Georgia
Kindergarten
Inventory of
Developing
Skills

2011-2012

Administration Manual

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"Making Education Work for All Georgians"

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GKIDS Quick Reference Page: 2011-2012

Who are the contact personnel for GKIDS?

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Georgia Center for Assessment (GCA)
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When are the testing windows/reporting deadlines for GKIDS?
There are no state-mandated testing windows during the school year, but local systems may require reporting windows. However, all required student data for the 2011-2012 school year must be entered into the GKIDS Data Entry and Reporting website by May 11, 2012.

What is the address of the GKIDS Data Entry and Reporting Website?
To log in and enter data go to: **https://gkids.tsars.uga.edu/start**

GKIDS Website: Updates for the 2011-12 School Year
The following changes will be implemented for the 2011-2012 school year.

- The GKIDS website will allow System Test Coordinators to view individual teacher reports via the GKIDS website. These class level summary reports were previously available only to school level coordinators.
- The wording of the "meets the standard" performance level for ELAKR3 (element a/c) was revised to match the wording in the Georgia Performance Standards (see page 29).

How do I get a GKIDS login and password?
All system coordinator, school coordinator and teacher information in the website from the 2010-11 school year will remain intact unless otherwise requested by systems. Your login and passwords from last year will remain active. New teachers will receive passwords and login information from their school test coordinators. New school test coordinators will receive passwords and logins from their system test coordinators. If you are a new

system test coordinator, please contact GCA for assistance. If you have forgotten your login information, or if you have moved to a new school or system, please contact GCA for assistance.

What additional resources are there for GKIDS?

- Assessment and Instructional Guide for GKIDS
- Parent Brochure
- Sample Baseline Assessments
- Spanish Translation of Element-Level Student Report

These resources are posted in the "Resource Box" on the GKIDS page of the GaDOE website. Go to http://www.gadoe.org/ci_testing.aspx and click on "Georgia Kindergarten Inventory of Developing Skills (GKIDS)" at the bottom of the page. For instructional support, you may browse the GaDOE frameworks at: www.georgiastandards.org/Frameworks. Frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS).

How is this manual different from the 2010-11 Administration Manual?

The wording of the "meets the standard" performance level for ELAKR3 (element a/c) was revised to match the wording in the Georgia Performance Standards (see page 29).

I. INTRODUCTION TO GKIDS

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

Purpose

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS will also provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students.

Domains of Learning

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

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

Four of these domains (ELA, Math, Science, and Social Studies) are based on and aligned with the Georgia Performance Standards for kindergarten. There are also three non-academic domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills). The domains of Social Studies, Science, and Motor Skills are optional at this time. Systems may require teachers to use GKIDS to collect and report information locally on student performance in these areas, but this data will not be part of the end-of-the-year report, and it is not required to be entered into the GKIDS Data Entry and Reporting website unless required by the system. Systems have the option of requiring only some elements of Social Studies, Science, or Motor Skills to be assessed, all of the elements of these domains to be assessed, or none of the elements of these domains to be assessed.

Academic Domains and Georgia Performance Standards

The Georgia Performance Standards are arranged by domain, strand, standard, and element. For example, "English Language Arts" is a domain, "Reading" is a strand within ELA, "Concepts of Print" is a standard within Reading, and "Tracks text from left to right and top to bottom" is an element within the "Concepts of Print" Standard.

- Domain: ELA
- Strand: Reading
- Standard: Concepts of Print
- Element: Tracks text from left to right and top to bottom

The GPS standards are abbreviated in this manner: ELAKR1 (a).

- ELA = English Language Arts
- K = Kindergarten
- R1 = Reading Standard 1
- a = element a within reading standard 1.

Most GPS standards have multiple elements. **In GKIDS, students are assessed at the element level of the GPS.**

Performance Levels

ELA, Math, Social Studies, and Science standards will be assessed using two to five performance levels for each element.

- Not Yet Demonstrated

- Emerging
- Progressing
- Meets the Standard
- Exceeds the Standard

The number of levels was determined by the GKIDS Advisory Committee and will be specific to each element of the GPS. The number of performance levels is based on the range of student performance that can be observed for each element.

Flexible Model of Assessment

In contrast to the previous Kindergarten assessment (GKAP-R), GKIDS does not have specified assessment activities. Instead, the teacher (or local system) decides what assessment activities to use and how frequently to assess. Teachers may use assessment activities that cover multiple elements at one time and/or assess multiple children at a single setting. Teachers may assess by observing student performance during the course of regular classroom instruction or by an assessment activity of the teacher's choice. Because teachers have the freedom to assess according to the individual needs of each student, no accommodation information is collected.

Non-Academic Domains

There are three non-academic areas that can be assessed using GKIDS: Approaches to Learning, Personal and Social Development, and Motor Skills. The Motor Skills domain is optional. Teachers may choose to record motor skills data only for students that demonstrate an area of concern. Students are assessed using the following performance levels:

- Area of Concern
- Developing
- Consistently Demonstrating

Testing Windows

Except for the end of year summary report, there are no state-mandated testing windows for GKIDS. Schools and systems may teach and assess the GPS based on their own unique schedules, reporting information at any time as required by the local district.

Testing Materials

Pre-printed test booklets and activity kits will not be provided with GKIDS. This Administration Manual includes an assessment page for each element of the GPS. The assessment page contains the GPS standard and element, performance levels for assessing the element, sample assessment activities, and instructional suggestions for teachers and/or parents. These assessment pages are arranged by domain in sections 2-5 of this manual. Some elements also have resource pages that can be used to assess or document student performance. Teachers may use common classroom materials for assessment activities. Rather than recording student performance on a scannable form, teachers will use the GKIDS Data Entry and Reporting Website.

GKIDS Data Entry and Reporting Website

Beginning July 25, 2011, the GKIDS data entry and reporting website will be available 24 hours a day, 7 days a week (except for scheduled maintenance) for teachers to enter student data. The web address is https://gkids.tsars.uga.edu/start. The website allows teachers to enter and manage data throughout the school year. Teachers can enter data by student or by element for the entire class. See section X of this manual for GKIDS website instructions.

Individual Student Reports

Throughout the year, teachers have the option of generating reports (web page and PDF options) at any time for instructional planning, progress reports, report cards, and SST or parent conferences. On the website, teachers can select a student report by GPS element, by standard, or by strand. The web page version will include data the teacher has entered for all domains. The PDF version will include the four required domains (ELA, Math, Personal and Social Development, and Approaches to Learning). These reports are generated as teachers select them and will include all data entered at that time.

At the end of the year, any of these reports (strand, standard, or element) may be used as the official individual student report within the system. See Section XI of this manual for sample reports.

Summary Reports

Throughout the school year, teachers can select a class report from the GKIDS website. A school coordinator can view class reports, a school report, and search for reports on individual students. A system coordinator can view school reports, a system report, and search for reports on individual students. These reports are generated on the weekends by GCA. They can be viewed at any time, but they will reflect data entered by the date listed on the report. After the data entry deadline on May 11, 2012, GCA will begin generating school and system summary reports that will be delivered to school systems.

II. PLANNING FOR GKIDS THROUGHOUT THE SCHOOL YEAR

Using the Georgia Performance Standards in Instructional Planning

The Georgia Performance Standards represent the knowledge and/or skills students should have by the end of the kindergarten year. Some GPS standards/elements represent activities students should be involved in throughout the school year (i.e., listening to a variety of literature) and some GPS elements represent knowledge students should be learning (reading, counting).

For children to accomplish the GPS standards for kindergarten, they have to be taught the prerequisite skills and conceptual understandings for each standard (i.e., number recognition). Because students entering kindergarten may have from 0-3 years experience in a preschool setting, instruction and assessment must be paced to fit the needs of each individual child.

As the School Year Begins

- Read the GKIDS Assessment and Instructional Guide, which is available on the Georgia Department of Education website. Go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment.
- Familiarize yourself with Performance Level Descriptors for the content areas of GKIDS that you will be teaching early in the school year.
- If you have not previously assessed Approaches to Learning, please read the research materials.
- Familiarize yourself with options for recording data on the GKIDS Data Entry and Reporting website and create your class list.
- Develop a general assessment plan or timeline.
- Determine which GPS elements/content areas to assess in the first six to nine weeks of the school year.
- Contact school P.E. Teacher to plan formal or informal assessment of motor skills (optional).
- If the local system requires administering other kindergarten screenings and assessments early in the year, use this data for GKIDS when applicable.

Creating an Assessment Plan

Because GKIDS does not have prescribed assessment "windows" for the GPS standards in each domain of learning, local systems will need to establish guidelines based on their system curriculum maps for kindergarten. Sample kindergarten curriculum maps (suggested year long pacing guides) for language arts, math, social studies, and science are available at www.georgiastandards.org.

Baseline Assessments

GKIDS does not require a baseline assessment at the beginning of the school year, but baseline assessments may be developed by local systems or schools. To view examples of baselines created by systems using GKIDS performance levels, go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment.

Assessment is Ongoing

Teachers informally assess students throughout the school day (and year) to inform instruction. Assessments take place. . .

- before instruction
    - to plan learning experiences
- during instruction
    - by observing and asking questions
- after instruction
    - to see what children have learned
    - to plan the next instructional step

GKIDS was designed to allow teachers to assess students through ongoing, naturalistic observations that take place daily in the classroom.

Classroom Contexts for Assessment

Rather than a one-on-one assessment of students in a testing context, GKIDS allows for naturalistic assessment of students within normal classroom activities. Whenever possible, teachers are encouraged to assess students in groups in naturally occurring classroom contexts. Examples are provided below:

- Center Time and Work Stations
- Outdoor Activities
- Classroom Routines
    - Calendar Time

    - Attendance
    - Transitions
    - Lunch Room
- Teacher Directed Instruction
    - Directed Reading Time
    - Directed Math Time
    - Language Arts Time
    - Independent Reading Time
    - Playing Games
    - Singing Songs
    - Reading Books Aloud

<u>During the Year: Determining GKIDS Sequence</u>

- Decide which GPS elements would be most helpful to diagnose the instructional starting point of each student. . .
    - by using your judgment of the most critical skills students need in Kindergarten.
    - taking into consideration that some GPS elements are more complex and build on the skills taught earlier in the year.
- Plan Multiple Observations.
- Experiment with varied methods of documenting student learning.
- Adjust scope/sequence of assessment as the instructional needs of students change throughout the year.
- Plan assessment sequence throughout the year to match system level requirements (report cards, parent conferences, instructional interventions).

<u>How many assessments of a skill are enough?</u>

All of the GKIDS Performance Levels for Meets the Standard include the word "consistently." Therefore, one assessment is rarely enough to demonstrate a full grasp of any GPS element in ELA or Math. Several assessments over a period of time are the best way for a teacher to get a true picture of the range of what a student can do. Teachers are not required by the GaDOE to enter data in the GKIDS Data Entry Website every time a skill is assessed or every time a student moves from one performance level to the next.

GKIDS Reporting Deadlines

There is no state-mandated reporting window at the beginning of the school year or in the middle of the school year. Systems may develop and require local reporting windows. The deadline for entering GKIDS Data for the 2011 – 12 school year is May 11, 2012. By this date, you should have entered data for all of your students in the following domains:

- English Language Arts
- Math
- Approaches to Learning
- Personal and Social Development

You will enter student data using the GKIDS Data Entry and Reporting System: https://gkids.tsars.uga.edu/start. There are no scannable forms to complete or ship.

III. ENGLISH LANGUAGE ARTS

In this section, you will find an assessment page for each element in the Kindergarten GPS for English Language Arts. Each assessment page contains the following information:

- GPS standard and element (yellow box on top)
- Performance Level Descriptors (turquoise box on the left)
- Assessment Activities (light turquoise box on the right)
- Instructional Suggestions for teachers and/or parents (sky blue box on the bottom)

Before using GKIDS for the first time, read the entire GKIDS Assessment and Instructional Guide, which is available on the Georgia Department of Education website. Go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment. The Assessment and Instructional Guide has important information about planning, observing and documenting student learning throughout the year.

Also, for instructional support, you may browse the GaDOE frameworks at: www.georgiastandards.org/Frameworks/pages/BrowseFrameworks/elaK-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS). The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units and tasks.

Instructional videos are also available on the GeorgiaStandards website: https://www.georgiastandards.org/Resources/Pages/Videos/VideosandPodcasts.aspx

http://gadoe.georgiastandards.org/english_vc.aspx

English Language Arts: Reading

ELAKR1. The student demonstrates knowledge of concepts of print. The student

a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.

Performance Levels	
Not Yet Demonstrated	Student does not recognize that print and pictures can inform, entertain, and persuade.
Progressing	Student recognizes that pictures and/or print can inform, entertain, OR persuade.
Meets	Student consistently recognizes that pictures and print can inform, entertain, AND persuade.

Instructional Strategies

Instructional Suggestions for Teachers

- Walk around the school and look for signs and labels.
- Read books about signs
- Suggested book: Signs by Tana Hoban
- Include wooden signs in learning centers or use models to introduce concepts of print
- Use newspapers to explore print (letters, words, pictures, numbers, and symbols)

Assessment Activities

(1) As a class, discuss that books and newspapers both have text/print and pictures. Discuss signs that are used in school, on the road, or any other place they might see signs. Ask students why signs are important. Ask why people read books and newspapers and look at the pictures in books and newspapers.

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(2) Display examples of common signs, word puzzles, newspaper ads (i.e. toy ads), and non-fiction books (perhaps about animals, dinosaurs, etc.). Sample questions teacher could ask:

- "Which of these would you choose if you were reading for fun?" (puzzles, books -entertain)
- "Where would you look if you wanted to learn more about . . . . . ?" (books -information)
- "Which one of these would help you find the way to . . . . . .?" (signs)
- "Which one would you show your parents if you wanted them to buy you something?" (ads – persuade)

ELAKR1-a (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • Visit the library to view and discuss the different types of printed or symbolic materials • Provide and explore dictionary– talk about ABC order, bold print, definitions, etc. **Instructional Suggestions for Parents** • Point out and discuss signs and symbols at school/community/home • Explore and discuss newspapers, magazines, etc. • Families may visit public library and find materials to research a particular topic.	(3) Use signs in the classroom and the school building to determine whether students recognize that print (signs) can inform. Common signs may include: Stop, Exit, Bathrooms (male/female), Rooms in the school (office, cafeteria, media center), Handicap, Do Not Enter. Discuss other signs that students may see outside of school. ---------- (4) Observe students as they select books from the media center in the classroom. Ask them how they make their choices of what to read in their free time.

English Language Arts: Reading

ELAKR1. The student demonstrates knowledge of concepts of print. The student
b. Demonstrates that print has meaning and represents spoken language in written form.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not demonstrate that print has meaning and represents spoken language.	(1) Show a page containing a picture and text to the student. Ask the student where the teacher should begin reading the story. The student will point to the area of the words if he/she understands that print has meaning and represents spoken language. ---------- (2) Have the child draw a picture. The teacher will ask the student to tell about the drawing. The teacher records the dictation beneath the child's picture. The teacher then asks, "If I wanted to read this story, where should I begin reading?" Student will point to the area of the words if he/she understands that the print contains meaning and represents spoken language. ---------- (3) Provide stapled pages for individual student journals and time for free writing each day. Text may be added by the student or teacher. Observe and discuss journal entries with students as a whole group and as individuals.
Progressing	Student recognizes that print has meaning OR represents spoken language in some contexts (e.g., student's name, stop sign).	
Meets	Student consistently demonstrates that print has meaning and represents spoken language.	
Instructional Strategies		
Instructional Suggestions for Teachers • Model during shared reading, read-aloud time, literacy centers, etc. • Model tracking of text during reading by pointing to words as they are read. • Have students draw a picture. Provide them with some words that describe their picture and let them write (copy) them beneath the picture. • Buddy reading – Have students read simple texts to each other, pointing to the words as they read.		

ELAKR1-b (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Parents • Read to child and model pointing to the words of the text during the reading of the story.	

English Language Arts: Reading

ELAKR1. The student demonstrates knowledge of concepts of print. The student
c. Tracks text read from left to right and top to bottom.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not track text from left to right or top to bottom.	(1) Observe daily while students, in small or large groups, are reading or looking at books, text on a computer, or other areas of the classroom. ---------- (2) Provide the student with a reading passage and ask the student to track the sentences, left to right and top to bottom, as you read aloud. Script: "If I am going to read these sentences, where should I start?" "Where would I go next?" "Where would I go after that?" Student will point to indicate top to bottom and left to right directionality with return sweep.
Progressing	Student tracks text from left to right OR top to bottom, but not both.	
Meets	Student consistently demonstrates tracking text from left to right AND top to bottom (e.g., by pointing, touching each word, sweeping hand across and down the page, or by reading aloud).	
Instructional Strategies		
Instructional Suggestions for Teachers • Modeling with books or charts • "I'm using my pointer finger, and this is how we learn to read." • At the end of a line, have students say, "back to the left" • Use a fly swatter with the center cut out to track words • Popsicle stick for tracking word by word • Computer programs to drag mouse across words to highlight them as they are read (Ex. Starfall.com)		

ELAKR1-c (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • Color coding for text with green on the left and red on the right • Match a cut-apart sentence with a model of the same complete sentence **Instructional Suggestions for Parents** • Read stories to child; point to the words while reading, indicating top to bottom and left to right directionality.	

English Language Arts: Reading

ELAKR1. The student demonstrates knowledge of concepts of print. The student

d. Distinguishes among written letters, words, and sentences.

e. Recognizes that sentences in print are made up of separate words.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not distinguish among written letters, words, or sentences.	Have students follow these directions using a teacher-selected text: • Using your yellow highlighter, highlight a sentence. • Using your blue highlighter, highlight a word. • Circle letters or highlight letters. Other options that don't require a highlighter: • Point to letters, words, or sentence. • Tell how many words are in sample sentences.
Progressing	Student begins to distinguish among letters, words, and sentences.	
Meets	Student consistently distinguishes among written letters, words, and sentences.	
Instructional Strategies		
Instructional Suggestions for Teachers • During shared reading, have students identify letters, words, and sentences. **Instructional Suggestions for Parents** • Using any source of literature in the home, point out letters, words, and sentences to your child.		

English Language Arts: Reading

ELAKR1. The student demonstrates knowledge of concepts of print. The student

f. Begins to understand that punctuation and capitalization are used in all written sentences.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify capital letters at the beginning of a sentence or punctuation marks at the end.	(1) Using teacher-selected text, ask students to: • Point to the capital letter at the beginning of a sentence. • Point to a punctuation mark at the end of a sentence. ---------- (2) Given a paragraph on paper, a newspaper article, chart story, etc. have students put rectangles around all first letters of sentences and circle all punctuation marks at the ends of the sentences.
Progressing	Student identifies capital letters at the beginning of a sentence OR identifies punctuation marks at the end.	
Meets	Student identifies capital letters at the beginning of a sentence and punctuation marks at the end of a sentence.	
Instructional Strategies		
Instructional Suggestions for Teachers • Modeling using natural settings during morning message, daily news, shared reading, etc. **Instructional Suggestions for Parents** • Identify capital letters and punctuation marks in books at home.		

English Language Arts: Reading

ELAKR2. The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.

Performance Levels	
Not Yet Demonstrated	Student does not distinguish rhyming and non-rhyming words or produce rhyming words in response to an oral prompt.
Progressing	Student distinguishes rhyming and non-rhyming words OR produces rhyming words in response to oral prompts.
Meets	Student consistently distinguishes rhyming and non-rhyming words AND produces rhyming words in response to an oral prompt.

Instructional Strategies

Instructional Suggestions for Teachers/Parents

- Read books with nursery rhymes, pointing out words that rhyme.
- During daily oral reading or read-alouds, emphasize words that rhyme.
- Sing rhyming songs
- Use rhyming cards (match pictures that rhyme).

Assessment Activities

Note: Teachers may substitute their own rhyming words for any of the word lists contained in these suggested activities.

(1) Teacher says, "Words can rhyme when they end with the same sound. Listen to these words: run, sun, and bun. They rhyme because they end with the same sound /un/.
Listen to these words: cat, mat, and sat. They rhyme because they end with the same sound /at/."

"Let's begin. I am going to say two words. Tell me if they rhyme – yes or no."
(Student may need to repeat the pair of words before responding.)

1. pat/sat
2. rat/ring
3. log/like
4. tug/rug
5. sit/hit
6. cat/call
7. fish/wish
8. bike/like
9. can/man
10. bell/girl

ELAKR2-a (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers/Parents • Assisted writing – help students create sentences using words that rhyme. • Display charts or write on board – Sentences containing rhyming words that are left out. Students try to fill in the blanks. Ex. The cat sat on the _____ (mat). • During reading, select words and ask students to think of a word that rhymes.	(2) Teacher says, "Listen to this word – hot. Can you think of a word that rhymes with hot?" (Discuss possibilities.) Practice with king, and bed. "Let's begin. Tell me a word that rhymes with: 1. sad 2. fox 3. wet 4. bake 5. look 6. like 7. man 8. rock 9. red 10. hat **NOTE: The standard is "rhyming." Nonsense words as student responses are acceptable and should be counted as a correct response.**

English Language Arts: Reading

ELAKR2. The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

b. Identifies component sounds (phonemes and combination of phonemes) in spoken words.

d. Segments the phonemes in high frequency words.

Performance Levels	
Not Yet Demonstrated	Student does not identify sounds in spoken words.
Progressing	Student identifies some sounds in spoken words.
Meets	Student consistently segments beginning, medial, and final phonemes in spoken words and high frequency words.

Instructional Strategies

Instructional Suggestions for Teachers

- Model; provide a variety of words, speaking slowly so that students can hear sounds in words. Clap out sounds.
- Use magnetic letters to illustrate segmenting and blending letter/sounds.
- Use Elkonin boxes for blending and segmenting.

C	A	T

Elkonin Box

Assessment Activities

Teacher says: "I am going to say a word. (Say the word slowly, emphasizing sounds.) After I say it, you tell me all the sounds you hear in the word. So if I say top, you would say /t/, /o/, /p/. You try it – What sound did you hear first, next, and last in the word cat?" (Practice with other words, such as sit, beg, or hot.)

"Let's begin. Tell me all the sounds you hear."

1. pig
2. bed
3. sock
4. fun
5. sad
6. fish
7. book
8. lake
9. jog
10. web

OR

"Let's begin. Tell me the sounds you hear.

1. run
2. not
3. make
4. red
5. big
6. can
7. six
8. that
9. like
10. must

English Language Arts: Reading

ELAKR2. The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

c. Blends and segments syllables in spoken words.

Performance Levels	
Not Yet Demonstrated	Student does not blend or segment syllables in spoken words.
Progressing	Student blends OR segments some syllables in spoken words.
Meets	Student consistently blends AND segments syllables in spoken words.

Instructional Strategies

Instructional Suggestions for Teachers

- Model blending and segmenting syllables. Using a puppet, have the puppet say part of the word and the teacher say the other part. Then have the student put the two parts together and say the word.
- Use student names for blending and segmenting.
- Use picture cards for student to provide syllables.
- Read text and highlight particular words; stop in reading for student to segment syllables or tell how many syllables.
- Use magnetic letters to illustrate blending and segmenting letter/sounds.

Assessment Activities

(1) Blending Syllables

Teacher says: "I am going to say a word in parts. Listen carefully and see if you can put the parts together and tell me the whole word. Let's practice. If I say 'pen-cil' you will put the word parts together and say pencil. Let's try another one: 'cow-boy.' What is the word?" (Practice with ti-ger and yes-ter-day.)

"Let's begin." (Say words slowly; pause between syllables)

1. popcorn
2. rabbit
3. paper
4. alphabet
5. computer

(2) Segmenting Syllables

Teacher says: "This time I'm going to say the whole word. I want you to clap the parts or syllables you hear. (Students may clap, snap, or tap their foot). Let's practice. Listen to this word – happy." Demonstrate clapping the parts in this word. Practice with hamburger and monkey (Teacher should provide practice with one-syllable words also if these are to be included in the assessment).

ELAKR2 – c (continued)
Assessment Activities
Then have students clap the parts or syllables as you read the following words: "Let's begin." (Teacher pronounces words normally, not pausing between syllables) 1. butterfly 2. pig 3. zebra 4. eraser 5. napkin ***Note: Teachers may use their own word lists for these activities.***

English Language Arts: Reading

ELAKR2. The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

e. Blends spoken phonemes to make high frequency words.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not blend spoken phonemes to make high frequency words. (Student makes no attempt or an unsuccessful attempt to produce a word after hearing segmented phonemes.)	***Note: Teachers may use their own word lists for this activity.*** Teacher says: "I am going to say the sounds (phonemes) of a word. Listen carefully and see if you can put the sounds together and tell me the whole word. Let's practice." (Say words slowly, deliberately segmenting sounds.) b-i-g, w-e, h-e-l-p "Let's begin." (Teacher produces individual phoneme sounds.) 1. did 6. yes 2. got 7. green 3. five 8. up 4. put 9. find 5. make 10. ran
Progressing	Student begins to blend spoken phonemes to make high frequency words. (After hearing segmented phonemes, some attempts to produce a word are correct.)	
Meets	Student consistently blends spoken phonemes to make high frequency words.	
Instructional Strategies		
Instructional Suggestions for Teachers • Use picture cards for students to produce phonemes of words pictured. • Say high frequency words for students to produce phonemes. • Use high frequency word cards.		

English Language Arts: Reading

ELAKR3. The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken words.

c. Matches all consonant and short-vowel sounds to appropriate letters.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not match consonant and vowel sounds to appropriate letters.</td><td rowspan="3">When presented with letter cards in random order, the student will verbally produce the corresponding sounds. The teacher will record student responses on a recording sheet. The teacher says: "I am going to show you some letters. Please tell me the sound of each letter as I show it to you."</td></tr>
<tr><td>Emerging</td><td>Student matches 1-12 sounds to appropriate letters.</td></tr>
<tr><td>Progressing</td><td>Student matches 13-25 sounds to appropriate letters.</td></tr>
<tr><td>Meets</td><td>Student consistently matches 26 sounds to appropriate letters.</td><td rowspan="3">Instructional Suggestions for Teachers
• Phonemic awareness activities – poems, music, rhythm activities, jingles, rap and movement
• Computer games, leap pads
• Use Alphabet Cards with pictures that illustrate sounds.
• Draw pictures of words that begin with selected letters.
• Build a "word bank" of words beginning with selected letters.
• Use words that begin with selected letters in sentences.

Instructional Suggestions for Parents
• Computer games (ex. Starfall.com)</td></tr>
<tr><td>Exceeds</td><td>Student consistently matches all consonant and vowel sounds (including the hard and soft sounds of "c" and "g" and the various sounds of "y").</td></tr>
<tr><td colspan="2"></td></tr>
</table>

English Language Arts: Reading

ELAKR3. The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

b. Recognizes and names all uppercase and lowercase letters of the alphabet.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize and name any letters.	When presented with letter cards in random order, the student will recognize and name upper and lower case letters. The teacher will record student responses on recording sheet. The teacher says: "I am going to show you some letters. Please tell me the name of each letter as I show it to you." **Note: Letters should be presented in a random order (not in alphabetical order).**
Emerging	Student recognizes or names 1 – 35 upper or lower case letters.	
Progressing	Student recognizes and names 36 – 51 upper or lower case letters.	
Meets	Student consistently recognizes and names all 52 upper and lower case letters.	

Instructional Strategies

Instructional Suggestions for Teachers

- Play games with alphabet cards.
- Make an Alphabet Book, with pictures to illustrate each upper/lowercase letter pair.
- Draw pictures of words that begin with selected letters
- Build a "word bank" of words beginning with selected letters
- Use words that begin with selected letters in sentences
- Teacher made games, music, poems, jingles, puppets, sign language, movements, computer games, language master games

English Language Arts: Reading

ELAKR3. The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

d. Blends individual sounds to read one-syllable decodable words.

Performance Levels	
Not Yet Demonstrated	Student does not blend individual sounds to read one-syllable words.
Progressing	Student produces individual sounds but does not blend the sounds together to read the one-syllable words.
Meets	Student consistently blends sounds to read one-syllable words or reads automatically without decoding.

Instructional Strategies

Instructional Suggestions for Teachers

- Practice in guided reading, whole group activities, tapping out sounds, phonemic awareness activities.
- Place markers, color code vowels and consonants

Assessment Activities

The student will blend individual sounds to read one syllable c-v-c (consonant-vowel-consonant) words. The teacher will use a list composed of three words for each vowel sound. Practice pronouncing words by separating each word into three sounds. Use Word Cards (cat, bag). Teacher reads the card by separating the word into three sounds, /c/-/a/-/t/, and then says cat. The student responds by saying /c/-/a/-/t/, cat. Repeat practice with the word bag.

The teacher says: "Please read each word to me. You can read the words or you may separate the words into sounds and then read them." The student may sound out or read the word.

1. sad
2. red
3. pig
4. rub
5. sit
6. tag
7. him
8. log
9. beg
10. hop
11. wet
12. bug
13. man
14. fun
15. pot

Note: Teacher may use his/her own list of words. The list need not contain 15 words.

English Language Arts: Reading

ELAKR3. The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

e. Applies learned phonics skills when reading words and sentences in stories.

Performance Levels	
Not Yet Demonstrated	Student does not use phonics skills to read words or sentences.
Progressing	Student begins to apply phonics skills when reading words and sentences.
Meets	Student consistently applies phonics skills when reading words and sentences.

Note: All words do not have to be read correctly or accurately in order to meet this standard. The student must demonstrate the ability to apply learned phonics skills.

Instructional Strategies

Instructional Suggestions for Teachers

- Daily reading practice
- Teacher tape records books at several reading levels and places the tape recorder and the actual book in the reading center. Students can listen to the tape recording and follow the printed text at the same time.
- Provide a variety of simple books with picture-supported text for students to read daily.

Assessment Activities

(1) The student will apply learned phonics skills to read words and sentences in a story. The teacher will provide a text for the student to read.

*Example A: "Please read these sentences to me."

I see a cat.
It is big and yellow.
The cat can jump and play.

*Example B: "Please read this story to me."

Sam the Pig

I have a pig. His name is Sam. Sam likes to play with me. I can run. Sam can run, too. I can hop. Sam cannot hop.

---

(2) Observe during guided reading.

English Language Arts: Reading

ELAKR4. The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

a. Reads previously taught high frequency words at the rate of 30 words correct per minute.

Performance Levels	
Not Yet Demonstrated	Student reads 0 words per minute.
Emerging	Student reads 1-15 words per minute.
Progressing	Student reads 16-29 words per minute.
Meets	Student consistently reads 30 words per minute.
Exceeds	Student consistently reads kindergarten text at a rate of 50 words per minute.

Instructional Strategies

Instructional Suggestions for Teachers/Parents

- Read grade level text daily in small groups/individuals
- Provide flash card words, lists, games (word bingo, slap the word) to parents
- Use sight word/movement songs

Assessment Activities

Student reads from a list of 50 – 100 previously taught high frequency words. Teacher marks or tallies words read correctly in one minute.

The teacher says: "Please read as many words as you can from this list. Skip the words you do not know."

*See Resource Page for a list using first 100 Dolch Words (page 33).

Resource Page for ELAKR4-a

the	and	to	see	it
you	like	me	for	at
are	he	she	can	go
is	my	come	this	play
be	here	down	we	jump
no	big	said	that	not
with	did	find	in	do
run	away	want	ride	will
one	who	our	what	look
had	please	out	up	all
black	now	little	help	have
two	blue	make	red	so
three	where	yellow	funny	ran
eat	good	get	by	four
came	but	brown	ate	am
say	saw	pretty	on	new
must	yes	white	went	well
was	under	too	an	as
fly	let	into	going	his
soon	they	there	give	from

English Language Arts: Reading

ELAKR4. The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

b. Reads previously taught grade-level text with appropriate expression.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not read words in text.</td><td rowspan="4">The teacher says: "Read this book for me and make your reading sound like talking."

(Teacher may need to read a passage, from another book, fluently and expressively for the child as an example.)</td></tr>
<tr><td>Emerging</td><td>Student reads word by word in a slow, halting manner with no expression.</td></tr>
<tr><td>Progressing</td><td>Student reads with a mixture of fluency and halting expression.</td></tr>
<tr><td>Meets</td><td>Student consistently reads previously taught grade-level text with speed, accuracy and with expression (emotion, inflection, emphasis, punctuation).</td><td rowspan="3">Instructional Suggestions for Teachers
• Model reading text with expression
• Point out different types of text (bold, italics, large/small, etc.)
• Point out punctuation in text and model the way it helps with expression.
• Give children daily opportunities to read expressively.

Instructional Suggestions for Parents
• Read expressively when reading stories to children.</td></tr>
<tr><td>Exceeds</td><td>Student consistently reads above grade-level text with speed, accuracy, and expression.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

English Language Arts: Reading

ELAKR5. The student acquires and uses grade-level words to communicate effectively. The student

a. Listens to a variety of texts and uses new vocabulary in oral language.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not use new vocabulary in oral language.	Observe children through daily conversations for use of newly learned vocabulary. During daily read aloud sessions, students will listen to a variety of text and broaden their oral language. The teacher can use pre-reading strategies to target new vocabulary prior to reading selections.
Progressing	Student begins to use new vocabulary in oral language.	
Meets	Student consistently uses new vocabulary in oral language.	
Exceeds	Student consistently uses above grade-level vocabulary in oral language.	
Instructional Strategies		
Instructional Suggestions for Teachers • Model new vocabulary in conversation. • Introduce new vocabulary during Daily News or Circle Time. • Provide students opportunities to use the vocabulary (i.e. In the block area, journal writing, plays and drama) • Read aloud from a variety of texts daily and introduce new vocabulary. • Provide materials, props, and books to support the development of vocabulary in natural settings. • Introduce and target vocabulary through content areas - mathematics, social studies, and science		

English Language Arts: Reading

ELAKR5. The student acquires and uses grade-level words to communicate effectively. The student

b. Discusses the meaning of words and understands that some words have multiple meanings.

Performance Levels	
Not Yet Demonstrated	Student does not discuss the meaning(s) of words.
Progressing	Student begins to discuss the meaning of words.
Meets	Student consistently discusses the meaning of words and understands that some words have multiple meanings.

Instructional Strategies

Instructional Suggestions for Teachers

- During read aloud sessions, the teacher can read books that focus on words with multiple meanings (i.e. Cook a Doodle Doo, by Janet Stevens, The Monster Sandwich, by Joy Cowley).
- Use technology (language master, computer software) for vocabulary development.
- Use games (concentration, matching) to enhance vocabulary

Assessment Activities

(1) Observe children through daily conversations for discussions of word meanings.

(2) Provide students with a piece of paper folded in half. Ask student to draw a picture of a "bat" that flies. Have students draw an example of another kind of "bat" in the second box. (Use words such as "fall", "fly", "fair", etc.)

English Language Arts: Reading

ELAKR6. The student gains meaning from orally presented text. The student
a. Listens to and reads a variety of literature (e.g. short stories, poems) and informational texts and materials to gain knowledge or for pleasure.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not read or listen to a variety of literature. (Student does not use opportunities to read books and does not attend to books read aloud.)	Observe students daily during reading time, centers, story time, etc. to make sure each child uses opportunities to hear or read a variety of literature (for knowledge and pleasure). Reading Logs could be kept for each child, indicating books or stories they have listened to or read. Teachers may set a goal of how many books students should read (or listen to) by a particular time. "Book It" Program or "600 Minutes Club" could also be used to keep track of books read. (Note: it is more important to assess whether students gain knowledge from or appreciate the books they have read than to simply count the numbers of books).
Progressing	Student begins to attend to books read aloud.	
Meets	Student consistently listens to/reads and responds to a variety of orally presented literature. (Student uses opportunities to read books and attends to books read aloud.)	
Instructional Strategies		
Instructional Suggestions for Teachers • Daily read-alouds • Guided reading		

English Language Arts: Reading

ELAKR6. The student gains meaning from orally presented text. The student
b. Makes predictions from pictures and titles.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not make meaningful predictions based on pictures and titles.	Introduce book to student. Say: "We're going to read this book together. The title of this book is _____. What do you think this book will be about?" After child makes prediction, say: "Let's go through the book and look at the pictures. Can you tell me about each picture? What do you think is happening in the picture? What do you think will happen next?" After a "picture walk," read story to child.
Progressing	Student begins to make predictions based on pictures OR titles.	
Meets	Student consistently makes meaningful predictions based on pictures and titles.	

Instructional Strategies

Instructional Suggestions for Teachers

- During daily reading time and guided reading, include making predictions during pre-reading activities and as stories are read. Model, demonstrate, then ask students for predictions.

English Language Arts: Reading

ELAKR6. The student gains meaning from orally presented text. The student

c. Asks and answers questions about essential narrative elements (e.g. beginning-middle-end, setting, characters, problems, events, resolution)

f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

g. Connects life experiences to read-aloud text

Performance Levels	
Not Yet Demonstrated	Student does not make connections to orally presented text.
Progressing	Student begins to make connections to orally presented text by asking and answering questions, using prior knowledge, using graphic features, or relating life experiences.
Meets	Student consistently makes connections to orally presented text by asking and answering questions, using prior knowledge, using graphic features, and relating life experiences.

Instructional Strategies

Instructional Suggestions for Teachers

- Conduct daily guided reading groups to provide many opportunities to observe and record students' problems and progress.

Assessment Activities

During daily reading time, elicit prior knowledge while building background for the story by asking comprehension questions:

- "Today we are going to read a book about _____." "Look at the title/front of this book. What do you think it is about?"
- "Have you ever seen/hear about . . ."

Encourage students to use pictures to help with understanding the story. Provide opportunities for students to ask questions about the story, and check comprehension by asking questions related to essential narrative elements.

- Who or what was this story about?
- Where did the story take place?
- What happened at the beginning of the story?
- What did _____do?
- Did _____ have a problem?
- What did he/she do about the problem?
- What happened in the end?

ELAKR6- c, f, g (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • In small groups, observe and record the above mentioned behaviors (using prior knowledge, attending to pictures, questioning, and making connections).	Help students connect the story to their own life experiences. Example questions: Have you ever had an experience like this? What happened? Observe students daily to ensure they are responding to orally presented text. Keep anecdotal records.

English Language Arts: Reading

ELAKR6. The student gains meaning from orally presented text. The student
d. Begins to distinguish fact from fiction in a read-aloud text.

Performance Levels	
Not Yet Demonstrated	Student does not understand the difference between factual information and make-believe.
Meets	Student begins to distinguish factual information from fiction in real-aloud text.
Exceeds	Student consistently distinguishes factual information from fiction in real-aloud text.

Instructional Strategies

Instructional Suggestions for Teachers

- Provide (and read) a variety of fiction and non-fiction books
- During daily reading activities, point out and discuss examples of real and make-believe events or characters.

Instructional Suggestions for Parents

- Read a variety of fiction and non-fiction books with child
- Discuss *real vs. make-believe* with child and discuss when reading and/or watching movies or television programs.

Assessment Activities

Introduce a grade-level book to be used for read-aloud. Explain that some parts of the book are real and some are make-believe. Discuss the difference in "real" and "make-believe" characters. Help students use prior knowledge of stories and television programs that have "real" and "make-believe" characters and/or events. Discuss examples from previously read stories. Read story to students.

After reading, ask questions about the characters and events in the story.
"Is _____ a *real* person?"
"Could a real person _____?" or
"Could that really happen?"

"Was that real or make-believe?"
"Why is it real? Why is it make-believe?"

Note: It is typical of children of Kindergarten age to not fully distinguish between real and make-believe (e.g., Santa Claus, cartoon characters, Tooth Fairy, etc.). Therefore, the element reads, "begins to distinguish."

English Language Arts: Reading

ELAKR6. The student gains meaning from orally presented text. The student

e. Retells familiar events and stories to include beginning, middle, and end.

h. Retells important facts in the student's own words.

Performance Levels	
Not Yet Demonstrated	Student is not able to retell stories or important facts.
Progressing	Student retells familiar events and stories OR important facts.
Meets	Student consistently retells familiar events and stories AND important facts.

Instructional Strategies

Instructional Suggestions for Teachers

- After reading a story to the class, talk about the story's beginning, middle, and end.
- After reading many stories, point out how they all have a beginning, middle, and end.
- Modeling.

Instructional Suggestions for Parents

- Read and discuss stories with children.

Assessment Activities

(1) After the teacher has read many stories to the class, ask students to tell a familiar story in their own words. The story could be one that has been read aloud to the class or any story the student is familiar with.

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(2) Have the class act out a story. Review what happened in the story and have students retell important facts. Use questions to prompt the students (e.g., "What happened?" "How did Sally feel at the beginning of the story/end of story?" "Describe the main characters." "What did Sally learn?" "Did she change her mind?")

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(3) After reading an informational text to the class, ask students to retell important facts in their own words.

English Language Arts: Writing

ELAKW1. The student begins to understand the principles of writing. The student

a. Writes or dictates to describe familiar persons, places, objects, or experiences.

b. Uses drawing, letters, and phonetically spelled words to create meaning.

Performance Levels	
Not Yet Demonstrated	Student does not draw or dictate to describe persons, places, objects, or experiences.
Emerging	Student draws pictures or dictates to describe persons, places, objects, or experiences.
Progressing	Student draws pictures and uses phonetic spelling to label or describe pictures.
Meets	Student consistently uses phonetically spelled words in phrases or sentences to describe persons, places, objects, or experiences.

Instructional Strategies

Instructional Suggestions for Teachers

- Model processes of writing
- Read books as a springboard for writing activity
- Use graphic organizers to generate and organize ideas.

Instructional Suggestions for Parents

- Read and discuss stories/draw pictures

Assessment Activities

During Journal Writing:

- the student draws a picture and dictates a description or explanation of the picture.
- the student uses drawing/phonetically spelled words and is able to tell the teacher about the story (Teacher-selected or student-selected topic)

Ask students to write a story. Encourage students to use "guess spelling." Teacher asks each student to tell her/him about her/his story. Teacher writes as student dictates.

If the student added own script to drawing, teacher checks for left-to-right progression, word spacing and sentences that begin with a capital and end with punctuation. Teacher writes correct spelling of words under the student's spelling.

English Language Arts: Writing

ELAKW1. The student begins to understand the principles of writing. The student
c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not print his or her name, the letters of the alphabet, or teacher-selected words.	Because students write their names on papers daily, teachers can use observation to check for correct letter formation and beginning capital letter. Teacher observes daily during writing activities to check for printing of upper and lower case letters and teacher selected words. Use a teacher-made sheet to check and record individual student progress in learning all 52 letters (26 uppercase and 26 lowercase). Websites recommended by the GKIDS Development Committee: • abcteach.com • starfall.com
Emerging	Student prints most letters in his or her name correctly and some upper and lowercase letters.	
Progressing	Student accurately prints his or her name and most upper and lowercase letters of the alphabet.	
Meets	Student consistently prints his or her name, all the upper and lowercase letters of the alphabet, and teacher-selected words.	
Instructional Strategies		
Instructional Suggestions for Teachers • Modeling lists, notes, sentences, story writing, etc. **Instructional Suggestions for Parents** • Use the style of manuscript that is used at school when practicing with child.		

English Language Arts: Writing

ELAKW1. The student begins to understand the principles of writing. The student

d. Uses left-to-right pattern of writing.

e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not use left-to-right pattern, capitalization at the beginning of sentences, or punctuation at the end of sentences.</td><td rowspan="2">During writing time (e.g., journal, writer's workshop, handwriting time), the teacher will observe students:
For element d, the teacher will look for left-to-right progression.
For element e, the teacher will look for capitalization and correct punctuation.</td></tr>
<tr><td>Progressing</td><td>Student inconsistently uses left-to-right pattern of writing and uses a mixture of correct and incorrect capitalization and punctuation.</td></tr>
<tr><td>Meets</td><td>Student consistently uses left-to-right pattern, begins to use capitalization at the beginning of sentences AND begins to use punctuation at the end of sentences.</td><td rowspan="2">Instructional Suggestions for Teachers
Model process of writing
Read books as a springboard for writing activity
Use graphic organizers
Instructional Suggestions for Parents
Read and discuss stories/draw pictures</td></tr>
<tr><td colspan="2"></td></tr>
</table>

English Language Arts: Writing

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

a. Student produces narrative writing.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student is not able to use drawings, letters, or words to tell a story.	**GPS Frameworks: ELAKW2** **Narrative Unit** • Attention to Punctuation Task • End of Unit Performance Task • Modeled Writing Task • Narrative Story Elements Task • Retelling a Read-Aloud Task • Stages of Writing Task • Using Read Alouds to Write Stories Task
Emerging	Student uses a drawing to orally tell a story but is unable to use phonetically spelled words.	
Progressing	Student uses a drawing to orally tell a story and begins to use some phonetically spelled words.	
Meets*	Student dictates, uses drawings, letters, and phonetically spelled words to describe an event; begins to use an organizational structure (beginning, middle, end), and may provide a sense of closure.	
Exceeds	Student uses drawings, letters, and phonetically spelled words to describe and develop an event in two or more sentences with a beginning, middle, and end.	

Link to GPS Frameworks for Narrative Writing:

https://www.georgiastandards.org/Frameworks/pages/BrowseFrameworks/elaK-5.aspx

***Note: Students are not required to write the <u>entire</u> story in order to meet the standard, but they do need to use some phonetically spelled words and basic sight words.**

English Language Arts: Writing

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

b. Student produces informational writing.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student is not able to use drawings, letters, or words to express a fact about a topic.	**GPS Frameworks: ELAKW2** **Informational Unit** • Characteristics of Nonfiction Text Task • End of Unit Writing Prompt • Introduction to the Informational Genre Task • Messed Up Story Task • Punctuation-Task • What Good Listeners Do Task
Emerging	Student draws a picture and orally expresses a fact about a topic.	
Progressing	Student draws a picture, orally expresses a fact about a topic, and begins to use phonetically spelled words.	
Meets*	Student dictates, uses drawings, letters, and phonetically spelled words to orally express a fact about a topic; begins to use an organizational structure (steps), and may provide a sense of closure.	
Exceeds	Student uses drawings, letters, and phonetically spelled words to develop two or more sentences that give facts about a topic. The order of the sentences makes sense.	

Link to GPS Frameworks for Informational Writing

https://www.georgiastandards.org/Frameworks/ELA%20Frameworks/KK_ELA_Informational-Unit.pdf

***Note: Students are not required to write their <u>entire</u> response in order to meet the standard, but they do need to use some phonetically spelled words and basic sight words.**

English Language Arts: Writing

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

c. Student produces persuasive writing.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student is not able to state an opinion/position on a topic	**GPS Frameworks: ELAKW2** **Persuasive Unit** • End of Unit Writing Prompt • Using Accountable Talk with Persuasive Writing • Using Describing Words in Persuasive Writing • Student Writing Sample 1 • Teacher Commentary 1 • Student Writing Sample 2 • Teacher Commentary 2 • Unit Background Information • Teacher Rubric • Differentiation Information
Emerging	Student draws a picture and orally expresses an opinion/position on a topic.	
Progressing	Student draws a picture, orally expresses an opinion/position on a topic, and begins to use phonetically spelled words.	
Meets*	Student chooses a point of view/position about a topic and uses dictation, drawings, letters, and words to express an opinion; begins to use letter and poster formats and may provide a sense of closure.	
Exceeds	Student chooses a point of view/position about a topic and uses drawings, letters, and words to express an opinion. At least one supporting idea is provided.	

Link to GPS Frameworks for Persuasive Writing

https://www.georgiastandards.org/Frameworks/ELA%20Frameworks/KK_ELA_Persuasive-Unit_3-6-09.pdf

***Note: Students are not required to write their <u>entire</u> response in order to meet the standard, but they do need to use some phonetically spelled words and basic sight words.**

English Language Arts: Writing

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

d. Response to Literature: Student retells a story making connections with the text (text-to-self, text-to-text, text-to-world), begins to use organizational structures, and may provide a sense of closure.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student is not able to use drawings, letters, or words to retell a story.	**GPS Frameworks: ELAKW2** **Response to Literature Unit** • Attending to Punctuation Task • Author Attribute Chart Task • Beginning, Middle, and End Task • Concepts of Print Task • Creating an Author Attribute Chart Task • Making Connections When Reading Task • Making Connections
Emerging	Student uses drawings to retell a story.	
Progressing	Student retells a story using drawings, letters, or words and begins to make a connection to the text.	
Meets*	Student retells a story making connections with the text (text-to-self, text-to-text, text-to-world). Begins to use organizational structures and provide a sense of closure.	
Exceeds	Student retells a story making connections with the text (text-to-self, text-to-text, text-to-world) in two or more sentences with a beginning, middle, and end.	

Link to GPS Frameworks for Response to Literature:

https://www.georgiastandards.org/Frameworks/ELA%20Frameworks/KK_ELA_%20Response-to-Literature-%20Unit.pdf

***Note: Students are not required to write the <u>entire</u> story in order to meet the standard, but they do need to use some phonetically spelled words and basic sight words.**

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
a. Listens and speaks appropriately with peers and adults.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not listen and speak appropriately with peers and adults. Student does not communicate ideas or needs to others.	(1) During Morning Discussion time, teacher will observe students responses to teacher directed questions such as: • "What did you do at home last night?" • "What did you eat for supper last night?" • "Does anybody have anything exciting they want to tell us? Teacher will listen for appropriate response to questions. --- (2) Teacher will listen to and observe students daily to evaluate communication skills.
Progressing	Student begins to listen and speak appropriately with peers and/or adults.	
Meets	Student consistently listens and speaks appropriately with peers and adults.	

Instructional Strategies

Instructional Suggestions for Teachers
- Role playing activities
- House Center/Dramatic Play – add props for role playing/communication

Instructional Suggestions for Parents
- Role playing scenarios for parents to use at home with children

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
b. Follows two-part oral directions.

Performance Levels	
Not Yet Demonstrated	The student does not follow oral directions.
Progressing	The student follows one part of a two-part oral direction.
Meets	The student consistently follows two-part oral directions.
Exceeds	The student consistently follows three-part oral directions.

Instructional Strategies

Instructional Suggestions for Teachers

- Practice activities listed above before having children perform those activities for assessment.

Instructional Suggestions for Parents

- Suggest playing simple games at home with children: Simon Says, Mother May I? If You're Happy and You Know It
- Practice giving two part directions to children:
- "Jump on one foot and then cross your arms."
- "Put on your socks and then your shoes."
- "Put on your P.J's and then brush your teeth."

Assessment Activities

(1) Teacher gives two part oral directions for children to follow and perform:
Examples:

- "Stand up and push your chair under the table."
- "Put your pencil in the cup and cross your arms."
- "Trace your name on your nametag and then put your head down."

Teacher observes students during these activities to check for accuracy.

---

(2) Teacher observations during the following activities:

- Simon Says
- CD – Dr. Jean – "Tootie Ta"
- CD – Greg & Steve – "Listen and Move"
- Mother May I?
- CD – Greg & Steve – Hand Jive
- If You're Happy and You Know It

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not repeat auditory sequences.	During small group or during large group, teacher calls out one letter. Students are expected to repeat the letter orally. Begin to increase the difficulty by calling out multiple letters to children to repeat orally, but do not call out more than 5 letters at a time for children to repeat. Use the same activity for words and numbers. During small or large group, teacher claps, taps, snaps, stomps patterns for children to repeat. Children are expected to repeat patterns given by teacher.
Progressing	Student partially repeats auditory sequences.	
Meets	Student consistently repeats the auditory sequences (letters, words, numbers, and rhythmic patterns) given by the teacher.	

Instructional Strategies

Instructional Suggestions for Teachers

- Model and practice above activities repeatedly.
- Play a game with common classroom sounds such as stapler, bell, whistle, snapping, clapping, etc. Have students close eyes and listen for three sounds. Students open eyes and try to guess the sounds in sequential order (first, next and last sound).

Instructional Suggestions for Parents

- Practice calling out letters, words or numbers and have children repeat.
- Have children learn and repeat their phone number, birthday, address, full name.
- Practice giving rhythmic patterns to children for them to repeat.

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
d. Recites short poems, rhymes, songs, and stories with repeated patterns.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recite poems, rhymes, songs, or stories with repeated patterns.	Teacher observes students reciting poems, rhymes, songs or stories during group-time, transitions and in line. Teacher may feel it necessary to check some students individually. Using familiar stories with repeated patterns, observe students who have the ability to complete or recite the repeated pattern in the story. This should be observed during a natural classroom setting in small groups, literacy centers or during a large group time. Students who show a lack of participation or difficulty with this can be assessed individually in a one-on-one setting.
Progressing	Student recites only portions of familiar short poems, rhymes, songs, and stories with repeated patterns.	
Meets	Student consistently recites familiar short poems, rhymes, songs, and stories with repeated patterns.	
Instructional Strategies		
Instructional Suggestions for Teachers • Provide students with daily opportunities to learn and repeat short poems, rhymes and songs. • Record short poems on chart paper. Explain to students what poems are. This will help children become more familiar with short poems and their format. Teacher can choose short poems such as "Roses are Red" or a short poem related to a current study. Selected poems should be used regularly to familiarize children with the poem.		

ELAKLSV1 – d (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • Share familiar rhymes during total group-time. Teacher can prompt students to repeat familiar rhymes and to "fill in the blank" or complete the rhyme for the teacher. (Example: Teacher begins to recite poem "One, two, buckle _____" and stops to let children fill in the blank.) **Instructional Suggestions for Parents** • Practice familiar rhymes, songs and short poems • Read a variety of books and point out stories that have repeated lines	

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
e. Describes people, places, things, locations, and actions.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not describe a person, place, thing, action, or location.	During a language arts activity or language center, have students describe another student or their favorite person. Teacher will listen for children to include details about the person (descriptive words-color, size, etc.). Teacher can do the same activity for describing things or actions. A student must be able to describe a person, thing, action, location, and place. Have pictures, models, real items to use while assessing. "Tell me some words to describe this _____ (object, person, etc.)"
Progressing	When prompted, student begins to describe people, places, things, locations, and actions.	
Meets	Student consistently provides details to describe people, places, things, locations, and actions.	
Instructional Strategies		
Instructional Suggestions for Teachers • Show and Tell • Mystery Box/20 Questions • Modeling • Web/Thinking Map • KWL Chart		

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
f. Increases vocabulary to reflect a growing range of interests and knowledge.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student's vocabulary does not yet reflect a growing range of interests and knowledge.	(1) Teacher says: "I want to take my dog for a walk." Teacher asks student: "What other word could I use to say dog?" Students could respond with "pet," the name of the dog, or some other word that is synonymous with dog, pet, companion. --- (2) Teacher observation: teacher observes and listens to see if students are using new vocabulary in routine conversations and activities.
Progressing	Student's vocabulary is beginning to reflect a growing range of interests and knowledge.	
Meets	Student's vocabulary reflects a growing range of interests and knowledge.	
Exceeds	Student uses an advanced vocabulary that reflects a growing range of interests and knowledge.	

Instructional Strategies

Instructional Suggestions for Teachers

- When a child uses a common vocabulary word, the teacher extends the child's vocabulary by offering another term.
  - Good → Excellent
  - Run → Race
  - Cold → Freezing

Instructional Suggestions for Parents

- Introduce new vocabulary to children through the use of literature, environment, posters, mail, etc.

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
g. Communicates effectively when relating experiences and retelling stories heard.

Performance Levels	
Not Yet Demonstrated	Student is not able to relate experiences or retell stories.
Progressing	When prompted, the student relates experiences or retells stories.
Meets	Student independently relates experiences and retells stories heard.
Exceeds	Student independently relates experiences with specific details and retells stories in a logical sequence.

Instructional Strategies

Instructional Suggestions for Teachers

- Modeling
- Telling stories during circle time or in language centers
- Talk to students about how to tell stories. Have students tell stories and keep on topic. Teachers can redirect students and model for children how to keep on topic.
- Encourage students to record events outside of school because they may be able to give more details

Assessment Activities

(1) Relating Details about Experiences

After a field trip or special event/visitor, teacher records children's dictations about the trip, event, or visitor on chart paper. Teacher observes to see that students are giving accurate and related details about the trip, event, or visitor. A teacher might say, "Let's think about our special event/visitor today. Tell me some things we learned. Tell me some things we did. Tell me some things we saw."

---

(2) Recalling Stories Heard

Have students retell stories. These stories could be ones that the teacher tells, other students tell, or that the class has read together in books.

---

(3) Retelling or Dramatizing Stories and Fairy Tales

ELAKLSV1 – g (continued)
Instructional Strategies
Instructional Suggestions for Parents • Encourage communication with children. • Tell stories to children. • Read books to children. • Invite parents to the classroom to tell stories.

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student
h. Uses complete sentences when speaking.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student uses sentence fragments to communicate.	Teacher observation - teacher observes and listens to see if students are using complete sentences during routine conversations and activities.
Progressing	Student begins to use complete sentences when speaking	
Meets	Student consistently uses complete sentences when speaking.	

Instructional Strategies

Instructional Suggestions for Teachers

- Daily modeling for both teachers and parents.

Instructional Suggestions for Parents

- Have your child talk in complete sentences at home.

English Language Arts: Listening/Speaking/Viewing

ELAKLSV1. The student uses oral and visual skills to communicate. The student

i. Begins to use subject-verb agreement and tense correctly.

Performance Levels	
Not Yet Demonstrated	Student frequently uses subjects and verbs that do not agree. Student does not use tense correctly.
Meets	Student begins to use correct tenses and subjects and verbs that agree.
Exceeds	Student consistently uses correct tenses and subjects and verbs that agree.

Instructional Strategies

Instructional Suggestions for Teachers

- Daily modeling

Instructional Suggestions for Parents

- Have your child talk using correct subject-verb agreement and tense at home.

Assessment Activities

(1) Observe students during daily lessons and activities.

---

(2) Using sets of sentences, ask students to indicate the correct choice (see examples below). Teacher says, "Tell me which sentence is correct." Teacher reads the choices aloud to the student.

- Her is my friend. She is my friend.
- That ain't my bicycle. That is not my bicycle.
- He are good at soccer. He is good at soccer.
- I runned at recess. I ran at recess.
- I saw a dog. I see'd a dog.
- I am hungry. I'm is hungry.

IV. Mathematics

In this section, you will find an assessment page for each element in the Kindergarten GPS for Mathematics. Each assessment page contains the following information:

- GPS standard and element (yellow box on top)
- Performance Level Descriptors (turquoise box on the left)
- Assessment Activities (light turquoise box on the right)
- Instructional Suggestions for teachers and/or parents (sky blue box on the bottom)

Before using GKIDS for the first time, read the entire GKIDS Assessment and Instructional Guide, which is available on the Georgia Department of Education website. Go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment. The Assessment and Instructional Guide has important information about planning, observing and documenting student learning throughout the year.

Also, for instructional support, you may browse the GaDOE frameworks at: https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/mathK-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS). The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units and tasks.

Instructional videos are also available on the GeorgiaStandards website: https://www.georgiastandards.org/Resources/Pages/Videos/VideosandPodcasts.aspx

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.

a. Count a number of objects up to 30.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not count objects, does not count in sequence, or only counts 0-5 objects.	Assemble a collection of 30 or more objects or manipulatives. Ask the student to count objects using one to one correspondence. The teacher says: (Sample scripts) "Count the objects in the basket." "How many bears can you count?" "Count out these objects for me." Recording the specific number of objects counted correctly in addition to the appropriate performance level for this activity will provide specific diagnostic information for instructional planning and follow up activities.
Emerging	Student counts 6 – 15 objects correctly.	
Progressing	Student counts 16 – 29 objects correctly.	
Meets	Student consistently counts 30 objects correctly.	
Exceeds	Student consistently counts 50 or more objects correctly.	
Note: Students may self-correct while counting and still meet the standard.		

Instructional Strategies

Instructional Strategies for Teachers

- Give students daily opportunities to count during calendar activities (e.g., counting days on calendar, counting sunny/rainy days on weather graph, counting days of week, counting months of year, counting students present, counting number of school days).

MKN1 – a (continued)

Instructional Strategies

Instructional Strategies for Teachers

- Count orally during transitions in the school day (count when lining up, count students when passing out papers, count lunch options, count when moving from one area to another in room, count number of steps in from the playground).
- Give students daily opportunities to count objects (counting games, centers, small groups, individually
- For additional activities, use the Georgia Performance Standards Framework on the GA Department of Education website. www.georgiastandards.org/mathframework.aspx (Unit 1, 3, and 5)

Instructional Suggestions for Parents

- Encourage parents to have children practice counting objects at home and incorporate into daily routines (count the number of doors in your house, count the buttons on your shirt). Make sure that parents understand the difference between rote counting and counting objects.
- Create a calendar or homework activity sheet giving daily examples of counting activities.

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.
b. Produce models for number words through ten.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not read number words or produce sets to represent models for number words.	(1) Give students daily opportunities to count objects (counting games, centers, small groups, individually) and match the objects with the corresponding number words. --- (2) Create number word games (Bingo, Concentration, Go Fish, etc.). --- (3) Hold up a number word and have student draw a corresponding set using a dry erase board, Magna Doodle, etc. --- (4) Make a number book with the number word written on each page and let students draw or glue sets to match each number word. --- (5) Using large paper, have class create a story using number words. Students can continue the chart story by drawing/writing in journals.
Emerging	Student produces models for 1 – 4 number words (zero to ten).	
Progressing	Student produces models for 5 – 10 number words (zero to ten).	
Meets	Student consistently produces models for all 11 number words (zero to ten).	
Instructional Strategies		
Instructional Suggestions for Teachers • Introduce number words through songs using a visual model (i.e. *Kiss Your Brain* CD by Dr. Jean Feldman, CD and books by Frog Street Press, etc.) • For additional activities, use the Georgia Performance Standards Framework on the GaDOE website: www.georgiastandards.org/mathframework.aspx (Unit 1)		

MKN1-b (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Parents • Encourage parents to have children practice counting objects at home and matching number words to real objects (count the number of doors in your house, count the buttons on your shirt). Make sure that parents understand the difference between rote counting and counting objects. • Provide flashcards with number words and numerals/sets of objects. • Point out number words in books, road signs, newspapers, etc.	(6) Have students march around number words (printed on heavy paper and taped to the floor) to music. When music stops, student stops and reads the number word that he or she is standing near. ---------- (7) Provide students with a worksheet (see page 67) with the number words and have them draw sets of pictures, stamp sets of pictures, place sets of stickers, or glue sets of objects to match the number word.

Resource Page for MKN1-b (for use with students)

"Read the number word in each box. Write the numeral in the box and draw balls to show how many."	**five** ☐	**seven** ☐	**zero** ☐
four ☐	**ten** ☐	**eight** ☐	**one** ☐
three ☐	**six** ☐	**nine** ☐	**two** ☐

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.
c. Write numerals through 20 to label sets.

Performance Levels	
Not Yet Demonstrated	Student does not write numerals to label sets.
Emerging	Student writes numerals to label sets of 0 – 10 items.
Progressing	Student writes numerals to label sets of 11 – 19 items.
Meets	Student consistently writes numerals to label sets of 20 items.
Exceeds	Student consistently writes numerals to label sets of 50 or more items.

Note: Backward numbers are acceptable if the number matches the number of items in the set and the incorrect writing of the number does not change the value.

Instructional Strategies

Instructional Suggestions for Teachers

- For additional activities, use the Georgia Performance Standards Framework on the GA Department of Education website www.georgiastandards.org/mathframework.aspx (Unit 1 and 3)

Assessment Activities

(1) Give students daily opportunities to count objects (calendar time, counting games, centers, small groups, individually).

---

(2) Have student roll a dice; count the number of dots, and then write the numeral.

---

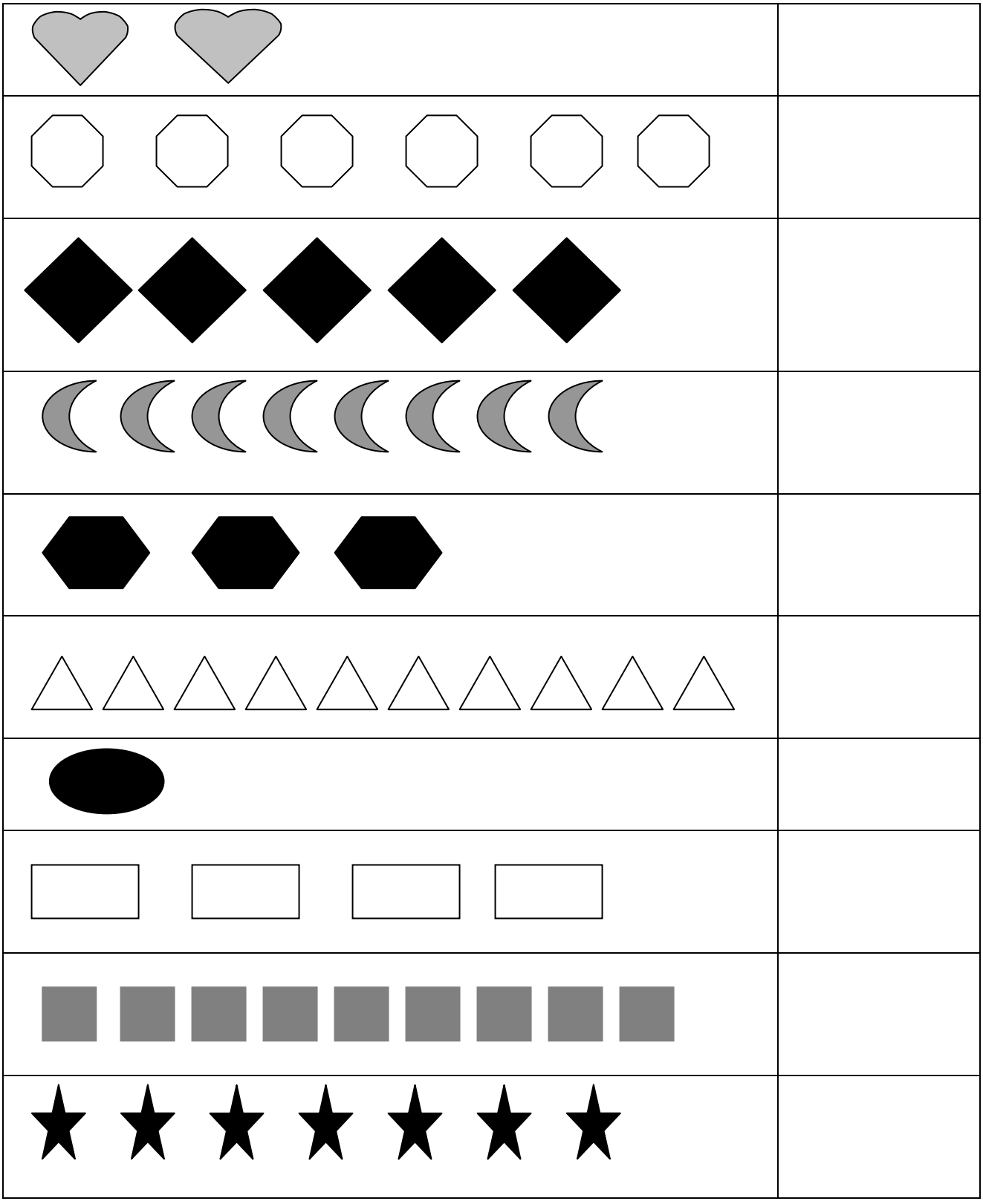
(3) Have student create a number book. Write a numeral on each paper and create a set to match the numeral (draw, glue objects, etc.)

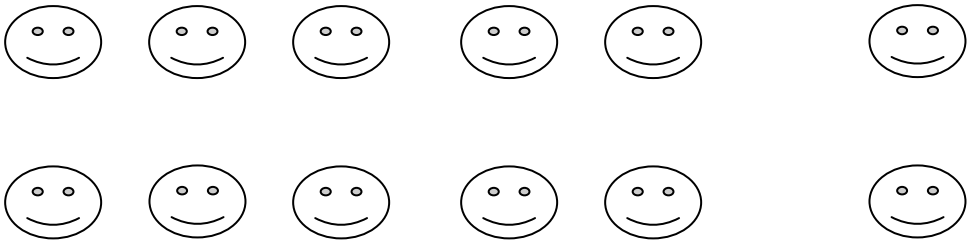
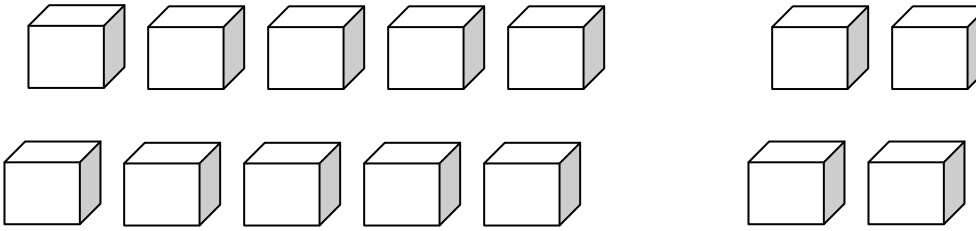
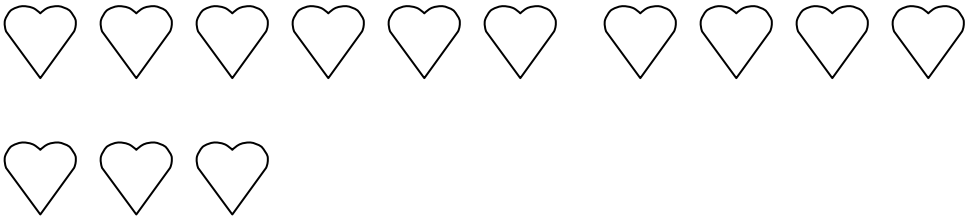
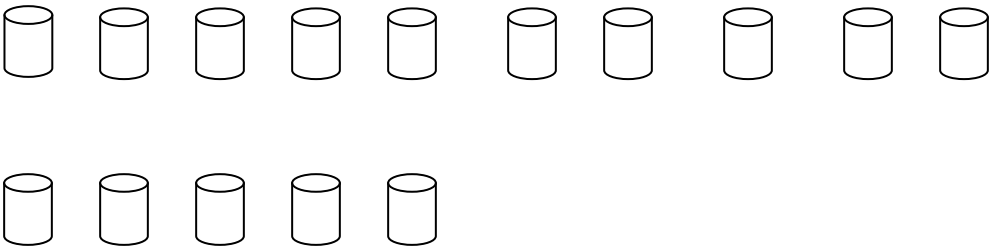
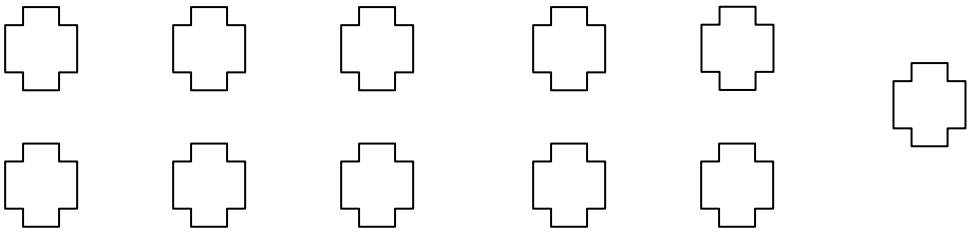
---

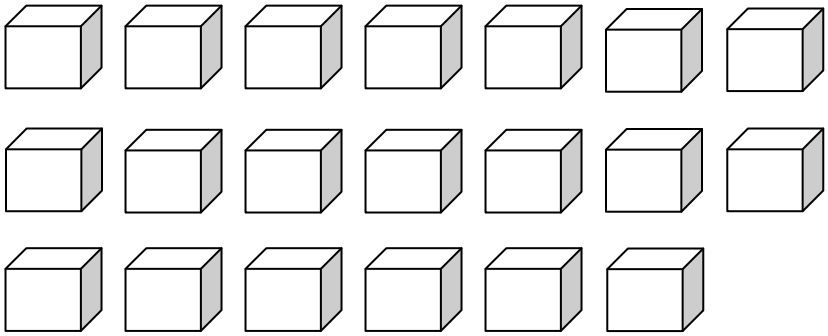
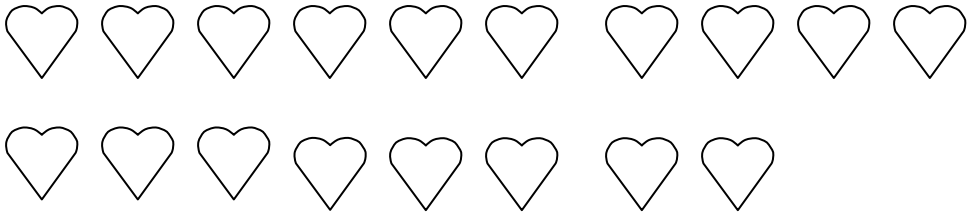
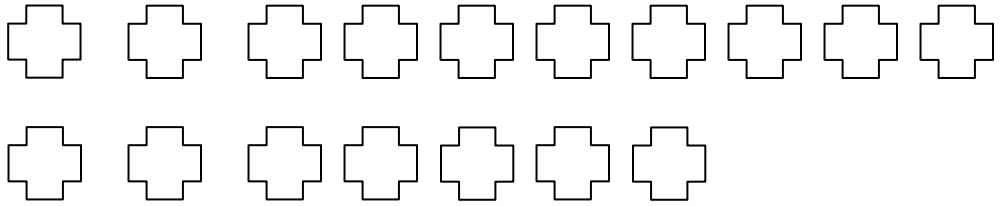
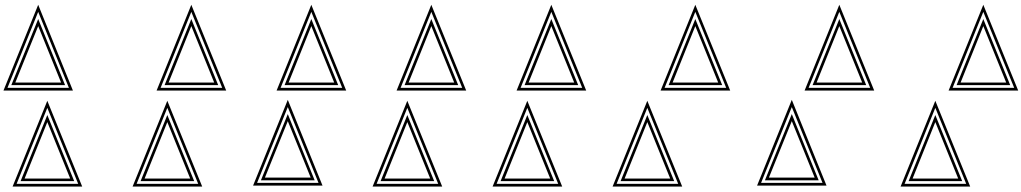
(4) Practice writing numerals or creating numeral models using a variety of media (shaving cream, tracing, Magna Doodle, chalk, clay, Geo-boards, etc.)

MKN1 – c (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Parents • Child counts family members or things found in house and writes corresponding number using soap crayons on bathtub wall. • Have child count pinecones in yard and use chalk on driveway or sidewalk to write corresponding number.	(5) Show a picture of something found in the classroom and have student count and write the number. (e.g., number of desks, number of students, etc.) --- (6) Given a pictorial graph, label graph using numbers. --- (7) Teacher will show students a set of objects using overhead projector, smart board, etc. and have students write that number or teacher can hold up number and student will draw that many objects. Students can use dry erase boards, Magna Doodles, paper, etc. --- (8) Play games (such as Concentration, Bingo, Go Fish) using numbers and sets. --- (9) Give the student a "Counting Sets" worksheet. Sample worksheets are included on pages 70 – 72. Instruct each student to count each group of items (pictures) and write the numeral beside the group.

Resource Pages for MKN1c (for use with students)



Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.
d. Sequence and identify using ordinal numbers (1^{st} – 10^{th})

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not sequence and identify using ordinal numbers (1^{st}-10^{th}).	(1) Give daily opportunities to count aloud using ordinal numbers. (2) Present daily activities either orally or with pictures using ordinals (i.e. First we will do the calendar, second we will go to the bathroom, etc.). (3) Student will use ordinals to orally describe (or draw and describe) the steps taken to get ready for school each day (brushing teeth, eating breakfast, getting dressed). (4) Students draw or retell a story describing what happened first, second, etc. (5) Give students opportunities to identify ordinal positions (i.e. students in a line, desks in a row, letters in a word) during normal classroom activities. (6) Use ordinal position words during calendar activities ("We will go on a field trip on the 1^{st} day of April.").
Emerging	Student sequences and identifies using fewer than five of the ordinal numbers (1^{st}-10^{th}).	
Progressing	Student sequences and identifies using at least five but fewer than 10 ordinal numbers (1^{st}-10^{th}).	
Meets	Student consistently sequences and identifies using ordinal numbers (1^{st} – 10^{th}).	
Instructional Strategies		
Instructional Strategies for Parents • Children and parents create a list of chores or errands using ordinal numbers to describe the order that they should be accomplished. • Child describes to parents steps to set table or brush teeth using ordinal numbers. • Parent and child read a story and discuss sequence of events using ordinal numbers.		

MKN1 – d (continued)

Assessment Activities

(7) Provide ten spaces (buckets, boxes on a paper, cups) in a row and provide students with an object (e.g., cubes, ball, etc.) to place in a specified location.

- Have student demonstrate understanding of ordinals using a script like the sample below.
- Teacher may prompt students as to the direction of the row by pointing where to begin and end. (i.e. left to right, or top to bottom).

- Below is a sample script using a cube. The teacher should modify script according to the materials selected for use.

- "Please place the red cube in the second position."

- "Now place the red cube in the seventh position."

- Continue to prompt students to place the cube into different ordinal positions. This activity could be a game for a small group of students with each student taking turns placing the cube.

- Task may be stopped as student incorrectly places objects.

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.

e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

Performance Levels	
Not Yet Demonstrated	Student does not compare sets of objects.
Emerging	Student compares sets in only one way (equal to, more than, or less than the other).
Progressing	Student compares sets in two ways (equal to, more than, or less than the other).
Meets	Student consistently compares sets in three ways (equal to, more than, or less than the other).

Instructional Strategies

Instructional Suggestions for Teachers

- For additional activities, use the Georgia Performance Standards Framework on the GA Department of Education website www.georgiastandards.org/mathframework.aspx (Unit 1, 3, and 5)

Instructional Suggestions for Parents

- Give child a bag of M&M candies and have child determine what color is used the most or least.

Assessment Activities

(1) During calendar activity, ask specific children to compare (more, less, equal to) by asking, "Are there more boys present than girls present in the classroom today?"

---

(2) During calendar math, graph sunny/rainy days, tossing a penny and tallying heads or tails, comparing the types of clothing that children are wearing during certain months of the year.

---

(3) Use approximately 20 cubes of two colors (or any other manipulative with two colors). Student grabs a handful without looking at what cubes he/she has in his /her hand. The handful is put on a workspace and is covered up so the student cannot see. The student gets a quick peek under the cover and estimates which color has more, which color has less or if the number of colored cubes are equal to each other. Then the student counts the cubes to verify the estimation of more than, less than or equal to.

MKN1 – e (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Parents • Discuss food on dinner plates – Who has more? Who has less? • Have child divide up a snack equally between siblings or friends. • In parking lot of store, have child observe to determine whether there are more vans, trucks, or regular cars.	(4) For special days of the year (e.g., Groundhog's Day), ask students to vote on whether or not the groundhog will see his or her shadow. Graph the results and ask children to compare which group has more votes. ---------- (5) The teacher will put out a number of manipulatives and the child will create a set that is (a) more, (b) less, (c) equal. Follow-up with questions that ask children to compare their answers. ---------- (6) When shown two sets of objects (manipulatives, pictures, etc.), the student will be able to count the number in each set. The student will then identify which set has more, less, or the same number of objects. The student will combine the sets and tell the total number of objects. The teacher says: "Count the number of (items) in this set." (Teacher points to set of objects.) "Tell me which set has more _____." (objects) "Tell me which set has less (fewer) _____." (objects) "Do these sets have the same number of objects?"

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.

f. Estimate quantities using five and ten as a benchmark (e.g. 9 is one five and four more. It is closer to 10, *which can be represented as one ten or two fives, than it is to five*).

Performance Levels	
Not Yet Demonstrated	Student does not estimate quantities using five and ten as a benchmark.
Progressing	Student estimates are a mixture of correct and incorrect responses.
Meets	Student consistently estimates quantities correctly using five and ten as a benchmark.

Instructional Strategies

Instructional Suggestions for Teachers

- For additional activities, use the Georgia Performance Standards Framework on the GA Department of Education website www.georgiastandards.org/mathframework.aspx (Unit 3)

Instructional Suggestions for Parents

- Have child estimate number of food items, up to ten, in a plastic bag.

Assessment Activities

(1) Create an estimating jar by putting a collection of items (buttons, pom poms, erasers, etc.) into a clean jar. Have children estimate/guess how many items are in the jar. Start with a small collection of items (less than five). Repeat the activity using larger quantities up to ten items. Do this activity daily. Observe which students are able to estimate.

---

(2) In a small group, give each child a cut shape. Have children estimate how many of a specific item will cover the shape. Start with items that will fill the shape in small quantities. Use seasonal shapes and items. (For example, a heart shape and candy conversation hearts, turkey shaped feathers, snowman – marshmallows).

---

(3) Give each child a small pack of candy or snack crackers. Have children estimate how many are in the pack and then count the items to confirm the estimate.

MKN1 – f (continued)
Assessment Activities
(4) Have a child pick up a handful of objects. Ask the child estimate how many are in his hand and then count the items. Items should be sized so that approximately 5 – 10 will fit in the palm of a child's hand. Then the child can place items onto a ten frame to confirm his/her estimation.

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.

g. Use informal strategies to share objects equally (divide) between two to three people or sets.

Performance Levels	
Not Yet Demonstrated	Student does not divide objects equally between two to three people.
Meets	Student consistently divides objects equally between two to three people.
Exceeds	Student consistently divides objects equally between four or more people or sets.

Instructional Strategies

Instructional Suggestions for Teachers

- Provide multiple opportunities for hands-on counting activities and use of manipulatives.

Assessment Activities

(1) Observe children during informal groupings such as center time or recess as they share and divide objects.

---

(2) Teacher gives a set of manipulatives to a small group of two to three students and asks one student to distribute manipulatives equally.

---

(3) When students are in the block area, observe to see if they can divide cars so that each student has the same number.

---

(4) Observe a pair of students divide a pack of cookies (or other food items) equally.

---

(5) When playing games, observe children distribute playing pieces equally (dominoes, playing cards, etc.)

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.
h. Identify coins by name and value (penny, nickel, dime, and quarter).

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify coins by name or value.	(1) Provide multiple opportunities to manipulate coins (centers, snack money, lunch money) --- (2) Play money games with students. --- (3) Set up a classroom store and label items 1 cent, 5 cents, 10 cents, and 25 cents for sale. Students will use corresponding coins to purchase items in store. --- (4) Use play coins as tokens for good behavior in the classroom. --- (5) Have students identify coins and values with an adult.
Emerging	Student identifies the name and value of some coins but not all.	
Progressing	Student identifies the names of all coins (penny, nickel, dime, quarter) and the value of some, but not all, coins.	
Meets	Student consistently identifies the name and value of all coins (penny, nickel, dime, quarter).	
Instructional Strategies		
Instructional Suggestions for Teachers • Online games can be found at www.usmint.gov/kids • Software *Coin Critters* by Nordic, and *Basic Coins* by Attainment **Instructional Suggestions for Parents** • Encourage parents to allow children to use coins in real-life experiences and also to sort and count pocket change • Use money games with students. Online games can be found at www.usmint.gov/kids		

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.
i. Count out pennies to buy items that together cost less than 30 cents.

Performance Levels	
Not Yet Demonstrated	Student does not count out pennies to buy items.
Emerging	Student counts out pennies to buy items that together total less than 10 cents.
Progressing	Student counts out pennies to buy items that together total less than 20 cents.
Meets	Student consistently counts out pennies to buy items that together total less than 30 cents.

Note: This element calls on students to buy items one at a time rather than adding the cost of multiple items and then buying them together.

Instructional Strategies

Instructional Suggestions for Teachers

- Use money games with students. Online games can be found at www.usmint.gov/kids
- Software *Coin Critters* by Nordic, and *Basic Coins* by Attainment

Instructional Suggestions for Parents

- Encourage parents to allow children to use coins in real-life experiences and also to sort pocket change.

Assessment Activities

(1) Set up a store and label items for 'sale' at 30 cents or less. Child selects two items for purchase and must count out pennies to pay for the purchase.

---

(2) Create a worksheet with pictures of items that are priced with values less than 30 cents. Have the child circle two items that he could purchase with 30 cents. Children should count out pennies to complete the activity.

---

(3) Provide students with a range of items priced 30 cents or less. Select two items. Have student count the amount using pennies to decide if the two items could be purchased for 30 cents.

---

(4) Using pennies earned for good behavior, student can purchase two items from a classroom *treasure box* for less than 30 cents.

Mathematics: Numbers and Operations

MKN1. Students will connect numerals to the quantities they represent.

j. Make fair trades involving combinations of pennies and nickels and pennies and dimes.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not make fair trades involving combinations of pennies and nickels, and pennies and dimes.	(1) In a small group, give each student a collection of pennies. Have students trade pennies with the teacher/banker for nickels, dimes, or quarters. Each student works toward having the smallest number of coins that can represent the sum total of his collection of coins. --- (2) Play the "Trade Up" game. Use a dice or cube with a 1 – 6 cent value on each side of the cube. The child rolls the die, reads the value, and selects that many pennies from the 'Penny Pot.' When a child has 5 pennies, the child can trade the pennies for nickels from the 'Nickel Pot.' Continue the game until one student has five nickels. --- (3) 'Trade Up' game can also be played using dimes instead of nickels. --- (4) Assess students by having them trade specific penny values for nickels or dimes.
Progressing	Student makes fair trades involving combinations of pennies and nickels OR combinations of pennies and dimes, but not both.	
Meets	Student consistently makes fair trades involving combinations of pennies and nickels, AND combinations of pennies and dimes.	
Exceeds	Student consistently makes fair trades involving combinations of pennies, nickels, and dimes. (e.g., student can trade five pennies and one nickel for one dime, or two nickels for one dime)	
Instructional Strategies		
See MKN1-i		

Mathematics: Numbers and Operations

MKN2. Students will use representations to model addition and subtraction.

a. Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.

Performance Levels	
Not Yet Demonstrated	Student does not use counting strategies to find out how many items are in two sets.
Meets	Student consistently uses counting strategies to find out how many items are in two sets when they are combined, separated, or compared.
Note: These performance levels are based on combinations up to 10.	

Instructional Strategies

Instructional Suggestions for Teachers

- Touch Math
- Music
- Counting stories and poems
- Math Their Way books, newsletters, and Workjobs

Instructional Suggestions for Parents

- Give child household items to make combinations to ten (Ex. Screws, bolts, forks, spoons, straws, food items, etc.)

Assessment Activities

Step 1. Given two sets of objects (manipulatives, pictures, etc.), ask the student to count the number in each set. Then ask the student whether one set has more, less, or the same number of objects as the other set.

Step 2. Combine the two sets and ask the student to count the total number of objects.

Step 3. Separate the objects into two sets that are different in number than the first two sets. Ask the student to count the number of objects in each set, then count the total of the two sets.

Note: the total number of objects in step 3 will be the same as the total number of objects in step 2.

Mathematics: Numbers and Operations

MKN2. Students will use representations to model addition and subtraction.
b. Build number combinations up to 10 (3 and 3 for six).

Performance Levels	
Not Yet Demonstrated	Student does not build number combinations.
Progressing	Student builds number combinations up to 9.
Meets	Student consistently builds number combinations up to 10.
Exceeds	Student consistently builds number combinations up to or greater than 18.

Instructional Strategies

Instructional Suggestions for Teachers

- Computer websites (Jump Start, Reader Math)
- Touch Math
- Music
- Counting stories and poems
- Math Their Way books, newsletters, and Workjobs
- www.center.edu/

Instructional Suggestions for Parents

- Give the child household items to make combinations to ten (Ex. Screws, bolts, forks, spoons, straws, food items, etc.).

Assessment Activities

(1) Students will act out math stories using themselves, manipulatives, or food items

---

(2) Show the student a number card up to 10 (in random order). Give the student more than 10 manipulatives. Tell the student to make two sets whose total equals the number shown on the card.

---

(3) Using two colors of the same manipulative (bears, counters, unifix cubes, etc.) students will build two sets up to ten.

Mathematics: Numbers and Operations

MKN2. Students will use representations to model addition and subtraction.

c. Use objects, pictures, numbers, or words to create, solve, and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not use representations to create, solve, and explain story problems.	(1) When given a story prompt, the student will use manipulatives/models to create and explain how to solve the problem. Story prompt example: "There were eight ducks in a pond. Two ducks flew away. How many ducks are left in the pond?" (subtraction) "There were three ducks in a pond. Four more ducks jumped into the pond. How many ducks are in the pond now?" (addition) --- (2) Give students a group of manipulatives or food items, and have students tell their partner or teacher a story problem using the manipulatives or food items. --- (3) Use activities from MNK2a and MNK2b with the addition of a story prompt
Progressing	Student begins to use representations to create and explain story problems.	
Meets	Student consistently uses representations to create and explain story problems.	

Instructional Strategies

Instructional Suggestions

- Computer websites (Jump Start, Reader Math, www.center.edu)
- Touch Math
- Music
- Counting stories and poems
- Math Their Way books, newsletters, and Workjobs

Instructional Suggestions for Parents

- Give child sets of household items to make combinations to ten (Ex. Screws, bolts, forks, spoons, straws, food items, etc.).

Mathematics: Measurement

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

a. Compare and order objects on the basis of length.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare and order objects on the basis of length.	(1) Compare length of student names --- (2) Student will compare lengths on a bar graph --- (3) Draw chalk outlines of students and compare their heights. --- (4) Student compares and orders lengths of pencils. --- (5) Compare and order length of tables in the room, shoes, blocks, fingers, feet, etc.
Progressing	Student compares 2 objects but does not order 3 or more objects on the basis of length.	
Meets	Student consistently compares and orders 3 or more objects (with differences in length that are not extreme) on the basis of length.	

Instructional Strategies

Instructional Suggestions for Teachers

- Provide many opportunities for concrete manipulation of objects.

Instructional Suggestions for Parents

- Make the terms "long" and "short" part of your everyday conversation with your child.
- Compare the length of familiar objects in home.

MKM1 – a (continued)

Assessment Activities

(6) Place objects horizontally on table (not in graduated order).
Say: "Today we are going to look at some _____ that are different lengths."
"Which _____ is the longest?"
"Which one is the shortest?"
Have students identify longest and shortest. Then ask, "If we wanted to put these in order from shortest to longest, where would you put the remaining strips?"
"Which would come next?" "Which would be last?"

---

(7) Using connecting cubes, ask students to demonstrate how to make something longer or shorter.

Mathematics: Measurement

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

b. Compare and order objects on the basis of capacity.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare and order objects on the basis of capacity.	(1) Provide classroom opportunities to manipulate amounts of rice, sand, dry beans, and/or water. Provide cups, spoons, and bowls of varying sizes. --- (2) Use varying sizes of plastic tubs or boxes to compare the amount of manipulatives they will hold. --- (3) Using 3 containers of different sizes, ask student which object holds most/least. Now ask student to put the containers in order from the one that holds the least amount of liquid to the one that holds the most liquid. Script: "Today we will compare containers that have liquid (water) in them. Which holds the most liquid? Which holds the least amount? If we put all of the containers in order from the least to the most, which would be first, next, last?"
Progressing	Student compares 2 objects but does not order 3 or more objects on the basis of capacity.	
Meets	Student consistently compares 2 objects and orders 3 or more objects with differences in capacity that are not extreme.	
Instructional Strategies		
Instructional Suggestions for Parents • Cook with your child. • Garden with your child.		

Mathematics: Measurement

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

c. Compare and order objects on the basis of height.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare and order objects on the basis of height.	(1) Compare the height of students in the class. --- (2) Have each student bring in a teddy bear and measure the height with yarn. Arrange the yarn in order from longest to shortest. --- (3) Compare and order heights of objects in room such as books, chairs, cabinets, shelves, etc. --- (4) Compare heights of objects found outside such as trees, plants, buildings, windows, etc. --- (5) Compare heights of water fountains in the classroom or halls.
Progressing	Student compares 2 objects but does not order 3 or more objects on the basis of height.	
Meets	Student consistently compares 2 objects and orders 3 or more objects with differences in height that are not extreme.	
Instructional Strategies		
Instructional Suggestions for Parents • Compare and order heights of family members. • Compare heights of bikes, cars, and trucks on the street.		

MKM1 – c (continued)
Assessment Activities
(6) Provide objects of various heights. Let students identify shortest & longest. Sample script: "We are going to look at some _____ that are different heights. Which is the tallest? "Which is shorter? Now put all 3 objects in order from the shortest to the tallest. Which is first, next, last?"

Mathematics: Measurement

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

d. Compare and order objects on the basis of weight.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare and order objects on the basis of weight.	(1) Provide opportunities for students to explore weights of objects using bathroom scales or hanging scales. --- (2) Compare weight of three obviously different weights (i.e. cotton ball, small rock, and a brick.) --- (3) Compare and order the weight of three balloons containing various amounts of water. --- (4) Provide objects of differing weights. Have student identify heaviest to lightest objects. Have student place items in order from lightest to heaviest. Sample script: "Today we are going to look at these _____ that are different weights. Which _____ is the heaviest? Which _____ is the lightest? If we were to put these in order from lightest to heaviest, what would be lightest, heavier, heaviest?"
Progressing	Student compares 2 objects but does not order 3 or more objects on the basis of weight.	
Meets	Student consistently compares 2 objects and orders 3 or more objects with differences in weight that are not extreme.	
Instructional Strategies		
Instructional Suggestions for Teachers • Independent practice after teaching in centers • Model activity as part of teaching **Instructional Suggestions for Parents** • Weigh items on the grocery store produce scales and on the post office mail/letter scales. • Compare and order weights of family members.		

Mathematics: Measurement

MKM2. Students will understand the measurement of calendar time.

a. Know the names of the days of the week, *as well as understand yesterday, today, and tomorrow.*

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not name any days of the week.	(1) Students name days of week during calendar time. --- (2) Students identify days of week that they have P.E., music, art, etc. --- (3) Teacher provides stories, poems, movement activities, and songs containing the days of the week. --- (4) Teacher will ask the student to verbally name the days of the week in order.
Progressing	Student names 1 – 7 days of the week but not in sequence.	
Meets	Student consistently names all 7 days of the week in sequence, *and understands yesterday, today, and tomorrow.*	
Instructional Strategies		
Instructional Suggestions for Parents • Use family calendar and discuss family events.		

Mathematics: Measurement

MKM2. Students will understand the measurement of calendar time.

b. Know the months of the year.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not name any months of the year.	(1) Students name months of year during calendar time. --- (2) Teacher provides stories, poems, movement activities, and songs containing the months of year. --- (3) The teacher will ask the student to verbally name the months of the year in order, beginning with January.
Progressing	Student names 1 – 12 months of the year but not in sequence.	
Meets	Student consistently names the months of the year in sequence.	

Instructional Strategies

Instructional Suggestions

- Holidays/events will be identified and discussed. (**SSKH1 – a-i**)

Instructional Suggestions for Parents

- Use family calendar and discuss family events.

Mathematics: Measurement

MKM2. Students will understand the measurement of calendar time.

c. Know the four seasons.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not name any season.	(1) Students name the seasons of year during calendar time. --- (2) Teacher provides stories, poems, movement activities, and songs containing the seasons of year. --- (3) The teacher will ask the student to verbally name the seasons of the year. --- (4) Write stories/draw pictures/journal entries that relate to the seasons of the year.
Progressing	Student names 1 – 3 seasons.	
Meets	Student consistently names all four seasons.	

Instructional Strategies

Instructional Suggestions for Teachers

- Map the seasons on a timeline that shows a full year cycle.
- Discuss the solstices that officially mark the change of one season into another.

Instructional Suggestions for Parents

- Discuss family events using seasons (ex. We go to on vacation in the summer.).

Mathematics: Measurement

MKM3. Students will tell time as it relates to a daily schedule.
a. Order daily events.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not order daily events.	(1)During calendar time, discuss daily events/order of daily events --- (2) Depict daily schedule using pictures on a chart. --- (3) Students order pictures/photos of daily events in sequence. --- (4) Students order names of events in sequence by daily schedule. --- (5) Students draw a picture of something they like to do in the morning, afternoon, and night then place the pictures in order to make a book about the day. (See rubrics for GPS Frameworks for Mathematics.)
Meets	Student consistently orders daily events.	
Instructional Strategies		
Instructional Suggestions for Parents • Develop and discuss routines at home and school		

Mathematics: Measurement

MKM3. Students will tell time as it relates to a daily schedule.

b. Tell the time when daily events occur, such as morning, afternoon, and night.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not tell the time when daily events occur.</td><td rowspan="4">Using pocket chart, place morning sun on left, afternoon sun (high in sky) in the middle, and night sky (moon, stars) on the right side (at top, in 1st pocket). Show students which activities (pictures of breakfast, lunch, bath time, suppertime, bedtime, etc.) relate to each picture.

The teacher says:
• "When do you eat breakfast? Get dressed? Go to school?"
• "When do you eat lunch? Dinner?"
• "When do you eat supper?"
• "When do you take a bath? Go to bed?"</td></tr>
<tr><td>Meets</td><td>Student consistently tells the time of the day when daily events occur (e.g., morning, afternoon, night).</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
• Let students use pocket charts and pictures during center time to practice for mastery.</td></tr>
</table>

Mathematics: Measurement

MKM3. Students will tell time as it relates to a daily schedule.

c. Know the name of the day of the week when weekly events occur in class.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not name the days of the week when weekly events occur in class.	In a discussion with students during calendar time, teacher will ask "What day do we go to PE, Music, etc.?" Teacher can listen to student responses and note student progress. These discussions occur daily and throughout the year.
Meets	Student consistently names the day of the week when weekly events occur in class.	

Instructional Strategies

Instructional Suggestions for Teachers

- Model during calendar time.
- Schedule on board to refer to every day

Mathematics: Geometry

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. The student

a. Recognizes and names the following basic two-dimensional figures: triangles, *quadrilaterals* (rectangles, squares), and circles.

Performance Levels	
Not Yet Demonstrated	Student does not recognize or name two dimensional shapes.
Emerging	Student recognizes but cannot name two-dimensional shapes.
Progressing	Student recognizes all and names some two-dimensional shapes.
Meets	Student consistently names triangles, rectangles, squares, and circles.
Exceeds	Student consistently names at least two additional geometric shapes such as pentagons, hexagons, octagons, rhombuses, etc.

Instructional Strategies/Assessment Activities

(1) Use GaDOE Unit 2 Framework Unit: Shapes, Patterns and Spatial Relationships, which is available at Learning Village on Georgiastandards.org
Use The following Tasks:
Learning Task: What Shape Is It?
Learning Task: Shape Search
Learning Task: A Poem and Picture
Learning Task: Geoboard Muesem
Learning Task: Marshmallow Shapes
Learning Task: Tangram Shapes
Culminating Task: Shapes All Around

---

(2) Using the resource page (page 99), have children point to and name each two-dimensional shape. "When I point to the shape, you tell me the name of the shape."

---

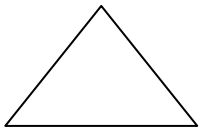
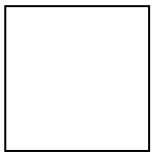
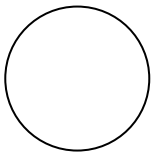
(3) Given a set of basic two-dimensional shapes, children can sort shapes into groups. Children can name shapes as they sort. This activity would be for teacher observation and could be done in a small group. Teacher can track children using a table/matrix with all children's names and columns for each shape to be identified.

---

(4) Go on a "field trip" throughout the school and outside the school. Search for examples of the shapes learned. A recording sheet can be used to track notes about what children find. This sheet can be used to track things children find within the classroom as well.

Resource Page for MKM1-a

Two-dimensional Shapes

Shape	Teacher Notes
	
	
	
	

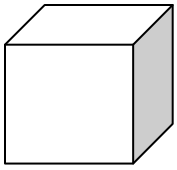
Mathematics: Geometry

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. The student

b. Recognizes and names the following three-dimensional figures: spheres (balls), and cubes.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize or name three-dimensional shapes.	(1) Using the resource page (page 101), have children point to and name each three-dimensional shape. "When I point to the shape, you tell me the name of the shape." (2) Given a set of basic three-dimensional shapes, children can sort shapes into groups. Children can name shapes as they sort. This activity would be for teacher observation and could be done in a small group. Teacher can track children using a table/matrix with all children's names and columns for each shape to be identified. (3) Go on a "field trip" throughout the school and outside the school. Search for examples of the shapes learned. A recording sheet can be used to track notes about what children find. This sheet can be used to track things children find within the classroom as well.
Progressing	Student recognizes but cannot name three-dimensional shapes.	
Meets	Student consistently recognizes and names spheres (balls) and cubes.	
Exceeds	Student consistently recognizes and names at least two additional geometric shapes such as cylinders, cones, rectangular prisms, pyramids, etc.	
Instructional Strategies		
Instructional Suggestions for Teachers • Use concrete shape manipulatives. • Daily – point out shapes, practice naming shapes. • Look around school and classroom for shapes. • Look for shapes on a field trip. • Play "I Spy Geometric Shapes."		

Resource Page for MKM1-b
(Three-dimensional Shapes)

Shape	Teacher Notes
	
	

Mathematics: Geometry

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. The student

c. Observes concrete objects in the environment and represents the objects using basic shapes.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not create representations using basic shapes.	(1) Give students a piece of paper and ask them to draw a simple representation, such as a house, using triangles, rectangles, squares and circles. Keep this drawing as a sample of the student's work. --- (2) Using pattern blocks, have children create a simple representation. Teacher will observe and record. Teacher can take digital pictures of some representations to show student success. This can be added to student portfolios. --- (3) Give children die cut shapes from paper and have them create a simple representation. This can be added to the children's portfolio.
Meets	Student consistently creates representations of observed two and three-dimensional figures from the environment.	

Instructional Strategies

Instructional Suggestions for Teachers

- Use pattern blocks during math centers or during morning work time.
- Point out shapes and representations in the environment.
- Play "I Spy" during transitions or circle time to reinforce shape recognition. Have students sit in a circle. Teacher will say, "I see an object in the classroom that has the same shape as a square or has four equal sides." Have students ask yes/no questions until someone identifies the object.
- Make model pictures for children to copy with the pattern blocks. Have children name the shapes.

Mathematics: Geometry

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. The student

d. Combines basic *figures to form other basic and complex figures into basic figures; decompose basic and complex figures into basic figures.*

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not combine basic figures into more complicated figures and does not decompose figures into basic figures.</td><td rowspan="4">(1) Given a set of basic shapes, students will be asked to create a basic shape using a combination of shapes in the given set. Say: "Using the basic shapes I have given you, please create a square, rectangle, triangle, or circle." Teacher will observe and record student progress.

----

(2) During small group, give a set of basic shapes. Teacher can ask students, "Can you put your shape together with your partner and make a new shape?" Teacher can observe and record student progress.

----

(3) Using pattern blocks or tangrams, use basic shapes to create a larger shape. (Example: 4 squares can be used to make one larger square). Ask students to then "decompose" the larger shape into the smaller shapes. (Example: Two squares could be moved away and you are left with 2 rectangles composed of 2 squares each.) Teacher will observe and record student progress.</td></tr>
<tr><td>Progressing</td><td>Student combines basic figures OR decomposes basic figures.</td></tr>
<tr><td>Meets</td><td>Student consistently combines basic figures to form other basic and complex figures AND decomposes basic and complex figures into basic figures.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
Use pattern blocks during math centers or during morning work time.
Point out shapes and representations in the environment.</td></tr>
</table>

Mathematics: Geometry

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. The student

e. Compares geometric shapes and identifies similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare or identify the similarities and differences between two and three-dimensional shapes.	In small groups, give children real objects that represent different 2-D and 3-D shapes. Have children explore similarities and differences. Identify items around the room that represent each different type. Have children explore these items and talk about similarities and differences. "Circles are flat, spheres can roll." Look at the clock, is it a circle or a sphere?" Other materials to explore: blocks, dice, balls, other items found around the room. Teacher will observe and record student progress on an experience chart or a K-W-L.
Progressing	Student compares and identifies the similarities and differences between two-dimensional shapes.	
Meets	Student consistently compares and identifies the similarities and differences of all two and three-dimensional shapes.	

Instructional Strategies

Instructional Suggestions for Teachers and Parents

- Identify shapes, both 2-D and 3-D, throughout the day. When eating lunch one might point out that the orange is a sphere, but the cookie is a circle. One might point out a cube of cheese vs. a slice of cheese (cube vs. square). Pizza is a rectangle or triangle, a cup of applesauce has a circle on the bottom.

Mathematics: Geometry

MKG2. Students will understand basic spatial relationships.

a. Identify when an object is beside another object, above another object, or below another object.

b. Identify when an object is in front of another object, behind another object inside another object or outside it.

Performance Levels	
Not Yet Demonstrated	Student does not identify basic spatial relationships.
Progressing	Student identifies 1 – 6 basic spatial relationships.
Meets	Student consistently identifies all of the basic spatial relationships listed in the GPS element.
Exceeds	Student identifies the basic spatial relationships listed in the GPS element AND the following spatial relationships: left/right, near/far, up/down, next to.

Instructional Strategies

Instructional Suggestions for Teachers and Parents

- Use concrete objects to model this skill.
- When reading together, say "Place your finger below the picture, beside the first sentence, etc."

Assessment Activities

(1) Using a cup that has something on it to designate the "front" (door drawn on it for example), ask the student to place a manipulative (plastic bear) in front of the cup, behind the cup, inside the cup, and outside the cup.

"Today we are going to use this cup and bear to demonstrate our understanding of some directional words." (Note: teacher can choose materials. It can be a bag or basket instead of a cup and also manipulative can change as well.)

- "Place the bear in front of the cup."
- "Place the bear behind the cup."
- "Place the bear inside the cup."
- "Place the bear on the outside of the cup."
- "Place the bear above the cup."
- "Place the bear below the cup."
- "Place the bear beside the cup."

Teacher will observe children and note progress on a checklist.

MKG2 – a, b (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers and Parents • Ask students to put away items at home/Give task/direct – ex. "Please put this book on the table, beside the chair, under the table."	(2) Teacher can hide an object around the room and give children directions to find the object. For example, "The block is inside a box," "The candy is over your head," "The bear is under a chair." Teacher will observe children and note progress on a checklist.

Mathematics: Geometry

MKG3. Students will identify, extend, create, and transfer patterns from one representation to another using actions, objects, and geometric shapes.

a. Identify a missing shape within a given pattern of geometric shapes.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify a missing shape within a given pattern of geometric shapes.	Using a pattern resource page (page 109), students will identify the missing shapes within four given patterns (AB, ABC, AABB, ABB). Students will draw the missing shapes into the blank spaces. Teachers will keep the assessment sheet to place in the student portfolio. The teacher could also use pattern blocks or attribute blocks for children who work better with manipulatives instead of drawing in the missing shapes. Script: The teacher says, "Look at each pattern and read it to yourself. A shape is missing in the pattern in each row. Draw in the missing shape." Note: This element could also be assessed through observation of daily, on-going activities with the calendar.
Emerging	Student identifies a missing shape in an AB pattern of geometric shapes.	
Progressing	Student identifies a missing shape in at least two different types of patterns of geometric shapes such as AB and one more pattern.	
Meets	Student consistently identifies the missing shape within 3 or more patterns such as AB, ABC, AABB, ABB, etc.	
Exceeds	Student consistently identifies the missing shape in a variety of complex patterns such as ABB, AAB.	

Instructional Strategies

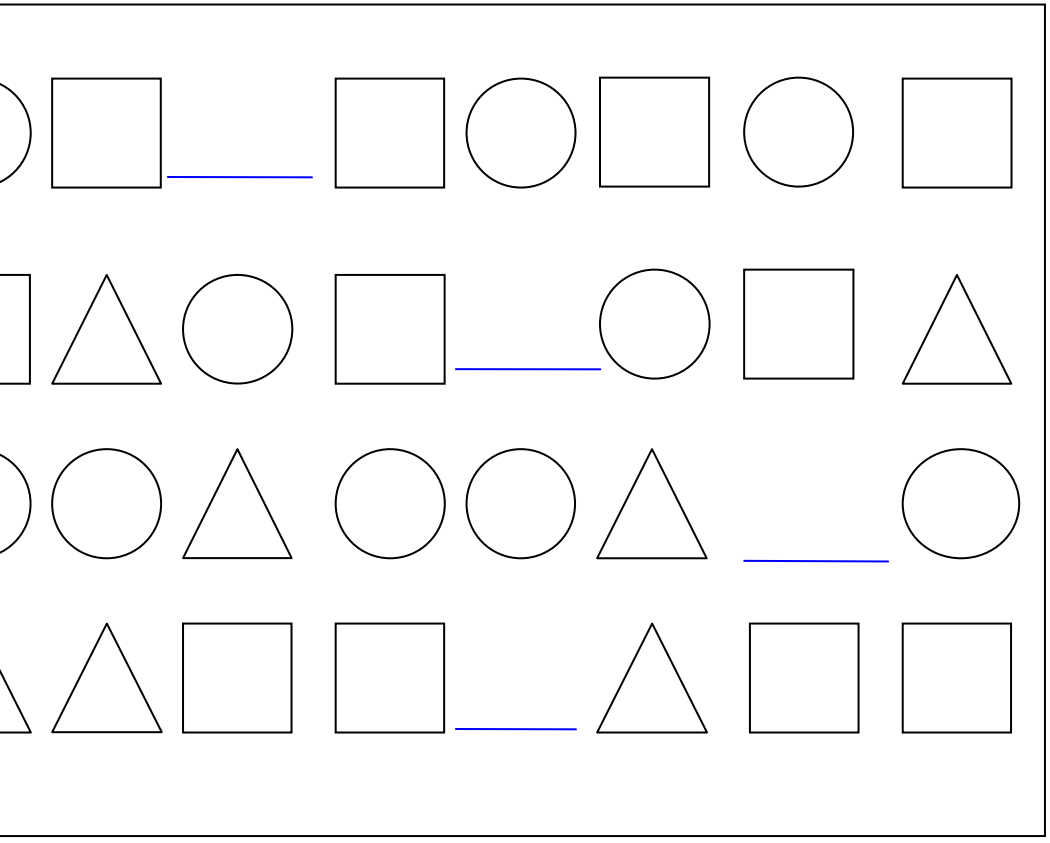
Instructional Suggestions for Teachers

- Modeling the ways patterns can be created
- Practice identifying and extending patterns with various manipulatives
- Drawing or coloring patterns

MKG3 – a (continued)
Instructional Strategies
Instructional Suggestions for Teachers • Think-pair-share activities in which a pair of students work together. One student creates a pattern and leaves spaces for another student to identify the missing piece (manipulative) or extend the pair. • Center Activities

Resource Page for MKG3 – a

Identify a missing shape within a given pattern of geometric shapes.



Mathematics: Geometry

MKG3. Students will identify, extend, create, and transfer patterns from one representation to another using actions, objects, and geometric shapes.

b. Extend a given pattern and *recognize similarities* in different patterns.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not distinguish between a pattern and a non-pattern.	Using manipulatives found in the classroom (such as attribute blocks, counting bears, buttons, unifix cubes, etc.) create two different types of patterns (example: AB, ABC). Teacher asks the student to extend the patterns. Teacher will need to ask students to describe the similarities between the patterns. Example: red block, blue block, red block, blue block for one pattern and then red triangle, yellow triangle, red triangle, yellow triangle. After the student successfully extends the patterns, the teacher might ask, "Tell me what you notice is the same about both of the patterns?" The teacher would expect the student to respond with an answer such as, "Both are red." Teacher can track student progress throughout the year on a checklist or by taking observation notes. Teacher can track student progress throughout the year as the difficulty of patterns increase.
Emerging	Student recognizes simple patterns.	
Progressing	Student recognizes a pattern (such as AB, ABC, AABB, ABB) and copies the pattern but does not extend the pattern.	
Meets	Student consistently recognizes a pattern (such as AB, ABC, AABB, ABB), copies the pattern, and extends the pattern.	
Instructional Strategies		
Instructional Suggestions for Teachers • Modeling • Drawing/Coloring Patterns • Practice identifying and extending patterns with various manipulatives • Think-pair-share activities in which a pair of students work together. One student creates a pattern and leaves spaces for another student to identify the missing piece (manipulative) or extend the pair.		

MKG3 – b (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • Students will use 6" X 6" squares of material (wrapping paper or wallpaper with simple patterns) and a 6" X 12" plain piece of newsprint. The students will clip the patterned material piece, wrapping paper or wallpaper to the newsprint. They will use crayons, markers or colored pencils copy and extend the pattern to the newsprint. In addition, students may copy a pattern from their own clothing and recreate the pattern on newsprint. Students may also create their own unique pattern.	If a child is unable to extend the pattern, this student is not at the Meets Standard Level, but teacher can ask the question about the similarities. A student would have to extend the pattern and recognize similarities before the child could Meet this Standard. Script: "Watch as I create a pattern using the [say your choice of manipulatives]. I want you to keep the pattern going." For example: AB, AB, AB, _ _, _ _ NOTE: Encourage a minimum of two to three additional pattern repetitions (ABABAB). Be aware of careless errors as opposed to conceptual ones as the pattern is repeated. Repeat using other pattern combinations ABAB, AABBAABB, ABCABCABC. Difficulty in patterning would increase throughout the year.

Mathematics: Geometry

MKG3. Students will identify, extend, create, and transfer patterns from one representation to another using actions, objects, and geometric shapes.

c. Create a pattern in a different context with attributes similar to a given pattern.

Performance Levels		Assessment Activities
Not Yet Demonstrated	When given a pattern, student does not create a new pattern.	Using manipulatives found in the classroom (such as attribute blocks, counting bears, buttons, unifix cubes, etc.) create a pattern to show to the student (example: AB, ABC). Teacher asks the student to describe the pattern. Give the student cues for producing a pattern in a different context and then ask the student to make a new pattern. After the student creates a new pattern, the teacher might ask, "Tell me what you notice is the same about both of the patterns?"
Progressing	Student creates a pattern in a different context but not with attributes similar to the given pattern.	
Meets	Student consistently creates a pattern in a different context with attributes similar to a given pattern.	

Instructional Strategies

Instructional Suggestions for Teachers

- Modeling
- Drawing/Coloring Patterns
- Practice identifying and producing new patterns with various manipulatives
- Think-pair-share activities in which a pair of students work together. One student creates a pattern and then another student creates a new pattern with similar attributes.

Mathematics: Data Analysis and Probability

MKD1. Students will pose information questions, collect data, organize and *display* results using objects, pictures, and picture graphs.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not pose information questions, collect data, or organize and record results.	Have **student** pose an information question and then collect data on a pre-made data collection sheet or piece of paper. Student will then take the data collection and organize it in order to record the results. Students may use a pre-made graphing sheet or create their own graph to record the results. Examples of student posed questions: • What is your favorite color? • What is your favorite ice cream- vanilla, chocolate or strawberry? • Do you like spinach? • What do you like better – hamburgers or hotdogs? • How did you come to school today – bus, car or walk? • Who is your favorite Super Hero?)
Emerging	Student poses information questions but does not collect data, or organize and record results.	
Progressing	Student poses information questions and collects data but does not organize and record results.	
Meets	Student poses information questions, collects data, and organizes and records results.	

Instructional Strategies

Instructional Suggestions for Teachers

- Have a question of the day where the teacher models how to ask a question and let the class collect the data together. (Example: How many boys and girls are in our class? What color hair do you have? What is your favorite season?) Then the teacher models how to record the results on a graph.
- Have a data gathering center in the classroom where students work individually or in pairs to collect data from their classmates. Then let the students organize and record results on a graph. Use pre-made materials such as "Clipboard Math" from Lakeshore or pre-made data collection sheets.

V. Social Studies

In this section, you will find an assessment page for each element in the Kindergarten GPS for Social Studies. Each assessment page contains the following information:

- GPS standard and element (yellow box on top)
- Performance Level Descriptors (turquoise box on the left)
- Assessment Activities (light turquoise box on the right)
- Instructional Suggestions for teachers and/or parents (sky blue box on the bottom)

Before using GKIDS for the first time, read the entire GKIDS Assessment and Instructional Guide, which is available on the Georgia Department of Education website. Go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment. The Assessment and Instructional Guide has important information about planning, observing and documenting student learning throughout the year.

Also, for instructional support, you may browse the GaDOE frameworks at: https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudiesK-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS). The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units and tasks.

Social Studies: Historical Understandings

SSKH1. The student will identify the purpose of national holidays and describe the people or events celebrated: Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Day, Presidents Day, Memorial Day, Flag Day, Independence Day

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify the purpose or describe the people and events associated with national holidays.	(1) After class discussions about each holiday have the student draw or write a class book about the national holiday. The teacher will keep the book and writings as a work sample to add to the student portfolio. ---------- (2) As they occur throughout the year, discuss national holidays with students. Students can demonstrate their knowledge of national holidays by drawing, writing, or retelling a story about the holiday.
Progressing	Student identifies the purpose of previously taught national holidays OR describes people and events celebrated.	
Meets	Student identifies the purpose of previously taught national holidays AND describes the people and events celebrated.	

Instructional Strategies

Instructional Suggestions for Teachers

- Read books about National Holidays.
- Discuss the meaning of national holidays as each event approaches.
- Map the national holidays with a timeline that shows a full year. Mark national and state holidays above the line. Mark birthdays and family celebrations below the line.
- Write important holidays on the classroom calendars.
- Discuss how a holiday becomes a national holiday.

Social Studies: Historical Understandings

SSKH2. The student will identify important American symbols and explain their meanings: National and State flags, Bald Eagle, Statue of Liberty, Lincoln Memorial, Washington Monument, White House, Pledge of Allegiance, Star Spangled Banner.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify American symbols.	(1) After class discussions about each American symbol or landmark have the student draw or write a class book about the American symbol or landmark. The teacher will keep the book and writings as a work sample to add to the student portfolio. --- (2) Students can demonstrate their knowledge of national symbols by drawing, writing, or retelling a story about the symbol.
Progressing	Student identifies previously taught American symbols but does not explain their meaning.	
Meets	Student identifies previously taught American symbols and explains their meanings.	

Instructional Strategies

Instructional Suggestions for Teachers

- Discuss the meaning of symbols in general and of American symbols.
- Read books about American symbols.
- Draw or write a class book about American symbols.
- Discuss how a landmark becomes an American symbol.
- Discuss symbols of Georgia, Georgia flag, Georgia landmarks.
- Sing and/or illustrate the national anthem.

Social Studies: Historical Understandings

SSKH3. The student will correctly use words and phrases related to chronology and time to explain how things change: now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, first, last, next, day, week, month, year, past, present, future.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not use words and phrases related to chronology and time.	**<u>Now, long ago, past, present, future</u>** After having class discussions about the terms now, long ago, past, present, and future, the teacher will have students draw pictures. For example a teacher might have students draw a picture about how people traveled **LONG AGO**, how we travel **NOW**, and how they think we will travel in the **FUTURE**. See examples of class conversations below in Instructional Strategies. **<u>Before, after, first, last, next</u>** (1) Throughout daily routine and activities teacher will observe and listen for children's use of chronology terms. (2) Story sequencing: This can be done during a center or language activity. Teacher will observe to see that student is able to recall first, next and last. (3) Teacher can verbally ask children, "What do you have to do BEFORE you do this?" Children can verbalize answers. Teacher will listen for those verbal answers and note children's answers.
Progressing	Student correctly uses some words and phrases related to chronology and time.	
Meets	Student correctly uses all the words and phrases related to chronology and time.	
Instructional Strategies		
Instructional Suggestions for Teachers • Sequencing Cards • After reading a story, have students recall what happened first, next, and last. • Model daily procedures that require steps: Putting on socks and shoes. Teacher might say, "What do I need to do first? Put on my shoes or my socks?" OR 'What do I need to do before I put on my shoes?" • Cooking activities/recipes • Transitions/Lining up: "I want _____ to be first, and _____ to be last."		

SSKH3 (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Parents • Share stories about your past. • Check out books and read to children. • Show children pictures from the past. • Practice cooking/following a recipe at home • Practice following steps/procedures • Use vocabulary first, next, last, before and after verbally to tell children what to do: First I want you to get a bath and next I want you to brush your teeth. • Have children recall steps verbally – Ask questions, "What did you do first?" • At home, parents can talk about things they do in the morning, afternoon, night. • Make a help chart to put on the fridge that outlines "chores" throughout the day. • Talk about after school activities – What do you do on Monday, Tuesday, etc? • Talk about what you do during certain months • Reinforce knowledge of holidays, special events, etc.	(4) Use digital pictures to create a daily schedule. Have children recall events throughout the day. Teacher can say, "We just finished lunch. What do we do next?" (5) Using the digital pictures from the daily schedule, give children 3 – 4 daily events from the schedule. The teacher will ask the student to sequence the events. (6) Provide cooking activities in the classroom. Draw a recipe as a sequence of events. Talk with students about what to do first, next, last. Have students follow recipe. The teacher will be able to observe which students can follow the sequence of events. **Morning, Afternoon, Night** (1) After reading the books such as Alexander's Terrible Horrible, No Good, Very Bad Day by Judith Viorst, teacher can point out activities that happened throughout the day during the story. The teacher can then have students recall what happens throughout their "school" day. Teacher will listen to children for understanding of the concept. (Large Group)

SSKH3 (continued)

Assessment Activities

(2) Have students draw pictures about what they do in the morning, afternoon and night. Teacher would have children tell about what they drew and record dictations. This could be kept for a student portfolio. This could be done as a small group activity but assessment will be done individually as the teacher listens to the students and records dictations. (Small group or individually during center time)

(3) Using the book, Morning, Noon and Night by Jean Craighead George, teacher will lead a class discussion about the differences between what people do and animals do during throughout a 24 hour day. Teacher can have students draw pictures showing some of the differences between what people do and animals do at certain times of day. Teacher individually talks with students about their pictures and record dictations. These can be kept as work samples for student portfolios.

Today, Tomorrow, Yesterday Day, Week, Month, Year

(1) Sing and chant days of week, months of year (e.g., CDs by Dr. Jean and Greg & Steve).

(2) Teach holidays that occur each month to help children remember the months. Use symbols for each holiday as visual clues for children.

(3) Include birthdays with months to reinforce learning.

(4) Teacher can talk about today, tomorrow and yesterday and prompt students. Teacher might ask, "Today is _____" and wait for student response. "Tomorrow will be _____" and wait for student response. Yesterday was _____" and wait for student response.

(5) Teacher uses the terminology of this standard daily.

(6) The term year is reinforced usually during December and January as the year changes.

(7) Determine the date. Students write the date on their class work daily.

Social Studies: Geographic Understandings

SSKG1. The student will describe American culture by explaining diverse community and family celebrations and customs.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not share details about a family custom or celebration or a community celebration or custom.	Teacher would have student share a family celebration with the class. Teacher would observe and listen to assess the students' understanding of this concept. Teacher would also have students draw a picture about how their families celebrate an occasion. Teacher would record dictations after discussing drawings with students or have students write a sentence about their drawing and family celebration or custom. This drawing can be kept for student portfolio.
Meets	Student describes a family celebration or custom and community celebrations and customs.	
Instructional Strategies		
Instructional Suggestions for Teachers • See GaDOE Frameworks at www.georgiastandards.org for Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary.		

Social Studies: Geographic Understandings

SSKG2. The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

a. Differentiate land and water features on simple maps and globes.
b. Explain that maps and globes show a view from above.
c. Explain that maps and globes show features in a smaller size.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize a map as a drawing of a place or a globe as a model of the Earth.	Introduce a globe as a model of the earth. Explain that the earth is round. It is a sphere (ball). If we were in space or on the moon, this is what the earth would look like. Begin to show children features on the globe. Show children how to differentiate between land and water features on the globe. Teacher might say, "The blue represents the water." Have students come to the globe and point out some water and land features. Teacher can assess children by observing. Discuss the difference in the size of an actual state, country, or ocean compared to how it is shown on the globe. Introduce a map. Teacher says, "In today's lesson we are going to learn about another resource that is used to represent the Earth, but it looks quite different from the globe. It is called a map. A map is a drawing that shows all or part of an area. A map is flat. A globe and Earth are spheres and are round." If you took the globe or the Earth and flattened it out, it would look like a map.
Emerging	Student does <u>one</u> of the following: differentiate land from water, explain that a map/globe is a view from above, explain that a map/globe shows features in a smaller size.	
Progressing	Student does <u>two</u> of the following: differentiate land from water, explain that a map/globe is a view from above, explain that a map/globe shows features in a smaller size.	
Meets	Student demonstrates an understanding of a map and a globe by: pointing to land and water on a map or globe, explaining that a map/globe is a view from above, AND explaining that a map/globe shows features in a smaller size.	

SSKG2 – a,b,c (continued)	
Instructional Strategies	**Assessment Activities**
Instructional Suggestions for Teachers • Begin a lesson by introducing some models such as cars, food, etc. that represent items in our environment, but are not the same size. Then introduce a globe by saying this is a "model" of Earth. • Next, read a book, *Me on the Map* by Joan Sweeney and Annette Cable or *Mapping Penny's World* by Loreen Leedy. • Share with students that everything on the globe is really "smaller" than real life. This is why a globe is a model of the Earth. You might say, "We can't put the whole world (Earth) inside the classroom, but we can look at globe and see the whole world (Earth). • Look at the zoom features of on-line maps such as Google Maps and/or Mapquest. **Suggestions for Parents:** • Involve children in mapping out/planning family vacations or trips. • Discuss and locate where parents lived as a child. • Draw attention to maps when visiting theme parks or zoos.	A map is "smaller" than what you would see in real life. We can't fit the whole Earth in our classroom, but we can fit the map in here to look at the Earth." Share with students that a map is also a view from above the earth. Explain what that means. What is above? Have students discuss. Teacher can listen and observe. Begin to show children the features of different kinds of maps. There are city maps, state maps, a map of the United States, and a map of the world. Show children how to differentiate between land and water features on the map. Teacher might say, "The blue represents the water." Have students come to the map and point out some water and land features. Continue by showing the students the land areas and water bodies on both the globe and the map and point out that they are located in the same areas on both. Then ask the students if they notice any other similarities. Teacher can assess children by observing. Discuss the difference in the size of an actual state, country or ocean compared to how it is shown on the map. Have children make a map of the classroom or a map of the school. Remind students that as they draw certain things in the classroom that their drawings will be much smaller than the actual object. The teacher will keep maps that children make as a work sample.

Social Studies: Geographic Understandings

SSKG3. The student will state the street address, city, county, state, nation, and continent in which he or she lives.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student states none of the following: street address, city, county, state, nation, and continent.	Practice with children on a daily basis during calendar time, down times, and transitions. Using maps and/or a globe, explain the difference between cities, counties, states, countries, and continents. Teacher will keep a checklist throughout the year to track which children can state street address, city, county, state, nation and continent. Ask students the following questions: • "What is your home address?" (may elicit street address, city, and state) • "What city do you live in?" • "What county do you live in?" • "What state do you live in?" • "What is the name of the country in which you live?" • "What is the name of the continent in which you live?"
Emerging	Student states 1-2 of the following: street address, city, county, state, nation, and continent.	
Progressing	Student states 3-5 of the following: street address, city, county, state, nation, and continent.	
Meets	Student states the street address, city, county, state, nation, and continent in which he/she lives.	
Exceeds		
Instructional Strategies		
Instructional Suggestions for Parents • Parents can help students learn their home address.		

Social Studies: Government/Civic Understandings

SSKCG1. The student will demonstrate an understanding of good citizenship.

a. Explain how rules are made and why.
b. Explain why rules should be followed.

Performance Levels	
Not Yet Demonstrated	Student does not explain how/why rules are made and why they should be followed.
Meets	Student explains how rules are made and why rules should be followed.

Instructional Strategies

Instructional Suggestions for Parents

- Discuss family rules/guidelines/ expectations
- Discuss rules for traveling from one place to another
- Discuss neighborhood rules/ expectations (at the park, pool, etc)
- Discuss how the rules are sometimes different in different places

Assessment Activities

Ask the students why they think that there are rules and give students an opportunity to respond. Explain to the students that without rules our lives would be chaotic. Give some examples of situations that could occur if there were no rules such as traffic accidents due to the absence of traffic lights and signs.

Tell the students that just like at home, there are rules at school and in the classroom that are to be followed. Then inform the students that there are consequences for breaking rules at school such as calling a parent, a negative note home, visit to the principal's office. Finally, summarize that the classroom rules are meant to be followed so that everyone stays safe and learns as much as possible while at school.

Create a classroom rule chart with the class. Be sure to involve children in the creation of the class rules.

Now that the students have learned the classroom rules, have them play a game in which they have to recall the rules and explain why they should be followed.

Social Studies: Government/Civic Understandings

SSKCG2. The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not retell stories or explain how the people in the stories illustrate positive character traits.	Read stories about people who cope with conflicts by using positive character traits such as honesty, truth, and courtesy. Discuss the qualities of the main characters of the stories and how they react or respond to a problem or situation. Practice retelling the details of stories. Ask students for examples of bravery on TV, in movies, in real life, in newspaper accounts of heroes and leaders, and in accomplishments in sports and the arts. Teacher will listen to and observe the types of stories told by students to assess their understanding. Ask students to retell stories. Have students discuss some of the character traits portrayed in the story. Teacher will listen to and observe students.
Progressing	The student retells stories that illustrate positive character traits, but the student does not explain how the people in the story show those traits.	
Meets	The student retells stories that illustrate positive character traits and explains how the people in the story show those traits.	

Instructional Strategies

Instructional Suggestions for teachers

- See http://www.bu.edu/education/caec/files/booklistk.htm for a kindergarten citizenship book list.
- See http://www.emc.cmich.edu/CORE/character.htm for more character education lesson plans.
- See GaDOE Frameworks at www.georgiastandards.org for Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary.

Social Studies: Economic Understandings

SSKE1. The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify common jobs in the community.	(1) Students will contribute to a language experience chart that describes the work of various community helpers. Teacher will listen to and observe students. ---------- (2) Students will draw pictures and dictate information that describes the work of various community helpers. ---------- (3) Students will create a journal writing that describes the work of various community helpers. ---------- (4) Students will participate in the creation of class book describing the work of various community helpers.
Progressing	Student names community helpers but does not describe the work they do.	
Meets	Student identifies a variety of common jobs in the community and describes the work that people do.	
Instructional Strategies		
Instructional Suggestions for Teachers • Community helper literature or leveled readers for guided reading • Community helper visitors/resource people/field trips • Career Day or Dress Up Day • Center Activities for drama – act out the work of community helpers, use block center to build a community with helpers • See GaDOE Frameworks at www.georgiastandards.org for Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary.		

Social Studies: Economic Understandings

SSKE2. The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not explain how people earn money in exchange for their work.	(1) Teacher will create role-playing opportunities where children can pretend to be community helpers with an exchange of money for service/work. Teacher will listen to and observe students. --- (2) Teacher will create a class store, restaurant, or mini-economy set up in class (students role play situations to earn class money for later exchange in class store.) Teacher will listen to and observe students. Teacher can also take pictures and record dictations to place in student portfolios. --- (3) Students will create a drawing and/or writing about working and earning money. Teacher will keep student work as a work sample for the student portfolio. --- (4) As a whole group, discuss the types of jobs held by family members and relatives.
Meets	The student explains how people earn money in exchange for their work.	
Instructional Strategies		
Instructional Suggestions for Teachers • Read children's literature to discuss/explain that people earn money in exchange for their work. (Examples: *Benny's Pennies, Alexander Who Used to Be Rich Last Sunday* by J. Viorst, *Charlie's Cloak* by T. de Paola*).* • This activity may be combined with a history unit by describing for students how people long ago traded and bartered to get all the goods and services they needed.		

Social Studies: Economic Understandings

SSKE3. The student will explain how money is used to purchase goods and services.
a. Distinguish goods from services.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not distinguish goods from services.	Open a discussion to help the class discover the difference between goods and services. Ask, "What are the types of things we can spend money on? Are there any things you can spend your money on that you can't touch or feel?" (Goods are items you can touch and feel like toys, clothes, and food. Services are things that you can't touch or feel like getting your car washed or going to the movies.) Students will participate in making a wall chart of goods vs. services. Teacher will listen to and observe student participation. Assess by revisiting and adding to the chart throughout the year as students study different topics in social studies.
Meets	The student distinguishes goods from services with an explanation or example.	

Instructional Strategies

Instructional Suggestions for Teachers

- This could be combined with unit on community helpers as the class studies all the different types of jobs adults hold.

Social Studies: Economic Understandings

SSKE3. The student will explain how money is used to purchase goods and services.
b. Identify various forms of U.S. money (coins, currency)

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not identify any U.S. coins or currency.	(1) Have a variety of materials (coins and dollar bills along with other various materials) for children to look at. Ask student, "If you were going to the store to buy something, which of these could you use to purchase something?" Teacher would expect student to point to the dollar bills and coins or say dollar bills and coins verbally. Teacher will listen to and record student responses. ---------- (2) Provide multiple opportunities to manipulate coins (centers, snack money, lunch money). ---------- (3) Play money games with students. ---------- (4) Set up a store and label items 1 cent, 5 cents, 10 cents, 25 cents, and one dollar for sale. Students will use corresponding coins to purchase items in store. ---------- (5) Use coins as tokens for good behavior.
Meets	The student identifies U.S. coins and dollar bills (paper money) as currency.	
Instructional Strategies		
Additional Instructional Suggestions • Online games can be found at www.usmint.gov/kids • Software *Coin Critters* by Nordic, and *Basic Coins* by Attainment **Instructional Strategies for Parents** • Encourage parents to allow children to use coins in real-life experiences and also to sort pocket change • Use money games with students. Online games can be found at www.usmint.gov/kids		

Social Studies: Economic Understandings

SSKE4. The student will explain that people must make choices because they cannot have everything they want.

Performance Levels	
Not Yet Demonstrated	Student does not distinguish between wants and needs.
Meets	Student explains why people must make choices about what they want by telling a story or giving an example.

Instructional Strategies

Instructional Suggestions for Teachers

- See GaDOE Frameworks at www.georgiastandards.org for Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary.

Assessment Activities

Students participate in making a wall chart illustrated with magazine pictures or student drawings of "wants" and "needs." Teacher will listen to and observe students.

Begin the lesson by quickly reviewing the difference between needs and wants and encourage the students to name a couple of each. Then, tell the students to think about how their needs and wants are met. Have students draw and/or write on a "T" chart to distinguish between their wants and needs. Teacher will keep the "T" chart as a work sample for the student portfolio.

Share with the students that wants are exactly that-- things that people *want*, but don't particularly need in order to survive. Give the students a few examples (such as pets, radios, and television), then tell the students to think about something that they have wanted before but didn't actually need to have. Allow them to share their story with the class. As the students name their wants, record them on a sheet of chart paper and discuss the differences between the wants and needs. Teacher will listen to and observe student responses.

VI. Science

In this section, you will find an assessment page for each element in the Kindergarten GPS for Science. Each assessment page contains the following information:

- GPS standard and element (yellow box on top)
- Performance Level Descriptors (turquoise box on the left)
- Assessment Activities (light turquoise box on the right)
- Instructional Suggestions for teachers and/or parents (sky blue box on the bottom)

Before using GKIDS for the first time, read the entire GKIDS Assessment and Instructional Guide, which is available on the Georgia Department of Education website. Go to http://www.gadoe.org/ci_testing.aspx and go to the link for Kindergarten Assessment. The Assessment and Instructional Guide has important information about planning, observing and documenting student learning throughout the year.

Also, for instructional support, you may browse the GaDOE frameworks at: https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/ScienceK-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Georgia Performance Standards (GPS). The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units and tasks.

Science: Earth Science

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.

a. Describe changes that occur in the sky during the day, as day turns into night, during the night, as night turns into day.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not describe changes in the day or night sky.	(1) Develop picture resource showing sunrise, day, dusk, night. It is not necessary to label the pictures but to be able to show the pictures to children. Ask children to describe what is happening in each picture. This can be done orally or in written format. ---------- (2) Develop resource page to give to each child on which child can draw the sun or moon in the appropriate position in the appropriate picture (picture of child in the bed, picture of a child waking up, picture of a child in school, picture of a child getting ready for bed).
Progressing	Student describes changes from day to night, but not as day turns into night (sunset) or night into day (sunrise).	
Meets	Student describes changes from day to night and as day turns into night (sunset) and night into day (sunrise).	

Instructional Strategies

Instructional Suggestions for Teachers

- Read a book that describes a 24-hour cycle of the moon, sun, and/or stars. After class discussion of each period (day, sunset, night, sunrise), the class would draw the four periods of the cycle. The class could be divided into 4 groups. Each group could draw one period, or each student could do four drawings. The pictures would be placed on the wall to show the transition of the sky through the 24-hour cycle.

Science: Earth Science

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.

b. Classify objects according to those seen in the day sky and those seen in the night sky.

Performance Levels	
Not Yet Demonstrated	Student does not classify objects according to those seen in the day sky and those seen in the night sky.
Meets	Student classifies objects according to those seen in the day sky and those seen in the night sky.

Instructional Strategies

Instructional Suggestions for Teachers and Parents

- Read books about day/night sky with your students/children. Discuss characteristics of the day and night sky.

Assessment Activities

(1) Using a pocket chart, sort pictures/models (moon and stars) under the appropriate title: "Day Sky" or "Night Sky."

---

(2) Give each child a "T" Chart labeled Day and Night along with pictures depicting day and night. Have children place the appropriate objects in the appropriate column OR have the students draw the objects in the appropriate columns. This could also be done orally by having students tell what objects would appear in each column.

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(3) Student draws picture(s) and labels objects in the day sky and objects in the night sky.

Science: Earth Science

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.

c. Recognize that the Sun supplies heat and light to Earth.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize any characteristics of the sun.	(1) Ask students, "What does the sun do?" Record student responses. While outside, have students stand in a shady area and then move to a sunny area. Have children notice that they get warmer in the sun. If they want to cool off, they can move to the shade. Teacher will observe and record student observations. While outside, have students notice what happens when a cloud moves in front of the sun. What happens to the light? What happens to the heat? Does it get cooler or hotter? ---------- (2) Have children write about this in their journal. Teacher can keep journal entry for student portfolio.
Progressing	Student recognizes that sun the supplies light OR heat to the earth but not both.	
Meets	Student recognizes that the sun supplies light AND heat to the earth.	

Instructional Strategies

Instructional Suggestions for Teachers

- Read books about the earth and the sun. Read books about the sun and its relationship to the Earth. Discuss that the Sun is a heat and light source, and without it life would not exist on Earth.
- (Experiment) Plant seeds in paper cups and place some in a lighted place and others in a dark place to demonstrate that seedlings need light to grow. This experiment can also be repeated using cold and warm places.

Instructional Suggestions for Teachers

- Visit a Planetarium

Science: Earth Science

SKE2. Students will describe the physical attributes of rocks and soils.
a. Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not describe or group rocks according to their physical attributes.	Collect a variety of rocks and ask students to sort them by characteristic: • Small/Large • Light/Heavy • Smooth/Rough • Dark/Light
Progressing	Student describes rocks but does not accurately group rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc).	
Meets	Student describes and groups rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc).	
Instructional Strategies		
Instructional Suggestions for Teachers • Observe during center time. • Ask students to bring in rocks they have found.		

Science: Earth Science

SKE2. Students will describe the physical attributes of rocks and soils.
b. Uses senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not describe physical attributes of soil such as smell, texture, color, particle/grain size.	(1) Have a variety of soils for children to explore. Teacher leads children through observation of different physical attributes. Teacher points out to children that all soils are different and serve different purposes. Teacher leaves soils out for children to explore on their own. --- (2) As a large group, create a comparison/contrast chart for types of soils. As the students make verbal observations, the teacher records them on the wall chart.
Meets	Student describes physical attributes of soil such as smell, texture, color, particle/grain size.	
Instructional Strategies		
Instructional Suggestions for Teachers • Plant seeds in different types of soils to see what happens. • Have children observe and record the differences.		

Science: Earth Science

SKE2. Students will describe the physical attributes of rocks and soils.

c. Recognize earth materials – soil, rocks, water, air, etc.

Performance Levels	
Not Yet Demonstrated	Student does not recognize earth materials.
Progressing	Student recognizes some earth materials (e.g.,rocks, water) but misidentifies other earth materials.
Meets	Student recognizes earth materials (soil, rocks, water, air, etc).

Instructional Strategies

Instructional Suggestions for Teachers

- Use balloons to show an example of air. Have one balloon that is not inflated and one balloon that you blow up with "your air." Note the differences. Pop the balloon or unpinch the end, listen to the air escape the balloon, and watch the balloon deflate.
- Use a flag or a pinwheel to demonstrate the movement of air and how it affects objects.
- As a large group, observe a windsock, flag, or the branches of trees moving on a windy day.

Assessment Activities

(1) Collect samples of soil, rocks, water, and an empty jar to represent air. Discuss that you can't see air, but it is present in the jar. Display the samples on a science table to visit during center time or to pass around during a science lesson. Note which children are able to identify soil, rocks, water, air, etc.

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(2) Given a set of pictures of soil, rocks, water, air, etc. have children identify each.

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(3) Go outside with children and have them pick up samples of earth items (soil, rocks, etc.)

Science: Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.)

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not compare or sort materials based on composition.	(1) Collect a group of objects (10 – 15) composed of different materials (clay, cloth, plastic, paper, glass). For example, select objects made of each of the different materials (e.g., plastic cup, glass, paper cup, clay figurine, sock, piece of fabric, etc.). Have children sort the objects based on composition. ---------- (2) Have students find objects in the room and then sort into different groups based on composition.
Meets	Student compares and sorts materials based on composition.	

Instructional Strategies

Instructional Suggestions for Teachers

- Provide opportunities to group and sort (e.g., manipulatives, laundry, groceries, organizing a closet)

Instructional Suggestions for Parents

- Allow children to help with sorting laundry, putting away groceries, silverware, clothing, etc.

Science: Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

b. Uses senses to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility)

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not classify common objects according to their attributes.	(1) Collect and sort a variety of common materials such as buttons and cloth. Sort buttons according to sight (all one color, 2 or 3 holes, round or square, rough or smooth. Sort cloth according to touch (smooth or rough). Other attributes for sorting include size, weight, texture, buoyancy, flexibility. --- (2) Gather items that would sink or float in water. Have a tub of water and have children guess which items are going to sink or float. Have students drop each item into the water to see which ones sink or float. Discuss why some objects float and why some do not.
Meets	Student consistently classifies common objects according to their physical attributes.	
Instructional Strategies		
Instructional Suggestions for Teachers • Practice sorting items daily. • Have children sort items in centers.		

Science: Physical Science

SKP2. Students will investigate different types of motion.

a. Sort objects into categories according to their motion (straight, zigzag, round and round, back and forth, fast and slow, motionless).

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not sort objects according to their motion.	Show an assortment of objects to students and have them sort the objects by their motion. Examples of objects: race car and turtle (fast/slow), merry-go-round (round and round), train (straight), block (motionless), snake (zigzag), etc.
Progressing	Student sorts some objects according their motion but incorrectly categorizes other objects.	
Meets	Student sorts objects into categories according to their motion.	
Instructional Strategies		
Instructional Suggestions for Teachers • To demonstrate different types of motions, play follow the leader or "Simon Says."		

Science: Physical Science

SKP2. Students will investigate different types of motion.
b. Push, pull, and roll common objects and describe their motions.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not describe the motion of common objects when they are pushed, pulled, and rolled.	Given a variety of objects (e.g., sphere/ball, cylinder, toy car or truck, etc.) students will push, pull, and/or roll the objects and describe the motion. For example: • Have the students sit on the floor and push a ball or a car from person to person. Ask: "What can we call the ball's/car's movement?" (rolling) Ask: "What changes the direction of the ball/car?"(the ball/car rolls in the direction it is pushed) or (the car traveled in the direction it was pulled or in the direction of the front wheels.) • Have students pass an object from person to person by pulling on a string. Discuss and compare the movement of objects that are pulled to objects that are pushed. • As a large group, make a wall chart of the way things move. Categories might include things that move back and forth (swings), things that move in straight lines, and things that move around and around in circles (merry go round).
Meets	Student describes the motion of common objects when they are pushed, pulled, and rolled.	
Instructional Strategies		
Instructional Suggestions for Teachers • Let students manipulate objects, hands-on. • Discuss motions of objects used in daily life (wheels on the bus, pushing carts in grocery store, pulling doors open, pulling a wagon).		

Science: Physical Science

SKP3. Students will observe and communicate effects of gravity on objects.

a. Recognize that some things, such as airplanes and birds, are in the sky but return to earth.

b. Recognize that the sun, moon, and stars are in the sky but don't come down.

Performance Levels	
Not Yet Demonstrated	Student does not recognize that some things in the sky return to earth while others remain in the sky.
Meets	Student recognizes that some things in the sky return to earth while others remain in the sky.

Instructional Strategies

Instructional Suggestions for Teachers

- Take common items in the classroom and throw them up into the air. Before throwing them, have students make predictions about what will happen. Teacher might say," "Do you think this is going to stay in the air or do you think it will come back down to the ground?" This activity could be done indoors or outdoors.
- Introduce the word gravity. "Gravity is a force that pulls an object back to Earth. When we slide down a slide, gravity pulls us toward Earth." Take the class outside to the playground to demonstrate.

Assessment Activities

(1) After a class discussion about gravity, the sky and the ground, teacher would post 2 pieces of poster paper, one blue (representing the sky) and one green (representing the Earth).

Using clip art previously gathered by teacher, the teacher would discuss with children the following concepts. If a teacher held up a picture of a bird, the teacher might say, "The bird flies up in the sky, but comes back down to the ground and returns to earth." The teacher would have the student put the bird on the green poster paper.

The teacher will repeat the process with each piece of clip art. Suggestions for clip art (bird, moon, stars, airplane, butterfly, sun, balloon, baseball, kite, hot air balloon, etc.) Teacher would use this activity during large group and would begin to observe and listen to children as they make suggestions about where to place each piece of clip art.

SKP3 – a, b (continued)
Assessment Activities
(2) After doing the activity # 1 during whole group, teacher would move this activity to a center. Instead of large pieces of poster board, use a mat or a piece of paper divided in half with the labels Sky/Earth. Make class sets of the same clipart used during the large group activity for students. Students can place the clipart in the correct column. Teacher would be able to assess students understanding of the concept by where the students place the items on the paper. Students could also glue the clip art on their pages and this page could be added to their portfolios.

Science: Physical Science

SKP3. Students will observe and communicate effects of gravity on objects.
c. Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not communicate the effects of gravity.	(1) After a large group discussion about gravity, teacher will demonstrate to students the effects of gravity. Teacher will use classroom objects to show the concept of gravity to students. Teacher will also have students jump up and down and then ask questions such as, "I saw you jump way up in the air, but now you are back down on the ground. Why is that? You jumped up in the air on purpose, but did you jump down on purpose?" "It is a big word that is called GRAVITY." Have students choose items from the classroom that they predict will come back down. Suggested items: book, pencil, marker, book bag (objects that are safe). (2) After completing the above activity, use the same items that just came back down and ask the students, "What do you think will happen if I drop this over the table? Do you think it will fall down to the ground or stay on the table?" "Why or why not?" Drop a variety of items on the table and then drop the same items on a different surface (desk, book bag, etc.). Ask this question, "Why do you think you stop going up when you jump and come back down to the ground? Why don't you go through the floor or dirt?"
Progressing	Student explains why the book does not fall if it is placed on the table but not why the book will fall to the ground if dropped.	
Meets	Student explains why the book does not fall if it is placed on the table AND why it will fall if it is dropped. (E.g., "The book stopped at the table because it broke its fall". "The book hit the table first". "The table stopped it". "The table is holding it up".	
Instructional Strategies		
Instructional Suggestions for Teachers • Listen and observe children for understanding of this concept. • Ask children questions to confirm understanding.		

Science: Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

a. Recognize the difference between living organisms and non-living materials.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize the difference between living organisms and non-living materials. (e.g., may think that all moving things are living).	(1) In a group discussion, clarify the difference between living and non-living things. Discuss basic needs for living things to grow and survive such as food, water, light, air. Then show students pictures and ask them whether each picture is living or non-living. Ask students how they know if something is living or non-living. Record their responses. ---------- (2) While outside, have children identify things that are living and non-living. Teacher will listen to and observe students and note children's observations or do a class graph after returning to the classroom. Teacher may also take pictures of what children identify while outside for use in a center activity.
Progressing	Student can differentiate between some living organisms and non-living materials but not others.	
Meets	Student recognizes the difference between living organisms and non-living materials.	
Exceeds	Student recognizes the difference between living and non-living things and explains how he/she knows something is living or non-living.	

Instructional Strategies

Instructional Suggestions for Teachers

- Provide practice/discussion during center time with a variety of examples.
- Read books about plants and animals
- Related science experiments involving plant growth
- Identify materials in the classroom that are living or non-living.

Science: Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: a frog has four legs and hops. A rabbit also hops.)

Performance Levels	
Not Yet Demonstrated	Student does not group animals by observable features.
Progressing	Student groups animals according to one observable feature (e.g., size).
Meets	Student groups animals according to observable features.
Exceeds	Student groups animals according to more than two observable features.

Note: Students may group animals according to one feature at a time.

Instructional Strategies

Instructional Suggestions for Teachers

- Model process of deciding whether animals have specific features.
- Read a variety of books about animals
- Show videos of animals
- Use this study as an opportunity to integrate new ELA nouns and action verbs.

Assessment Activities

(1) Have students group animals according to observable features (size, appearance, motion, where it lives, etc.). Lead students to regroup according to different features. For example, students can first group animals according to whether they have fur, then according to whether they fly, walk, or crawl, and then by where they live, etc. Teacher will observe students while sorting and record responses.

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(2) Take a field trip to the zoo or have someone visit the classroom with different types of animals. After learning about the animals, create a class graph as children sort the animals by features.

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(3) Create a class set of pictures of real animals for children to sort by features. Place this activity in a center for children. Teacher will note observations.

See SKL2 – a for additional activities.

Science: Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

c. Group plants according to their observable features such as appearance, size, etc.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not group plants according to any observable feature.	Given a variety of pictures of plants, have students sort according to observable features. (Examples: sort by size, is it a flower or tree, is it a fruit or vegetable, is it tall or short, do you eat it or not eat it, are the leaves different colors and shapes) *See SKL2-b for additional activities.*
Progressing	Students groups plants according to one observable feature.	
Meets	Students groups plants according to two or more observable features.	

Instructional Strategies

Instructional Suggestions

- Read books about plants
- Collect different shapes of leaves
- Provide students with a variety of plants or pictures of plants. Read book: *Tops and Bottoms*.
  - ❖ Group plants that the tops (leaves) are eaten: corn, collards, mustard greens, wheat
  - ❖ Group plants that the middle (stems) are eaten: celery, asparagus
  - ❖ Group plants that the bottom (roots) are eaten: carrots, turnips, beets, peanuts
  - ❖ Group plants according to size: tall (corn), short (peas, beans), underground (peanuts)

Science: Life Science

SKL2. Students will compare the similarities and differences in groups of organisms.

a. Explain the similarities and differences in animals (color, size, appearance, etc.)

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not explain (verbalize, draw, or write) similarities and differences in animals.	(1) Sort photographs of animals (or plastic animals) and group into big/little, animals with two legs, four legs, etc., with and without fur, colors of animals. Have children explain why they sorted the animals and/or their criteria for sorting. This can be done is small group or one-on-one. --- (2) In small groups, create a book of animals that are grouped according to their similarities and differences (big/little, animals with two legs, four legs, etc., with and without fur, colors of animals, etc.). Have each group talk about their book. Teacher can keep the class book to put in the student portfolio as a work sample. --- (3) The student will observe a virtual tour and write about how the animals and are similar and different in his/her journal. Teacher will keep the journal page as a work sample for the student portfolio.
Progressing	Student explains one similarity or one difference in animals.	
Meets	Student explains two or more similarities AND differences in animals.	
Instructional Strategies		
Instructional Suggestions for Teachers • Math activities (big and little) with plastic animals • Small group instructions & games about animals • Leveled readers in guided reading • Animal websites • Read picture books/guided reading books about animals and create graphs, Venn diagrams, etc. • The teacher will present pictures, toy animals, etc. to the students and they will group them according to color, size, and appearance. • Live animals brought to the classroom. Pictures are taken of these animals to use in activities.		

Science: Life Science

SKL2. Students will compare the similarities and differences in groups of organisms.

b. Explain the similarities and differences in plants (color, size, appearance, etc.)

Performance Levels	
Not Yet Demonstrated	Student does not explain (verbalize, draw, or write) similarities and differences in plants.
Progressing	Student explains one similarity or difference in plants.
Meets	Student explains two or more similarities AND differences in plants.

Instructional Strategies

Instructional Suggestions for Teachers

- Math activities (big and little) with paper and real leaves
- Plant websites
- Talk about which plants lose their leaves in the fall and which are evergreen.
- Plant real plants and observe under different conditions
- The teacher will present real plants, photographs of plants, and the students will group them according to color, size, and appearance.

Assessment Activities

(1) Sort photographs of plants and group them by similarities and differences. Have children explain why they sorted the plants and/or their criteria for sorting. This can be done in small group or one-on-one.

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(2) In small groups, create a book about plants and their similarities and differences. Have children talk about their book. Teacher can keep the class book to put in the student portfolio as a work sample. (This activity might be done with different types of leaves.)

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(3) The student will choose plants and describe how they are similar and different in his/her journal. Teacher will keep the journal page as a work sample for the student portfolio.

Science: Life Science

SKL2. Students will compare the similarities and differences in groups of organisms.

c. Recognize the similarities and differences between a parent and a baby.

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not recognize similarities and differences between a parent and baby.	The students will look at pictures of parents and babies (human or animal). The teacher will ask students to describe similarities and differences between the parent and the baby. Students can make a book or journal entry describing how they are alike or different. Teacher can keep the journal entry or book as work sample for the student portfolio.
Progressing	Student recognizes similarities OR differences between a parent and baby but not both.	
Meets	Student recognizes two or more similarities AND differences between a parent and a baby (human or animal).	

Instructional Strategies

Instructional Suggestions for Teachers

- Students may bring a picture of themselves as babies and pictures of their parents or caregivers. Have children explain similarities or differences.

Science: Life Science

SKL2. Students will compare the similarities and differences in groups of organisms.

d. Match pictures of animal parents and their offspring explaining your reasoning (Example: dog/puppy, cat/kitten, cow/calf, duck/ducklings, etc.)

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not match pictures of animal parents to pictures of their offspring.	(1) Students will match pictures of animal parents and their offspring and explain their reasoning. Teachers will observe and note student responses. --- (2) Read books on animals and their babies. Students will make books and show pictures of their parent animals and their babies. Teacher will keep books as work samples for student portfolios. --- (3) Set-up center activities where students can match adult animals to baby animals. Teacher observes students during center time. --- (4) Go to a zoo website and observe the panda and baby panda. Have student write/dictate how the baby panda and parent are different and/or the same. Teacher will keep writing work sample for student portfolio.
Progressing	Student matches pictures of parents and offspring but does not provide an explanation.	
Meets	Student matches pictures of parents and offspring and explains his/her reasoning. (Examples: "This is the baby pig and this is the mama pig, because they are both pink and have curled tails." "They look alike.")	
Instructional Strategies		
Instructional Suggestions for Teachers • Students will visit virtual field trips and observe animal parents and their babies. • Read books about animals and animal babies. • Look at pictures of animals and animal babies. • Floor puzzles with animals and animal babies.		

Science: Life Science

SKL2. Students will compare the similarities and differences in groups of organisms.

e. Recognize that you are similar and different from other students (senses, appearance)

Performance Levels		Assessment Activities
Not Yet Demonstrated	Student does not identify similarities and differences between students in the class.	(1) Students identify the following characteristics (boy/girl, color of hair, color of eyes, hair type, etc.) Class makes a graph to see how many of each gender, eye color, hair color and hair type are in the classroom. Teacher will listen to and observe students during class discussion and creation of graph. --- (2) Play "Guess Who?" Teacher or students pick a child in the classroom to describe. After giving three clues, the rest of the class tries to guess who the student is. --- (3) Guide the students through the discussion of "same or alike" and "different". Draw a line down the middle of a large piece of chart paper to create two halves. Draw a picture of one student on one side and another student on the other. Ask students to notice things that are alike and different about each student and label the characteristics on the chart as each one is recognized.
Progressing	Student identifies differences OR similarities but not both.	
Meets	Student identifies two or more similarities AND differences from other students.	
Instructional Strategies		
Instructional Suggestions for Teachers • Make painted handprints and/or footprints and compare them.		

SKL2 – e (continued)
Assessment Activities
Some prompting may be required. Be sure to discuss the fact that everyone is alike in some ways and everyone is different in some ways. Students might notice: color of hair, eyes, or skin, short and tall, long hair or short hair, curly hair or straight hair, girl or boy, freckles, glasses, etc. *To extend this activity, have the children work in "teams" during work time to create their own "same and different" chart about their friends in the room. It may even be someone who is not in the classroom that they want to draw and compare. Teacher can save this as a work sample for the student portfolio.

VII. Approaches to Learning

"Approaches to Learning" are dispositions or outlooks, not just towards learning new skills but using knowledge and skills students already possess. As children learn knowledge and skills, they also develop attitudes towards learning and using those skills. These outlooks on learning can be positive ("I love reading") or negative ("I can't do math"). Examples of Approaches to Learning include curiosity, initiative, creativity, engagement, confidence, attention to task, and task persistence.

The Approaches to Learning are manifested in all curriculum areas, including music, dramatic play, and art. These characteristics and dispositions are the foundation for all future learning. Teachers need to be aware that children differ in how they approach new and novel tasks, difficult problems or challenges, and teacher directed tasks. For example, students who do not value reading are not likely to read outside of school even if they have reading skills. In contrast, students with positive dispositions toward reading will choose to read often. All children need to acquire positive approaches to learning, including children with significant disabilities or from diverse cultural backgrounds.

The following page contains ten Approaches to Learning statements that are evaluated for GKIDS. The statements are divided into three general categories: Curiosity and Initiative, Creativity and Problem Solving, and Attention, Engagement, and Persistence. For each of the ten statements, students will be evaluated using the following performance levels:

- **Area of Concern**
- **Developing**
- **Consistently Demonstrating**

Approaches to Learning Menu

Category	Statement	Area of Concern	Developing	Consistently Demonstrating
Curiosity and Initiative	a. Asks questions			
	b. Self selects activities and topics			
	c. Seeks help when needed			
Creativity and Problem Solving	a. Shows creativity by appropriately using materials in unique ways			
	b. Displays imagination in storytelling, writing, drawing, play, songs, etc.			
	c. Uses a variety of problem solving strategies			
Attention, Engagement, and Persistence	a. Pays attention			
	b. Demonstrates increasing task persistence			
	c. Displays motivation/enthusiasm for learning			
	d. Works independently			

Assessing Approaches to Learning

The following definitions could be considered when completing the Approaches to Learning menu of GKIDS. Below are general definitions of area of concern, developing, and consistently demonstrating.

Area of Concern: An area of concern would apply if a child rarely or never demonstrated the attribute. It would also be checked if a child's development is significantly less than that of a typically developing four, five, or six year old. This category might be checked if a teacher perceived that a child's development in this area is significantly below the norm for a child at this age and whose behavior or performance might also indicate that the child has a suspected special need.

Developing: The developing level would apply if the child does NOT consistently demonstrate the specific attribute. Many children may fall into this category for the specific attributes being evaluated. It is likely that throughout the kindergarten year, children would be marked in this category because development in the areas of approaches to learning ebbs and flows as children gain more experience with the academic domains of learning. The key to using this rating is the amount of consistency in the demonstrated attribute. That is, it is an attribute that does not present an area for concern, but yet is not consistently demonstrated across time and learning contexts.

Consistently Demonstrating: This level would apply to children who have either consistent or advanced skills in their approaches to learning. This rating does not imply that children must uniformly or always display this attribute, but rather that the child has the development in their approaches to learning that is consistent across time and learning contexts.

Sample Behaviors by Rating for Approaches to Learning

This section provides some sample behaviors that would be rated as an Area of Concern, Developing, and Consistently Demonstrating for each Approaches to Learning statement. Specific examples, although not exhaustive, are provided to alert teachers to some typical behaviors for each of the performance descriptions. They are not intended to be the only ways students can achieve a particular rating. You may observe additional or different behaviors that provide evidence of each Approaches to Learning statement.

Curiosity and Initiative

a. Asks Questions:

- **Area of Concern**: Child does not ask questions to solicit information from others to understand task or activity. Child persists at a task without asking questions to ease effort in activity.

- **Developing**: Child asks questions that may or may not support his or her need to complete a task. The questions are not always purposeful, but there is increasing evidence that the child is gaining skills in asking questions to help facilitate his or her work.

- **Consistently Demonstrating**: Child consistently asks questions that further his or her progress in completing an activity. Child may help other children understand task through his/her own questioning.

b. Self Selects Activities and Topics:

- **Area of Concern**: Child cannot initiate engagement in activity without the explicit guidance of an adult or more capable peer. Child does not display variability in activities in which he or she engages.

- **Developing**: Child can self select some activities and tends to focus mostly on repeating the same activities over time. Child may exhibit some discomfort when presented with options for activities to select.

- **Consistently Demonstrating**: Child self selects activities with little adult support. Child demonstrates variability in activities and topics in which to engage.

c. Seeks Help When Needed:

- **Area of Concern**: When a child struggles, he or she does not seek help from an adult or a more capable peer. Child may demonstrate stubbornness and not realize the support or the help of others. If child attempts to seek help from an adult or more capable peer, it may be demonstrated in a negative way such as crying, stomping foot, or throwing materials.

- **Developing**: Child intermittently seeks help when needed. Child is working toward positively seeking help, but occasionally loses focus and fails to communicate with those who can support him or her.

- **Consistently Demonstrating**: Child can determine when to persist at a task and when to seek help from an adult or more capable peer. Child may support the needs of others. Child solicits support in a positive, proactive manner.

Creativity and Problem Solving

a. Shows Creativity by Appropriately Using Materials in Unique Ways

- **Area of Concern**: Child only uses materials to create replica of a teacher-made or peer-made project or creates the same project again and again. Child resists trying any project that has not been attempted previously.

- **Developing**: Child varies between copying a teacher-made product and creating his or her own product. More often, child chooses to copy rather than create an original product. Child uses materials in appropriate, although typically, in non-unique ways.

- **Consistently Demonstrating**: Child can model a teacher-created project but typically, when allowed, creates a product that demonstrates creativity. Child shows care and concern for the proper use of personal and classroom materials. Child supports peers in their use of materials.

b. Displays imagination in storytelling, writing, drawing, play, songs, etc.

- **Area of Concern**: Child only copies that which others do or a teacher-made model. Child may demonstrate some frustration when asked to tell a story, write, draw, or sing. In dramatic play, child may only want to play the same activity or resists engaging in the activities in session with peers.

- **Developing**: Child makes consistent effort at imaginative activity, but may struggle in fully completing the task. Child may be too caught up in the detail and lack insight into the larger activity.

- **Consistently Demonstrating**: When given the opportunity, child includes imaginative elements in work. Child positively responds to successive attempts to exhibit creativity through trial and error. Child may offer suggestions for imaginative solution to tasks.

c. Uses a variety of problem solving strategies

- **Area of Concern**: Child only responds to solving a problem in a way that has been suggested by an adult. Child demonstrates frustration and may fail to complete an activity because he or she cannot think of a way to solve the problem. Child may react negatively when a peer or an adult suggests a way to solve a problem.

- **Developing**: Child attempts a number of ways to solve a problem, but occasionally relies on the teacher or a more capable peer to tell him or her how to solve the problem. Child may exhibit some frustration, but will persist for a while at a problem before giving up.

- **Consistently Demonstrating**: Child attempts many ways to solve a problem. Child rarely demonstrates visible frustration when solving a problem. Child may help support his or her peers in their problem solving. Child can verbally describe the ways in which he or she solved the problem.

Attention, Engagement, and Persistence

a. Pays Attention

- **Area of Concern**: Child displays a lack of attention to the teacher or other speakers during class discussions. Child seems immature in his or her ability to pay attention in class. Child may be easily distracted or may need to be consistently redirected to pay attention to the teacher or another speaker.

- **Developing**: Child generally demonstrates attention to the teacher or other speakers during classroom discussions. Child may occasionally appear distracted or require redirection, but generally focuses on the teacher or other speakers. The child's skill in this area has grown over the course of the kindergarten year.

- **Consistently Demonstrating**: Child consistently pays attention to the teacher or other speakers during class discussions. Child pays specific attention to what is asked of him or her. Child may help others refocus their attention.

b. Demonstrates increasing task persistence

- **Area of Concern**: Child cannot persist at a task. Child demonstrates visible frustration and will often give up very early when attempting a task that he or she does not understand or is perceived too difficult. Child may refuse to engage in a task.

- **Developing**: Child can persist at a task for most activities requested of him or her. Child may still need support of adult or more capable peer to persist at task. Choice of persistence may be tied to specific activities.

- **Consistently Demonstrating**: Child demonstrates consistent engagement in task regardless of task content or complexity. Child may help others continue to pursue completion of a task. Child demonstrates pride in completion of an activity.

c. Displays motivation/enthusiasm for learning

- **Area of Concern**: Child demonstrates little to no motivation or enthusiasm for learning. Child may refuse to participate or verbally make statements about the lack of interest in the topic or task.

- **Developing**: Child may demonstrate specific motivation or enthusiasm for a given content area and less for others. Child will complete task but not enthusiastically across all assigned tasks.

- **Consistently Demonstrating**: Child overtly demonstrates motivation and enthusiasm for learning. Child may encourage peers to engage in activities. Child may seek out additional experiences to continue learning.

d. Works Independently

- **Area of Concern**: Child cannot work without the direct supervision of others. Child may refuse to engage in an activity. If child can work somewhat by himself or herself, child does not use materials properly or is off task.

- **Developing**: Child can usually work well independently, but does need some monitoring from others occasionally.

- **Consistently Demonstrating**: Child can work independently and self monitor to stay on task. Child may help redirect others who interrupt him or her to maintain focus on activity. Child demonstrates this independence across tasks in the classroom.

Tips for Helping Children Develop Positive Approaches to Learning

- Give children opportunities to practice self-direction, problem solving, and organizing their time and actions.
- Challenge children with moderately difficult tasks.
- Directly teach and support children to use these approaches.
- Use a variety of communication techniques to help children know how to use the environment (i.e., to put away toys and materials, by including children's home language, English, signs, pictures, labels, signals and other means).
- Use multiple ways for presenting the directions and tasks (e.g., simple sentences, pictures, and models).
- Design activities that accommodate a wide range of individual interests, experiences, understanding, and abilities.
- Support multiple means of expression (e.g., words, actions, symbols) among children.
- Arrange the storage and display of materials to allow for access and reach by all children and which support children to take on clean-up responsibilities.
- Explain to families the importance of these positive approaches to learning (e.g., taking initiative, being independent, organizing and managing their time), and how they can encourage their children to acquire these dispositions. (*Indiana University Early Childhood Center)*

VIII. Personal and Social Development

What is Personal/Social Development? Personal development refers to children's perceptions of themselves and their capacity for self-regulation. Social development refers to children's ability to interact with others.

The following page contains eight Personal and Social Development statements that are evaluated for GKIDS. For each of the eight statements, students will be evaluated using the following levels:

- **Area of Concern.** An area of concern would apply if a child rarely or never demonstrated an attribute, if a child's development is significantly less than that of a typically developing four or five year old, or if the child's behavior or performance indicated that the child might have a special need.

- **Developing.** The developing level would apply if the child does not consistently demonstrate the specific attribute. That is, the attribute does not present an area for concern, but it is not consistently demonstrated across time and learning contexts.

- **Consistently Demonstrating.** This level would apply to children who have either consistent or advanced skills in personal and social development. This rating does not imply that children must uniformly or perfectly display this attribute, but rather that the child has the social and emotional maturity that is consistent across time and learning contexts.

Personal and Social Development Menu

Category	Statement	Area of Concern	Developing	Consistently Demonstrating
Personal Development/ Self Regulation	a. Demonstrates self confidence/positive attitude			
	b. Adjusts well to changes in routines and environments			
	c. Expresses emotions and needs through appropriate words and actions			
Social Development/ Classroom Interactions	a. Treats others with respect in words and actions			
	b. Shows caring for others			
	c. Follows directions and school rules			
	d. Respects the property of others			
	e. Works cooperatively with others			

Sample Behaviors by Rating for Personal Development/Self Regulation

This section provides some sample behaviors that would be rated as an Area of Concern, Developing, and Consistently Demonstrating for each Personal Development statement. Specific examples, although not exhaustive, are provided to alert teachers to some typical behaviors for each of the performance descriptions. They are not intended to be the only ways students can achieve a particular rating. You may observe additional or different behaviors that provide evidence of each Personal Development statement.

a. Demonstrates self confidence/positive attitude

- **Area of Concern**: Child displays a lack of self-confidence such as learned helplessness. The child displays a negative attitude that is not intermittent such as "having a bad day" but behaviors such as opposition or using language that suggests negative attitudes toward an activity or others.

- **Developing**: Child generally displays a positive attitude and increasing confidence in his or her ability. Occasionally, child displays some behaviors like learned helplessness or states that he or she can not perform a task.

- **Consistently Demonstrating**: Child demonstrates confidence in his or her abilities. Child displays a positive attitude toward tasks that may be difficult. Child uses own ability to help other children in his or her class. Child encourages other children in their completion of tasks and activities.

b. Adjusts well to changes in routines and environments

- **Area of Concern**: Child has negative reaction to change in routine or environment. Child exhibits behaviors such as withdrawal from the activity, crying, exhibiting defiant behaviors, refusal to cooperate.

- **Developing**: Child generally adjusts well to changes in the environment or routines. Child may take additional time to complete an activity or engage with a person unfamiliar in the environment, but eventually completes a give tasks or engages with others.

- **Consistently Demonstrating**: Child does not display any negativity or lack of cooperation when the routine or environment changes. Child may offer suggestions for how to change activity or encourage others to participate. Child demonstrates a maturity to new people or to the changing situation.

c. Expresses emotions and needs through appropriate words and actions:

- **Area of Concern**: Child uses language that is immature or inappropriate for the situation. Child may throw a temper tantrum, refuse to cooperate, cry or refuse to participate with other children. The child exhibits behaviors that are not appropriate for four, five, and six year old children.

- **Developing**: Occasionally child demonstrates inappropriate emotions or refuses to participate in an activity. Child sometimes demonstrates emotions that are slightly immature for a kindergarten child.

- **Consistently Demonstrating**: Child demonstrates age appropriate behaviors with adults and other children. Child uses self-regulation or reflective strategies to redirect self or problem solve.

Sample Behaviors by Rating for Social Development/Classroom Interactions

This section provides some sample behaviors that would be rated as an Area of Concern, Developing, and Consistently Demonstrating for each Social Development statement. Specific examples, although not exhaustive, are provided to alert teachers to some typical behaviors for each of the performance descriptors. They are not intended to be the only ways students can achieve a particular rating. You may observe additional or different behaviors that provide evidence of each Social Development statement.

a. Treats others with respect in words and actions

- **Area of Concern**: Child uses inappropriate language. Child may be physically aggressive toward children and adults. Child does not listen to or accept the ideas of others.

- **Developing**: Child occasionally demonstrates stubbornness and disagrees with others without consideration of their ideas.

- **Consistently Demonstrating**: Child listens to the ideas of others and negotiates the best course of action. Child uses language that supports peers and adults (e.g., Thank you, that is a good idea, I like that!). Child demonstrates empathy when others are sad, mad, or hurt.

b. Shows caring for others

- **Area of Concern**: Child's individual needs are paramount in all situations. Child does not share. Child uses physical aggression to meet his or her own needs. Child shows limited emotion when others are sad, mad or hurt.

- **Developing**: Child occasionally needs to have own needs met before helping others. Child demonstrates some egocentrism in their actions.

- **Consistently Demonstrating**: Child meets own needs but in relation to the larger needs of others. Child demonstrates empathy when others are sad, mad, or hurt. Child shares materials, opens doors for others, helps others with or without requests for assistance.

c. Follows directions and school rules

- **Area of Concern**: Child demonstrates consistent disregard for rules. Child places self or others in danger as a result of not following school rules. Child infringes on the rights of peers or adults.

- **Developing**: Child occasionally breaks school rules or periodically fails to follow directions.

- **Consistently Demonstrating**: Child follows school rules, asks for clarification, or seeks help to comply with rules or directions. Child may help others understand rules or follow directions.

d. Respects the property of others

- **Area of Concern**: Child demonstrates consistent disregard for property of others. Child breaks supplies or equipment, destroys property.

- **Developing**: Child occasionally usually materials or supplies without permission.

- **Consistently Demonstrating**: Child follows school rules, asks for permission for use of materials and supplies. Child shows deliberate consideration for the property of others (e.g., returns scissors of a peer that are left on a table, etc).

e. Works cooperatively with others

- **Area of Concern**: Child refuses to cooperate with adults or peers in the classroom.

- **Developing**: Child occasionally prefers to work with some children but not with others. Child may intermittently work cooperatively in an activity or small or large group setting.

- **Consistently Demonstrating**: Child works well with others regardless of the composition of the group. Child supports the contributions of other children, asks opinion or needs of others, demonstrates initiative in facilitating group activities.

IX. Motor Skills

The Motor Skills domain of GKIDS is optional unless required by the system. Teachers may choose to assess only those students who may have an area of concern or they may assess all or none of their students. Why Document Motor Skills Development? None of the fine motor skills can develop smoothly without the concurrent development of gross motor skills. Typical development moves from head to toe and moves from the body parts closest to the trunk to those far away. If possible, carry out fine motor activities after a period of gross motor activities (Gesell & Amatruda).
The following are examples of the development of Fine Motor Skills in Kindergarten

- Grows in eye hand coordination in getting dressed, building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
- Develops increasing strength, dexterity, and control needed to use tools, e.g., such as scissors, paper punch, and stapler.
- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed.
- Copies and draws simple shapes, letters, and words including name.

The following page contains seven fine motor skills and 14 gross motor skills. For each of the statements, students will be evaluated using the following levels:

- **Area of Concern**
- **Developing**
- **Consistently Demonstrating**

Motor Skills Menu

Category	Statement	Area of Concern	Developing	Consistently Demonstrating
Fine Motor Skills	a. Putting together puzzles using picture and shape cues			
	b. Buttoning shirts			
	c. Zipping jackets			
	d. Building structures with blocks			
	e. Holding a pencil in a mature grasp			
	f. Drawing pictures and letters with pencils, pens, crayons, markers			
	g. Cutting simple shapes with scissors			
Gross Motor Skills	a. Walk			
	b. Run			
	c. Hop			
	d. Skip			
	e. Jump			
	f. Gallop			
	g. Slide			
	h. Throw a ball			
	i. Catch a ball			
	j. Kick a stationary ball			
	k. Walk with bean bag on head			
	i. Chase			
	j. Dodge			
	k. Cross the midline			

Motor Skills: Performance Levels

Area of Concern: An area of concern would be noted if a child demonstrates fine or gross motor development that is below that expected of a typically developing four, five, or six-year old child. For example, if a child has been provided repeated instruction on how to hold and use a pencil, but has significant difficulty performing this task, one would rate this as an area of concern. A teacher would not rate an area of concern for a child who came to school at the beginning of the year and could not button his or her jacket. Because not all children are exposed to fine and gross motor skills prior to school entry, a child would only receive an area of concern rating, if after instruction, that child could not button his or her jacket. A child may receive this rating if the teacher suspects that the skill may be indicative of a special need in this area.

Developing: A child would be rated as developing if he or she could perform the fine or gross motor skill most of the time, but did not do so routinely. For example, a child who intermittently holds his or her pencil in a mature grasp, but who also holds the pencil intermittently with a full fist would be rated as developing. The assumption is that the teacher has provided instruction on the appropriate fine or gross motor skill. The child does not fully carry out the skill in a consistent way, but this does not significantly impact his or her academic progress. Children may receive this rating for a great portion of the year as they are still negotiating their physical abilities and limitations.

Consistently Demonstrating: A child would be rated as consistently demonstrating if the fine or gross motor skill is consistently attempted, carried out, and serves a purpose. For example, a child would be rated as consistently demonstrating if he or she could hold scissors appropriately, cut simple shapes with the scissors, and use his or her fine or gross motor skills to complete a task. The child should be demonstrating age appropriate fine and gross motor skills.

X. GKIDS Data Entry and Reporting Website

Beginning July 25, 2011, the GKIDS data entry and reporting website will be available 24 hours a day, 7 days a week (except for scheduled maintenance). The web address is https://gkids.tsars.uga.edu/start. The website allows teachers to enter student data and generate student and class reports throughout the school year. School Coordinators can create and edit teacher accounts, and view school, class, and student level reports. System coordinators can create and edit school coordinator accounts, and view system, school, and student level reports. This section provides user instructions for system coordinators, school coordinators, and teachers.

Updates for the 2011-12 School Year

The following changes will be implemented for the 2011-2012 school year.

- The GKIDS website will allow System Test Coordinators to view individual teacher reports via the GKIDS website. These class level summary reports were previously available only to school level coordinators.

All system coordinator, school coordinator and teacher information in the website from the 2010-11 school year will remain intact unless otherwise requested by systems. Your login and password from last year will remain active. If you have forgotten your login information, or if you have moved to a new school or system, please contact GCA for assistance.

Website Instructions for System Coordinators

As a system test coordinator, your main role is to manage user accounts for school test coordinators at each school in your system that has Kindergarten teachers. If you were a system coordinator last school year, your login and password are still valid. If you are a new system coordinator, are serving as a system coordinator for a different school system, or if you have forgotten your login information, contact GCA for assistance.

The directions below show you how to log in and create accounts for new school coordinators. Any coordinators you added last school year will still be in the database. **You only need to create accounts for new school coordinators. If one of your school coordinators served as a teacher or coordinator for a different school last year, contact GCA for assistance.**

Logging In

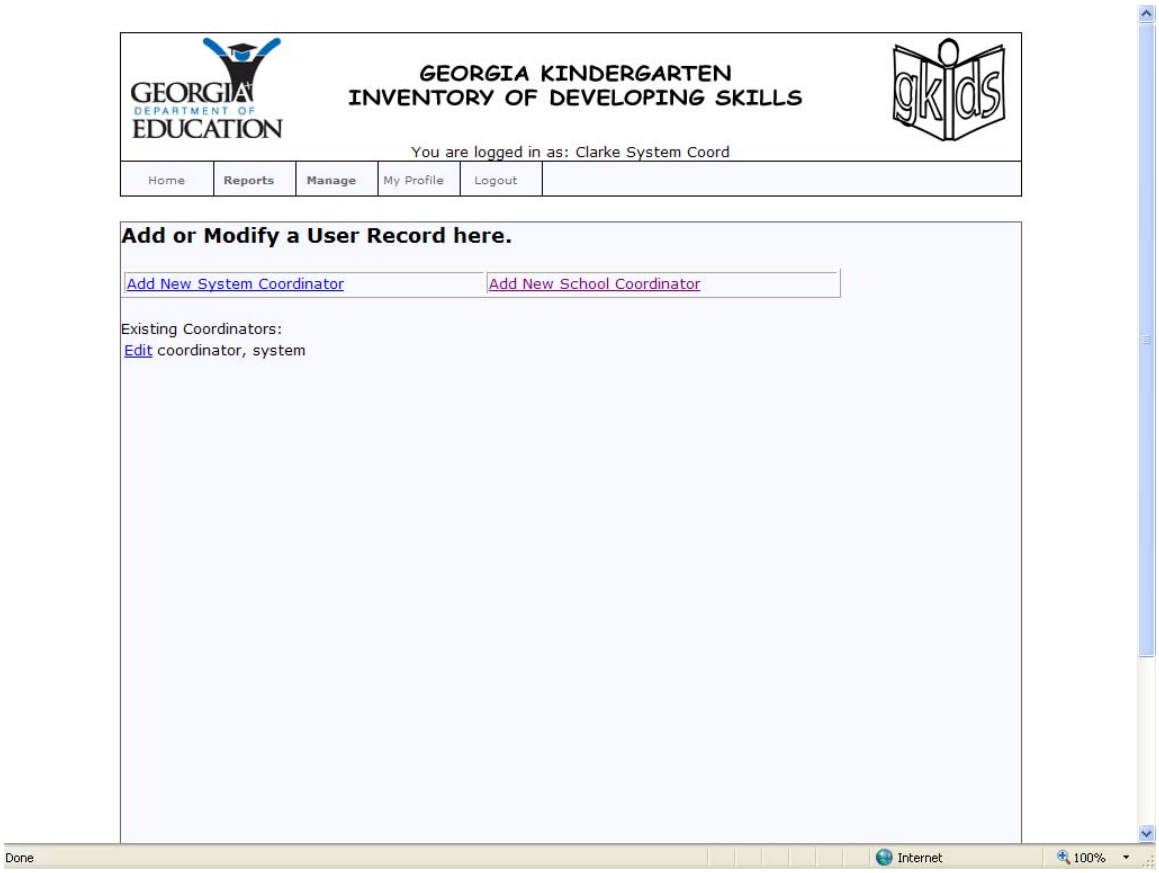
1. Go to https://gkids.tsars.uga.edu/start
2. Enter your login and password
3. Click "Submit"

Changing Your Password or Email Address

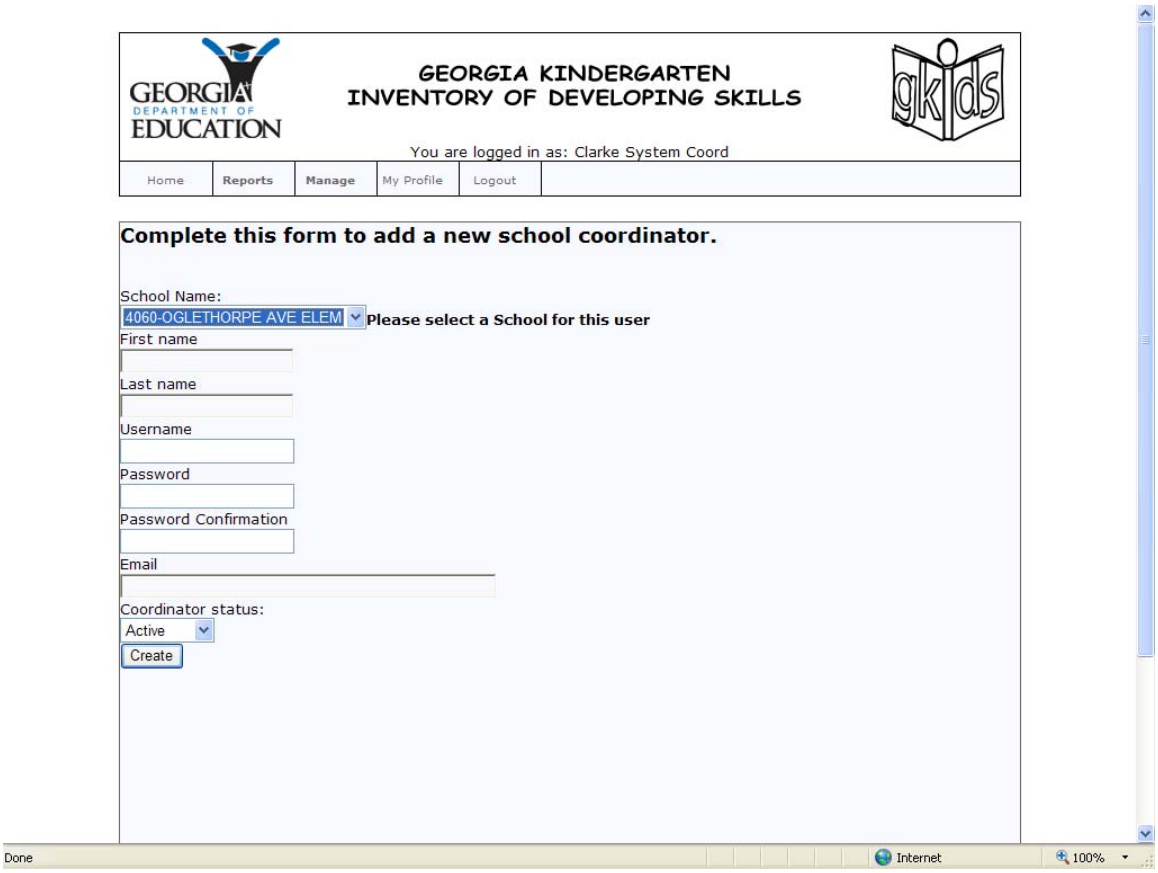
1. From the Home Page, Click on "My Profile" at the top of the page
2. Make your changes to your name, email or password
3. Click "Update"

Adding School Coordinators

1. Login.
2. Drag the cursor over the word "Manage" at the top of the page
3. Click on "Users." You will then see a page that looks like the sample on the next page.



4. Click on "Add New School Coordinator." You will then be taken to a page to enter the school coordinator's information. Note that the names of existing coordinators will appear on this screen. The name of the school will also appear to the right of the coordinator's name.

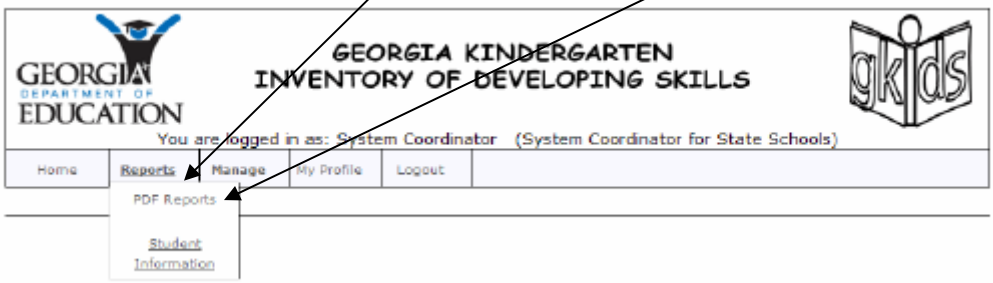


5. Choose the school from the drop down menu. **Be sure you have selected the correct school for the coordinator. Adding a coordinator to the incorrect school could cause reporting errors.**
6. Fill out the other required fields
   - First Name
   - Last Name
   - Username (usually first initial and last name all lowercase)
   - Password
   - Password confirmation (re-enter your password)
   - Email Address
7. **Be sure to record the user name and password for each School Coordinator you create.**
8. Click "Create"
9. Inform school coordinators of their logins and passwords.

Viewing Reports

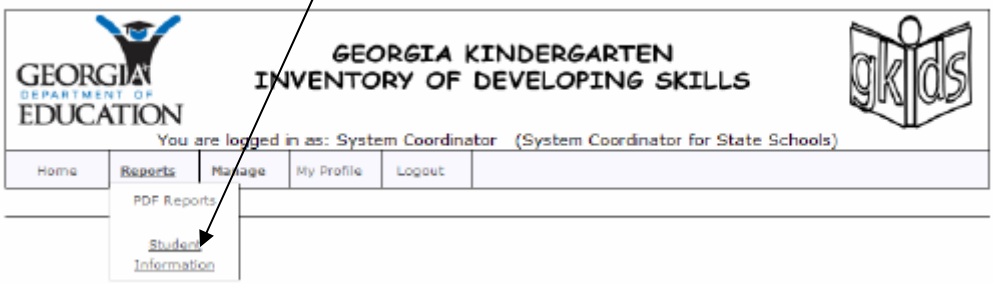
System, School, and Teacher Reports (PDF)

As a system coordinator, you can view the following reports: a system report, school reports, class reports for individual teachers, and individual student reports. To select a system or school report, click on "Reports" and then select "PDF Reports" from the pop up menu.

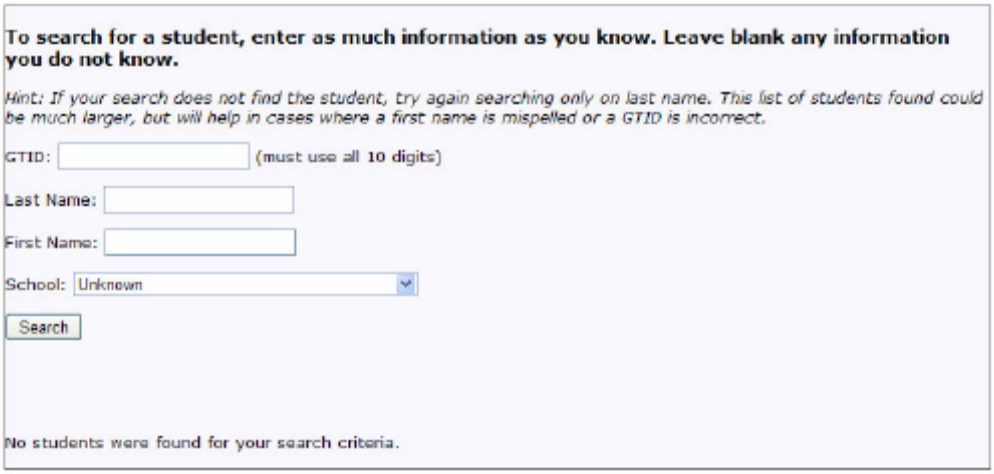


Individual Student Reports

To view a report for one individual student, click on "Reports" and then select "Student Information" from the pop up menu.



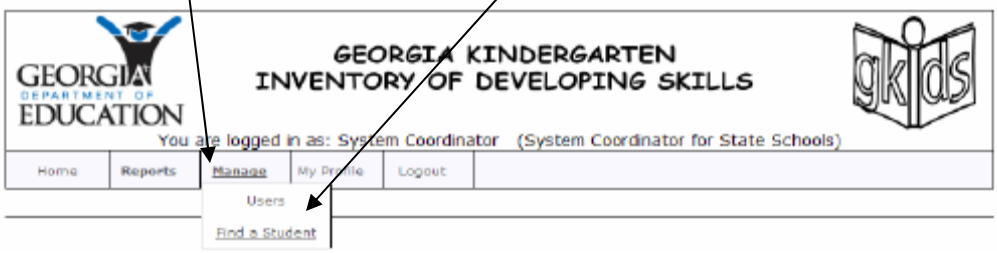
You will then see a page where you can enter the student's name and/or GTID# and click "search."



The student's name will appear along with links for the student's profile, strand level report, standard level report, and element level report. You may click on these links to view the various reports. These reports are view only, meaning that changes must be made by the teacher. If you would like to view all of the students in the system, you can leave the name and GTID boxes blank and click "search." All the students in the system will then appear with links for the various reports.

Student Search

If a student has transferred into or out of your school system, you may search the GKIDS database to see where the student is currently assigned. Click "Manage," and then select "Find a Student" from the pop up menu.



You will then see a page where you can enter the student's name and/or GTID# and click "search."

If a student is found matching your search criteria, the student name will appear on the bottom of the screen along with the name of the system and school where the student was enrolled. If you hold the mouse over the school name, the previous teacher's name will also pop up.

If the student has been released by the previous teacher, you will see the word "released" to the left of the student's name. **Note: only a teacher is allowed to release or acquire a student. In the event of a transfer, the former teacher must release the student before the new teacher can acquire the student.**

Editing a school coordinator's information

If you assigned a school coordinator to the incorrect school or if you need to edit a school coordinator's information, click on "manage, users" and then click on "edit" to the left of the coordinator's name. On this page, you may select a different school for the coordinator or reset the password.

Website Instructions for School Coordinators

As a school test coordinator, your main role is to manage user accounts for the teachers at your school. If you were a school coordinator last school year, your login and password are still valid. If you are a new school coordinator or if you have forgotten your login information, contact your system test coordinator or GCA for assistance.

The directions below show you how to log in and add teachers to the GKIDS database. Any teachers who were in the GKIDS database last year will still be in the database. **You only need to create accounts for new teachers. If one of your teachers had a GKIDS login and password at a different school last year, contact GCA for assistance.**

Logging In

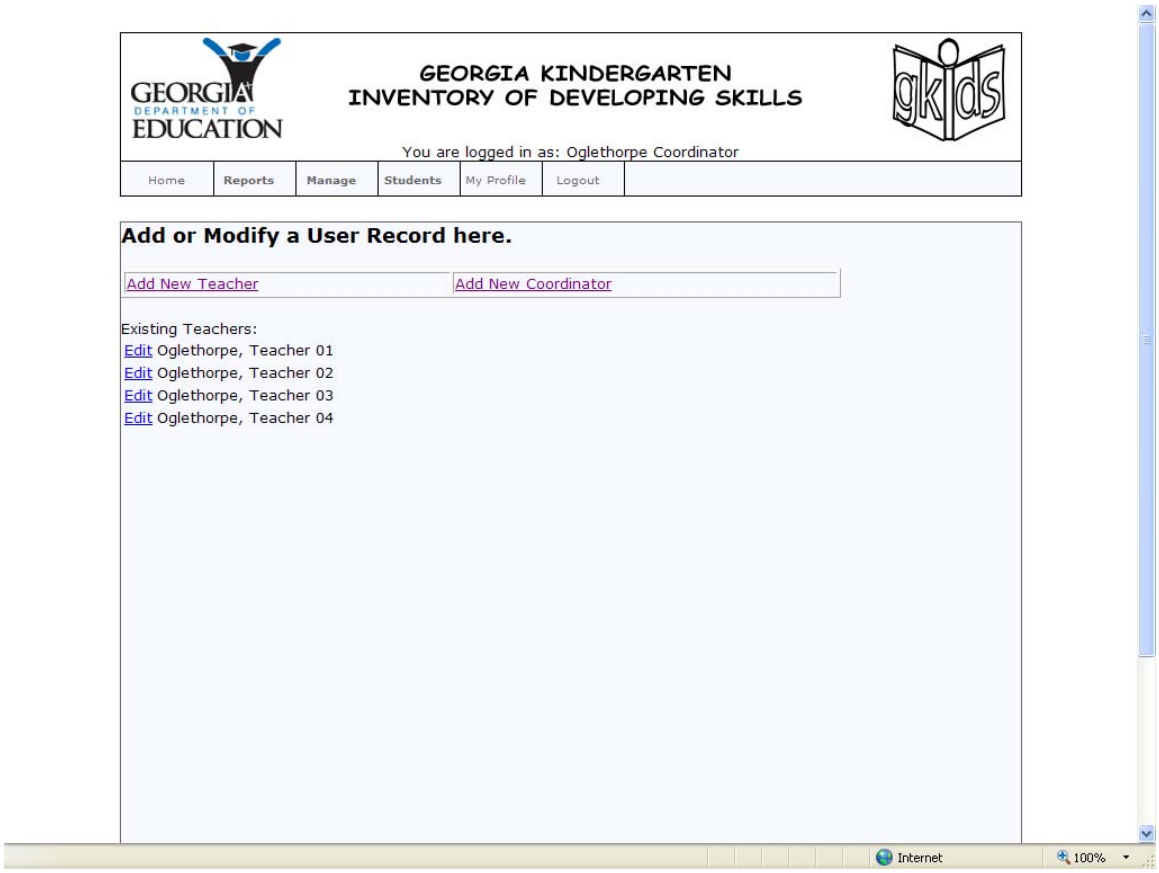
1. Go to https://gkids.tsars.uga.edu/start
2. Enter your login and password
3. Click "Submit"

Changing Your Password or Email Address

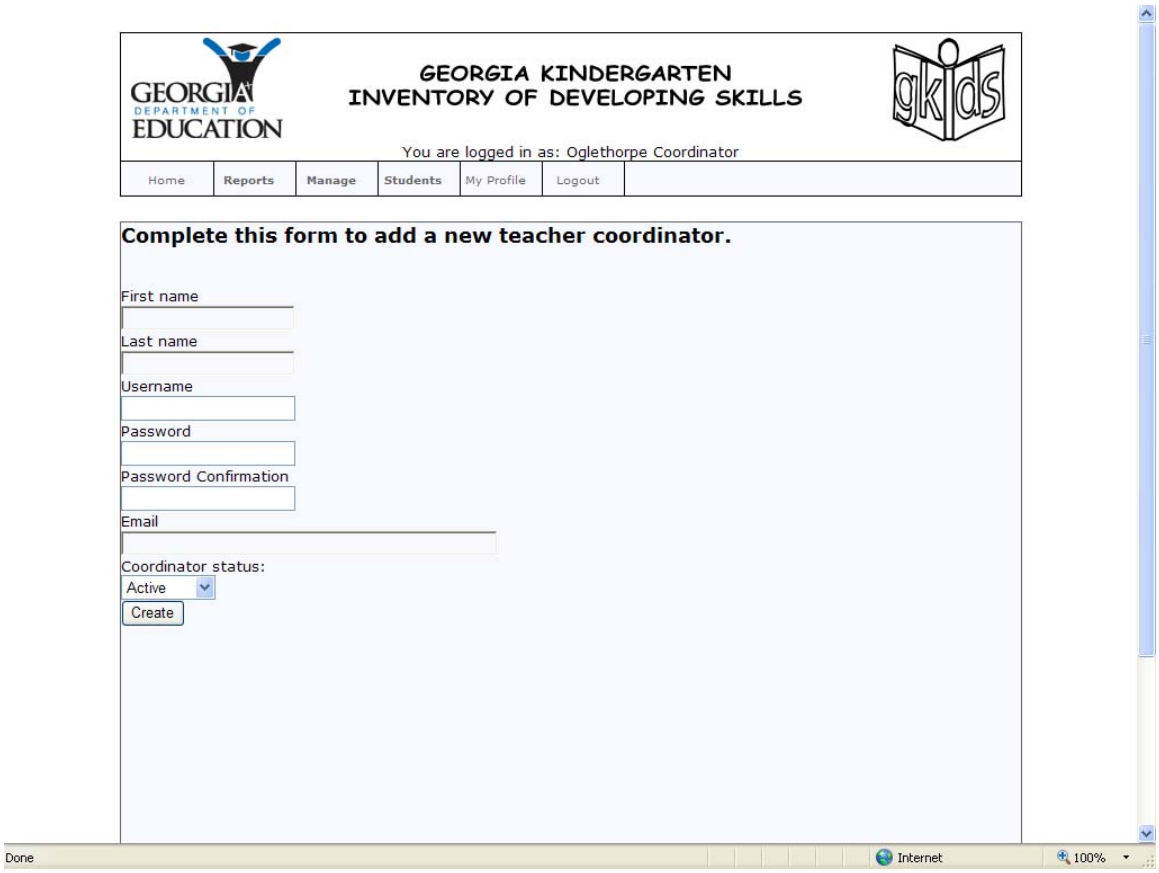
1. From the Home Page, Click on "My Profile" at the top of the page
2. Make your changes to your name, email or password
3. Click "Update"

Adding Teachers

1. Login
2. Drag the cursor over the word "Manage" at the top of the page
3. Click on "Users." You will then see a web page that looks like the sample on the following page.



4. Click on "Add New Teacher." You will then be taken to a page to enter the teacher's information. Note that the names of existing teachers will appear on this screen.



5. Fill out the required fields
   - First Name
   - Last Name
   - Username (usually first initial and last name all lowercase)
   - Password
   - Password confirmation (re-enter your password)
   - Email Address

6. **Be sure to record the user name and password (on a separate sheet of paper or file) for each teacher you create.**
7. Click "Create"
8. Inform each teacher of his/her login and password.

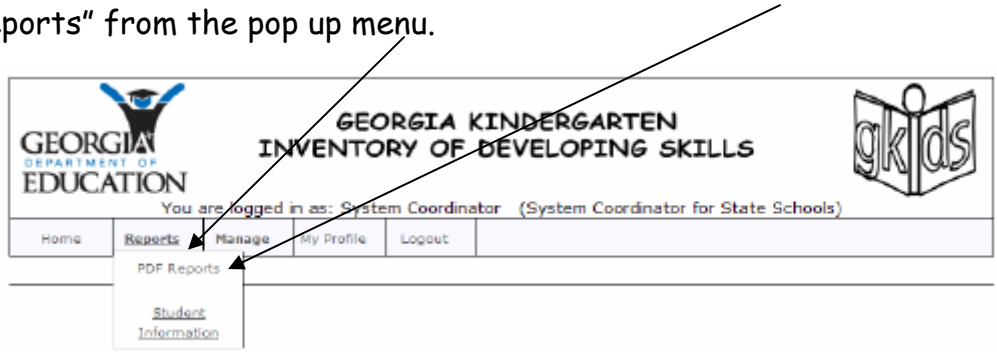
<u>Editing a teacher's information</u>

If you entered a teacher's username, name, or email incorrectly, click on "manage, users" and then click on "edit" to the left of the teacher's. On this page, you may make the necessary changes and click "update" to save the changes.

Viewing Reports

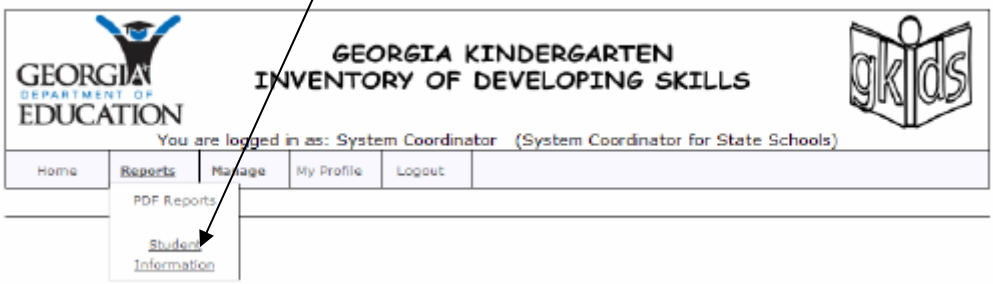
School and Class Reports (PDF)

As a school coordinator, you can view the following reports: a school report, class reports for each of your teachers, and individual student reports. To select a class or school report, click on "Reports" and then select "PDF Reports" from the pop up menu.

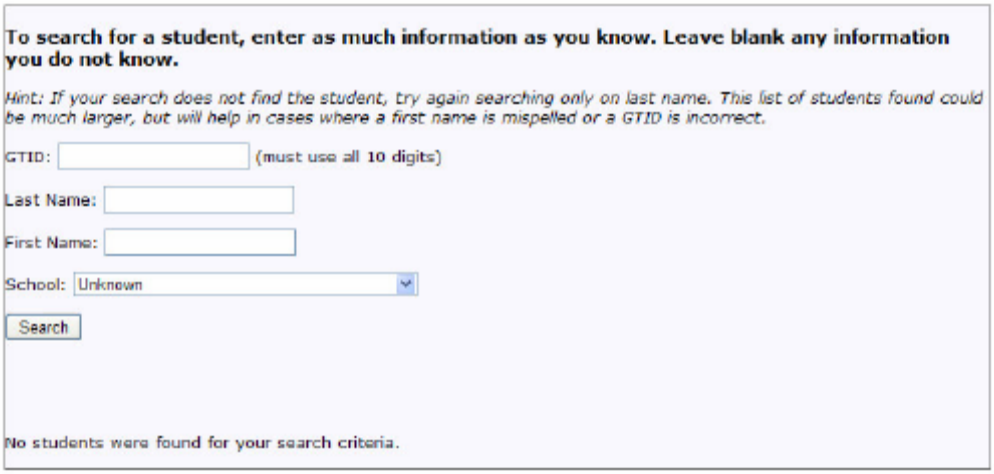


Individual Student Reports

To view a report for one individual student, click on "Reports" and then select "Student Information" from the pop up menu.



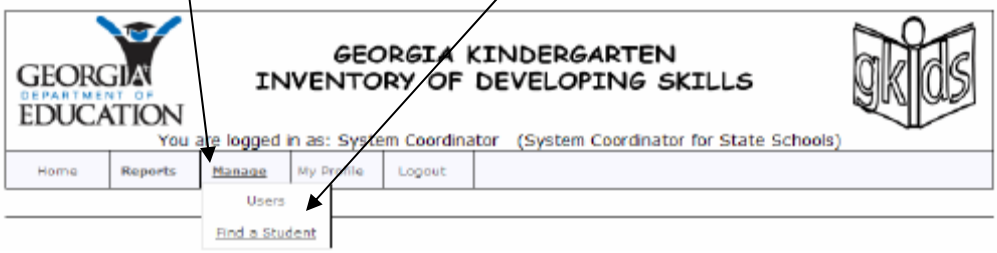
You will then see a page where you can enter the student's name and/or GTID# and click "search."



The student's name will appear along with links for the student's profile, strand level report, standard level report, and element level report. You may click on these links to view the various reports. These reports are view only, meaning that changes must be made by the teacher. If you would like to view all of the students in the system, you can leave the name and GTID boxes blank and click "search." All the students in the system will then appear with links for the various reports.

Student Search

If a student has transferred into or out of your school system, you may search the GKIDS database to see where the student is currently assigned. Click "Manage," and then select "Find a Student" from the pop up menu.



You will then see a page where you can enter the student's name and/or GTID# and click "search."

If a student is found matching your search criteria, the student name will appear on the bottom of the screen along with the name of the system and school where the student was enrolled. If you hold the mouse over the school name, the teacher's name will also pop up.

If the student has been released by the previous teacher, you will see the word "released" to the left of the student's name. **Note: only a teacher is allowed to release or acquire a student. In the event of a transfer, the former teacher must release the student before the new teacher can acquire the student.**

Website Instructions for Teachers

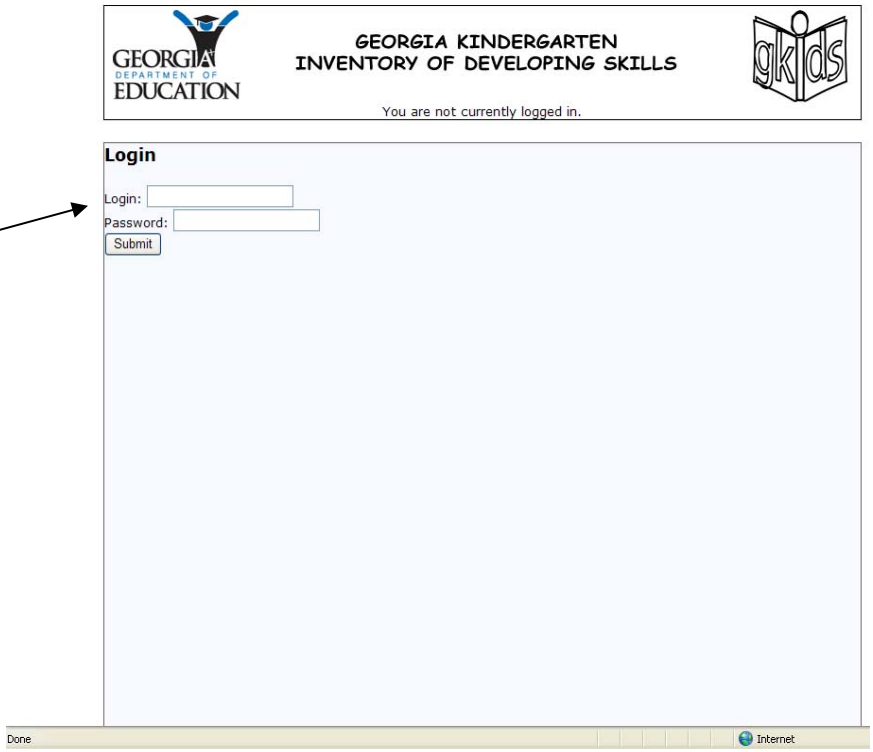
You will use the GKIDS website to enter data on your students and generate reports throughout the year. When you first login, you will have to add your students into the database before you can begin recording data. **Your school test coordinator will provide you with your login name and password.**

The GKIDS Data Entry website is: https://gkids.tsars.uga.edu/start

Note the "s" following "http" in the web address to indicate a secure network.

How to Log In

1. Go to the GKIDS website: https://gkids.tsars.uga.edu/start
2. Enter your login/username and password
3. Click "Submit"



Changing Your Password or Email Address

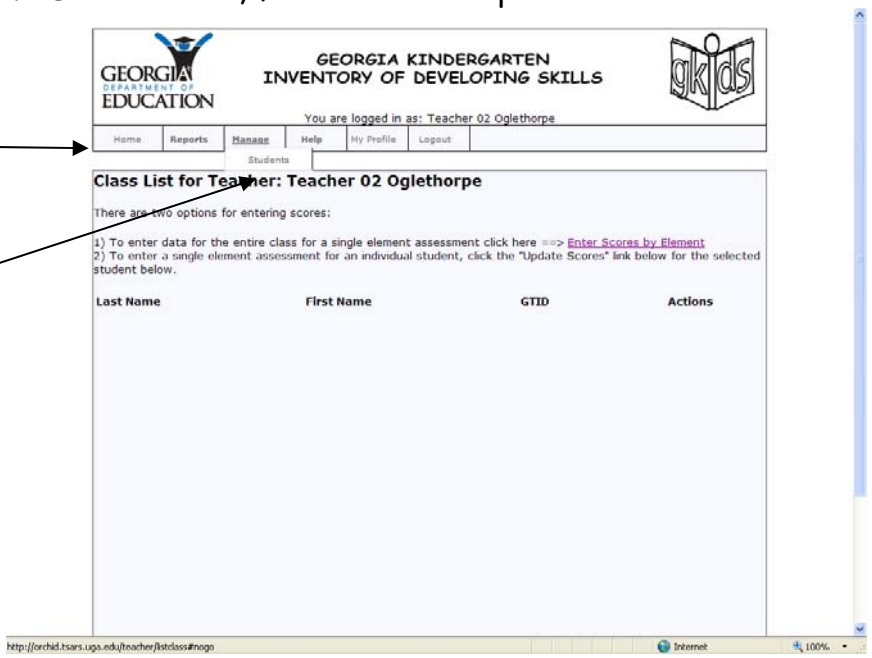
1. After you log in, click on "My Profile" at the top of the page
2. Make your changes to your name, email or password
3. Click "Update"

Adding Your Students to the GKIDS Database

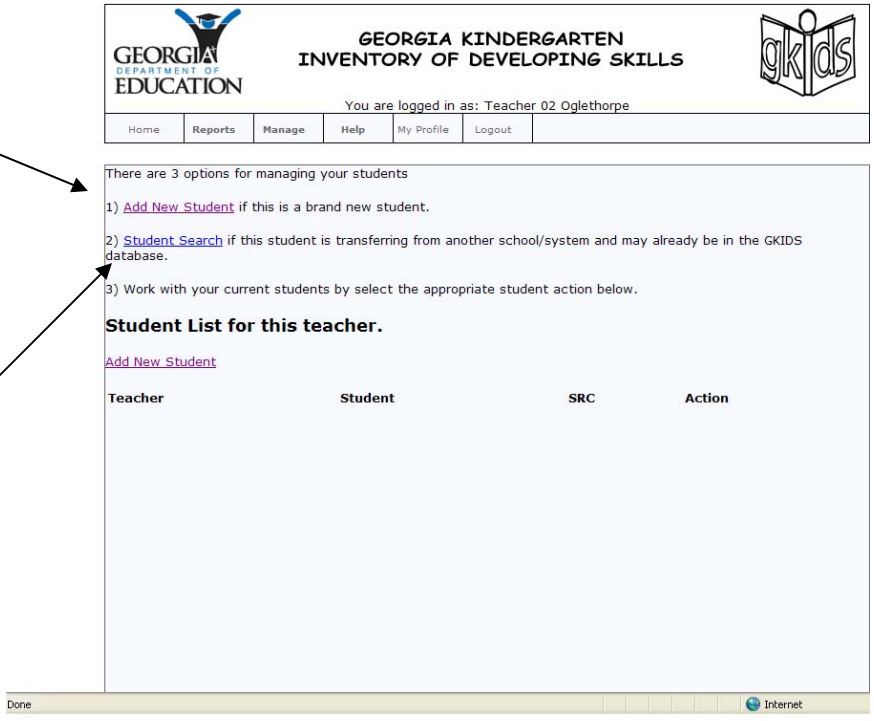
The first time you log in, there will not be any students assigned to your class. The home page will not have any student names listed.

To add your students to the GKIDS database, follow these steps:

1. Move the cursor over the word "Manage" on the main menu bar at the top of the page.
2. Click on "Students"
3. This will take you to the student management page.

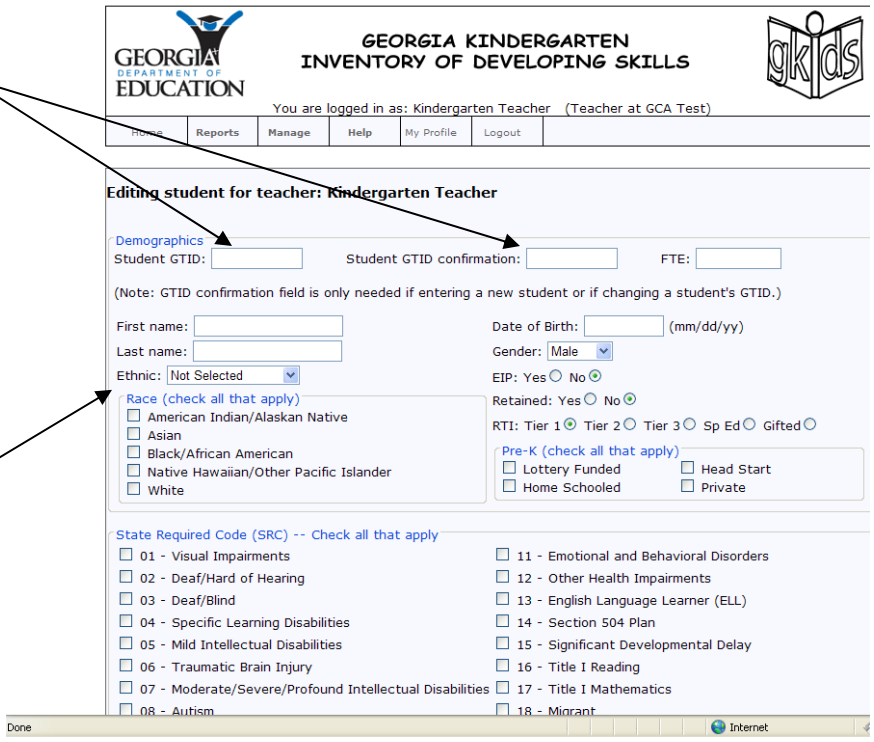


4. Click on "Add New Student" to add a brand new student.



Note: If a student transfers from another Georgia public school during the school year, click on "Student Search" to see if the student is already in the GKIDS database. If the student is in the database, you can acquire the student for your class list along with any data entered for that student.

5. Fill out the required fields:
    - GTID# (10 digit number; re-enter the number in the confirmation box)
    - Student's First and Last Name
    - Date of Birth

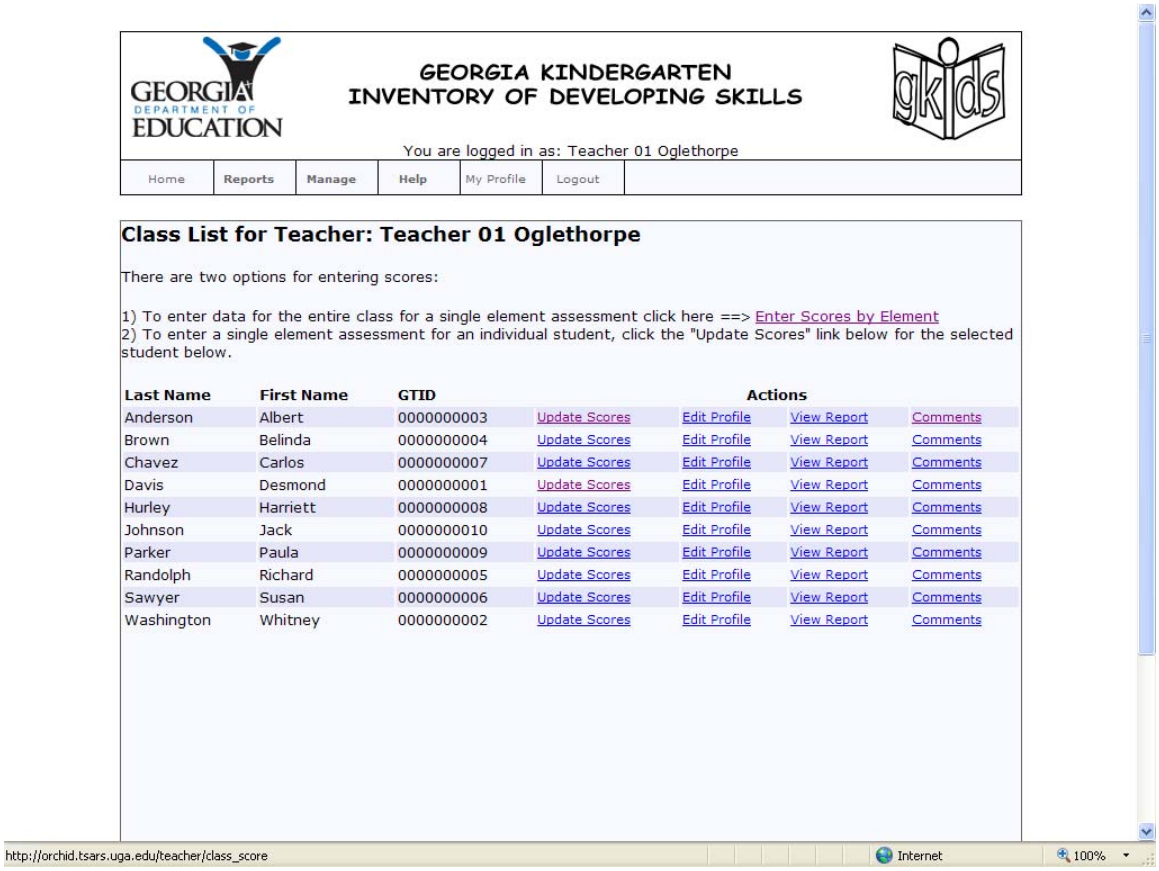


6. **The ethnic/race fields were revised to comply with federal regulations. First select an ethnicity (Hispanic or Non-Hispanic). Then click on all of the race categories that apply**

7. Select the student's gender from the drop down list.
8. Select EIP Status (Yes or No).
9. Indicate if the student has been retained.
10. Select an RTI Level.
11. Click on the student's Pre-K status.
12. Click on any SRC codes that apply.
13. Click "Update."

After you have added all of your students to the database, click on "Home" on the menu bar at the top of the page. Your Home Page will now display the students in your class. The students will appear in alphabetical order.

IMPORTANT: If you entered a student's name or GTID# incorrectly, <u>do not</u> remove the student from your class list. Instead, edit the student's information by clicking on "edit profile" next to the student's name. You will be taken to the student's profile page where you can make necessary changes and click "update" to save the changes. Note: you only have to re-enter the GTID# in the confirmation box if you are changing the GTID#. Otherwise, leave the confirmation box blank.



Entering Student Data

There are two options for entering student data:

1. Click on "Enter Scores by Element" to enter data for the entire class for a single GPS element.
2. Click on "Update Scores" next to a student's name to enter a single element assessment for an individual student. This method is probably best for changing a student's score after the initial data recording.

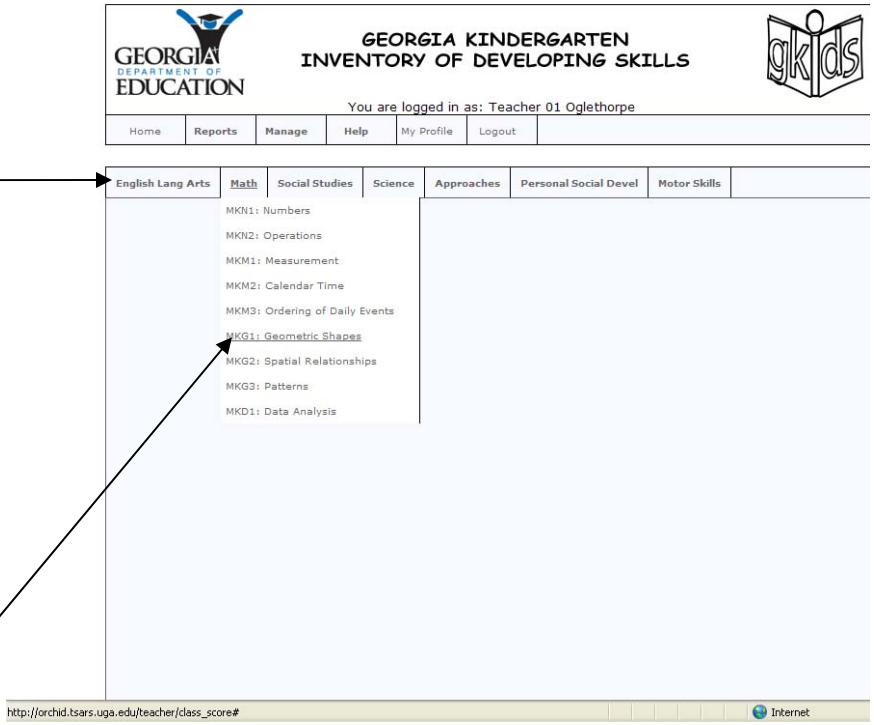
Data Entry Method 1: Entering data for all students in the class on a single GPS element.

1. From the home page, click on "Enter Scores by Element" to enter student data or revise data that was previously entered. (Click on "Home" at the top of the page if you are not on your home page).

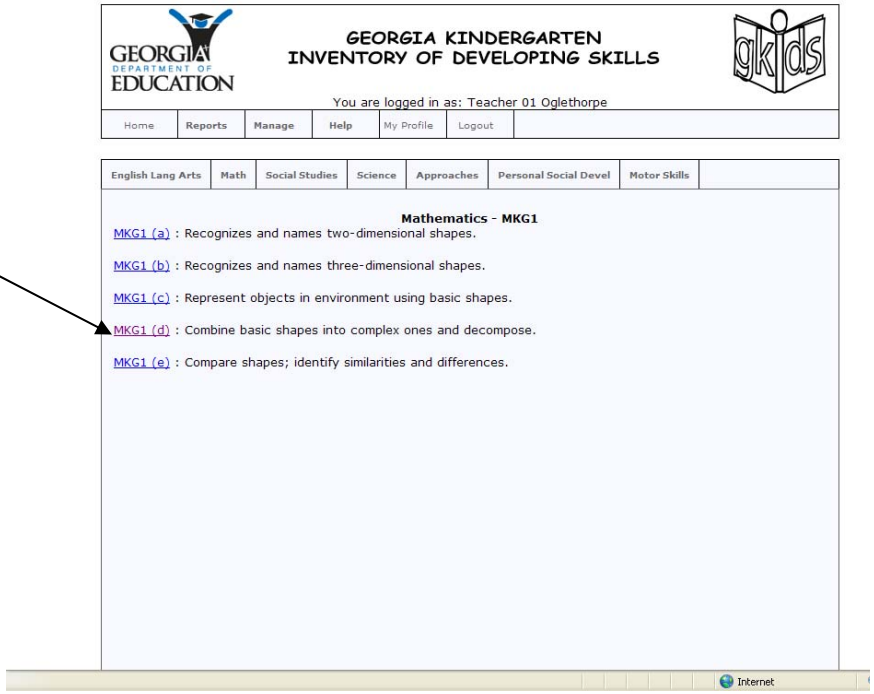
2. Underneath the main menu bar, you will see a second menu bar with a link for each of the domains assessed in GKIDS (e.g., Math).

3. Place the cursor over the domain you wish to assess, and a list of all the standards for that domain will pop up.

4. Click on the desired standard (e.g., MKG1: Geometric Shapes), and all of the elements included in that standard will appear.



5. Click on the GPS element you want to assess.

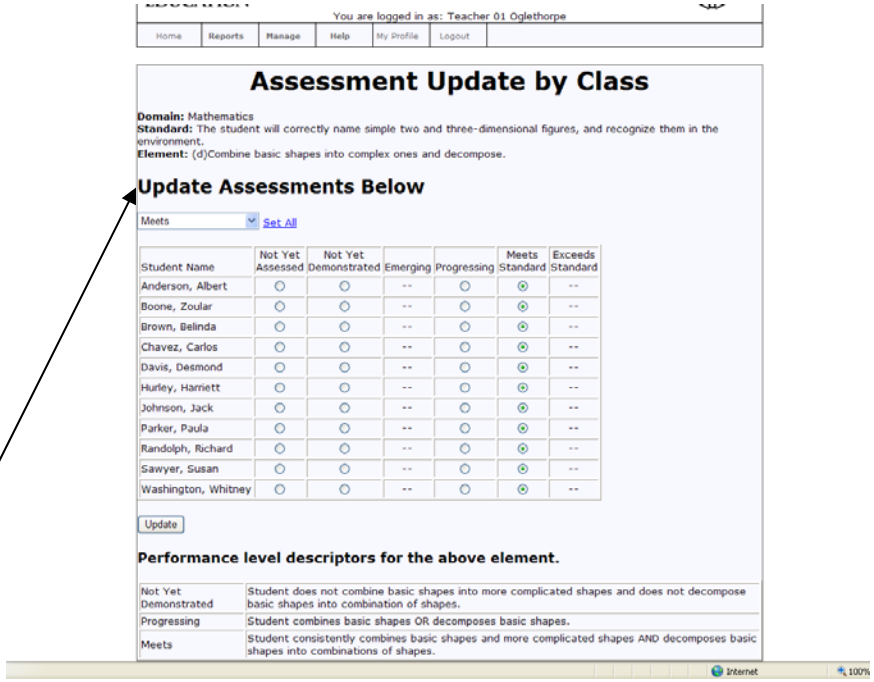


6. You should now see all of your students' names and the available performance levels.

7. For each student, click on the circle under the appropriate performance level.

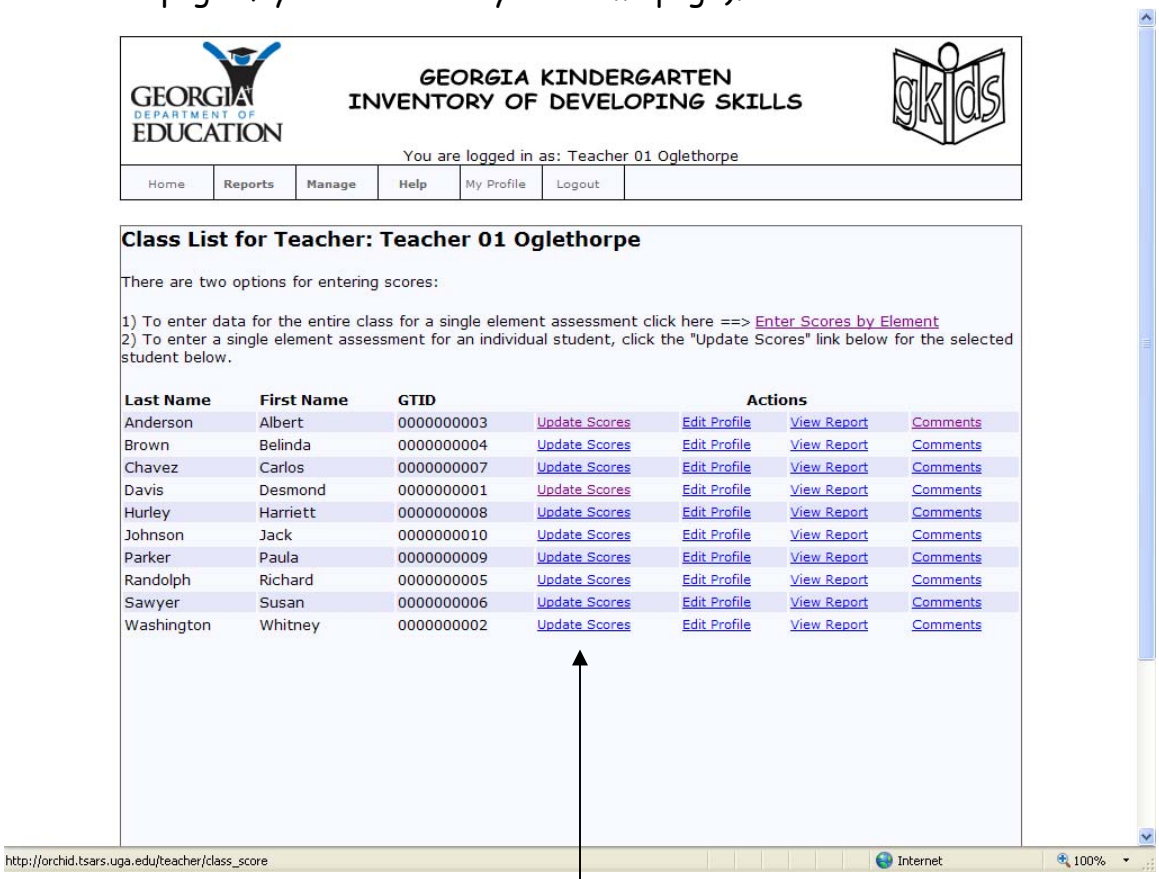
8. You can select the same performance level for all students by selecting the level here and then clicking "Set All." You may still change an individual student's performance level if necessary.

9. **Click "Update" to record the data.**



Data Entry Method 2. Entering Data for an Individual Student

1. After you have added your students to the database, you should see a list of their names on the "Home" page (Click on "Home" at the top of the page if you are not on your home page).



2. To the right of the student's name, number and SRC code(s), you should see a link to "Update Scores." Click on this link to enter student data or revise data that has already been entered.
3. Underneath the main menu bar, you will see a second menu bar with a link for each of the domains assessed in GKIDS (e.g., Math).
4. Place the cursor over the domain you wish to assess, and a list of all the standards for that domain will pop up.
5. Click on the desired standard (e.g., MKG1: Geometric Shapes), and all of the elements included in that standard will appear.
6. You should now see the student's name and the available performance levels for that GPS element.
7. Click on the circle under the appropriate performance level.
8. **Click on "Update" to record the data.**

Report Options on the GKIDS Website

Teachers will be able to view and print the following reports throughout the year using the GKIDS website:

- **Student Report by Element**: shows the student's performance level for every GPS element.
- **Student Report by Standard**: shows a summary of student performance for each GPS standard.
- **Student Report by Strand**: shows a summary of student performance for each strand within a domain (e.g., Reading, Writing, and Speaking/Listening/Viewing strands within the domain of ELA)
- **Class Report**: shows the percentage of students at each performance level for every GPS element

Each report is available in two formats:

- **Downloadable PDF Reports** for all of your students. The PDF reports may be saved to your computer or printed, but they may take longer to generate if multiple teachers request them at the same time. The PDF reports include on the required domains (ELA, Math, Approaches to Learning, Personal and Social Development). Note that the PDF file contains reports for every student in the class in a single file.

- **Web pages Student Reports**. The individual reports will be generated instantly, and a printer-friendly version can be selected but they cannot be saved to your computer. The web page reports include all domains.

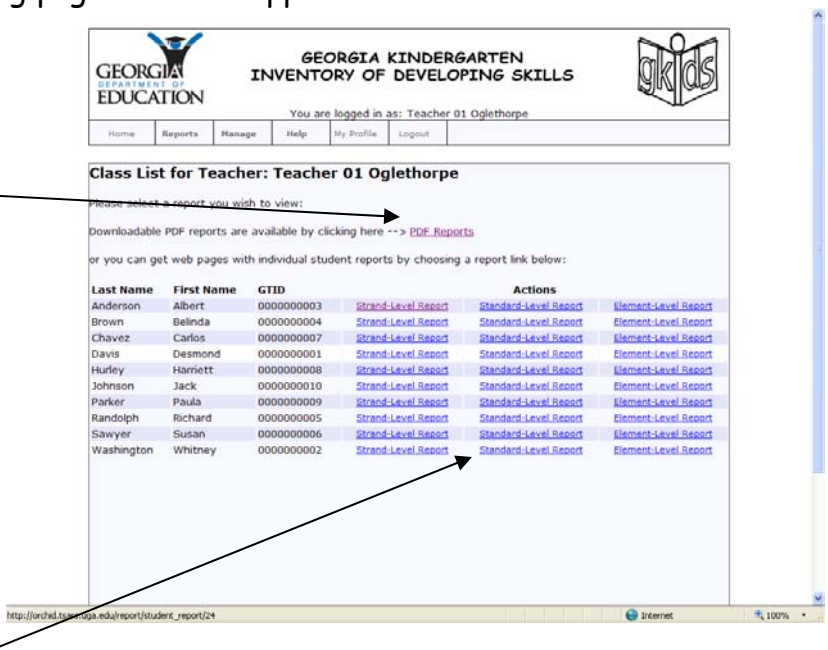
To View Student Reports

Teachers may view a student report at any time during the year by following these steps.

1. Click on "Reports" on the main menu bar and then click on "Student Reports". The following page will then appear:

2. To generate PDF reports for all of your students, click on "PDF Reports"

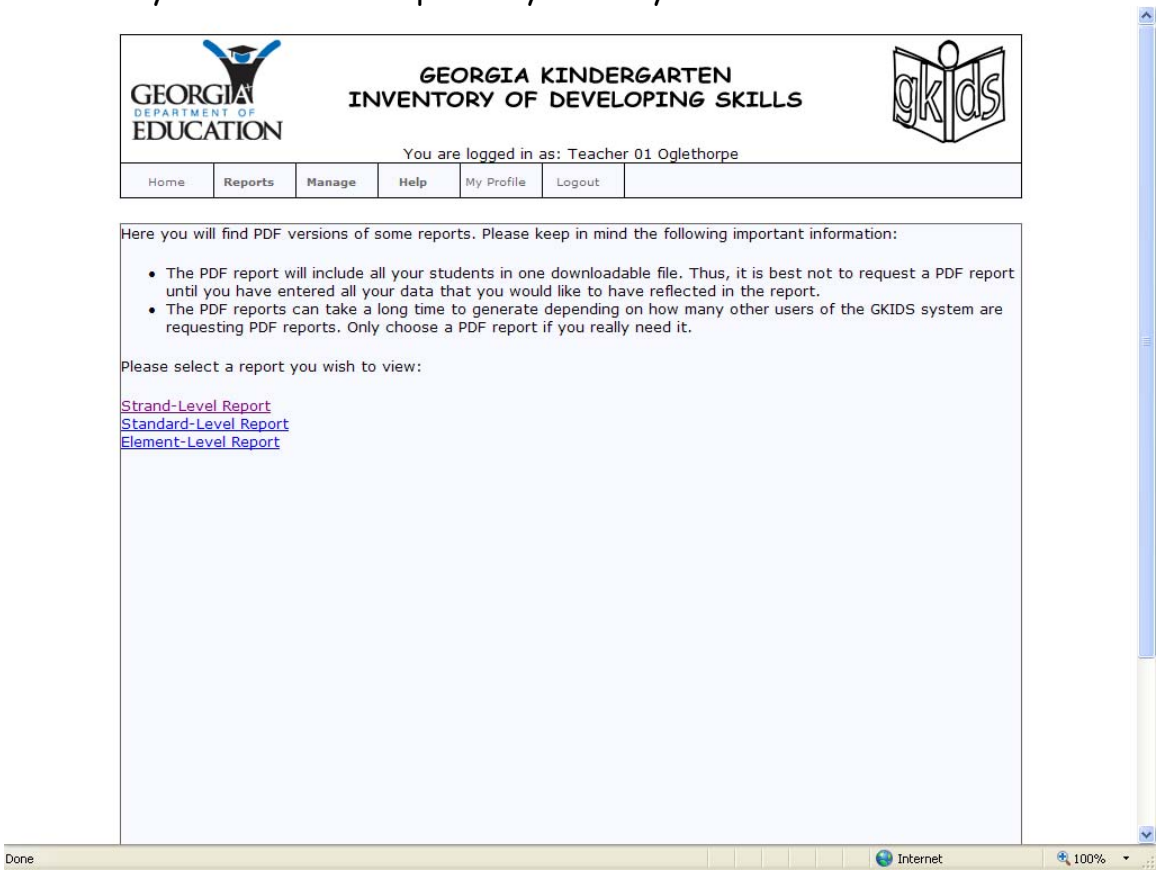
3. To generate a web page with an individual student report, select "Strand-Level Report," "Standard-Level Report" or "Element-Level Report" on the line next to the student name.



PDF Reports

If you select the PDF report option, you will see a page like this. Note the cautions on this page.

- The PDF report will include all your students in one downloadable file. Thus, it is best not to request a PDF report until you have entered all your data that you would like to have reflected in the report.
- The PDF reports can take a long time to generate depending on how many other users of the GKIDS system are requesting PDF reports. Only choose a PDF report if you really need it.

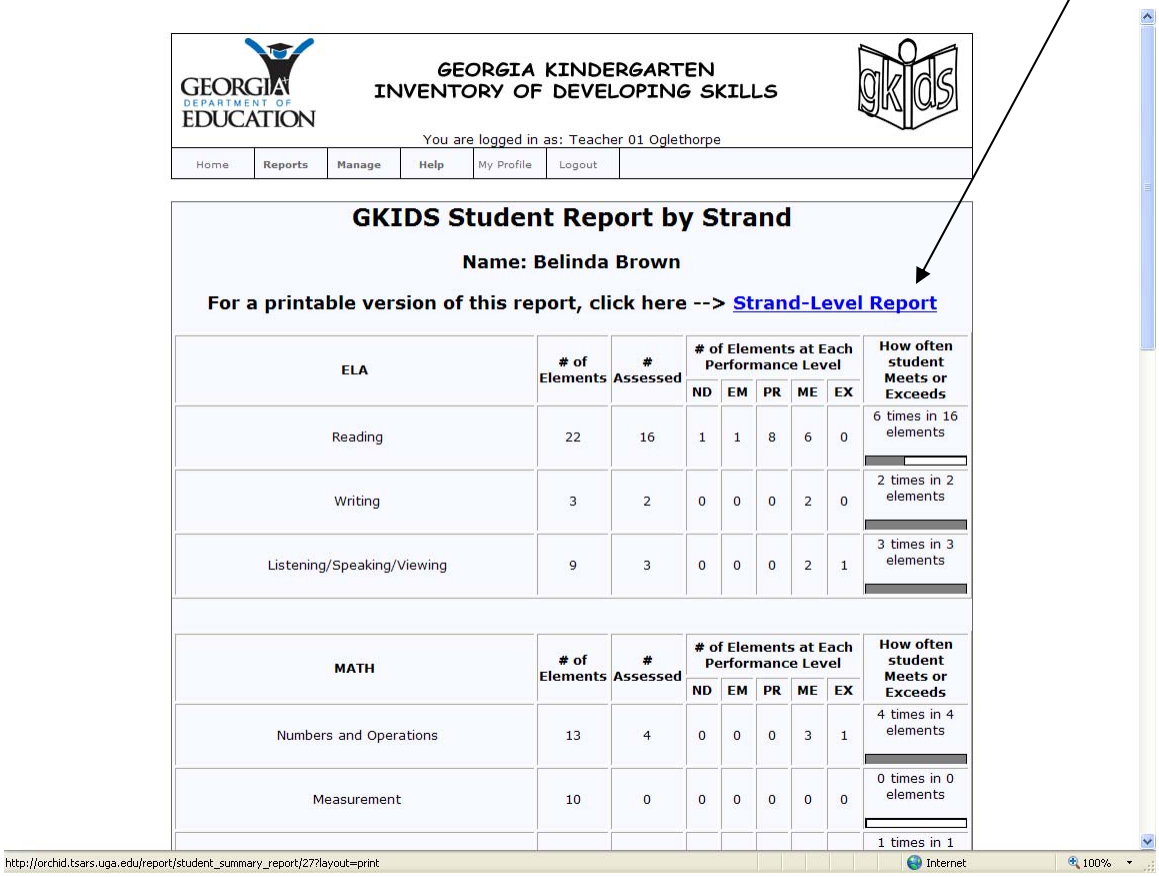


If you would like to generate a PDF report, click on "Strand-Level Report," "Standard-Level Report" or "Element Level Report."

Web Pages with Student Reports

You may select a student report by strand, by standard, and/or by element. If you select, "Strand-Level" report for an individual student, a page like this will appear on the screen:

You may select a printer-friendly version of this report by clicking here:



GEORGIA DEPARTMENT OF EDUCATION

GEORGIA KINDERGARTEN INVENTORY OF DEVELOPING SKILLS

gkids

You are logged in as: Teacher 01 Oglethorpe

Home | Reports | Manage | Help | My Profile | Logout

GKIDS Student Report by Strand

Name: Belinda Brown

For a printable version of this report, click here --> Strand-Level Report

ELA	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
Reading	22	16	1	1	8	6	0	6 times in 16 elements
Writing	3	2	0	0	0	2	0	2 times in 2 elements
Listening/Speaking/Viewing	9	3	0	0	0	2	1	3 times in 3 elements

MATH	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
Numbers and Operations	13	4	0	0	0	3	1	4 times in 4 elements
Measurement	10	0	0	0	0	0	0	0 times in 0 elements
								1 times in 1

http://orchid.tsars.uga.edu/report/student_summary_report/27?layout=print Internet 100%

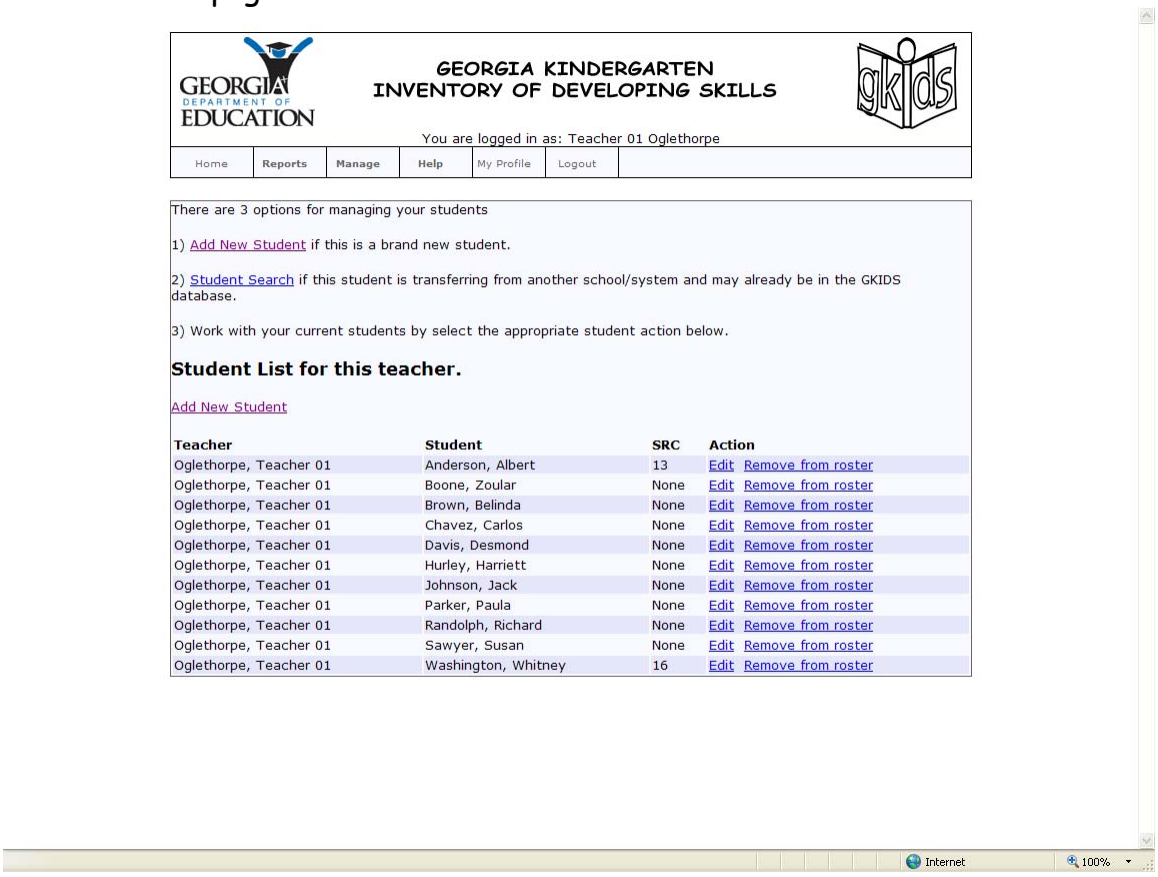
The report indicates the # of elements at each performance level for each strand within a domain. For example, within the domain of ELA, the report shows student performance in the strands of Reading, Writing, and Listening/Speaking/Viewing. For examples of the Standard and Element-Level reports, see pages 188-189. You may select a printer-friendly version of this report.

Student Transfers: Removing a Student from Your Class List

If a student transfers out of your class (or if you accidentally add a student to your list twice), you can release the student from your class list. The student can then be acquired by the new school and his/her data (including any comments you have made) will follow the student to the new school.

IMPORTANT: If you entered a student's name or GTID# incorrectly, DO NOT remove the student from your class list. Instead, you can edit the student's information by clicking on "edit profile" next to the student's name.

1. To remove a student from your class list, go to the "Manage Students" page:



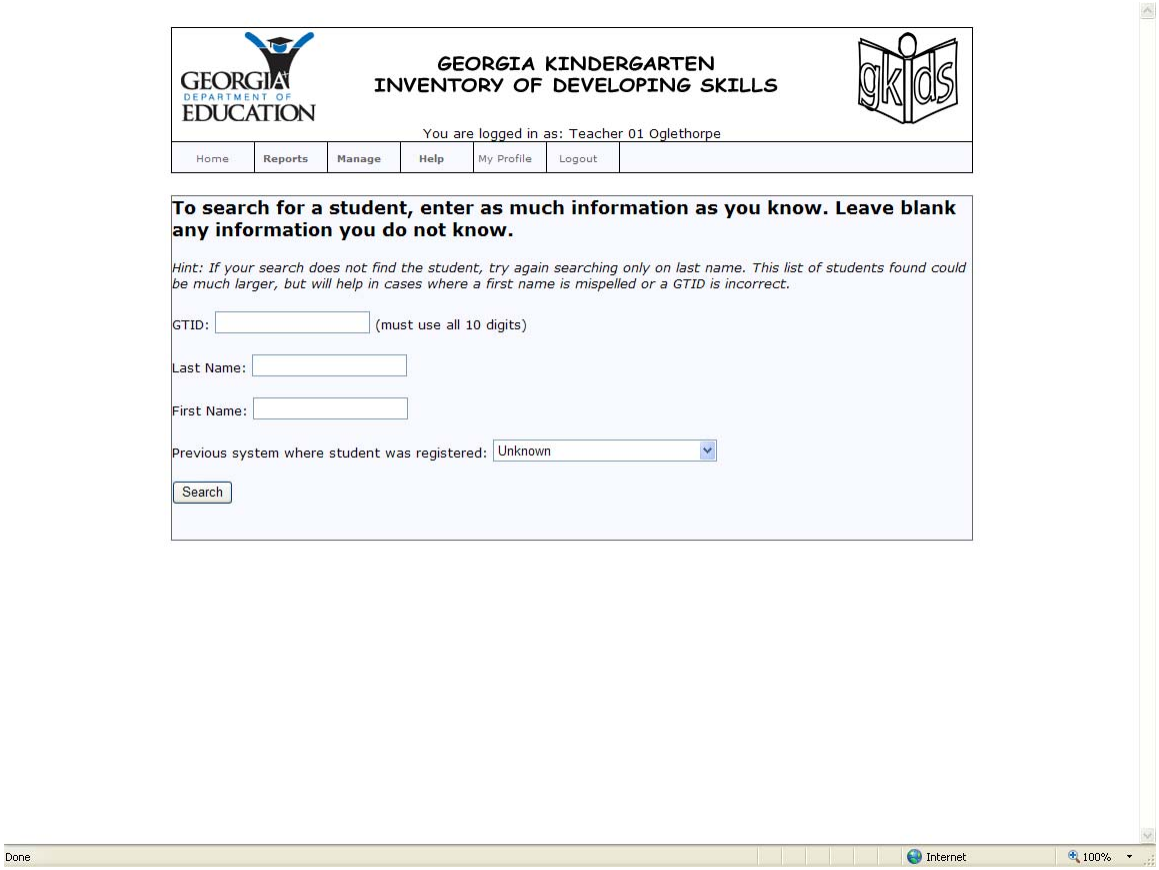
2. Click on "Remove from Roster" on the line with the student's name to remove the student from your class list.
3. You will then see a confirmation message to verify that you intend to release the student.

4. Please review the teacher/student information and click on the "Release" button to release the student, or the "Cancel" button to stop this action.

Student Transfers: Acquiring a New Student during the School Year

If a student transfers into your class from another Georgia public school or another class within your school, you may be able to acquire the student and the student's data from the GKIDS database. To search for a student:

1. Go to the "Manage Students" page:
2. Click on "Student Search"
3. Enter the student's name and/or GTID number and click "Search."



4. If a student is found matching your search criteria, the student name will appear on the bottom of the screen along with the name of the system and school where the student was enrolled. If you hold the mouse over the school name, the previous teacher's name will also pop up.
5. If the student has been released by his/her previous teacher, you will see the word "acquire" to the left of the student's name.
6. Click on "acquire" next to the student name to acquire the student.

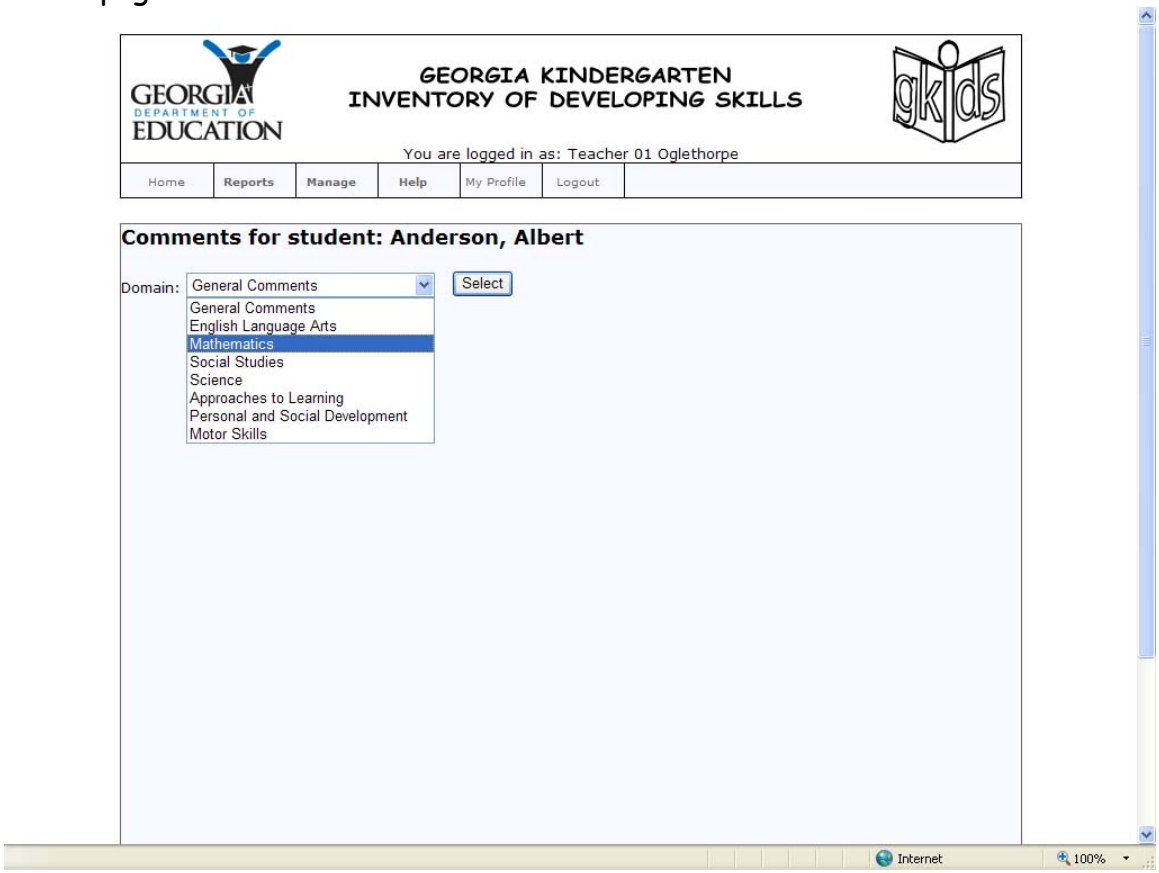
7. A confirmation screen will then appear.
8. Click the box next to the student's name.
9. Click update to confirm.

Note: If the blue "acquire" link does not appear, the student has not yet been released from the previous teacher's class. In this case, your school coordinator should contact the previous school and ask the teacher to release the student.

Using the Comments Function

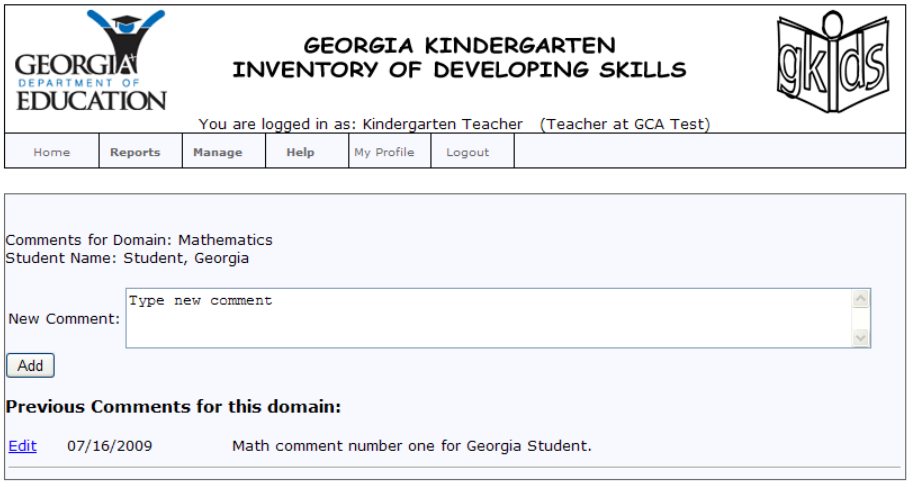
There may be times during the year at which you want to enter written comments to clarify a student's performance or for instructional planning. Written comments may be entered by:

1. Click on the "Comments" link on the Home page. You will then see a page that looks like this:



2. Select the domain of learning.
3. Type your comment in the white box (maximum of 255 characters).
4. Click "Add."

5. After your comments are saved, you may choose to return to the comments page or to the student listing (Home page).
6. The next time you return to the comments page, your previous comments will be shown below the comment box.
7. You may add a new comment or edit a previous comment by clicking on "edit" to the left of the date the previous comment was entered.



Assessment Resources

If you click on "Help" on the menu bar at the top of the page, you can access links to assessment activities with instructional suggestions for each GPS element.

XI. GKIDS Reports

GKIDS was developed to serve two important functions: 1) provide kindergarten teachers with diagnostic information about kindergarten students' developing skills in English Language Arts, Mathematics, Science, Social Studies, Approaches to Learning, Personal/Social Development, and Motor Skills and 2) provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year to serve as one indicator of first grade readiness. Because GKIDS will serve both a formative and summative role in assessing kindergarten students, there will be formative reports available throughout the school year and summative reports generated at the end of the school year.

Individual Student Reports

Teachers will be able to view and print the following reports at any time throughout the year using the GKIDS website:

- **Element-Level Report**: shows the student's performance level for every GPS element.
- **Standard-Level Report**: shows a summary of student performance for each GPS standard.
- **Strand-Level Report**: shows a summary of student performance for each strand within a domain (e.g., Reading, Writing, and Speaking/Listening/Viewing strands within the domain of ELA).

The student reports and the class report are available in two formats:

- **Downloadable PDF Reports** for all of your students. The PDF reports may be saved to your computer or printed, but they may take longer to generate if multiple teachers request them at the same time. Note that the PDF file contains student reports for every student in your class in a single file.
- **Web pages with Student Reports**. The report will appear on the screen immediately after it is selected. You may print these reports, but they cannot be saved to your computer.

Summary Reports

The following reports will be available on the GKIDS website throughout the school year:

- **Class Report**: shows the percentage of students at each performance level for every GPS element. The teacher and school test coordinator will be able to view this report. The report will include data entered at the time the report was selected.
- **School Report**: shows the percentage of students at each performance level for every GPS element. School and system coordinators will be able to view this report.
- **System Report**: shows the percentage of students at each performance level for every GPS element. The system coordinator can generate a system report.

School and System reports will be generated in PDF format by GCA during each weekend. The report will include data entered by the date listed on the report. The school test coordinator will be able to view the most recent school report on the GKIDS website. The system test coordinator will be able to view the most recent school and system reports on the GKIDS website. Viewing these reports on Mondays will provide you with the most recent data available.

Note: PDF reports only include the state-required domains: English Language Arts, Mathematics, Approaches to Learning, and Personal and Social Development. The Web Page reports include all of the domains of GKIDS: English Language Arts, Mathematics, Approaches to Learning, Personal and Social Development, Social Studies, Science, and Motor Skills.

End-of-the-Year Reports

After the reporting deadline in May, GCA will generate school and system summary reports based on the date entered in the GKIDS website database. These summaries and a data file will be delivered to systems. Data entered after the deadline will NOT be included in the summary reports or data file. Teachers may select any of the individual student reports available on the GKIDS website (strand, standard, or element-level) to serve as the official individual student report. The chart on the next page shows all of the report options for GKIDS.

GKIDS Report Options

Individual Student Reports

Name of Report	Who can select and view the report?	What GPS level is the data?	How often can these reports be viewed?	What are the format options?
Student Report by Element	Teacher	Element	Anytime throughout the year	Web Page or PDF
Student Report by Standard	Teacher	Standard	Anytime throughout the year	Web Page or PDF
Student Report by Strand	Teacher	Strand	Anytime throughout the year	Web Page or PDF

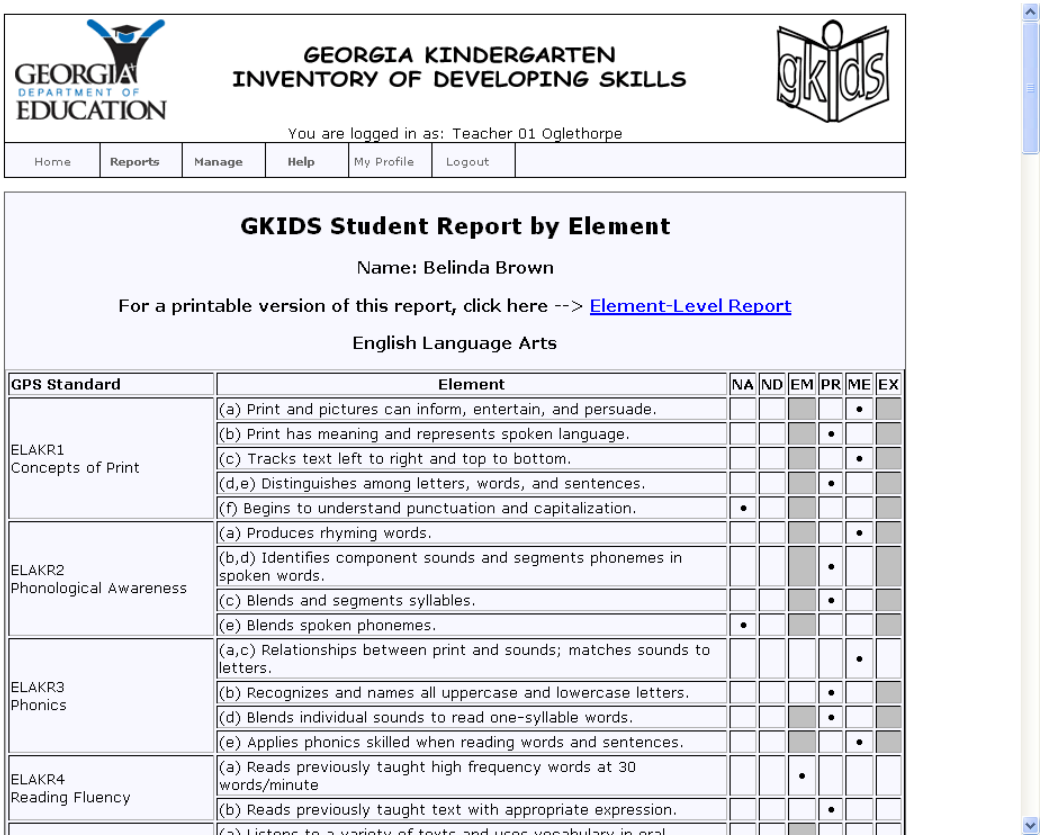
Summary Reports

Name of Report	Who can select and view the report?	What GPS level is the data?	How often can these reports be viewed?	What are the format options?
Class Summary Report	Teacher School Coordinator System Coordinator	Element	Anytime throughout the year	Web Page or PDF
School Summary Report	School Coordinator System Coordinator	Element	Reports can be viewed at any time; GCA will generate PDF summaries on the weekends.	PDF
System Summary Report	System Coordinator	Element	Reports can be viewed at any time; GCA will generate PDF summaries on the weekends.	PDF
State Summary Report	State-level User	Element	Reports can be viewed at any time; GCA will generate PDF summaries on the weekends.	PDF

Sample Reports

This section provides you with samples of the reports that are available on the GKIDS website throughout the school year.

Element-Level Student Report – page 1 (web page version)



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GKIDS Student Report by Element

Name: Belinda Brown

For a printable version of this report, click here --> Element-Level Report

English Language Arts

GPS Standard	Element	NA	ND	EM	PR	ME	EX
ELAKR1 Concepts of Print	(a) Print and pictures can inform, entertain, and persuade.					•	
	(b) Print has meaning and represents spoken language.				•		
	(c) Tracks text left to right and top to bottom.					•	
	(d,e) Distinguishes among letters, words, and sentences.				•		
	(f) Begins to understand punctuation and capitalization.	•					
ELAKR2 Phonological Awareness	(a) Produces rhyming words.					•	
	(b,d) Identifies component sounds and segments phonemes in spoken words.				•		
	(c) Blends and segments syllables.				•		
	(e) Blends spoken phonemes.	•					
ELAKR3 Phonics	(a,c) Relationships between print and sounds; matches sounds to letters.					•	
	(b) Recognizes and names all uppercase and lowercase letters.				•		
	(d) Blends individual sounds to read one-syllable words.				•		
	(e) Applies phonics skilled when reading words and sentences.					•	
ELAKR4 Reading Fluency	(a) Reads previously taught high frequency words at 30 words/minute			•			
	(b) Reads previously taught text with appropriate expression.				•		

The dot indicates the performance level that was entered for the student. If the cell is shaded, it indicates that the performance level is not available for that element. This report is available as a Web Page or a PDF file. The PDF version is a single file that contains reports for all of the students in your class. You may print this PDF file or save it to your computer. You can select a Web Page Student Report for each student and it will appear on the screen. The Web Page report can also be printed, but you cannot save it to your computer.

Element-Level Student Report – page 1 (PDF version)

GKIDS Detailed Student Report

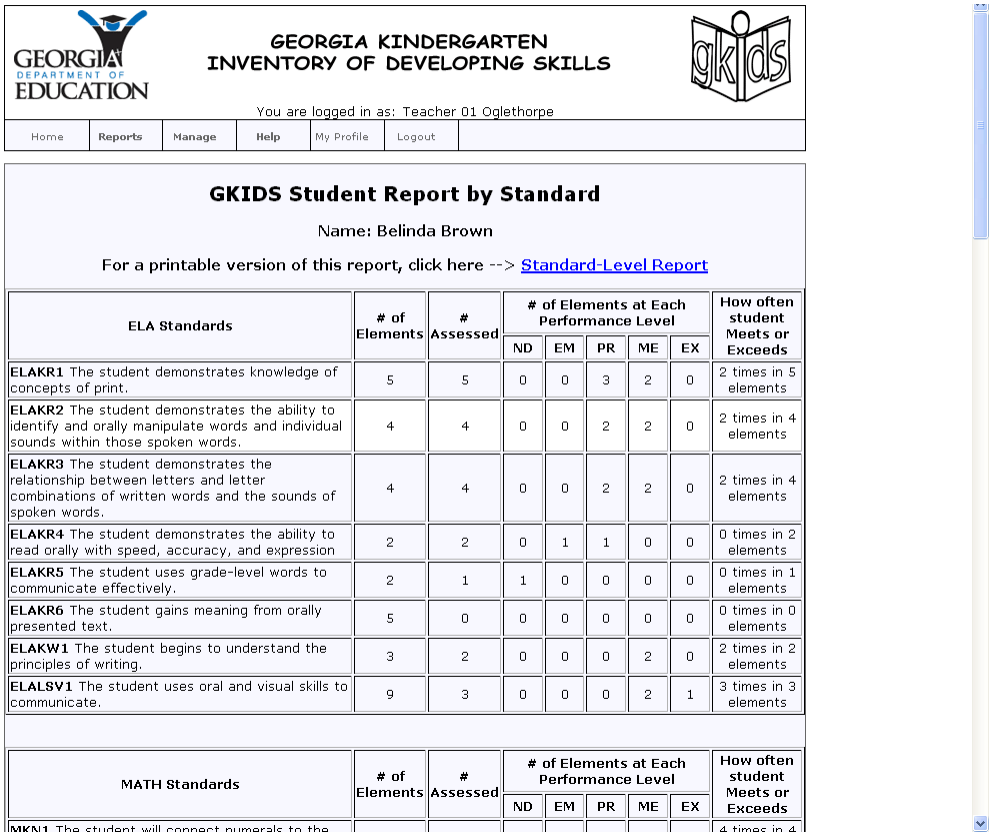
Student: Student, Georgia **GTID:** 9994499999 **Date:** May 28, 2009

School: GCA Test **Teacher:** Teacher

Standard: English Lang Arts	Element Description	Rating					
		NA	ND	EM	PR	MS	EX
Concepts of Print	(a) Print and pictures can inform, entertain, and persuade.					•	
	(b) Print has meaning and represents spoken language.					•	
	(c) Tracks text left to right and top to bottom.					•	
	(d,e) Distinguishes among letters, words, and sentences.					•	
	(f) Begins to understand punctuation and capitalization.					•	
Phonological Awareness	(a) Produces rhyming words.					•	
	(b,d) Identifies component sounds and segments phonemes in spoken words.				•		
	(c) Blends and segments syllables.					•	
	(e) Blends spoken phonemes.					•	
Phonics	(a,c) Relationships between print and sounds; matches sounds to letters.				•		
	(b) Recognizes and names all uppercase and lowercase letters.					•	
	(d) Blends individual sounds to read one-syllable words.					•	
	(e) Applies phonics skills when reading words and sentences.					•	
Reading Fluency	(a) Reads previously taught high frequency words at 30 words/minute			•			
	(b) Reads previously taught text with appropriate expression.				•		
Vocabulary	(a) Listens to a variety of texts and uses vocabulary in oral language.					•	
	(b) Discusses the meaning of words; understands some words have multiple meanings.					•	
Reading Comprehension	(a) Listens to and reads a variety of literature and informational texts.					•	
	(b) Makes predictions from pictures and titles.					•	
	(c,g,f) Meaning from narrative using prior knowledge, graphics, questions.				•		
	(d) Begins to distinguish fact from fiction in read-aloud text.					•	
	(e,h) Retells familiar events and important facts.				•		
Writing	(a,b) Writes, dictates, draws to describe people, places, and things.			•			
	(c) Prints name, upper and lowercase letters and teacher-selected words.				•		
	(d,e) Writes left-to-right and begins to use capitalization and punctuation.				•		
Speaking/Listening/Viewing	(a) Listens to and speaks appropriately with peers and adults.				•		
	(b) Follows two-part oral directions.					•	
	(c) Repeats auditory sequences.					•	
	(d) Recites short poems, rhymes, songs with repeated patterns.					•	
	(e) Describes people, places, things, actions.				•		
	(f) Increases vocabulary to reflect a growing range of interests.					•	
	(g) Relates experiences and retells stories.				•		
	(h) Uses complete sentences when speaking.				•		
	(i) Begins to use subject-verb agreement in speech.		•				

Notes: Shaded blocks indicate ratings that are not applicable to that element.
Ratings: NA = Not Yet Assessed, ND = Not Demonstrated, EM = Emerging, PR = Progressing, MS = Meets Standard, EX = Exceeds Standard, AC = Area of Concern, DE = Developing, CD = Consistently Demonstrating

Standard-Level Student Report – page 1 (web page version)



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GKIDS Student Report by Standard

Name: Belinda Brown

For a printable version of this report, click here --> Standard-Level Report

ELA Standards	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
ELAKR1 The student demonstrates knowledge of concepts of print.	5	5	0	0	3	2	0	2 times in 5 elements
ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.	4	4	0	0	2	2	0	2 times in 4 elements
ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.	4	4	0	0	2	2	0	2 times in 4 elements
ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression	2	2	0	1	1	0	0	0 times in 2 elements
ELAKR5 The student uses grade-level words to communicate effectively.	2	1	1	0	0	0	0	0 times in 1 elements
ELAKR6 The student gains meaning from orally presented text.	5	0	0	0	0	0	0	0 times in 0 elements
ELAKW1 The student begins to understand the principles of writing.	3	2	0	0	0	2	0	2 times in 2 elements
ELALSV1 The student uses oral and visual skills to communicate.	9	3	0	0	0	2	1	3 times in 3 elements

MATH Standards	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
MKN1 The student will connect numerals to the								4 times in 4

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Standard-Level Student Report – page 1 (PDF version)

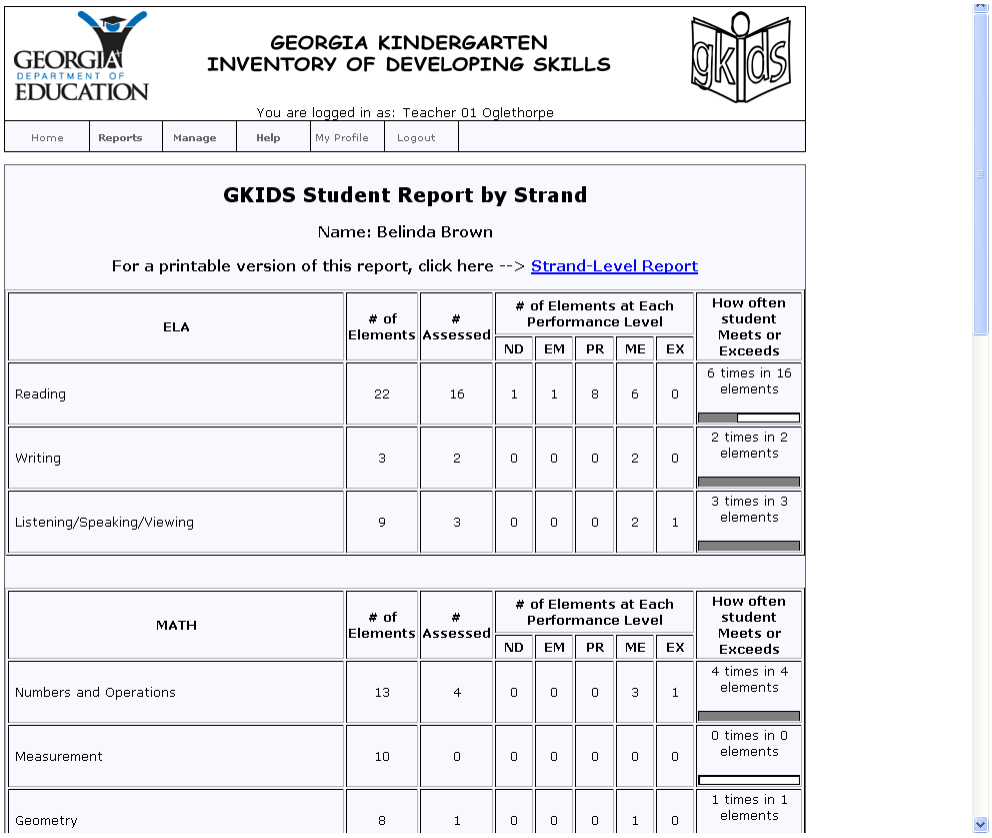
Student Report by Standard

Student: Georgia Student GTID (Last 4): 9999

School: GCA Test Report Date: May 28, 2009

English Language Arts	# of Elements	# Assessed	# of Elements at Each Performance Level						How often student meets or exceeds
			NA	ND	EM	PR	MS	EX	
The student demonstrates knowledge of concepts of print.	5	5	0	0	0	0	5	0	5 times in 5 elements
The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.	4	4	0	0	0	1	3	0	3 times in 4 elements
The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.	4	4	0	0	0	1	3	0	3 times in 4 elements
The student demonstrates the ability to read orally with speed, accuracy, and expression	2	2	0	0	1	1	0	0	0 times in 2 elements
The student uses grade-level words to communicate effectively.	2	2	0	0	0	0	2	0	2 times in 2 elements
The student gains meaning from orally presented text.	5	5	0	0	0	2	3	0	3 times in 5 elements
The student begins to understand the principles of writing.	3	3	0	0	1	2	0	0	0 times in 3 elements
The student uses oral and visual skills to communicate.	9	9	0	1	0	4	4	0	4 times in 9 elements

Strand-Level Student Report – page 1 (web page version)



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GKIDS Student Report by Strand

Name: Belinda Brown

For a printable version of this report, click here --> Strand-Level Report

ELA	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
Reading	22	16	1	1	8	6	0	6 times in 16 elements
Writing	3	2	0	0	0	2	0	2 times in 2 elements
Listening/Speaking/Viewing	9	3	0	0	0	2	1	3 times in 3 elements

MATH	# of Elements	# Assessed	# of Elements at Each Performance Level					How often student Meets or Exceeds
			ND	EM	PR	ME	EX	
Numbers and Operations	13	4	0	0	0	3	1	4 times in 4 elements
Measurement	10	0	0	0	0	0	0	0 times in 0 elements
Geometry	8	1	0	0	0	1	0	1 times in 1 elements

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Strand-Level Student Report – page 1 (PDF version)

Student Report by Strand

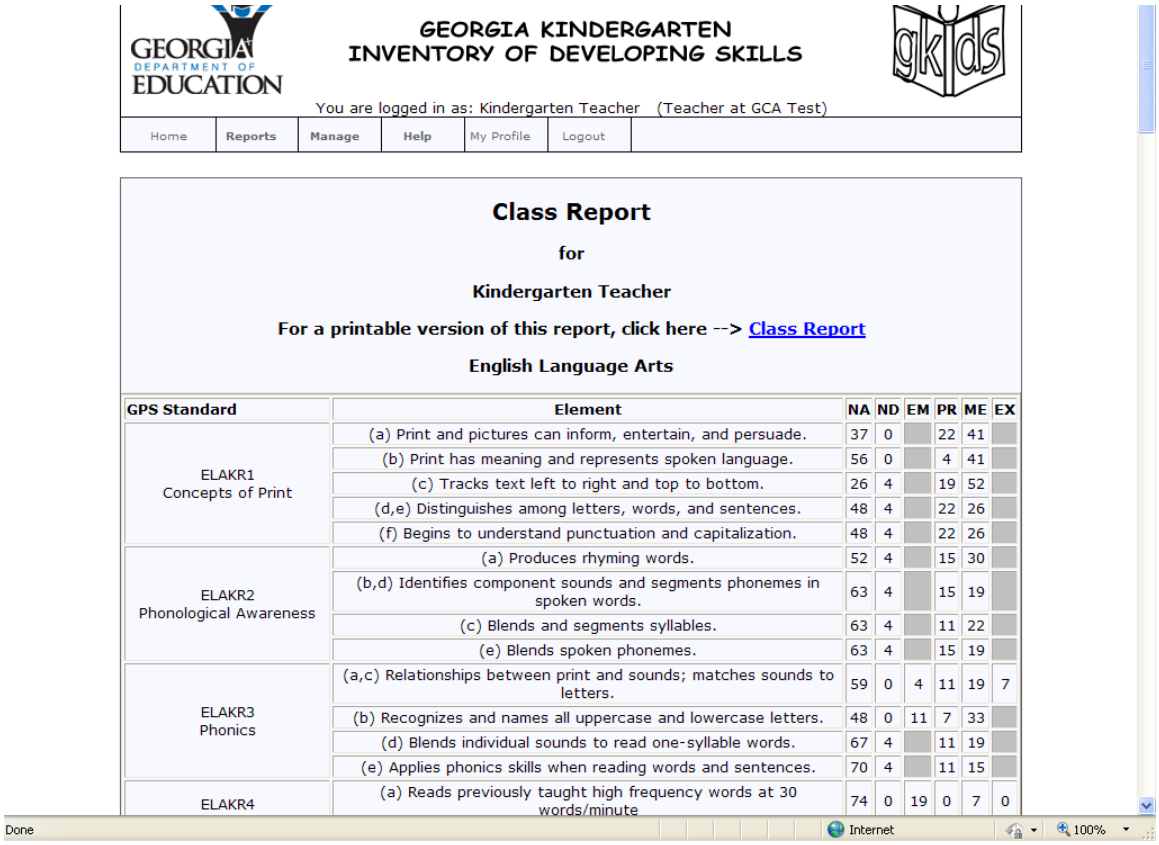
Student: Georgia Student GTID (Last 4): 9999

School: GCA Test Report Date: May 28, 2009

ELA	# of Elements	# Assessed	# of Elements at Each Performance Level						How often student meets or exceeds
			NA	ND	EM	PR	MS	EX	
Reading	22	22	0	0	1	5	16	0	16 times in 22 elements
Writing	3	3	0	0	1	2	0	0	0 times in 3 elements
Listening/Speaking/Viewing	9	9	0	1	0	4	4	0	4 times in 9 elements

MATH	# of Elements	# Assessed	# of Elements at Each Performance Level						How often student meets or exceeds
			NA	ND	EM	PR	MS	EX	
Numbers and Operations	13	10	3	0	2	3	5	0	5 times in 10 elements
Measurement	10	10	0	2	0	1	7	0	7 times in 10 elements
Geometry	8	8	0	0	0	3	5	0	5 times in 8 elements
Data Analysis and Probability	1	1	0	0	0	0	1	0	1 times in 1 elements

Class Report (web page version)



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Class Report

for

Kindergarten Teacher

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English Language Arts

GPS Standard	Element	NA	ND	EM	PR	ME	EX
ELAKR1 Concepts of Print	(a) Print and pictures can inform, entertain, and persuade.	37	0		22	41	
	(b) Print has meaning and represents spoken language.	56	0		4	41	
	(c) Tracks text left to right and top to bottom.	26	4		19	52	
	(d,e) Distinguishes among letters, words, and sentences.	48	4		22	26	
	(f) Begins to understand punctuation and capitalization.	48	4		22	26	
ELAKR2 Phonological Awareness	(a) Produces rhyming words.	52	4		15	30	
	(b,d) Identifies component sounds and segments phonemes in spoken words.	63	4		15	19	
	(c) Blends and segments syllables.	63	4		11	22	
	(e) Blends spoken phonemes.	63	4		15	19	
ELAKR3 Phonics	(a,c) Relationships between print and sounds; matches sounds to letters.	59	0	4	11	19	7
	(b) Recognizes and names all uppercase and lowercase letters.	48	0	11	7	33	
	(d) Blends individual sounds to read one-syllable words.	67	4		11	19	
	(e) Applies phonics skills when reading words and sentences.	70	4		11	15	
ELAKR4	(a) Reads previously taught high frequency words at 30 words/minute	74	0	19	0	7	0

Done | Internet | 100%