

TESTING BRIEF
Spring 2010 Georgia Kindergarten Inventory of Developing Skills (GKIDS)
August 2009 - May 14, 2010

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) was developed as a replacement for the previous kindergarten assessment, the Georgia Kindergarten Assessment Program-Revised (GKAP-R), and to meet the requirement of the Quality Basic Education Act that all children enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument adopted by the State Board of Education. State Board of Education Testing Rule 160-3-1-.07 and O.C.G.A., Section 20-2-151(b)(2) require all Georgia school systems to make first-grade placement decisions on an individual basis, using GKIDS results in concert with teacher recommendations and other relevant information. The administration of GKIDS began with the 2008-2009 school year.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment. The goal of the assessment is to provide teachers with information about the level of instructional support needed by individual students during the kindergarten year. The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in the academic domains of English/Language Arts and Mathematics, based on the Georgia Performance Standards (GPS), as well as two non-academic domains that address students' Approaches to Learning and Personal/Social Development. GKIDS allows teachers to assess student performance during instruction, record student performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, student support team meetings, and/or parent conferences. Throughout the school year, teachers may assess students and record the data based on their system's curriculum map or report card schedule.

Teachers evaluate each Georgia Performance Standard (GPS) element within the academic domains using two to five of the performance levels of Not Yet Demonstrated, Emerging, Progressing, Meets the Standard, or Exceeds the Standard. The non-academic categories are evaluated using the performance levels of Area of Concern, Developing or Consistently Demonstrating.

Results for GKIDS are reported as the average percent of elements achieved by students.

KEY FINDINGS
English/Language Arts (ELA)

- On average, students met or exceeded 82.8% of the elements within the Reading strand by the end of the 2009-2010 school year.
- On average, students met or exceeded 77.9 % of the elements within the Writing strand by the end of the 2009-2010 school year.
- On average, students met or exceeded 86.6 % of the elements within the Listening/Speaking/Viewing strand by the end of the 2009-2010 school year.
- Overall, an average of 83.4% of the ELA elements was met or exceeded by students by the end of the 2009-2010 school year.

KEY FINDINGS
Mathematics

- On average, students met or exceeded 81.5% of the elements within the Numbers and Operations strand by the end of the 2009-2010 school year.
- On average, students met or exceeded 90.7% of the elements within the Measurement strand by the end of the 2009-2010 school year.
- On average, students met or exceeded 88.7% of the elements within the Geometry strand by the end of the 2009-2010 school year.
- On average, students met or exceeded 79.6% of the elements within the Data Analysis and Probability strand by the end of the 2009-2010 school year.
- Overall, an average of 86.1% of all Mathematics elements was met or exceeded by students by the end of the 2009-2010 school year.

KEY FINDINGS
Approaches to Learning

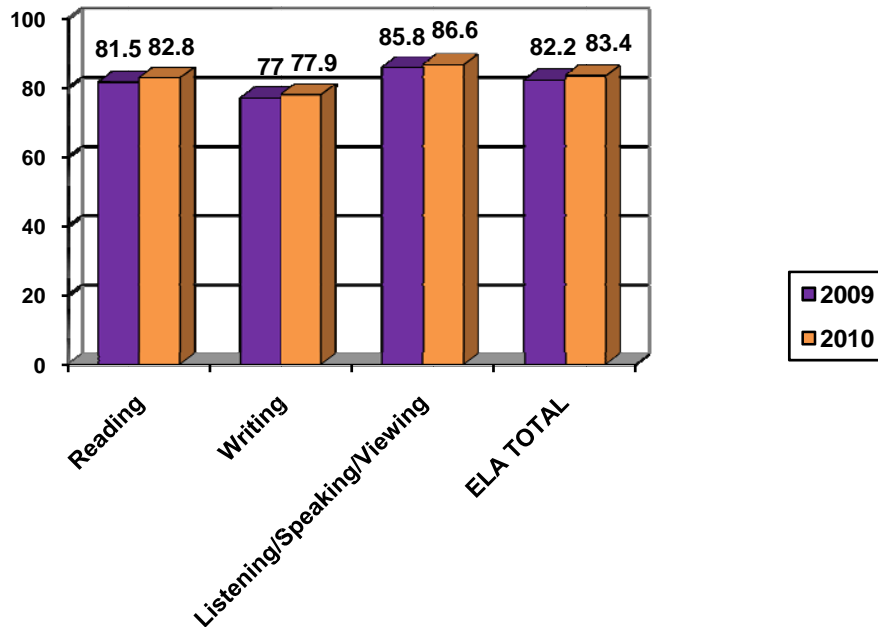
- On average, students consistently demonstrated 85.7% of the elements within the Curiosity and Initiative strand by the end of the 2009-2010 school year.
- On average, students consistently demonstrated 71.5% of the elements within the Creativity and Problem Solving strand by the end of the 2009-2010 school year.
- On average, students consistently demonstrated 71.6% of the elements within the Attention/Engagement strand by the end of the 2009-2010 school year.
- Overall, an average of 75.7% of all Approaches to Learning elements was consistently demonstrated by students by the end of the 2009-2010 school year.

KEY FINDINGS
Personal/Social Development

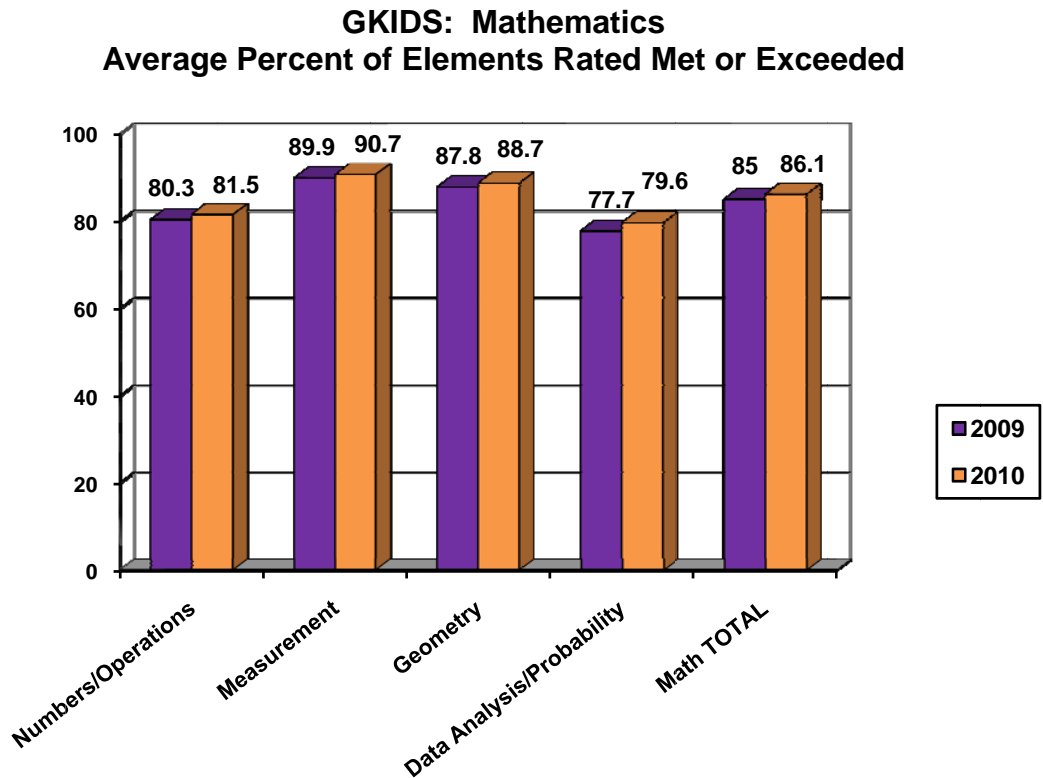
- On average, students consistently demonstrated 81.6% of the elements within the Personal strand by the end of the 2009-2010 school year.
- On average, students consistently demonstrated 81.6% of the elements within the Social strand by the end of the 2009-2010 school year.
- Overall, an average of 81.6% of all Personal/Social Development elements was consistently demonstrated by students by the end of the 2009-2010 school year.

GKIDS: English/Language Arts (ELA) End of Year Summary Average Percent of Elements Rated Met or Exceeded				
	Strand of Elements			
	Reading	Writing	Listening/ Speaking/Viewing	ELA TOTAL
2009	81.5%	77.0%	85.8%	82.2%
2010	82.8%	77.9%	86.6%	83.4%

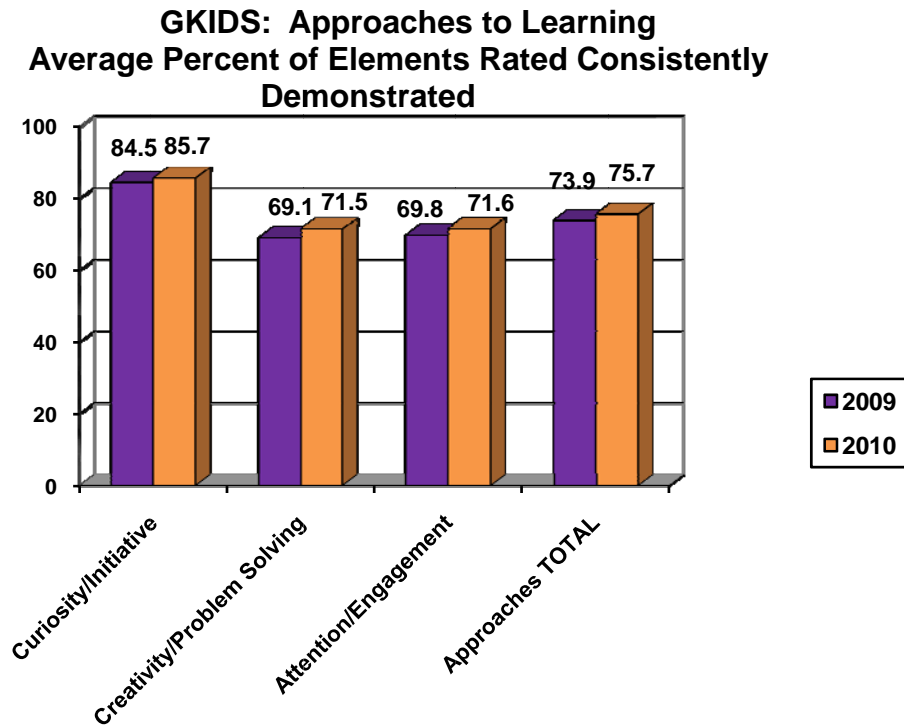
**GKIDS: English/Language Arts
Average Percent of Elements Rated Met or Exceeded**



GKIDS: Mathematics End of Year Summary					
Average Percent of Elements Rated Met or Exceeded					
	Strand of Elements				
	Numbers/ Operations	Measurement	Geometry	Data Analysis/ Probability	Math TOTAL
2009	80.3%	89.9%	87.8%	77.7%	85.0%
2010	81.5%	90.7%	88.7%	79.6%	86.1%



GKIDS: Approaches to Learning End of Year Summary				
Average Percent of Elements Rated Consistently Demonstrated				
	Strand of Elements			
	Curiosity/ Initiative	Creativity/ Problem Solving	Attention/ Engagement	Approaches TOTAL
2009	84.5%	69.1%	69.8%	73.9%
2010	85.7%	71.5%	71.6%	75.7%



GKIDS: Personal/Social Development End of Year Summary			
Average Percent of Elements Rated Consistently Demonstrated			
	Strand of Elements		
	Personal	Social	Personal/Social TOTAL
2009	80.0%	80.2%	80.1%
2010	81.6%	81.6%	81.6%

