



Kindergarten Individual Development Survey (KIDS) Correspondence to Illinois Learning Standards: The KIDS Social and Emotional Development (SED) Domain and the Illinois Early Learning and Development Standards (IELDS)

There are many commonalities between the structure of the KIDS¹ Social and Emotional Domain and the organization of the Illinois Early Learning and Development Standards (IELDS). These similarities arise from shared understanding of the relevance of different social-emotional, social studies, and self-regulatory knowledge and skills to children’s achievement in school. Thus, although the KIDS addresses some domain elements that do not correspond to any of the Illinois learning standards, and, likewise, a number of Illinois standards are not covered by the KIDS, the common elements indicate that the KIDS has a fairly high degree of correspondence to key areas in the IELDS.

The correspondence pertains to several important components of young children’s development. In particular, young children’s perceptions of themselves and their characteristics (particularly related to strengths and individuality), their understanding of other people’s emotions and characteristics, and the role their social skills play in their classroom success appear in both the KIDS and the IELDS. To a lesser extent, the KIDS measures correspond to IELDS standards that describe how social-emotional understanding contributes to children’s understanding of differences between people related to, for example, their family background and culture. 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>SED 1: Identity of Self in Relation to Others</p> <p>Definition: Child shows increasing awareness of self as distinct from and also related to others.</p>	<p>Learning Standard 16.A</p> <p>Explore his or her self and personal history.</p> <p>Learning Standard 18.A</p> <p>Explore people, their similarities, and their differences.</p>	<p>Child develops awareness of self and individuality (16.A).</p> <p>Child develops awareness of self as different from and similar to other people (18.A).</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>SED 1: Identity of Self in Relation to Others (cont.)</p> <p>Definition: Child shows increasing awareness of self as distinct from and also related to others.</p>	<p>Learning Standard 30.B</p> <p>Recognize own uniqueness and personal qualities.</p>	<p>Child develops awareness of self and personal qualities (30.B).</p>
<p>SED 2: Social and Emotional Understanding</p> <p>Definition: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.</p>	<p>Learning Standard 30.A</p> <p>Identify and manage one’s emotions and behavior.</p> <p>Learning Standard 31.A</p> <p>Develop positive relationships with peers and adults.</p>	<p>Child identifies emotions in self and others and considers others’ feelings (30.A).</p> <p>Child identifies and responds to others’ feelings and thoughts, including consideration for others’ feelings (31.A).</p>
<p>SED 3: Relationships and Social Interactions with Familiar Adults</p> <p>Definition: 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.</p>	<p>Learning Standard 31.A</p> <p>Develop positive relationships with peers and adults.</p>	<p>Child develops positive relationships with familiar adults (primarily teachers) (31.A).</p>
<p>SED 4: Relationships and Social Interactions with Peers</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with</p>	<p>Learning Standard 21.B</p> <p>Demonstrate cooperative skills during structured group physical activity.</p> <p>Learning Standard 24.A</p>	<p>Child demonstrates positive peer relationships, including cooperative, considerate activity and team-building skills (21.B).</p> <p>Child communicates in positive ways that resolve differences and prevent conflict (24.A).</p>



KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p>peers and develops friendships with several peers.</p> <p>SED 4: Relationships and Social Interactions with Peers (cont.)</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.</p>	<p>Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>Learning Standard 31.A</p> <p>Develop positive relationships with peers and adults.</p> <p>Learning Standard 31.B</p> <p>Use communication and social skills to interact effectively with others.</p>	<p>Child develops positive relationships with peers (31.A).</p> <p>Child engages in verbal and nonverbal interactions with peers involving consideration, cooperation, fairness, and turn-taking (31.B).</p>
<p>SED 5: Symbolic and Sociodramatic Play</p> <p>Definition: Child develops capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.</p>	<p><i>Note: The IELDS do not address concepts and skills related to symbolic and sociodramatic play.</i></p>	

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

- Learning Standard 30.C: Demonstrate skills related to successful personal and school outcomes.
- Learning Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
- Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.
- Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic social situations.
- Learning Standard 32.C: Contribute to the well-being of one’s school and community.



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Note from expert: Although this list is accurate, please note that many of the IELDS standards that the SED domain of the KIDS does not address are included in other KIDS domains.