



Kindergarten Individual Development Survey¹ (KIDS) Correspondence to the WIDA Early English Language Development (E-ELD) Standards

There are significant areas of correspondence between the KIDS (2015) measures and the World-Class Instructional Design and Assessment (WIDA) Early English Language Development (E-ELD) Standards, as well as major organizational and conceptual differences between them.

Purpose of the KIDS Instrument: Assessing Learning and Development Across Domains

KIDS assesses progress on indicators related to state learning and development standards (including the Common Core State Standards [CCSS]). While KIDS does not address each and every state standard, the skills it focuses on are highly correlated with the full range of skills the standards cover. In essence, KIDS samples key knowledge, skills, and behaviors that provide a sense of children's overall progress across learning and development domains. KIDS addresses the most salient, representative, and observable knowledge and skills across a range of learning and development domains. Measures that comprise a domain and the descriptors across developmental levels for each measure address the following:

- Breadth: range of knowledge, skills, and behaviors that are part of specific learning and development
- Salience: the extent to which specific knowledge, skills, and behaviors are relevant to later academic achievement, thus critical to a particular stage of learning and development, as grounded in the research literature
- Observable behaviors: knowledge, skills, and behaviors that are observable in the context of interactions with adults, interactions with other children, and activities the child engages in on his or her own

KIDS assesses children's knowledge and skills across a range of learning and development domains, including English language development as its own developmental domain.

The research literature on young children's learning and development from older toddlerhood through the early elementary years provided the foundation for the development of all KIDS measures. Overall, KIDS represents a sample of the content addressed in the CCSS and other early learning and kindergarten state standards, broadly covering the most salient knowledge and skills. There are 11 domains in KIDS.

- Approaches to Learning – Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- English-Language Development (ELD)

¹ Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey.



- Language and Literacy Development in Spanish (SPAN)
- Cognition: Math (COG: MATH)
- Cognition: Science (COG: SCI)
- Physical Development (PD)
- Health (HLTH)
- History – Social Science (HSS)
- Visual and Performing Arts (VPA)

Purpose of the WIDA E-ELD Standards: Addressing English Language Development Across Domains

As articulated by WIDA, “the purpose of the E-ELD Standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners [DLLs], ages 2.5–5.5 years.”² Practitioners can use the WIDA E-ELD Standards to inform the language supports they provide to DLLs in the context of interactions and activities, guide how they help DLLs reach the next level of English language development (ELD), and inform how they plan meaningful ways to extend DLLs’ current level of ELD.³

WIDA E-ELD Standards describe the language that young dual language learners need to process and produce within the content areas of early learning standards.

Addressing English Language Development

Both KIDS and the WIDA E-ELD Standards address a variety of domains for which all children, including dual language learners, demonstrate progress as they learn and develop. KIDS addresses knowledge and skills that include, but are not limited to, the language of the discipline-specific domains. WIDA E-ELD Standards focus on the “language of” six discipline-specific domains.

- Social and Emotional Development
- Early Language Development and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development

With regards to how English language development is specifically addressed, both KIDS and the WIDA E-ELD Standards focus on

KIDS has a separate domain for ELD that includes receptive and expressive language development, and the WIDA E-ELD Standards include a receptive and expressive language domain within each discipline-specific standard.

² *The Connection: States’ Early Learning Standards (ELS) and WIDA’s Early English Standards* is available at <https://www.wida.us/standards/EarlyYears.aspx>.

³ See pages 3–4 of the WIDA E-ELD Standards *Resource Guide: The Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.



receptive language and expressive language separately, but do so in distinct ways. KIDS has a separate domain for ELD that includes receptive and expressive language development, and the WIDA E-ELD Standards include a receptive and expressive language domain within each discipline-specific standard.

KIDS addresses ELD as a separate domain of learning and development with its own mastery levels across four measures. The four measures are as follows:

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self-Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English

Like measures in other KIDS domains, each ELD measure articulates a developmental progression of knowledge and skills. The developmental levels for the KIDS ELD domain are as follows:

- Discovering English
- Exploring English
- Developing English
- Building English
- Integrating English

By using KIDS to assess children’s English language development, teachers gain an understanding of what children’s progress looks like, what they are able to do, and what their next step in learning will be. KIDS informs teachers’ curriculum planning.

Within the WIDA E-ELD Standards, the child’s level of ELD is articulated across six dimensions, or areas, of development and learning.⁴ The six WIDA E-ELD Standards are as follows (with each standard’s abbreviation in parentheses):

- E-ELD Standard 1: Dual language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development (The Language of Social and Emotional Development)
- E-ELD Standard 2: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy (The Language of Early Language Development and Literacy)
- E-ELD Standard 3: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The Language of Mathematics)

⁴ The use of the term “dimensions of development and learning” or “areas of development and learning” reflects language used in the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.



- E-ELD Standard 4: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The Language of Science)
- E-ELD Standard 5: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The Language of Social Studies)
- E-ELD Standard 6: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development (The Language of Physical Development)

The WIDA E-ELD Standards articulate three language levels that outline the progression of early English language development.

- Level 1: Entering
- Level 3: Developing
- Level 5: Bridging

“In addition, performance definitions provided in the WIDA E-ELD Standards describe receptive and productive language toward each level of ELD addressing both language complexity and language usage.⁵

Role of Home Language

KIDS allows for DLLs to demonstrate knowledge and skills across domains of learning and development in their home language, in English, or in both languages while English language skills are still developing and being assessed separately in the ELD domain. In contrast, given that the WIDA E-ELD Standards focus on English language development, they make no such explicit allowance. Rather, they set standards for each DLL child’s level of English language development by specific subject/content area without addressing the child’s content knowledge in the home language. However, as noted above, the overview to the E-ELD standards includes descriptions of Performance Definitions in receptive and expressive domains as well as sociocultural contexts that acknowledge the importance of the home language as DLLs learn English (e.g., the use of home language occasionally appears in the E-ELD Standards examples).

Correspondence Between the KIDS Instrument and the WIDA E-ELD Standards

The two KIDS ELD measures that most readily relate to all six WIDA E-ELD Standards are ELD 1: Comprehension of English and ELD 2: Self-Expression in English. Measures ELD 3: Understanding and Response to English Literacy Activities and ELD 4: Symbol, Letter, and Print Knowledge in English correspond most readily to WIDA E-ELD Standard 2, which addresses the language of early language development and literacy. However, evidence of knowledge and skills that children demonstrate by communicating in English gathered for KIDS domains other than ELD could also indicate progress toward

⁵ See page 9 of the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.



the WIDA E-ELD Standards. A list of sample topics that align with content found in many states’ early learning standards can be found in the WIDA E-ELD Standards.⁶ For example, self-concept corresponds to KIDS measure SED 1: Identity of Self in Relation to Others, for which the definition states: Child shows increasing awareness of self as distinct from and also related to others. Overall, WIDA E-ELD Standards 1, 3, 4, 5, and 6 correspond with KIDS ELD 2: Self-Expression in English (Expressive English) in combination with measures in a content-relevant domain of KIDS. Figure 1 lists measures in KIDS domains other than ELD that correspond to each WIDA E-ELD Standard when the child’s observable behaviors used as evidence for rating a measure include the child’s spoken language.

Figure 1. WIDA E-ELD Standards and Correspondence to KIDS Measures in Domains Other than ELD

WIDA E-ELD Standard	Relevant KIDS Measures in Domains Other than E-ELD
E-ELD Standard 1: Dual language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development (The Language of Social and Emotional Development)	ATL-REG 2: Self-Control of Feelings and Behavior ATL-REG 4: Shared Use of Space and Materials SED 1: Identity of Self in Relation to Others SED 2: Social and Emotional Understanding SED 3: Relationships and Social Interactions with Familiar Adults SED 4: Relationships and social Interactions with Familiar Peers SED 5: Symbolic and Sociodramatic Play HSS 4: Conflict Negotiation
E-ELD Standard 2: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy (The Language of Early Language Development and Literacy)	LLD 1: Understanding of Language (Receptive) LLD 2: Responsiveness to Language LLD 3: Communication and Use of Language (Expressive) LLD 4: Reciprocal Communication and Conversation LLD 5: Interest in Literacy LLD 6: Comprehension of Age-Appropriate Text LLD 7: Concepts About Print LLD 8: Phonological Awareness LLD 9: Letter and Word Knowledge LLD 10: Emergent Writing
E-ELD Standard 3: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The Language of Mathematics)	COG: MATH 1: Classification COG: MATH 2: Number Sense of Quantity COG: MATH 3: Number Sense of Math Operations COG: MATH 4: Measurement COG: MATH 5: Patterning

⁶ See page 19 of the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.



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WIDA E-ELD Standard	Relevant KIDS Measures in Domains Other than E-ELD
	COG: MATH 6: Shapes HSS 1: Sense of Time
E-ELD Standard 4: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The Language of Science)	COG: SCI 1: Cause and Effect COG: SCI 2: Inquiry Through Observation and Investigation COG: SCI 3: Documentation and Communication of Inquiry COG: SCI 4: Knowledge of the Natural World



<p>E-ELD Standard 5: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The Language of Social Studies)</p>	<p>HSS 1: Sense of Time HSS 2: Sense of Place HSS 3: Ecology HSS 5: Responsible Conduct as a Group Member</p>
<p>E-ELD Standard 6: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development (The Language of Physical Development)</p>	<p>PD 1: Perceptual-Motor Skills and Movement Concepts PD 2: Gross Locomotor Movement Skills PD 3: Gross Motor Manipulative Skills PD 4: Fine Motor Manipulative Skills</p>

Overall, correspondence exists between the domains in the KIDS instrument and the WIDA E-ELD dimensions of development and learning and topics addressed by each E-ELD Standard. The assessment evidence gathered that demonstrates a child’s knowledge and skills in KIDS domains other than ELD may include the child’s use of domain-specific language that would demonstrate progress in the related domain of one or more WIDA ELD standards.