



Illinois State Board of Education

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FY 2021 KIDS Guidance as a Result of COVID-19

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Why is the state still requiring KIDS this year? ISBE's Fall 2020 Learning Recommendations emphasize the importance of using a developmentally appropriate instructional observational tool to understand where students are in their learning when school begins. The 14 required measures of the Kindergarten Individual Development Survey (KIDS) convey a group-level proxy of readiness, which provides district- and state-level indications of strengths and areas for growth upon kindergarten entry. The full KIDS tool can provide a developmentally appropriate, observation-based instructional tool of individual student development.

With everything else going on this year, what are the benefits of administering KIDS this fall? School districts and parents across Illinois share this common need -- a detailed understanding of where children are, academically and developmentally, after so many months of disruption and relative isolation. KIDS provides that critical information in a comprehensive and uniform way and can help guide how educators and families can work together this school year to provide the supports that each individual child needs.

What kind of flexibility is being provided because of the COVID-19 pandemic? Additional time for KIDS observations will be provided. ISBE is taking the COVID-19 situation into account has extended the regular 40-day observation and reporting window to June 30, 2021. This will allow teachers extra time to observe students on the 14 required measures.

Our district uses KIDS as our report card. How will this impact later administrations of KIDS? Districts can choose to maintain the same data collection/rating periods as in past years. If, however, an individual district needs additional time to enter ratings, ISBE can work with districts using KIDS for report cards on an individual basis.

As a reminder, the full KIDS Instrument is always available to teachers and districts. Collection of all measures within full developmental domains provides a much richer picture of individual student development than does an examination of class-level areas of strengths and supports. Collection of full domains allows teachers to target supports and make instructional adjustments at the individual student level. ISBE will grant extensions of the deadline to any school district, as needed.

I am teaching kindergarten for the first time this year and have never been trained on KIDS. What do I need to do? The KIDS Implementation Training is virtual this year. It is required for all new kindergarten teachers, including special education teachers with kindergarten students. Virtual KIDS Implementation Trainings will be available throughout the next several weeks. Register for a training session at www.isbe.net/KIDS.

With so much uncertainty, how do I best support my students, regardless of whether they are in class or learning remotely? Abundant research shows that kindergarten students learn best through play. Guided play allows children to explore and self-direct in a space and time intentionally designed by the teacher with targeted learning goals. Learn more in this video: [Kindergartners Learn Best Through Guided Play](#).

Providing guided play for children to safely engage in activities that include opportunities for social emotional and academic learning may require a little creativity but will be critical for children to gain back some of the instruction time lost due the COVID-19 situation. ISBE has provided some basic guidance for appropriate early childhood learning environments through the Fall 2020 Learning Recommendations at <https://www.isbe.net/Documents/Fall-2020-Learning-Rec.pdf> and the Transition Joint Guidance at <https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>.

Who can help with additional questions about KIDS? ISBE thanks you for your tremendous efforts in the face of an unprecedented situation. If you have questions or need additional information about KIDS, please contact Terri Lamb at tlamb@isbe.net or (217) 524-4835.