



## GUIDANCE FOR DUAL LANGUAGE LEARNERS

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### Do I have to use the KIDS tool with my English Learners and Diverse Learners?

ISBE requires the use of KIDS for all kindergarten students in Illinois, regardless of English Learner or Diverse Learner status.

As a general reminder, KIDS allows children to demonstrate mastery through a variety of communication modes, languages, and behaviors (e.g. in another language, through sign language, using alternative communication systems, etc.) This means that KIDS can still be used effectively with students who speak languages other than English and/or who do not use oral language to communicate.

### Use of “Unable to Rate”

Although the KIDS rubric covers a broad developmental continuum, it may not measure the development of all children. If students have not yet reached the lowest developmental level on the KIDS rubric, teachers have the option of marking “Unable to Rate” and indicating the reason in the KIDSTech system.

### Using the Alternate KIDS LLD Measures for Bilingual Classrooms

An alternate set of KIDS measures is available for teachers of English Learners, who are required to be provided with literacy instruction in their native language. The alternate set of measures removes two of the required measures from the Language and Literacy (LLD) domain and replaces them with two alternate LLD measures. Specifically, in the alternate LLD subset, measures LLD 1 and LLD 10 replace LLD 8 and LLD 9 from the original LLD subset. So, instead of Phonological Awareness (LLD 8) and Letter and Word Knowledge (LLD 9), the teachers of English Learners can use Understanding of Language (Receptive) (LLD 1) and Emergent Writing (LLD 10).



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

This alternate set of measures is available because understanding of receptive language and emergent writing can be observed similarly in children learning English as in those learning other languages. In contrast, Phonological Awareness and Letter and Word Knowledge are less relevant (and therefore less observable) as children begin in languages other than English.

*Using the Alternate LLD Sub-set is strongly recommended for students in bilingual classrooms. The sub-set can also be used at a teacher's discretion for any other students who are English Learners.*