



**Kindergarten Individual Development Survey (KIDS)
Correspondence to Illinois Learning Standards:
The KIDS Physical Development (PD) Domain and the Illinois Early Learning and
Development Standards (IELDS)**

Overall, there is substantial correspondence between the Physical Development domain of the KIDS¹ and the Physical Development and Health domain of the Illinois Early Learning and Development Standards (IELDS). Although the KIDS differs some from the IELDS in the broad organization and categorization of content, both similarly address key observable skills and behavioral indicators of physical development. The correspondence reflects shared assumptions about what constitutes the most important behavioral developments in childhood that pertain to physical activity. The following table shows correspondences between the KIDS measures and the IELDS.

**Correspondence between the KIDS Instrument and
the Illinois Early Learning and Development Standards**

KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p>PD 1: Perceptual-Motor Skills and Movement Concepts</p> <p>Definition: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.</p>	<p>Learning Standard 19.B Demonstrate awareness and coordination of body movements.</p> <p>Learning Standard 21.A Demonstrate individual responsibility during group physical activities.</p> <p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</p>	<p>Child demonstrates an awareness and coordination of body movements, specifically body awareness when moving in different spaces (19.B).</p> <p>Child develops body awareness and spatial awareness that aid him or her in maintaining personal space, which may contribute to his or her taking individual responsibility during group activities (21.A).</p> <p>Child demonstrates the skills necessary for cooperative interactions with others (21.B).</p>

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



KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p>PD 2: Gross Locomotor Movement Skills</p> <p>Definition: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play with and without the use of equipment. Additionally, child demonstrates the ability to use strength and control to accomplish a task (19.A).</p>
<p>PD 3: Gross Motor Manipulative Skills</p> <p>Definition: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play, with and without the use of equipment. Additionally, the child demonstrates the ability to use strength and control to accomplish a task (19.A).</p>
<p>PD 4: Fine Motor Manipulative Skills</p> <p>Definition: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play. Child uses writing and drawing tools with some control. Additionally, the child demonstrates a progression of eye-hand coordination skills. (19.A).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by KIDS Domain

- Goal 20: Develop habits for lifelong fitness.
- Learning Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.
- Learning Standard 20.B: Assess individual fitness levels.
- Learning Standard 20.C: Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.



- Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
- Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.
- Learning Standard 22.B: Describe and explain the factors that influence health among individuals, groups, and communities.
- Learning Standard 22.C: Explain how the environment can affect health.
- Goal 23: Understand human body systems and factors that influence growth and development.
- Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.
- Learning Standard 23.B: Identify ways to keep the body healthy.
- Learning Standard 23.C: Describe factors that affect growth and development.
- Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
- Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- Learning Standard 24.B: Apply decision-making skills related to the protection and promotion of individual health.
- Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Note from expert: The KIDS PD measures do not align with the goals and learning standards listed above, but measures in other domains of the KIDS may correspond to them. Since children's development does not occur in discrete domains, it certainly seems acceptable and not surprising that different domains in the KIDS instrument might correspond to specific observable skills addressed in the standards.