



# KIDS

Kindergarten Individual Development Survey

*Illinois State Board of Education*

# KIDS Advisory Committee Meeting March 17, 2016



# Statewide School Readiness Initiative: Purpose



- All kindergarteners in Illinois are assessed for readiness
- A statewide common assessment provides an aligned understanding of readiness across the state
- Assessment data informs and connects to differentiated investment to support communities and their youngest learners



# Illinois State Board of Education

## **Vision:**

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

## **Mission:**

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

## **Goals:**

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness.
- Ninety percent or more third-grade students are reading at or above grade level.
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



## Key School Readiness Plan Elements

- 14 measures for all children, one point in time
- 2016-2017  
All kindergarten teachers complete required training.
- 2017-2018  
All districts report 14 measures of school readiness to ISBE by the 40th day of student attendance.





# 14 State-collected School 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



# Strategies for Ensuring KIDSis Meaningful and Doable

- Training & Preparing for Administration
- Observations & Data Reporting to ISBE
- Data Use/Availability/Reporting



# Training & Preparing for Administration

- Making teacher training more manageable
  - Development of 1-day in-person and online module options
  - 2-day and enhanced observation trainings still available
- Ensuring reliability of data
  - Online Inter-rater Reliability System



# Observations & Data Reporting to ISBE

- **Local Assessment Crosswalks**
  - Correspondence between KIDS Measures and Other Assessment Measures (Drafts for LLD, Cog Math, SED, Alt-Reg, Cog Sci)
  - Local crosswalk development tools:
    - Illinois Learning Standards Correspondence Document
    - Assessment Crosswalk Template
    - Balanced Assessment Foundational Training on Assessment Inventory
- **Simplifying the data reporting process**
  - Data System Enhancements
  - SIS Batch-Upload Capability





**Preliminary Draft: CORRESPONDENCE BETWEEN THE KIDS LLD MEASURES AND OTHER ASSESSMENT MEASURES FOR LANGUAGE & LITERACY DEVELOPMENT**

<b>KIDS Measure (LLD)</b>	<b>AIMSWEB Test of Early Literacy (TEL)</b>	<b>MAP—MPG Reading</b>	<b>DIBELS Next</b>	<b>Text Reading Comprehension (TRC)</b>
conventions and physical organization of print material and that print carries meaning		Students understand foundational concepts about words, text, and parts of books. They show understanding of environmental print. They identify letter names and apply knowledge of alphabetical order.		
<b>LLD 8: Phonological Awareness</b> Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language	<i>This assessment partially (P) aligns with LLD 8:</i>  <b>Phonemic Segmentation</b> Student says sounds (phonemes) in words that are orally presented for 1 minute. This is an indicator of phonemic awareness.	<i>This assessment fully aligns (A) with LLD 8:</i>  <b>Phonological Awareness</b> Students can identify, blend, isolate, and manipulate phonemes. They recognize rhyme and count syllables in words.	<i>This assessment fully aligns (A) with LLD 8:</i>  <b>First Sound Fluency (FSF)</b> Student demonstrates the ability to isolate the first sound in a word as part of developing phonemic awareness. This is an indicator of phonemic awareness.  <b>Phoneme Segmentation</b>	



- Home
- News
- Resources
- KIDStech
- About KIDS
- Forum

## Home & Resources

- Teachers
- Families
- Administrators
- Coaches

## Important Information

**KIDStech LOGIN!**

**KIDS (2015) Mini Measures are now available!**

## Coaches Login

Username \*

## Standards Alignment and Research Summaries

### KIDS (2015): Developed from the Research Literature and Aligned to the Illinois Learning Standards

The relationship between KIDS domains and relevant standards varies within and across the learning and development domains. There is a correspondence in the extent to which key skills and concepts addressed by each KIDS measure relates to key skills and concepts in the Illinois Learning Standards, including both the early learning and development standards and the kindergarten content standards.

#### Developed from the Research Literature

KIDS is grounded in the research literature that addresses the range of knowledge and skills that children demonstrate as they enter and progress through kindergarten.

#### Research summaries available for each KIDS domain

#### KIDS Aligned to the Illinois Learning Standards

KIDS addresses the most salient, representative, and observable knowledge and skills across a range of learning and development domains in the standards.

#### Correspondence summaries available for each KIDS domain



# Data Use/Availability/Reporting

- Meaningful individual student reports, benchmarked to Illinois standards, on where individual children are in their development
  - Standards Alignment and Research Summary Documents (currently available)
  - Criterion Zone Boundary Project
- Parent resources on understanding KIDS reports, providing teachers with data, and supporting development at home
  - Parent Website Resources (currently available)
  - Parent tutorials and downloadable manuals
- State, Community, district, school, and classroom level snapshot of where children are
  - Aggregated reports
- Capacity to engage in longitudinal research on child outcomes
  - Inclusion in longitudinal data system, linking KIDS to early childhood data and k-12



## Language and Literacy Development (LLD) - What is it?

This domain is about talking and understanding what is said by others (language) and reading and writing (literacy). The LLD measures will be done for all children, even those who are dual language learners.

## What LLD looks like and why it's important

Young children know how to use words and talk to others. They also:

- Remember things that are said to them,
- Can share their ideas and needs to others,
- Like to have talks with adults and friends,
- Know and remember longer messages,
- Can follow directions that have two to four steps, and
- Learn how to take turn when talking to others



Literacy means to read and write. Children will mark on paper and pretend it is a word. These early marks show that children know words have meaning. Young children learn best when they:

- See labels and words posted around the room,
- Are read to,
- Can talk with adults and friends,
- Are asked why an activity is important, and
- Are given clear directions.

**Measures that are part of the Language and Literacy domain are below.** The chart also lists ways families can support the measures at home and what information to share with your child's teacher.

Measure	Ways to support measure at home	What to share with the teacher
LLD1: Understanding of language (receptive)	<ul style="list-style-type: none"> <li>• Play rhyming word games; "I'll say a word and you think of a word that rhymes with my word!"</li> <li>• Use words in silly ways, e.g., in the morning say, "I guess I have to put on my pajama's so I can go to work."</li> <li>• Talk about future and past events.</li> </ul>	<ul style="list-style-type: none"> <li>• Funny word jokes or silly things that your child likes.</li> <li>• When your child tells stories with a great number of details and/or descriptive words.</li> <li>• When your child uses language in funny or silly ways; "I saw a snake baking a cake while swimming in the lake!"</li> </ul>
LLD2: Responsiveness to language	<ul style="list-style-type: none"> <li>• Have your child tell you about the classroom routines—what they do once she gets to school and what they do throughout the day.</li> <li>• Take pictures of your child's home routines (e.g. wake up, get dressed, comb hair, brush teeth, etc.) and post pictures in order where your child can easily see them.</li> <li>• Add one more step when giving directions to your child; "Please put the cups on the table,</li> </ul>	<ul style="list-style-type: none"> <li>• Routines your easily child follows; "He knows that after dinner, it's bath time and then we read a book before bedtime."</li> <li>• What jobs or chores your child does at home.</li> <li>• Whether your child is able to easily follow directions and if there are challenges,</li> </ul>



# Implementing the Statewide School Readiness Initiative **Discussion** *Meaningful and Doable*



- Statewide School Readiness Initiative
  - Communications & Messaging: districts, principals, teachers, parents
  - Support
- Training & Preparing for Administration
- Observations & Data Reporting to ISBE
- Data Use/ Availability/ Reporting



## KIDS Project Updates & Next Steps



- Training & Implementation
- Criterion Zone Boundaries
- Next Steps