

KIDS

14

State Readiness Mini Measures

This Mini Measures belongs to:

KIDS

Illinois KIDS is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

Mini Measures are a pocket-sized format designed to be a quick reference guide to the 14 State Readiness Measures of Illinois KIDS.



The Required Readiness Domains of Illinois KIDS

- Approaches to Learning - Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- Cognition: Math (COG: Math)



Curiosity & Initiative in Learning

ATL
REG
1

ATL-REG 1

Child explores the environment in increasingly focused ways to learn about people, things, materials and events

Approaches to Learning - Self-Regulation (ATL-REG)

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Curiosity & Initiative in Learning

ATL
REG
1

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

Self-Control of Feelings & Behavior

ATL
REG
2

ATL-REG 2

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Approaches to Learning - Self-Regulation (ATL-REG)

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Self-Control of Feelings & Behavior

ATL
REG
2

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

Engagement & Persistence

ATL
REG
3

ATL-REG 3

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Approaches to Learning - Self-Regulation (ATL-REG)

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Engagement & Persistence

ATL
REG
3

Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
Integrating Middle	Pursues simple multi-step activities, following the steps through to completion
Integrating Later	Completes complex multi-step activities, making and adjusting plans as needed

Relationships & Social Interactions with Familiar Adults

SED
3

SED 3

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Social and Emotional Development (SED)

KIDS

Relationships & Social Interactions with Familiar Adults

SED
3

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

Relationships & Social Interactions with Peers

SED
4

SED 4

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

Social and Emotional Development (SED)

KIDS

Relationships & Social Interactions with Peers

SED
4

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 extended 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 planning cooperative play activities with several peers, particularly with friends
Integrating Middle	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

Communication & Use of Language (Expressive)

LLD
3

LLD 3

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

Language and Literacy Development (LLD)

KIDS

Communication & Use of Language (Expressive)

LLD
3

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, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events
Integrating Middle	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; adapts own speech to the level of the listener
Integrating Later	Uses most of the grammar of adult-like speech; converses about a broad range of abstract ideas and concepts

Reciprocal Communication & Conversation

LLD
4

LLD 4

Child engages in back-and-forth communication that develops into increasingly extended conversations*

**Conversations can include communication using sign language or alternative communications*

Language and Literacy Development (LLD)

KIDS

Reciprocal Communication & Conversation

LLD
4

Building Earlier	Engages in brief, back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended, focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
Integrating Middle	Builds on both concrete and abstract ideas of others during extended conversations
Integrating Later	Seeks additional information during extended conversations in order to understand and build on the ideas of others; displays appropriate social conventions of conversation and takes turns in conversations

Comprehension of Age-Appropriate Text

LLD
6

LLD 6

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

Language and Literacy Development (LLD)

KIDS

Comprehension of Age-Appropriate Text

LLD
6

Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

Phonological Awareness

LLD
8

LLD 8

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

Language and Literacy Development (LLD)

KIDS

Phonological Awareness

LLD
8

Building Earlier	Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects
Integrating Earlier	Blends smaller units of language (e.g., onsets and rhymes), with or without the support of pictures or objects; segments smaller units of language (e.g., onsets and rhymes), with or without the support of pictures or objects
Integrating Middle	Matches initial and final sounds of words; segments and blends initial and final phonemes of words
Integrating Later	Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words

Letter & Word Knowledge

LLD
9

LLD 9

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

Language and Literacy Development (LLD)

KIDS

Letter & Word Knowledge

LLD
9

Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies 10 or more letters (not necessarily at the same time); shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); shows understanding that letters correspond to sounds in words
Integrating Middle	Demonstrates knowledge of all of the letters of the alphabet (uppercase and lowercase) and corresponding sounds for the majority of consonants and many vowels; identifies frequently-used words (e.g., the, of, is, to, you, she, my)
Integrating Later	Assembles or splits apart words to make new words; identifies both short vowel sounds and long vowel sounds for most vowels

Classification

COG:
MATH
1

COG: MATH 1

Child shows an increasing ability to compare, match and sort objects into groups according to their attributes

Cognition: Math (COG: MATH)

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Classification

COG:
MATH
1

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

Number Sense of Quantity

COG:
MATH
2

COG: MATH 2

Child shows developing understanding of number and quantity

Cognition: Math (COG: MATH)

KIDS

Number Sense of Quantity

COG:
MATH
2

Building Earlier	Identifies small quantities up to three without counting
Building Middle	Counts up to five objects using one-to-one correspondence; and recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and recites numbers correctly, up to 20
Integrating Middle	Recites numbers in order up to 100 by ones and by tens, starting at any given number; counts at least 20 objects correctly using one-to-one correspondence; demonstrates understanding that teen numbers are composed of 10 and additional ones (10-19); reads and writes numerals 0 to 20
Integrating Later	Counts beyond 100, starting at any given number; demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; reads and writes two-digit numerals up to 100

Number Sense of Math Operations

COG:
MATH
3

COG: MATH 3

Child shows increasing ability to add and subtract small quantities of objects

Cognition: Math (COG: MATH)

KIDS

Number Sense of Math Operations

COG:
MATH
3

Building Earlier	Attends to or explores changes in number of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; demonstrates understanding that numbers (10 or smaller) can be decomposed in more than one way (i.e., $7=5+2$; $7=6+1$)
Integrating Later	Represents and solves addition and subtraction word problems, with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction

Shapes

COG:
MATH
6

COG: MATH 6

Child shows an increasing knowledge of shapes and their characteristics

Cognition: Math (COG: MATH)

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Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (e.g., rectangle, hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); creates representations of shapes based on knowledge of defining attributes