

<b>Time</b>	<b>Topic</b>	<b>Presenter</b>
9:30-9:35	Intros	Joyce
9:35-10:00	Slides 1-14	Julie
10:00-10:25	Slides 19-39	Pat
10:25-10:45	Questions & Wrap up	Joyce

# Making KIDS work for ALL.....

....or

What's in Your  
wallet?



Strategies

....or

What's rising to the top?



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# Agenda: KIDS Summit Dec. 13, 2018

- Sources of Information for specialized populations
- Considerations in collecting and rating evidence for children with special needs
- KIDS and Dual Language Learners Guidelines
- Considerations in collecting and rating evidence for children who are learning two or more languages
- Your questions
- Additional Resources

# The Challenge of Integrity

Defined as:

*Adherence to moral and ethical principles: **honesty***

*The state of being whole, entire, or **undiminished*** (Dictionary.com)



# How and Where do we go for information

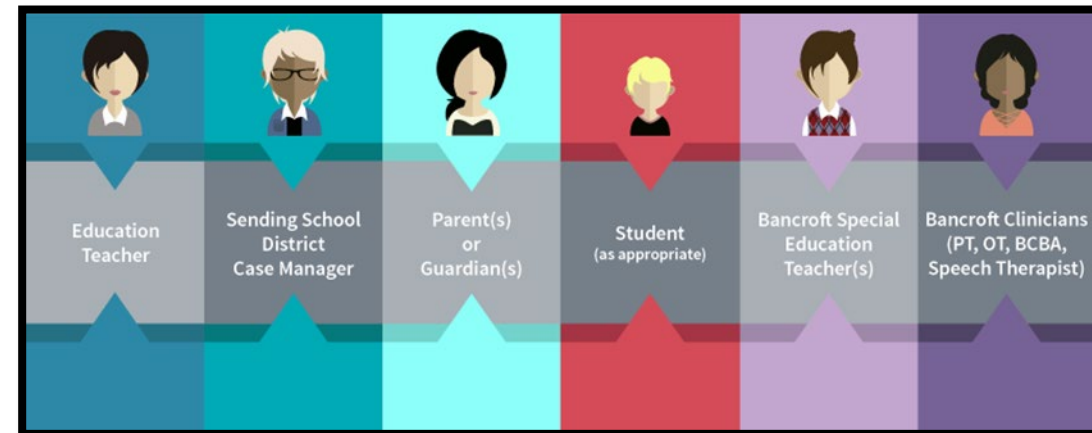


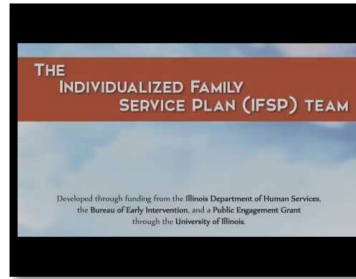
It takes a  
**TEAM!**

What is your opportunity for communicating with your peers in other early learning environments?



Critical information is discussed  
in the IEP meeting for the next year. Who is part of your "ELT?" (Early Learning Team)





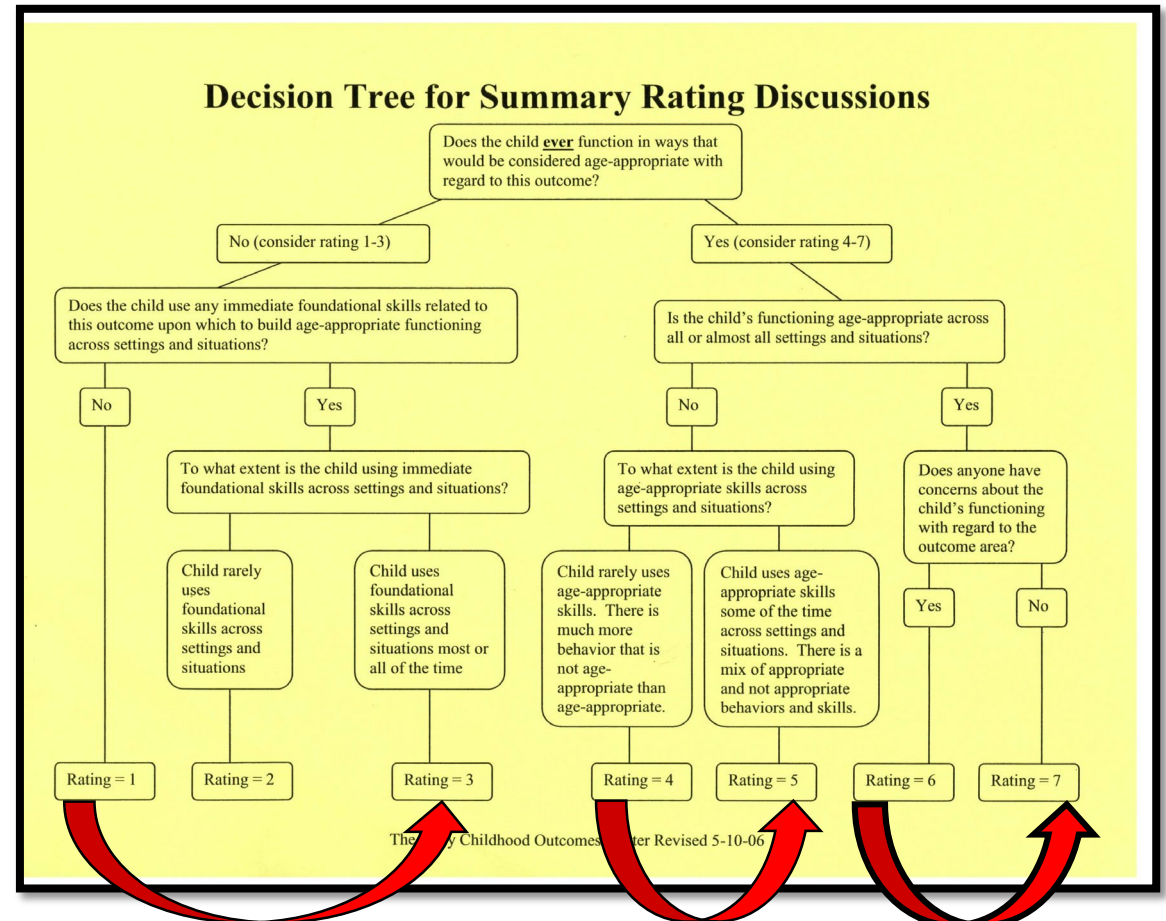
# Individualized Family Service Plan DHS

- Health history
  - Birth to 3 services
    - Individual Family Service Plan
- Early Childhood Outcomes Ratings
  - Positive Social Relationships
  - Acquisition and Use of Knowledge
  - Taking Appropriate Action to Meet Own Needs

1-2-3 rating = significant delays

4-5 ratings = moderate/mild delays

6-7 ratings = mild if any concerns



# IEP Goals/Objectives

- Specific IEP goals
  - Speech Language
  - Developmental delays

STUDENT NAME: _____	DATE OF MEETING: _____		
<b>GOALS AND OBJECTIVES/BENCHMARKS</b>			
Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) <u>must be notified of her/his specific responsibilities.</u> )			
<b>REPORTING ON GOALS</b>			
The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:			
<input type="checkbox"/> Report card <input checked="" type="checkbox"/> Progress reports <input type="checkbox"/> Parent conference <input type="checkbox"/> Other (specify) _____			
<b>CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</b>			
Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.			
<b>Shannon demonstrates a 35% delay in expressive language skills</b>			
<b>GOALS AND OBJECTIVES/BENCHMARKS</b>			
The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.			
Goal Statement# _____ of _____ Indicate Goal Area: <input type="checkbox"/> Academic <input type="checkbox"/> Functional <input type="checkbox"/> Transition            Illinois Learning Standard: # _____			
<b>Using verbal and visual modes, Shannon will answer WH questions focused on a story read to her.</b>			
Title(s) of Goal Implementer(s) <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">SLP and K Teacher</div>			
Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">_____</div>			
<b>Evaluation Criteria</b>	<b>Evaluation Procedures</b>	<b>Schedule for Determining Progress</b>	<b>Dates Reviewed/ Extent of Progress</b>
<b>75</b> % Accuracy <input type="checkbox"/> # of attempts <input type="checkbox"/> Other (specify) _____	<input checked="" type="checkbox"/> Observation Log <input checked="" type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Other (specify)  KIDS Assessment	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Quarterly Semester <input type="checkbox"/> Other (specify)	

# What else can we know?

Creative Curriculum



- Any prior experience in program for ECE?
  - Authentic Assessments from Preschool Programs
  - Interventions
    - Plans
  - Other Information



**COR Advantage 1.5**

<b>APPROACHES TO LEARNING</b> A. Initiative and planning B. Problem solving with materials C. Reflection <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution	<b>PHYSICAL DEVELOPMENT AND HEALTH</b> I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior <b>LANGUAGE, LITERACY, AND COMMUNICATION</b> L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge R. Writing	<b>MATHEMATICS</b> S. Number and counting T. Geometry; Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis <b>CREATIVE ARTS</b> X. Art Y. Music Z. Movement AA. Pretend play <b>SCIENCE AND TECHNOLOGY</b> BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	<b>SOCIAL STUDIES</b> FF. Knowledge of self and others GG. Geography HH. History <b>ENGLISH LANGUAGE LEARNING (ELL)</b> II. Listening to and understanding English JJ. Speaking English
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**COR advantage**  
Powered by **HIGHSCOPE**

High Scores

Illinois Early Learning & Developmental Standards



- Family stressors
  - Social Work
  - Assistance



Illinois Early Learning Guidelines for Children Birth-3



Head Start Performance Ratings





# Where else do we go for information?

- Home Language Survey
- Extended Home Language Survey
- IEP cultural and linguistic considerations
- IEP goals
- Social history
- Formative Assessments
- Screening Pre-IPT or W-APT-  
Language Level in English
- Home language  
screening/assessment

W-APT



English

### Home Language Survey

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.

Please answer the questions below and return this survey to your child's school.

Student's Name: \_\_\_\_\_

1. Is a language other than English spoken in your home?

Yes \_\_\_\_\_ No \_\_\_\_\_

What language? \_\_\_\_\_


2. Does your child speak a language other than English?

Yes \_\_\_\_\_ No \_\_\_\_\_

What language? \_\_\_\_\_

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Ballard Tighe  Sample Pre-IPT-Oral English Test

Student Information    Student Information    Student Information

Student Name: \_\_\_\_\_    Student Name: \_\_\_\_\_    Student Name: \_\_\_\_\_

DOB: \_\_\_\_\_    DOB: \_\_\_\_\_    DOB: \_\_\_\_\_

Address: \_\_\_\_\_    Address: \_\_\_\_\_    Address: \_\_\_\_\_

Phone: \_\_\_\_\_    Phone: \_\_\_\_\_    Phone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_    Parent/Guardian Name: \_\_\_\_\_    Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_    Parent/Guardian Phone: \_\_\_\_\_    Parent/Guardian Phone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_    Parent/Guardian Email: \_\_\_\_\_    Parent/Guardian Email: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_    Parent/Guardian Signature: \_\_\_\_\_    Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_    Date: \_\_\_\_\_    Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_    Date: \_\_\_\_\_

# IEP Considerations

Accommodation	Yes	No
Communication Device		
Braille		
Enlarged picture/print		
FM System		
Adapted Writing Utensils		
Adapted Scissors		

## 6. Kindergarten Individual Development Survey (KIDS)

The KIDS Assessment is not appropriate.

Participate in KIDS with no accommodation(s).

Indicate which subsets:  1  2  3

Participate in KIDS with accommodation(s).

Indicate which subsets:  1  2  3

(Complete Assessment Accommodation Section)

STUDENT NAME:

DATE OF MEETING:

## EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete for initial IEPs and annual reviews. **(Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).**

### CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section and/or the Linguistic and Cultural Accommodations section listed below.

Yes	No	assistive technology devices and services
Yes	No	communication needs including students who are deaf/hard of hearing. If yes, complete linguistic and cultural accommodations section below.
Yes	No	limited English proficiency – language needs
Yes	No	blind/visually impaired – provision of Braille instruction
Yes	No	Behavior impedes student's learning or that of others. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. This may include a Functional Behavioral Assessment and/or a Behavioral Intervention Plan. If so, attach any completed forms.
<b>LINGUISTIC AND CULTURAL ACCOMMODATIONS</b>		
Yes	No	The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. This includes students who are deaf/hard of hearing. If yes, specify any needed accommodations:
Yes	No	Special education and related services will be provided in a language or mode of communication other than or in addition to English. This includes services provided to students who are deaf/hard of hearing. If yes, specify any needed accommodations:

# Children with special needs: Identified

- *Shannon is a 5 year old Caucasian girl. She lives with her mother and 3 siblings. The family receives financial assistance. She has been identified with a severe language delay and takes more time to process language. She receives 60 minutes of Speech Language therapy in school and 30 minutes a week in an outpatient facility. Her goals include the areas of vocabulary, and answering simple WH questions. About once a day her frustration with not being able to express herself verbally, results in crying or giving up on her message.*
- She is eager to learn.
- Math skills using manipulatives appear age appropriate.
- Social Emotional skills are appropriate, except when frustrated by language delays.



# How do we rate Shannon?

- Team up with the Speech Language Therapist especially if there are specific **goals** in the areas KIDS is requiring. There will be information as to the degree of delay. Also multiple observers gives strength to your rating. Focus on what you need to observe
  - WH questions
  - Vocabulary
    - Decreased base vocabulary
    - Retention of new vocabulary



# Communication & Use of Language (Expressive)

LLD 3 Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.

Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives and recently encountered vocabulary, to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives to communicate, <b>sometimes with errors</b>
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, and to describe people, objects, or events
Integrating Middle	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; <b>adapts own speech to the level of the listener</b>
Integrating Later	Uses most of the grammar of adult-like speech; converses about a <b>broad range of abstract ideas and concepts</b>



Is she struggling with only new vocabulary? How often and is it concrete or abstract vocabulary?

Consider how often she struggles, how much intervention is she receiving for this area (60 min. at school, 30 min. clinical)

Shannon may have IEP goals for expressing herself and may use simpler language to get her message across, missing descriptors.

# Possible Accommodations

- On the Assessment/Evaluation page that has KIDS listed. An IEP team has the responsibility of discussing if the child can participate

- Without accommodations
- With accommodations

- Familiar listener
- Repeat/rephrase directions
- Wait time
- Visuals
  - Receptive
  - Expressive

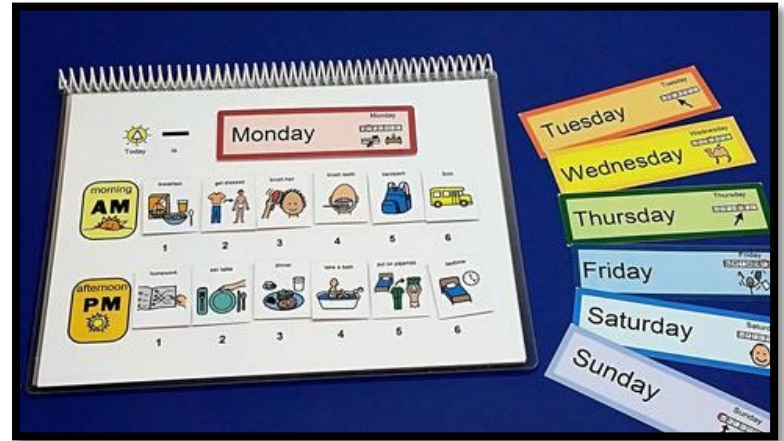
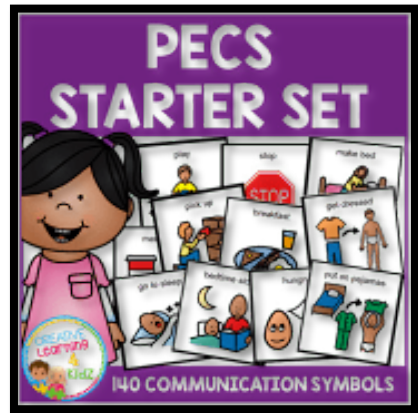
SLP  
Teaching Assist.

Why =  
What Happened =  
Why



Communication Device
Braille
Enlarged picture/print
FM System
Adapted Writing Utensils
Adapted Scissors
Familiar Listener
Repeat/rephrase directions
Wait Time
Visuals

LLD 3 ...communication board (Building-Mid)....sign language (Building-Later)



# Children with needs: Not Identified

- *Griffin is a 5.10 year old boy. He lives in a traditional Greek family which includes his great-grandmother. His parents introduced him to you as their “little thundercloud” with tentative smiles on their faces. He usually stays with GG before and after school as his parents commute to work. He was adopted from his father’s younger sister who has since passed away from complications of substance abuse. He was almost 3 years old when this happened. His prenatal and birth history are unknown as his mother was estranged from the family.*
- Pre-academic skills are well established.
- Performance is scattered.
- Social Emotional regulation is a challenge when problem solving is involved. *(sharing, taking turns, waiting)* It appears difficult for him to make a pro-social choice even when given extra time. *(“Whose turn was it?”)* He has been heard to say, “I don’t know why I hit Jamal, he is my friend. It was his turn.” He has been seen to throw himself down on the ground and grab his head. He has also said, “I’m a bad boy.” It can take 15-20 minutes to self regulate back to a calm state.
- He has received no specific interventions at this time.



# Relationships & Social Interactions with Peers

SED 4 Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in <b>extended</b> episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in <b>planning cooperative play</b> activities <b>with several peers</b> , particularly with friends
Integrating Middle	Demonstrates understanding of feelings and thoughts of other children (e.g., shows <b>concern</b> for another's feelings <b>or negotiates conflicts</b> in a fair and balanced way)
Integrating Later	<b>Explains</b> own feelings, thoughts, and opinions to other children



What is expected at this age?

Initiates, is the key word...

"I know...I know....Let's play Jurassic Park! No no I want JP!"

His agenda is "the way." Lets others go.



# How do we rate Griffin?

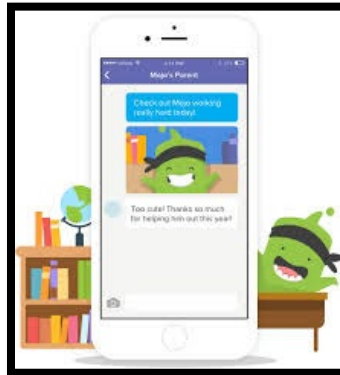
- Key words:
  - “Particularly friends”
  - “Concerns....negotiates conflicts”
  - “Explains own feelings, thoughts, opinions to other children”
- Integrating may be the breakdown.



When looking at this, is it telling us we need to ask for interventions? Is it time to call the Social Worker? Have we done a Soc./Emot. Screener?

# What system will you use?

- Running record
- Anecdotal notes
- Time on task
- # of interventions needed in a time period
- Picture/20 second videos
- Class Do Jo
- Sticky notes/labels
- Clipboards
- Samples (portfolio)
- I-Pads
- KIDS-tech



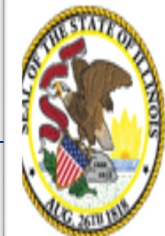
*An Observation Guide for Teachers is in Training Materials*



# ISBE Guidance for Dual Language Learners

- Demonstrate mastery through **a variety** of communication modes, **languages** and behaviors.
- Use “unable to rate” when student has **not yet reached the lowest** developmental level on KIDS rubric AND then indicate a reason in KIDSTech.
- Use alternate KIDS LLD Measures for Bilingual Classrooms by substituting LLD 1 and LLD 10 for LLD 8 and LLD 9.

**STRONGLY RECOMMENDED FOR BILINGUAL CLASSROOMS**



**Illinois  
State Board of  
Education**



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>

KIDS Domain	14 Required Measures (Original Version)		14 Required Measures (Alternate Version for ELs)	
Language and Literacy (LLD)			1	Understanding of Language (Receptive)
	3	Communication and Use of Language (Expressive)	3	Communication and Use of Language (Expressive)
	4	Reciprocal Communication and Conversation	4	Reciprocal Communication and Conversation
	6	Comprehension of Age-Appropriate Text	6	Comprehension of Age-Appropriate Text
	8	Phonological Awareness		
	9	Letter and Word Knowledge		
			10	Emergent Writing

# The Mitten –retelling



- Lili: “Y este estaba grandote y se metio.” (a mole) “Luego se queria meter al guante también porque esta nice and calentita. Se metieron y un owl se quiere meter ahí porque esta bien frío. Y un fox se quería meter ahí también. El bear se quiere meter ahí también porque esta bien frío y no tiene una casa. Un mouse estaba en su nose. Y ella dijo aaaa....chooo... y luego Micki saw su lost mitten. Luego la abuelita saw Micki catching la mitten.

- Teacher: “Oh no, one of Nicki’s mittens is big and the other is little. Why do you think one is big and one is little?”
- Lili “Estaba chiquita, gande (grande), chiquita, gande (grande)”.
- Teacher: “I see that one is big and one is little. Do you think one could be big because all the animals were in it?”
- Lili: “Si”.

**LLD 1: Understanding of Language (Receptive)**

Child understands increasingly complex communication and language

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen	Shows understanding that language can be used to express different intentions;  <i>and</i> Demonstrates understanding of word play, jokes, and riddles	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
<b>Examples</b>					
<ul style="list-style-type: none"> <li>▶ Offers to help after an adult communicates, "Would you like to help me carry these counters to the table?"</li> <li>▶ Offers to help after an adult communicates, "Would you like to help me feed the turtle?"</li> <li>▶ Collects different types of art supplies after an adult explains an art project and where to find the supplies.</li> <li>▶ Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!"</li> <li>▶ Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.</li> <li>▶ Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "I'm going to be a princess someday and live in a castle," while playing with costumes.</li> <li>▶ Pretends to be a character in a story after a read-aloud of the story.</li> <li>▶ Contributes ideas during a classroom activity about what grown-ups do while at work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explains how to plant seeds to a peer after an adult reads a book about planting seeds.</li> <li>▶ Draws a picture about the changing seasons, after an adult talks about why the weather has changed.</li> <li>▶ Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "It must have been an accident," when another child says, "I didn't mean to break the vase."</li> <li>▶ Communicates, "No way," when adult says dramatically, "It's so cold I think my nose will fall off."</li> <li>▶ Laughs when peer communicates, "Why did the cookie go to the doctor? Because it felt crummy."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Looks outside at the rain storm when an adult says, "It's raining cats and dogs."</li> <li>▶ Nods and places hand on friend's shoulder when the friend communicates, "I couldn't remember what to say, I got cold feet," after a school play.</li> <li>▶ Responds about an art project with peers, "We worked all morning," after adult says, "You are as busy as bees!"</li> </ul>

 Child is emerging to the next developmental level If you are unable to rate this measure, explain here:



## LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Uses short phrases or sentences of more than two words to communicate</b></p>	<p><b>Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate</b></p>	<p><b>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors</b></p>	<p><b>Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events</b></p>	<p><b>Uses much of the grammar of adult-like speech, sometimes with grammatical errors;</b></p> <p><i>and</i></p> <p><b>Adapts own speech to the level of the listener</b></p>	<p><b>Uses most of the grammar of adult-like speech;</b></p> <p><i>and</i></p> <p><b>Converses about a broad range of abstract ideas and concepts</b></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "It's my turn," when an adult brings the pet rabbit for a visit.</li> <li>▶ Communicates, "I want Mommy."</li> <li>▶ Communicates, "I like dogs," while looking at an animal book.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "The rabbit is scared," when sharing a story about a rabbit who went into the bushes. ("Scared" is an adjective.)</li> <li>▶ Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.)</li> <li>▶ Communicates, "Our dog is huge," after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates to a peer, during play, "Yesterday, we made vegetable soup at my house." ("We" is a pronoun; "made" is past tense.)</li> <li>▶ Communicates, "His birthday is tomorrow. He <i>will</i> be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.)</li> <li>▶ Communicates in sign language that the cat's feet are wet." ("Cat's" is possessive; "feet" is plural.)</li> <li>▶ Communicates, "He <i>runned</i> really fast [He <i>ran</i> really fast]." ("Runned" is past tense with grammatical error.)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad."</li> <li>▶ Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings."</li> <li>▶ Communicates to a peer, "Let's hurry and clean up so we can go outside."</li> <li>▶ Communicates, "My grandma is really old. She has white hair and lots of wrinkles."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "I used to like those cookies," pointing to a cookie and then repeats to a friend who can't see over the counter, "I used to like chocolate chip cookies, but now I like sugar cookies."</li> <li>▶ Begins communicating loudly and then lowers to a whisper, "I am going to read this book over there," to an adult in the room.</li> <li>▶ Asks another child, "Do you like the red dinosaur or the green dinosaur?" then communicates to adult, "She likes the stegosaurus."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "I don't always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work."</li> <li>▶ Communicates to peer while looking at a book about the moon and planets, "I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving."</li> <li>▶ Communicates to adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?"</li> </ul>

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:

**LLD 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<b>Makes comments or asks questions about text presented in books or the environment</b>	<b>Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text</b>	<b>Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect</b>	<b>Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events</b>	<b>Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning</b>	<b>Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension</b>
<b>Examples</b>					
<ul style="list-style-type: none"> <li>▶ Communicates, "Elephants have really big ears," after an adult reads about elephants.</li> <li>▶ Asks, "Why did they go there?" during the reading of a story.</li> <li>▶ Points to a lighted exit sign and asks, "What does that say?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Reenacts a story about firefighters with peers, using props for hoses, boots, and hats.</li> <li>▶ Pretends to direct traffic after listening to a book about what community helpers do.</li> <li>▶ Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> ["Shawl" in Spanish].</li> <li>▶ Communicates that the caterpillar will have a stomachache after rereading <i>The Very Hungry Caterpillar</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?"</li> <li>▶ Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.</li> <li>▶ Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>.</li> <li>▶ Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story <i>Caps for Sale</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do.</li> <li>▶ Holds up two books about bears and communicates, "These two books are about bears, but the bears in <i>Goldilocks</i> are nicer."</li> <li>▶ Relates what happens in a familiar storybook to a peer as they begin to share the book together.</li> <li>▶ Brings a book from home and communicates to the class about what happens in the story and why.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry," after reading a book together with an adult.</li> <li>▶ Retells a story using detail explaining why it is an important story about how we are polluting the earth.</li> <li>▶ Communicates, "It is not okay that some people don't have food to eat and go to bed hungry," after hearing a story read by an adult about children living in poverty.</li> <li>▶ Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Asks, "How can you go back in time?" after hearing a story about time travel.</li> <li>▶ Asks a peer, "In the story, did the wizard cast a spell over the children or did they just change?"</li> <li>▶ Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, "Should we water the plant today?"</li> </ul>

- Child is emerging to the next developmental level  
 If you are unable to rate this measure, explain here:

# The Development of Phonological Awareness

## English (Adams, 1990)

- Phonemic awareness should be developed through oral language;
- Phonemic awareness should be done before exposure to print;
- Songs, games, rhymes, read alouds etc.



## Spanish (Feirreiro & Vernon, 1999)

- Only if children write and reflect on their writing will they analyze speech;
- Oral communication alone does not demand analysis of speech;
- Phonological awareness is BEST developed through writing and analysis of written language.

## LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words

### Mark the latest developmental level the child has mastered:

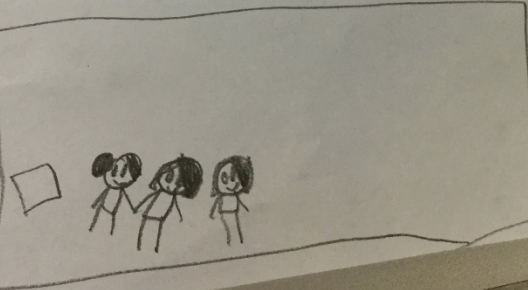
Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Demonstrates awareness of a few letters in the environment</b></p>	<p><b>Identifies some letters by name</b></p>	<p><b>Identifies ten or more letters (not necessarily at the same time);</b></p> <p><i>and</i></p> <p><b>Shows understanding that letters make up words</b></p>	<p><b>Identifies most uppercase letters and most lowercase letters (not necessarily at the same time);</b></p> <p><i>and</i></p> <p><b>Shows understanding that letters correspond to sounds in words</b></p>	<p><b>Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;</b></p> <p><i>and</i></p> <p><b>Identifies frequently-used words (e.g., the, of, is, to, you, she, my)</b></p>	<p><b>Assembles or splits apart words to make new words;</b></p> <p><i>and</i></p> <p><b>Identifies both short vowel sounds and long vowel sounds for most vowels</b></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Holds up hand or communicates, "Me," when an adult holds up a sign with child's name.</li> <li>▶ Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.</li> <li>▶ Communicates, "I found the same letter," when playing a letter matching game in print or Braille.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Names some letters while looking at an alphabet book.</li> <li>▶ Points and names some letters in an alphabet puzzle.</li> <li>▶ Communicates some letter names in Braille.</li> <li>▶ Identifies some letters in Braille.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Names at least ten letters while placing them on a magnet board.</li> <li>▶ Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately).</li> <li>▶ Says, "Fish," after reading the word in Braille.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "I have two As in my name, one big A and one little a," when reading own name, Anna, on cubby.</li> <li>▶ Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.</li> <li>▶ Communicates, "Those both start with B," after hearing the words "ball" and "bat" in a story.</li> <li>▶ Looks at the word "mat" in large print and says "m" (letter sound).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as "h,/ha/."</li> <li>▶ Says the sound of each letter, "/c/-/a/-/t/, cat," after identifying the word "cat" by sight or touch.</li> <li>▶ Identifies common words "the" and "like" when looking at a song chart.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "There are two ways you can say this letter," while pointing to the lowercase letter "a."</li> <li>▶ Looks at the word "bait," and accurately says "the second vowel means it's not "bat," it's "bait."</li> <li>▶ Communicates, "If you take out the "o" in "come" and put in an "a" it becomes "came.""</li> </ul>

**Child is emerging to the next developmental level**  
 **If you are unable to rate this measure, explain here:**

Melissa Mi Plan

La casita

Yo voy a La casita Yo voy  
a ser una slipover con mis amigos.



Publ Daniel



Bake



Write



fast

En el otoño parece  
estresarse para jugar  
I will go to  
The



## LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Makes scribble marks or simple drawings that represent people, things, or events</b></p>	<p><b>Writes letter-like shapes or a few letters to represent own name or words</b></p>	<p><b>Writes own name, but may make errors</b></p>	<p><b>Writes several words or a few simple phrases, but may make errors</b></p>	<p><b>Writes and composes simple sentences to communicate ideas to others</b></p>	<p><b>Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events</b></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Draws circles and lines and comments “Baby” and “Mommy.”</li> <li>▶ Makes marks on paper and then explains that it is a birthday cake.</li> <li>▶ Draws a series of lines to represent a house and a tree.</li> <li>▶ Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.</li> <li>▶ Makes marks to write down a restaurant order in the dramatic play area.</li> <li>▶ Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”</li> </ul>	<ul style="list-style-type: none"> <li>▶ Signs a self-made card to grandma, using a few letters from own name.</li> <li>▶ Uses a few letter stamps to represent own name.</li> <li>▶ Writes own name on drawings made in class.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes, “bog” [“dog”], copying the word from a book, to label a drawing of a dog.</li> <li>▶ Writes “STOP” on a stop sign in a drawing.</li> <li>▶ Writes “I love you” on a drawing made for a family member.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes a simple sentence, e.g., “I wnt a dog,” when asked to write a letter to his parents.</li> <li>▶ Writes “I love you, Daddy and Mommy,” correctly on a drawing.</li> <li>▶ Writes a simple thank you note, e.g., “Thk you for cmng to vst,” after the dentist visits the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writes a short autobiographical story about the day he learned to ride a bicycle.</li> <li>▶ Writes directions for how to get to his house from school.</li> <li>▶ Writes a multi-sentence description of how to decorate a cake.</li> </ul>
<p>Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g. Chinese).</p>					

**Child is emerging to the next developmental level**  
 **If you are unable to rate this measure, explain here:**

# Developmental Writing Trajectory





- Plan
  - Picture
  - Message oral
  - Initial sounds
  - Ending sounds
  - Middle sounds
  - Alphabetic principle
- Planear
  - Dibujar
  - Mensaje oral
  - Vocales
  - Sílabas
  - Representación fonológica

# KIDS (2015)


KIDS (2015): A Developmental Continuum for Kindergarten








## List of Measures within Domains

### All Domains

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning – Self-Regulation	ATL-REG 	1	Curiosity and Initiative in Learning*	1
		2	Self-Control of Feelings and Behavior*	2
		3	Engagement and Persistence*	3
		4	Shared Use of Space and Materials	4
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	5
		2	Social and Emotional Understanding	6
		3	Relationships and Social Interactions with Familiar Adults*	7
		4	Relationships and Social Interactions with Peers*	8
		5	Symbolic and Sociodramatic Play	9
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	10
		2	Responsiveness to Language	11
		3	Communication and Use of Language (Expressive)*	12
		4	Reciprocal Communication and Conversation*	13
		5	Interest in Literacy	14
		6	Comprehension of Age-Appropriate Text*	15
		7	Concepts about Print	16
		8	Phonological Awareness*	17
		9	Letter and Word Knowledge*	18
		10	Emergent Writing	19
English Language Development	ELD 	1	Comprehension of English (Receptive)	20
		2	Self-Expression in English (Expressive)	21
		3	Understanding and Response to English Literacy Activities	22
		4	Symbol, Letter, and Print Knowledge in English	23

\* 14 State Readiness Measures



Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Language and Literacy Development in Spanish	SPAN 	1	Language Comprehension in Spanish (Receptive)	24
		2	Language Production in Spanish (Expressive)	25
		3	Phonological Awareness in Spanish	26
		4	Emergent Writing In Spanish	27
Cognition, Including Math and Science	COG:MATH 	1	Classification	28
		2	Number Sense of Quantity*	29
		3	Number Sense of Math Operations*	30
		4	Measurement	31
		5	Patterning	32
		6	Shapes*	33
Cognition, Including Math and Science	COG:SCI 	1	Cause and Effect	34
		2	Inquiry Through Observation and Investigation	35
		3	Documentation and Communication of Inquiry	36
		4	Knowledge of the Natural World	37
Physical Development	PD 	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
Health	HLTH 	1	Safety	42
		2	Personal Care Routines	43
		3	Active Physical Play	44
		4	Nutrition	45
		5	Knowledge of Wellness	46
History - Social Science	HSS 	1	Sense of Time	47
		2	Sense of Place	48
		3	Ecology	49
		4	Conflict Negotiation	50
		5	Responsible Conduct as a Group Member	51
Visual and Performing Arts	VPA 	1	Visual Art	52
		2	Music	53
		3	Drama	54
		4	Dance	55



# Emergent bilingual child with Identified special needs

Sofia is 5.7 girl who lives with her mother, father, grandmother, maternal aunt and her 9 year old son. Sofia was born in the US and is a simultaneous bilingual. Her mother and father were born in China and speak Chinese at home and with extended family. Sofia has been identified as having developmental delays. She is in a self-contained classroom and has a Mandarin paraprofessional to support her in home language orally. Her IEP goals include using Mandarin and English for taking a turn in play with a peer, expressing wants and needs using pictures and some words and attending to preferred task for 5 minutes.





- Would she be a good candidate for alternate bilingual measures?
- Which measures might you be able to rate?
- Who could help rate this child?
- Which measures may be influenced by language proficiency?
- Which measures might you be unable to rate?
- On which measures could you use data from both languages?
- What are other considerations?



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>

# Dual Language Learner in General Education

- Josue is a 5.11 boy who lives with his father, mother, paternal grandmother and 3 year old brother. His family speaks Spanish at home. Both parents also speak English. His parents both have college degrees from Mexico and have been in the US for 3 years. Josue did not attend PK before beginning Kindergarten. He attends a full day English Kindergarten which is developmentally appropriate. He receives bilingual pullout services 4 times a week for a total of 80 minutes per week. His MODEL scores were: entering level 1 for speaking and emerging level 2 for listening.





- Would he be a good candidate for alternate bilingual measures?
- Which measures might you be able to rate?
- Who could help rate this child?
- Which measures may be influenced by language proficiency?
- Which measures might you be unable to rate?
- On which measures could you use data from both languages?
- What are other considerations?



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>

## Scenario:

Teacher takes clipboard and pencil and sits down next to children. She starts writing. Child asks, "Whatcha doing?" Teacher says, "I am writing your story." Child looks at her in puzzlement: goes on playing, coloring, reading a book, etc. Teacher jots down a few things, maybe asks a question or two. When Teacher stands up to move on the Child says, "What did you write?" You show her the print as you read it to her, she smiles, asks her friend to come over and tells her, while pointing to the notes, that she has a story all about her.

One day she asks you to write her story. **She** gets the clipboard, the pencil, the paper, sets you down, watches that you are watching, and after 10 minutes asks to be read the story. When you make the "mistake" of writing that she was the baby, she corrects you by putting her hand on your shoulder, shakes her head, and points out why you should have known she was the Mother as she had the money to go to the store and babies "DON'T"! She counts out the dollars when asked to do so. Teacher corrects her mistake while the child watches her erase and sound out m-o-th-e-r while she writes. When Teacher says, "I am missing a sentence, I think." The child, exasperatedly says, "The money..... m-u-nee, I have lots of money!" Teacher says, " Oh Yeah, now can you help read it to me to be sure it is correct?" She reads the words she knows.

Child asks to take it home.



What Measures have you just gathered data on?

## 14 State Readiness Measures

### Approaches to Learning - Self-Regulation

- ATL-REG: 1 - Curiosity and Initiative in Learning
- ATL-REG: 2 - Self-Control of Feelings and Behavior
- ATL-REG: 3 - Engagement and Persistence

### Social and Emotional Development

- SED 3 - Relationships and Social Interactions with Familiar Adults
- SED 4 - Relationships and Social Interactions with Peers

### Cognition: Math

- COG: MATH 1 - Classification
- COG: MATH 2 - Number Sense of Quantity
- COG: MATH 3 - Number Sense of Math Operations
- COG: MATH 6 - Shapes

### Language and Literacy Development

- LLD 3 - Communication and Use of Language (Expressive)
- LLD 4 - Reciprocal Communication and Conversation
- LLD 6 - Comprehension of Age-Appropriate Text
- LLD 8 - Phonological Awareness
- LLD 9 - Letter and Word Knowledge





# Useful Resources

- Observing Language Use to Promote Dual Language Development <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Observing-Language-Use-to-Promote-Dual-Language-Development.pdf>
- Tabors, Patton, O. (2008) “One Child Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language”, Second Edition. Maryland, MS: Brooks Publishing
- “Organizing for Assessment in Early Child Care and Education” First 5 California, <https://youtu.be/hfHERCVabwE>
- Illinois Early Learning Project <https://illinoisearlylearning.org/resources/answers/Standards>
- Illinois Early Learning Guidelines for Children Birth-3 <https://www.isbe.net/documents/el-guidelines-0-3.pdf>
- Illinois Early Learning and Developmental Standards <https://illinoisearlylearning.org/ields/>
- Illinois Kindergarten Standards <https://www.isbe.net/Pages/Kindergarten-Corner.aspx>
- Illinois English/Spanish Language Standards <https://www.isbe.net/Pages/ELStandards.aspx>
- Illinois Early English/Spanish Language Development Standards <https://wida.wisc.edu/teach/early/ields>

Don't  
Forget...  
...ASK A  
COACH!





The beauty  
of the world lies  
in the diversity  
of its people.

- Unknown

*Happy by Choice*