



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

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 Standards Kindergarten (IELS-K). Although the KIDS differs some from the IELS-K 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 IELS-K.

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

KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K 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</p> <p>Analyze various movement concepts and applications.</p> <p>Learning Standard 19.C</p> <p>Demonstrate knowledge of rules, safety, and strategies during physical activity.</p>	<p>Child moves in various ways through various physical spaces that have clear perceptual-motor demands in relation to others in the environment (19.B).</p> <p>Child demonstrates increased perceptual-motor skills that support his or her implementation of safety rules (19.C).</p>

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



KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K 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 in individual and team sports, creative movement, and leisure and work-related activities.</p>	<p>Child demonstrates physical competence during active play with advanced locomotor skills that afford the child to move with balance and control (e.g., gross motor tasks). Additionally, the child demonstrates increased hand-eye coordination skills (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 in individual and team sports, creative movement, and leisure and work-related activities.</p>	<p>Child demonstrates physical competence during active play and uses strength and control for gross motor tasks. Additionally, the child demonstrates increased hand-eye coordination skills (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 in individual and team sports, creative movement, and leisure and work-related activities.</p>	<p>Child uses writing and drawing tools with some control (19.A).</p>

IELS-K Goal(s) or Learning Standard(s) not addressed by KIDS Domain

- Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
- Learning Standard 20.A: Know and apply the principles and components of health-related 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.



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- Goal 21: Develop team-building skills by working with others through physical activity.
- Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.
- Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activities.
- 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 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: Explain the effects of health-related actions on the body systems.
- 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.