



# Curriculum Guide



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## Welcome to Kindergarten

Together, we can help your child achieve educational excellence.

We encourage you to talk with your child about what they are learning and support their learning at home.

**INSPIRE. ACHIEVE. EXCEL.**





## CURRICULUM OVERVIEW

The DeKalb County School District values a strong parent-school partnership and invites you to discover more about what your child will learn this year through this publication, Curriculum Connections.

DeKalb’s curriculum for grades K-12 is aligned to the state-adopted Georgia Standards of Excellence in language arts, mathematics, science, and social studies. In addition to core studies, students in DeKalb County Schools are offered a variety of learning experiences to develop the whole child.

DeKalb County School District prepares students for college and careers through a laser focus on rigorous, relevant classroom instruction related to each child’s needs. The curriculum was developed by DeKalb teachers for DeKalb students and is aligned with the district’s mission to ensure student success, leading to higher education, work, and lifelong learning.

Each unit of study prioritizes essential concepts and skills students should master in that grade or course. The curriculum offers engaging learning experiences that are based on tasks that require critical thinking and application of knowledge in real-world situations. Instructional resources and digital tools, as well as support services, help every student reach their potential.



## LANGUAGE ARTS

Students enter kindergarten with a wide variety of cognitive abilities and life experiences as

they transition from oral to written literacy. They begin to demonstrate their understanding of the organizational and basic features of print as they learn to track print and distinguish words from pictures and letters from words. Students should learn the basics of sound-print code and begin to develop comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity, including both story books and simple informational texts. Students will begin to connect their inquiries and responses directly to the text and identify main ideas, as well as develop the ability to write letters, represent words with letters, identify some high-frequency sight

words, and understand some basic conventions of language. Kindergarteners will continue to increase the complexity of their spoken language and to use language in both one-on-one and group settings.

While the Kindergarten English Language Arts and Literacy Georgia Standards for Excellence (ELAGSE) make clear specific expectations for reading, writing, speaking and listening, and language, it is important to note that several standards can be taught through a single task that challenges students' thinking.

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KINDERGARTENERS WILL CONTINUE TO INCREASE THE COMPLEXITY OF THEIR SPOKEN LANGUAGE AND TO USE LANGUAGE IN BOTH ONE-ON-ONE AND GROUP SETTINGS.  
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Content standards for kindergarten are arranged within the following domains and clusters:

### READING FOUNDATIONAL SKILLS

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

### READING LITERARY

- Key ideas and details
- Craft and structure



- Integration of knowledge and ideas
- Range of reading/Text complexity

## READING INFORMATIONAL

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading/Text complexity

## WRITING

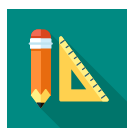
- Text types and purposes
- Production/Distribution
- Research/Present knowledge
- Range of writing

## LANGUAGE

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

## SPEAKING AND LISTENING

- Comprehension and collaboration
- Presentation of knowledge and ideas



## MATHEMATICS

The Kindergarten mathematics curriculum provides instruction to build mathematical concepts, procedures, and skills. It provides a balance of computational fluency, procedural fluency, and problem solving. These types of activities help build mathematical literacy for our students to be successful with meeting and exceeding the expectations of the Georgia Standards of Excellence.

The Kindergarten curriculum focuses on two critical areas:

1. Representing, relating, and operations on whole numbers, initially with sets of objects
2. Describing shapes and space with more learning time devoted to building numeracy

To achieve the level of rigor in the mathematics classroom daily kindergarten students will be asked to persevere and attend to precision on all math learning experiences.

Content standards for kindergarten are arranged within the following domains and clusters:

## COUNTING AND CARDINALITY

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

## OPERATIONS AND ALGEBRAIC THINKING

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

## NUMBER AND OPERATIONS IN BASE TEN

- Work with numbers 11–19 to gain foundations for place value

## MEASUREMENT AND DATA

- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories

## GEOMETRY

- Identify and describe shapes
- Analyze, compare, create, and compose shapes

Kindergarten students will use a variety of strategies and math tools as they learn math. They will be asked to demonstrate their understanding using pictures, words, numbers, and concrete models. The use of technology is an integral part of supporting the teaching and learning of the content standards. Students will use problem-solving strategies and processes within the problem-based learning environment.



## SCIENCE

Science consists of a way of thinking and investigating, as well as growing a body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge. They also need the ability to engage in Science and Engineering Practices, and to use scientific and technological information correctly. Technology is infused into the curriculum and the safety of the student will be foremost in instruction.

The kindergarten science curriculum engages students in raising questions about the world around them. Though not



developmentally ready for in-depth explanations, kindergarten students wonder why things move, and note the various patterns in their movement (e.g., the sun and the moon appear and disappear in the sky).

In kindergarten, students will:

- Learn to use whole numbers to describe scientific data and how to identify parts of things (e.g., tools and toys)
- Use their senses (sight, smell, taste, touch, and sound) to group objects and make observations about the physical world
- Describe, compare, and sort items according to physical attributes (e.g., number, shape, texture, size, weight, color, and motion)
- Learn to follow rules to stay safe



## SOCIAL STUDIES

In kindergarten, students begin to understand the foundations of the social studies strands:

history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of geography are presented including land and water features on simple maps and globes and location. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts of work, community helpers and making choices are introduced, as well as the following social studies skills:

### MAP AND GLOBE SKILLS

- Use cardinal directions

### INFORMATION PROCESSING SKILLS

- Compare similarities and differences
- Organize items chronologically
- Identify issues and/or problems and alternative solutions



## WORLD LANGUAGES/ DUAL LANGUAGE IMMERSION

The foundation for dual language acquisition may begin in kindergarten. Students entering the world language program in kindergarten will have little or no prior knowledge of language and culture. The focus is on the standards of interpersonal, interpretive, and presentational communication. Learning to speak and listen are critical skills that students will begin to develop in the target language. Language learning will be supported by comprehensible input strategies. The target language will be the mode of communication while students are in the classroom.

The kindergarten curriculum focuses on the areas of Interpersonal Communication (IP); Interpretive Mode of Communication (INT); Presentational (P); Cultural Perspectives, Practices, and Products (CU); and Connections, Comparisons, and Communities (CCC).

### PRESENTATIONAL MODE OF COMMUNICATION

- Share basic information about self
- Present age-appropriate songs
- Copy character and words
- Illustrate language by using graphic organizers and pictures
- Make lists

### INTERPRETIVE MODE OF COMMUNICATION

- Understand simple spoken language, simple sentences, or phrases
- Demonstrate proficiency in listening comprehension
- Infer meaning by using pictures or other visual cues

### PRESENTATIONAL MODE OF COMMUNICATION

- Share information about self and family
- Demonstrate knowledge about cultural traditions
- Identify countries where target language is spoken

### CULTURAL PERSPECTIVE, PRACTICES, AND PRODUCTS

- Identify practices and products of the target culture
- Participate in culturally authentic activities
- Identify where the target language is spoken

## CONNECTIONS, COMPARISONS, AND COMMUNITIES

- Connect basic skills learned in the target language with other subjects
- Demonstrate awareness of their own culture

## DUAL LANGUAGE IMMERSION

The district implements a 50/50 immersion model. Students learn the content-specific standards of the Georgia Standards of Excellence for mathematics, science and target language literacy through use of the target language (French, Spanish or German). Speaking, listening, reading, and writing are also addressed in the immersion classroom. In the partner classroom, students study literacy and social studies as well as receive math support in English.

The immersion program provides important benefits to students in the areas of cognition, achievement, and linguistics.

**Enhanced Cognitive Skills**—Immersion students typically develop more flexible thinking and greater non-verbal problem-solving skills (Met, 1998). The learning processes that students use make them pay closer attention and think harder. Bilingual brains demonstrate a greater capacity for spatial reasoning and motor control.

**Linguistic**—Students who complete the immersion program from kindergarten through fifth grade are expected to perform at the language proficiency level of traditional high school students.

**Achievement**—Studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Cloud, Genesee & Hamayan, 2000). Immersion students demonstrate a high-level ability to solve problems—a 21st century skill needed in the workplace. Immersion students possess skills that give them a competitive advantage, both in pursuing continuing educational opportunities and over their peers.

**Cultural Sensitivity**—Dual language immersion students develop an appreciation for cultures and cross-cultural understanding. They demonstrate more positive attitudes toward other cultures and a greater appreciation for the global society.

The National Standards for 21st Century Language Learning are organized into five categories: Interpersonal Communication (person-to-person); Presentational Speaking (spoken language production); Presentational Writing (written language

production); Interpretive Listening (understanding what is heard); and Interpretive Reading (understanding what is read).



## VISUAL AND PERFORMING ARTS

Art education contributes to the intellectual, social and emotional growth of every child. The goals of the Visual and Performing Arts Program are to provide the five foundational domains of the Georgia Performance Standards that include: meaning and creative thinking, contextual understanding, production and response, assessment and reflection, and real life connections. The fine and performing arts curriculum is designed to develop the unique mental capabilities which foster flexible, original, divergent, fluent, creative, and imaginative thinking. While art enhances learning in all subject areas by providing auditory, visual and sensory experiences, it has intrinsic value and is worth learning for its own sake. The comprehensive program fosters the creative potential of every learner.

.....  
THROUGH THE FINE AND PERFORMING ARTS  
COURSES, STUDENTS EXPLORE ART HISTORY,  
ART CRITICISM, AESTHETIC PERCEPTION,  
AND ART PRODUCTION.  
.....

## VISUAL ARTS

The Visual Arts Program is designed to help kindergarten students acquire knowledge and skills for an arts-integrated curriculum. Kindergarteners who participate in the district's Visual Arts program learn about the principles and elements of design that are found in all artwork. Students are given the opportunity to learn about arts and artists from around the world and through the centuries. Students learn about art and are given real life connections by making art works of their own such as paintings, drawings, and 3-D pieces.

Students are exposed to, but not limited to, the following Georgia State Standards/objectives and expectations for mastery:

- Color wheel
- Line
- Shape
- Sketches
- Visual verbal journals with pictures introduced

## DANCE

In kindergarten, students will:

- Identify and demonstrate movement elements, skills, and terminology in dance
- Demonstrate and understand dance in various cultures and historical periods
- Recognize connections between dance and wellness
- Demonstrates an understanding of creative and choreographic principles, processes, and structures

## DRAMA

In kindergarten, students will:

- Identify and demonstrate movement elements, skills, and terminology in drama
- Demonstrate and understand drama in various cultures and historical periods
- Recognize connections between the stage, audience, and actors/actresses
- Demonstrate an understanding of creative and dramatic principles, processes, and structures



## GENERAL MUSIC

Music is an essential element in the fabric of a fully developed human being. The study of music in grades K-5 uniquely embraces a sequential and quality performance-based curriculum that is developmentally appropriate to all learners.

The district provides a curriculum based on the belief that music education is a lifelong process that is sequential and skill based. Studies have proven that music fosters the development of brain-based concepts of learning and provides a framework where students can learn intrapersonal and interpersonal skills. Most importantly, music education involves, enhances, and contributes to the life of the community. It is the mission of the DeKalb County School District to enable every student to become artistically literate, creative, and engaged in lifelong music education.

The goal of the music department is to contribute to each student's growth and development in the creative, artistic, and intellectual domains through an arts-integrated curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery

of a planned, sequential, and a developmentally appropriate instructional curriculum.

The music education curriculum is designed to help students acquire the knowledge and skills embedded in an arts integrated curriculum. There is no subject that better demonstrates the cross-curricular integration of language arts, social studies, history, mathematics, and foreign language more so than music education.

The kindergarten course of study in general music focuses on musical skills, techniques, performance, creating, critical analysis/investigation, and understanding the cultural and historical context of music. The spiral curriculum includes the musical elements of melody, rhythm, expression, timbre, form, harmony, and texture, as well as culture, style, and notation. Students participate through singing, playing instruments, reading music, listening, moving, analyzing, and creating music. Students learn to connect music with other arts and subject matter beyond the arts. This comprehensive and sequential music curriculum provides opportunities for every student in kindergarten through fifth grade to develop musical skills as a part of his or her intellectual, aesthetic, and creative development. Classes meet for a minimum of 30-60 minutes per week.

Based on the Georgia State Standards, students in kindergarten are expected to learn skills and techniques/performance that include:

- Singing alone and with others a varied repertoire of music
- Singing simple melodies in a limited range using appropriate head voice, accompanied and unaccompanied
- Echo simple singing and speech patterns



## HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education (HPE) program is an integral part of the total education of every child. The role of a quality HPE program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential and developmentally appropriate instructional curriculum.

The HPE Program is designed to help kindergarten students acquire the knowledge, skills, attitude, and confidence needed to adopt and maintain a physically active and healthy lifestyle. All kindergarten students will have the opportunity to

participate in a quality health and physical education program that will promote the whole child by providing psychomotor, cognitive, and affective benefits.

Every student in kindergarten is required to participate in a minimum of 90 contact hours of instruction in health and physical education. Per Board policy IEDA, all kindergarten students shall have at least 15 minutes of supervised, unstructured break time (recess) each day.

Per Board policy IDB, all students in grades K-12 are required to participate in a comprehensive health and physical education program that includes the following:

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education\*
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education
18. Fitness assessment

*\*Sex and AIDS education is further addressed in Board policy IDBA. The sex education program in the DeKalb County School District encompasses physiological, biological, and psychological education. From the biological and physiological perspective the program deals simply with the anatomy of the reproductive systems. From the psychological perspective students will acquire factual knowledge, skills and attitudes that will lead to behavior that contributes to the well-being of the individual, the family and society.*

*Parents and legal guardians may exercise the option to exclude their child from sex education and AIDS prevention instructional programs. Upon request, the curricular and instructional resources and materials will be provided to the parent or legal guardian for review. Any parent or legal guardian of a child scheduled to receive sex education instruction has the right to elect in writing to opt out of this course of study.*



## CHARACTER EDUCATION

Georgia law mandates that character education be taught in all public schools. The comprehensive character education program focuses on the student's development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for others, patience, creativity, sportsmanship, loyalty, perseverance, and virtue.



## GIFTED EDUCATION

The Gifted Program aims to bring exceptionally talented children together to experience a variety of challenging learning activities supported by teachers in gifted education and provide guidance for parents/guardians of gifted students. Kindergarten through second grade gifted instruction shall focus on developing cognitive, learning, research and reference, and metacognitive skills.

The State of Georgia requires schools to service gifted students in grades K-2 using at least one of the following classroom models:

### RESOURCE MODEL

- Students are “pulled out” for a minimum of 225 minutes per week
- Teachers are gifted certified
- The teacher/student ratio is 1:23 for elementary
- Lessons are interdisciplinary, enrichment and extension activities

### CLUSTER GROUPING

- Twelve or fewer gifted students may be served in a regular classroom setting
- Gifted endorsed teacher
- Differentiated curriculum in content, process, product and/or assessments

### ADVANCED CONTENT

- Minimum of one core content class
- Gifted endorsed teacher
- 1:25 teacher/student ratio
- Accelerated curriculum emphasizing process skills, problem-solving activities, research projects, and other higher-order thinking skills



## COUNSELING AND ADVISEMENT

The DeKalb County School District's comprehensive counseling program is guided by the American School Counselors Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student.

The following 35 standards include the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. Grade-level competencies have measurable expectations that students attain as they make progress toward the standards.

The counseling program aligns with specific standards from the Georgia Standards of Excellence. This alignment affords school counselors the opportunity to help students meet these college and career readiness standards. It also helps school counselors support academic instruction when providing individual and small group counseling by focusing on standards and addressing a student's developmental needs.

The delivery methods are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions for each domain are as follows:

**Academic Development**—Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Career Development**—Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work, and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work, and from job to job across the life span.

**Social/Emotional Development**—Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

### CATEGORY 1: MINDSET STANDARDS

School Counselors encourage the following mindsets for all students:

1. Belief in development of whole self, including a healthy balance of social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

### CATEGORY 2: BEHAVIOR STANDARDS

Students will demonstrate the following standards through classroom lessons, activities, and/or small-group counseling:

#### LEARNING STRATEGIES

1. Critical thinking skills to make informed decisions
2. Creativity
3. Use of time-management, organizational, and study skills
4. Self-motivation and self-direction to learning
5. Media and technology skills
6. Set high standards of quality
7. Identify long- and short-term academic, career, and social/emotional goals
8. Actively engage in challenging coursework
9. Gather evidence and consider multiple perspectives to make informed decisions
10. Participate in enrichment and extracurricular activities



## SELF-MANAGEMENT SKILLS

1. Ability to assume responsibility
2. Self-discipline and self-control
3. Ability to work independently
4. Ability to delay immediate gratification for long-term rewards
5. Perseverance to achieve long- and short-term goals
6. Ability to overcome barriers to learning
7. Effective coping skills when faced with a problem
8. Ability to balance school, home, and community activities
9. Personal safety skills
10. Ability to manage transitions and ability to adapt to changing situations and responsibilities

## SOCIAL SKILLS

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships with other students
3. Create relationships with adults that support success
4. Demonstrate empathy
5. Demonstrate ethical decision-making and social responsibility
6. Use effective collaboration and cooperation skills
7. Use leadership and teamwork skills to work effectively in diverse teams
8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Demonstrate social maturity and behaviors appropriate to the situation and environment



## SPECIAL EDUCATION

Special education is specially designed instruction, support, and related services provided to students, ages 3 through 21, with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing, as appropriate, instruction to meet and address the needs of that student and ensure access to the general curriculum. Students are eligible for special education and related services when they qualify as a student with one or more of the following disability categories:

- Autism
- Deafblind
- Deaf/Hard of Hearing (D/HH)
- Emotional and Behavioral Disorder
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment and Blindness

Legal mandates require that students with disabilities have access to the general education curriculum and the opportunity to learn the same skills and concepts as their non-disabled peers. Special Education services are provided at all public schools based on the student's needs. Additional specialized programs, classrooms, and services are also offered at various schools and programs in specific regions within the district. Supports and related services are also designed to meet unique needs of students with disabilities and to enable access to the general education curriculum.

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**THE PURPOSE OF SPECIAL EDUCATION IS TO  
ENABLE STUDENTS TO SUCCESSFULLY DEVELOP  
TO THEIR FULLEST POTENTIAL.**  
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The district provides various programs and services throughout the district along a wide continuum of care. The following settings are available:

## CONSULTATION

Students with disabilities receive at least one segment per month of direct service in the general or special education classroom.

## SUPPORTIVE INSTRUCTION

Students with disabilities receive service from personnel other than a certified special education teacher in the general education classroom (e.g., paraprofessional or sign language interpreter).

## COLLABORATION

A special education teacher provides service to students with disabilities and shares teaching responsibilities with two general education teachers within an instructional segment in the general education classroom. The special education teacher is in each general education class for half of the instructional segment.

## CO-TEACHING

The special education and general education teacher provide service to students with disabilities and share teaching responsibilities for all students in the general education classroom. The special education teacher is in the general education class for the full instructional segment.

## SPECIAL EDUCATION SETTING

The special education teacher provides service to students with moderate, mild, severe, or profound disabilities in a special education classroom.

To further support the student and to help the student advance appropriately toward attaining his or her educational goals, the student may also be considered for related services. Related services are additional corrective and supportive services that are necessary to assist a child with a disability and include one or more of the following areas or services:

- Audiological services
- Psychological services
- Speech-language pathology
- Physical therapy
- Occupational therapy
- Social work services
- Counseling services, including rehabilitation services
- Orientation and mobility services

- Interpreting services
- School nurse services
- Medical services for diagnostic or evaluation purposes
- Recreation, including therapeutic recreation
- Early identification and assessment
- Parent training
- Transportation

Students, if applicable, are active participants in their IEP development and implementation. They work with their teachers to share their learning goals and understanding of how they are progressing, and the next steps they need to take, to learn at higher levels.

In addition to teaching the general education curriculum standards, teachers within the special education department have access to a supplemental curriculum for students with intellectual disabilities. Unique Learning System™ is an online, standards-based curriculum specifically designed for students with special needs to access the general curriculum. Teachers use the interactive, differentiated, thematic units of study with special instructional and assistive technology, equipment and devices so that students have multiple opportunities to demonstrate mastery, as well as participate in engaged exploration of the various content offered by the general education curriculum.



## ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The EL Studies Program provides language support services to students whose primary or home language is other than English and who are not yet proficient in English. These services are provided through the English to Speakers of Other Languages Program (ESOL) until students attain proficiency and are able to perform on standardized assessments at the same level as their English-speaking peers. ESOL services are provided using different instructional delivery models that depend on the language proficiency and grade levels of the students.

ESOL instruction develops skills in listening, speaking, reading, and writing in:

- Social Instructional Language
- Academic Language of Language Arts
- Academic Language of Mathematics
- Academic Language of Science

- Academic Language of Social Science

Students may receive instruction through the following program:

**ESOL Services at the Local Schools**—Kindergarten to twelfth grade qualifying students are taught social and instructional language and content areas (math, science, social studies, and language arts) at their home schools.

The EL Studies program is committed to providing each English Learner with culturally responsive and effective instruction by teachers who are fully certified experts in their field.



## TESTING

The state of Georgia requires assessments of all students enrolled in K–12 public schools.

Aside from accountability features, assessments also provide a wealth of information regarding the progress of students and schools. Educators gain large amounts of data for analysis and use in planning, and parents can gain valuable information about the academic growth of their child.

The mission of the DeKalb County Schools District’s assessment program parallels the Georgia Department of Education mission. It is designed to measure student achievement relative to the state mandated curriculum, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

DeKalb students participate in classroom, district, and state assessments which include customized summative tests at the elementary, middle, and high school levels.

### TESTING IN KINDERGARTEN

All kindergarten students participate in the Georgia Kindergarten Inventory of Developing Skills (GKIDS) and Measures of Academic Progress (MAP) Assessments. Qualifying students participate in the Cognitive Abilities Test (CogAT) and ACCESS for ELLs Assessment.

### GEORGIA KINDERGARTEN INVENTORY OF DEVELOPING SKILLS

GKIDS is a year-long performance-based assessment. The content is aligned to the state’s mandated standards, with the goal of the program to provide teachers with critical information about the level of instructional support needed

for individual students entering kindergarten. The GKIDS assessment provides ongoing diagnostic information about kindergarten students’ developing skills in English Language Arts, Math, Science, Social Studies, Personal and Social Development and the students’ approach to learning. GKIDS does not have specified assessment activities, giving it a flexible model of assessment.

### MEASURES OF ACADEMIC PROGRESS

DeKalb County Schools administers MAP assessments three times during the course of the school year to measure what a student knows, is ready to learn, and is projected to achieve. It is currently used district-wide as one of the tests used to determine gifted eligibility. MAP is a computer-based adaptive assessment that delivers key information about students’ performance levels and instructional needs. MAP also provides a learning continuum for teachers to utilize as an instructional guide to help students attain the core skills necessary to achieve grade level proficiency.

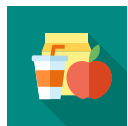
### COGNITIVE ABILITIES TEST

The CogAT assessment appraises the cognitive development of students and measures students’ learned reasoning abilities in three cognitive domains: verbal reasoning, quantitative reasoning, and nonverbal reasoning. The Verbal Battery assesses students’ abilities to use research retrieval, and comparison processes that are essential for verbal reasoning. The Quantitative Battery assesses students’ abilities to reason about patterns and relations using concepts that are essential in quantitative thinking. The Nonverbal Battery assesses student’s abilities to reason with somewhat more novel questions that use spatial and figural content. The CogAT is a reliable and valid tool that assists in planning effective instructional programs and adapting instruction to enhance students’ opportunities success in learning.

### ACCESS FOR ENGLISH LANGUAGE LEARNERS

ACCESS for English Language Learners (ELLs) is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. EL students in grades K-12 complete the ACCESS test. The ACCESS is administered in two modes: paper/pencil and online. Students in grades K-3 are administered the paper pencil version of the ACCESS test, while students in grades 4-12 are administered the assessment online. The ACCESS for English Language Learners measures language proficiency and is designed to monitor the progress of ELLs. The results of the ACCESS test is used to inform classroom instruction and

assessment. It also provides meaningful and reliable data for decision making and accountability at the local school level and district level.



## PARENT PORTAL

The DeKalb County Schools Campus Portal is a confidential and secure website that allows parents/guardians to log in and view their child's progress in school. The goal of the Campus Portal is to create a better partnership between parents and teachers.

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URL: [HTTPS://CAMPUS.DEKALB.K12.GA.US/CAMPUS/PORTAL/DEKALB.JSP](https://campus.dekalb.k12.ga.us/campus/portal/dekalb.jsp)

DISTRICT CODE: FLZLHV

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You need to retrieve an activation code before you can create a username and password. You may visit the Portal and click on DCSD Portal Account Activation. You will be prompted to enter your child's 7-digit DCSD student number, your child's 9-digit social security number, and your child's date of birth. When this information has been entered, click **Submit**. If you are successful in retrieving your activation code, click **Activate Your Parent Portal Account Now** to create your username and password. If you are still unsuccessful, please contact your child's school and be prepared to visit the school with a picture ID to receive your activation code. **Note: Please do not use a numeric only username as it may conflict with a student account.**

## Parent Tips for a Successful Home-School Partnership

Know the names of your child's teachers and their DeKalb County School District email addresses.

Ask your child to show you their work from school and/or to talk about it with you.

Ask your child if they have homework to complete and assist by providing a space to complete the assignment that is free from distractions.

Ask your child if they know how to complete homework, and if not, seek clarity and assistance from the teacher.

Ask teachers to discuss your child's academic assessment results with you.

Participate in school conferences about your child's academic progress when offered or contact the school and schedule a time to speak with teachers.

Participate in PTA meetings and school-sponsored activities that support your child's academic and extra-curricular development.



**CONNECT WITH US.**

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