Introduction to GKIDS 2.0

2018 GACIS Winter Conference

December 3, 2018

GKIDS

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Georgia State laws 10-1-151 and 20-1-281 require an instrument, procedures, and policies necessary to assess first grade readiness of all children enrolled in Georgia public school kindergarten.
- The assessment should include guidelines for the utilization of the instrument in grade placement decisions, and requires an annual summary report.
- The Georgia Kindergarten Inventory of Developing Skills (GKIDS) was operationalized in 2008 as a year-long performance-based assessment.

Need for Change!

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- GKIDS has been revised based on results of surveys and focus groups with kindergarten and first grade teachers and system leaders.
  - We heard educators loud and clear!

GKIDS Reform/Redesign

Fall 2015 Surveys
2,218 Kindergarten teachers
1,503 First Grade teachers
582 Building Administrators
186 System Test Coordinators

Summer 2016 Focus Groups
45 Kindergarten teachers
5 regions across the state

GKIDS Survey: Listening to Teachers

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Survey of **2,218** kindergarten and **1,503** first grade teachers from 142 districts
  - 49% reported the GKIDS is beneficial to differentiating instruction
  - 40% reported to often using GKIDS formatively
  - 25% reported they often use GKIDS to individualize instruction
  - 45% reported satisfaction with the GKIDS website
  - 30% reported usefulness for first grade teachers
- Disconnect between first grade and kindergarten expectations
- The utility and relevance of GKIDS would likely improve if the scope were reduced to focus on prioritized standards.

Vision for GKIDS 2.0

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Our vision was to improve GKIDS as a more relevant assessment, more closely connected to instruction, with higher functionality and richer results linked to student performance.
  - GKIDS 2.0 remains a formative assessment – designed to inform teaching and learning in real time.
- Our goals in developing GKIDS 2.0 were to
  - streamline administration and move away from a mandated checklist;
  - increase utility;
  - inform first-grade readiness.

GKIDS 2.0

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- GKIDS 2.0 is a progression-based formative assessment, integrated into classroom work, that is aligned to the state content standards.
  - A **big idea** describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.
  - A **learning progression** shows where the student is in the learning continuum of content and reasoning development regarding the big idea from the GSE.
    - Provides the big picture of what is to be learned across the year, relates standards across grades and increased reasoning of standards within the grades, and supports instructional planning.
  - Provides teachers with one source of real-time information to adjust instruction
    - Identifies what a student already knows, what the student needs next, and allows teachers to monitor growth

GKIDS
GEORGIA KINDERGARTEN INVENTORY OF DEVELOPING SKILLS

Mathematics

Big Idea 2: A kindergarten student will count using multiple strategies.

Progression 1: Counting – Number *(Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language).*

Beginning	Emerging	Developing	Demonstrating	Exceeding
Counts to 20.	Counts to 30.	Counts to 50 by 1s and 10s.	Counts to 100 by 1s and 10s.	Counts to 120 by 1s, 5s, and 10s.
		Counts forward to 30 from a given number within 0-30 (e.g., "starting with 15, count up to 30").	Counts forward to 100 from a given number within 0 - 100.	
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

Redesign

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

GKIDS 1.0

- Primary purpose is to provide ongoing diagnostic information about students' developing skills in
  - ELA (42 elements assessed)
  - Math (26 elements assessed)
  - Personal/Social Development (8 elements assessed)
  - Approaches to Learning (10 elements assessed)
  - ***86*** *required elements to assess for each student*
- It is a tool to assist teachers in planning instruction.
- It also provides a summative component to serve as one indicator of first grade readiness.

GKIDS 2.0

- Primary purpose is to provide ongoing *formative* information about students' developing skills in
  - ELA (3 big ideas /7 progressions)
  - Math (4 big ideas/5 progressions)
  - Personal/Social Development (in development)
  - Approaches to Learning (in development)

Multiple standards integrated into each Big Idea

- It is a tool to assist teachers in planning instruction.
- It also provides a summative component to serve as one indicator of first grade readiness.

GKIDS 2.0 Timeline

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

2016

- Survey to collect feedback on the administration and use of GKIDS
- Five focus groups at regional locations across the state led by the National Center for the Improvement of Educational Assessment
- GaDOE defined a Big Idea

2017

- Jan 19-20 Defining Big Ideas workshop
- Feb 7-9 Developing Learning Progressions Workshop
- Public and National Expert review processes and item development
- Teaching Training Pilot Year 1
- Year 1 Pilot
- Dec Item matching workshop

2018

- March Item matching workshop II
- Educator feedback and revisions to performance tasks and learning progressions
- System and Teacher Training: Pilot Year 2 (3 schools)
- Year 2 Pilot

2019

- Teacher Training
- Operational Launch 2019-2020

GKIDS 2.0 ELA Big Ideas

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- **Big Idea 1:** A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.
  - **Progression 1:** Conventions of Writing
  - **Progression 2:** Spelling
  - **Progression 3:** Communication of Ideas
- **Big Idea 2**: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.
  - **Progression 1:** Comprehension
- **Big Idea 3**: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.
  - **Progression 1:** Phonemic Awareness
  - **Progression 2:** Phonics
  - **Progression 3:** High Frequency Words

English Language Arts

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

- **Progression 1:** Conventions of Writing
- **Progression 2:** Spelling
- **Progression 3:** Communication of Ideas

Conventions of Writing
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 1, Conventions of Writing						
Precursor 2	**Precursor 1**	**Beginning**	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
	WRT-1 Student recognizes name and environmental print.	WRT-2 Student describes the difference between print and illustrations while identifying that letters form words in any given print (e.g., environmental print, books, magazines, charts).	WRT-3 Student distinguishes between a letter, a word, and a sentence. Verbally identifies components of a sentence, and identifies that words are separated by spaces in print within their illustration/ writing.	WRT-4* Student applies varied spacing between words, experiments with capitalizing the first letter of sentences, and may place a period at the end of line.	WRT-4 Student applies consistent spacing between words, uses periods, and capitalizes the first letter of the sentence, and pronoun "I."	WRT-4 Student uses consistent spacing and punctuation within their writing. Student may capitalize proper nouns.
					WRT-4 Student uses grade appropriate grammar and usage.	
	CLL8.4.d	ELAGSEKRF1.b	ELAGSEKRF1.c	ELAGSEKL2.a ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKRF1.c ELAGSE1L1.k ELAGSE1L2.a ELAGSE1L2.b ELAGSE1L2.c

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Spelling
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 2, Spelling						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
		GKIDS Readiness Check English Language Arts Activity 5 Student uses strings of letters.	WRT-4* Student uses salient sounds in a word, such as initial sound, to label the illustration.	WRT-4 Student uses phonetic spelling with initial and final sound accuracy.	WRT-4 Student uses spelling with initial, medial, and final sound accuracy for one-syllable CVC words, and blends and segments onsets and rimes of single-syllable spoken words when communicating what he or she has written.	WRT-4 Student uses phonetic spelling as well as final –e, digraphs and/or blends in multi-syllabic words. Student pronounces, blends, and segments syllables into spoken words when spelling phonetically. Phonetic spelling supports communication.
				WRT-4 Student segments onsets of single-syllable spoken words when communicating what he or she has written.	WRT-4 Distinguishes between similarly spelled words by identifying the sounds of the letters that differ when spelling phonetically.	
					WRT-4 Student uses invented spelling for words that are more complex and do not follow phonetically regular CVC words.	
		CLL9.4.d ELAGSEKRF1.b	ELAGSEKL1.a ELAGSEKL2.c ELAGSEKRF3.a	ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF3.a ELAGSEKRF3.b ELAGSEKRF3.c	ELAGSEKL2.d ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF2.e ELAGSEKRF3	ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF3.a ELAGSEKRF3.b ELAGSE1RF3.a ELAGSE1RF3.c

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Communication of Ideas

DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 3, Communication of Ideas						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 5 Student draws, marks, or scribbles on page.	GKIDS Readiness Check English Language Arts Activity 5 Student draws pictures and/or copies letters/numbers to communicate using a variety of writing tools.	WRT-4* Student writes labels for illustrations using a string of letters and dictates an idea.	WRT-4 Student writes labels for illustrations using salient letters or words, and dictates a sentence.	WRT-4 Student writes a complete thought or phrase and illustrates to communicate ideas.	WRT-4 Student independently writes on a single topic and shows a logical sequence or relationship between ideas. Student uses acquired words and phrases. Student illustrates if he or she desires.	WRT-4 Student independently produces a piece of writing on a single topic that includes an introduction, key details, and may have a sense of closure. Student illustrates if he or she desires.
	GKIDS Readiness Check English Language Arts Activity 8 Student is able to hold writing tools.	WRT-4 Student uses several marks to communicate ideas which may include letters, letter-like shapes, symbols, and/or numbers. Student writes own name.		WRT-4 The intended message and what the child wrote is congruent (i.e., the child writes something and can read it back to you, and what is written/drawn and communicated matches and makes sense).		
CLL9.4.b	CLL9.4.a CLL9.4.b	ELAGSEKSL5 ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL6 ELAGSEKRF1.b	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKL1.b ELAGSE1W1 ELAGSE1W2/ ELAGSE1W7 ELAGSE1W3/ ELAGSE1W8 ELAGSE1KL6 ELAGSE1SL5

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

English Language Arts

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 2: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.

- **Progression 1:** Comprehension

Comprehension
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts						
Big Idea 2: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.						
Progression 1, Comprehension						
Precursor 2	**Precursor 1**	**Beginning**	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
In conversation	*In conversation*	*In conversation With familiar text*	*With familiar text*	*With cold read; reading levels A-B, DRA 2*	*With cold read; reading levels B-C, DRA 2, 3, 4*	*With cold read; reading levels D+, DRA 5+*
SLRC-1: Student answers questions in conversations with the teacher with one word or a short phrase.	**SLRC-1:** Student engages in conversations with the teacher using complete sentences to express ideas.	**SLRC-1:** Student describes familiar people, places, things, and events in conversation and, with prompting and support, provides additional detail.	**SLRC-3:** Student retells key details and major events orally, with pictures, or illustrations from familiar story books read aloud by others.	**SLRC-4:** With multiple readings of early decodable books, the student answers questions identifying one or more as appropriate: characters, setting, and/or main topic/idea and retells the story.	**SLRC-5:** With multiple independent readings of early emergent-reader text of different genres (storybooks, poems, nonfiction), student describes the connection between two individuals, events, ideas, or pieces of information in a text.	**SLRC-6:** With multiple independent readings of emergent-reader text of different genres (storybooks, poems, nonfiction), student infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text.
	SLRC-1: Student produces and expands complete sentences in shared language activities.	**SLRC-2 *Part A*:** Student uses finger to follow words from left to right, top to bottom, and page-by-page.		**SLRC-4:** Student answers questions about key details.	**SLRC-5:** Student compares the beginning and end of a text for character/ individual experiences using words and illustrations.	**SLRC-6:** The student self-corrects or confirms text with pictures.
		SLRC-2 *Part B*: Student orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others.		**SLRC-4:** Student answers questions about unknown words.	**SLRC-5:** Student identifies author's purpose.	
				SLRC-4:	**SLRC-5:** Student describes the similarities and	
				Student identifies the role of author and illustrator.	differences of two texts on the same topics using words and illustrations.	

English Language Arts

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.

- **Progression 1:** Phonemic Awareness
- **Progression 2:** Phonics
- **Progression 3:** High Frequency Words

Phonemic Awareness

DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts					
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression 1, Phonemic Awareness					
Precursor 1	**Beginning**	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check English Language Arts Activity 1 Student listens and differentiates between phonemic sounds that are the same and different.	PA-2 Student produces rhymes, counts, and pronounces syllables in spoken words.	PA-4 Student segments onsets and rimes of single-syllable spoken words.	PA-5 Student blends onsets and rimes of single-syllable spoken words, and blends and segments syllables in spoken words.	PA-6 Student blends and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) spoken words. (This does not include CVCs ending with /l/, /r/, or /x/).	PA-7 Student adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
PA-1 Student identifies rhymes.	PA-3 Student isolates initial sounds in spoken words.	PA-4 Student isolates final sounds in spoken words.	PA-5 Student isolates medial sounds in spoken words.		
CLL6.4.a CLL6.4.b	CLL6.4.a CLL6.4.b ELAGSEKRF2.a ELAGSEKRF2.b	ELAGSEKRF2.c	ELAGSEKRF2.b ELAGSEKRF2.c	ELAGSEKRF2.d	ELAGSEKRF2.e

Phonics
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts					
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression 2, Phonics					
Precursor 1	**Beginning**	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check English Language Arts Activity 2 Student independently recognizes uppercase early-emerging letters such as B, D, P, T, & C.	GKIDS Readiness Check English Language Arts Activity 3 Student independently recognizes and names upper- and lowercase letters of the alphabet.	PHO-1 Student independently produces one-to-one letter-sound correspondences for each consonant.	PHO-2 Student produces long vowel sounds.	PHO-3 Student isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) printed words. (This does not include CVCs ending with /l/, /r/, or /x/).	PHO-4 Student decodes final -e and common vowel team within texts.
		PHO-1 Student produces short vowel sounds.			PHO-4 Student decodes consonant digraphs within texts.
CLL7.4.a ELAGSEKRF1.d	ELAGSEKRF1.d	ELAGSEKRF3.a ELAGSEKRF3.b	ELAGSEKRF3.b	ELAGSEKRF1.b ELAGSEKRF3.a ELAGSEKRF3.b	ELAGSEKRF1.b ELAGSE1RF3.a ELAGSE1RF3.c

High-Frequency Words
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

English/Language Arts				
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.				
Progression 3, High-Frequency Words				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
HFW-1 Student identifies and names high-frequency words by sight.	HFW-2* Student independently reads common high-frequency words by sight in decodable books (e.g., and, the, of, to, you, she, my, is, are, do, does).	HFW-2 Student independently reads common high-frequency words by sight in emergent reader texts.	HFW-2 Student independently reads common high-frequency and increasingly difficult words by sight ~~(with increasing difficulty)~~ in emergent reader texts.	HFW-2 Student independently reads common high-frequency words by sight in early reader texts.
ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4

*HFW-2 can be used to assess multiple stages of the progression by using varied leveled readers. At each stage starting at *Emerging*, students are reading high-frequency words by sight in texts. Throughout the school year, this task should be repeated using different leveled readers as appropriate to the stage in progression (e.g., decodable book, emergent reader, early reader).

GKIDS 2.0 Math Big Ideas

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- **Big Idea 1:** A kindergarten student will model real world problems by composing 2- and 3- dimensional shapes.
  - **Progression 1:** Shapes
- **Big Idea 2:** A kindergarten student will count using multiple strategies.
  - **Progression 1:** Counting-Number
  - **Progression 2:** Counting-Objects
- **Big Idea 3:** A kindergarten student will compare objects and numbers represented in different ways to solve real world problems.
  - **Progression 1:** Compare
- **Big Idea 4:** A kindergarten student will apply multiple strategies to solve real world problems using addition and subtraction.
  - **Progression 1:** Addition and Subtraction

Mathematics

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 1: A kindergarten student will model real world problems by composing 2- and 3- dimensional shapes.

- **Progression 1:** Shapes

Shapes
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Mathematics				
Big Idea 1: A kindergarten student will model real world problems by composing 2- and 3- dimensional shapes.				
Progression 1: Shapes				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check Mathematics Activity 5 Identifies (points to) 2-dimensional shapes; square, triangle, circle, and rectangle (e.g., point to the circle).	SHA-1 Names 2-dimensional shapes; square, triangle, circle, rectangle, and hexagon.	SHA-2 Names 3-dimensional shapes; sphere, cylinder, cube, and cone.	SHA-4 Explains similarities and differences among 2- and 3-dimensional shapes using attributes when classifying, sorting, or identifying.	SHA-7 Builds or draws 2- and 3-dimensional shapes from given defining attributes (e.g., draw a shape with 4 corners and 4 sides and all sides are the same length).
	SHA-2 Identifies (points to) 3-dimensional shapes; sphere, cylinder, cube, and cone.	SHA-3 Describes 2- and 3-dimensional shapes using their attributes.	SHA-5 Composes simple shapes to form larger shapes with given attributes.	SHA-8 Uses composite shapes to create additional composite shapes (e.g., adds on to a given or self-created composite shape).
	SHA-1 Identifies (points to) sides and corners (vertices) when asked.	SHA-3 Classifies, sorts, or identifies shapes as 2- or 3-dimensional.	SHA-6 Creates models of real-world figures by composing 2- and 3- dimensional shapes.	SHA-9 Decomposes rectangles and circles into two and four equal shares by drawing partitions within a given shape.
CD-MA6.4a MGSEK.G.1 MGSEK.G.2	CD-MA6.4a MGSEK.G.1 MGSEK.G.2 MGSEK.G.3	CD-MA4.4b CD-MA6.4a MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.MD.1 MGSEK.MD.2 MGSEK.MD.3	CD-MA6.4b MGSEK.G.1 MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSEK.MD.1 MGSEK.MD.2	MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSE1.G.1 MGSE1.G.2 MGSE1.G.3

Mathematics

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 2: A kindergarten student will count using multiple strategies.

- **Progression 1:** Counting-Number
- **Progression 2:** Counting-Objects

Counting – Number

DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Mathematics				
Big Idea 2: A kindergarten student will count using multiple strategies.				
Progression 1: Counting – Number (Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language).				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check Mathematics Activity 1 Counts forward to 20.	CNUM-1 Counts forward to 30.	CNUM-1 Counts forward to 50 by 1s.	CNUM-1 Counts forward to 100 by 1s.	CNUM-1 Counts forward to 120 by 1s.
		CNUM-2 Counts forward to 50 by 10s.	CNUM-2 Counts forward to 100 by 10s.	CNUM-5 Counts forward to 120 by 5s.
		CNUM-3 Counts forward to 30 from a given number within 0-30 (e.g., "starting with 15, count up to 30").	CNUM-4 Counts forward to 100 from a given number within 0 - 100.	CNUM-2 Counts forward to 120 by 10s.
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

Counting – Objects
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Mathematics				
Big Idea 2: A kindergarten student will count using multiple strategies.				
Progression 2: Counting – Objects				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check Mathematics Activity 2 Counts 10 objects using one-to-one correspondence.	COB-1 Counts 1-10 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many."	COB-2 When told a number 1-10, counts out that many objects (presented in a line).	COB-4 When told a number 11-20, counts out that many objects.	COB-7 Counts more than 20 objects, presented in a variety of ways (e.g., scattered, lines, rectangular array, circles).
	COB-1 Given a set of up to 10 objects, matches a written numeral to represent the number of objects.	COB-2 Counts 11-20 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many."	COB-4 Counts up to 20 objects when presented in a rectangular array or circle. Includes answering questions about "how many."	COB-7 Given a set of more than 20 objects, matches a written numeral to represent the number of objects.
		COB-2 Given a set of 11-20 objects, matches a written numeral to represent the number of objects.	COB-5 Counts objects up to 10 in a scattered array. Includes answering questions about "how many."	COB-8 Writes numerals greater than 20 to represent a quantity.
		COB-3 Writes numerals 0-10 to represent a quantity.	COB-5 Answers questions about "one larger" in a set of up to ten objects using the number names.	
			COB-6 Writes numerals 11-20 to represent a quantity.	
CD-MA2.4b MGSEK.MD.3 MGSEK.CC.4a	CD-MA1.4c MGSE.K.CC.5b	MGSEK.CC.3 MGSEK.CC.4a MGSEK.CC.4b MGSEK.CC.5c MGSEK.MD.3	MGSEK.CC.3 MGSEK.CC.4c MGSE.K.CC.5a MGSE.K.CC.5b MGSEK.CC.5c	MGSE1.NBT.1

Mathematics

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 3: A kindergarten student will compare objects and numbers represented in different ways to solve real world problems.

- **Progression 1:** Compare

Compare
DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Mathematics				
Big Idea 3: A kindergarten student will compare objects and numbers represented in different ways to solve real world problems.				
Progression 1: Compare				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
COMP-1 Identifies/matches equal sets of objects using one-to-one correspondence.	COMP-2 Given two sets of objects, identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (0-10 objects per set).	COMP-2 Explains and/or shows whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group between 0-10 per set using counting or matching strategies.	COMP-4 Solves real world problems involving comparison of numbers of objects between 1-10—greater than, less than, equal (e.g., use counting strategies, etc.).	COMP-5 Solves real world problems by comparing two written numbers greater than 10, communicating their comparisons using words, models, or symbols.
		COMP-3 Compares two numbers between 1-5 presented as written numerals (e.g., hold up the written numbers, points to or circles the number).	COMP-3 Compares two numbers between 1-10 presented as written numerals, with at least one number being between 6 and 10 (e.g., hold up the written numbers, points to or circles the number).	
CD-MA2.4a	MGSEK.CC.6	MGSEK.CC.4a MGSEK.CC.6 MGSEK.CC.7	MGSEK.CC.4a MGSEK.CC.6 MGSEK.CC.7	MGSE1.NBT.3 MGSE1.MD.4

Mathematics

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Big Idea 4: A kindergarten student will apply multiple strategies to solve real world problems using addition and subtraction.

- **Progression 1:** Addition and Subtraction

Addition & Subtraction

DRAFT

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Mathematics				
Big Idea 4: A kindergarten student will apply multiple strategies to solve real world problems using addition and subtraction.				
Progression 1: Addition and Subtraction *(Note: This progression would begin later in the year after progress is made with counting and other prerequisite skills.)*				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
ADSU-1 Uses objects or fingers to represent and solve real-world addition and subtraction problems (result unknown) within 5, when read aloud.	ADSU-2 Draws pictures to represent and solve three types of real-world addition and subtraction problems (result unknown, change unknown, and start unknown) within 5, when read aloud.	ADSU-3 Uses counting strategies (e.g., ten frame, counting on, counting back, mental images, number lines, acting out) to solve addition and subtraction problems within 10.	ADSU-6 Solves real-world problems by adding and subtracting within 10, and explains the strategy used. The strategy can include a drawing or equation.	ADSU-9 Solves real-world problems by adding and subtracting within 11 to 19, and explains the strategy used. The strategy can include a drawing or equation.
		ADSU-4 Finds the missing number to make 5 (e.g., using ten frame, number lines).	ADSU-4 Finds the missing number to make 10 (e.g., using ten frame, number lines).	
		ADSU-5 Decomposes numbers into pairs in more than one way, using objects or drawings, within 10 (e.g., 9=4+5, 9=8+1).	ADSU-7 Responds immediately and accurately (verbally) to addition and subtraction problems within 5.	ADSU-10 Responds immediately and accurately, verbally or in writing, to addition and subtraction problems within 10.
			ADSU-8 Composes and decomposes numbers from 11 to 19 into ten ones and some further ones by using objects or drawings. Records compositions or decompositions by a drawing or equation (e.g., 18=10+8)	ADSU-11 Recognize "a ten" as a bundle of ten ones, numbers from 11 to 19 as one ten and some leftover ones, and decade numbers 10 to 90 as a group of tens with no leftover ones.
CD-MA2.4c	MGSEK.OA.1	MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5 MGSEK.CC.2 MGSEK.CC.4a	MGSEK.NBT.1 MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5	MGSE1.OA.1 MGSE1.OA.2 MGSE1.OA.6a MGSE1.OA.6b MGSE1.NBT.2

Sample Performance Task

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

COB-1

Learning Target(s): *Emerging*	1. Counts 1 -10 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many." 2. Given a set of up to 10 objects, matches a written numeral to represent the number of objects.

Manipulatives or Materials:

- 10 counters, unifix cubes, counting bears, or other small counting objects for each student (manipulatives should all be the same color)
- Written numerals 1-10 (e.g., number cards) to represent the number of objects

Process Clarification:

Part A:

Observe that the child is associating one object with one spoken number by maintaining correspondence with his or her eyes or by pointing, physically touching, moving, or sliding the objects. To reduce confusion, ensure that objects are the same color.

Part B:

If the presentation of the objects needs to be adjusted during administration, it can be.

Sample Performance Task (continued)

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Performance Task Activity:

Note: Teachers should use objects accessible in their classrooms. Underlined words represent the objects used. The underlined words should be replaced with the name of the objects used.

Part A:

Place 10 small objects on the table in front of the student in a straight line. Ask the student to count the number of objects. Say, **"I would like for you to count these objects. When you count, please say the numbers out loud."** Observe the student associating one object with one spoken number by pointing, physically touching, moving, or sliding the objects. If necessary, prompt the student to point or physically touch objects to demonstrate one-to-one correspondence.

When the student is finished counting, ask the student to verbally state the number of objects counted. Ask, **"How many objects are there?"** If the student correctly states the number of objects, continue to Part B.

Part B:

Place number cards 1-10 in order on the table in front of the student. Say, **"Let's use numbers to tell how many. Which of these numbers could you use to show how many objects are in this set?"**

Domains of Learning

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Big Ideas and Learning Progressions are in development for:
  - Approaches to Learning
  - Personal and Social Development
  - Motor Skills (optional)
  - Science (optional)
  - Social Studies (optional)

Platform & Reporting

GKIDS 1.0 Student Report

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

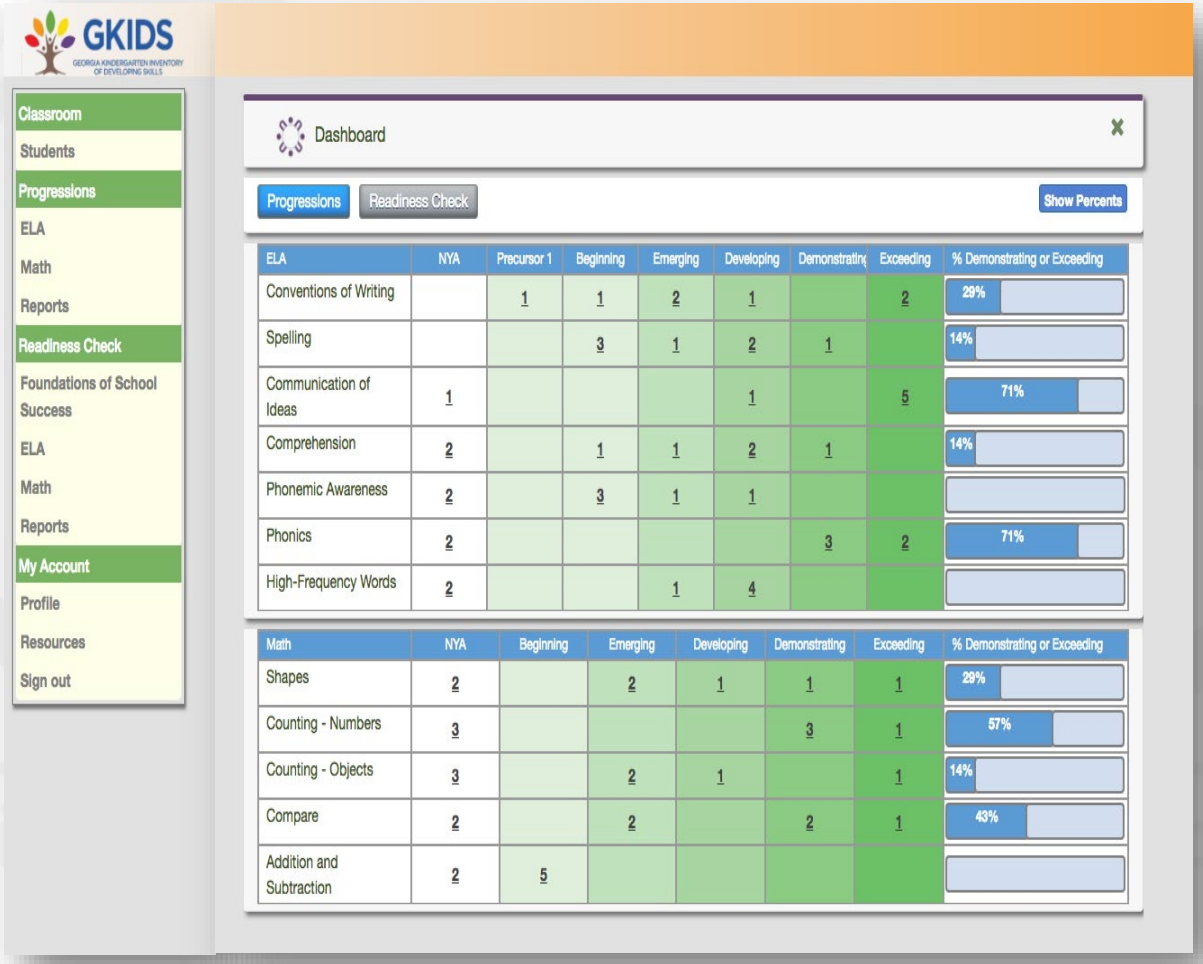
GKIDS Student Report by Standard

Name: Example Student (05/07/18)

ELA Standards	# of Skills/ Elements	# Assessed	# of Skills/Elements at Each Performance Level					How often Demonstrating/ Exceeding
			ND	EM	DV	DM	EX	
ELAGSEKRL1,2,3 Story reading skills	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRL4,RI4 Questions about words in text	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRL5 Common types of literary texts	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRL6,7,I6,7 Authors and illustrations in stories	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRL9 Compare and contrast characters	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRL10,RI10 Group reading activities	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRI1,2,3 Answer questions about informational texts	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRI5 Parts of a book	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRI8 Identify author's supporting reasons	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRI9 Compare informational texts	1	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRF1 Organization and basic features of print	3	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRF2 Spoken words, syllables, and sounds	5	0	0	0	0	0	0	0 times in 0 elements
ELAGSEKRF3 Phonics and word analysis	2	0	0	0	0	0	0	0 times in 0 elements

GKIDS 2.0 Online Platform

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



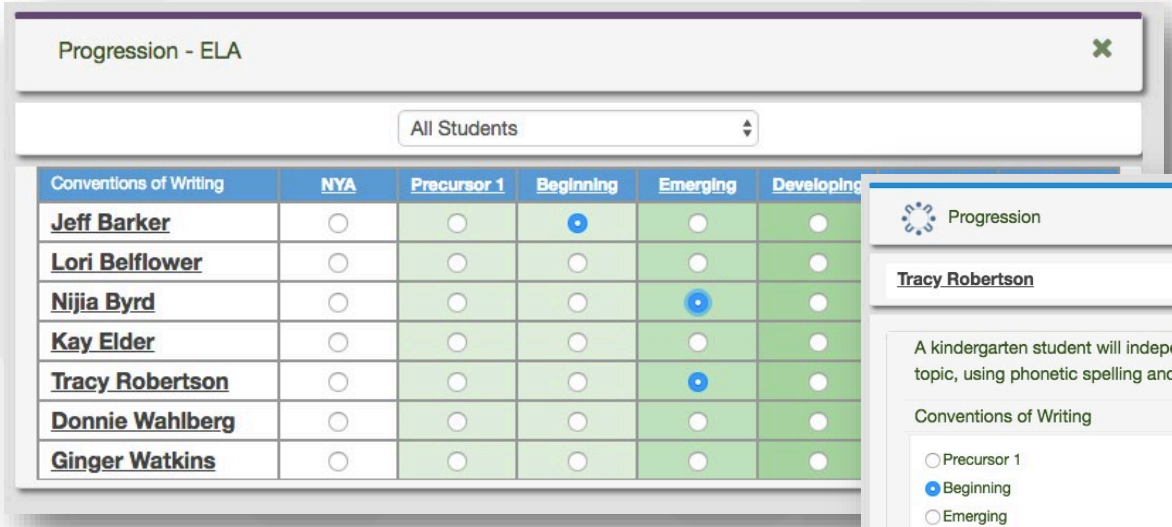
ELA	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
Conventions of Writing		1	1	2	1		2	29%
Spelling			3	1	2	1		14%
Communication of Ideas	1				1		5	71%
Comprehension	2		1	1	2	1		14%
Phonemic Awareness	2		3	1	1			
Phonics	2					3	2	71%
High-Frequency Words	2			1	4			

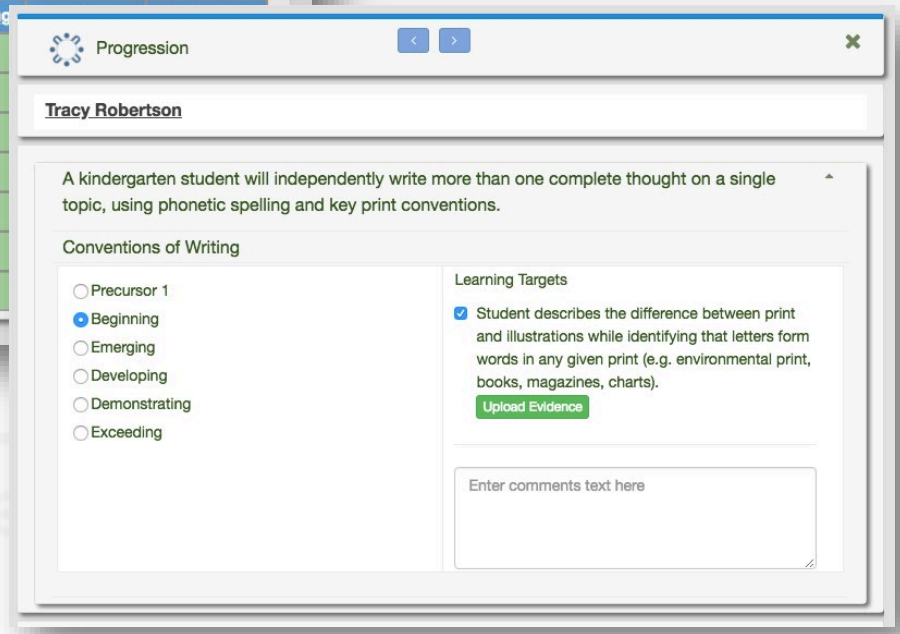
Math	NYA	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
Shapes	2		2	1	1	1	29%
Counting - Numbers	3				3	1	57%
Counting - Objects	3		2	1		1	14%
Compare	2		2		2	1	43%
Addition and Subtraction	2	5					

GKIDS 2.0 Online Platform

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Student performance can be entered by class…



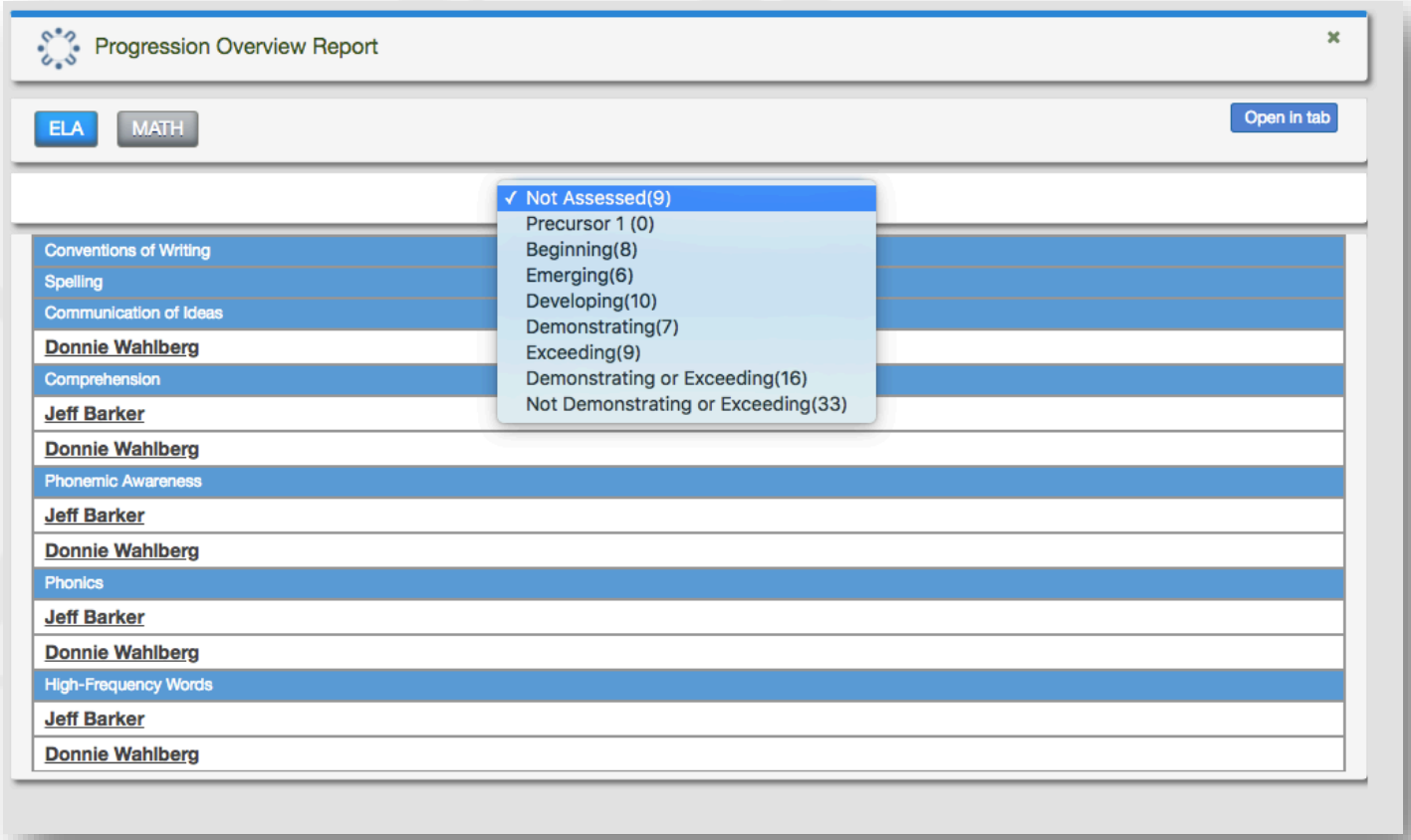


or by student

Progression Overview Report

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

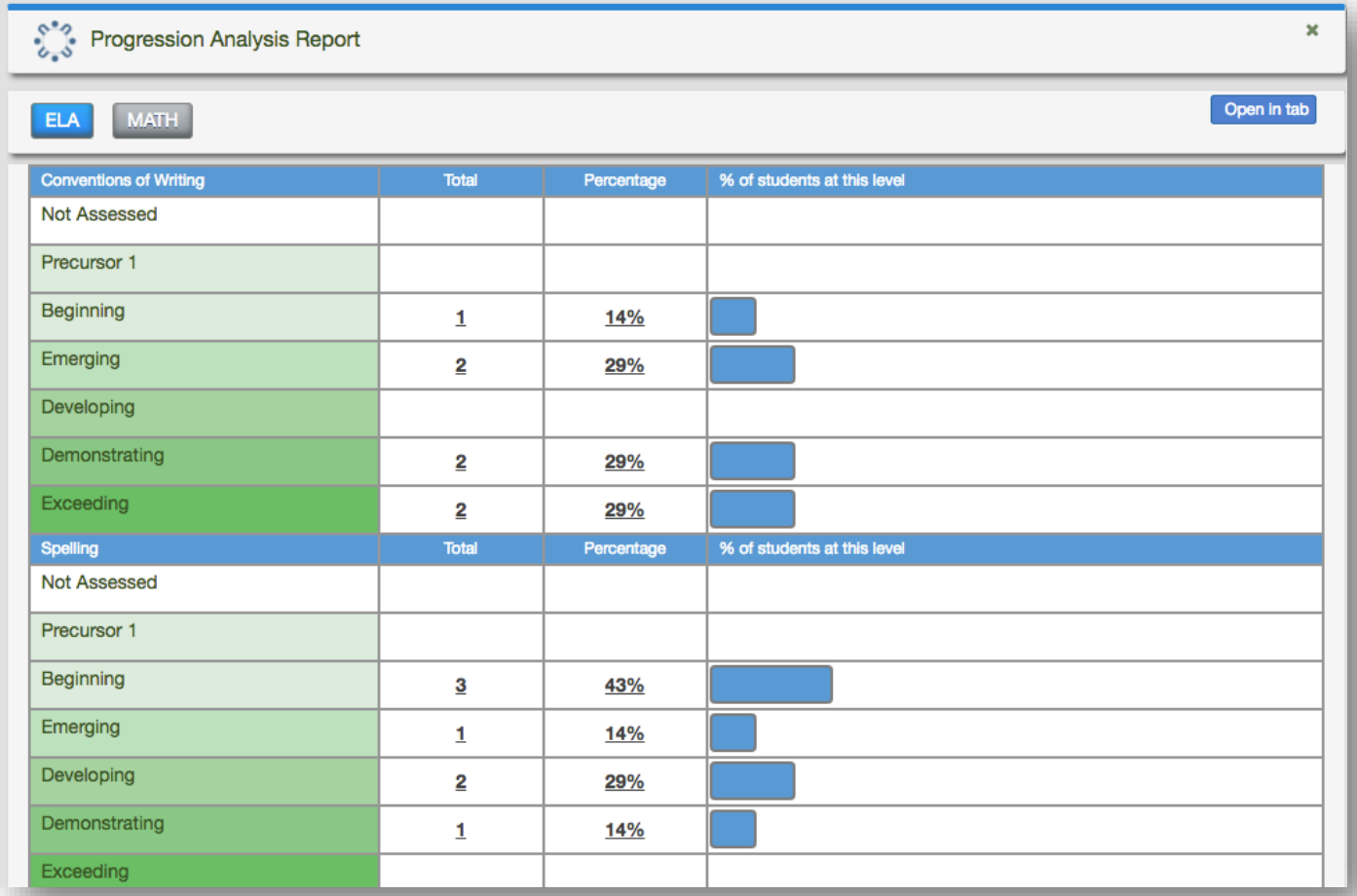
Provides a list of students at each level for each progression



Progression Analysis Report

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Provides the total count of students at each level for each progression



Progression Analysis Report

ELA | MATH | Open in tab

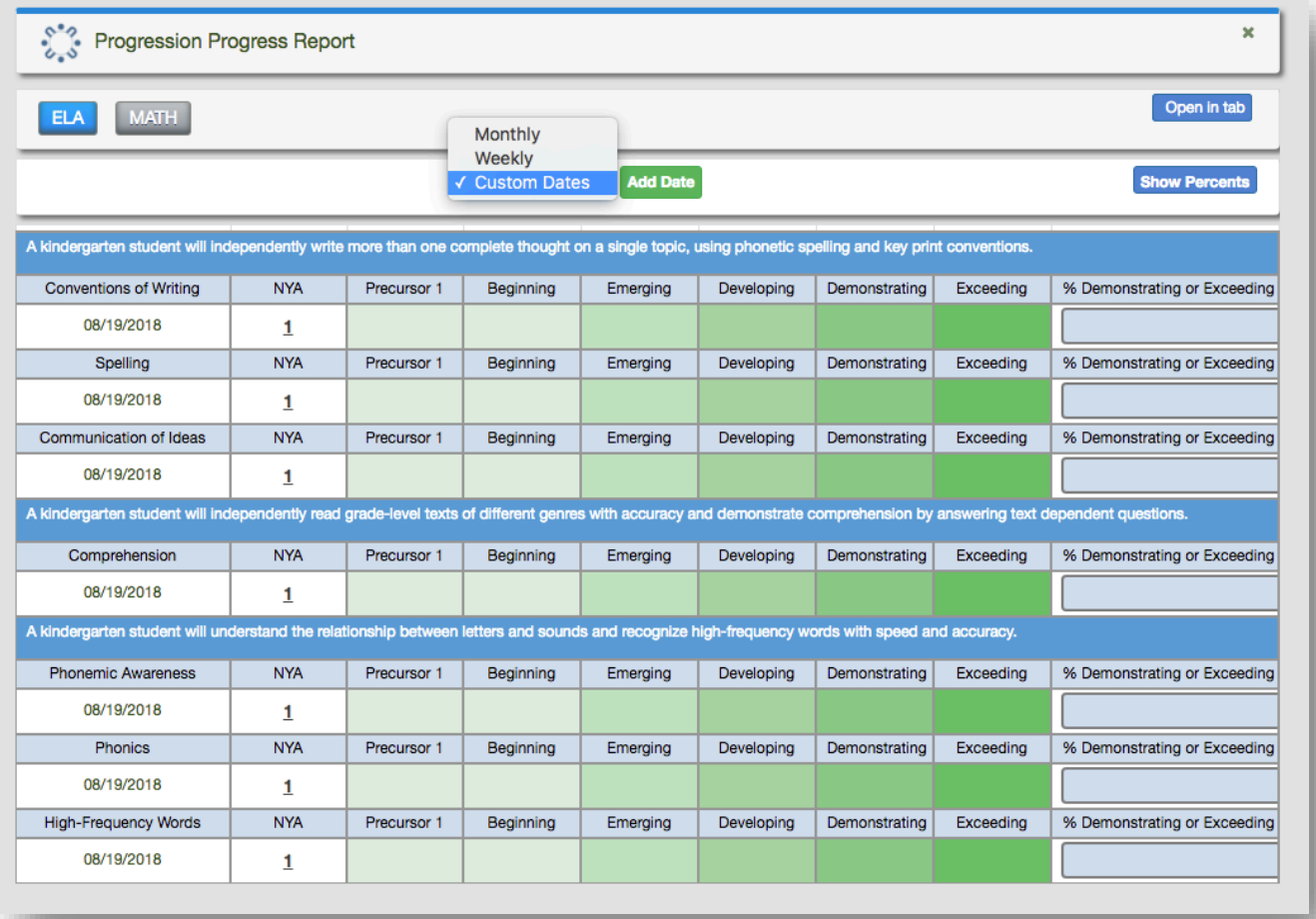
Conventions of Writing	Total	Percentage	% of students at this level
Not Assessed			
Precursor 1			
Beginning	1	14%	
Emerging	2	29%	
Developing			
Demonstrating	2	29%	
Exceeding	2	29%	

Spelling	Total	Percentage	% of students at this level
Not Assessed			
Precursor 1			
Beginning	3	43%	
Emerging	1	14%	
Developing	2	29%	
Demonstrating	1	14%	
Exceeding			

Progression Progress Report

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Provides student performance for selected dates



Progression Progress Report

ELA MATH

Monthly
Weekly
✓ Custom Dates
Add Date

Open in tab

Show Percents

A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.								
Conventions of Writing	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
Spelling	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
Communication of Ideas	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.								
Comprehension	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.								
Phonemic Awareness	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
Phonics	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							
High-Frequency Words	NYA	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding	% Demonstrating or Exceeding
08/19/2018	1							

Additional Reports

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Individual Student Report
- Student level progression progress report

Contact Information

Dr. Jan Reyes
Director of Assessment Development
404-463-6665 or jreyes@doe.k12.ga.us