



Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten



STRATEGIES for COLLECTING & ORGANIZING OBSERVATIONS for KIDS

The Illinois Kindergarten Individual Development Survey (KIDS) allows teachers to compare what a student demonstrates in class with the developmental continuum for specific KIDS measures. How teachers document and organize these observations, quotes, and student work samples is a professional choice left to teachers' discretion. The strategies suggested below are drawn from the work of many Illinois kindergarten teachers experienced in implementing KIDS. Consider which combination of systems and strategies will fit most naturally with your teaching style or create your own! For more ideas, see the Observation Guide for Teachers and other resources at www.isbe.net/KIDS.

Strategy	How to use it	Considerations for Implementation
<p>Anecdotal Records</p> <ul style="list-style-type: none"> Brief, written descriptions of students' actions or responses (including direct quotes). 	<p>Possible materials: Small notebook, index cards, sticky notes, iPad or tablet with secure note-taking or student portfolio app. Check out the downloadable resources available on www.isbe.net/KIDS.</p> <p>Possible systems:</p> <ul style="list-style-type: none"> Create a binder with a section for each student and a page for each of the domains or measures for which you plan to collect information (downloadable at www.isbe.net/KIDS). Use sticky notes during the day to capture anecdotal observations and quotes. Be sure to add the date and instructional time of day on the note. At the end of each day, sort the sticky notes into the binder. Label an index card for each student. At the start of each day, pull 3-4 index cards and capture anecdotal notes on those students all day. Repeat the next day. Carry a small notebook with you and aim to fill one page with notes and quotes each day. 	<p>Content: Your notes should be as specific, objective, and descriptive as possible. It is easy to forget important details later. Instead of saying a child is "friendly," describe the actions or include the quote that indicate a characteristic (e.g., "smiled and asked student if she wanted to play").</p> <p>Planning: When planning your lessons, list the KIDS measures that you could use to gather evidence during particular learning activities.</p> <p>Timing: Some teachers carry their notetaking materials with them throughout the day and take notes whenever they can. Other teachers designate a few times during the day to write down observations or quotes.</p> <p>Focus: Many teachers report that it is helpful to focus on a handful of students each day and cycle through the entire class over a week or two. This ensures that all students have observations and quotes collected about their growth and development. Other teachers focus on a specific KIDS measure on a given day and record observations on as many students as they can, especially when a lesson or activity emphasizes the skills or competencies contained in that measure.</p>



- After collecting observations for a few weeks, use the Documentation Record Sheet (downloadable from www.isbe.net/KIDS) to make sure you have enough evidence on each child and for each measure and/or to identify which children require additional focus to ensure an accurate developmental picture for each measure.
- Teachers who create student portfolios or use Work Sampling as part of their normal routing can likely report on the 14 required KIDS measures based on the information already collected for those purposes.



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<p>Annotated Photos</p> <ul style="list-style-type: none"> - Candid photos of students in action, with a short caption or note that adds more detail (e.g., a quote from the child or detail about what the child is working on). 	<p>Possible systems:</p> <ul style="list-style-type: none"> - Consider a secure photo app, cloud service, or photo storage website that allows you to add notes easily. - Commit to labeling photos within a day or two after taking them. It is easy to forget important and helpful details. 	<p>Content: Snap photos while children are working. Posed photos often do not tell as the whole story about the learning taking place. Many students love to pose when they see a camera/phone, so consider talking to your class about the photos you are taking and set clear expectations for what you'd like to happen. Let them know you'll be taking a lot of pictures and that you want them to keep working so you can capture the evidence of their learning.</p> <p>Planning: Have a photo device handy at the center where you would like to capture evidence. Students can be very adept at taking photos of their work and adding some audio to explain their learning.</p> <p>Timing: You might take photos throughout the day or only during times you have set aside (similar to the strategy for anecdotal observations). Writer's workshop, time in centers, and recess can all provide great photo opportunities.</p> <p>Focus: Some teachers rotate the students they photograph each day (similar to the strategy for anecdotal observations). Other teachers are more opportunistic, but use a weekly checklist to make sure every child is photographed at least once per week. Consider using the Document Review Checklist to track (downloadable on www.isbe.net/KIDS).</p>
<p>Class Lists & Check Lists</p> <ul style="list-style-type: none"> - Tools designed to help teachers quickly capture and organize information about students' abilities. 	<p>Some evidence collected about a child's abilities is as simple as indicating "yes" or "no," such as number sense, letter knowledge, and phonological awareness. Check out the downloadable templates available on www.isbe.net/KIDS that can be used to record brief information about each child in your class.</p>	<p>Content: Chances are that most teachers are already collecting evidence about their students' progress through formal or informal assessment systems. That same information collected through other systems can serve a double purpose and be used for KIDS evidence, at the teacher's professional discretion.</p>

Note: Be sure to confirm the security of any digital apps or devices with your school or district's information technology team.