

Kindergarten Boot Camp 101

GKIDS, Report Cards, Placement Tests



GKIDS



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- Statewide Kindergarten assessment
 - Standards for GKIDS are assessed 4 times a year in the areas of Reading, Language Arts, Math, and Social/Emotional
 - Assessments are on going all year
 - Completed either one-on-one or in small groups
 - If students are either demonstrating or exceeding the standard then they are meeting the on grade level expectation



GKIDS



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- Exceeding the standard on GKIDS does not correlate with the requirement for acceleration
 - Standards will be reassessed throughout the year if a child is not meeting the standard

GKIDS Report

- Each report shows where students currently are in meeting a standard
- Only certain standards are assessed each 9 weeks
- All standards will have been assessed by end of year

GKIDS Detailed Student Report

Student: [REDACTED]

GTID: [REDACTED]

Date: May 01, 2018

School: Dolvin Elementary School

Teacher: Hemmann

Standard: English Lang Arts	Skill/Element Description	Rating					
		NA	ND	EM	DV	DM	EX
Story Reading Skills	Answer questions about a text, retell familiar stories						•
Words in a text	With support, ask and answer questions about words in a text					•	
Types of literary texts	Recognize common types of texts					•	
Authors and illustrations	Describe the role of the author and illustrations in a text					•	
Compare and contrast stories	Compare and contrast experience of characters in stories					•	
Group reading activities	Actively engage in group reading activities					•	
Informational texts	Answer questions about and describe informational texts					•	
Parts of a book	Identify front cover, back cover, and title page					•	
Author's supporting reasons	Identify the reasons an author gives to support points					•	
Compare informational texts	Identify similarities and differences in two texts					•	
Organization/features of print	(a) Follow words left-right, top-bottom, page-by-page					•	
	(b,c) Spoken words are represented by sequences of letters					•	
	(d) Recognize and name upper- and lower-case letters					•	
Spoken words, syllables, sounds	(a) Recognize and produce rhyming words					•	
	(b) Count, pronounce, blend, and segment syllables					•	
	(c) Blend and segment onsets and rimes					•	
	(d) Pronounce initial, medial vowel, and final sounds					•	
	(e) Add/substitute individual sounds to make new words					•	
Phonics and word analysis	(a,b) Demonstrate basic knowledge of consonants and vowels						•
	(c) Distinguish between similarly spelled words					•	
High-freq words; emergent texts	Read common high-frequency words and emergent-reader texts					•	
Opinion pieces	Draw, dictate, and write to compose opinion pieces					•	
Informative texts	Draw, dictate, and write to compose informative texts					•	
Narratives	Draw, dictate, and write to narrate an event					•	
Suggestions from peers	Respond to suggestions from peers to improve writing					•	
Writing tools	Explore tools to produce and publish writing					•	
Shared research/writing project	With support, participate in shared research and writing projects					•	
Collaborative conversations	(a,b) Participate in collaborative conversations					•	

Example of Reading Standard

Domain: English Language Arts

Standard: ELAGSEKRF3 Phonics and word analysis

Skill/Element: (a,b) Demonstrate basic knowledge of consonants and vowels

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	The student does not produce correct sounds for consonants or vowels.
Emerging	The student produces some correct sounds for consonants or vowels.
Developing	The student produces correct sounds for most consonants and vowels.
Demonstrating	The student consistently produces correct sounds for each consonant AND the long and short sounds for the five major vowels.
Exceeding	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').

Example of Reading Standard

Domain: English Language Arts

Standard: ELAGSEKRI1,2,3 Answer questions about informational texts

Skill/Element: Answer questions about and describe informational texts

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	The student does not ask or answer questions about key details in a text, identify the main topic, or retell details of a text.
Developing	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.
Demonstrating	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 inform

Example of Reading Standard

Domain: English Language Arts

Standard: ELAGSEKRF4 High-freq words and emergent-reader texts

Skill/Element: Read common high-frequency words and emergent-reader texts

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	The student does not read common high-frequency words by sight or emergent-reader texts with purpose and understanding.
Emerging	The student recognizes some high-frequency words by sight but does not yet read emergent-reader texts with purpose and understanding.
Developing	The student can read most high-frequency words by sight and begins to read emergent-reader texts with purpose and understanding.
Demonstrating	The student can consistently read high-frequency words by sight and emergent-reader texts with purpose and understanding.
Exceeding	The student reads high-frequency words and emergent-reader texts with mastery and reads more complex texts with purpose and understanding.

Example of Math Standard

Domain: Mathematics

Standard: MGSEKG1 Describe objects using shapes names/positions

Skill/Element: Describe objects using shape names and describe position

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	The student does not describe objects using the names of shapes or describe their relative positions.
Developing	The student correctly describes objects using the names of shapes and begins to describe their relative positions.
Demonstrating	The student correctly and consistently describes objects using the names of shapes AND correctly describes their relative positions.

Example of Math Standard

Domain: Mathematics

Standard: MGSEKOA2 Solve addition and subtraction word problems

Skill/Element: Solve addition and subtraction word problems

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	The student does not use objects or drawings to solve addition and subtraction word problems correctly.
Developing	The students begins to use objects or drawings to solve word problems involving adding and subtracting within 10.
Demonstrating	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.

Example of Math Standard

Domain: Mathematics

Standard: MGSEKNBT1 Compose and decompose numbers from 11-19

Skill/Element: Compose and decompose numbers from 11 to 19

Performance level descriptors for the above skill/element.

Not Yet Demonstrated	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.
Developing	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.
Demonstrating	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.
Exceeding	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.

Examples of Personal/Social Development

Domain: Personal and Social Development

Standard: PSDK1 Personal Development

Skill/Element: (c) Expresses emotions and needs through appropriate words and actions.

Domain: Personal and Social Development

Standard: PSDK2 Social Development

Skill/Element: (c) Follows directions and school rules.

These areas are rated as Area of Concern, Developing, or Consistently Demonstrating

Examples of Gross/Fine Motor

Domain: Motor Skills

Standard: MSK1 Fine Motor Skills

Skill/Element: (g)Cutting simple shapes with scissors.

[MSK2 \(h\)](#) : Throw a ball

[MSK2 \(i\)](#) : Catch a ball

[MSK2 \(j\)](#) : Kick a stationary ball

[MSK2 \(k\)](#) : Walk with bean bag on head

[MSK2 \(l\)](#) : Chase

[MSK2 \(m\)](#) : Dodge

[MSK2 \(n\)](#) : Cross the midline

These areas are rated as Area of Concern,
Developing, or Consistently Demonstrating.

Kindergarten Report Cards

- Sent home every 9 weeks
- Each subject (Reading, Language Arts, Math, Science, Social Studies, and Health) is given a grade of S (satisfactory), N (needs improvement), or U (unsatisfactory)

Conduct grades are given for each subject. Conduct is rated as Excellent (C1), Satisfactory (C2), Needs Improvement (C3), and Unsatisfactory (C4).

Kindergarten Report Cards

- Additional codes are listed for EIP, ESOL, IEP, and other needed comments.
- A code of what each number means is found at the bottom of the report card

5/22/2018

Grade Report

Dolvin Elementary
 10495 Jones Bridge Road
 Johns Creek, GA 30022

Principal: Laura Zoll
 Phone: (470)254-7020

Student Name:	[REDACTED]	Building:	Dolvin Elementary	School Year:	2018
Student ID:	[REDACTED]	Homeroom:	KK-01	Reporting Periods:	Q4
		Counselor:		Grade:	KK

Course	Section	Description	Bldg	Teacher	Q1	Q2	S1	Q3	Q4	S2	C1	C2	C3	Con	Credit
27.0110000	1	Math/ K	150	GALLOWAY, JESSICA L	S	S	S								0
41.0110000	1	Science/ K	150	GALLOWAY, JESSICA L	S	S	S	S	S	S				C2	0
17.0010000	1	Health/K	150	GALLOWAY, JESSICA L	S	S	S	S	S	S				C2	0
23.0010000	1	Lang Arts/ K	150	GALLOWAY, JESSICA L	S	S	S	S	S	S				C2	0
53.0010000	4	Gen Music/ K	150	DENNEY, PATRICK B	S	S	S	S	S	S	6			C1	0
38.0010000	1	Phy Ed/ K	150	MALOY, MATTHEW S	S	S	S	S	S	S				C2	0

Diagnostic Placement Tests

- Students are screened twice a year with Fastbridge, BAS, and GKIDS data. Qualifying students are tested.
- Advanced curriculum in math is 1 semester ahead. There is no advanced reading until January of 1st grade.
 - Example: all K students are in Kindergarten, Semester 1. ADV would begin Kindergarten, semester 2
- Accelerate curriculum in math and reading are 2 semesters ahead (1 grade level)
 - Example: all K students are in Kindergarten, Semester 1. ACC would begin 1st grade, semester 1