroom materials. Recording sheets are also provided as optional resources.

Not Yet Demonstrated	The student does not accurately differentiate between the same and different sounds in any of the ten sets of sounds.
Emerging	The student accurately differentiates between the same and different sounds in one to three of the ten sets of sounds.
Developing	The student accurately differentiates between the same and different sounds in four to seven of the ten sets of sounds.
Demonstrating	The student accurately differentiates between the same and different sounds in eight to ten of the ten sets of sounds.

English Language Arts Activities
Warm-up Activity



English Language Arts Activity 2

Recognizes and names some upper case letters of the alphabet.

Activity	Performance Levels	
<p>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.</p> <p>Say, “I’m going to show you some letters. I want you to tell me the names of the letters that you know.”</p> <p>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.</p> <p><u>Scoring Note:</u> 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.</p> <p>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 (GSE) for Kindergarten.</p> <p><u>Optional Materials:</u> 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.</p> <p>Teacher copy for scoring: A worksheet with all 26 letters of the alphabet printed in upper case is also provided as an optional resource.</p> <p>Student copy for administration: A worksheet with all 26 letters of the alphabet printed in upper case is also provided as an optional resource.</p>	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.

English Language Arts Activity 3

Recognizes and names some lowercase letters of the alphabet.

Activity	Performance Levels	
<p>The teacher will sit with the student, present all twenty-six lowercase letters, and ask the student to name each of the letters presented. Letters should be presented in random order.</p> <p>Say, “I’m going to show you some letters. I want you to tell me the names of the letters you know.”</p> <p>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.</p> <p><u>Scoring Note:</u> 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.</p> <p>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 (GSE) for Kindergarten.</p> <p><u>Optional Materials:</u> 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.</p> <p>Teacher copy for scoring: A worksheet with all 26 letters of the alphabet printed in lowercase is also provided as an optional resource.</p> <p>Student copy for administration: A worksheet with all 26 letters of the alphabet printed in lowercase is also provided as an optional resource.</p>	Not Yet Demonstrated	The student is unable to name any of the lowercase letters of the alphabet.
	Emerging	The student names 1-3 lowercase letters of the alphabet.
	Developing	The student names 4-8 lowercase letters of the alphabet.
	Demonstrating	The student names 9-17 lowercase letters of the alphabet.
	Exceeding	The student names more than 17 lowercase letters of the alphabet.

English Language Arts Activity 4

Tracks words from left to right, top to bottom, and page to page.

Activity	Performance Levels	
<p>The teacher will sit with the student and read an engaging early level text, asking the student to help with the reading.</p> <p>Say, “I am going to read you this story and I want you to help me. It is called _____.”</p> <ul style="list-style-type: none"> • <i>Top to bottom:</i> Open the book to page 1. Say, “Show me the top of the page. Show me the bottom.” Say, “Show me where I should start reading.” • <i>Left to right:</i> Point to the first word and read it. Say, “Can you point to the words as I read? Show me how my finger should move on the page as I read.” • <i>Page to page:</i> Point to the last word on the page. Say, “Where do I read next?” <p><u>Materials:</u> An emergent level text (e.g., beginning reader) with distinct layout of print and illustrations, good spacing of words and multiple lines of text. The text should provide opportunities for students to demonstrate each of the learning targets. It may also be helpful to reference correlation charts for leveled readers used in your classroom to determine titles that are most appropriate for students at the beginning of kindergarten.</p> <p>NOTE: Links to Correlation Charts are provided in the Optional Resources Guide to aid selection of appropriate emergent level texts for this activity.</p>	Not Yet Demonstrated	The student does not track words from left to right, top to bottom nor page to page.
	Emerging	The student tracks words appropriately in one of the three ways (left to right, top to bottom, page to page).
	Developing	The student tracks words appropriately in two of the three ways (left to right, top to bottom, page to page).
	Demonstrating	The student tracks words appropriately in all three ways (left to right, top to bottom, page to page).

English Language Arts Activity 5

Draws pictures and copies letters and/or numbers to communicate.

Performance Levels	
Not Yet Demonstrated	A child would be rated as Not Yet Demonstrated if he or she does not or is minimally able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a child who does not copy letters and/or numbers (e.g., from a sign, label, or other environmental print) or draw pictures (e.g., during a center activity) to communicate would be rated as Not Yet Demonstrated. For example, a child who scribbles but is unable to draw a picture of their favorite food or copy any letters of his or her favorite food from a label would be rated as Not Yet Demonstrated.
Developing	A child would be rated as Developing if he or she is generally able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a child who is able to copy most letters and/or numbers (e.g., from a sign, label, or other environmental print) and draw pictures (e.g., during a center activity) to communicate would be rated as Developing. For example, a child who is developing is able to draw a picture of his or her favorite food and copy several letters from a label.
Demonstrating	A child would be rated as Demonstrating if he or she is able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a child who is able to consistently copy letters and/or numbers (e.g., from a sign, label, or other environmental print) and draw pictures (e.g., during a center activity) to communicate would be rated as Demonstrating. For example, a child who is Demonstrating is able to draw a picture of his or her favorite food and copy the letters of his or her favorite food from a label.

English Language Arts Activity 6

Listens to and follows multi-step directions.

Performance Levels	
Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child makes no attempt to follow the directions or is unsuccessful in completing any of the three steps. Observations can be made during typical daily activities, or an activity created by the teacher. Examples include typical classroom activities, following a series of steps to complete a task, playing a game with multiple steps.
Emerging	A child would be rated as Emerging if he or she completes the first step of directions without prompting, but needs repeated prompting to complete the remaining steps. Prompting means the child needs the intervention of the teacher to complete the directions. Observations can be made during typical daily activities, or an activity created by the teacher. Examples include typical classroom activities, following a series of steps to complete a task, playing a game with multiple steps.
Developing	A child would be rated as Developing if he or she completes the first and second step of directions without prompting but needs prompting to complete the remaining step. Prompting means the child needs the intervention of the teacher to complete the directions. Observations can be made during typical daily activities, or an activity created by the teacher. Examples include typical classroom activities, following a series of steps to complete a task, playing a game with multiple steps.
Demonstrating	A child would be rated as Demonstrating if he or she completes three or more steps of directions without additional prompting. Without additional prompting means the child can complete the directions independently. Observations can be made during typical daily activities, or an activity created by the teacher. Examples include typical classroom activities, following a series of steps to complete a task, playing a game with multiple steps.

English Language Arts Activity 7

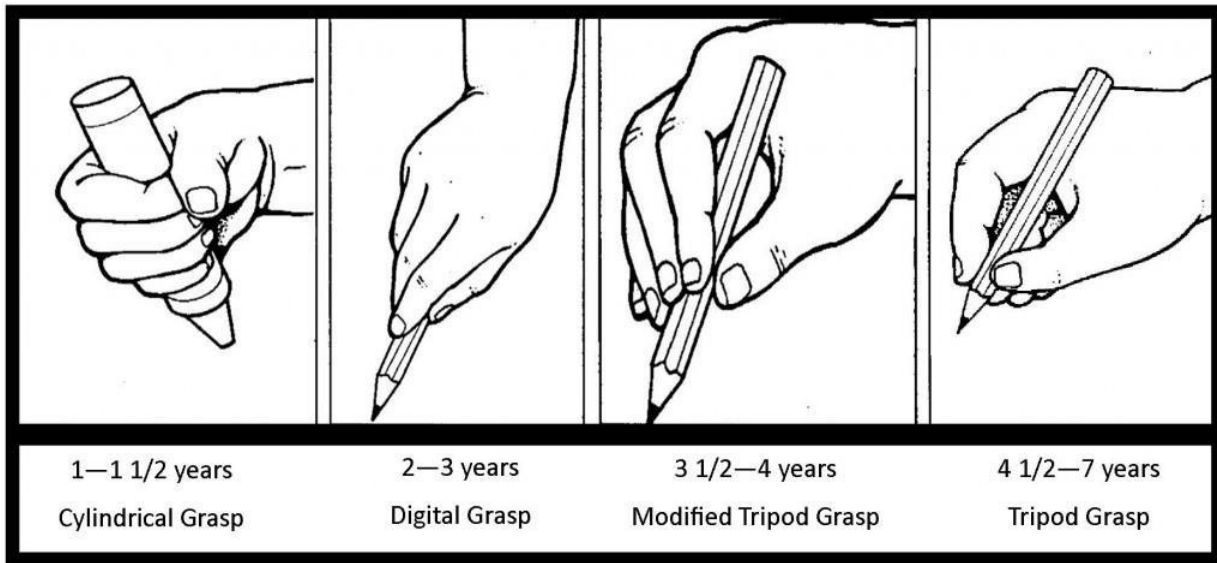
Uses spoken language that can be understood with ease.

Performance Levels		
<p>NOTE: Students must communicate in English, not their native language as the intent of this standard is clarity of articulation.</p>	<p>Not Yet Demonstrated</p>	<p>Not Yet Demonstrated would be noted if a child is nonverbal.</p>
	<p>Emerging</p>	<p>Emerging would be noted if a child primarily uses gestures to communicate or has speech that is unintelligible.</p>
	<p>Developing</p>	<p>A child would be rated as Developing if he or she uses spoken language but has difficulty articulating words or intermittently uses language that is difficult to understand.</p>
	<p>Demonstrating</p>	<p>A child would be rated as Demonstrating if he or she articulates with few errors and conveys meaning without heavy reliance on the use of gestures.</p>

English Language Arts Activity 8

Uses writing tools.

		Performance Levels
	Not Yet Demonstrated	Not Yet Demonstrated would be noted if a child is unable to use a pencil or other writing utensil in order to make meaningful marks on paper.
	Developing	A child would be rated as Developing if he or she is ineffective or uses an inappropriate grip (i.e., cylindrical or modified tripod grip) when using a pencil or other writing utensil to make meaningful marks on paper.
	Demonstrating	A child would be rated as Demonstrating if he or she holds and uses a pencil or other writing utensil appropriately (i.e., with a tripod grasp) to make meaningful marks on paper.



Mathematics Activities

MATHEMATICS ACTIVITIES

Mathematics Activity 1		
Recites numbers up to 20 in sequence.		
Activity	Performance Levels	
<p>Student will verbally recite all numbers from one to twenty in sequence.</p> <p>Say, “Please count out loud for me.”</p> <p><u>Process Clarification:</u> Counting in sequence means reciting each number with no skipped numbers or incorrectly stated numbers. For example, if a student says ten, twelve, thirteen, score the student’s performance according to the academic performance level Demonstrating the highest correct response (in this case the student would score Emerging). A student may repeat a number, if halted, to restart the activity. For example, if the student says ten, eleven, twelve, then halts and says, twelve, thirteen, fourteen, the student should be given credit for stating the number correctly. The student should also be allowed to restart, if initiated by the student. For example, if the student recites numbers one through five and then stops, the student could restart counting from one through five and continue until either making a mistake or reaching twenty. Student might also use his or her fingers to count and that should be permitted.</p> <p><u>Scoring Note:</u> Teachers may allow students to count beyond 20 as a means of collecting data for other purposes (e.g., GKIDS 2.0). For the Readiness Check, rate student performance based on the descriptors included here.</p>	Not Yet Demonstrated	The student does not make any attempt to recite numbers or says random numbers.
	Emerging	The student correctly recites numbers in sequence between one and ten but does not recite numbers beyond ten.
	Developing	The student correctly recites numbers in sequence from at least one to eleven but less than twenty.
	Demonstrating	The student correctly recites all numbers from one to twenty.

Mathematics Activity 2

Counts at least 10 objects using one-to-one correspondence.

Activity	Performance Levels	
<p>Student will count the number of small objects provided by the teacher using one-to-one correspondence.</p> <p>Note: Underlined words represent objects used in this example. Teachers should use objects accessible in their classrooms.</p> <p>Place twelve to fifteen small objects in front of the student (i.e., in a pile or in a straight line). Ask the student to count the number of objects. Say, “I would like for you to count these <u>objects</u>. When you count, please say the numbers out loud.”</p> <p><u>Process Clarification:</u> The child must physically touch the objects to demonstrate counting using one-to-one correspondence. The teacher should be able to see that the child is associating one object with one spoken number by physically touching, moving, or sliding the objects. If the presentation of the objects needs to be adjusted during administration, it can be. For example, if the teacher presents the objects in a pile and the student does not respond, the teacher may then place the objects in a straight line.</p> <p><u>Materials:</u> Twelve to fifteen small objects (e.g., pencils, crayons, manipulatives, etc.)</p>	Not Yet Demonstrated	The student does not engage in the task or the student does not associate each object with one and only one number name.
	Emerging	The student counts between one and five objects using one-to-one correspondence.
	Developing	The student counts between six and nine objects using one-to-one correspondence.
	Demonstrating	The student counts ten objects using one-to-one correspondence.
	Exceeding	The student counts more than ten objects using one-to-one correspondence.

Mathematics Activity 3

Recognizes numerals.

Activity	Performance Levels	
<p>The teacher will present numerals (0 through 9) and ask the student to say the numeral out loud.</p> <p>The numerals should <u>not</u> be presented in ascending order. Ask the student to name each numeral one at a time, saying each numeral out loud.</p> <p><u>Optional Materials:</u> Teachers may either use their own classroom materials (e.g., number cards) or the provided optional worksheet with numerals.</p>	Not Yet Demonstrated	The student is unable to recognize and name any of the numerals.
	Emerging	The student recognizes and names one to three numerals.
	Developing	The student recognizes and names four to eight numerals.
	Demonstrating	The student recognizes and names nine to ten numerals.

Mathematics Activity 4

Sorts and classifies objects using one or more attributes or relationships.

Activity	Performance Levels	
<p>Student will sort small objects of at least two different sizes and colors.</p> <p>Note: Underlined words represent objects used in this example. Teachers may substitute other objects accessible in their classrooms.</p> <p>Have a group of at least twenty objects of at least two obviously different sizes and colors. Ask the student to first sort the objects by color. Say, “I have many different <u>objects</u> in this box. Please sort the <u>objects</u> by color.”</p> <p>If the student does not sort by color, ask the student to try to sort by size.</p> <p>After the student finishes sorting by color (or size), put the objects back together in one pile and ask the student to sort the objects in another way. Say, “Please sort these <u>objects</u> in another way.”</p> <p>After the student finishes sorting, say, “Tell me about the objects you grouped together. Tell me why you put these things together.”</p> <p><u>Process Clarification:</u> When the student is describing the attribute or criteria by which he or she has grouped objects, the teacher can ask follow-up questions to fully understand the student’s explanation of his or her classification strategy. Accept all reasonable explanations for the classification. Reasonable explanations include a focus on the attributes or relationship between the objects (as opposed to categorizing the objects by what the student likes and doesn’t like, for example).</p> <p><u>Materials:</u> Teachers may either use their own classroom materials (e.g., blocks, manipulatives) or the provided optional worksheet of colored shapes.</p>	Not Yet Demonstrated	The student does not sort objects by the teacher-given category and the student does not sort objects by a self-determined category.
	Emerging	The student either sorts objects by the teacher-given category or by a self-determined category, but not both.
	Developing	The student sorts objects by the teacher-given category and sorts objects by a self-determined category but does not describe how he or she classifies the objects.
	Demonstrating	The student sorts objects by the teacher-given category and sorts objects by a self-determined category by describing how he or she classifies the objects.

Mathematics Activity 5

Recognizes and names common two-dimensional shapes.

Activity	Performance Levels	
<p>Student will identify and name four basic shapes (circle, square, rectangle, and triangle).</p> <p>The teacher will need attribute blocks or paper cut-outs, for example, of the four basic shapes.</p> <p>Hold up each shape one at a time and say, “What is the name of this shape?” The teacher will repeat this question for each shape, unless the child offers the name of the shape as the teacher presents it.</p> <p>Note: If the child can name all four shapes, it is not necessary to complete the second part of this activity. Rate the child as Demonstrating and conclude the activity.</p> <p>If the child cannot name all four shapes, mix up the order of the shapes, and ask the student to recognize and identify each shape. Place all of the shapes side-by-side in front of the student and ask, “Point to the circle. Point to the square. Point to the triangle. Point to the rectangle.”</p> <p><u>Materials:</u> Teachers may either use their own classroom materials (e.g., manipulatives such as attribute blocks) or the provided optional worksheet with common 2-D shapes.</p>	Not Yet Demonstrated	The student does not recognize or correctly name any of the shapes.
	Emerging	The student recognizes or names one to three shapes.
	Developing	The student recognizes all four shapes and names one to three shapes.
	Demonstrating	The student recognizes and names all four shapes.

Activities and Training Modules

The tables below provide a reference to be used when completing training modules 2-4. These modules include videos of students and teachers participating in the GKIDS Readiness Check activities. It is helpful to read the associated scripts and performance levels as you view and rate student performance during training. Each activity has a few associated slides, including an overview of the activity, a video, a written representation of the activity or a student work sample, and feedback/notes on the video. For example, in module 2, the first video clip is associated with three slides: activity overview, activity video clip, and feedback.

Module 2		
Video Clip, Vignette, Work Sample	Activity	Manual Page Number
1	ELA 1: Listens and differentiates between sounds that are the same and different.	32
2	ELA 2: Recognizes and names some upper case letters of the alphabet.	34
3	ELA 4: Tracks words from left to right, top to bottom, and page to page.	36
4	MA 2: Counts at least 10 objects using one-to-one correspondence.	43
5	MA 4: Sorts and classifies objects using one or more attributes or relationships.	45
6	MA 5: Recognizes and names common two-dimensional shapes.	46

Module 3		
Video Clip, Vignette, Work Sample	Activity	Manual Page Number
1	ELA 6: Listens to and follows multi-step directions.	38
2	FOSS 2 & 4: Engages in independent activities and continues tasks over a period of time; Performs fine-motor tasks that require small- muscle strength and control. ELA 5: Draws pictures and copies letters and/or numbers to communicate.	25, 27, 37
3	ELA 5 & 8; Draws pictures and copies letters and/or numbers to communicate; uses writing tools.	37, 40

Module 4		
Video Clip, Vignette, Work Sample	Activity	Manual Page Number
1 (practice)	ELA 4: Tracks words from left to right, top to bottom, and page to page.	36
2 (practice)	ELA 5: Draws pictures and copies letters and/or numbers to communicate.	37
3 (practice)	MA 4: Sorts and classifies objects using one or more attributes or relationships.	45
1 (quiz)	FOSS 1: Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	24
2 (quiz)	FOSS 3: Uses senses to observe, classify, and learn about objects and environment.	26
3 (quiz)	FOSS 4: Performs fine-motor tasks that require small-muscle strength and control.	27
4 (quiz)	ELA 1: Listens and differentiates between sounds that are the same and different.	32
5 (quiz)	ELA 2: Recognizes and names some upper case letters of the alphabet.	34
6 (quiz)	ELA 3: Recognizes and names some lowercase letters of the alphabet.	35
7 (quiz)	ELA 4: Tracks words from left to right, top to bottom, and page to page.	36
8 (quiz)	ELA 5: Draws pictures and copies letters and/or numbers to communicate.	37
9 (quiz)	ELA 6: Listens to and follows multi-step directions.	38
10 (quiz)	ELA 7: Uses spoken language that can be understood with ease.	39
11 (quiz)	ELA 8: Uses writing tools.	40
12 (quiz)	MA 1: Recites numbers up to 20 in sequence.	42
13 (quiz)	MA 2: Counts at least 10 objects using one-to-one correspondence.	43
14 (quiz)	MA 3: Recognizes numerals.	44
15 (quiz)	MA 4: Sorts and classifies objects using one or more attributes or relationships.	45
16 (quiz)	MA 5: Recognizes and names common two-dimensional shapes.	46

Activities may be represented as videos, vignettes, or work samples.

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