

Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)

**Administration Manual for 2023-2024
Part 5: Non-Academic Domains**



April 2023

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PROGRESSIONS: APPROACHES TO LEARNING

LEARNING PROGRESSION: CURIOSITY AND INITIATIVE

<p>Big Idea: The student demonstrates behaviors used to acquire new knowledge and skills and engage in the learning process.</p>		
<p>Progression: Curiosity and Initiative</p>		
<p>Beginning</p>	<p>Developing</p>	<p>Demonstrating</p>
<p><u>Asks Questions</u></p> <p>The student rarely asks questions to understand tasks or activities.</p> <p><u>Self-selects activities and topics</u></p> <p>The student rarely initiates engagement in an activity without the explicit guidance of an adult or more capable peer and does not display variability in activities in which he engages.</p> <p><u>Seeks help when needed</u></p> <p>When she struggles, the student does not seek help from an adult or a more capable peer.</p>	<p><u>Asks Questions</u></p> <p>The student sometimes asks questions that support his need to complete a task. The questions are not always purposeful, but there is increasing evidence that he is gaining skills in asking questions to help facilitate his work.</p> <p><u>Self-selects activities and topics</u></p> <p>The student can self-select some activities and tends to focus mostly on repeating the same activities over time. She may exhibit some discomfort when presented with options for activities to select.</p> <p><u>Seeks help when needed</u></p> <p>The student is working toward positively seeking help, but occasionally loses focus and fails to communicate with those who can support him.</p>	<p><u>Asks Questions</u></p> <p>The student frequently asks questions that further her progress in completing an activity. She may help other children understand the task through her own questioning.</p> <p><u>Self-selects activities and topics</u></p> <p>The student self-selects activities with little adult support. He demonstrates variability in activities and topics in which to engage.</p> <p><u>Seeks help when needed</u></p> <p>The student self-selects activities with little adult support and demonstrates variability in activities and topics chosen for engagement.</p>

LEARNING PROGRESSION: CREATIVITY AND PROBLEM SOLVING

Big Idea: The student demonstrates behaviors used to acquire new knowledge and skills and engage in the learning process.		
Progression: Creativity and Problem Solving		
Beginning	Developing	Demonstrating
<p><u>Shows Creativity by Appropriately Using Materials in Unique Ways</u></p> <p>The student rarely uses materials to create a replica of a teacher-made or peer-made project or creates the same project again and again.</p> <p><u>Displays imagination in storytelling, writing, drawing, play, songs, etc.</u></p> <p>The student frequently copies that which others do or a teacher-made model. He may demonstrate some frustration when asked to tell a story, write, draw, or sing. In dramatic play, he may only want to play the same activity and resists engaging in the activities with peers.</p> <p><u>Uses a variety of problem-solving strategies</u></p> <p>The student frequently responds to solving a problem in a way that has only been suggested by an adult. She may demonstrate frustration and fail to complete an activity because she cannot think of a way to solve the problem. The student may react negatively when a peer or an adult suggests a way to solve a problem.</p>	<p><u>Shows Creativity by Appropriately Using Materials in Unique Ways</u></p> <p>The student varies between copying a teacher-made product and creating his own product. More often, he chooses to copy rather than create an original product. He often uses materials in appropriate, yet non-typical ways.</p> <p><u>Displays imagination in storytelling, writing, drawing, play, songs, etc.</u></p> <p>The student makes a consistent effort at imaginative activities but may struggle in fully completing the task. She may be too caught up in the detail and lack insight into the larger activity.</p> <p><u>Uses a variety of problem-solving strategies</u></p> <p>The student attempts a number of ways to solve a problem but occasionally relies on the teacher or a more capable peer to tell him how to solve the problem. The student may exhibit some frustration but will persist for a while at a problem before giving up.</p>	<p><u>Shows Creativity by Appropriately Using Materials in Unique Ways</u></p> <p>The student can model a teacher-created project and create a product that demonstrates creativity. She shows care and concern for the proper use of personal and classroom materials.</p> <p><u>Displays imagination in storytelling, writing, drawing, play, songs, etc.</u></p> <p>The student includes imaginative elements in work. He positively responds to successive attempts to exhibit creativity through trial and error. He may also offer suggestions for imaginative solutions to tasks.</p> <p><u>Uses a variety of problem-solving strategies</u></p> <p>The student attempts many ways to solve a problem and rarely demonstrates visible frustration. She can verbally describe the ways in which she solved the problem and may help support her peers in their problem-solving.</p>

LEARNING PROGRESSION: ATTENTION, ENGAGEMENT, AND PERSISTENCE

Big Idea: The student demonstrates behaviors used to acquire new knowledge and skills and engage in the learning process.		
Progression: Attention, Engagement, and Persistence		
Beginning	Developing	Demonstrating
<p><u>Pays Attention</u></p> <p>The student frequently has difficulty attending to the teacher or other speakers during class discussions, may be easily distracted or may often need to be redirected.</p> <p><u>Demonstrates increasing task persistence</u></p> <p>The student can rarely persist at a task for an age-appropriate duration. She may demonstrate visible frustration often, giving up very early when attempting a task that she does not understand or perceives as too difficult. She may also refuse to engage in a task.</p> <p><u>Displays motivation/enthusiasm for learning</u></p> <p>The student demonstrates little to no motivation or enthusiasm for learning. He may refuse to participate or verbally make statements about his lack of interest in the topic or task.</p> <p><u>Works Independently</u></p> <p>The student cannot work without the direct supervision of adults. She may refuse to engage in an activity. If the student can work somewhat independently, she does not use materials properly or is off task.</p>	<p><u>Pays Attention</u></p> <p>The student sometimes pays attention to the teacher or other speakers during classroom discussions. She may occasionally appear distracted or require redirection, but generally focuses on the teacher or other speakers.</p> <p><u>Demonstrates increasing task persistence</u></p> <p>The student can persist at a task for most activities requested of him. He may still need support of an adult or a more capable peer to persist at a task. Choice of persistence may be tied to specific activities.</p> <p><u>Displays motivation/enthusiasm for learning</u></p> <p>The student sometimes shows motivation or enthusiasm for learning. She may exhibit specific motivation or enthusiasm for a given content area and less for others. She will complete tasks but not enthusiastically across all assigned tasks.</p> <p><u>Works Independently</u></p> <p>The student requires some monitoring from an adult during independent work.</p>	<p><u>Pays Attention</u></p> <p>The student consistently pays attention to the teacher or other speakers during class discussions. He pays specific attention to what is asked of him and may help others refocus their attention and complete a task.</p> <p><u>Demonstrates increasing task persistence</u></p> <p>The student demonstrates engagement in tasks regardless of task content or complexity.</p> <p><u>Displays motivation/enthusiasm for learning</u></p> <p>The student demonstrates motivation and enthusiasm for learning. He may encourage peers to engage in activities. He may seek out additional experiences to continue learning.</p> <p><u>Works Independently</u></p> <p>The student can work independently and self-monitor to stay on task. She may help redirect others who interrupt her. She demonstrates this independence across tasks in the classroom.</p>



PROGRESSIONS: PERSONAL AND SOCIAL DEVELOPMENT

LEARNING PROGRESSION: PERSONAL DEVELOPMENT AND SELF-REGULATION

Big Idea: The student demonstrates skills and behaviors used for self-regulation and interactions with others.		
Progression: Personal Development and Self-Regulation		
Beginning	Developing	Demonstrating
<p><u>Demonstrates self-confidence/positive attitude</u></p> <p>The student frequently displays a lack of self-confidence (i.e., learned helplessness). He may display a negative attitude that is not intermittent such as “having a bad day”, and exhibit behaviors such as opposition or using language that suggests negative attitudes toward an activity or others.</p> <p><u>Adjusts well to changes in routines and environments</u></p> <p>The student has negative reactions to change in routine or environment. She may exhibit behaviors such as withdrawal from the activity, crying, exhibiting defiant behaviors, or refusal to cooperate.</p> <p><u>Expresses emotions and needs through appropriate words and actions</u></p> <p>The student uses language that is immature or inappropriate for the situation. He may throw a temper tantrum, refuse to cooperate, cry, or refuse to participate with other children. He exhibits behaviors that are not appropriate for four, five, and six-year-old children.</p>	<p><u>Demonstrates self-confidence/positive attitude</u></p> <p>The student sometimes displays a positive attitude and increasing confidence in her ability. Occasionally, she displays some behaviors like learned helplessness or states that she cannot perform a task.</p> <p><u>Adjusts well to changes in routines and environments</u></p> <p>The student sometimes adjusts well to changes in the environment or routines. He may take additional time to complete an activity or engage with a person unfamiliar in the environment, but eventually completes a given task or engages with others.</p> <p><u>Expresses emotions and needs through appropriate words and actions</u></p> <p>The student occasionally demonstrates inappropriate emotions or refuses to participate in an activity. She may demonstrate emotions that are slightly immature for a kindergarten child.</p>	<p><u>Demonstrates self-confidence/positive attitude</u></p> <p>The student demonstrates confidence in his abilities. He displays a positive attitude toward tasks that may be difficult and may use his own ability to help other children in his class. The student encourages other children in their completion of tasks and activities.</p> <p><u>Adjusts well to changes in routines and environments</u></p> <p>The student rarely displays negativity or lack of cooperation when the routine or environment changes. She may offer suggestions for how to change an activity or encourage others to participate. The student demonstrates a maturity to new people or to the changing situation.</p> <p><u>Expresses emotions and needs through appropriate words and actions</u></p> <p>The student demonstrates age appropriate behaviors with adults and other children. He uses self-regulation or reflective strategies to redirect himself or problem solve.</p>

LEARNING PROGRESSION: SOCIAL DEVELOPMENT/CLASSROOM INTERACTIONS

Big Idea: The student demonstrates skills and behaviors used for self-regulation and interactions with others.		
Progression: Social Development/Classroom Interactions		
Beginning	Developing	Demonstrating
<p><u>Treats others with respect in words and actions</u></p> <p>The student may use inappropriate language or be physically aggressive toward children and adults. She does not listen to or accept the ideas of others.</p> <p><u>Shows caring for others</u></p> <p>The student's individual needs are paramount in all situations. He does not share and may use physical aggression to meet his or her own needs. The student shows limited emotion when others are sad, mad, or hurt.</p> <p><u>Follows directions and school rules</u></p> <p>The student demonstrates consistent disregard for rules. She may place herself or others in danger as a result of not following school rules. She infringes on the rights of peers or adults.</p> <p><u>Respects the property of others</u></p> <p>The student demonstrates consistent disregard for the property of others. He may break supplies or equipment or destroy property.</p> <p><u>Works cooperatively with others</u></p> <p>The student refuses to cooperate with adults or peers in the classroom.</p>	<p><u>Treats others with respect in words and actions</u></p> <p>The student occasionally demonstrates stubbornness and disagrees with others without consideration of their ideas.</p> <p><u>Shows caring for others</u></p> <p>The student occasionally needs to have her own needs met before helping others. She demonstrates some egocentrism in her actions.</p> <p><u>Follows directions and school rules</u></p> <p>The student occasionally breaks school rules or periodically fails to follow directions.</p> <p><u>Respects the property of others</u></p> <p>The student occasionally uses materials or supplies without permission.</p> <p><u>Works cooperatively with others</u></p> <p>The student occasionally prefers to work with some children but not with others. He may intermittently work cooperatively in an activity or in a small or large group setting.</p>	<p><u>Treats others with respect in words and actions</u></p> <p>The student listens to the ideas of others and negotiates the best course of action. He uses language that supports peers and adults.</p> <p><u>Shows caring for others</u></p> <p>The student demonstrates empathy when others are sad, mad, or hurt. He shares materials, opens doors for others, and helps others with or without requests for assistance.</p> <p><u>Follows directions and school rules</u></p> <p>The student follows school rules, asks for clarification, or seeks help to comply with rules or directions. She may help others understand rules or follow directions.</p> <p><u>Respects the property of others</u></p> <p>The student asks for permission for use of materials and supplies. He shows deliberate consideration for the property of others (e.g., returns scissors of a peer that are left on a table, etc.).</p> <p><u>Works cooperatively with others</u></p> <p>The student works well with others regardless of the composition of the group. She supports the contributions of other children, asks the opinion or needs of others, and demonstrates initiative in facilitating group activities.</p>



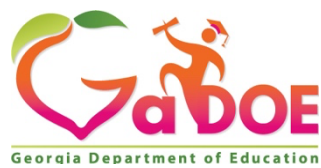
PROGRESSIONS: MOTOR SKILLS

LEARNING PROGRESSION: FINE MOTOR SKILLS

Big Idea: The student demonstrates age-appropriate fine and gross motor skills.		
Progression: Fine Motor Skills		
Beginning	Developing	Demonstrating
<p>The student <u>rarely demonstrates</u> fine motor development that is expected of a typically developing kindergarten student. She often is unable to perform tasks such as:</p> <ul style="list-style-type: none"> • copying letters and numbers, • putting together simple puzzles, • manipulating blocks, • cutting on straight lines, • using eating utensils, and • closing fasteners such as snaps, buttons, and zippers, even with adult support. <p>She may demonstrate frustration when asked to complete tasks involving fine motor skills.</p>	<p>The student <u>sometimes demonstrates</u> fine motor development that is expected of a typically developing kindergarten student. He is sometimes able to perform tasks such as:</p> <ul style="list-style-type: none"> • copying letters and numbers, • putting together simple puzzles, • manipulating blocks, • cutting on straight lines, • using eating utensils, and • closing fasteners such as snaps, buttons, and zippers, with increased independence and complexity. <p>He rarely demonstrates frustration when asked to complete tasks involving fine motor skills.</p>	<p>The student <u>demonstrates</u> fine motor development that is expected of a typically developing kindergarten student. She is able to independently perform tasks such as:</p> <ul style="list-style-type: none"> • copying letters, numbers and words, • putting together puzzles, • manipulating blocks, • cutting on straight lines, • using eating utensils, and • closing fasteners such as snaps, buttons, and zippers, with independence and complexity. <p>She does not demonstrate frustration when asked to complete tasks involving fine motor skills.</p>

LEARNING PROGRESSION: GROSS MOTOR SKILLS

Big Idea: The student demonstrates age-appropriate fine and gross motor skills.		
Progression: Gross Motor Skills		
Beginning	Developing	Demonstrating
<p>The student <u>rarely demonstrates</u> gross motor development that is expected of a typically developing kindergarten student. He is unable to:</p> <ul style="list-style-type: none"> • hop, skip, jump, gallop, • catch or throw a ball, or • cross the mid-line. <p>He may demonstrate frustration when asked to complete tasks involving gross motor skills.</p>	<p>The student <u>sometimes demonstrates</u> gross motor development that is expected of a typically developing kindergarten student. She is sometimes able to:</p> <ul style="list-style-type: none"> • hop, skip, jump, gallop, • catch or throw a ball, or • cross the mid-line with increased independence and complexity. <p>She sometimes demonstrates frustration when asked to complete tasks involving gross motor skills.</p>	<p>The student <u>demonstrates</u> gross motor development that is expected of a typically developing kindergarten student. He is able to:</p> <ul style="list-style-type: none"> • hop, skip, jump, gallop, • catch or throw a ball, or • cross the mid-line with independence and complexity. <p>He rarely demonstrates frustration when asked to complete tasks involving gross motor skills.</p>



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