



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

There are many commonalities between the structure of the KIDS¹ Social and Emotional Domain and the organization of the Illinois Early Learning Standards Kindergarten (IELS-K). 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 IELS-K.

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 IELS-K. To a lesser extent, the KIDS measures correspond to IELS-L 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 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>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 18.A</p> <p>Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>Learning Standard 31.B</p>	<p>Child develops self-awareness in comparison to others. Child identifies similarities and differences in people’s characteristics (18.A).</p> <p>Child develops awareness of self and personal qualities (31.B).</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>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>Recognize personal qualities and external supports.</p> <p>Learning Standard 32.A</p> <p>Recognize the feelings and perspectives of others.</p> <p>Learning Standard 32.B</p> <p>Recognize individual and group similarities and differences.</p>	<p>Child understands others' feelings, thoughts, and perspectives, especially those of peers (32.A).</p> <p>Child demonstrates awareness of him- or herself as compared to others (32.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 31.A</p> <p>Identify and manage one's emotions and behavior.</p> <p>Learning Standard 32.B</p> <p>Recognize individual and group similarities and differences.</p>	<p>Child identifies emotions in self and others and considers others' feelings (31.A).</p> <p>Child develops an understanding of people's feelings, thoughts, and characteristics (32.B).</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 32.C</p> <p>Use communication and social skills to interact effectively with others.</p>	<p>Child develops positive relationships with familiar adults (primarily teachers) (32.C).</p>



KIDS Measure	Illinois Early Learning Standards Kindergarten (IELS-K)	KIDS Measure Corresponds with IELS-K in the Following Ways:
<p>SED 4: Relationships and Social Interactions with Peers</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with 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>Learning Standard 21.B</p> <p>Demonstrate cooperative skills during structured group physical activities.</p> <p>Learning Standard 32.A</p> <p>Recognize the feelings and perspectives of others.</p> <p>Learning Standard 32.C</p> <p>Use communication and social skills to interact effectively with others.</p>	<p>Child demonstrates positive peer relationships, including cooperative, considerate activity (21.B).</p> <p>Child develops positive peer relationships and understands emotions (32.A).</p> <p>Child develops positive relationships with peers (32.C).</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 IELD-K do not address concepts and skills related to symbolic and sociodramatic play.</i></p>	

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

- Learning Standard 31.C: Demonstrate skills related to achieving personal and academic goals.
- Learning Standard 32.D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Learning Standard 33.A: Consider ethical, safety, and societal factors in making decisions.



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- Learning Standard 33.B: Apply decision-making skills to deal responsibly with daily academic social situations.
- Learning Standard 33.C: Contribute to the well-being of one's school and community.

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