# Kindergarten Individual Development Survey[1] (KIDS) Correspondence to the WIDA English Language Development (ELD) Standards for Kindergarten

There are significant areas of agreement between the KIDS (2015) measures and World-Class Instructional Design and Assessment (WIDA) English Language Development Standards for Kindergarten, as well as major organizational and conceptual differences.

## Purpose of the KIDS Instrument: Assessing Learning and Development Across Domains

KIDS assesses progress on indicators related to state learning and development standards (including the Common Core State Standards [CCSS]). While KIDS does not address each and every standard, the skills it focuses on are highly correlated with the full range of skills the standards cover. In essence, KIDS samples key knowledge, skills, and behaviors that provide a sense of children's overall progress across learning and development domains. KIDS addresses the most salient, representative, and observable knowledge and skills across a range of learning and development domains. Measures that comprise a domain and the descriptors across developmental levels for each measure address the following:

> **KIDS assesses children's knowledge and skills across a range of learning and development domains, including English language development as its own developmental domain.**

- Breadth: range of knowledge, skills, and behaviors that are part of specific learning and development

- Salience: the extent to which specific knowledge, skills, and behaviors are relevant to later academic achievement, thus critical to a particular stage of learning and development, as grounded in the research literature

- Observable behaviors: knowledge, skills, and behaviors that are observable in the context of interactions with adults, interactions with other children, and activities the child engages in on his or her own

The research literature on young children's learning and development from older toddlerhood through the early elementary years provided the foundation for development of all KIDS measures. Overall, KIDS represents a sample of the content addressed in the CCSS and other early learning and kindergarten state standards, broadly covering the most salient knowledge and skills. There are 11 domains in total.

- Approaches to Learning – Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)

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

- English-Language Development (ELD)
- Language and Literacy Development in Spanish (SPAN)
- Cognition: Math (COG: MATH)
- Cognition: Science (COG: SCI)
- Physical Development (PD)
- Health (HLTH)
- History – Social Science (HSS)
- Visual and Performing Arts (VPA)

## Purpose of the WIDA ELD Standards: Addressing English Language Development Across Domains[2]

The WIDA English Language Development (ELD) Standards represent social and academic language that students need to participate and engage with peers, teachers, and the curriculum in productive ways. WIDA ELD Standards focus on the English "language of" five discipline-specific domains: social and instructional, language arts, mathematics, science, and social studies. The WIDA ELD Standards are as follows (with each standard's abbreviation in parentheses):

- ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting (Social and Instructional Language)
- ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts (The language of Language Arts)
- ELD Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The language of Mathematics)
- ELD Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The language of Science)
- ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The language of Social Studies)

> **The WIDA ELD Standards describe social and academic language that English language learners need to engage with peers, teachers, and the curriculum in the context of school.**

The various components of the WIDA Standards Framework address the complexity of English language development. WIDA ELD Standards acknowledge the need for English language learners (ELLs) to construct meaning from oral and written language as well as to be able to express themselves through four language **domains**: listening, speaking, reading, and writing.

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[2] See pages 3–7 of the WIDA *2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12*, available at https://www.wida.us/standards/eld.aspx.

Social, instructional, and academic language are organized in the WIDA ELD Standards into three levels that are relevant to specific **features of academic language**: discourse level and linguistic complexity, sentence level and language forms and conventions, and word/phrase level and vocabulary usage. Finally, two sets of **Performance Definitions**, one that addresses receptive language (listening and reading) and another that addresses productive language (speaking and writing), are included in the WIDA ELD Standards. Performance Definitions are articulated for each of the five levels of language proficiency and across each of the features of academic language at the discourse, sentence, and word/phrase levels. Can Do Descriptors, developed by teachers for grade-level clusters, such as prekindergarten–kindergarten (preK–K), work in conjunction with the Performance Definitions and are a sampling of the language expectations of English language learners.[3] Finally, examples can be found in the WIDA ELD Standards of how language is processed and produced within a particular context through **Model Performance Indicators (MPIs)**, which demonstrate language that students may hear and use in the context of the classroom.

## KIDS Developmental Levels and WIDA ELD Standards Levels of Language Proficiency

Both KIDS and the WIDA ELD Standards address a variety of domains for which all children, including dual language learners, demonstrate progress as they learn and develop. KIDS addresses knowledge and skills that include, but are not limited to, the language of the discipline-specific domains. The English-Language Development domain includes four measures.

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self-Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English

WIDA ELD Standards identify five **levels of language proficiency** (see Figure 1), with Performance Definitions that shape each of the levels within the ELD grade-level strands of MPIs to support teachers' planning of curriculum and instruction. In addition, Level 6: Reaching represents the end of the continuum, when a student's language performance has met the criteria for levels 1–5. The KIDS ELD domain identifies five developmental levels; the descriptor at each level defines the behaviors that would be observed for a child at that developmental level.

**Figure 1. KIDS ELD Domain Developmental Levels and the WIDA ELD Standards Levels**

| KIDS ELD Domain *Developmental Levels* | Discovering English Exploring English Developing English Building English Integrating English |
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[3] See WIDA's *The English Language Learner Can Do Booklet: Grades PreKindergarten–Kindergarten* available at https://www.wida.us/standards/CAN_DOs/.

| WIDA ELD Standards *Levels of Language Proficiency* | Level 1: Entering |
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| | Level 2: Emerging |
| | Level 3: Developing |
| | Level 4: Expanding |
| | Level 5: Bridging |

*Role of Home Language*

KIDS allows for ELLs to demonstrate knowledge and skills across domains of learning and development in their home language, in English, or in both languages while English language skills are still developing and being assessed separately in the ELD domain. In contrast, given that their focus is on English language development, the WIDA ELD Standards make no such explicit allowance. Rather, the focus is on setting standards for each ELL child's level of English language development by specific subject/content area without addressing the child's content knowledge in the home language.

## How the KIDS Instrument Corresponds with the WIDA ELD Standards

Both the KIDS and the WIDA ELD Standards address a variety of domains for which all children, including dual language learners (DLLs), demonstrate progress as they learn and develop. The areas of conceptual alignment include dividing language into listening, speaking, reading, and writing domains and identifying the discipline-specific domains of development in which all DLLs need to show progress. The major difference between KIDS and the WIDA ELD Standards is in the is in the latter's organizational framework for representing ELD.

Within the KIDS, ELD is considered a separate domain of development with its own mastery levels. In contrast, within the WIDA ELD Standards, the child's level of ELD is described across five subject areas. The KIDS has a separate domain for ELD that includes four areas of language development, while the WIDA ELD Standards include listening, speaking, reading, and writing language domains within each standard. Overall, there is significant alignment between the KIDS domains and the WIDA ELD example topics and genres, or areas of development and learning. However, given that many components make up the WIDA ELD Standards—four domains of language proficiency, multiple levels of MPIs, Performance Definitions, and three elements within each MPI—and that the DRDP-K does not organize ELD within each content area, these two systems are not comprehensively aligned with each other.

All four KIDS ELD measures correspond to each of the five WIDA ELD Standards. Furthermore, a list of sample topics and genres that is representative of state academic content standards and also describes how example topics might be articulated for one expressive or productive domain across all five levels of language proficiency can be found in the WIDA ELD Standards.[4] Thus, evidence that children demonstrate knowledge and skills relevant to KIDS domains other than ELD by communicating in English could also demonstrate progress toward the WIDA ELD Standards. Figure 2 lists measures in KIDS

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[4] See page 1 of the WIDA *English Language Proficiency Standards PreKindergarten through Grade 5*, 2007 Edition, available at https://www.wida.us/standards/eld.aspx.

domains other than ELD that correspond to each WIDA ELD Standard, when the child's observable behaviors used as evidence for rating a measure include spoken language on the part of the child.

**Figure 2. WIDA ELD Standards and Correspondence to KIDS Measures in Domains Other than ELD**

| WIDA ELD Standard | Relevant KIDS Measures in Domains Other than ELD |
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| ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting (Social and Instructional Language) | ATL-REG 2: Self-Control of Feelings and Behavior<br>ATL-REG 4: Shared Use of Space and Materials<br><br>SED 1: Identity of Self in Relation to Others<br>SED 2: Social and Emotional Understanding<br>SED 3: Relationships and Social Interactions with Familiar Adults<br>SED 4: Relationships and Social Interactions with Peers<br>SED 5: Symbolic and Sociodramatic Play |
| ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts (The language of Language Arts) | LLD 1: Understanding of Language (Receptive)<br>LLD 2: Responsiveness to Language<br>LLD 3: Communication and Use of Language (Expressive)<br>LLD 4: Reciprocal Communication and Conversation<br>LLD 5: Interest in Literacy<br>LLD 6: Comprehension of Age-Appropriate Text<br>LLD 7: Concepts About Print<br>LLD 8: Phonological Awareness<br>LLD 9: Letter and Word Knowledge<br>LLD 10: Emergent Writing<br><br>VPA 2: Music |
| ELD Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The language of Mathematics) | COG: MATH 1: Classification<br>COG: MATH 2: Number Sense of Quantity<br>COG: MATH 3: Number Sense of Math Operations<br>COG: MATH 4: Measurement<br>COG: MATH 5: Patterning<br>COG: MATH 6: Shapes |
| ELD Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The | COG: SCI 1: Cause and Effect<br>COG: SCI 2: Inquiry Through Observation and Investigation<br>COG: SCI 3: Documentation and Communication of Inquiry<br>COG: SCI 4: Knowledge of the Natural World |

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| language of Science) | HLTH 1: Safety<br>HLTH 5: Knowledge of Wellness |
| ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The language of Social Studies) | HSS 1: Sense of Time<br>HSS 2: Sense of Place<br>HSS 3: Ecology<br>HSS 5: Responsible Conduct as a Group Member<br><br>HLTH 5: Knowledge of Wellness |

The correspondence between the WIDA ELD Standards example topics and genres for each ELD Standard and KIDS measures in other domains can be characterized as follows:

- Almost all of the WIDA ELD Standards example topics and genres for ELD Standard 1 at preK–K can be found in the identified KIDS measures across three domains: SED, HLTH, and VPA. However, some topics are not specifically included (e.g., spatial relations) in the definition or descriptors.
- Almost all WIDA ELD Standards example topics and genres for ELD Standard 2 at preK–K can be found in the identified KIDS measures across two domains: LLD and VPA. However, some topics are not specifically addressed (e.g., same and different, nursery rhymes) in the definition or descriptors.
- Many of the WIDA ELD Standards example topics and genres for ELD Standard 3 at preK–K can be found in COG: MATH measures, with a few exceptions (e.g., temperature).
- Many of the WIDA ELD Standards example topics and genres are addressed by COG: SCI measures and two HLTH measures. However, the COG: SCI measures emphasize the scientific process (e.g., inquiry and documentation of inquiry) more than specific scientific topics. Some of the WIDA ELD Standards example topics and genres are not specifically addressed (e.g., colors, air, etc.) in the definition or descriptors.
- Many of the topics addressed by KIDS (e.g., conflict negotiation) are not specifically included in the WIDA ELD Standards example topics and genres, while a few WIDA ELD Standards example topics and genres (e.g., transportation and families) are not specifically addressed in the definition or descriptors of the HSS measures.

Overall, there is significant correspondence between the domains in the KIDS instrument and the WIDA ELD dimensions of development and learning and topics addressed by each ELD Standard. The assessment evidence gathered that demonstrates a child's knowledge and skills in KIDS domains other than ELD may include the child's use of domain-specific language that would demonstrate progress in the related domain of one or more WIDA ELD standards.