



Kindergarten Individual Development Survey (KIDS)
Correspondence to Illinois Learning Standards:
The KIDS Cognition: Math (COG: MATH) Domain and the Illinois Early Learning and Development Standards (IELDS)

The alignment of the COG: MATH measures in the KIDS¹ with the Illinois Early Learning and Development Standards (IELDS) for Mathematics indicates a significant correspondence in structure and content. Both the COG: MATH measures and the mathematics standards focus on many of the same key concepts and skills, including understanding of numbers, math operations, classification, measurement, patterning, and shapes. Each of the KIDS COG: MATH measures corresponds to a set of early learning math standards with a similar focus and at a similar developmental level. The only math skills addressed in the IELDS but not explicitly represented in the KIDS math measures are the ability to describe the probabilities of events, the ability to understand location and ordinal position, and the ability to make estimates as opposed to exact counts of numbers or measurements. 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>COG: MATH 1: Classification</p> <p>Definition: Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.</p>	<p>Learning Standard 8.A</p> <p>Explore objects and patterns.</p> <p>Learning Standard 9.A</p> <p>Recognize, name, and match common shapes.</p>	<p>Child demonstrates ability to sort objects according to characteristics or attributes (8.A).</p> <p>Child demonstrates ability to sort collections of two- and three-dimensional shapes by their attributes (9.A).</p>
<p>COG: MATH 2: Number Sense of Quantity</p> <p>Definition: Child shows developing understanding of number and quantity.</p>	<p>Learning Standard 6.A</p> <p>Demonstrate beginning understanding of numbers, number names, and numerals.</p>	<p>Child demonstrates ability to count and understand “how many” and to use terms “none” or “nothing” to indicate how many of something there are. Additionally, child demonstrates ability to differentiate between</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>COG: MATH 2: Number Sense of Quantity (cont.)</p> <p>Definition: Child shows developing understanding of number and quantity.</p>	<p>Learning Standard 6.C</p> <p>Begin to make reasonable estimates of numbers.</p> <p>Learning Standard 6.D</p> <p>Compare quantities using appropriate vocabulary terms.</p>	<p>numbers and letters and can recite numbers verbally 1 to 10 (6.A).</p> <p>Child demonstrates ability to make reasonable estimates of numbers (6.C).</p> <p>Child demonstrates ability to solve everyday problems involving number sense (6.D).</p>
<p>COG: MATH 3: Number Sense of Math Operations</p> <p>Definition: Child shows increasing ability to add and subtract small quantities of objects.</p>	<p>Learning Standard 6.B</p> <p>Add and subtract to create new numbers, and begin to construct sets.</p>	<p>Child recognizes that numbers can be combined or separated to make another number and can make sets of objects of a given number up to 5. Additionally, child demonstrates ability to solve simple mathematical problems (6.B).</p>
<p>COG: MATH 4: Measurement</p> <p>Definition: Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.</p>	<p>Learning Standard 7.A</p> <p>Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p>Learning Standard 7.B</p> <p>Begin to make estimates of measurements.</p> <p>Learning Standard 7.C</p> <p>Explore tools used for measurement.</p>	<p>Child demonstrates the ability to use measurable properties such as size, length, weight, and volume and has the vocabulary to discuss these nonstandard units (7.A).</p> <p>Child understands measurable properties that aid in the estimation of measurement (7.B).</p> <p>Child shows awareness of the various attributes of measurements (i.e., weight, length, and time) and that they are expressed in different units (i.e., feet, pounds, and seconds). Additionally, with help from a</p>



KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	KIDS Measure Corresponds with IELDS in the Following Ways:
<p>COG: MATH 4: Measurement (cont.)</p> <p>Definition: Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.</p>	<p>Learning Standard 8.A</p> <p>Explore objects and patterns.</p>	<p>teacher, the child demonstrates ability to use various measurement tools (7.C).</p> <p>Child demonstrates ability to order, compare, and describe objects according to characteristics or attributes (8.A).</p>
<p>COG: MATH 5: Patterning</p> <p>Definition: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.</p>	<p>Learning Standard 8.A</p> <p>Explore objects and patterns.</p>	<p>Child demonstrates ability to recognize, duplicate, extend, and create simple patterns in various formats (8.A).</p>
<p>COG: MATH 6: Shapes</p> <p>Definition: Child shows an increasing knowledge of shapes and their characteristics.</p>	<p>Learning Standard 9.A</p> <p>Recognize, name, and match common shapes.</p>	<p>Child demonstrates ability to recognize and name two- and three-dimensional shapes and describe their attributes (9.A).</p>

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

- Learning Standard 8.B: Describe and document patterns using symbols.
- Learning Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.