GTID: 1234500001
First Name: Sample
Last Name: Student1
Birth Date:

Teacher: Sample Teacher1
School: Sample School5
System: Sample System
Code: 1200005

INDIVIDUAL STUDENT REPORT
**Georgia Kindergarten Inventory
of Developing Skills 2.0**
10/20/2022

GKIDS

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a yearlong, performance based assessment. The GKIDS 2.0 Individual Student Report (ISR) provides information on your child's overall performance in kindergarten. GKIDS 2.0 is one measure of your child's readiness for first grade.

## How to Interpret the GKIDS 2.0 Report

| English Language Arts | | |
|---|---|---|
| **①** Understands the relationship between letters and sounds and recognizes high-frequency words with speed and accuracy | **②** Phonemic Awareness | **③** ★★★☆☆ **④** |
| | Phonics | ★★☆☆☆ |
| | High-Frequency Words | ★★☆☆☆ Comprehensive Support |

### ① Big Idea

A big idea describes kindergarten skills that are most important for success in first grade.

### ② Learning Progression

A learning progression shows how your child will have opportunities over the school year to demonstrate understanding of skills from least difficult to most difficult. For additional information on the skills measured by each learning progression, as well as resources to help you support your child's progress at home, visit the GKIDS 2.0 parent resource website at gkidsparent.gadoe.org.

### ③ Performance Level

The performance level indicates where your child is performing within a specific learning progression. Stars are used to indicate your child's performance level. The goal for a kindergarten student is to reach the Demonstrating level by the end of the year.

| Not Yet Demonstrating | Beginning | Emerging | Developing | Demonstrating | Exceeding |
|---|---|---|---|---|---|
| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★☆ | ★★★★★★ |

**Not Yet Assessed (NYA):** The student has not been assessed on this concept or skill.

### ④ Support Level

The support level notes if additional support was necessary for the student to show what they know and can do. This support may be provided based on student need. If no additional support was necessary, the section will be blank. For additional information on supports, visit the GKIDS 2.0 parent resource website at gkidsparent.gadoe.org.

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## Your Child's Results

### English Language Arts

| | | | |
|---|---|---|---|
| Understands the relationship between letters and sounds and recognizes high-frequency words with speed and accuracy | Phonemic Awareness | ★★★★☆ | |
| | Phonics | ★☆☆☆☆ | |
| | High-Frequency Words | ★★☆☆☆ | Comprehensive Support |
| Independently reads grade-level texts of different genres with accuracy and demonstrates comprehension by answering text dependent questions | Comprehension | ★★★☆☆ | |
| Independently writes more than one complete thought on a single topic, using phonetic spelling and key print conventions | Conventions of Writing | ★★☆☆☆ | Comprehensive Support |
| | Spelling | ★★★★★ | |
| | Communication of Ideas | ★★☆☆☆ | |

### Mathematics

| | | |
|---|---|---|
| Explains the relationship between numbers and quantities; counts forward and backward in sequence; identifies, writes, represents, and compares numbers; composes and decomposes numbers; uses addition, subtraction, and equality to solve problems | Counting & Cardinality | ★★☆☆☆ |
| | Count Sequences | ★★★☆☆ |
| | Written Numerals & Comparison of Quantities | ★★☆☆☆ |
| | Addition & Subtraction | NYA |
| Explains, extends, and creates repeating patterns; describes patterns involving the passage of time | Patterns & Passage of Time | ★★★☆☆ |
| Observes, describes, and compares the physical and measurable attributes of objects; analyzes graphical displays of data | Comparison & Classification of Objects | ★★☆☆☆ |
| Identifies, describes, and compares basic shapes; forms 2-dimensional shapes and three-dimensional figures | Shapes & Positional Language | ★★★☆☆ |

### Approaches to Learning

| | | |
|---|---|---|
| Demonstrates behaviors used to acquire new knowledge and skills and engage in the learning process | Curiosity and Initiative | ★★★☆☆ |
| | Creativity and Problem-Solving | ★★☆☆☆ |
| | Attention, Engagement, and Persistence | ★★☆☆☆ |

### Personal and Social Development

| | | |
|---|---|---|
| Demonstrates skills and behaviors used for self-regulation and interactions with others | Personal Development and Social Regulation | ★★☆☆☆ |
| | Social Development/Classroom Interactions | ★★☆☆☆ |

| Not Yet Demonstrating | Beginning | Emerging | Developing | Demonstrating | Exceeding |
|---|---|---|---|---|---|
| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ | ★★★★★★ |

**Not Yet Assessed (NYA):** The student has not been assessed on this concept or skill.

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## Your Child's Results

### Science

| Demonstrates an understanding of basic physical science concepts | Physical Attributes | ★★★★☆ | |
| | Motion | ★★★★☆ | |
| Demonstrates an understanding of basic life science concepts | Life Science | ★★★☆☆ | |
| Demonstrates an understanding of basic earth and space science concepts | Space Science | NYA | |
| | Earth Materials | NYA | |

### Social Studies

| Demonstrates an understanding of basic historical concepts | Historical Understandings | ★★★☆☆ | |
| Demonstrates an understanding of basic geographic concepts | Geographic Understandings | ★★★★★ | |
| Demonstrates an understanding of good citizenship concepts | Civic Understandings | ★★★☆☆ | |
| Demonstrates an understanding of basic economic concepts | Economic Understandings | ★★★☆☆ | Comprehensive Support |

### Motor Skills

| Demonstrates age-appropriate fine and gross motor skills | Gross Motor Skills | ★★★★☆ | |
| | Fine Motor Skills | ★★☆☆☆ | |

| Not Yet Demonstrating | Beginning | Emerging | Developing | Demonstrating | Exceeding |
|---|---|---|---|---|---|
| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ | ★★★★★★ |

**Not Yet Assessed (NYA):** The student has not been assessed on this concept or skill.