Georgia
Kindergarten
Inventory of
Developing
Skills

2012-2013

Assessment and Instructional Guide

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"Making Education Work for All Georgians"

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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 allows 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 serves as both a formative and summative assessment; it is a tool to assist kindergarten teachers in planning instruction throughout the year (formative), and will also provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year (summative). GKIDS should serve as one indicator of first grade readiness.

Domains of Learning

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

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

ELA and Math are based on and aligned with the Common Core Georgia Performance Standards (CCGPS) for kindergarten. Georgia kindergarten teachers (including those from the GKIDS Core Development Team) revised the original GKIDS ELA and Math performance levels and assessment activities to match the wording and intent of the Common Core Georgia Performance Standards. Some of the closely related CCGPS standards have been grouped together and will be assessed as a single entry on the GKIDS website (e.g., ELACCKRL1, 2, 3: With prompting and support, ask and answer questions about key details in a text, retell familiar stories, including key details, and identify characters, settings, and major events in a story.). The GKIDS database and GKIDS student reports for the 2012-13 school year will reflect all of the ELA and Math standards in the Common Core Georgia Performance Standards.

Science and Social Studies are aligned with the Georgia Performance Standards (GPS). There are also three non-academic GKIDS domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills). Assessment of Social Studies, Science, and Motor Skills is optional in GKIDS but may be required in some school systems. The PDF reports generated by the GKIDS database include only the state required domains of ELA, Math, Approaches to Learning, and Personal and Social Development. Systems have the option of requiring only <u>some</u> elements of Social Studies, Science, or Motor Skills to be assessed, <u>all</u> of the elements of these domains to be assessed, or <u>none</u> of the elements of these domains to be assessed.

<u>Academic Domains and Common Core Georgia Performance Standards</u>
The Common Core Georgia Performance Standards are arranged by domain, strand, standard, and skill. For example, "English Language Arts" is a domain, "Reading Foundational" is a strand within ELA, "Understanding features of print" is a standard within Reading Foundational, and "Follow words from left to right and top to bottom" is a skill within the "Understanding features of print" Standard.

- Domain: ELA
- Strand: Reading Foundational
- Standard: Understanding Features of Print
- Skill: Follows words from left to right and top to bottom

The CCGPS standards are abbreviated in this manner: ELACCKRF1 (a).

- ELA = English Language Arts
- CC = Common Core
- K = Kindergarten
- RF1 = Reading Foundational Standard 1
- a = skill a within reading foundational standard 1.

Some CCGPS/GPS standards have multiple skills. **In GKIDS, students are assessed at the standard or skill level of the CCGPS in ELA and Math.**

Academic Domains and Georgia Performance Standards

The Georgia Performance Standards are arranged by domain, strand, standard, and element. For example, "Science" is a domain, "Life Science" is a strand within Science, "Similarities and differences in organisms" is a standard within Life Science, and "Match pictures of animal parents and their offspring" is an element within the "Similarities and differences within organisms" Standard.

- Domain: Science
- Strand: Life Science
- Standard: Similarities and differences within groups of organisms
- Element: Match pictures of animal parents and their offspring explaining your reasoning

The GPS standards are abbreviated in this manner: SKL2 (d).

- S = Science
- K = Kindergarten
- L2 = Life Science Standard 2
- d = element d within Life Science Standard 2.

Most GPS standards have multiple elements. **In GKIDS, students are assessed at the element level of the GPS in science and social studies.**

Performance Levels

ELA, Math, Social Studies, and Science standards will be assessed using two to five performance levels for each skill/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 skill/element of the CCGPS/GPS. The number of performance levels is based on the range of student performance that can be observed for each skill/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 skills/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 CCGPS/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 skill/element of the CCGPS/GPS. The assessment page contains the CCGPS/GPS standard and skill/element, performance levels for assessing the skill/element, sample assessment activities, and instructional suggestions for teachers and/or parents. These assessment pages are arranged by domain in sections 3-6 of this *Assessment and Instructional Guide*. Some skills/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 in early August 2012, 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 skill/element for the entire class. See the *GKIDS Administration 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 CCGPS/GPS skill/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 skill/element) may be used as the official individual student report within the system. See the *GKIDS Administration 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 10, 2013, 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 CCGPS/GPS in Instructional Planning

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

For children to accomplish the CCGPS/GPS standards for kindergarten, they have to be taught the prerequisite skills and conceptual understandings for each standard (e.g., 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 Administration Manual*, which is available on the Georgia Department of Education website. The *Administration Manual* is updated for each school year. Go to http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-Resources.aspx
- 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 CCGPS/GPS skills/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 CCGPS/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 an example of a baselines assessment using GKIDS performance levels, go to http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-Resources.aspx

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

During the Year: Determining GKIDS Sequence

- Decide which CCGPS/GPS skills/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 CCGPS/GPS skills/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).

How many assessments of a skill are enough?

Most 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 CCGPS/GPS skill 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 is typically the end of the second week in May. Consult the *GKIDS Administration Manual* for exact dates. 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. The GKIDS website will remain online through mid-June, so you can still access the site to make updates and print reports even after the May deadline. However, only data entered by the May deadline will be included in the summary reports generated by GCA.

III. ENGLISH LANGUAGE ARTS

In this section, you will find assessment pages for the skills in the Kindergarten CCGPS for English Language Arts. Each skill's description provides the following information:

- CCGPS standard and skill (box on top)
- Performance Level Descriptors (box on the left)
- Assessment Activities (box on the right)

The Assessment Activities are from the GaDOE document, *Teacher Guidance for Teaching the Common Core Georgia Performance Standards – Kindergarten.*

For additional instructional support, see the CCGPS ELA frameworks units: https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Common Core Georgia Performance Standards (CCGPS). 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 CCGPS 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.

Videos and webinars about the CCGPS are also available: https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx

Guidelines for Observing Performance in ELA

In the beginning of formal literacy instruction, children will differ:

- In their awareness of the detail in print
- In what they find confusing about print
- In the ways they choose to work with print

Reading intervention plans should be tailored to each child's needs.

-Marie Clay

<u>How does an effective reader differ from an ineffective reader?</u>

An effective reader:

- Finds and uses information from many sources
- Focuses on the meaning of the text.
- Hunts for sight words he already knows.
- Shifts to slower analysis of words and letter clusters when necessary.
- Uses multiple strategies (such as picture clues) to decode unfamiliar words.

An ineffective reader:

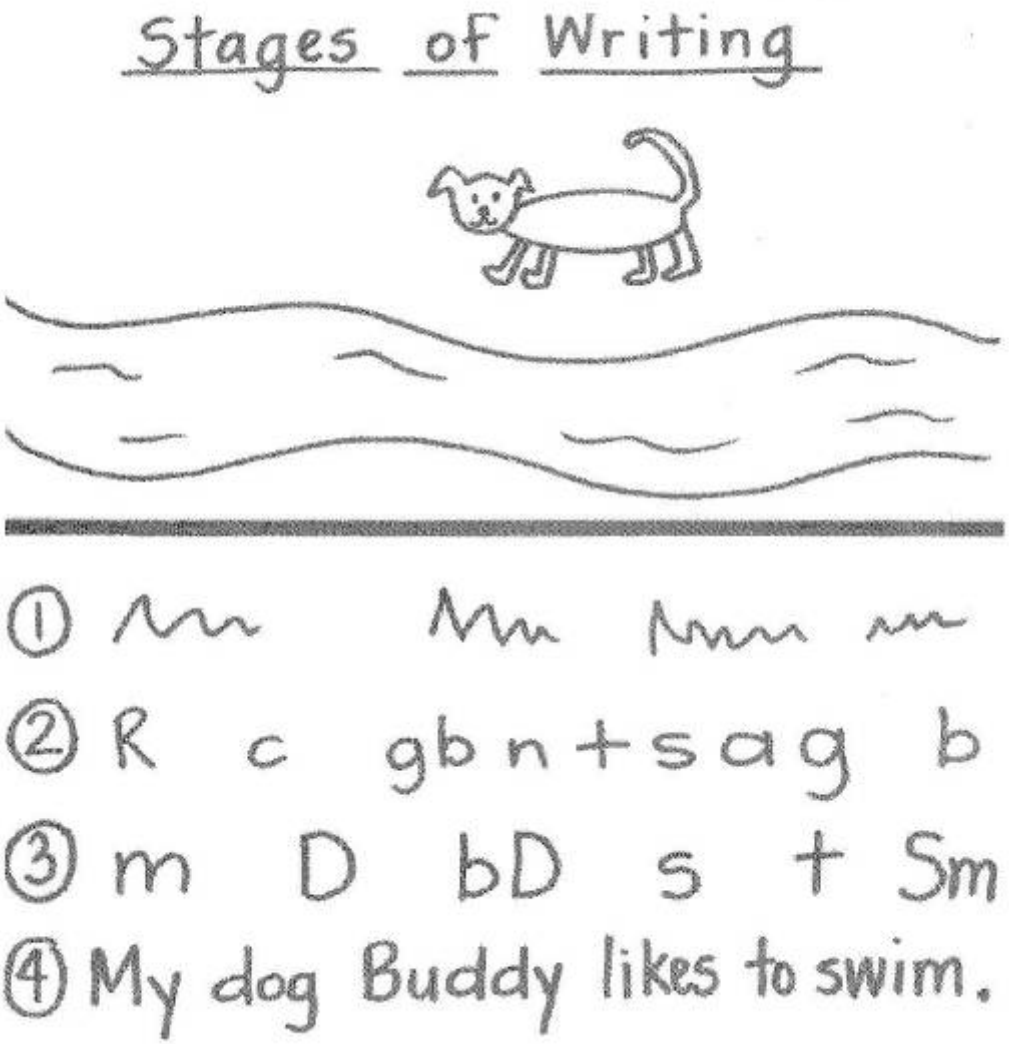
- Uses a narrow range of weak processes
- May pay only slight attention to visual details
- May disregard discrepancies between his response and words on the page
- May guess words from first letters
- May be looking so hard for words he knows that he forgets what the message is about.

<u>Observing and Assessing Early Reading Skills</u>

- What strategies does the student demonstrate that indicate some understanding of concepts of print?
  - Holding the book right side up
  - Moving from front to back of book in pretend reading.
- What word decoding strategies does the student demonstrate?
  - Looking at the first letter of a word.
- What kinds of reading errors does the student demonstrate?
  - Substitutions
  - Repetitions
  - Mispronunciations

There are many resources and continuums available that track the development of emerging writing skills.
Most continuums look at four areas of the writing process:

1. Directionality
   - The writing sample:
   - May not start at the top of the page
   - May not print left to right or top to bottom of the page
2. Letter and Word Formation
   - The writing sample may consist of :
   - Pictures
   - Random shapes – not recognizable
   - Scribble writing
   - Loopy letters or vertical and horizontal lines
   - Mock letters – only recognizable if student explains
   - Actual letters – a mixture of upper and lower case
   - Upper and lower case letters
   - One letter to represent a word or just beginning consonant
   - Letter strings
   - Mock words
   - Beginning and ending consonant to make words
   - Phonetic words
   - Erratic spacing between words
   - Word groups
   - Sentences
3. Stages of Writing
   See following page



4. Making Meaning from Print

The writer:

- Understands that print and pictures can convey messages
- Begins to label and add words to pictures
- Assigns a message to marks or scribbles or pretends to read
- Begins to notice the difference between pictures and writing
- Can almost read what has been written
- Copies or constructs a message and knows what it means
- Can tell about his or her own writing

English Language Arts: Reading Literary

<table>
<tr><td colspan="3">ELACCKRL1, 2, 3: With prompting and support, ask and answer questions about key details in a text, retell familiar stories, including key details, and identify characters, settings, and major events in a story.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not ask and answer questions about key details in a text or retell familiar stories.</td><td rowspan="4">(1) During a read-aloud, prompt students to ask and answer questions about key details in the text. Provide guided questioning techniques as examples for students. Demonstrate how questions always end with a question mark. Focus on questions which begin with the words who, what, when, and where. Don't be afraid to also experiment with higher level questions that begin with how and why.

After thorough demonstration and guidance regarding key details and how these key details can be discovered through questioning techniques, provide the opportunity for students to listen to another read-aloud. Challenge them to create their own questions and record their responses. Connect the questions to the evidence from the text, and require the students to demonstrate their understanding of these key details by drawing a picture or writing a short response.</td></tr>
<tr><td>Progressing</td><td>With prompting and support, the student begins to ask and answer questions about key details in a text or retell familiar stories.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently asks and answers questions about key details in a text, retells familiar stories with key details, and identifies characters, settings, and major events in a story.</td></tr>
<tr><td>Exceeds</td><td>The student consistently asks and answers questions about key details in a text, retells familiar stories, and identifies characters, settings, and major events in a story without teacher support and prompting.</td></tr>
</table>

Activities for ELACCKRL1, 2, 3

(2) Choose a story to read aloud to the class. Pair each student with a partner, and provide each two-person group with index cards which state the key details of the read-aloud along with several extraneous details that were not a part of the text. Challenge the students to illustrate the key details of the text by placing the cards in order and eliminating the extraneous cards. Allow the students to share their solutions orally by presenting their information to the class.

(3) Using a read-aloud, discuss with the students the characters, the setting, and the major events of the story. Provide the students a story map upon which they will list the main characters, the setting of the story, and at least three major events. Demonstrate how to complete the story map using chart paper or an interactive board. (Students who are not able to write the information on the story map will be allowed to draw pictures on the story map.) Next, challenge the students to identify the conflict evident in the story and illustrate how the conflict was solved.

from *Teacher Guidance for Teaching the CCGPS – Kindergarten*

English Language Arts: Reading Literary/Informational

<table>
<tr><td colspan="3">ELACCKRL4, RI4: Ask and answer questions about unknown words in a text.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not ask or answer questions about unknown words in a text.</td><td rowspan="3">(1) Provide a highlighted text using a big book or the interactive board. Choose a text that has unfamiliar words for most kindergarten students. Allow the students to participate in a survey by raising their hands if they think they know the meanings of the highlighted words. Keep a record of their responses. Next, read the text aloud to the students and put emphasis on the unfamiliar words.

At the conclusion of the read-aloud, ask the students to again make suggestions as to what they think the unfamiliar words mean. Do not allow them to provide one word answers, but insist that they explain the clues from the story that made them interpret the definition as they did. Provide the correct definitions of the unfamiliar words using a beginning dictionary.

Challenge the students to search for unfamiliar words in texts they explore and to use the strategies employed in this activity to predict meanings. They should check their predictions using a beginning dictionary.</td></tr>
<tr><td>Progressing</td><td>The student begins to ask and answer some questions about unknown words in a text.</td></tr>
<tr><td>Meets</td><td>The student consistently asks and answers questions about unknown words in a text.</td></tr>
</table>

Activities for ELACCKRL4, RI4
(2) Choose an informational text connected to science or social studies. Let the class know that the informational text you are about to read does contain unfamiliar words. Let the students know that you want them to raise their hands and ask questions throughout the reading as they hear words which they do not know. Next, read the text aloud to the students, but do not stop to explain the unfamiliar words. As the students raise their hands with questions, pause and write their questions on chart paper, etc. When the read-aloud is completed, refer to the list of questions on the chart paper. Challenge the class to see if anyone knows the meanings of the unfamiliar words. Share with the class how to use clues within the text (pictures, other words, etc.) to help determine unknown words. To balance the contextual clues, also provide a beginning dictionary and share how words are referenced. It is quite possible that the teacher will need to reference a more complex dictionary to truly get all of the definitions, but the students will benefit from how this is accomplished. Challenge the students to choose two of the words and draw a picture of what the words mean. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***

English Language Arts: Reading Literary

<table>
<tr><td colspan="3">ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not recognize types of text.</td><td rowspan="3">Provide students with several examples of literary text (e.g. storybooks, poetry books, etc.) Allow students to work with a partner to select a book. Students will look at their book and determine if it is a storybook or poetry book. Students will then share with the class what type of text they selected and tell why it is a storybook or poetry book, etc.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to recognize common types of texts.</td></tr>
<tr><td>Meets</td><td>The student consistently recognizes common types of texts.</td></tr>
</table>

English Language Arts: Reading Literary/Informational

<table>
<tr><td colspan="3">ELACCKRL6, 7, I6, 7: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story, and describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not name the author and illustrator of a story or define their roles.</td><td rowspan="4">(1) During whole group instruction, encourage students to name the author and illustrator of the featured story. Prompt students to define the role of the author and illustrator during their discussion. Following their conversations, students can complete a language experience story in which they become authors and illustrators. Have students write their names at the bottom of the story as the authors.

(2) Choose a book to be read aloud, but do not show the cover or the pictures. Read the book to the students. Place the students in groups of three and designate a "job" for each student in the group as follows: 1.) draw a picture of the setting; 2.) draw a picture of the main character, 3.) draw a picture of your favorite part of book. The students in each group will not discuss their individual drawings until each has finished. Next, group all of the students together who had the same "jobs."</td></tr>
<tr><td>Emerging</td><td>With prompting and support, the student names the author and illustrator of a story, but does not define their roles or describe the relationship between illustrations and the story in which they appear.</td></tr>
<tr><td>Progressing</td><td>With prompting and support, the student names the author and illustrator of a story and defines the roles of each.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently names the author and illustrator of a story, defines the role of each in telling the story, and describes the relationship between illustrations and the story in which they appear.</td></tr>
</table>

Activities for ELACCKRL6, 7, I6, 7

Students will share all of the setting pictures, main character pictures, and favorite book part pictures. Last of all the teacher will share the original illustrations, and the students will evaluate which pictures were closest to what the illustrator really drew. They will explain why the illustrator chose to depict the illustration in the way he/she did.

(2) Provide an opportunity for the students to be authors and illustrators. Select several topics relevant to science and social studies. Inform the class that together, each person in the class is going to write an informational book. Allow the students to form pairs (or you choose the pairs). One student will be the author and the other will be the illustrator. Working together, the students should create a mini-informational booklet. (Suggested topics for selection: science- the sky, rocks, dirt, 5 senses, motion, animals, plants/ social studies-the flag, the Statue of Liberty, holidays, The White House, The Pledge of Allegiance, jobs) One student will be the author and provide the words and the other student will be the illustrator and provide the pictures. (A technology/research integration is perfect at this juncture as students could look up information about their topics and print pictures to support the illustrations).

(3) Using common topics from science and social studies provide for the students topics written on note cards. Working in small groups, the students will take each topic and brainstorm about what they already know. Together the group will create a small informational booklet containing the facts they have learned. They will then illustrate the facts. The students will share their booklets with the class and explain the relationship between the illustrations and the text.

from *Teacher Guidance for Teaching the CCGPS – Kindergarten*

English Language Arts: Reading Literary

<table>
<tr><td colspan="3">ELACCKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not compare and contrast the adventures and experiences of characters in familiar stories.</td><td rowspan="4">Read and reread familiar stories to students. For example, read The Three Little Pigs and The Three Billy Goats Gruff. Using a Venn diagram, prompt students to compare and contrast the adventures and experiences of the characters from both stories by describing how they are different and how they are alike. Encourage students to use comparing and contrasting words as they compare and contrast the characters' adventures and experiences.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student compares (but does not contrast) the adventures and experiences of characters in familiar stories.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently compares and contrasts the adventures and experiences of characters in familiar stories.</td></tr>
</table>

English Language Arts: Reading Literary/Informational

<table>
<tr><td colspan="3">ELACCKRL10, RI10: Actively engage in group reading activities with purpose and understanding.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not engage in group reading activities.</td><td rowspan="3">(1) Establish a purpose for reading. Students visit the media center and select appropriate books for reading (storybooks, poetry books, fairytales, etc.). After the reading has taken place, students will use drawings and writings as they share what they have read with the class.

(2) The teacher will model using comprehension strategies to understand informational text. Provide opportunities for students to engage in reading informational text that challenges their instructional reading levels and discuss what they have read.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to engage in group reading activities.</td></tr>
<tr><td>Meets</td><td>The student actively engages in group reading activities with purpose and understanding.</td></tr>
</table>

English Language Arts: Reading Informational

<table>
<tr><td colspan="3">ELACCKRI1, 2, 3: With prompting and support, ask and answer questions about key details in a text, identify the main topic and retell key details of a text, and describe the connection between two individuals, events, ideas, or pieces of information in a text.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not ask or answer questions about key details in a text, identify the main topic, or retell details of a text.</td><td rowspan="3">(1) The teacher will read a book aloud to the class and guide the class to participate in a 3-2-1 activity that will allow them to ask and answer questions about key details in the text. A 3-2-1 is three things they discovered, two things they found interesting, and one question they still have. Students respond to the 3-2-1 in writing and share answers with a partner.

(2) Using informational texts aligned to kindergarten topics in science and social studies, guide the students in the differences apparent in the different types of text. For example, science text is organized differently from social studies text. Overall, the point of this task is to begin to explore how informational text is not always the same. Share often with students how the topics of these texts are different. Hide the covers of several informational books and allow the students to see the pages and pictures only.</td></tr>
<tr><td>Progressing</td><td>With prompting and support, the student asks and answers questions about key details in a text, and identifies the main topic OR retells details of a text.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently asks and answers questions about key details in a text, identifies the main topic, retells key details of a text, and describes the connection between two individuals, events, ideas, or pieces of information in a text.</td></tr>
</table>

Activities for ELACCKRI1, 2, 3
Ask them to decide what the main topic of the text would be based on details gleaned from the pictures. Then uncover the covers and see how many students were correct. This also is an excellent way to begin the task of tying evidence to details inside a text to prove a point. (3) After reading aloud a text to students, the teacher will offer opportunities for the class to respond to the text in various ways, including writing, art, dramatic play, music, readers' theatre, videos, debate, or pantomime. The students will choose to describe the connections that they discovered in the text. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***

English Language Arts: Reading Informational

<table>
<tr><td colspan="3">ELACCKRI5: Identify the front cover, back cover, and title page of a book.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify the front cover, back cover, or title page of a book.</td><td rowspan="3">Provide the students with many examples of informational texts. Label each text's front cover, back cover, and title page. Tell the students that they are going to write their own books about an informational topic (choose something pertinent to the content being discussed in science and social studies). Each student should design the front cover, back cover, and title page of his book. Later, the students may add information (pages) in order to provide content for the book, but the overall object of the task is for students to connect the purpose of each part of the book.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student identifies the front cover, back cover, OR title page of a book.</td></tr>
<tr><td>Meets</td><td>The student consistently identifies the front cover, back cover, and title page of a book.</td></tr>
</table>

English Language Arts: Reading Informational

<table>
<tr><td colspan="3">ELACCKRI8: With prompting and support, identify the reasons an author gives to support points in a text.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify reasons an author gives to support points in a text.</td><td rowspan="3">The teacher will read an informational book to the class. After reading the book, the teacher will pose the question to the students regarding what has been learned about the text. Using the big book as a display, underline the main point the author provides in the text with colored chalk. Use a different colored chalk to show the supporting details. The teacher will then help the students create a graphic organizer to visually see the main idea and supporting details. The teacher will lead the students in a class discussion about the information generated.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>With prompting and support, the student identifies one reason an author gives to support points in a text.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently identifies the reasons an author gives to support points in a text.</td></tr>
</table>

English Language Arts: Reading Informational

<table>
<tr><td colspan="3">ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify basic similarities in and differences between two texts on the same topic.</td><td rowspan="3">Read aloud different versions of a fairy tale to the class. After the read-aloud, the students will complete a graphic organizer (two hula-hoops can serve as the graphic organizer) to compare and contrast the different versions of the fairy tale. The students will share similarities and differences while the teacher is writing the statements on sentence strips. The students will then place their responses on the Venn diagram. After all students have had a chance to respond, the teacher will engage the students in a discussion about the completed graphic organizer.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>With prompting and support, the student identifies at least one similarity in OR difference between two texts on the same topic.</td></tr>
<tr><td>Meets</td><td>With prompting and support, the student consistently identifies basic similarities in AND differences between two texts on the same topic.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page-by-page.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not track text from left to right or top to bottom.</td><td rowspan="3">The teacher will have a short poem printed on chart paper and read the poem orally to the students moving his/her hand under each word as it is read to focus attention on print and demonstrate left to right progression. The teacher encourages the class to echo read the poem several times again, having students take turns using a pointer to track the print as the poem is read. After several practices using a short poem, the teacher will model using a big book moving page by page. The students will be encouraged to participate in choral and echo reading of several pages. The students will again take turns using a pointer to track print page by page.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student tracks text from left to right OR top to bottom, but not both.</td></tr>
<tr><td>Meets</td><td>The student consistently demonstrates tracking text from left to right, top to bottom , and page-by-page (e.g., by pointing, touching each word, sweeping hand across and down the page, or turning to the next page).</td></tr>
</table>

English Language Arts: Reading

<table>
<tr><td colspan="3">ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not recognize that spoken words are represented in written language by letters or understand that words are separated by spaces in print.</td><td rowspan="3">1) The teacher will provide an opportunity for the students to engage in a model speaking and writing activity to help students understand that anything spoken can be written. The teacher says a sentence and then writes the sentence on chart paper. The students will participate in echo reading the sentence several times. Then the students will copy the sentence in their writing journals. Students will begin to write their own sentences and read them to a partner.</td></tr>
<tr><td>Progressing</td><td>The student recognizes that spoken words are represented in written language by letters but may not understand that words are separated by spaces in print.</td></tr>
<tr><td>Meets</td><td>The student consistently recognizes that spoken words are represented in written language by specific sequences of letters AND understands that words are separated by spaces in print.</td></tr>
</table>

Activities for ELACCKRF1-b
(2) The teacher will have a morning message for the students written on the board. The teacher will select several students to add a sentence to the morning message. Encourage the students to help you compose a space between two words. Students may use their thumb or the end of a pointer as they count and point to the words in the sentences. The teacher will lead class in reading of the sentences. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

d. Recognize and name all upper- and lowercase letters of the alphabet.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not recognize and name any letters.</td><td rowspan="4">Provide daily letter recognition activities, such as using student's names, alphabet books, songs with letter pictures, letter sorting activities, letter guessing games, letter puzzles, and letter writing activities. For example, write the names of the students on chart paper; guide students as they read the names and say the letters in each name. Students can also be given wipe-and-write boards to practice writing the uppercase and lowercase letters of the alphabet in each name. Encourage students to write and read previously taught high-frequency words.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Emerging</td><td>The student recognizes or names 1 – 35 upper or lower case letters.</td></tr>
<tr><td>Progressing</td><td>The student recognizes and names 36 – 51 upper or lower case letters.</td></tr>
<tr><td>Meets</td><td>The student consistently recognizes and names all 52 upper and lower case letters.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not recognize or produce rhyming words in response to an oral prompt.</td><td rowspan="3">Read and reread a variety of nursery rhymes and poetry books identifying rhyming words. For example, reproduce rhyming words from nursery rhymes or poetry books. Have students identify the pairs of words that rhyme and illustrate words for a class book Rhyming Words. Encourage students to read the book with a partner.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student recognizes some rhyming words OR produces some rhyming words in response to oral prompts.</td></tr>
<tr><td>Meets</td><td>The student consistently recognizes rhyming words AND produces rhyming words in response to an oral prompt.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

b. Count, pronounce, blend, and segment syllables in spoken words.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not count, pronounce, blend, or segment syllables in spoken words.</td><td rowspan="3">The teacher will select several multisyllabic words from a read-aloud text. Have students listen to the words and count, clap, or tap the number of syllables in the spoken words. Students are then guided to put the words together and pull them apart by pronouncing, blending, and segmenting the syllables in the pre-selected words (e.g., bed and spread, bath and tub, foot and ball, etc.).

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student counts, blends or segments some syllables in spoken words.</td></tr>
<tr><td>Meets</td><td>The student consistently counts, pronounces, blends, and segments syllables in spoken words.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Blend and segment onsets and rimes of single-syllable spoken words.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not blend and segment onsets and rimes of single-syllable spoken words.</td><td rowspan="3">The teacher will place two letters on the board or table: a and t. Model and have the children blend the two sounds. Say: at. Using onset and rime cards the teacher will place the onset, the letter /s/ card, before the rime, -at. The teacher will now model how to blend the two sounds and read the word. The teacher will now demonstrate how to use other onset cards to make new words. The students will practice in small groups and record their new words to share with the class. The teacher will record the new words on chart paper.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student produces individual sounds but does not blend the sounds together to read the one-syllable words.</td></tr>
<tr><td>Meets</td><td>The student consistently blends and segments onsets and rimes of single-syllable spoken words.</td></tr>
</table>

English Language Arts: Reading

<table>
<tr><td colspan="3">ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify sounds in spoken words.</td><td rowspan="4">The teacher will say words to the students and they will identify the initial, medial, and final sounds of the spoken word. Students will write the letter that stands for each sound that they hear in the spoken word.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Emerging</td><td>The student identifies some initial sounds in spoken words.</td></tr>
<tr><td>Progressing</td><td>The student identifies initial and ending sounds in spoken words.</td></tr>
<tr><td>Meets</td><td>The student consistently pronounces beginning, medial, and final phonemes in three-phoneme words.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td><td rowspan="3">The teacher will say one-syllable words to the students. Students will be asked to add or substitute individual sounds to create new words. The teacher will write the new words on chart paper. The students will then select two of the newly created words and make sentences to say orally with a partner. Encourage students to write their newly created words and sentences in their journals.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td></tr>
<tr><td>Meets</td><td>The student consistently adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.</td></tr>
</table>

English Language Arts: Reading Foundational

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not produce correct sounds for consonants or vowels.	(1) The teacher will have a list of consonants posted on chart paper. Lead the students to say the name of the consonant and the sound. The teacher will begin to lead the students in recognizing words and objects that begin with the same letter. Encourage students to demonstrate their knowledge of letter sounds as they write in their journals. (2)After reading a book aloud to the class, make a chart of the long and short vowel words heard in the book. Students will practice reading the words on the chart and identifying the long and short vowel sounds. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***
Emerging	The student produces sounds for some consonants or vowels.	
Progressing	The student produces at least one sound for most consonants and vowels.	
Meets	The student consistently produces the most frequent sounds for each consonant AND the long and short sounds for the five major vowels.	
Exceeds	The student consistently produces all consonant and vowel sounds (including the hard and soft sounds of "c" and "g" and the various sounds of "y").	

English Language Arts: Reading Foundational

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not read common high-frequency words by sight.	Provide students with emergent-reader texts that contain previously taught high-frequency words. Students will select a book to read with a partner. Students will make a list of the high-frequency words found in their book. Encourage students to use these words in their writing and in their conversations. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***
Progressing	The student begins to read some common high-frequency words by sight.	
Meets	The student consistently reads common high-frequency words by sight.	

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td><td rowspan="3">The teacher will have words from the same word family listed on chart paper. Students will identify how the words are alike and how they are different. Students will identify the sounds of the letters that are different. Student will take turns circling the letter that is different. The students will generate a sentence using one of the words and write the sentence in their journal.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to distinguish between some similarly spelled words by identifying the sounds of the letters that differ.</td></tr>
<tr><td>Meets</td><td>The student consistently distinguishes between similarly spelled words by identifying the sounds of the letters that differ.</td></tr>
</table>

English Language Arts: Reading Foundational

<table>
<tr><td colspan="3">ELACCKRF4: Read emergent-reader texts with purpose and understanding.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not read emergent-reader texts with purpose and understanding.</td><td rowspan="3">The teacher will provide a variety of emergent-reader texts for students to read (e.g., predictable, sequential, rhythmic, and repetitive). After reading the texts, the students will write about what they have read and be prepared to share with the class.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to read emergent-reader texts with purpose and understanding.</td></tr>
<tr><td>Meets</td><td>The student consistently reads emergent-reader texts with purpose and understanding.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is…).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use drawing, dictating, or writing to compose opinion pieces.</td><td rowspan="4">Students will be given the opportunity to select their favorite book from a list of books that have been read aloud to them. Students will write and illustrate, "My favorite book is…." using a combination of drawings, scribble-writing, letter-like forms, dictating, and writing as they compose opinion pieces about their favorite book. Students will share their writings with the class.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Emerging</td><td>The student describes a drawing but does not state an opinion or preference.</td></tr>
<tr><td>Progressing</td><td>The student uses drawing and/or dictating to compose opinion pieces, naming the topic of the "book" and stating an opinion or preference about the topic or book.</td></tr>
<tr><td>Meets</td><td>The student consistently uses a combination of drawing, dictating, and writing to compose opinion pieces, naming the topic of the "book" and stating an opinion or preference about the topic or book.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use drawing, dictating, or writing to compose informative/explanatory texts.</td><td rowspan="4">The teacher will read and reread an informational text to the students and will guide the class in using drawings, dictations, letters, and phonetically spelled words to create meaning as they write about what has been read to them.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student uses drawing and/or dictating to compose informative/ explanatory texts.</td></tr>
<tr><td>Meets</td><td>The student consistently uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which some information about the topic is given.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use drawing, dictating, or writing to narrate a single event or several loosely linked events.</td><td rowspan="3">The teacher will provide students with events from a story already read aloud. The events are written on large sheets of paper. The teacher will read the events to the students. Working in groups, the students will use dictating, drawing, and writing to tell about the event and provide a reaction to what happened. Once the groups have completed the assignment, all students will sit in a circle and share their event. The teacher will lead the group in putting the events in order. The teacher could display these in the front of the room allowing the students to change out the order of the sheets of paper as other students share.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student uses drawing and/or dictating to narrate a single event or several loosely linked events.</td></tr>
<tr><td>Meets</td><td>The student consistently uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW5: With guidance and support from adults, the student responds to questions and suggestions from peers and add details to strengthen writing as needed.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not respond to questions or suggestions from peers.</td><td rowspan="3">The teacher will model conducting a writing conference with a student during whole group. Be sure to discuss the writing with the student before the class demonstration. The teacher asks the student to reflect upon their work and then to identify a single area of improvement to focus on. The teacher also points out to the student areas of improvement. Students may practice this strategy with a friend with the guidance of the teacher.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>With guidance and support from adults, the student responds to some questions from peers.</td></tr>
<tr><td>Meets</td><td>With guidance and support from adults, the student consistently responds to questions and suggestions from peers and adds details to strengthen writing as needed.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW6: With guidance and support from adults, student explores a variety of digital tools to produce and publish writing, including in collaboration with peers.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not explore a variety of digital tools to produce and publish writing.</td><td rowspan="3">Lead the class in publishing a class book about a topic. Use Microsoft Word, Publisher, Movie Maker, Photostory, etc., to complete the project by using simple word processing and invented spellings with teacher assistance as needed. Once the book is completed, the students will take turns reading the book.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>With guidance and support from adults, the student begins to explore digital tools to produce and publish writing.</td></tr>
<tr><td>Meets</td><td>With guidance and support from adults, the student explores a variety of digital tools to produce and publish writing in collaboration with peers.</td></tr>
</table>

English Language Arts: Writing

<table>
<tr><td colspan="3">ELACCKW7, 8: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), and recall information from experiences or gather information from provided sources to answer a question.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not participate in shared research and writing projects and does not recall or gather information to answer a question.</td><td rowspan="3">(1) The teacher provides a topic such as, how is where you live different from where other people live? The students will engage in research by looking at different books about other places. The students will begin to work in groups to gather information. During the gathering of information, students may use drawings or other graphic features to help aid in presenting information orally to the class.
(2) The teacher will pose a question to the class (e.g., Why are leaves turning a different color? Why is the weather changing?) With support and guidance from the teacher, students will research possible answers to the questions using their experiences, videos, field trips, observations, interviews, the internet and/or informational text about the seasons; the teacher leads the class in an oral discussion to answer the original questions presented from the gathered information; students will use drawings, letters, and phonetically spelled words to create meaning report their findings. Students will read their writings to the class.
from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student participates in shared research and writing projects, but does not recall or gather information to answer a question.</td></tr>
<tr><td>Meets</td><td>The student consistently participates in shared research and writing projects, recalls information from experiences, and gathers information from provided sources to answer a question.</td></tr>
</table>

English Language Arts: Speaking & Listening

ELACCKSL1, 6: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, and speak audibly and express thoughts, feelings, and ideas clearly.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not follow agreed-upon rules for discussions or continue a conversation through multiple exchanges.	The teacher will lead the students in practicing a conversation with multiple back-and-forth exchanges regarding class topics and texts. The teacher will lead the students in practicing a conversation with multiple exchanges and listening. (e.g., a conversation with a restaurant worker, a conversation with a 911 operator, and reporting what just happened on the playground to your teacher) **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***
Progressing	The student begins to follow agreed-upon rules for discussions AND begins to continue a conversation through multiple exchanges.	
Meets	The student consistently follows agreed-upon rules for discussions AND continues a conversation through multiple exchanges.	

English Language Arts: Speaking & Listening

<table>
<tr><td colspan="3">ELACCKSL2, 3: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood; ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not ask or answer questions to confirm understanding of information or to seek help.</td><td rowspan="3">Students will participate in a “show and tell” presentation during large group. Following the presentation, students are encouraged to ask and answer questions about the information presented. For example a student has brought in pictures of his/her new puppy; before the presentation, students are reminded of the agreed upon rules for class discussions (listening and taking turns, etc.) Following the presentation students are encouraged to ask questions about the new puppy in order to get more information or clarify something that they did not understand.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to ask or answer questions to confirm understanding of information or to seek help.</td></tr>
<tr><td>Meets</td><td>The student consistently confirms understanding of orally-presented information by asking and answering questions to clarify something that is not understood or to seek help.</td></tr>
</table>

English Language Arts: Speaking & Listening

<table>
<tr><td colspan="3">ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not describe familiar people, places, things, and events.</td><td rowspan="3">The teacher will lead the class in a group writing experience to describe the cafeteria. The teacher will provide basic details about the cafeteria and engage the students in providing additional details. Once the group writing experience is completed, students will draw pictures of their descriptions of the cafeteria (e.g., workers in the cafeteria, pictures in the cafeteria, etc.). They will use letters and phonetically spelled words to create a sentence about their illustrations. Students will share their writings and participate in an echo reading of the group writing activity.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student describes familiar people, places, things, and events, but does not provide additional detail upon prompting.</td></tr>
<tr><td>Meets</td><td>The student consistently describes familiar people, places, things, and events, and can provide additional detail.</td></tr>
</table>

English Language Arts: Language

<table>
<tr><td colspan="3">ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not print any upper- and lowercase letters.</td><td rowspan="4">Students will contribute to a class alphabet book, printing upper and lowercase letters and drawing pictures to match the sound of each letter. Place the class book in the book center so that students can read and reread for enjoyment and use as a reference to identify letters and letter sounds.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student prints some (e.g., 1-35) upper- and lowercase letters, but they are limited to letters in the student's name.</td></tr>
<tr><td>Meets</td><td>The student consistently prints many (e.g., 36-51) upper- and lowercase letters.</td></tr>
<tr><td>Exceeds</td><td>The student consistently prints all upper- and lowercase letters.</td></tr>
</table>

English Language Arts: Language

ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use frequently occurring nouns and verbs or form regular plural nouns orally by adding /s/ or /es/ when speaking.</td><td rowspan="3">(1) During morning message, show and tell, language experience, etc., encourage students to use frequently occurring nouns and verbs in their speaking and writing.

(2) The teacher will guide students in a read-aloud and looking for plural nouns. Have students snap their fingers when they hear plural nouns read aloud. After the read-aloud is completed, the students will help the teacher create sentences using the plural nouns in the story.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student uses frequently occurring nouns and verbs but does not form regular plural nouns orally by adding /s/ or /es/ when speaking.</td></tr>
<tr><td>Meets</td><td>The student consistently and correctly uses frequently occurring nouns and verbs, and forms regular plural nouns orally by adding /s/ or /es/ when speaking or writing.</td></tr>
</table>

English Language Arts: Language

<table>
<tr><td colspan="3">ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use question words (interrogatives).</td><td rowspan="3">Students will dictate to the teacher questions about an upcoming event such as a field trip or book character day. After the event has occurred, students will select three of the questions to answer orally. Students will then write the answer to their questions using drawings, letters, and phonetically spelled words.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to use question words (interrogatives).</td></tr>
<tr><td>Meets</td><td>The student correctly uses question words (interrogatives).</td></tr>
</table>

English Language Arts: Language

<table>
<tr><td colspan="3">ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not correctly use the most frequently occurring prepositions.</td><td rowspan="3">Use a class mascot or other object to demonstrate that a preposition is anywhere our class mascot Polly (the stuffed parrot) can go. Use a digital camera to take pictures of Polly on the table, in a lunch box, etc. Use media tools for composing a book about Polly and her adventures with prepositions. Students will echo read the book created by class.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to correctly use some frequently occurring prepositions.</td></tr>
<tr><td>Meets</td><td>The student correctly uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td></tr>
</table>

English Language Arts: Language

<table>
<tr><td colspan="3">ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not produce and expand complete sentences in shared language activities.</td><td rowspan="3">Write very simple complete sentences on chart paper. Review with the students what a complete sentence is. Ask the students to expand the sentence by adding additional words to the sentence. Provide an example. Write the expanded sentence on the chart paper. Allow students to read the sentence to see if it makes sense. Revise the sentence if needed. Let students work in pairs, giving each other a simple sentence to expand. Students will share their sentences with the class.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to produce complete sentences in shared language activities but may not yet expand on complete sentences.</td></tr>
<tr><td>Meets</td><td>The student consistently produces and expands complete sentences in shared language activities.</td></tr>
</table>

English Language Arts: Language

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not capitalize the first word in a sentence or the pronoun I, or recognize and name end punctuation.</td><td rowspan="3">(1) With teacher support and guidance, the students will dictate sentences for a language experience story about a kindergarten topic and tell what part of the sentence should be capitalized and why. For example, when the student dictates the sentence to the teacher, she can ask, "Should the first letter of your sentence be a lowercase or uppercase letter and why?" The student's response should be, "Uppercase letter because all sentences begin with a capital letter." Let students read the story and point out the capital letters in the story.

(2) Students will dictate the morning message to the teacher. The teacher will write the message without punctuation. Students will be given three index cards containing a period, question mark, and an exclamation mark. As the message is read, students will hold up the correct punctuation that should be place at the end of the sentence.
from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to capitalize the first word in a sentence and the pronoun I, and recognize and name end punctuation.</td></tr>
<tr><td>Meets</td><td>The student consistently capitalizes the first word in a sentence and the pronoun I, and recognizes and names end punctuation.</td></tr>
</table>

English Language Arts: Language

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not write letter(s) for consonant and short-vowel sounds (phonemes) or attempt to spell simple words phonetically.</td><td rowspan="4">(1) During a teacher-led spelling activity, students will write the letter for the consonant and short vowel sounds given by the teacher, e.g., teacher says "write the letter that says /b/-/b/-/b/." Students will write the letter b. The teacher can also ask the students to write upper and lowercase letters for each sound. Following the activity, have students say the sound and the letter.

(2) Say simple words to students, and have the students spell the words phonetically. The student will then repeat the words to the teacher. Encourage students to write the words in their journals.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student writes letter(s) for some consonant and short-vowel sounds (phonemes), and attempts to spell some simple words phonetically.</td></tr>
<tr><td>Meets</td><td>The student consistently writes letter(s) for most consonant and short-vowel sounds (phonemes), and spells simple words phonetically.</td></tr>
<tr><td>Exceeds</td><td>The student uses conventional spelling for simple words.</td></tr>
</table>

English Language Arts: Language

ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify new meanings for familiar words.</td><td rowspan="3">Teacher will read-aloud the book Pigs Rock by Melanie Jones. Before reading, students will be told that some words have more than one meaning (e.g., run, duck). As the teacher reads the book, point out examples of multiple meaning words in the story (rock and roll) and tell the students the meaning of the words. Following the reading of the story, the teacher will use the words in sentences and have the students identify the meaning of the word as it is used in the sentence (e.g. The rock was heavy; I can rock from side to side). Students will write 2-3 sentences about the book, using the word rock and roll in their sentences. They may also add drawings.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student begins to identify new meanings for some familiar words, but does not apply them accurately.</td></tr>
<tr><td>Meets</td><td>The student consistently identifies new meanings for familiar words and applies them accurately (e.g., knowing duck as a bird and learning the verb to duck).</td></tr>
</table>

English Language Arts: Language

ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to understand the meaning of an unknown word.	Use language experiences to model the use of inflections and affixes to determine the meaning of unknown words. During read-alouds point out to the students words that contain inflections and affixes. Guide them in determining the meaning of the words. Encourage students to use the affixes in their conversations and writing. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***
Progressing	The student attempts to use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word, but does not consistently understand the meaning.	
Meets	The student consistently uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to understand the meaning of an unknown word.	

English Language Arts: Language

ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not sort some common objects into categories (e.g., shapes, foods).	Guide the students in a discussion about the seasons of the year and the types of clothing to wear. During the discussion students will name clothing associated with each season. The teacher will list the clothing words on chart paper as they are named by the students. Students will then be lead to sort the words into the correct category and tell why. The teacher will write the word on a chart that has been divided into four sections labeled spring, summer, fall, and winter. Following the discussion and sorting activity, the students will write about their favorite season using words from the chart. They will include drawings and phonetically spelled words to add meaning to their writing. Students will read their stories to the class. **from *Teacher Guidance for Teaching the CCGPS – Kindergarten***
Progressing	The student sorts some common objects into categories (e.g., shapes, foods), but does not place all objects in the proper category.	
Meets	The student consistently sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	

English Language Arts: Language

<table>
<tr><td colspan="3">ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not relate frequently occurring verbs and adjectives to their opposites (antonyms).</td><td rowspan="3">The teacher will guide students to create a T chart with verbs on the left side and their antonyms on the right side. After the completion of this activity, the teacher will lead students to create a T chart with adjectives on the left side and their antonyms on the right side. These charts can be displayed for help in writing word choice and conversational word choice.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student relates some frequently occurring verbs and adjectives to their opposites (antonyms), but cannot relate some words to their opposites.</td></tr>
<tr><td>Meets</td><td>The student consistently demonstrates an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td></tr>
</table>

English Language Arts: Language

ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify real-life connections between words and their use (e.g., note places at school that are colorful).</td><td rowspan="3">The teacher will help students identify a place at school that is quiet, smelly, etc. Lead the students in a discussion about words that have multiple meanings as they describe places in the school. Write the descriptions given by the students on chart paper. Include the word and other meanings for the word. Afterwards the teacher will lead the students in echo reading what they have written together. Students may write to describe places at home using some of the words on the chart.

from Teacher Guidance for Teaching the CCGPS – Kindergarten</td></tr>
<tr><td>Progressing</td><td>The student identifies real-life connections between some words and their use (e.g., note places at school that are colorful) but not consistently.</td></tr>
<tr><td>Meets</td><td>The student consistently identifies real-life connections between words and their use (e.g., note places at school that are colorful).</td></tr>
</table>

IV. Mathematics

In this section, you will find assessment pages for the skills in the Kindergarten CCGPS for Mathematics. Each skill's description provides the following information:

- CCGPS standard and skill (box on top)
- Performance Level Descriptors (box on the left)
- Assessment Activities (box on the right)
- A list of the CCGPS Mathematics Frameworks Units related to the standard. These units provide additional instructional information.

For additional instructional support, see the CCGPS Mathematics framework units:
https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx

The frameworks are "models of instruction" designed to support teachers in the implementation of the Common Core Georgia Performance Standards (CCGPS). 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 CCGPS 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.

Videos and webinars about the Common Core are also available:
https://www.georgiastandards.org/Common-Core/Pages/Math.aspx

Observing and Assessing Early Math Skills

Young children possess a large amount of intuitive mathematical knowledge. The teacher's role is to provide a bridge between the child's informal knowledge of mathematics and the more formal "school" mathematics. In comments and questions about math, children reveal what they are focusing on, what they understand and misunderstand, and the aspects with which they are struggling.

> Juanita Copley, The Young Child and Mathematics, National Council of Teachers of Mathematics/NAEYC, 2000

<u>Observing Early Math Problem Solving Strategies</u>

- Problem solving strategies must be taught.
- Many young children use trial and error: make a guess, check it out, and try something else if it doesn't work. They may think someone who solves a problem correctly is lucky.

<u>What We Can Learn from Math Errors</u>

- There are several types of math errors:
  - Careless (due to lack of attention or focus)
  - Conceptual (student does not fully grasp the skill)
  - Miscommunication (the student doesn't understand what the teacher is asking him to do.)
- Careful observation will help the teacher assess the student's level of understanding of each math concept.
- Math skills should be assessed as frequently as possible in informal settings to see if students are ready to tackle more complex concepts.

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.1: Count to 100 by ones and by tens.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student counts to less than 50 by ones or tens, does not count in sequence, or does not count.</td><td rowspan="5"><u>Count to 100 by ones</u>
Assemble a collection of 100 or more objects or manipulatives. Ask the student to count objects using one to one correspondence.

"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.

<u>Count to 100 by tens</u>
Ask the student to count to 100 by tens using a ten by ten number grid, a ten frame, or rote counting.

Special Note: Students should be given ample time to count and really focus on numbers through 20. This standard is seen as a progression that is to be met by the end of the year.

See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends</td></tr>
<tr><td>Emerging</td><td>The student counts to 50 by ones or tens or attempts to counts to 100, skipping numbers along the way.</td></tr>
<tr><td>Progressing</td><td>The student counts to 50 by ones and by tens or counts to 100 by tens.</td></tr>
<tr><td>Meets</td><td>The student consistently counts to 100 by ones and by tens.</td></tr>
<tr><td>Exceeds</td><td>The student consistently counts to more than 100 by ones and by tens.</td></tr>
</table>

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not count in sequence.</td><td rowspan="4">Ask the student to count to (ten, twenty, fifty, etc.) beginning with a number other than one.

The teacher says (sample scripts):

"Count to ten starting with number three."

"Starting with twelve, count all the way up to twenty."

See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends</td></tr>
<tr><td>Progressing</td><td>The student counts forward from a given number less than 10.</td></tr>
<tr><td>Meets</td><td>The student consistently counts forward beginning from a given number within the known sequence.</td></tr>
</table>

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not write numbers, writes numbers out of sequence, or does not write numerals to represent objects.</td><td rowspan="4">(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.).

See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends; Unit 2: Building Numbers</td></tr>
<tr><td>Progressing</td><td>The student writes numerals in sequence from 0 to 10 or represents a number of objects with a written numeral between 0 and 10.</td></tr>
<tr><td>Meets</td><td>The student consistently writes numbers from 0 to 20 and correctly represents a number of objects with a written numeral between 0 and 20.</td></tr>
<tr><td>Exceeds</td><td>The student consistently writes numerals in sequence from 0 to 20 and correctly represents a number of objects with a written numeral between 0 and 20.</td></tr>
</table>

Mathematics: Counting and Cardinality

MCCK.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Performance Levels		Assessment Activities
Not Yet Demonstrated	When counting objects, the student does not say the number names in the standard order, and does not pair each object with one and only one number name and each number name with one and only one object.	Assemble a collection of 100 or more objects or manipulatives. Ask the student to count objects using one to one correspondence. "Count the objects in the basket." "How many bears can you count?" "Count out these objects for me." Record the specific number of objects counted correctly. **See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends; Unit 2: Building Numbers**
Progressing	When counting objects, the student says the number in the standard order sometimes but does not consistently pair each number with one and only one object.	
Meets	When counting objects, the student consistently says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	

Mathematics: Counting and Cardinality

MCCK.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Performance Levels		Assessment Activities
Not Yet Demonstrated	The student does not recognize that the last number name said is the same as the number of objects counted.	Ask the student to count a set of objects using one to one correspondence. After the student has counted the items once, rearrange the same number of items in several different arrangements (straight line, circle, rectangular array, cluster, and stack) and ask the student to count the set of objects again. **See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends**
Progressing	The student begins to recognize that the last number name said is the same as the number of objects counted.	
Meets	The student correctly recognizes that the last number name said is the same as the number of objects counted, regardless of the arrangement or the order in which they were counted.	

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

c. Understand that each successive number name refers to a quantity that is one larger.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not name a quantity that is one larger than a given value.</td><td rowspan="4">Ask the student to name a number that is one larger than (1, 2, 3, 4, 5, 6, 7, 8, or 9). Allow students to use a number line or manipulatives to sort objects if necessary.

NOTE: Do not always begin the line of questioning with the number 1.

See CCGPS Frameworks, Kindergarten Unit 1: Counting with Friends</td></tr>
<tr><td>Progressing</td><td>The student names a quantity that is one larger for some given values but not consistently.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently names a quantity (0 – 9) that is one larger than a given value.</td></tr>
<tr><td>Exceeds</td><td>The student correctly and consistently names a quantity (0 – 9) that is one larger and one smaller than a given value.</td></tr>
</table>

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not correctly answer "how many?" questions about objects that are arranged in a line, a rectangular array, or a circle.</td><td rowspan="4">Ask the student to count a set of up to 20 objects using one to one correspondence.

After the student has counted the items once, rearrange the same number of items in several different arrangements (straight line, circle, rectangular array, and stack) and ask the student to count the set of objects again.

For the final array of objects, ask the student how many objects are in the set before he/she counts individual objects.

See CCGPS Frameworks, Kindergarten Unit 2: Building Numbers</td></tr>
<tr><td>Progressing</td><td>The student correctly counts to answer "how many?" questions about up to 10 objects when the objects are arranged in a line, a rectangular array, or a circle.</td></tr>
<tr><td>Meets</td><td>The student correctly counts to answer "how many?" questions about up to 20 objects, whether the objects are arranged in a line, a rectangular array, a circle, or up to 10 objects in a scattered configuration.</td></tr>
<tr><td>Exceeds</td><td>The student correctly counts to answer "how many?" questions about up to 20 objects, whether the objects are arranged in a line, a rectangular array, a circle, or in a scattered configuration.</td></tr>
</table>

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify whether a group of objects is greater than, less than, or equal to another group of objects.</td><td rowspan="3">(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.</td></tr>
<tr><td>Progressing</td><td>By using matching and counting strategies, the student begins to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</td></tr>
<tr><td>Meets</td><td>By using matching and counting strategies, the student consistently identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</td></tr>
</table>

Additional Activities for MCCK.CC.6

(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?"

See CCGPS Frameworks, Kindergarten Unit 2: Building Numbers

Mathematics: Counting and Cardinality

<table>
<tr><td colspan="3">MCCK.CC.7: Compare two numbers between 1 and 10 presented as written numerals.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not correctly compare two numbers between 1 and 10 presented as written numerals.</td><td rowspan="4">The teacher tells or shows the student two numbers between 1 and 10, then asks the student the following questions:

"Which of these numbers is greater than the other one?"

"Which of these numbers is less than the other one?"

"How do you know if a number is bigger than another number?"

See CCGPS Frameworks, Kindergarten Unit 2: Building Numbers</td></tr>
<tr><td>Progressing</td><td>The student correctly compares two numbers between 1 and 5 presented as written numerals.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently compares two numbers between 1 and 10 presented as written numerals.</td></tr>
<tr><td>Exceeds</td><td>The student correctly and consistently compares two numbers between 1 and 20 presented as written numerals.</td></tr>
</table>

Mathematics: Operations and Algebraic Thinking

<table>
<tr><td colspan="3">MCCK.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not represent addition and subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations.</td><td rowspan="3">(1) Step 1. Given two sets of objects (manipulatives, pictures, etc.), ask the student to count the number in each 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.

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

(3) 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.</td></tr>
<tr><td>Progressing</td><td>The student represents addition OR subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently represents addition AND subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations.</td></tr>
</table>

Additional Activities for MCCK.OA.1
(4) Using two colors of the same manipulative (bears, counters, unifix cubes, etc.) students will build two sets up to ten. (5) 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) (6) 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. **See CCGPS Frameworks, Kindergarten Unit 4: Investigating Addition and Subtraction**

Mathematics: Operations and Algebraic Thinking

<table>
<tr><td colspan="3">MCCK.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use objects or drawings to solve addition and subtraction word problems correctly.</td><td rowspan="3">(1) Step 1. Given two sets of objects (manipulatives, pictures, etc.), ask the student to count the number in each 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.

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

(3) 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.</td></tr>
<tr><td>Progressing</td><td>The students begins to use objects or drawings to solve word problems involving adding and subtracting within 10.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently solves addition and subtraction word problems, involving adding and subtracting within 10, by using objects or drawings to represent a problem.</td></tr>
</table>

Additional Activities for MCCK.OA.2
(4) Using two colors of the same manipulative (bears, counters, unifix cubes, etc.) students will build two sets up to ten. (5) 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) (6) 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. **See CCGPS Frameworks, Kindergarten Unit 4: Investigating Addition and Subtraction; Unit 6: Further Investigation of Addition and Subtraction**

Mathematics: Operations and Algebraic Thinking

<table>
<tr><td colspan="3">MCCK.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not decompose numbers less than or equal to 10 into a pair and record each decomposition by a drawing or equation.</td><td rowspan="3">(1) 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.

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

Note: CCGPS states, "Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required." It is not until First Grade that "Understand the meaning of the equal sign" is an expectation.

See CCGPS Frameworks, Kindergarten Unit 4: Investigating Addition and Subtraction; Unit 6: Further Investigation of Addition and Subtraction</td></tr>
<tr><td>Progressing</td><td>The student correctly decomposes numbers less than or equal to 5 into pairs and records each decomposition by a drawing or equation.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently decomposes numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and records each decomposition by a drawing or equation.</td></tr>
</table>

Mathematics: Operations and Algebraic Thinking

<table>
<tr><td colspan="3">MCCK.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>For numbers from 1 to 9, the student does not find the number that makes 10 when added to the given number.</td><td rowspan="3">Using objects or drawings, ask the student to make a set containing 1, 2, 3, 4, 5, 6, 7, 8, or 9 objects. Then ask the student to find the number of additional objects that would make his set have 10 objects.

Repeat, asking the student to make another set until all of the combinations adding up to 10 have been created.

After each set, ask the student to record the answer with a picture or an equation.

Note: CCGPS states, "Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required." It is not until First Grade that "Understand the meaning of the equal sign" is an expectation.

See CCGPS Frameworks, Kindergarten Unit 4: Investigating Addition and Subtraction; Unit 6: Further Investigation of Addition and Subtraction</td></tr>
<tr><td>Progressing</td><td>The student begins to find the number that makes 10 when added to the given number, and begins to record the answer with a drawing or an equation.</td></tr>
<tr><td>Meets</td><td>For any number from 1 to 9, the student consistently finds the number that makes 10 when added to the given number by using objects or drawings AND records the answer with a drawing or an equation.</td></tr>
</table>

Mathematics: Operations and Algebraic Thinking

<table>
<tr><td colspan="3">MCCK.OA.5: Fluently add and subtract within 5.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not add or subtract numbers within 5 (i.e., Two numbers between 1-5, when added or subtracted, present the sum or difference of 5 or less).</td><td rowspan="4">Using objects or drawings, the student demonstrates addition and subtraction of all the number combinations within 5 (e.g., 1+4, 2+3, 3+2, 4+1, 5-1, 5-2, 5-3, 5-4, 4-3, 4-2, 4-1, 3-2, 3-1, 2-1).

See CCGPS Frameworks, Kindergarten Unit 4: Investigating Addition and Subtraction; Unit 6: Further Investigation of Addition and Subtraction</td></tr>
<tr><td>Progressing</td><td>The student begins to add and subtract numbers to make the sum or difference of 1-5.</td></tr>
<tr><td>Meets</td><td>The student consistently and correctly adds and subtracts numbers to make the sum or difference of 1-5.</td></tr>
<tr><td>Exceeds</td><td>The student consistently and correctly adds and subtracts numbers to make the sum or difference of 1-10.</td></tr>
</table>

Mathematics: Number and Operations in Base 10

<table>
<tr><td colspan="3">MCCK.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not use objects or drawings to compose and decompose numbers from 11 to 19 and record each procedure by a drawing or equation.</td><td rowspan="4">Ask the student to create a drawing or set of objects for each number from 11 to 19. Prompt students to count or draw a set of ten objects first, then to add additional objects one by one until the correct total is reached.

Note: the numbers between 10 and 20 are not an appropriate place to discuss place-value concepts (in kindergarten). Children should not be asked to explain the 1 in 16 as representing "one ten." The concept of a single ten is just too strange for a kindergarten or early first-grade child to grasp. (Van de Walle, 2006 p. 54)

See CCGPS Frameworks, Kindergarten Unit 2: Building Numbers</td></tr>
<tr><td>Progressing</td><td>By using objects or drawings, the student begins to compose and decompose numbers from 11 to 19 and begins to record each composition or decomposition by a drawing or equation.</td></tr>
<tr><td>Meets</td><td>By using objects or drawings, the student can correctly and consistently compose and decompose numbers from 11 to 19 and record each composition or decomposition by a drawing or equation.</td></tr>
<tr><td>Exceeds</td><td>By using objects or drawings, the student can correctly and consistently compose and decompose numbers from 11 to 29 and record each composition or decomposition by a drawing or equation.</td></tr>
</table>

Mathematics: Measurement and Data

<table>
<tr><td colspan="3">MCCK.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not describe measurable attributes (such as length or weight) of a single object.</td><td rowspan="3">Collect an assortment of measuring tools: measuring tape, yardstick, scale, measuring cups and spoons.

Ask the student what each tool is used for.

Ask the student to give several examples using objects, pictures, animals, and people.

See CCGPS Frameworks, Kindergarten Unit 5: Measuring and Analyzing Data</td></tr>
<tr><td>Progressing</td><td>The student correctly describes one measurable attribute (such as length or weight) of a single object.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently describes several measurable attributes (such as length or weight) of a single object.</td></tr>
</table>

Mathematics: Measurement and Data

<table>
<tr><td colspan="3">MCCK.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not compare a common attribute between two objects or describe the difference.</td><td rowspan="3">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.
(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.</td></tr>
<tr><td>Progressing</td><td>The student begins to correctly compare the difference in a common attribute between two objects.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute AND the student describes the difference.</td></tr>
</table>

Additional Activities for MCCK.MD.2

Capacity

(8) Provide classroom opportunities to manipulate amounts of rice, sand, dry beans, and/or water. Provide cups, spoons, and bowls of varying sizes.

(9) Use varying sizes of plastic tubs or boxes to compare the amount of manipulatives they will hold.

(10) 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.

Sample 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?"

Height

(11) Compare the height of students in the class.

(12) Have each student bring in a teddy bear and measure the height with yarn. Arrange the yarn in order from longest to shortest.

(13) Compare/order heights of objects in room (e.g., books, chairs, cabinets, shelves)

(14) Compare heights of objects found outside (e.g., trees, plants, buildings, windows)

(15) Compare heights of water fountains in the classroom or halls.

(16) 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?"

Weight

(17) Provide opportunities for students to explore weights of objects using bathroom scales or hanging scales.

(18) Compare weight of three obviously different weights (e.g., cotton ball, small rock, and a brick.)

(19) Compare/order the weight of 3 balloons containing various amounts of water.

(20) 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?"

See CCGPS Frameworks, Kindergarten Unit 5: Measuring and Analyzing Data

Mathematics: Measurement and Data

<table>
<tr><td colspan="3">MCCK.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not classify objects into given categories, count the numbers of objects in each category, or sort the categories by count.</td><td rowspan="3"><u>Data Collection</u>
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?</td></tr>
<tr><td>Progressing</td><td>Student classifies objects into given categories but does not count the objects in each category or sort the categories by count.</td></tr>
<tr><td>Meets</td><td>Student correctly and consistently classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count (e.g., category with most objects to category with least objects).</td></tr>
</table>

Additional Activities for MCCK.MD.3

Classifying

Using a basket with an assortment of two and three dimensional manipulatives, ask the student to sort objects:

- "Can you sort these by their colors?"
- "Can you sort these by their shapes?"
- "Can you sort these by their sizes?"
- "Can you sort these into things that are flat and things that are not flat?"
- "Which of these objects are thick?"
- "Which of these objects are thin?"

See CCGPS Frameworks, Kindergarten Unit 1: Counting With Friends; Unit 2: Building Numbers; Unit 3: Sophisticated Shapes; Unit 5: Measuring and Analyzing Data

Mathematics: Geometry

<table>
<tr><td colspan="3">MCCK.G.1: Describe objects in the environment using names of shapes (square, circle, rectangle, hexagon, cube, cone, cylinder, sphere), and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not describe objects using the names of shapes or describe their relative positions.</td><td rowspan="3">(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 geometry shape (square, circle, rectangle) in front of the cup, behind the cup, inside the cup, and outside the cup.

“Today we are going to use this cup and these shapes 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 manipulatives can change as well.)

“Place the circle in front of the cup.”
“Place the circle behind the cup.”
“Place the circle inside the cup.”
“Place the circle on the outside of the cup.”
“Place the circle above the cup.”
“Place the circle below the cup.”
“Place the circle beside the cup.”

Teacher will observe children and note progress on a checklist.</td></tr>
<tr><td>Progressing</td><td>The student correctly describes objects using the names of shapes and begins to describe their relative positions.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently describes objects using the names of shapes AND correctly describes their relative positions.</td></tr>
</table>

Additional Activity for MCCK.G.1
(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 cone is over your head," "The sphere is under a chair." Teacher will observe children and note progress on a checklist. **See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes**

Mathematics: Geometry

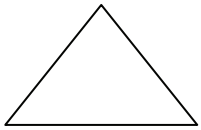
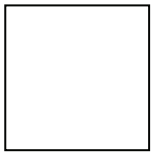
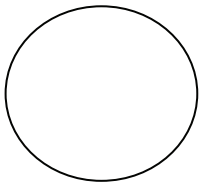
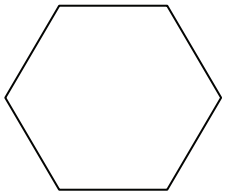
<table>
<tr><td colspan="3">MCCK.G.2: Correctly name shapes (square, circle, rectangle, hexagon, cube, cone, cylinder, sphere) regardless of their orientations or overall size.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not correctly name shapes.</td><td rowspan="3">(1) Using the MCCK.G.2 resource pages, have students point to and name each two-dimensional and three-dimensional shape. “When I point to the shape, you tell me the name of the shape.”

(2) Given a set of basic 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.

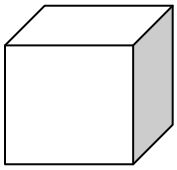
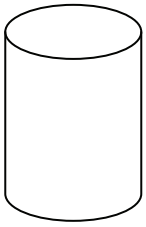
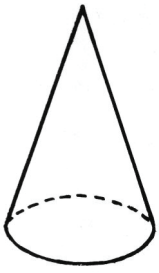
(3) Go on a “field trip” throughout the school and outside the school. Search for examples of the shapes learned. A recording sheet can be used to track notes about what children find. This sheet can be used to track things children find within the classroom as well.

See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes</td></tr>
<tr><td>Progressing</td><td>The student begins to correctly name shapes.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently names shapes (square, circle, rectangle, hexagon, cube, cone, cylinder, sphere) regardless of their orientations or overall size.</td></tr>
</table>

Resource Page for MCCK.G.2
Two-dimensional Shapes

Shape	Teacher Notes
	
	
	
	
	

Resource Page for MCCK.G.2
Three-dimensional Shapes

Shape	Teacher Notes
	
	
	
	

Mathematics: Geometry

<table>
<tr><td colspan="3">MCCK.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not identify shapes as flat (two-dimensional) or solid (three-dimensional).</td><td rowspan="2">Using a basket of two and three dimensional objects or manipulatives, ask the student to sort the items into two groups: flat or solid (not flat).

Note: Students are <u>not</u> expected to use the terms "two-dimensional" or "three-dimensional."

See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently identifies shapes as flat (two-dimensional) or solid (three-dimensional).</td></tr>
</table>

Mathematics: Geometry

<table>
<tr><td colspan="3">MCCK.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not correctly analyze or compares two- and three-dimensional shapes.</td><td rowspan="3">Using a basket of two and three dimensional objects or manipulatives, select two different objects and ask the student some of the following questions:

"How are these alike?"

"How are these different?"

"How many sides do these have?"

See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes</td></tr>
<tr><td>Progressing</td><td>The student begins to analyze and compares two- and three-dimensional shapes.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</td></tr>
</table>

Mathematics: Geometry

<table>
<tr><td colspan="3">MCCK.G. 5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not model shapes in the world by building shapes from components or drawing shapes.</td><td rowspan="3">(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.

See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes</td></tr>
<tr><td>Progressing</td><td>The student begins to model shapes in the world by building shapes from components or drawing shapes.</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently models shapes in the world by building shapes from components (e.g., sticks and clay balls) AND drawing shapes.</td></tr>
</table>

Mathematics: Geometry

<table>
<tr><td colspan="3">MCCK.G. 6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</td></tr>
<tr><td colspan="2">Performance Levels</td><td>Assessment Activities</td></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not compose simple shapes to form larger shapes.</td><td rowspan="2">(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.

See CCGPS Frameworks, Kindergarten Unit 3: Sophisticated Shapes</td></tr>
<tr><td>Meets</td><td>The student correctly and consistently composes simple shapes to form larger shapes.</td></tr>
</table>

V. Social Studies

In this section, you will find assessment pages for the elements in the Kindergarten GPS for Social Studies. Each element's description provides the following information:

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

For instructional support, you may browse the GaDOE frameworks at:
https://www.georgiastandards.org/Standards/Pages/BrowseStandards/SocialStudiesStandardsK-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.

Research on Assessing Social Studies and Science in Kindergarten

Purpose of Assessing Social Studies and Science

- Pencil and paper content assessments are not developmentally appropriate for kindergarten.
- The purpose of social studies and science assessment is not to identify individual strengths and/or areas of challenge.
- The purpose of assessing Social Studies and Science is to enhance teachers' capacities to observe, document, and understand learning in these areas.

Assessing Students in Groups

- Because the majority of social studies and science instruction in kindergarten takes place in groups, it is appropriate to assess in larger groups than might be comfortable in ELA and Math.
- Teachers need to consider the setting when interpreting student responses:
    - In small groups, are students merely imitating peers or has the group stimulated their thinking and enabled them to produce something more sophisticated than they would have if working alone?
    - Conversely, would an independent assessment activity have been unexpectedly difficult for some students because the learning activities were done in group settings?
- The class as a whole can do an experience chart or a class book reflecting major understanding of the topic.

Janet Alleman and Jere Brophy, Current Trends and Practices in Social Studies Assessment for the Early Grades

Evidence of Learning in Social Studies and Science

In active science and social studies programs, children demonstrate their interests, understandings, and emerging skills through:

- Their conversations
- Their questions
- Their actions
- The work they produce (constructions, drawings, writings)

Use evidence collected over a period of time, not a single setting

Use evidence that highlights what the student can do

- Even children's misconceptions about natural phenomena reflect keen observations and efforts to make sense of the world.

Use evidence of the collective knowledge of the whole class

- Children's conversations and discussions may constitute the richest source of evidence of science learning.

Janet Alleman and Jere Brophy, Current Trends and Practices in Social Studies Assessment for the Early Grades

How to Elicit Social Studies and Science Knowledge

- Instruction must be guided by cues in the children's behaviors and language as well as by curriculum expectations.
- Steer the topic discussion so that each child has a chance to respond.
- Keep notes on experience charts.
  - Place the child's initials next to his/her comment.

Asking Open Ended Questions

Sometimes the assessment itself can hide what children know. For example, asking a question that has a specific and limited answer, such as "What are the parts of a flower?" may elicit a limited response. In contrast, asking "What do you know about flowers?" gives the child more room to demonstrate what she knows. We know that the nature of the prompt really determines the kinds of response children give. We have to offer children opportunities to show what they know. They are worth the extra effort.

Jacqueline Jones, Jacqueline Jones Speaks on Early Childhood Assessment, Early Childhood Today, February 1999

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

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not identify the purpose or describe the people and events associated with national holidays.</td><td rowspan="3">(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.

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(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.</td></tr>
<tr><td>Progressing</td><td>Student identifies the purpose of previously taught national holidays OR describes people and events celebrated.</td></tr>
<tr><td>Meets</td><td>Student identifies the purpose of previously taught national holidays AND describes the people and events celebrated.</td></tr>
<tr><th colspan="3">Instructional Strategies</th></tr>
<tr><td colspan="3">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.</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not identify American symbols.</td><td rowspan="5">(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.

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(2) Students can demonstrate their knowledge of national symbols by drawing, writing, or retelling a story about the symbol.</td></tr>
<tr><td>Progressing</td><td>Student identifies previously taught American symbols but does not explain their meaning.</td></tr>
<tr><td>Meets</td><td>Student identifies previously taught American symbols and explains their meanings.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not use words and phrases related to chronology and time.</td><td rowspan="4"><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.</td></tr>
<tr><td>Progressing</td><td>Student correctly uses some words and phrases related to chronology and time.</td></tr>
<tr><td>Meets</td><td>Student correctly uses all the words and phrases related to chronology and time.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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."</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not recognize a map as a drawing of a place or a globe as a model of the Earth.</td><td rowspan="4">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.</td></tr>
<tr><td>Emerging</td><td>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.</td></tr>
<tr><td>Progressing</td><td>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.</td></tr>
<tr><td>Meets</td><td>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.</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student states none of the following: street address, city, county, state, nation, and continent.</td><td rowspan="7">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?"</td></tr>
<tr><td>Emerging</td><td>Student states 1-2 of the following: street address, city, county, state, nation, and continent.</td></tr>
<tr><td>Progressing</td><td>Student states 3-5 of the following: street address, city, county, state, nation, and continent.</td></tr>
<tr><td>Meets</td><td>Student states the street address, city, county, state, nation, and continent in which he/she lives.</td></tr>
<tr><td>Exceeds</td><td></td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Parents
• Parents can help students learn their home address.</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not explain how/why rules are made and why they should be followed.</td><td rowspan="3">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.</td></tr>
<tr><td>Meets</td><td>Student explains how rules are made and why rules should be followed.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not retell stories or explain how the people in the stories illustrate positive character traits.</td><td rowspan="3">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.</td></tr>
<tr><td>Progressing</td><td>The student retells stories that illustrate positive character traits, but the student does not explain how the people in the story show those traits.</td></tr>
<tr><td>Meets</td><td>The student retells stories that illustrate positive character traits and explains how the people in the story show those traits.</td></tr>
<tr><th colspan="3">Instructional Strategies</th></tr>
<tr><td colspan="3">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.</td></tr>
</table>

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).

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not identify common jobs in the community.</td><td rowspan="5">(1) Students will contribute to a language experience chart that describes the work of various community helpers. Teacher will listen to and observe students.

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(2) Students will draw pictures and dictate information that describes the work of various community helpers.

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(3) Students will create a journal writing that describes the work of various community helpers.

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(4) Students will participate in the creation of class book describing the work of various community helpers.</td></tr>
<tr><td>Progressing</td><td>Student names community helpers but does not describe the work they do.</td></tr>
<tr><td>Meets</td><td>Student identifies a variety of common jobs in the community and describes the work that people do.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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.
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.		(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.

Social Studies: Economic Understandings

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

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>The student does not distinguish goods from services.</td><td rowspan="4">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.</td></tr>
<tr><td>Meets</td><td>The student distinguishes goods from services with an explanation or example.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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		Assessment Activities
Not Yet Demonstrated	Student does not distinguish between wants and needs.	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.
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.		

VI. Science

In this section, you will find assessment pages for the elements in the Kindergarten GPS for Science. Each element's description provides the following information:

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

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.

Assessing Characteristics of Science

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the Characteristics of Science and its Content. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME. For this reason they are presented as co-requisites.

GPS Characteristics of Science

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers for counting, identifying, and describing things and experiences.
- b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.

SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.)
- c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.

SKCS5. Students will communicate scientific ideas and activities clearly.

Assessing Characteristics of Science continued

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- b. Begin to draw pictures that portray features of the thing being described.

Nature of Science

SKCS6. Students will understand the important features of the process of scientific inquiry.

- Students will apply the following to inquiry learning practices:
  - a. In doing science, it is often helpful to work with a team and to share findings with others.
  - b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.
  - c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not describe changes in the day or night sky.</td><td rowspan="4">(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.

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(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).</td></tr>
<tr><td>Progressing</td><td>Student describes changes from day to night, but not as day turns into night (sunset) or night into day (sunrise).</td></tr>
<tr><td>Meets</td><td>Student describes changes from day to night and as day turns into night (sunset) and night into day (sunrise).</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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		Assessment Activities
Not Yet Demonstrated	Student does not classify objects according to those seen in the day sky and those seen in the night sky.	(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. --- (3) Student draws picture(s) and labels objects in the day sky and objects 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.		

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not recognize any characteristics of the sun.</td><td rowspan="5">(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?

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(2) Have children write about this in their journal. Teacher can keep journal entry for student portfolio.</td></tr>
<tr><td>Progressing</td><td>Student recognizes that sun the supplies light OR heat to the earth but not both.</td></tr>
<tr><td>Meets</td><td>Student recognizes that the sun supplies light AND heat to the earth.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not describe or group rocks according to their physical attributes.</td><td rowspan="4">Collect a variety of rocks and ask students to sort them by characteristic:
Small/Large
Light/Heavy
Smooth/Rough
Dark/Light</td></tr>
<tr><td>Progressing</td><td>Student describes rocks but does not accurately group rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc).</td></tr>
<tr><td>Meets</td><td>Student describes and groups rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc).</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
Observe during center time.
Ask students to bring in rocks they have found.</td><td></td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not describe physical attributes of soil such as smell, texture, color, particle/grain size.</td><td rowspan="4">(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.

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(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.</td></tr>
<tr><td>Meets</td><td>Student describes physical attributes of soil such as smell, texture, color, particle/grain size.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
Plant seeds in different types of soils to see what happens.
Have children observe and record the differences.</td></tr>
</table>

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		Assessment Activities
Not Yet Demonstrated	Student does not recognize earth materials.	(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. --- (2) Given a set of pictures of soil, rocks, water, air, etc. have children identify each. --- (3) Go outside with children and have them pick up samples of earth items (soil, rocks, etc.)
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.

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.)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not compare or sort materials based on composition.</td><td rowspan="4">(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.

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(2) Have students find objects in the room and then sort into different groups based on composition.</td></tr>
<tr><td>Meets</td><td>Student compares and sorts materials based on composition.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not classify common objects according to their attributes.</td><td rowspan="4">(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.</td></tr>
<tr><td>Meets</td><td>Student consistently classifies common objects according to their physical attributes.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
• Practice sorting items daily.
• Have children sort items in centers.</td></tr>
</table>

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).

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not sort objects according to their motion.</td><td rowspan="5">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.</td></tr>
<tr><td>Progressing</td><td>Student sorts some objects according their motion but incorrectly categorizes other objects.</td></tr>
<tr><td>Meets</td><td>Student sorts objects into categories according to their motion.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
To demonstrate different types of motions, play follow the leader or “Simon Says.”</td></tr>
</table>

Science: Physical Science

SKP2. Students will investigate different types of motion.

b. Push, pull, and roll common objects and describe their motions.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not describe the motion of common objects when they are pushed, pulled, and rolled.</td><td rowspan="3">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).</td></tr>
<tr><td>Meets</td><td>Student describes the motion of common objects when they are pushed, pulled, and rolled.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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).</td></tr>
</table>

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		Assessment Activities
Not Yet Demonstrated	Student does not recognize that some things in the sky return to earth while others remain in the sky.	(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.
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.

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not communicate the effects of gravity.</td><td rowspan="6">(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?"</td></tr>
<tr><td>Progressing</td><td>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.</td></tr>
<tr><td>Meets</td><td>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".</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
• Listen and observe children for understanding of this concept.
• Ask children questions to confirm understanding.</td></tr>
</table>

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		**Assessment Activities**
Not Yet Demonstrated	Student does not group animals by observable features.	(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. --- (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. --- (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.*
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.		

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.)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not explain (verbalize, draw, or write) similarities and differences in animals.</td><td rowspan="4">(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.

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(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.

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(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.</td></tr>
<tr><td>Progressing</td><td>Student explains one similarity or one difference in animals.</td></tr>
<tr><td>Meets</td><td>Student explains two or more similarities AND differences in animals.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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.)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not explain (verbalize, draw, or write) similarities and differences in plants.</td><td rowspan="4">(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.

----

(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.)

----

(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.</td></tr>
<tr><td>Progressing</td><td>Student explains one similarity or difference in plants.</td></tr>
<tr><td>Meets</td><td>Student explains two or more similarities AND differences in plants.</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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.

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not recognize similarities and differences between a parent and baby.</td><td rowspan="5">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.</td></tr>
<tr><td>Progressing</td><td>Student recognizes similarities OR differences between a parent and baby but not both.</td></tr>
<tr><td>Meets</td><td>Student recognizes two or more similarities AND differences between a parent and a baby (human or animal).</td></tr>
<tr><th colspan="2">Instructional Strategies</th></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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.)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not match pictures of animal parents to pictures of their offspring.</td><td rowspan="5">(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.</td></tr>
<tr><td>Progressing</td><td>Student matches pictures of parents and offspring but does not provide an explanation.</td></tr>
<tr><td>Meets</td><td>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.”)</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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)

<table>
<tr><th colspan="2">Performance Levels</th><th>Assessment Activities</th></tr>
<tr><td>Not Yet Demonstrated</td><td>Student does not identify similarities and differences between students in the class.</td><td rowspan="4">(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.</td></tr>
<tr><td>Progressing</td><td>Student identifies differences OR similarities but not both.</td></tr>
<tr><td>Meets</td><td>Student identifies two or more similarities AND differences from other students.</td></tr>
<tr><td colspan="2">Instructional Strategies</td></tr>
<tr><td colspan="2">Instructional Suggestions for Teachers
• Make painted handprints and/or footprints and compare them.</td></tr>
</table>

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

What are 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.

- Curiosity
- Initiative
- Creativity
- Engagement
- Confidence
- Attention to task
- Task persistence

Why Assess Approaches to Learning?

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. An individual child's approach to learning may have little association with his or her level of knowledge or skill. All children need to acquire positive approaches to learning, including children with significant disabilities or from diverse cultural backgrounds.

Harris, Judy and Gronlund, Gaye, Early Childhood Research and Practices, Spring 2000 Linking Standards and Engaged Learning in the Early Years Indiana University Early Childhood Center, Early Childhood Briefing Paper Series, All Children Ready for School, 2006

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).
- The first three strategies create opportunities that elicit the desired approaches to learning.
- The fourth strategy is the set of early educator behaviors and interactions that prompt, guide, support, and reinforce the child to engage in the desired approaches to learning.
- Providing the right amount of support to scaffold children's interests and engagement, so they take initiative and persist on their own, is key.
- 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).

Indiana University Early Childhood Center, Early Childhood Briefing Paper Series, All Children Ready for School, 2006

Assessing and Promoting Children's Problem Solving Skills

To encourage (and recognize) the development of problem solving in young children, teachers should ask questions that require investigation and reasoning such as:

- Are you sure?
- How do you know?
- Why do you think?
- What would happen if?
- I wonder why…?
- Perhaps it's because…
- What would the pattern be?

Juanita Copley, The Young Child and Mathematics, National Council of Teachers of Mathematics/NAEYC, 2000

Assessing and Promoting Children's Creativity

- Creativity does not follow the clock. Children need extended, unhurried time to explore and do their best work. They should not be artificially rotated, that is, asked to move to a different learning center or activity when they are still productively engaged and motivated by a piece of creative work.
- Children find it hard to be creative without any concrete inspiration. Instead, they prefer to draw on the direct evidence of their senses or memories. These memories can become more vivid and accessible through the teacher's preparations. For example, teachers can encourage children to represent their knowledge and ideas before and after they have watched an absorbing show, taken a field trip, or observed and discussed an interesting plant or animal brought into class. Teachers can put up a mirror or photos of the children in the art area, so children can study their faces as they draw their self-portrait.
- Materials are used most productively and imaginatively by children when they themselves have helped select, organize, sort, and arrange them.

Carolyn Pope Edwards and Kay Wright Springate, Encouraging Creativity in Early Childhood Classrooms ERIC DIGEST December 1995

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.

- Self-Regulation has two parts:
    - The ability to stop doing something if needed (i.e., hitting someone)
    - The capacity to start doing something even if you don't want to do it (i.e., wait your turn)

Teaching Self-Regulation

Teach self-regulation to all children, not just problem children. Practice by switching the rules of classroom/outdoor games. Free play is a good time to observe and assess self-regulation.

- Create opportunities for children to practice and apply rules in new situations.
    - Allow children to set some rules for playground games.
- Offer visual reminders of self-regulation.
    - Roll dice to see who goes first in a game.
- Make play and games an important part of the curriculum.
    - Children learn self-regulation by negotiating rules with other children

Social Development

Social development refers to children's ability to interact with others through:

- Respect
- Caring
- Cooperation
- Following rules

Elena Bodrova and Deborah J. Leong, Developing Self-Regulation in Kindergarten, Beyond the Journal, March 2008

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 observable changes 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 observable changes are examples of the development of Gross Motor Skills in Kindergarten:

- Moves with an awareness of personal space in relationship to others
- Demonstrates progress with non-locomotor skills (moving in place, e.g. turning, twisting)
- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping
- Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.

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. History and Development of GKIDS

Why are kindergarten students assessed in Georgia?

- Georgia Law 20-2-151 and 20-2-281
- Requires an instrument, procedures, and policies necessary to assess the first grade readiness of children enrolled in Georgia public school kindergarten programs.
- Requires development of guidelines for the utilization of the instrument in grade placement decisions.
- Requires an annual summary report.

GKIDS Focus Group Recommendations:

What changes are needed?

- Regarding the GKAP-R, what should be continued and what should be revised?
- What areas of learning should be the focus of the new kindergarten assessment?
  - Print literacy, math, social/emotional development, science, social studies, art, other.
- What should be the purpose of the new kindergarten assessment?
  - Providing diagnostic information to the first grade teacher?
  - Measuring how well students have learned the GPS for kindergarten?
  - Both of the above? Other purposes?

Purpose of GKIDS

- GKIDS should provide diagnostic information to the kindergarten teacher throughout the year.
- GKIDS should pinpoint a student's strengths and areas of challenge.
- GKIDS should provide diagnostic information to the first grade teacher and measure how well kindergarteners have learned the GPS.

Content of GKIDS

- GKIDS content should be more rigorous academically than the current GKAP-R.
- Assessment activities should be project based: not just pointing to a right answer but including discussion.

- GKIDS should test a wider range of skill levels to provide diagnostics about students who perform above and below grade level.

Reading

- Reading passages should be included in the kindergarten assessment

Math

- Numeral recognition for this assessment should be higher than the number 10.

Writing

- Writing skills should be evaluated in kindergarten.
- Students should be able to write both their first and last names, not just their first names.

Social Emotional

- Indicators for scoring the social/emotional domain should be clarified.

Data Collection

- Provide electronic, parent friendly reports that can be generated locally.
- The GKIDS script, if there is one, should be flexible.
- Clarify the intermediate steps of learning GPS skills (i.e., In Progress).
- Supply clear benchmarks for each learning domain assessed.

Reporting Diagnostic Information

- Each domain of learning should be reported separately to paint a more specific picture that can inform instruction.
- A checklist that can be kept in the permanent record would be useful.
- The new GKIDS should provide a profile of each kindergarten student for parents and teachers.
- Report information in a format useful to the first grade teacher: currently first grade teachers tend not to look at GKAP-R information.

GKIDS Development Timeline:

- Focus Groups (Dec 2006)
- Core Development Team (Jan 2007)
- Advisory Committee 1 & 2 (Feb-March 2007)
- Teacher Training Prior to Field Test (summer 2007)

- Field Testing (2007-08 School Year)
  - Development of Data Entry and Reporting Technology
  - 23 Schools Participating
- Advisory Committee 3 (March 2008)
- Assessment and Instructional Guide (summer 2008)
- Professional Development (summer 2008)
- First Operational Assessment (2008-09)
- Alignment of GKIDS in ELA and Math to CCGPS (2012)

GKIDS Field Testing:
2007-2008 School Year
23 Georgia Schools

- 185 teachers/classrooms
- A member of the Core Development Team or Advisory Committee at each school/system
- Represented the diversity of Georgia's student population and each geographic area of the state
- Purpose: To try out the performance level descriptors for all areas of learning

Field Test Teachers' Comments on Using GKIDS:

Clarifying the GPS Standards for Kindergarten

- By participating in this field test, it has made us more aware of the GPS standards and elements, since we are constantly looking at them and recording information. We can also match lessons with standards more easily.
- We are much more focused on "standards driven" instruction. It seems like it is easier for us to see exactly where our children are; therefore, we are modifying instruction and meeting their needs accordingly. We have really gotten to know the standards and are better able to include them in our instruction on an age appropriate level.
- It has given me a clearer view of what the language of the standards mean. When we first started working with GPS, they sometimes seemed obscure. The rubrics helped clarify the expectations for learning and mastery. Therefore, I think I am becoming more efficient in designing student work that will meet learning needs with more precision and accuracy.

Instructional Planning

- We feel that participating in the GKIDS Field Test has provided us with a variety of techniques for assessing students. Documentations, anecdotal notes, portfolios, strategies, and modifications have helped with instructional planning.
- Increased awareness of standards, helped with planning (prioritizing and the weeding out of units and activities that are not relevant to GPS), and curriculum mapping (across all subjects).
- I am staying more on top of the standards and trying to put lots of "meat" into every activity. Due to the lack of time, teachers can not do an activity because it is cute or fun. All activities must have a learning focus. I am planning an assessment with each standard and trying to plan assessments into the instructional activities.

Flexibility

- GKIDS has provided great flexibility in how we assess students. There are great ideas on how to deliver the standards. We have

gotten to know our standards better for having done GKIDS this year. The sample worksheets have been great!

- We love the greater flexibility in assessing students. The GKIDS manual offers many good ideas for assessing, instruction, and expectations. This has been a tremendous asset to us.

Beyond Reading and Math

- It has encouraged us to pay attention to non-academic indicators of student progress and development.
- We are doing a better job of incorporating Science and Social Studies standards into our lessons. We are realizing the effectiveness of assessing during large group instead of spending so much time with one-on-one assessments. The children don't even realize that we are completing assessments which is less stressful for the "little ones."
- I am more aware of student progress through continuing, frequent assessments. I am more observant of the whole child. I have been keeping great records and portfolios since starting GKIDS. It has totally helped me with being more organized. My instruction has not changed. I just have to begin observations/testing a lot earlier. I have been focused on helping students move through progress levels instead of just "getting it" or "not" It broadens my instruction.

XI. National Recommendations for Early Childhood Assessments

Assessments should. . .

- bring about benefits for children
- be tailored to a specific purpose and should be reliable, valid, and fair for that purpose.
- be designed recognizing that ability and validity of assessments increase with children's age.
- be age-appropriate in both content and the method of data collection.
- be linguistically appropriate, recognizing that to some extent all assessments are measures of language.
    - NEGP "Principles and Recommendations for Early Childhood Assessments", February 1998

Why Use Performance Levels?

- Children don't accomplish a learning standard or skill/element all at once. They typically go through a series of levels that teachers can anticipate.
- Performance levels describe the phases children experience as they move toward meeting the CCGPS/GPS standards.
- When an assessment system provides performance levels, teachers can more easily locate the range of what a child knows and is able to do.
- The essence of developmentally appropriate (teaching) practice is knowing where children are on the continuum of learning and then offering them challenging yet achievable experiences to gently nudge them along the way.

NAEYC, Spotlight on Assessment

Range of Performance v. True Performance

- A child's performance on any one assessment should be seen as an indicator of that child's *range* of functioning rather than as an indicator of true performance.
- In fact, it is not necessary –and usually is not possible-to identify a child's level of functioning precisely.

- Thinking in terms of range makes sense in view of the difficulty in assessing young children and the variable nature of their development and learning.
- Interpret cautiously, conclude tentatively, and recheck.

NAEYC, Spotlight on Assessment

Using the GKIDS Performance Level Descriptors During the School Year

- The GKIDS performance level descriptors can be used informally every day of the school year, even though teachers may not record information about student performance daily.
- The more the GKIDS descriptions are used, the more familiar teachers will become with each CCGPS/GPS skill/element in ELA, Math, Social Studies, and Science. This can serve to make kindergarten instruction more relevant to the GPS standards.
- Regularly reviewing the menus for Approaches to Learning, Personal/Social Development, and Motor Skills will serve as a reminder to incorporate classroom activities that promote the development of these qualities and skills.

Sources of Error in Observational Assessments

- You bring to the observation/assessment what you already believe about learning.
- The more important the decision, the more observations you should make to decrease the risk that you will make errors.
- Focusing on only one type of documentation (such as written worksheets) may cause you to incorrectly assess a student's knowledge.
- Don't assume that a child doesn't have a skill just because it has not been observed yet.
- An undocumented skill should be a warning to the teacher to try another way to assess, since the child may not have had an opportunity to reveal a skill or knowledge.

Marie Clay, An Observation Survey of Early Literacy Achievement: Revised Second Edition

Challenges of Assessing Children Younger than Age 8

- Assessing young children accurately is much more difficult than for older students because of the nature of early learning and because the language skills needed to participate in formal assessments are still developing.
- Young children's achievements at any point are the result of a complex mix of their ability to learn (potential) and past learning opportunities (experience), so it is a mistake to interpret measures of past learning as evidence of what could be learned. (making predictions)

Children's Growth Patterns

- Because children develop and learn so fast, tests given at one point in time may not give a complete picture of learning.
- Children vary tremendously in their responses from one day to the next or in different contexts.

Children's Understanding of the Assessment Process

- Young children may or may not fully engage in a structured assessment task, and their understandings may look very different from week to week.
- Early versions of a skill may look very different from later versions.
- Young children represent their knowledge better by showing than by talking or writing.
- Young children do not have the experience to understand what the goals of formal testing are which makes testing interactions difficult or impossible to structure
- Young children are notoriously poor test takers: perhaps because they are sometimes confused by being asked questions that they think the tester must already know the answers to. (NAECS/SDE)
- Direct questioning may cause some young children to become uneasy and unresponsive.
- Children should be introduced to and become comfortable with the idea that adults ask questions and check on understanding as a natural part of the learning. (NEGP)
- Young children's capabilities cannot be discerned through a single test. Securing valid and reliable information about young children's development and learning requires multiple measures applied at multiple points over time.

NAECS/SDE, Where We Stand on Curriculum, Assessment, and Program Evaluation.
National Educational Goals Panel, Principles and Recommendations for Early Childhood Assessments
Edward Chittenden and Jacqueline Jones, Dialogue on Early Childhood Science, Mathematics, and Technology Education
First Experiences in Science, Mathematics, and Technology

Communicating with the Student During an Assessment

- Let the child know you will be writing down his or her answers so that you will not forget what he or she says.
- Provide neutral praise to support the child.
- Use the child's name in a natural way.
- Be aware of the child's body language and other nonverbal cues, because a kindergarten age child may not verbalize or express his or her needs.

Ohio Department of Education, How to K-RAL

Part XII. Strategies for Observing and Documenting Student Learning

Comparing Formal and Informal Assessment

Formal Assessment	Informal Assessment
Assessment Activities standardized for all students	Assessment occurs during instruction
Specific assessment date or window	Teacher/system selected date
Assessment kit or booklet	Familiar classroom materials
Specific scripted task	Unscripted tasks
One time snapshot	Multiple observations, Ongoing
Summative	Formative, summative

Observational Assessment Teaches the Teacher

Assessments are conducted to:

- Make sure that instruction is responsive and appropriate to a wide range of abilities
- Discover how children change over time
- Find out children's strengths
- Make informed decisions about interventions
- Continually adapt teaching strategies to match a child's growth

Marie Clay, An Observation Survey of Early Literacy Achievement: Revised Second Edition

Recognizing Movement and Progress in Learning

- Observation should not be limited to capturing only the largest steps of learning (i.e., the final achievement of a learning benchmark.)
- Planned observation can capture evidence of small steps and early progress.
- By trying to understand what is happening as individual children learn, teachers can more effectively guide instruction and tailor it to meet the needs of each child.

What kinds of evidence are we looking for?

- Strengths and areas of challenge
- Evidence of processing and strategic activities on the part of the child
- Evidence of what a child can already control

Marie Clay, An Observation Survey of Early Literacy Achievement: Revised Second Edition

Ways Students Can Represent Their Learning in the Classroom

- Pictures/Drawings
- Comments
- Behaviors
- Constructions, Written Work
- Child Made Displays
- Writing samples
- Musical expressions

Judy Helm, Early Childhood Research and Practice, Spring 2000

What Makes a Good Kidwatcher?

To become an expert kidwatcher, a teacher must:

- Value observation as an integral part of assessment
- Be child centered rather than program centered
- Observe and value strengths on which to build other learning
- Know what to look for:
  - What are the developmental markers for 5 & 6 year olds?
  - What makes a good reader?
  - What makes a good writer?
  - What makes a good group member?
- Become an expert listener to what kids are saying.
- Be able to recognize an individual student's learning patterns and use them to take the child further.

Kentucky Department of Education/Kentucky Education Television, Assessing Primary Readers, 1999

What We Can Learn From Children's Drawings?

Children communicate meaning through their pictures. In looking for meaning in drawings, use the following focus questions:

- What types of details are in the picture?
- How much attention to detail is demonstrated in the picture?
- Can the child discuss the picture with you?
- What was the meaning of the picture for the child?
- Are there mock words or letters in the picture?
- Was the child drawing symbolically? (maps, diagrams)
- Was the child problem solving while he/she was making the picture?
- Is the drawing similar to an earlier picture of his/her own or similar to the picture of another child in the classroom?

An Attitude of Inquiry

"Documentation is an ongoing process of trying to understand and respect how children are constructing meaning. It requires teachers to take on an attitude of inquiry and to ask, "How is this child trying to make sense of the world?" "What prior knowledge do these children bring to the discussion?" From these types of questions, teachers can expand children's experiences, guide their questions, and help them understand more of the world around them."

Jacqueline Jones, Jacqueline Jones Speaks on Early Childhood Assessment, Early Childhood Today, February 1999

The Value of Documenting Learning

- Documentation can prevent a teacher from wasting her time teaching something that the child does not need to learn.
- Documentation can prevent a teacher from unintentionally holding back the fastest learners or dragging the slowest learners along too fast.
- Documentation can be a vehicle for self-reflection and a way to analyze, share, discuss, and guide the process of teaching by communicating with other professionals what is occurring in the classroom.

Marie Clay, An Observation Survey of Early Literacy Achievement: Revised Second Edition

Documentation Improves Instructional Decision Making

- Teachers who have good documentation skills are more likely to make productive decisions when planning educational experiences, interacting with the child and family and accessing support systems for children.
- The more information the teacher can gather informing these decisions, the more effective the teacher is likely to be.
- These decisions include:
    - how to organize the classroom
    - what to do next
    - what questions to ask children
    - what resources to provide
    - how to stimulate the development of each child

Varying and Individualizing Documentation

- Documentation is most effective when teachers vary their documentation to match the learning experiences of the children and to meet the needs of the audience for whom the documentation is intended.
- Using a variety of ways also helps a teacher to get more accurate information
- Gathering a variety of kinds of evidence of a child's thinking and learning is also more compatible with today's understanding of and emphasis on the variability in how people think and learn.

Marie Clay, An Observation Survey of Early Literacy Achievement: Revised Second Edition

Documenting with Portfolios

Types of Documentation

- Ongoing work
- Current work
- Permanently kept work

Purpose of Portfolios

- Capturing the quality of the child's thinking and work
- Showing the child's progress over time
- Involving the child in assessing his or her own work

- Reflecting the types of classroom experiences available to the child
- Assisting teachers with the opportunity to reflect on their expectations of student work
- Giving stakeholders essential information about student progress and classroom activities.

Work Sampling System, Omnibus Guidelines. Pearson Education, 2001

What Types of Work Samples are Evidence of Learning?

- Teachers often do not know what to collect and are often confronted with a large number of children's works and no way to reflect on them in an organized way.
- Restricting collection to a specified number of Core Items and Individual Items kept the teacher from being overwhelmed by the collection task.
- Using a set of specified Core Items helped the teacher focus on each area of a child's development.
- Core Items: reflect a child's work across the whole curriculum and growth over time.
- Represent the domains of learning: language, math, science, social studies
- Teachers collect the same type of item (i.e., writing sample) several times during the year to show growth.
- Individualized Items: represent a significant event, an integrated learning experience from several domains, an area of special interest to a child.

Judy Helm, Sally Beneke, Kathy Steinheimer, Windows on Learning, Early Childhood Education Series, Teacher's College Press, 1998

Gathering Materials and Equipment for Documentation

- Post-its, folders
- Small spiral notebooks or journals
- Place pens and notepads conveniently around the classroom
- Camera/Video Camera
- Tape recorder
- Multiple copies of blank forms with a list of the names of all the children in their class down one side.

- Sample GKIDS Progress Profile and/or Class Record from GKIDS Field Test

Setting Reasonable Goals for Documentation

- Not everything has to be documented or photographed!
- It is easier if a beginning documenter focuses on one or two domains of learning (i.e., Language Arts, Math)
- Set aside a certain time each day to observe so it becomes a habit.
- Share documenting ideas with other teachers at your school

Doing the Documentation

- Schedule time to both Record and Reflect
- Watch for opportunities to collect documentation of several children at one time.
- Tips for photo-documenting:
  - The focus should be on small groups, individuals, and candid shots.
  - Photograph from several angles.
  - Takes a series of photos that tell a story.

Focusing on Credit: What the child can do

- Focus on what children can do, not judging children and finding them wanting.
- Assessment does not have to mean describing need and deficit.
- Teaching does not have to be about addressing deficits; it can be about building positive approaches to learning.

Margaret Carr, Assessment in Early Childhood Settings, Sage Publications, 2003

Part XIII. Using GKIDS Data to Inform Instruction

Why Assess in Kindergarten?

A kindergarten assessment has the advantage of being both a culminating measure of the effects of learning opportunities and services in the years before school and a "baseline" measure against which to compare learning gains by fourth grade.

National Educational Goals Panel "Principles and Recommendations for Early Childhood Assessments", February 1998

Professional Development: What Teachers Need to Know

- Early childhood educators need better training in children's development within curricular areas in order to be effective in supporting children's learning.
- Deep understanding of subject matter enables teachers to capitalize on naturally occurring opportunities to talk about ideas and extend children's thinking.
- In order to make sense of what they are observing, teachers need a clear understanding of what development looks like in each of the five areas of learning, and they also need to understand and appreciate normal variation.
- Teachers need explicit training in how to use new forms of assessment – not only to judge a child's progress, but to evaluate and improve their own teaching processes.
- Teachers may need additional training to learn how to document children's thinking AND to understand and analyze errors in thinking AND to build on children's strengths.

NEGP "Principles and Recommendations for Early Childhood Assessments", February 1998

Developmentally Appropriate Practice

- Knowledge of child development allows professionals to make predictions about what activities, materials, interactions, or experiences will be healthy, interesting, achievable, and also challenging to children.

- Knowledge of individual strengths, interests, and needs allows professionals to adapt for and be responsive to inevitable and individual variation.
- Knowledge of social/cultural contexts in which children live allows professionals to ensure that learning experiences are meaningful, relevant and respectful for the participating children and their families.

Position Statement of the National Association for the Education of Young Children, adopted July 1996

<u>Guidelines for Using Assessment Data</u>

- Any single test or any assessment process must never be used to rank, exclude, or label children or to sanction their teachers.
- Retention should be rejected as a viable option for young children.
- Decisions about whether a child goes to first grade should not be made based upon the child's scores on any one instrument.
- Delaying children's entry into school and/or segregating them into extra year classes actually labels children as failures at the outset of their school experience.
- Children placed in segregated programs often encounter lowered expectation, have fewer positive peer role models for success and confidence, and lack access to the regular curriculum. For all of these reasons, their future progress tends to be more limited and many of them continue in the slow track throughout their schooling.
- Because the alternative treatments are often inadequate, this type of screening has fostered inequities and widens the gap between those deemed ready and unready.
- A major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders rather than on the shoulders of those who should provide opportunities and supports for learning. -NEGP

NEGP "Principles and Recommendations for Early Childhood Assessments", February 1998
NAEYC/NAECS/SDE, "Where We Stand on Curriculum, Assessment, and Program Evaluation", November 2003

Interpreting Early Childhood Assessment Data

- Interpret cautiously, conclude tentatively, and recheck.
- Always consider several possible interpretations of the information.

NAEYC/NAECS/SDE, "Where We Stand on Curriculum, Assessment, and Program Evaluation," November 2003

- Even the most carefully designed assessment instrument cannot, by itself, capture the complexity of a child's understanding.

NAEYC Recommendations for Achieving Developmentally Appropriate Early Childhood Programs

- A comprehensive professional preparation and development system is in place
- When individual children do not make expected learning progress, neither grade retention nor social promotion are used; instead, initiatives such as more focused time, individualized instruction, tutoring, or other individual strategies are used to accelerate children's learning.
- Group administered, standardized, multiple choice achievement tests are not used before third grade, preferably fourth grade.

A Position Statement of the National Association for the Education of Young Children, adopted July 1996

Principles of Child Development that Inform Developmentally Appropriate Practice

- Domains of children's development are closely related.
- Development in one domain influences and is influenced by development in other domains.
- Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
- Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
- Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.
- Development proceeds in predictable directions toward greater complexity, organization, and internalization.

- Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.
- Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
- Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.
- Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
- Children demonstrate different modes of knowing and learning and different ways of representing what they know.
- Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.