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

Who developed KIDS (2015) and why?
KIDS (2015) was developed by the California Department of Education with additional enhancements created in collaboration with the Illinois State Board of Education. Federal initiatives such as the Race to the Top-Early Learning Challenge (RTT-ELC) program and the National Education Panel Goals have brought to the forefront efforts to define what areas of learning and development are crucial to school readiness as well as ways to assess school-readiness.

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

How does 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 core 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.

How do teachers use KIDS (2015)?
- Teachers observe children over time as they engage in typical activities and routines
- Teachers collect evidence of children’s knowledge and skills through observation, documentation, and collection of work samples
- For dual language learners, teachers observe and document children’s behavior in both the home/first language and English to obtain a more accurate profile of the children’s knowledge and skills
- Family and other staff that know the children well contribute to observation and documentation
- Teachers review evidence to rate children’s progress on the developmental continuum
- Teachers use results from KIDS (2015) to inform curriculum and instruction

What can parents and teachers learn about children from KIDS (2015)?
- What children know and what they are able to do – instead of what they don’t know or can’t do
- What children will learn next and what skills and abilities they will develop, with instructional support

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Core Domains of School Readiness:
- Approaches to Learning – Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English-Language Development (for dual language learners)
- Language and Literacy Development in Spanish (for use in a bilingual program)
- Cognitive Development: Math
- Cognitive Development: Science
- Physical Development
- Health
- History – Social Science
- Visual and Performing Arts

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2 [http://govinfo.library.unt.edu/negp/index-1.htm](http://govinfo.library.unt.edu/negp/index-1.htm)
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 connections between these two areas of development. The approaches to learning skills 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 all 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 language, in English, or in both languages.

The **English-Language Development (ELD)** domain assesses dual language learners’ progress 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. 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 language, and the child’s motivation to learn English.

The **Language and Literacy Development in Spanish (SPAN)** 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. Keep in mind that various factors affect a child’s acquisition of Spanish, including degree of exposure to Spanish and a child’s motivation to learn Spanish.

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.