



## FREQUENTLY ASKED QUESTIONS ABOUT KIDS

Question	Answer
<b>What is KIDS?</b>	The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to improve understanding of children’s development in key areas of learning for long-term success, including social and emotional learning, language and literacy, mathematics, and approaches to learning. KIDS is validated, informed by research, and aligned with state learning standards. This is not a “test,” but is a set of documented teacher observations of students’ demonstration of developmental skills and interactions. Detailed information on KIDS can be found at <a href="#">KIDS: Every Illinois Child Ready for Kindergarten</a>
<b>What does the state require from schools and districts?</b>	As of fall 2021, KIDS data collection is required by statute. The <b>Education and Workforce Equity Act (HB 2170)</b> contains more than 20 provisions aimed at decreasing racial gaps in opportunity and attainment that currently persist in the state’s education system. One of those provisions requires the State Board of Education to annually assess all public school students entering kindergarten. KIDS will be used for this purpose, which means <b>that the implementation of KIDS at the beginning of kindergarten is now required in statute</b> . Full text of the law can be found here: <a href="#">Education and Workforce Equity Act (HB 2170)</a> . There may be a risk of losing state resources if a district does not implement KIDS.
<b>What are the 14 required measures?</b>	<p><b>Approaches to Learning and Self-Regulation (ATL-REG)</b></p> <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> <p><b>Social and Emotional Development (SED)</b></p> <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> <p><b>Language and Literacy Development (LLD)</b></p> <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> <p><b>Cognition: Math</b></p> <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>
<b>Why is the state requiring only these 14 measures?</b>	KIDS was piloted for five years prior to being implemented statewide in 2017. ISBE developed the mandatory 14 State Readiness Measures based on feedback from the pilot district participants. These measures represent the developmental measures considered most critical to a child’s long-term educational success. The state currently requires collection of the 14 measures and entry of the developmental ratings at the 40 <sup>th</sup> day of student attendance. However, districts have the option to collect the 14 measures at multiple points throughout the year to determine developmental progress and to complete full developmental domains, the Five Domains of Readiness, or the full KIDS Instrument (11 domains/55 measures). Each level of data collection provides more robust reporting and, ultimately, a richer representation of a child’s development.



Question	Answer
<p><b>Does the KIDS evidence need to be collected in the first 40 school days or calendar days?</b></p>	<p>In a typical school year, evidence for the 14 State Readiness Measures should be collected in the first 40 days of student attendance, beginning with the first day of school, and entered into KIDStech during a two-week window (one week prior to and one week after the 40<sup>th</sup> day of student attendance).</p>
<p><b>Are teachers required to report KIDS evidence at the 105 and 170 days as well?</b></p>	<p>The winter and spring observation periods are available for districts that choose to do more than the minimum. The first 40-day observation period is the only one currently required by the state.</p>
<p><b>How does this help children? Families? Teachers? The state?</b></p>	<p><b>Kindergartners</b> can:</p> <ul style="list-style-type: none"> <li>• Engage in rich, play-based learning while teachers are using the KIDS tool.</li> <li>• Experience individual support from their teachers who have a deeper understanding of each student’s abilities.</li> </ul> <p><b>Families</b> can:</p> <ul style="list-style-type: none"> <li>• Partner with teachers to address their child’s specific abilities, strengths, and challenges.</li> <li>• Learn how to support their child’s development at home.</li> </ul> <p><b>Teachers</b> can:</p> <ul style="list-style-type: none"> <li>• Understand each kindergartner’s abilities, strengths, and challenges.</li> <li>• Tailor teaching to meet the needs of each student.</li> <li>• Talk with pre-K teachers about children’s learning in pre-K and kindergarten.</li> </ul> <p><b>Schools and districts</b> can:</p> <ul style="list-style-type: none"> <li>• Use common language about kindergarten readiness.</li> <li>• Prepare to meet the needs of all students.</li> <li>• Collaborate with the pre-K community to help create smooth transitions from pre-K to kindergarten.</li> </ul> <p><b>The State of Illinois</b> can:</p> <ul style="list-style-type: none"> <li>• Aggregate and share statewide information about kindergarten readiness.</li> <li>• Make decisions about resource allocation and support for all children to succeed long-term.</li> <li>• Measure developmental readiness across the state in a consistent way and assist in identifying strengths and challenges in early childhood development at the district and state level.</li> <li>• Identify best practices that can be shared with districts across the state.</li> </ul>



Question	Answer
<p><b>How does KIDS align with Illinois’ Every Student Succeeds Act (ESSA) State Plan?</b></p>	<p>The Illinois ESSA State Plan and KIDS focus on the development of the whole child. Instead of solely evaluating math and reading, KIDS allows teachers to observe students’ knowledge, skills, and behavior across four key domains that most affect long-term student success. All 55 measures across 11 learning domains are available for teachers to use in an effort to gain an enhanced understanding of children’s development.</p> <p>Additionally, KIDS aligns with the Illinois ESSA State Plan to address the needs of the whole child. KIDS helps teachers gauge students’ development and school readiness so schools are prepared to meet the strengths and needs of every child. KIDS also enables teachers to easily provide resources to families around how they can support learning at home.</p>
<p><b>Does KIDS mean that kindergarten teachers will be held accountable for student readiness? Will teachers be evaluated on KIDS results?</b></p>	<p>No. KIDS is not designed to hold kindergarten teachers accountable for students’ readiness upon entry. Kindergarten teachers should not be evaluated based on student readiness or any results from administration of the tool. KIDS is intended to determine what skills and knowledge students have and areas in which they need to grow for long-term educational success.</p>
<p><b>What does the state do with the results?</b></p>	<p>KIDS provides a consistent way to measure developmental readiness across the state and assists in identifying strengths and challenges in early childhood development at the district and state level. KIDS data informs local school districts and ISBE of strengths and opportunities in early childhood education across the state; the KIDS data support ISBE in making decisions regarding resources districts need for all children in Illinois to succeed.</p> <p>ISBE publishes statewide and district-level kindergarten readiness data and reports annually: <a href="#">KIDS: Data and Reports</a>.</p>
<p><b>Will districts receive KIDS reports?</b></p>	<p>Teachers and district administrators will have immediate access to reports in KIDStech as soon as student ratings are entered into the system. ISBE publishes statewide and district-level kindergarten readiness data and reports annually: <a href="#">KIDS: Data and Reports</a> .</p>
<p><b>I only teach half-day kindergarten. Do I still need to do this?</b></p>	<p>Yes. KIDS is part of state law, which means that all school district kindergarten programs are required to implement KIDS annually. Evidence can be collected in exactly the same way for children who are in the classroom for a half day.</p>
<p><b>I am already conducting assessments. Why do I have to do this?</b></p>	<p>KIDS provides the state with one, consistent tool as a way of understanding children’s development and kindergarten readiness in Illinois. KIDS is an observational assessment, developmentally appropriate for kindergarten students, that allows children to continue their regular classroom activities without being pulled out for individual assessments. KIDS will help schools to be better prepared to meet the needs of their incoming students.</p>



Question	Answer
<p><b>How do I know if a child has progressed?</b></p>	<p>KIDS provides options for teachers to enrich their understanding of how students are progressing. For example, teachers can observe students on the 14 State Readiness Measures two or three times in a school year to show their individual or aggregated developmental progress. Schools and districts also have the option to collect more measures than the 14 State Readiness Measures, including completing full developmental domains, the 29 measures in the Five Domains of Readiness, or the 55 measures in the 11 Domains of Readiness.</p>
<p><b>Why are there multiple options within the KIDS tool?</b></p>	<p>The KIDS tool provides options for districts to collect the 14 State Readiness Measures, collect data multiple times through the year, complete full developmental domains, collect the Five Domains of Readiness, or collect the 11 Domains of Readiness. Highlights of each option include:</p> <ul style="list-style-type: none"> <li>• <b>14 State Readiness Measures</b>—These select measures provide population-based information about the overall readiness of a group of children at the beginning of kindergarten.</li> <li>• <b>14 State Readiness Measures, Multiple Data Collection Points</b>—Districts have the option to collect the 14 measures at multiple points throughout the school year to determine developmental progress in kindergarten.</li> <li>• <b>The Five Domains of Readiness</b>—When all 29 measures in the Five Domains of Readiness are rated, KIDS provides sufficient information for teachers to plan for the class and support each child’s learning and development. This view includes the 14 State Readiness Measures with sufficient additional information to provide a full view of readiness. Recommended practice is for teachers to complete the survey two or three times a year. The process will allow teachers to share children’s progress with families while supporting children’s development.</li> <li>• <b>11 Domains of Readiness</b>—The full KIDS instrument provides the opportunity to collect extensive data on the whole child’s development. This view provides sufficient information for teachers to plan for the class and support each child’s learning and development. It encompasses all 11 domains in the instrument (English Language Development [ELD] and Spanish [SPAN] are conditional). Information in all domains is available to communicate with families about their child’s whole development. The comprehensive view of the data shows child and group progress after it has been collected two or more times.</li> </ul>
<p><b>Where do I find more information on the different versions of the KIDS tool?</b></p>	<p>More information about different versions of the KIDS tool, other KIDS implementation resources, and KIDS guidance can be found at <a href="#">Classroom Implementation Materials</a>.</p>
<p><b>How can my district learn from other districts?</b></p>	<p>ISBE has a goal of identifying and disseminating KIDS best practices across the state. District participation in data collection is a critical step in this process so ISBE has an accurate understanding of kindergarten and school readiness. You can find some examples of district-level practices at <a href="#">Classroom Implementation Materials</a>.</p>



Question	Answer
<b>What about developmental progress in the grades beyond kindergarten?</b>	To date, students’ skills and development in Illinois have been consistently evaluated for the first time in third grade. KIDS is the first step in identifying what skills and developmental challenges children have when first entering the K-12 system. The goal is for KIDS to provide a “bridge” in understanding gaps in children’s whole learning needs starting in pre-K through the early elementary school years, which is critical for their long-term success.
<b>I am already swamped. How much more work is this?</b>	Most kindergarten teachers are already gathering the necessary information to complete KIDS for the children in their classroom through other assessments and through daily activities in the classroom. KIDS requires teachers to gather evidence for the required measures, determine ratings for each developmental area, and enter the ratings into KIDStech. Tips on observation and collecting evidence can be found at <a href="#">Classroom Implementation Materials</a> .
<b>When do I have to start doing this?</b>	Collection of the current 14 required measures has been an annual requirement in school districts statewide since the fall of the 2017-18 school year. As of March 2021, <b>the implementation of KIDS at the beginning of kindergarten is now required in statute</b> . Full text of the law can be found here: <a href="#">Education and Workforce Equity Act (HB 2170)</a> .
<b>Where did KIDS come from?</b>	KIDS is the result of years of planning and collaboration between ISBE, the early childhood community, advocates, educators, and policymakers. ISBE contracted with the California Department of Education and WestEd to adapt the Desired Results Developmental Profile tool and align it with Illinois Early Learning and Developmental Standards.
<b>What makes KIDS different from other developmental assessments?</b>	KIDS is not an assessment, but an observation-based tool designed to improve understanding of children’s development in key areas of learning. Children are observed during normal daily activities and interactions, in a comfortable, natural setting. KIDS ratings are based on evidence gathered and documented by teachers during regular routines and are not based on a test, an individual pull-out assessment, or other means that would influence a child's responses or provide a less accurate picture of a child’s development.
<b>How do I get more information on KIDS?</b>	<p>For KIDS coaching and training, please contact:</p> <ul style="list-style-type: none"> <li>Michelle Escapa, KIDS training and coaching coordinator, at (217) 801-6566 or <a href="mailto:mescapa@roe51.org">mescapa@roe51.org</a>.</li> </ul> <p>For general questions concerning KIDS requirements and policy, please contact:</p> <ul style="list-style-type: none"> <li>ISBE at <a href="mailto:kids@isbe.net">kids@isbe.net</a> or <a href="mailto:assessment@isbe.net">assessment@isbe.net</a>.</li> </ul>
<b>Where can I get more information about implementing KIDS?</b>	ISBE offers a variety of free KIDS resources for administrators, teachers, and families at <a href="#">KIDS: Every Illinois Child Ready for Kindergarten</a> Additionally, questions, comments and concerns can be sent to a central email address for a quick response or to connect teachers and administrators to appropriate supports <a href="mailto:kids@isbe.net">kids@isbe.net</a> .



Question	Answer
<p><b>How does KIDS align with upper grades?</b></p>	<p>KIDS aligns with Common Core State Standards, Next Generation Science Standards, and other state standards for kindergarten and first grade.</p> <p>Illinois' kindergarten and first-grade standards are aligned to Illinois' later grade standards, so KIDS alignment to kindergarten and first grade creates a bridge from KIDS to later grades. This alignment means the assessment information gives researchers an indication of whether children are building the skills that they will need for the later grades.</p> <p>Find more information on the KIDS Alignment and Research Summaries at <a href="#">Standards Alignment &amp; Research</a>.</p>
<p><b>How valid is the KIDS assessment as a tool?</b></p>	<p>The structure underlying KIDS meets the five types of validity: 1) Evidence Based on Instrument Content 2) Evidence Based on the Response Process, 3) Evidence Based on Internal Structure, 4) Evidence Based on Relations to Other Variables, and 5) Evidence Based on Consequences of Using an Assessment Instrument (per the definitions in <i>The Standards for Educational and Psychological Testing</i> and from the American Educational Research Association, the American Psychological Association, and the National Council for Measurement in Education).</p>
<p><b>I already use the Teaching Strategies GOLD observational assessment. How does KIDS align?</b></p>	<p>KIDS is aligned to the Illinois Early Learning and Development Standards and Illinois Early Learning Standards--- Kindergarten. To the extent that GOLD is aligned to standards, KIDS and GOLD would be measuring similar content in the standards.</p> <p>Criteria for developing specific measures within each domain of KIDS were carefully selected to cover the breadth and salience of the skills represented in the Illinois standards and highlight observable demonstration of knowledge and skills in kindergarten children. This means that for most teachers using GOLD, the observational data collected can serve both purposes, with very little additional work involved.</p> <p>Information on KIDS Alignment and KIDS Crosswalks with commonly-used Early Learning Tools can be found at <a href="#">Standards Alignment &amp; Research</a>.</p>
<p><b>One of our kindergarten teachers will be out on leave during the fall data collection. What should we do?</b></p>	<p>Only teachers who have gone through the KIDS Implementation Required Training have access to KIDStech. Teachers are issued a login and a password after completing the training session. <b>If you have identified a long-term substitute for a teacher on long-term leave, the substitute must attend the KIDS training, observe the students, and enter the ratings into KIDStech.</b> If you do not have a long-term sub identified, it would be best to talk through your situation with your KIDS coach. See <a href="#">KIDS Coaching Interactive Map</a>.</p>



Question	Answer
<p><b>Can my district custom-select additional developmental measures beyond the 14 required?</b></p>	<ul style="list-style-type: none"> <li>• Teachers, schools, or districts may choose for teachers to complete one or more full domains or individual measures from either the Five Domains of Readiness or 11 Domains of Readiness.</li> <li>• The 14 measures are the minimum required at the beginning of kindergarten, but teachers and school administrators who desire more information about their students’ learning and development may find it helpful to complete more measures or to complete the 14 measures more frequently throughout the year.</li> <li>• As teachers collect evidence for the 14 measures, they will find that the interconnectedness of observations allows them to use evidence to inform additional KIDS measures beyond those that are part of the 14 State Readiness Measures. Individual teachers, schools, and districts can choose to include additional measures in the assessment in order to have data for one or more full domains. The whole set of measures in each domain provides a valid and reliable assessment of progress in the essential domains of learning and development for young children.</li> <li>• A reasonable stretch goal for teachers wanting to complete more would be to complete the 14 State Readiness Measures again in the spring, along with three to five additional measures within those domains. For example, teachers, and school administrators will gain access to domain reports for ATL-REG and SED by completing one additional ATL-REG measure and three additional SED measures.</li> <li>• Teachers and districts have access to enhanced child and group-level reports after full domains are completed. This provides greater value in translating data into classroom instruction and more comprehensive support of student development.</li> </ul>
<p><b>What about my students who are dual language learners?</b></p>	<ul style="list-style-type: none"> <li>• Dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also use more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains.</li> <li>• The teacher who is collecting or documenting developmental evidence for KIDS should have the ability to communicate in the child’s home language. If not, the teacher should receive assistance from another adult who does speak the child’s home language. This may be a teaching assistant, director, parent, or other adult who knows the child.</li> <li>• Bilingual kindergarten classrooms in Illinois provide instruction on phonological awareness and letter and word knowledge in different ways from classrooms with predominantly English-only instruction. For this reason, the subset of LLD measures in the 14 State Readiness Measures view was modified for use in bilingual classrooms in the following manner: Measures LLD 1 and LLD 10 in the alternate LLD subset replace LLD 8 and LLD 9 from the original LLD subset in the 14 State Readiness Measures.</li> <li>• Children can demonstrate in both languages for all KIDS measures except in ELD and SPAN domains. (See the next paragraph for a description of these domains.)</li> </ul> <p>For more information, refer to <a href="#">KIDS Guidance for Dual Language Learners</a>.</p>



Question	Answer
<p><b>Can you tell me about the measures for dual language learners/English Learners?</b></p>	<ul style="list-style-type: none"> <li>• The ELD domain assesses dual language learners’ progress toward communicating in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home language, and the child’s motivation to learn English. The ELD measures should only be completed for children with a home language other than English.</li> <li>• The Language and Literacy Development in SPAN domain assesses children’s progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child’s experiences with Spanish as part of the kindergarten curriculum, not the child’s age. Keep in mind that various factors affect a child’s acquisition of Spanish, including degree of exposure to Spanish and a child’s motivation to learn Spanish. The SPAN measures should be completed for children who are in a kindergarten class where the curriculum provides opportunities for learning and development of Spanish.</li> </ul> <p>For more information, refer to <a href="#">KIDS Guidance for Dual Language Learners</a>.</p>
<p><b>Is the classroom teacher the only one who can implement KIDS?</b></p>	<p>A teacher who has been trained on KIDS will make final decisions on ratings and will enter the data. Other staff (teaching assistants, volunteers, reading specialists, social workers, PE instructors, etc.) can collect evidence and provide that to the teacher to assist in determining a rating.</p>
<p><b>Is this tool more suited to play-based environment than to academic kindergarten?</b></p>	<p>No. KIDS is for kindergarten students, regardless of the curriculum used or how the classroom is set up or structured. KIDS helps teachers, districts, and the state gain a picture of the knowledge, skills, or behaviors of kindergarten children, classroom environment notwithstanding. The currently required 14 measures provide a mechanism, at an aggregate level, for beginning to understand the learning and support needs of the incoming kindergarten cohort.</p>
<p><b>How long does it take to complete KIDS?</b></p>	<p>Teachers complete KIDS in different time frames based on how well they know the tool and whether they are familiar with collecting observational evidence. Some teachers and districts already use another observation-based assessment, which can provide evidence for KIDS’ purposes as well. Regardless of their experience with KIDS, teachers’ proficiency will increase as they become more familiar with it and they will be able to complete it more quickly.</p>
<p><b>How long does it take to enter the rating into KIDStech?</b></p>	<p>If the teacher has reviewed, reflected upon, and rated the measures beforehand, it is just a matter of entering the data once they get to KIDStech. Ratings can all be entered all at once, on a few children at a time, for the whole class on a single measure, or in batches. Ratings will be saved in KIDStech as they are entered.</p>
<p><b>How often is evidence collected and reported?</b></p>	<p>Evidence for the required 14 State Readiness Measures is collected in the first 40 days of student attendance and entered into KIDStech during a two-week window -- one week prior to and one week after the 40<sup>th</sup> day of student attendance.</p>



Question	Answer
<b>What happens to the evidence once the ratings are entered?</b>	That decision is left to the discretion of the teacher. Some pieces of evidence, such as work samples, can be added to a child’s portfolio, given to families to demonstrate a child’s progress, or displayed in the classroom. Other pieces of evidence, such as notes on a Post-it, can either be discarded or saved in a folder.
<b>How many pieces of evidence are needed for each measure?</b>	There is no magic number of pieces of evidence. Teachers need to gather enough evidence to support their ratings on each child for each of the measures. A good piece of evidence addresses multiple measures and domains and may even contribute to support for a rating on multiple children.
<b>What happens if we do not cover one of the measures in the first 40 days?</b>	The purpose of collecting information in the first 40 days of attendance is to determine what skills children entering kindergarten have and the developmental areas in which they may need additional support. Concepts and skills do not need to be formally taught for students to demonstrate what they know and can do upon kindergarten entry.
<b>Will all kindergarten students, including special education students, be observed through KIDS?</b>	Yes, it is expected that all kindergarten children will be observed on the 14 State Readiness Measures. However, if members of a special education team decide that any part of the KIDS Rating System is inappropriate for a child’s developmental level, they can document the justification on the student’s state Individualized Education Program form.
<b>What if I get a student too close to the end of the rating period to collect evidence?</b>	Every effort should be made to collect evidence on as many measures as possible for each child, regardless of when they enter the class. Even collecting evidence to rate a few measures is better than not having any data to enter on an individual student. If a student enters the classroom too close to a rating period to gather evidence on all 14 required measures, teachers may answer “unable to rate” on those measures for which they were unable to gather enough evidence.
<b>What happens when a student moves out of the district?</b>	Data previously entered into KIDStech on that child would be available to the new school once their information is updated in the Student Information System, as long as the receiving school is in Illinois. It would be a local decision on whether any evidence collected by the previous teacher would be forwarded on to the new school.
<b>Are ratings required in school year 2021-22 for students who remain in remote learning?</b>	<p>Yes. The <a href="#">Education and Workforce Equity Act (HB 2170)</a> states: “Beginning no later than the 2021-22 school year, the State Board of Education shall annually assess <b>all</b> public school students entering kindergarten using a common assessment tool, unless the State Board determines that a student is otherwise exempt.”</p> <p>The current guidance from the State Superintendent for the 2021-22 school year is that <b>all students return to in-person learning situations</b>, with district-level mask mandates in place. Districts will be <b>REQUIRED</b> to submit appropriate KIDS Student Exemptions for any students not fully rated on the 14 required measures. <i>(Please continue to watch for updates should circumstances and/or guidance change.)</i></p> <p>Only those students with exemptions, which will be granted based on appropriate, individualized documentation specifying that the student should remain in remote learning, will be exempted from KIDS. <i>(See FY 2022 KIDS Exemptions Reason Codes Matrix.)</i></p>



<p><b>How are district participation rates impacted for students not fully rated on the required KIDS measures?</b></p>	<p>Information about students <b>WITH</b> an appropriate, valid KIDS Student Exemption <b>AND</b> appropriate, individualized documentation will be withheld from the statewide data set <b>AND</b> the KIDS Report.</p> <p>Students <b>WITHOUT</b> an appropriate, valid KIDS Student Exemption <b>AND</b> appropriate, individualized documentation who are not included <b>will negatively impact district participation rates</b>, which will be reflected in the statewide KIDS Report.</p>
<p><b>How do we rate students in remote learning situations?</b></p>	<p>Districts are <b>not required</b> to rate students on the 14 KIDS measures <b>IF</b> an appropriate, valid KIDS Student Exemption applies for that student <b>and IF</b> the district has the appropriate, individualized documentation to verify that.</p>
<p><b>If we have an appropriately exempted student (see above) in a remote learning situation but also have enough evidence and information gathered to enter one or more of the 14 required ratings on the student, can we enter that information?</b></p>	<p>YES! If the student is attending kindergarten virtually, the district will STILL be issuing progress reports on that student, which means it has SOME information on that student’s development that related to one or more of the KIDS required measures. If a teacher has enough evidence to apply a rating for a specific student attending kindergarten virtually, they have the <b>option</b> to enter ratings on that student for as many measures as they can.</p> <ul style="list-style-type: none"> <li>• There is no reason to automatically leave a student unrated on ANY KIDS measures just because they are attending virtually and technically and appropriately exempted.</li> <li>• Some data and information on appropriately exempted students is better than NO information on those students.</li> <li>• Progress reports, student work, and parent input have always been part of the evidence used for KIDS ratings and could absolutely be used as evidence to select ratings on at least SOME of the required KIDS measures.</li> <li>• If the student was appropriately exempted (see above), the exemption would still be valid and would apply for any unrated measures on that specific student.             <ul style="list-style-type: none"> <li>○ Appropriately exempted students with fewer than the required ratings completed would not be included in the statewide report or data set.</li> <li>○ There is local benefit to understanding as much as possible about the development of our kindergarten students <b>EVEN</b> if those students are technically exempted from KIDS.</li> </ul> </li> </ul>