

## Using the Kindergarten Individual Development Survey data to guide preK instruction in Illinois: Summary of gallery walk activity from a Demystifying the Kindergarten Individual Development Survey for Prekindergarten Teachers and Providers training event

On March 6, 2020, REL Midwest trainers facilitated a workshop with prekindergarten (preK) teachers and administrators in Rockford, Illinois, to provide information about Illinois’ kindergarten readiness assessment, the Kindergarten Individual Development Survey (KIDS). More than 80 Rockford Public School preK teachers and administrators attended the training where they were introduced to how KIDS relates to other common early childhood assessments, and reviewed the KIDS readiness indicators. Presenters described how, during the first 40 days of school, kindergarten teachers observe their new students and evaluate them on the 14 different measures that are considered the most critical to a child’s long-term educational success. The accompanying table shows how these 14 measures are organized into four Readiness Domains.

After looking at the KIDS data in Rockford, workshop participants discussed how they could increase their students’ kindergarten readiness. They worked together to list classroom activities that support learning in each of the domains, using the [KIDS Mini Measures tool](#), which provides more information about each measure and how students are rated.

Workshop participants agreed that the [KIDS Mini Measures tool](#) is useful for planning preK curriculum and activities, and plan to use it, along with existing preK curricula and assessments, as a guide to help ensure that their students are kindergarten ready in all four KIDS domains.

### What is KIDS?

- The Kindergarten Individual Development Survey (KIDS) is the kindergarten entry assessment administered in Illinois.
- KIDS is an observation-based assessment tool.
- Teachers use KIDS to determine each student’s abilities on a learning pathway.

For more information about KIDS, please visit <https://www.isbe.net/kids>.

Readiness domains	14 state readiness measures
<b>Approaches to Learning and Self-Regulation (ATL-REG)</b>	<ul style="list-style-type: none"> <li>• Curiosity and Initiative in Learning (ATL-REG1)</li> <li>• Self-Control of Feelings and Behavior (ATL-REG2)</li> <li>• Engagement and Persistence (ATL-REG3)</li> </ul>
<b>Social and Emotional Development (SED)</b>	<ul style="list-style-type: none"> <li>• Relationships and Social Interactions with Familiar Adults (SED3)</li> <li>• Relationships and Social Interactions with Peers (SED4)</li> </ul>
<b>Language and Literacy (LLD)</b>	<ul style="list-style-type: none"> <li>• Communication and Use of Language (Expressive) (LLD3)</li> <li>• Reciprocal Communication and Conversation (LLD4)</li> <li>• Comprehension of Age-Appropriate Text (LLD6)</li> <li>• Phonological Awareness (LLD8)</li> <li>• Letter and Word Knowledge (LLD9)</li> </ul>
<b>Cognition: Math (COG: Math)</b>	<ul style="list-style-type: none"> <li>• Classification (COG:MATH1)</li> <li>• Number Sense of Quantity (COG:MATH2)</li> <li>• Number Sense of Math Operations (COG:MATH3)</li> <li>• Shapes (COG:MATH6)</li> </ul>

During the workshop, Rockford Public Schools teachers were asked to share ideas for student activities that would promote learning and kindergarten readiness aligned to the KIDS domains. The ideas generated during the workshop are shared here. Please share with preK teachers in your network.

### **Approaches to Learning and Self-Regulation/Social and Emotional Development (ATL-REG/SED)**

1. The use of a calm-down cube can give children practice with **ATL2—Self-Control of Feelings and Behavior**: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.
2. Taking care of living things (in the classroom) can give children practice with **ATL1—Curiosity and Initiative in Learning**: Child explores the environment in increasingly focused ways to learn about people, things, materials, and events; and **ATL3—Engagement and Persistence**: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.
3. Positive feedback from teachers can give children practice with **SED3—Relationships and Social Interactions with Familiar Adults**: Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.
4. Team-building activities and games can give children practice with **SED4—**

### **Relationships and Social Interactions**

**with Peers**: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.

### **Language and Literacy (LLD)**

1. Rhyming games can give children practice with **LLD8—Phonological Awareness**: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.
2. Making a game of finding words that start with the same letter as the child's name can support **LLD9—Knowledge**: Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words.
3. Show-and-tell activities can help children develop **LLD 3—Communication and Use of Language (Expressive)**: Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences. Other activities teachers suggested included acting out stories and structured conversations.

### **Cognition: Math (COG:MATH)**

1. Putting materials away into the appropriate bins can help children practice **COG:MATH1—Classification**: Child shows an increasing ability to compare, match and sort objects into groups according to their attributes.
2. Introducing a shape and then having students hunt for objects in the room that are the same shape is a way to reinforce **COG:MATH6—Shapes**: Child shows an increasing knowledge of shapes and their characteristics.
3. Board games using dice will give children practice with **COG: MATH2—Number Sense of Quantity**: Child shows developing understanding of number and quantity