KIDS

Kindergarten Individual Development Survey

Every Illinois Child Ready for Kindergarten

The Ins and Outs of KIDS Observations

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REL MIDWEST
Regional Educational Laboratory
at American Institutes for Research

Meet the presenters

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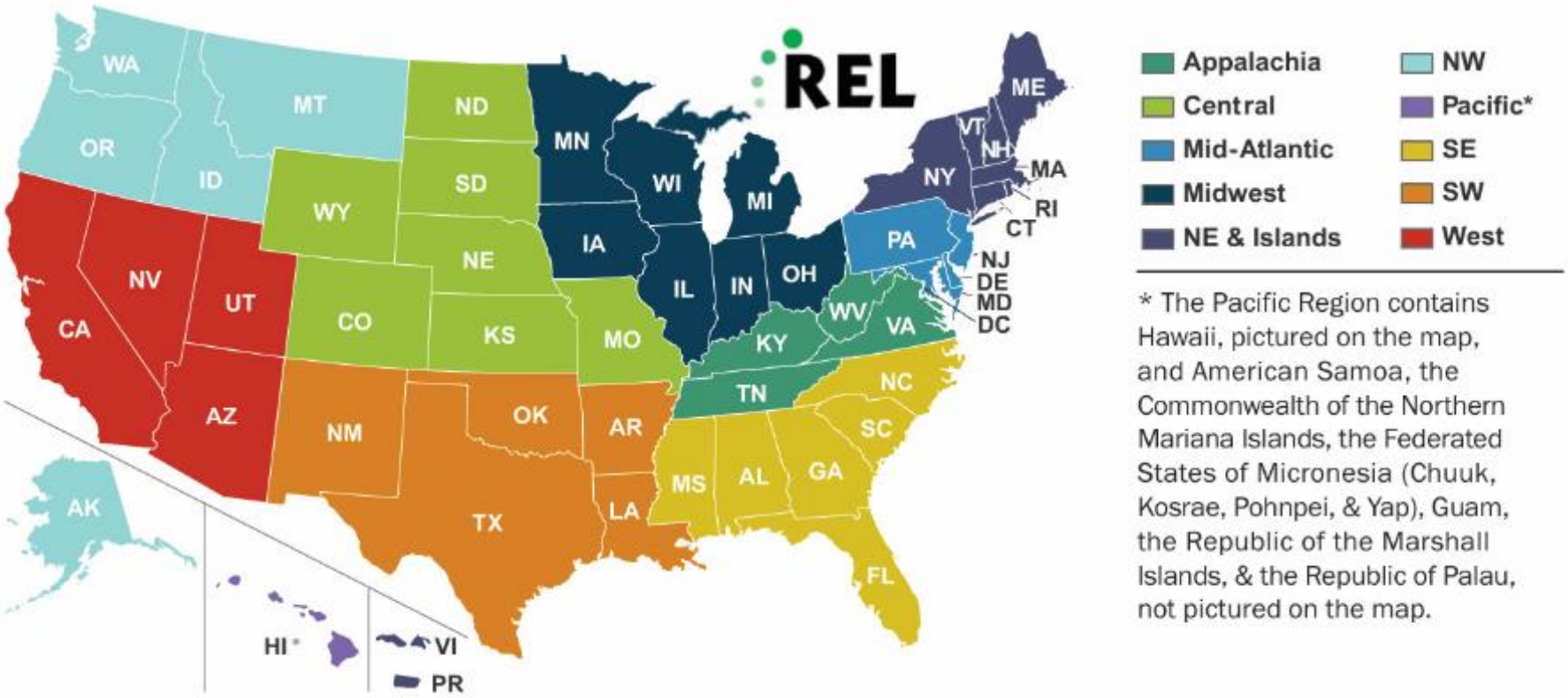

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Agenda

1. KIDS Readiness Measures
2. Developmental Assessments & Observations
3. KIDS—Activities, Tasks, & Tools for Data Collection
4. KIDS—Collecting Meaningful Evidence
5. Resources & Wrap-Up

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Kindergarten entry assessments

What are some uses and benefits of kindergarten entry assessments?

TEACHERS can use KEAs for individual and groups of students to

- Tailor instruction.
- Identify and target learning gaps.
- Flag students for further testing.
- Track children's progress by re-administering the tool.
- Share information about children's development with families.

PARENTS AND FAMILIES can use KEAs to

- Better understand their child's development.
- Better support their child's development at home.

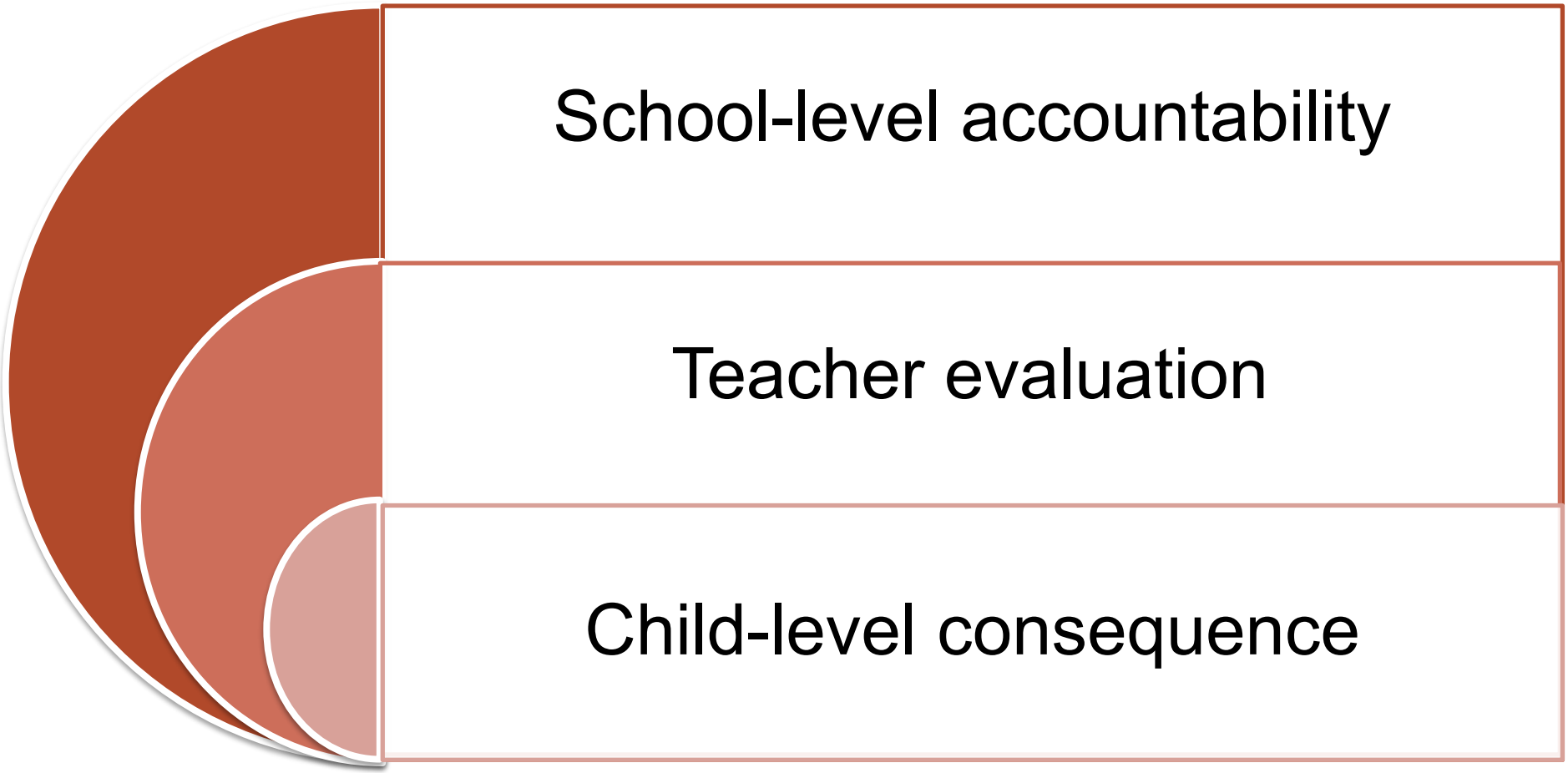
ADMINISTRATORS can use classroom-, school-, and district-level KEAs to

- Identify and plan needed supports.
- Guide early learning programs.
- Inform teacher professional development.
- Improve collaboration and alignment across grades.

STATE LEADERS can review KEA trends and data to

- Make well-informed decisions about state programs, policies, and resource allocations.

Misuses of kindergarten entry assessments



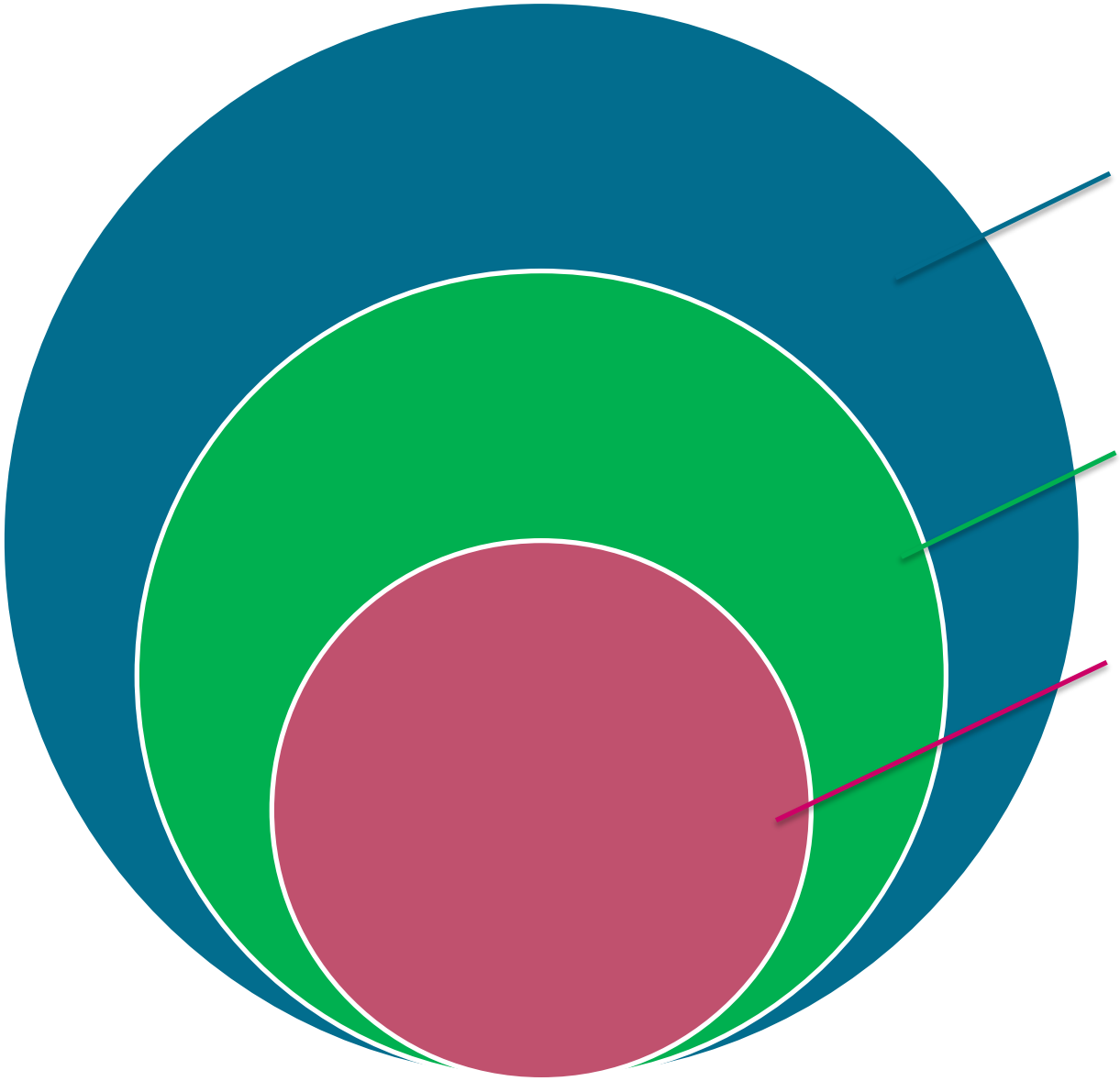
Regenstein, E., Connors, M., Romero-Jurado, R. I. O., & Weiner, J. (2017). Uses and misuses of kindergarten readiness assessment results. *The Ounce, 6.*

KIDS overview

KIDS is the KEA that is used in Illinois.

State snapshot consists of data on 14 measures.

KIDS reporting overview



KIDS Comprehensive Picture of Kindergarten Readiness
11 domains / 55 measures

KIDS Domain Reports
5 domains / 29 measures

KIDS State Snapshot
4 domains / 14 measures

KIDS overview

Measures and domains	Information gained
14 measures (state readiness)	State snapshot
29 measures (5 readiness domains)	Five domain reports
55 measures (11 domains)	Comprehensive picture of kindergarten readiness

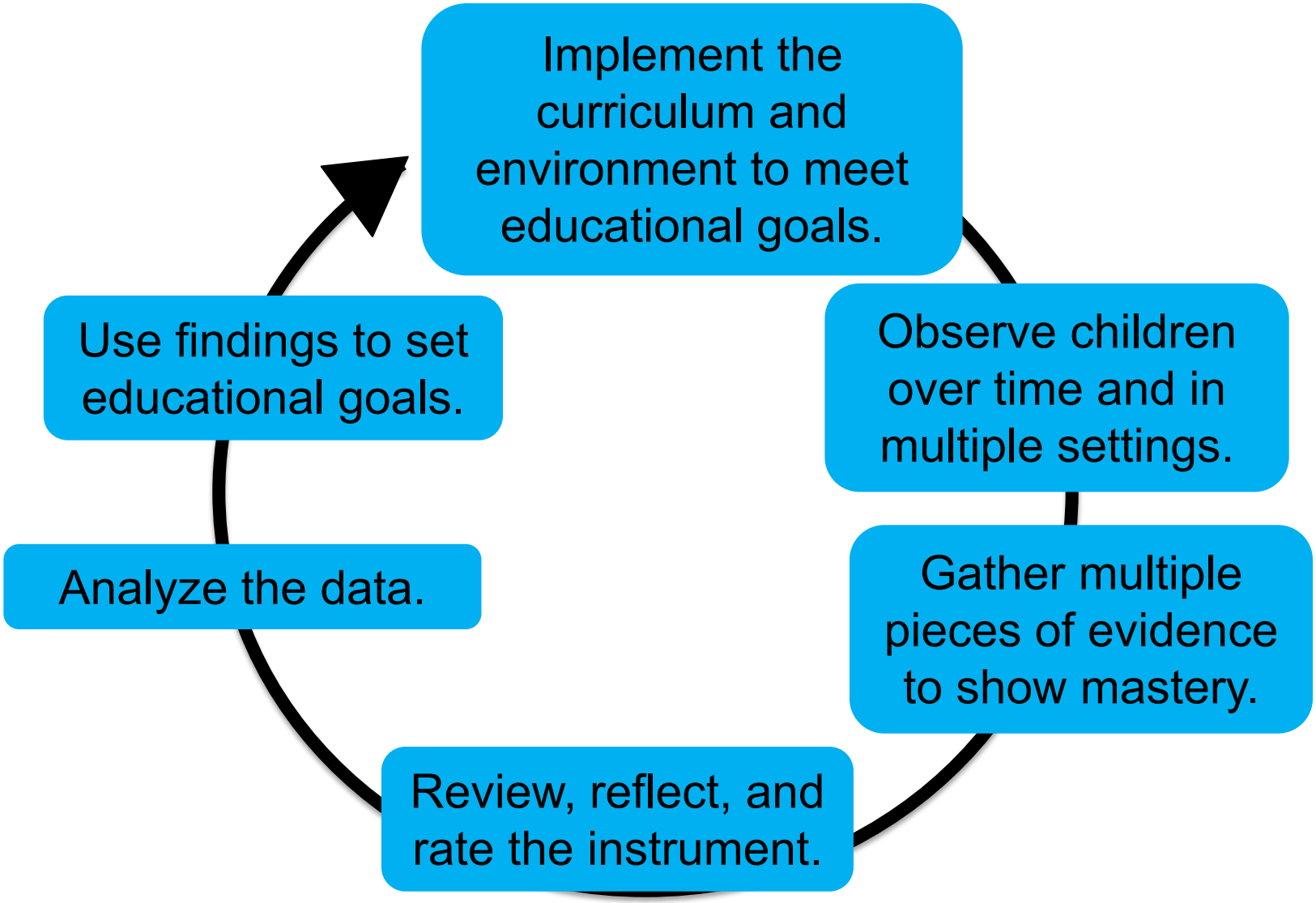
14 state readiness measures

Readiness Domains	14 State Readiness Measures
Approaches to Learning and Self-Regulation (ATL-REG)	• Curiosity and Initiative in Learning (ATL-REG1) • Self-Control of Feelings and Behavior (ATL-REG2) • Engagement and Persistence (ATL-REG3)
Social and Emotional Development (SED)	• Relationships and Social Interactions with Familiar Adults (SED3) • Relationships and Social Interactions with Peers (SED4)
Language and Literacy (LLD)	• Communication and Use of Language (Expressive) (LLD3) • Reciprocal Communication and Conversation (LLD4) • Comprehension of Age-Appropriate Text (LLD6) • Phonological Awareness (LLD8) • Letter and Word Knowledge (LLD9(
Cognition: Math (COG: Math)	• Classification (COG:MATH1) • Number Sense of Quantity (COG:MATH2) • Number Sense of Math Operations (COG:MATH3) • Shapes (COG:MATH6)

KIDS reporting overview

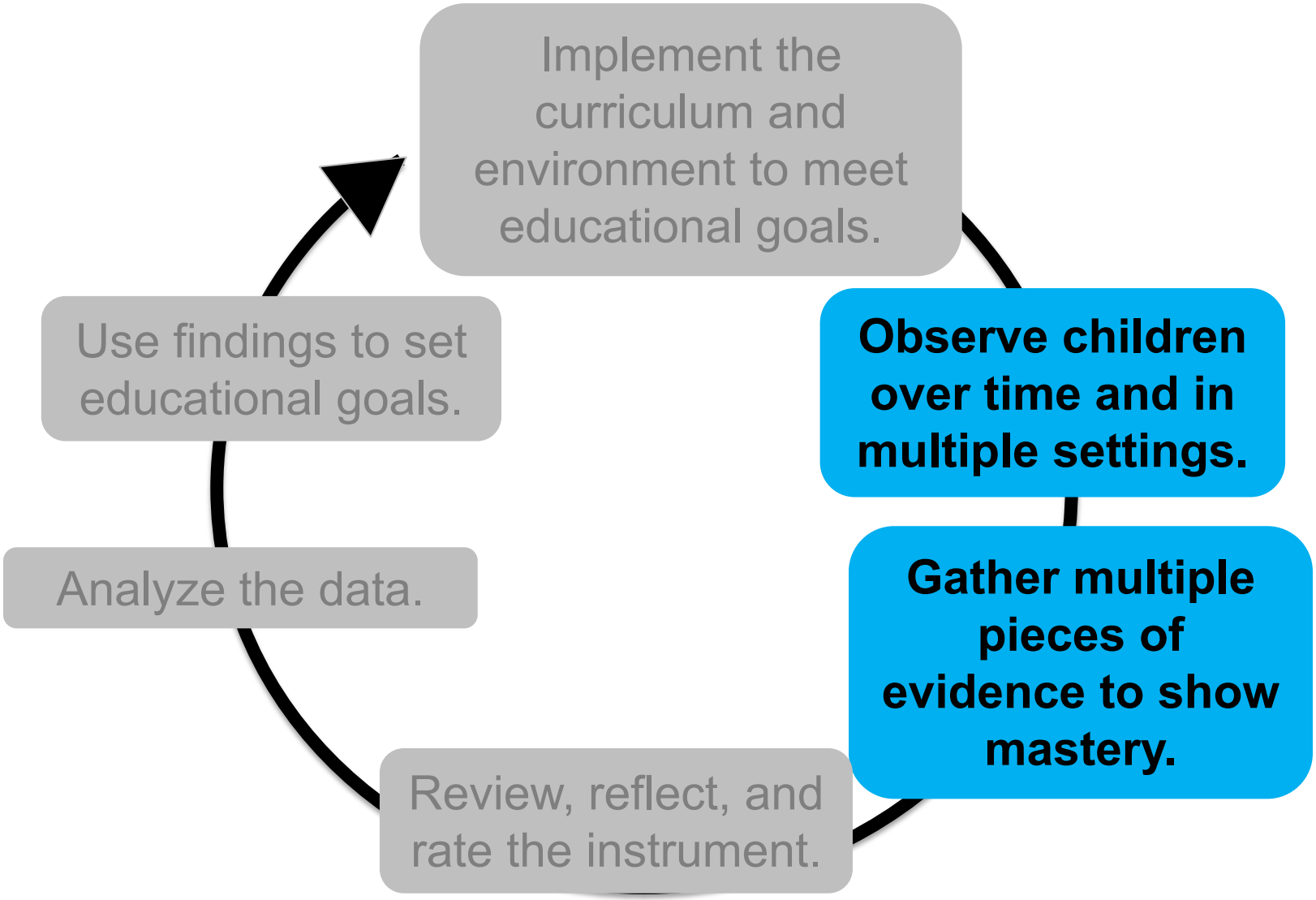
Readiness domain	Number of readiness measures for the State Snapshot	Number of readiness measures for the KIDS Domain Reports	Number of readiness measures for the KIDS Comprehensive Picture
Approaches to Learning and Self-Regulation (ATL-REG)	3	4	4
Social and Emotional Development (SED)	2	5	5
Language and Literacy (LLD)	5	10	10
English Language Development (ELD)	-	-	4
Language and Literacy Development in Spanish (SPAN)	-	-	4
Cognition: Math (COG: MATH)	4	6	6
Cognition: Science (COG: SCI)	-	-	4
Physical Development (PD)	-	4	4
Health (HLTH)	-	-	5
History—Social Science (HSS)	-	-	5
Visual and Performing Arts	-	-	4
Total	**14**	**29**	**55**

KIDS assessment cycle



California Department of Education with WestEd, 2016, adapted for Illinois State Board of Education, Illinois KIDS Project.

KIDS assessment cycle



California Department of Education with WestEd, 2016, adapted for Illinois State Board of Education, Illinois KIDS Project.

QUESTIONS
ANSWERS

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2. **Development Assessments & Observations**
3. KIDS—Collecting Meaningful Evidence
4. KIDS—Activities, Tasks, & Tools for Data Collection
5. Resources & Wrap-Up

What are observational assessments?

- A method to capture information that traditional assessments (such as a paper-and-pencil test) cannot.
- A way for an "observer" to decipher and document a child’s behaviors, skills, and abilities.

Observational assessments are *not*…

- An opinion, assumption, or inference of a child's development status.
- An evaluation of the child's performance.
- Pulling a child to the side (from the normal classroom schedule) to complete an activity or set of activities.

Why observations?

- They are the most simple, effective method of assessing young students' development.

- Teachers can be more responsive to students' needs.

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Observation activity

What you bring to observing

- Beliefs about discipline.
- Beliefs about appropriate ways to communicate.
- Beliefs about children’s independence.
- Individuality—temperament, interests, and feelings.
- Cultural differences.
- Professional expertise.

Striving for objectivity

- Suspend interpretation and evaluation.
- Look and listen carefully.
- Try to avoid value judgment.
- Try to separate what you see from what you might/might not have wanted to see.
- Be aware of what you bring to an observation.
- Use descriptive notes rather than interpretive.

Descriptive or interpretive?

Descriptive or interpretive?

Observation	Descriptive or Interpretive ?
She was mean to the boy and refused to let him sit near her	Interpretive
…responds quickly and follows all steps when the art teacher asks her to put away her paints and wash her hands	Descriptive
He knows the alphabet	Interpretive
…was keen to mix and stir the paints herself. She was happy with her painting.	Descriptive AND interpretive

Meaningful and high-quality evidence

What to consider….

- Be descriptive and objective.
- Take an authentic “snapshot” of children’s skills and behaviors.
- Provide details, rather than labels.
- Capture children’s ideas, feelings, and voice.
- Collect over time, in different settings.

Meaningful, descriptive data

Alexis tried to copy a postcard of flowers. Anna walked past and was interested, so she stopped to watch Alexis.

Meaningful, descriptive data

Alexis tried to copy a postcard of flowers. Anna walked past and was interested, so she stopped to watch Alexis.

Alexis picks a postcard from the pile…“Ooh, these look like flowers from the garden.”
Alexis paints—looking at the postcard often. Anna stops and looks at Alexis’ painting. Alexis says to Anna, “I’m painting flowers like the ones in the garden. Red is my favorite.”
Anna smiles, points at painting, and says, “Ooh, pretty.”

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- ATL-REG1: Curiosity & Initiative in Learning
- SED4: Relationships & Social Interactions with Peers
- LLD3: Communication & Use of Language (Expressive)
- LLD4: Reciprocal Communication & Conversation

Revisit your notes

Q
&
A

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What is a task?

For KIDS, a task is a classroom activity, exercise, or interaction in which students exhibit observable knowledge, skills, and behaviors.

Tasks provide meaningful information to the teacher.

Meaningful tasks are…

- Intentionally crafted activities that address standards/measures.
- Playful learning combined with open-ended experiences, child-directed initiatives, and teacher-guided activities.

McDonald, P. (2018). *Observing, planning, guiding: How an intentional teacher meets standards through play.* Washington, DC: NAEYC.

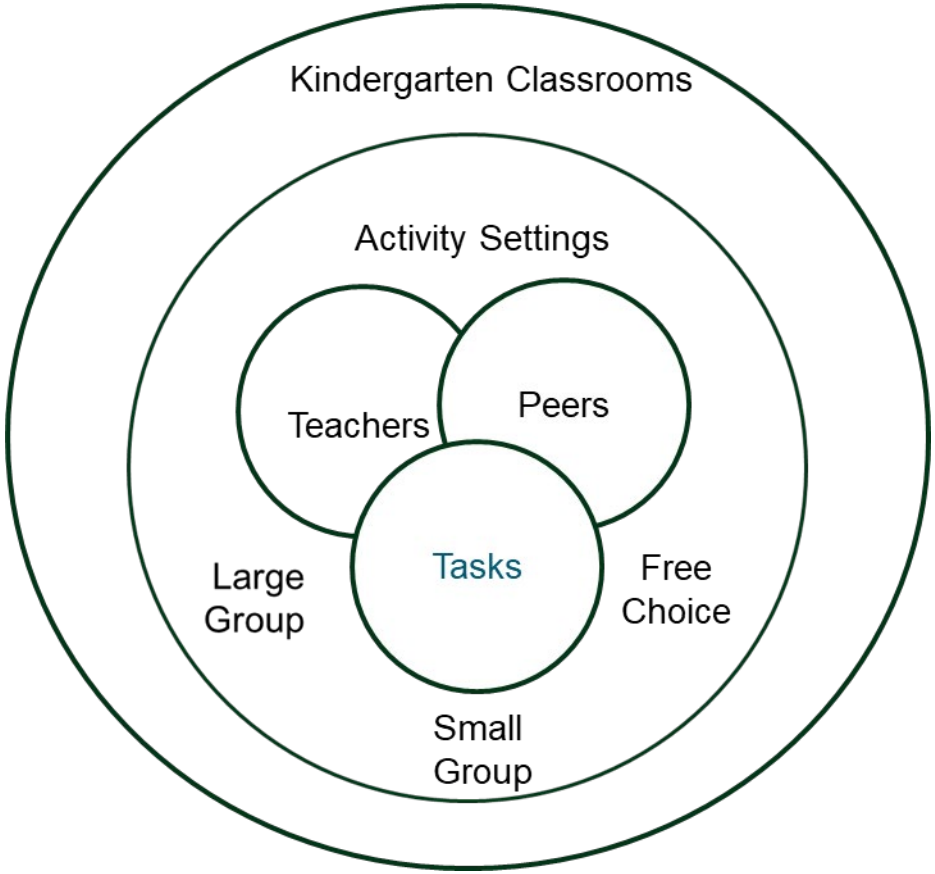
What does research tell us about when to observe students?

- Students are more likely to be engaged in tasks with individually targeted interactions than in more group-oriented settings (McWilliam, Scarborough, & Kim, 2003).

- Students have more complex interactions with objects during cognitive-demanding activities, such as engaging in goal-directed problem solving or systematic experimentation during free-choice settings (Kontos, Burchinal, Howes, Wisseh, & Galinsky, 2002; Kontos & Keyes, 1999).

Task opportunities

Format:
Large group
Small group
Free choice
Recess
Meals
Routines/Transitions



Sample kindergarten class schedule

Time	General activity	Domain/Measures
8:15 a.m.	Students Arrive/Prepare for Instruction	ATL-REG 2, SED, LLD 3 & 4
8:30–9:00 a.m.	Large-Group Activity/Circle Time	ATL-REG, SED, LLD, COG: Math
9:00–10:30 a.m.	Language Arts Instruction (small group)	ATL-REG, SED, LLD
10:30–11:30 a.m.	Sensorimotor/Movement Activities	ATL-REG 2, SED, LLD 3 & 4
11:30 a.m.–12:30 p.m.	Lunch and Recess	ATL-REG 2, SED, LLD 3 & 4
12:30–1:00 p.m.	Rest Time/Quiet Time	ATL-REG 2, SED, LLD 3 & 4
1:00–1:50 p.m.	Mathematics (small group)	ATL-REG, SED, LLD 3 & 4, COG: Math
1:50–2:30 p.m.	Learning Center Time (small group)	ATL-REG, SED, LLD 3 & 4, COG: Math
2:30–2:50 p.m.	Clean-Up/Prepare for Dismissal	ATL-REG 2, SED, LLD 3 & 4

Meaningful tasks throughout the day—Arrival

Time	General activity	KIDS Domains/Measures
8:15 a.m.	Students Arrive/Prepare for Instruction	ATL-REG 2, SED, LLD 3 & 4

Meaningful tasks—Domain: Social and Emotional Development; Measure: Relationships and Social Interactions with Familiar Adults (SED 3)

Student-led activities with teacher participation

- Art
- Pretend play
- Manipulatives

Meaningful tasks—Domain: Social and Emotional Development; Measure: Relationships and Social Interactions with Familiar Adults (SED 3)

Classroom projects

Authentic learning experiences in which students individually or collaboratively share a product, performance, or information.

Meaningful tasks—Domain: Social and Emotional Development (SED); Measure: Relationships and Social Interactions with Peers (SED 4)

Card and board games

Promotes turn taking, respect, and peer interaction (e.g., Chutes and Ladders, Uno, Go Fish).

Meaningful tasks—Domain: Social and Emotional Development (SED); Measure: Relationships and Social Interactions with Peers (SED 4)

Writing partnerships

Students are paired to work on writing activities.

QUESTIONS
ANSWERS

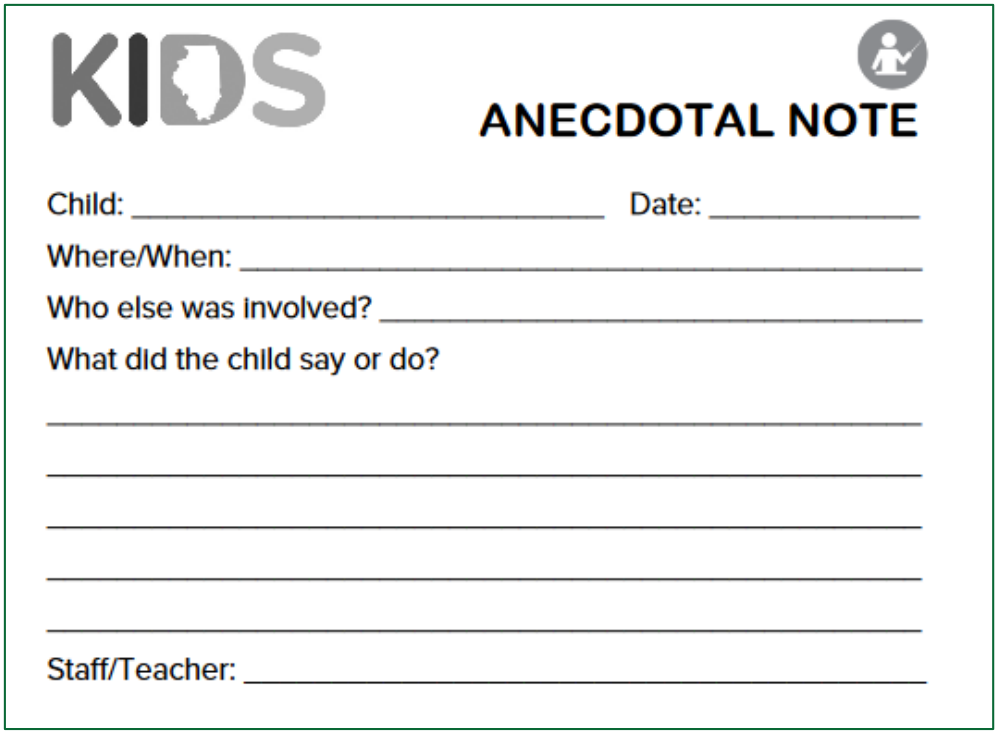
KIDS observations

Data collection tools

Anecdotal note forms

Brief, written descriptions of your observations of students' actions or responses, including direct quotes.

- Notebook
- Index cards
- Sticky notes
- Electronic device



KIDS

ANECDOTAL NOTE

Child: _____ Date: _____

Where/When: _____

Who else was involved? _____

What did the child say or do?

_____

_____

_____

_____

_____

Staff/Teacher: _____

KIDS

ANECDOTAL NOTE

Child: _____ Date: _____

Where/When: _____

Who else was involved? _____

What did the child say or do?

_____

_____

_____

_____

_____

Staff/Teacher: _____

9/17 Kai

Outdoors 3 pm

K asks for baggie to take outside. Wants to collect twigs. Walks around yard, head close to ground, picks up sticks, looks at each, keeps some–tosses others.

Me: Kai, I notice that you are deciding which sticks to keep and which to leave. Tell me about how you decide.

K: I want skinny ones. And look (she shows me) some bend a little. I like these.

Me: Perhaps when we go inside, you can use a magnifier to look at your sticks more closely.

K (jumping and smiling): Yeah! I thought about that.

–Isabel

9/17 Tyshawn

Art area 10:30 am

Uses glue, fabric, paper & popsicle sticks for collage. Arranging pieces on cardboard–then glues.

Me: I comment that she seems to have a plan.

T: "When the pieces are sticky it's hard to move 'em around. So I glue after. I'm making people and putting clothes on them. Do you like it?"
I nod and use the word fashion to describe the clothing she's created.

T (using new word): Yeah–I wanted them to have nice fashions. See this color? (pointing to hot pink) It's my favorite.

–Denisha

Anecdotal note forms

Brief, written descriptions of your observations of students' actions or responses, including direct quotes.

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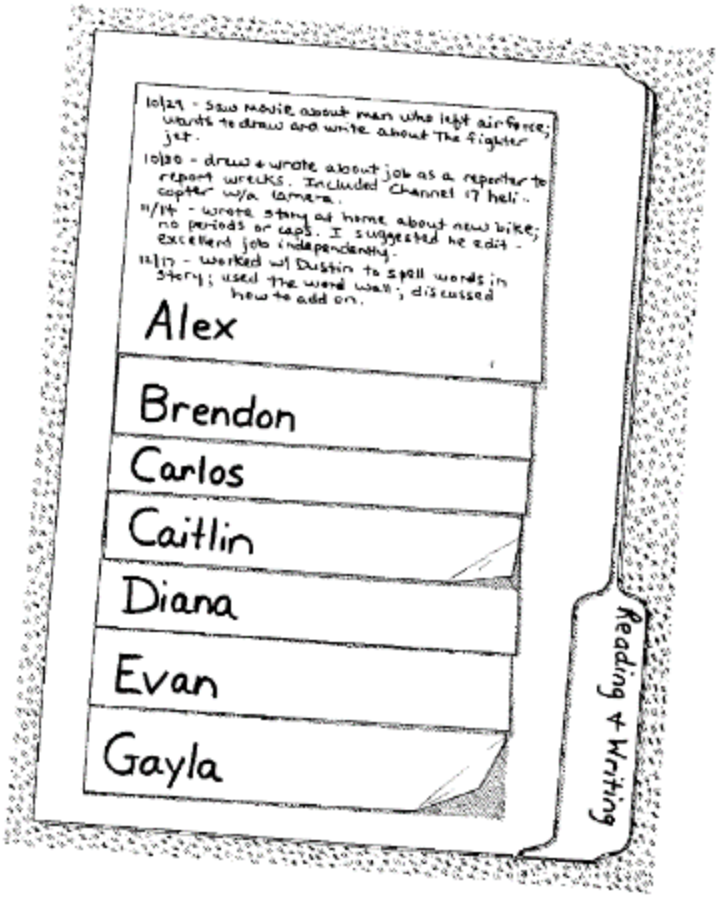


Image: Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (1999). *The power of observation for birth through eight.* Bethesda, MD: Teaching Strategies Inc.

Anecdotal note forms

KIDS Data Collection: Approaches to Learning and Self-Regulation			
ATL-REG: 1 – Curiosity and Imitative in Learning			
ATL-REG: 2 – Self-Control of Feelings and Behavior			
ATL-REG: 3 – Engagement and Persistence			
Date/ time	Student	Notes	Measures

Annotated photos

Candid photos of students in action, with a short caption or note that adds more detail.

- A quote from the child.
- Detail about what the child is working on.

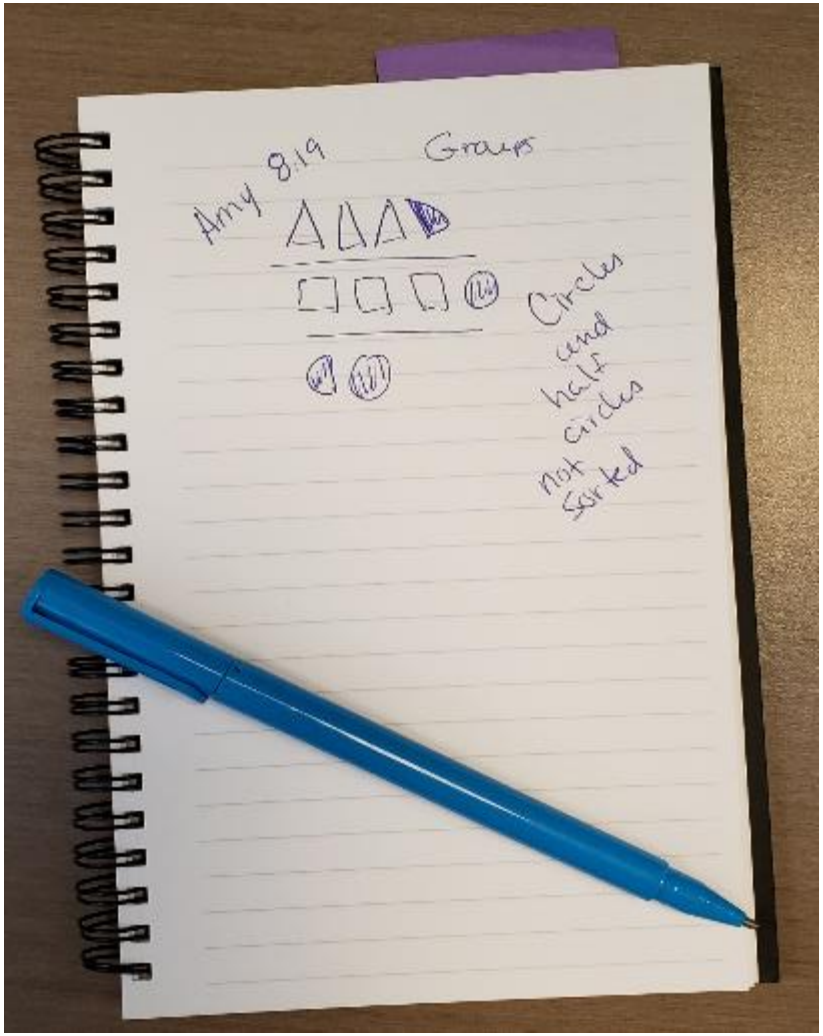
Be sure that student photos are kept in a secure location.

Steven used two rectangles to make a square and told Vanessa (student teacher) about his discovery in an excited voice. "Look! Rectangles can go together to make a square!"

Drawings

Quickly capture details about student work.

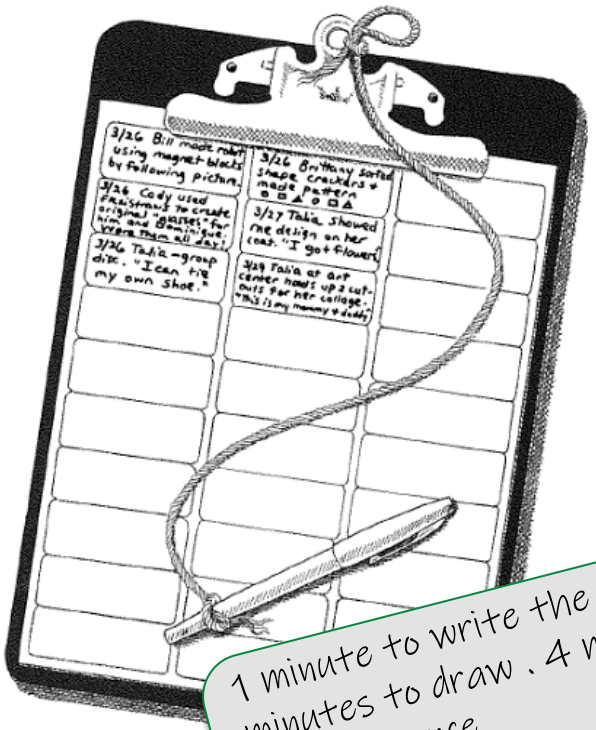
Sometimes it’s faster than describing or taking a photo.



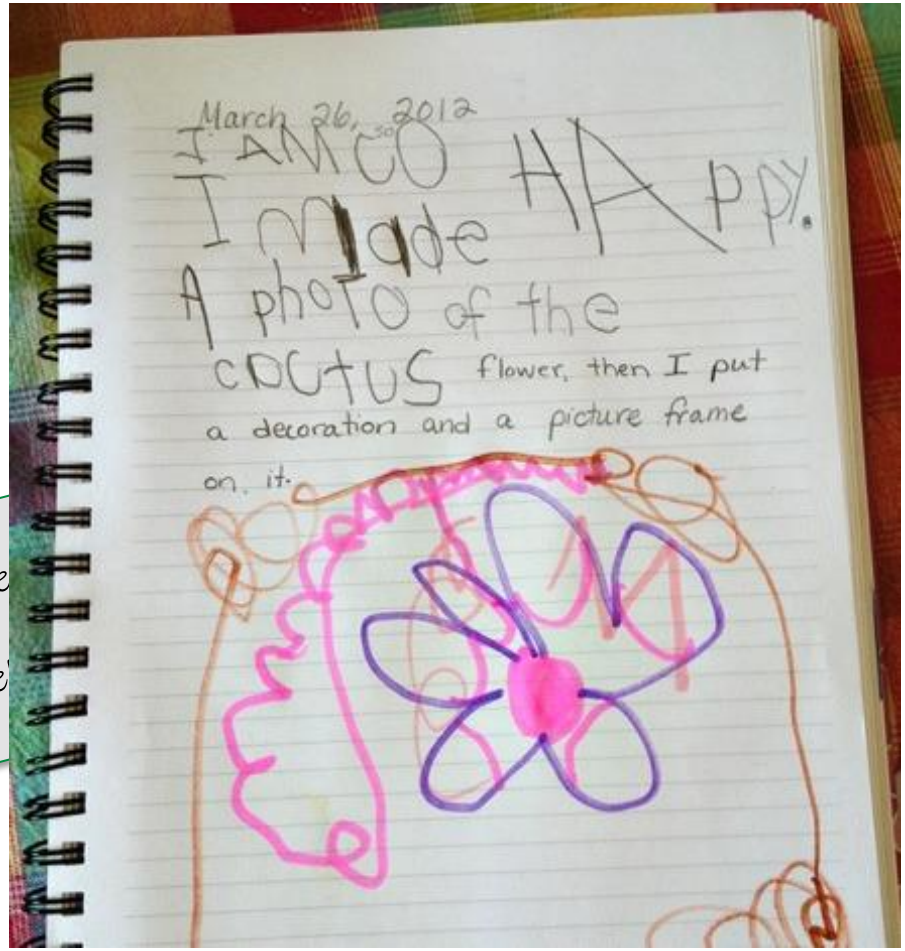
Annotated work samples

Student work along with notes to capture important details:

- A quote from the child.
- Detail about the child's thinking or process, when possible.
- Observations about level of independence.



1 minute to write the 1st sentence. 4 minutes to draw . 4 minutes to write next sentence.
- Used word list on the board to spe
- Asked me for help with "cactus."



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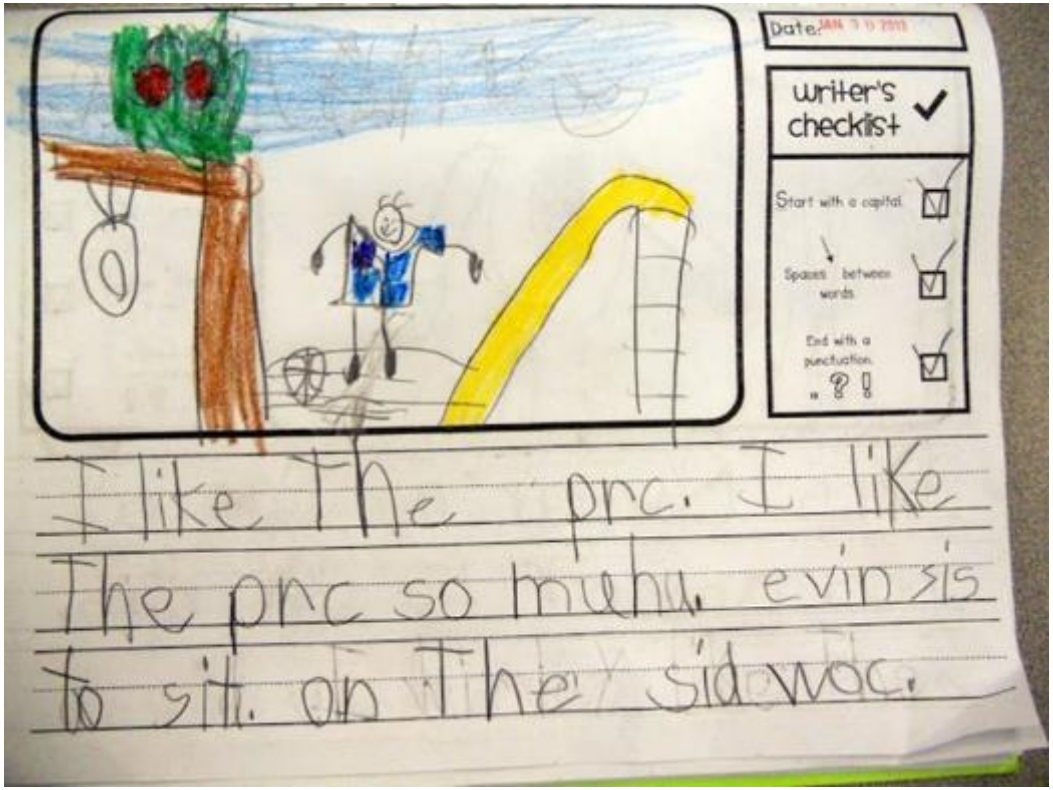


Domain: LLD

Daniel wrote out his sentences, then checked the checklist before adding punctuation.

When he read his sentences aloud, he paused at all periods except the 3rd^{d} one.

-Ms. J

Checklists

- Used to track whether a skill has been demonstrated correctly or incorrectly.

Student:_____

Upper case letter identification

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Notes

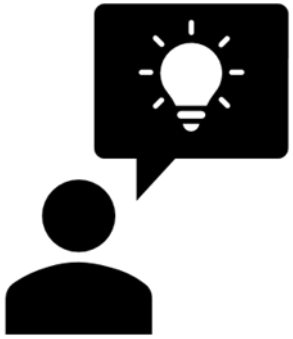
Lower case letter identification

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Letter sound identification

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

What else?



Do you have a tool that has worked well for you?

Go to **www.menti.com** and use the code **91 24 74**

Planning for data collection

Keep track of measures collected

	ATL-REG			SED		COG: MATH				LLD				
	1	2	3	3	4	1	2	3	6	3	4	6	8	9
Campos	√√			√			√	√√	√					
D'Angelo	√					√√					√√			
Fabillar	√√		√√			√				√			√√√	
George						√						√		
Hall	√					√								
Rzewski	√							√						

Keep track of measures collected

KIDS

Kindergarten Individual Development Survey

Every Illinois Child Ready for Kindergarten

CLASS CHECKLIST

Place a tally mark in the box for each piece of evidence for that measure.

Student Name	ATL–REG 1	ATL–REG 2	ATL–REG 3	ATL–REG 4	SED 1	SED 2	SED 3	SED 4	SED 5

Step 1: Identify the students, activity, and readiness measures that you will be observing (you decide the order for completing these three boxes.)

Which <u>students</u> will you be observing?

- *Do you need more data for specific students?*
- *Do you have a specific student or set of students that you want to observe?*

What <u>activity</u> will you be observing?

- *Do you have a specific lesson plan that you would like to observe?*
- *What is the format (large group, small group, free choice, recess, meals, routines/transitions)?*
- *What time of the day will you conduct the observation (circle time, language arts instruction, lunch and recess, learning center time)?*

What readiness <u>measures</u> will you be observing?

- *What specific measures within the domains will you have the opportunity to observe?*
- *Consider the social components and academic components of the lesson.*
- *Be ready to capture spontaneous interactions of behaviors that may provide additional evidence.*

Step 2: Identify the data collection tools that you will use when observing.

Which data collection <u>tools, methods, and materials</u> will you use when observing?

Example tools: *Annotated observation forms, tallies, checklists, organizers*
Example methods: *Whole-class observation, questioning individual students, collecting annotated student work, notes from other adults*
Example materials: *Sticky notes, index cards, mailing labels, cameras, video, audio recorders, iPads*

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Step 1: Identify the students, activity, and readiness measures that you will be observing (you decide the order for completing these three boxes).

Which students will you be observing?

One student per visitor group:

- Tabitha.
- Murray.
- Simon.
- George.
- Elisha.
- Drew.

What activity will you be observing?

Classroom visitor time: construction activity

What readiness measures will you be observing?

SED 3—Relationships and Social Interactions with Familiar Adults

- ❑ Asks visitor questions.
- ❑ Initiates activities with visitor.
- ❑ Interacts cooperatively with visitor.
- ❑ Shows understanding of visitor goals.
- ❑ Shows interest in visitor feelings.

Step 2: Identify the data collection tools that you will use when observing.

Which data collection tools, methods, and materials will you use when observing?

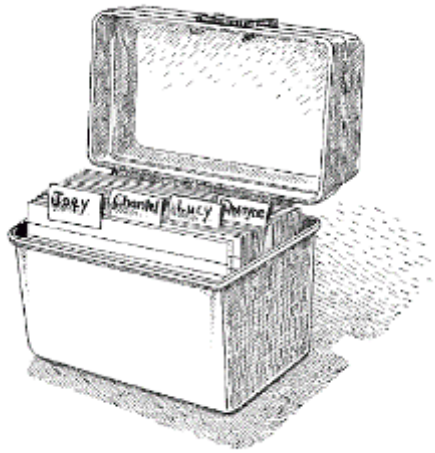
Anecdotal note forms prefilled with student names to be completed by visitor.
Give visitor a list of what to look for.

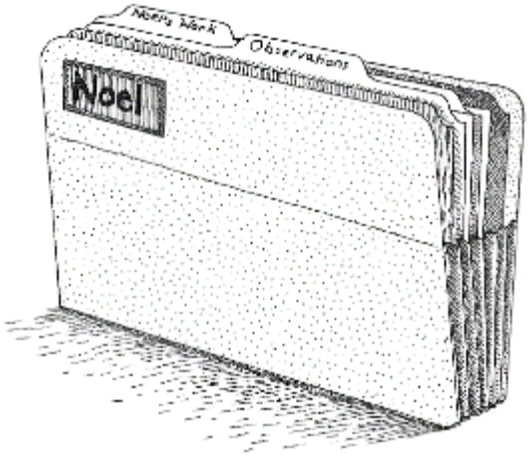
KIDS Observation Planning Tool

What Activity	Which Students	Which Measures	Which Data Collection Tool and What to Look For
Center Time - Shapes Table	Students who choose that center	COG: MATH 6- Shapes ◻ *matches* ◻ *identifies* ◻ *recognizes,* ◻ *describes,* ◻ *names 2 and 3D in variety of orientations,* ◻ *describes defining attributes* ◻ *creates representations* ATL-REG 1 – Curiosity & Initiative in Learning ◻ *explores* ◻ *asks questions* ◻ *investigates* ◻ *systematically experiments* ◻ *compares multiple sources of info*	Answers to Open Ended questions captured in anecdotal notes and with checklist:
Center Time – Grocery Store	Students who choose that center	LLD 4 – Reciprocal Communication and Conversation ◻ back-and-forth, ◻ contribute/build on ideas, ◻ discusses reasoning/problem solving/predicting/understanding, seeks	Anecdotal note sheet to record the types of interactions I see.

Determine what you will use as your evidence and where you will store it.

- Use the strongest pieces of evidence for the developmental level displayed by the child.
- One piece of evidence may demonstrate developmental competency for multiple domains, measures, or even students.
- Will you store the evidence in a folder, in binders, or electronically?





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QUESTIONS
ANSWERS

I did the observations and entered the data... now what?

KIDS reports

KIDStech is the system used to **enter KIDS data** and **access reports.**

Whole class

Individual student

Groups of students

Sample report: Social and emotional development

Social and emotional development (SED)	Total children	Building earlier	Building middle	Building later
SED 3: Relationships and Social Interactions with Familiar Adults	20	4	13	3
SED 4: Relationships and Social Interactions with Peers	20	16	4	0

Agenda

1. KIDS Readiness Measures
2. Development Assessments & Observations
3. KIDS—Activities Tasks & Tools for Data Collection
4. KIDS—Collecting Meaningful Evidence
5. **Resources & Wrap-Up**

https://www.isbe.net/Pages/KIDSAdminandTeachers.aspx

KIDS Implementation Resources For Teachers

- KIDS User Guide & Instrument
- KIDS 14 State Readiness Measures
- Guidance for Dual Language Learners
- Guidance for Children with Special Needs

Observation Tools

General Observation Tools	Tools for the 14 State Readiness Measures	Tools for the 5 Domains of Readiness
• Anecdotal Note Organizer • Class Observation List • Observation Notes	• Notes for 14 Readiness Measures • 14 Required Mini-Measures	• Notes for the 5 Domains of Readiness • 5 Domains of Readiness- Mini-

Additional resources and contacts

Illinois State Board of Education KIDS site

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KIDS administrators' and teachers' page: ISBE.net/kids

QUESTIONS
ANSWERS

FEEDBACK
Your opinion
is important
to us!

Thank you

Please complete the
workshop evaluation form.

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