What is the KIDS assessment instrument?
The KIDS (2015) is a child observation assessment that informs curriculum planning. The KIDS (2015) supports teachers in observing, documenting, and reflecting on children’s learning, development and progress during the kindergarten year.

Assessment practices that are embedded as part of the daily curriculum inform ongoing support of children’s learning. These assessment practices provide evidence for rating individual children’s interim progress on knowledge and skills assessed by the KIDS. The ratings help teachers identify next steps in individual children’s learning and development to support through intentional teaching for individual children and groups of children.

Who developed KIDS? Why?
The California Department of Education (CDE) developed the original version, and additional enhancements were created in collaboration with the Illinois State Board of Education. The development was in response to federal initiatives such as The Race to the Top - Early Learning Challenge (RTT-ELC) program and the National Education Panel Goals, which brought to the forefront efforts to define what areas of learning and development are crucial to school readiness, and also ways to assess school-readiness.

The CDE and ISBE collaborated with national child development experts to develop measures in each domain. Feedback provided by expert review groups and teachers who participated in research studies contributed to the development of the instrument.

How does the KIDS (2015) address areas of learning and development?
KIDS (2015) is made up of 11 domains or areas that address the acquisition of core knowledge, skills, or behaviors. The essential domains of school-readiness are included in the KIDS (2015) as well as additional domains that address the kindergarten curriculum. The last page of this document provides a brief description of each domain.

What is the relationship between KIDS and state standards?
Standards are “goal-like” statements about the learning and development that most children typically attain when appropriately supported. KIDS provides a way to measure children’s progress along a developmental continuum that corresponds to key competencies identified in standards, including the Common Core State Standards (CCSS).

1 http://www.acf.hhs.gov/programs/ecd/programs/race-to-the-top
2 http://govinfo.library.unt.edu/negp/index-1.htm

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An Introduction to KIDS for Administrators
Kindergarten Individual Development Survey (2015)

While KIDS does not address each and every standard, the skills it focuses on are highly correlated with the full range of skills the standards cover. KIDS samples key knowledge, skills and behaviors that provide psychometrically valid information on children’s overall progress across learning and development domains.

KIDS addresses the most salient, representative, and observable knowledge and skills across a range of learning and development domains.

How do teachers use KIDS? What can administrators learn from KIDS?

<table>
<thead>
<tr>
<th>What teachers do when they implement KIDS:</th>
<th>What insights administrators can gain when teachers implement KIDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe children over time as they engage in typical activities and routines</td>
<td>Teaching and learning in the classroom, the activities in which children engage, the artifacts they produce, etc.</td>
</tr>
<tr>
<td>Collect evidence of children’s knowledge and skills through observation, documentation, and collection of work samples</td>
<td>Ways in which teachers seek to understand the knowledge and skills young dual language learners bring to the classroom.</td>
</tr>
<tr>
<td>Observe and document dual language learners’ behavior in both the home/first language and English to obtain an accurate profile of the children’s knowledge and skills</td>
<td>Ways in which teachers use evidence collected through observation and documentation to rate individual children’s interim progress on knowledge and skills assessed, and in turn, how they use KIDS results to inform curriculum and instruction to meet the learning and development needs of individual children and groups of children.</td>
</tr>
<tr>
<td>Review evidence to rate children’s progress on each developmental continuum</td>
<td></td>
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<tr>
<td>Use information about individual children’s overall progress in the domain to inform curriculum and instruction</td>
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How can administrators support teachers’ implementation of KIDS?

Administrators can support teachers in a variety of ways. They can provide teachers with the time needed to review and reflect on evidence they have collected, to determine and enter ratings in KIDStech, and then to reflect on results to inform curriculum and instruction.

Administrators can inquire about the tools teachers have in place to collect evidence of children’s learning and development. This includes materials to complete observations and documentation (open-ended question cards, mini-measures, etc.) that can be found on the www.illinoiskids.org website. Materials such as binders and file folders can help organize evidence.

Administrators can also actively participate in supporting teachers observation and documentation by helping in the classroom while a teacher observes and takes notes. An administrator might also participate in reflecting on the evidence collected and rating for each child.

Engaging in discussions with teachers about their individual needs is an important component of the support administrators can provide.
A Brief Description of Each Domain

The **Approaches to Learning–Self–Regulation (ATL–REG)** domain assesses two interrelated areas that are recognized as important for children’s school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connection between these two areas of development. The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

The **Social and Emotional Development (SED)** domain assesses children’s developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

The **Language and Literacy Development (LLD)** domain assesses the progress of children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. The LLD measures should be completed for all children, including those who are dual language learners. Language and literacy skills in a child’s first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home/first language, in English, or in both languages.

The **English-Language Development (ELD)** domain assesses the progress of children who are dual language learners’ in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. It is important to keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child’s home/first language.

The **Cognition: Math (COG: MATH)** and **Cognition: Science (COG: SCI)** domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

The **Physical Development (PD) and Health (HLTH)** domains assess motor development and the development of routines related to personal care, safety, and nutrition. The PD domain includes the following knowledge or skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills. The HLTH domain includes the following knowledge or skills areas: active physical play, nutrition, safety, personal care routines, and knowledge of wellness.

The **History–Social Science (HSS)** domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

The **Visual and Performing Arts (VPA)** domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

The **Language and Literacy Development in Spanish (SPAN)** domain is a **supplemental domain**. The SPAN domain is for use in bilingual programs (e.g. Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual). This domain assesses children’s progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child’s experiences with Spanish as part of the kindergarten curriculum, not the child’s age. It is important to keep in mind that various factors affect a child’s acquisition of Spanish, including degree of exposure to Spanish and individual differences such as age of exposure to English or the structure of the child’s home/first language.