

Introduction to GKIDS 2.0

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Purpose

- Today's webinar is designed for district and/or school leaders who will communicate information and provide support for the GKIDS 2.0 assessment.
- Additional webinars, posted on the GaDOE website, will provide information on the platform, train-the-trainer, etc.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0-Training.aspx>

GKIDS 2.0 Training Timeline



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February

**GKIDS Mid-Year
Checkpoint &
Introduction to
GKIDS 2.0**

Target Audience

STCs and other
district leaders

March

**GKIDS 2.0
Train-the-Trainer**

Target Audience

District or school
leaders responsible
for redelivery of
training to
kindergarten
teachers

May

**GKIDS 2.0
Online Training
Modules**

Target Audience

Kindergarten
teachers

Available via SLDS

May

**Introduction to
GKIDS 2.0 Data
Collection
Platform**

Target Audience

District and/or
school leaders
responsible for
uploading student
rosters or
monitoring/
accessing GKIDS 2.0
reports

Agenda

- Background
- Overview
 - Redesign
 - What is Assessed?
 - Who is Assessed?
 - How are Students Assessed?
 - Data Collection & Entry
- Roles and responsibilities
 - District leaders
 - School leaders

Background



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GKIDS

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

Need for Change!



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

GKIDS Reform/Redesign

Fall 2015 Surveys

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

Summer 2016 Focus Groups

45 Kindergarten teachers
5 regions across the state

GKIDS Survey: Listening to Teachers



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

Vision for GKIDS 2.0

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



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GKIDS 2.0 Development Timeline



Overview

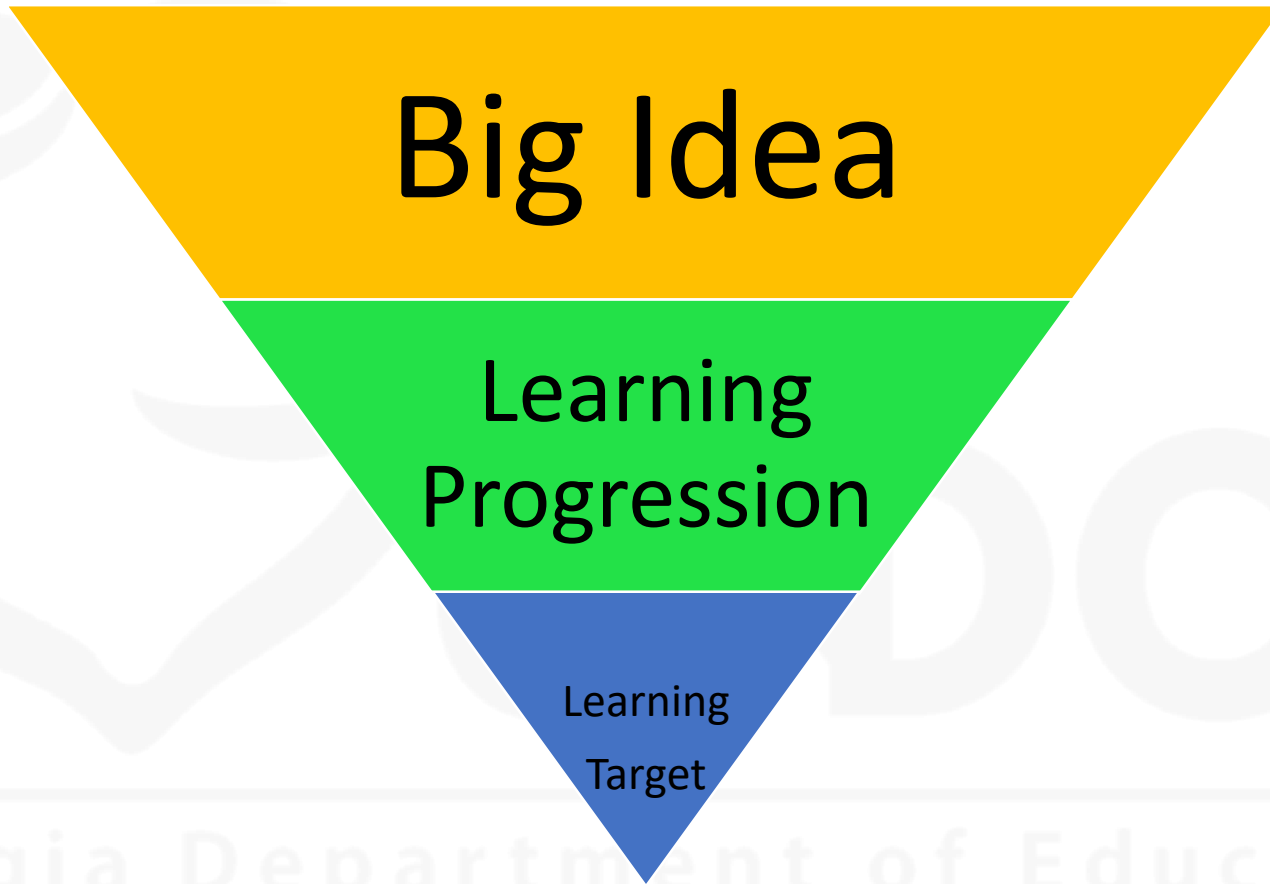
GKIDS 2.0

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



Identifies what a student already knows, what the student needs next, and allows teachers to monitor growth

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Redesign

GKIDS 1.0

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

GKIDS 2.0

- Primary purpose is to provide ongoing *formative* information about students' developing skills in
 - ELA (3 big ideas /7 progressions)
 - Math (4 big ideas/5 progressions)
 - Personal/Social Development (1 big idea/2 progressions)
 - Approaches to Learning (1 big idea/3 progressions)
 - **17 required progressions to assess for each student**
- It is a tool to assist teachers in planning instruction.
- It also provides a summative component to serve as one indicator of first grade readiness.

What is Assessed?

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

ELA Big Ideas



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

Math Big Ideas

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

Science Big Ideas

- Big Idea: A kindergarten student will demonstrate an understanding of basic physical science concepts.
 - Progression 1: Physical Attributes
 - Progression 2: Motion
- Big Idea: A kindergarten student will demonstrate an understanding of basic life science concepts.
 - Progression 1: Organisms & Non-living Objects
- Big Idea: A kindergarten student will demonstrate an understanding of basic earth and space science concepts.
 - Progression 1: Time Patterns
 - Progression 2: Earth Materials

Social Studies Big Ideas

- Big Idea: A kindergarten student will demonstrate an understanding of basic historical concepts.
 - Progression 1: Historical Understandings
- Big Idea: A kindergarten student will demonstrate an understanding of basic concepts of geography.
 - Progression 1: Geographic Understandings
- Big Idea: A kindergarten student will demonstrate an understanding of good citizenship.
 - Progression 1: Civic Understandings
- Big Idea: A kindergarten student will demonstrate an understanding of basic economic concepts.
 - Progression 1: Economic Understandings

Approaches to Learning Big Ideas



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- Big Idea: A kindergarten student will demonstrate behaviors used to acquire new knowledge and skills and engage in the learning process.
 - Progression 1: Curiosity and Initiative
 - Progression 2: Creativity and Problem-Solving
 - Progression 3: Attention, Engagement, and Persistence

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Personal and Social Development Big Ideas

- Big Idea: A kindergarten student will demonstrate skills and behaviors used for self-regulation and interactions with others.
 - Progression 1: Personal Development and Self-Regulation
 - Progression 2: Social Development/Classroom Interactions

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Motor Skills Big Ideas

- Big Idea: A kindergarten student will demonstrate age-appropriate fine and gross motor skills.
 - Progression 1: Fine Motor Skills
 - Progression 2: Gross Motor Skills

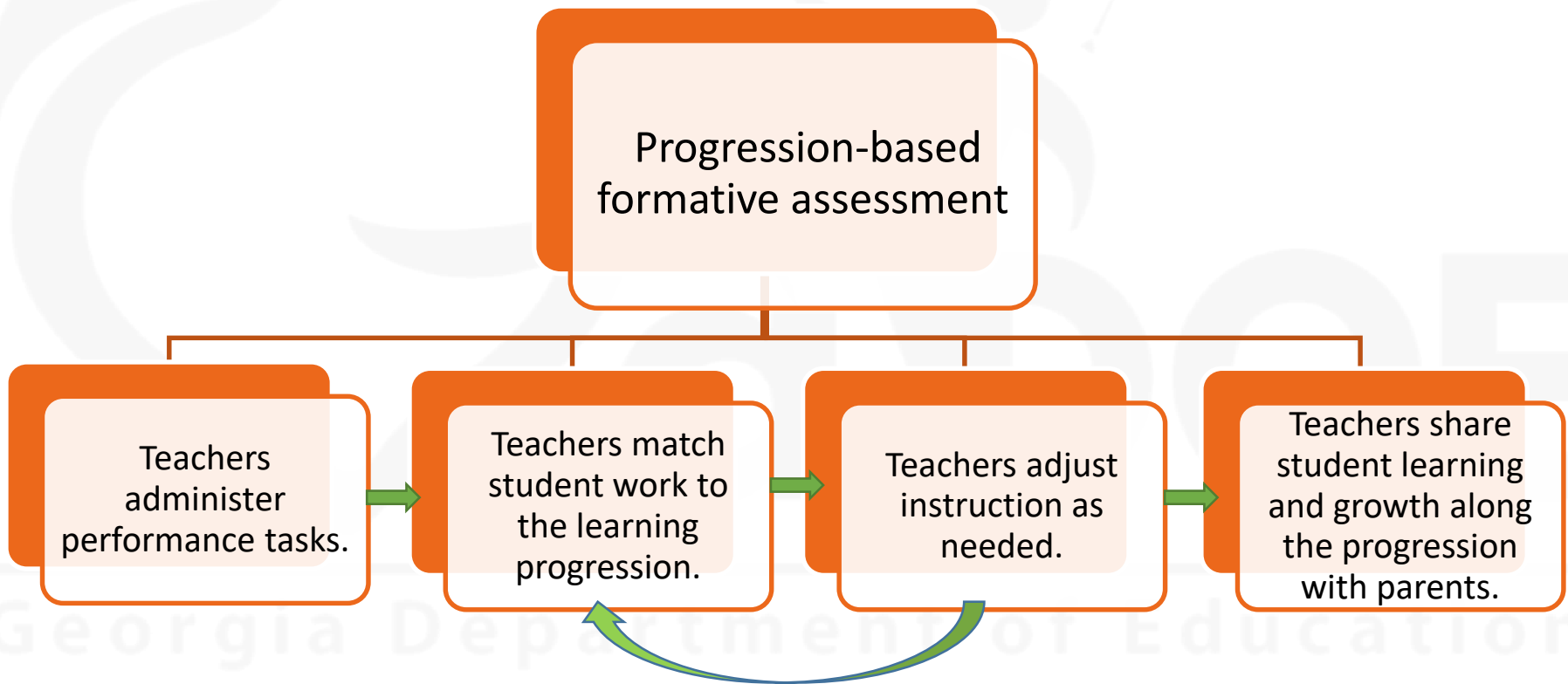
Who is Assessed?

- GKIDS 2.0 is designed to provide information for ALL students enrolled in kindergarten by
 - allowing students of varying levels of ability to participate in all activities
 - identifying students' current level of knowledge, skill, and concept development
 - monitoring student growth on progressions throughout the school year.
- Performance tasks are appropriate to use with all students.

Special Populations

- Designed to promote accessibility for all students.
- Because of the range of students' development and learning in kindergarten, some features that often are perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances.
- Allows for a range of actions, material presentations, procedures, and settings that are acceptable for use with *all* students when administering the GKIDS 2.0.
- Because teachers have the freedom to assess according to the individual needs of each student, standard accommodations are allowed if the accommodations are a part of the student's IEP, IAP, or EL/TPC plan.

How are Students Assessed?



Example Progression - Shapes

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

Performance Tasks

- Performance tasks have been developed for each learning target within English Language Arts and Mathematics.
- These tasks have been vetted by a representative group of kindergarten teachers statewide through two year-long pilots.
- Each task includes a process clarification (where necessary), materials list, a script, and guidance for instruction and evaluation.
- The use of the provided performance tasks is optional.

Sample Performance Task



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COB-1

Learning Target(s):	<ol style="list-style-type: none">Counts 1 -10 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many."Given a set of up to 10 objects, matches a written numeral to represent the number of objects.
<i>Emerging</i>	

Manipulatives or Materials:

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

Process Clarification:

Part A:

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

Part B:

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

Sample Performance Task (continued)



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Performance Task Activity:

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

Part A:

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

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

Part B:

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



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Data Collection and Entry

- Data collection and reporting will be completed within the newly developed GKIDS 2.0 platform.
 - Readiness Check data will also be entered within this platform.
- Information and screen shots will be provided in the manual to guide users through the platform.
- Teachers will collect data on student performance throughout the school year.
- The state requirement for data entry is once per year and will be included on the assessment calendar.
- Districts will continue to have the option of including additional data collection windows.

GKIDS 2.0 Resources



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- GKIDS 2.0 Administration Manual
 - Contains background information and the development process
 - Includes all activities and associated performance levels
 - Provides process clarifications to aid administration and rating student performance
- Optional Resources and Materials
 - Checklists which may be used to collect data
 - A materials list for planning
 - Sample materials such as shapes and recording sheets

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Upcoming Dates

Topic	Dates
Conclusion of Pilot	April 2019
Train-the-Trainer Webinars	March 7 and March 12, 2019
Introduction to the GKIDS 2.0 Data Collection Platform Webinars	May 7 and May 16, 2019
Administration Manual and other materials available on GaDOE website	May 2019
Online Modules available for Kindergarten Teachers	May 2019
GKIDS 2.0 platform available statewide	July 2019

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Roles and Responsibilities



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District Responsibilities

- Manage the roster upload process
 - Training will be provided at a later date (May).
- Add user accounts for leadership at the school level
- Communicate with the school leadership team at the local schools (principal, school test coordinator)

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School Responsibilities

- Manage user accounts for the teachers at your school.
- View school and class reports.
- Meet regularly with teachers regarding updates.
- Provide materials and training to kindergarten teachers.

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Things to Consider

Decisions to be made include but are not limited to:

- roster upload or manual entry of students
- use of GaDOE tasks or flexibility to use other pieces of evidence
- administration of non-required domains
- report card implications
- considerations of other local assessments to ensure duplication and repeated efforts do not occur (impact on instructional time)
- local deadlines for data entry and reporting beyond end of year state requirements
- communication with parents
- training plan and timelines for local schools
- the inclusion of ongoing support and opportunities for collaboration among teachers and leaders throughout the year

Teacher Training Modules






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- Training modules for kindergarten teachers will be available via SLDS in early May.
- The modules are broken up into manageable parts, allowing districts and/or schools flexibility in scheduling, review, and discussion.







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Examples of Modules

Introduction to GKIDS 2.0

-  Overview
-  What are Big Ideas and Learning Progressions?
-  How is the Readiness Check integrated into GKIDS 2.0?

GKIDS 2.0 Platform

-  General Navigation
-  Adding Students
-  Student Release and Acquire
-  Entering Student Performance - Readiness Check
-  Entering Student Performance - Learning Progressions
-  Reports

Upcoming Training

- A train-the-trainer webinar will be held on March 7th with a live repeat on March 12th.
- The purpose of this webinar is to provide district and school leaders an overview of things to consider when planning for training sessions with kindergarten teachers.
- **Target Audience:** District or school leaders responsible for redelivery of training to kindergarten teachers

Contact Information

Dr. Jan Reyes

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

Dr. Sandy Greene

Director of Assessment Administration
404-656-0478 or sgreene@doe.k12.ga.us

Bobbie Bable

GKIDS Assessment Specialist
404-657-6168 or bbable@doe.k12.ga.us