

TESTING BRIEF
Spring 2019 Georgia Kindergarten Inventory of Developing Skills (GKIDS)
August 1, 2018 - May 13, 2019

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

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

Teachers evaluate each content standard element within the academic domains using two to five of the performance levels: Not Yet Demonstrated, Emerging, Developing, Demonstrating the Standard, or Exceeding the Standard. The non-academic categories are evaluated using the performance levels of Area of Concern, Developing, or Consistently Demonstrating. Results for GKIDS are reported as the average percent of elements achieved by students.

KEY FINDINGS
English Language Arts (ELA)

- On average, students demonstrated or exceeded 77.9% of the elements within the Reading strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 66.8% of the elements within the Writing strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 82.4% of the elements within the Speaking and Listening strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 73.6% of the elements within the Language strand by the end of the 2018-2019 school year.
- Overall, students demonstrated or exceeded an average of 75.4% of all ELA elements by the end of the 2018-2019 school year.

KEY FINDINGS
Mathematics

- On average, students demonstrated or exceeded 85.5% of the elements within the Counting and Cardinality strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 76.3% of the elements within the Operations and Algebraic Thinking strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 73.4% of the elements within the Numbers and Operations in Base 10 strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 84.3% of the elements within the Measurement and Data strand by the end of the 2018-2019 school year.
- On average, students demonstrated or exceeded 84.5% of the elements within the Geometry strand by the end of the 2018-2019 school year.
- Overall, students demonstrated or exceeded an average of 82.7% of all Mathematics elements by the end of the 2018-2019 school year.

KEY FINDINGS
Approaches to Learning

- On average, students consistently demonstrated 85.1% of the elements within the Curiosity and Initiative strand by the end of the 2018-2019 school year.
- On average, students consistently demonstrated 73.5% of the elements within the Creativity and Problem Solving strand by the end of the 2018-2019 school year.
- On average, students consistently demonstrated 71.3% of the elements within the Attention/Engagement strand by the end of the 2018-2019 school year.
- Overall, students consistently demonstrated an average of 76.0% of all Approaches to Learning elements by the end of the 2018-2019 school year.

KEY FINDINGS
Personal/Social Development

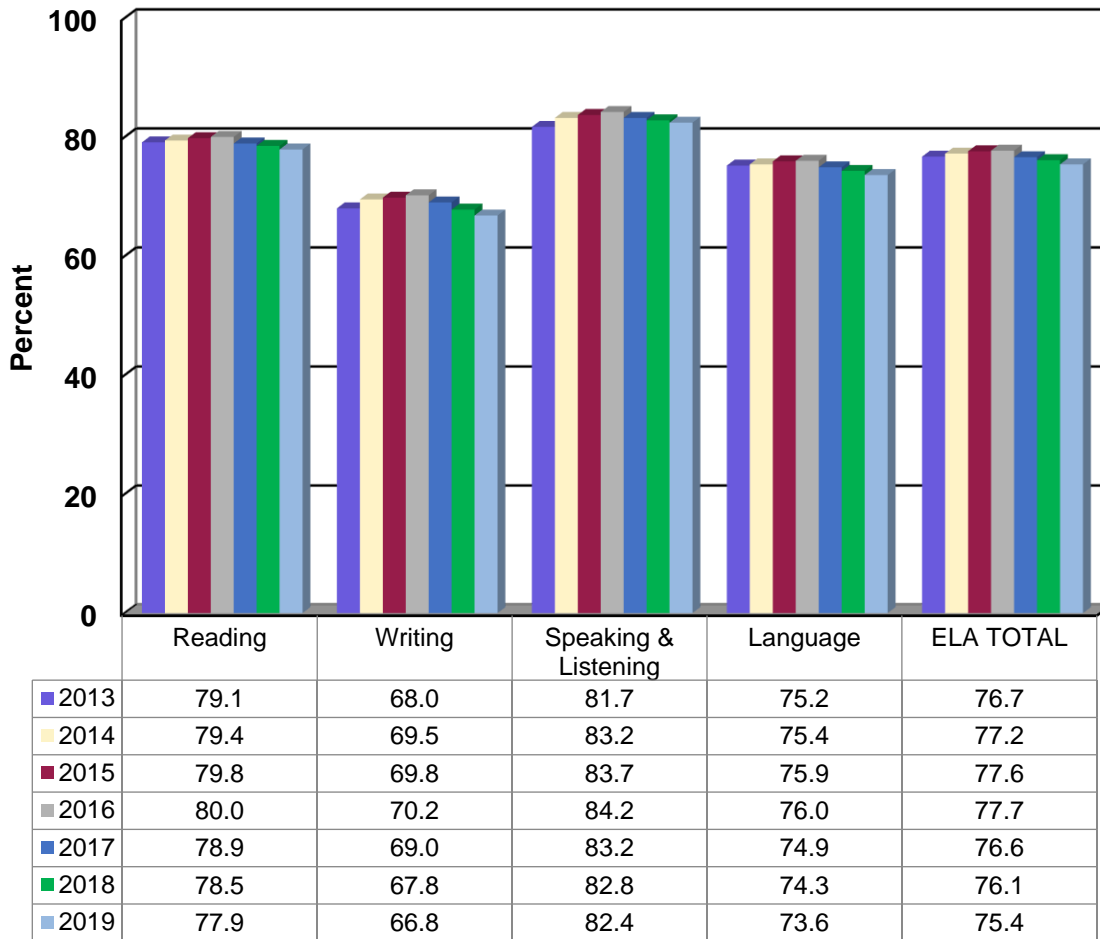
- On average, students consistently demonstrated 81.7% of the elements within the Personal strand by the end of the 2018-2019 school year.
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- On average, students consistently demonstrated 81.8% of the elements within the Social strand by the end of the 2018-2019 school year.
- Overall, students consistently demonstrated an average of 81.7% of all Personal/Social Development elements by the end of the 2018-2019 school year.

**GKIDS: English Language Arts (ELA) End of Year Summary
Average Percent of Elements Rated Demonstrating or Exceeding the Standard***

	Strand of Elements				
	Reading	Writing	Speaking & Listening	Language	ELA TOTAL
2013	79.1%	68.0%	81.7%	75.2%	76.7%
2014	79.4%	69.5%	83.2%	75.4%	77.2%
2015	79.8%	69.8%	83.7%	75.9%	77.6%
2016	80.0%	70.2%	84.2%	76.0%	77.7%
2017	78.9%	69.0%	83.2%	74.9%	76.6%
2018	78.5%	67.8%	82.8%	74.3%	76.1%
2019	77.9%	66.8%	82.4%	73.6%	75.4%

*Note: Prior to 2018, data reflect the average percent of elements rated as Met or Exceeded the Standard.

**GKIDS: English Language Arts
Average Percent of Elements Rated Demonstrating or
Exceeding the Standard***

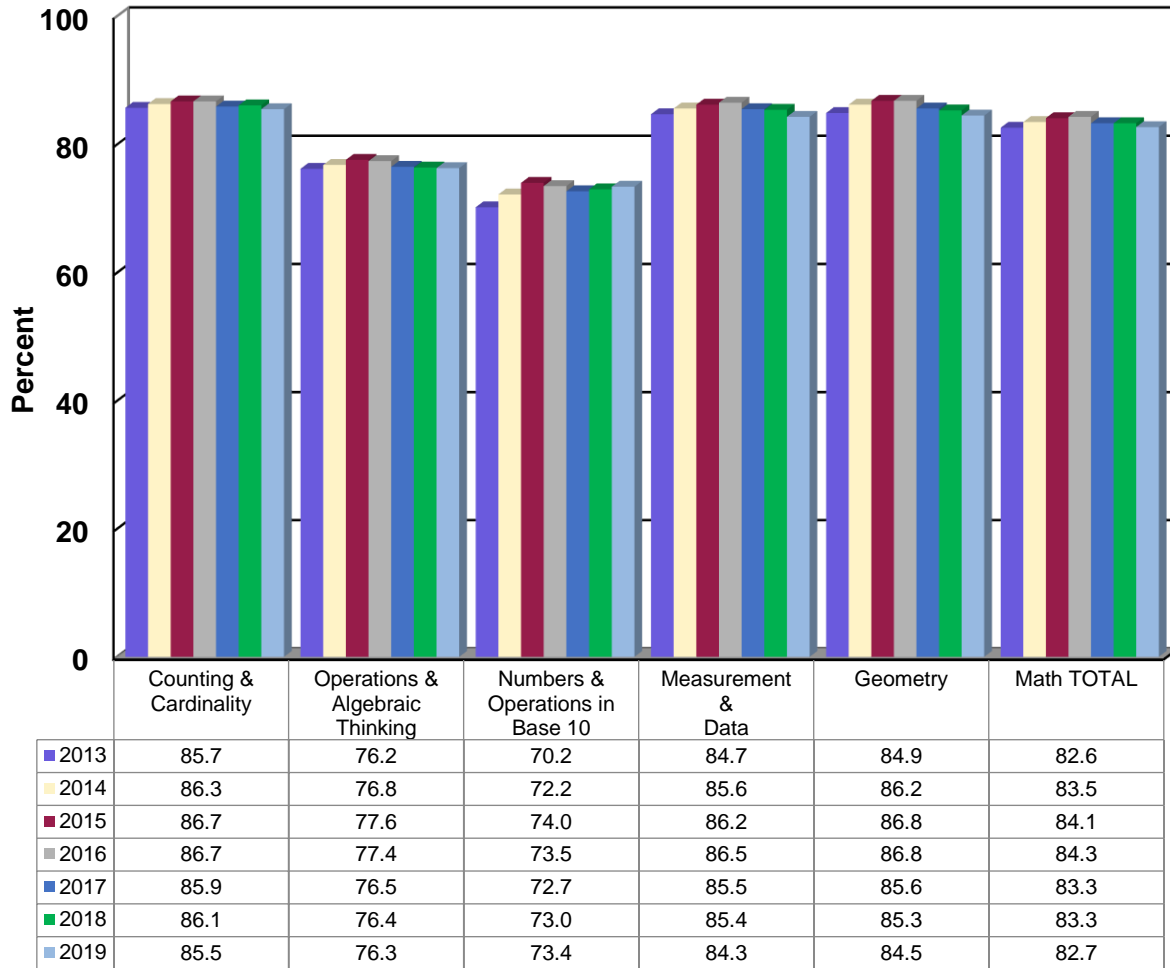


*Note: Prior to 2018, data reflect the average percent of elements rated as Met or Exceeded the Standard.

GKIDS: Mathematics End of Year Summary						
Average Percent of Elements Rated Demonstrating or Exceeding the Standard*						
	Strand of Elements					
	Counting & Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement & Data	Geometry	Math TOTAL
2013	85.7%	76.2%	70.2%	84.7%	84.9%	82.6%
2014	86.3%	76.8%	72.2%	85.6%	86.2%	83.5%
2015	86.7%	77.6%	74.0%	86.2%	86.8%	84.1%
2016	86.7%	77.4%	73.5%	86.5%	86.8%	84.3%
2017	85.9%	76.5%	72.7%	85.5%	85.6%	83.3%
2018	86.1%	76.4%	73.0%	85.4%	85.3%	83.3%
2019	85.5%	76.3%	73.4%	84.3%	84.5%	82.7%

*Note: Prior to 2018, data reflect the average percent of elements rated as Met or Exceeded the Standard.

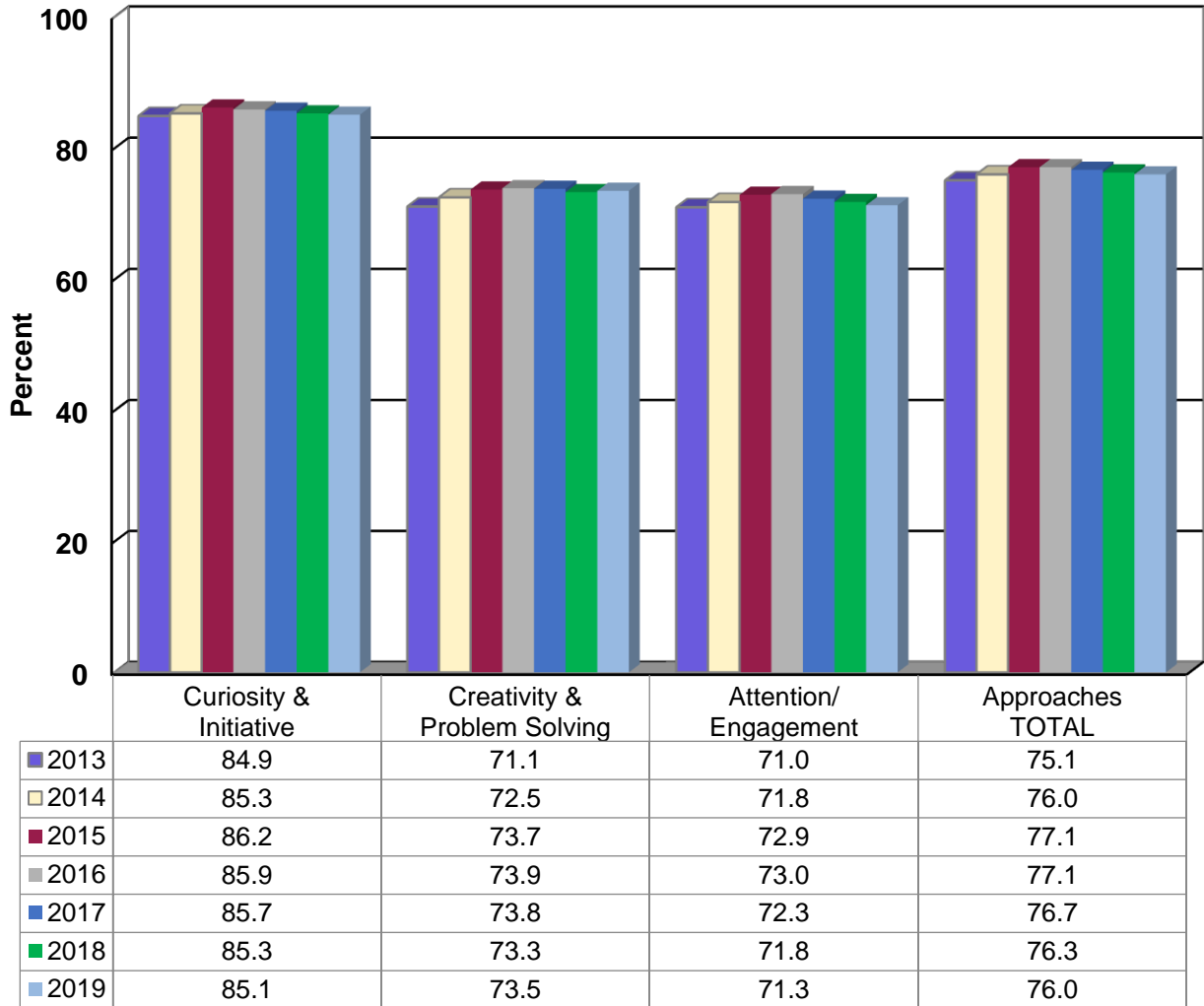
**GKIDS: Mathematics
Average Percent of Elements Rated Demonstrating or
Exceeding the Standard***



*Note: Prior to 2018, data reflect the average percent of elements rated as Met or Exceeded the Standard.

GKIDS: Approaches to Learning End of Year Summary				
Average Percent of Elements Rated Consistently Demonstrated				
	Strand of Elements			
	Curiosity & Initiative	Creativity & Problem Solving	Attention/Engagement	Approaches TOTAL
2013	84.9%	71.1%	71.0%	75.1%
2014	85.3%	72.5%	71.8%	76.0%
2015	86.2%	73.7%	72.9%	77.1%
2016	85.9%	73.9%	73.0%	77.1%
2017	85.7%	73.8%	72.3%	76.7%
2018	85.3%	73.3%	71.8%	76.3%
2019	85.1%	73.5%	71.3%	76.0%

GKIDS: Approaches to Learning
Average Percent of Elements Rated Consistently Demonstrated



GKIDS: Personal/Social Development End of Year Summary Average Percent of Elements Rated Consistently Demonstrated			
	Strand of Elements		
	Personal	Social	Personal/Social TOTAL
2013	81.5%	81.4%	81.4%
2014	82.1%	82.3%	82.1%
2015	82.7%	82.4%	82.5%
2016	82.7%	82.6%	82.6%
2017	82.1%	82.2%	82.1%
2018	82.3%	82.3%	82.3%
2019	81.7%	81.8%	81.7%

**GKIDS: Personal/Social Development
Average Percent of Elements Rated Consistently Demonstrated**

