

TESTING BRIEF
Spring 2009 Georgia Kindergarten Inventory of Developing Skills (GKIDS)
August 2008 - May 15, 2009

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

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

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Approaches to Learning and Personal/Social Development. The end of the year summary provides aggregated student performance in English Language Arts, Mathematics, Approaches to Learning and Personal/Social Development. Each element of the GPS in the academic domains are assessed using two to five of the performance levels of Not Yet Demonstrated, Emerging, Progressing, Meets the Standard and Exceeds the Standard. The non-academic categories are assessed as Area of Concern, Developing or Consistently Demonstrating.

The GKIDS end of year summary outlines the number of elements included in each strand of the kindergarten GPS, the mean number of elements assessed, the mean number of elements that meet or exceed the standards in each strand and the mean percentage of the elements that meet or exceed the standards in each required content area. The detail for the non-academic areas includes the mean number or percentage of elements that are consistently demonstrated.

Each performance field is calculated at the student level and subsequently aggregated to produce school, system, and state reports.

KEY FINDINGS
English/Language Arts

- On average, students met or exceeded 81.5% of the Reading strand elements of ELA by the end of the 2008-2009 reporting year.
- On average, students met or exceeded 77.0 % of the Writing strand elements of ELA by the end of the 2008-2009 reporting year.
- On average, students met or exceeded 85.8 % of the Listening/Speaking/Viewing strand elements of ELA by the end of the 2008-2009 reporting year.
- Overall, there was an average of 82.2% of the ELA elements that were met or exceeded by the end of the 2008-2009 reporting year.

KEY FINDINGS
Mathematics

- On average, students met or exceeded 80.3% of the Numbers and Operations strand elements of Mathematics by the end of the 2008-2009 reporting year.
- On average, students met or exceeded 89.9% of the Measurement strand elements of Mathematics by the end of the 2008-2009 reporting year.
- On average, students met or exceeded 87.8% of the Geometry strand elements of Mathematics by the end of the 2008-2009 reporting year.
- On average, students met or exceeded 77.7% of the Data Analysis and Probability strand elements of Mathematics by the end of the 2008-2009 reporting year.
- Overall, there was an average of 85.0% of all Mathematics elements that were met or exceeded by the end of the 2008-2009 reporting year.

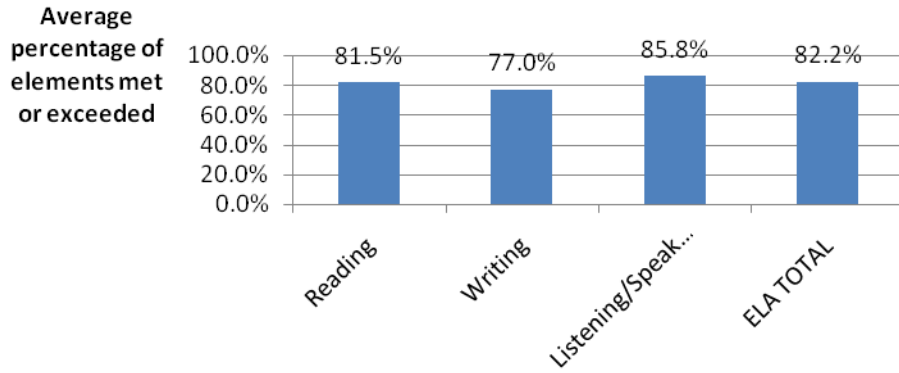
KEY FINDINGS
Approaches to Learning

- On average, students consistently demonstrated 84.5% of the Curiosity and Initiative strand elements of Approaches to Learning by the end of the 2008-2009 reporting year.
- On average, students consistently demonstrated 69.1% of the Creativity and Problem Solving strand elements of Approaches to Learning by the end of the 2008-2009 reporting year.
- On average, students consistently demonstrated 69.8% of the Attention/Engagement strand elements of Approaches to Learning by the end of the 2008-2009 reporting year.
- Overall, there was an average of 73.9% of all Approaches to Learning elements that were consistently demonstrated by the end of the 2008-2009 reporting year.

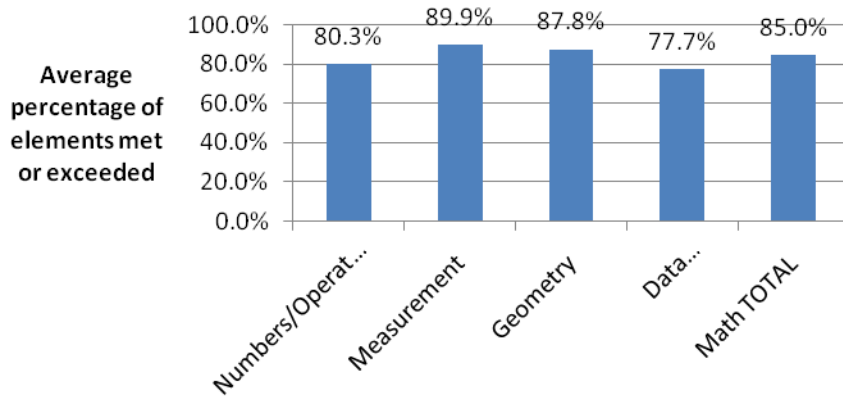
KEY FINDINGS
Personal/Social Development

- On average, students consistently demonstrated 80.0% of the Personal strand elements of Personal/Social Development by the end of the 2008-2009 reporting year.
- On average, students consistently demonstrated 80.2% of the Social strand elements of Personal/Social Development by the end of the 2008-2009 reporting year.
- Overall, there was an average of 80.1% of all Personal/Social Development elements that were consistently demonstrated by the end of the 2008-2009 reporting year.

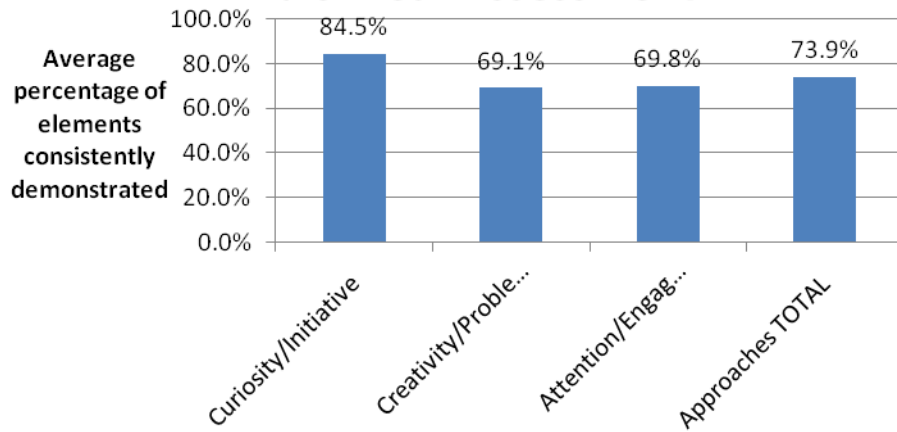
English/Language Arts End of Year Assessment



Mathematics End of Year Assessment



Approaches to Learning End of Year Assessment



Personal/Social Development End of Year Assessment

