



Illinois
State Board
of Education



KIDS INSTRUMENT CROSSWALK FOR THE 14 STATE READINESS MEASURES

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help administrators, teachers, and families understand the developmental strengths of children entering kindergarten. Kindergarten teachers in Illinois are required to collect data for the 14 State Readiness Measures that span across the three developmental areas most important for long-term success — social and emotional development, language and literacy, and math — within the first 40 days of school. KIDS provides a reflection of each child's learning and development at kindergarten entry. It is neither an indication of school quality nor of teacher performance. It is not a placement test for children.

The Illinois State Board of Education (ISBE), in partnership with WestEd, developed KIDS through research and validated the tool through testing. KIDS aligns with the Illinois Early Learning and Development Standards, which establish expectations for children's development at kindergarten entry. The KIDS survey also incorporates the state's Social and Emotional Learning Standards and Illinois Learning Standards in math and English language arts.

This crosswalk, developed in partnership by ISBE and the Center for the Study of Education Policy at Illinois State University, is intended to support teachers and districts in identifying how KIDS integrates with other standards and commonly used tools and assessments across the state. There may be additional assessments that integrate well with KIDS that are not represented in this document. A previous [correspondence](#) was developed to show connections to the Desired Results Developmental Profile (DRDP). Please note: This crosswalk explores the 14 State Readiness Measures. There is another crosswalk available for the Five Domains of Readiness.

For more information about KIDS, please visit www.isbe.net/kids.



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Approaches to Learning and Self-Regulation (ATL-REG)

KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	Works Sampling System, 5 th Edition Performance Indicators for Preschool-4	Teaching Strategies GOLD Objectives, Dimensions, and Indicators	Early Learning Scale Item, Strand, and Indicators 4-5
<p>ATL-REG 1: Curiosity and Initiative in Learning</p> <p>Definition: Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.</p>	<p>Learning Standard 30.c Demonstrates skills related to successful personal and school outcomes.</p>	<p>I.C.1 Shows eagerness and curiosity as a learner.</p>	<p>11. Demonstrates positive approaches to learning.</p> <p>11a.6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions.</p> <p>11d.6. Shows eagerness to learn about a variety of topics and ideas.</p>	<p>Social Emotional 6: Initiative and Curiosity. Experiments systematically and in a sustained manner to discover new things.</p>



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<p>TL-REG 2: Self-Control of Feelings and Behavior</p> <p>Definition: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p>	<p>Learning Standard 30.a Identifies and manages one’s emotions and behavior.</p> <p>Learning Standard 31.c Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>I.A.2 Shows some self-direction.</p> <p>I.A.1 Demonstrates self-confidence.</p> <p>I.B.2 Manages transitions.</p> <p>I.D.5 Begins to use simple strategies to resolve conflict.</p> <p>I.D.4 Begins to identify feelings and responds to those of others.</p>	<p>1. Regulates own emotions and behaviors.</p> <p>9. Uses language to express thoughts and needs.</p> <p>3. Participates cooperatively and constructively in group situations.</p> <p>3a.6. Initiates the sharing of materials in the classroom and outdoors.</p> <p>3b.6. Suggests solutions to social problems.</p>	<p>Social Emotional 5: Self-Regulation. Uses self-regulatory strategies flexibly and reliably and spontaneously incorporates them into social interactions.</p> <p>Social Emotional 6: Working with Others Collaborates in planning and organizing an activity to accomplish the group’s goals and solve problems.</p>



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<p>ATL-REG 3: Engagement and Persistence</p> <p>Definition: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p>	<p>Learning Standard 30.c Demonstrates skills related to successful personal and school outcomes.</p>	<p>I.C.1 Shows eagerness and curiosity as a learner.</p>	<p>11. Demonstrates positive approaches to learning.</p> <p>11a.6. Sustains work on age-appropriate, interesting tasks and ignores most distractions and interruptions.</p> <p>11d.6. Plans and pursues a variety of appropriately challenging tasks.</p>	<p>Social Emotional 5: Initiative and Curiosity. Experiments systematically and in a sustained manner to discover new things.</p>



Social and Emotional Development (SED)				
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<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 Develops positive relationships with peers and adults.</p>	<p>I.D.1 Interacts easily with one or more children.</p>	<p>2. Establishes and sustains positive relationships.</p>	



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<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>Learning Standard 21.b Demonstrates cooperative skills during structured group physical activity.</p> <p>Learning Standard 24.a Demonstrates procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>Learning Standard 31.a Develops positive relationships with peers and adults.</p>	<p>I.D.5 Begins to use simple strategies to resolve conflict.</p> <p>I.D.1 Interacts easily with one or more children.</p>	<p>3. Participates cooperatively and constructively in group situations.</p> <p>3a. Balances needs and rights of self and others.</p> <p>2. Establishes and sustains positive relationships.</p> <p>2b. Responds to emotional cues.</p>	<p>Social Emotional 5: Self-Regulation Uses self-regulatory strategies flexibly and reliably and spontaneously incorporates them into social interactions.</p> <p>Social Emotional 5: Classroom Citizenship Behaves responsibly, spontaneously suggests new rules to resolve problems, and may protest rules or procedures that seem unfair.</p>



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<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 31.b Uses communication and social skills to interact effectively with others.</p>	<p>I.D.1 Interacts easily with one or more children.</p>	<p>2. Establishes and sustains positive relationships.</p> <p>2b. Responds to emotional cues.</p> <p>3. Participates cooperatively and constructively in group situations.</p>	<p>Social Emotional 5: Classroom Citizenship Behaves responsibly, spontaneously suggests new rules to resolve problems and may protest rules or procedures that seem unfair.</p>



Language and Literacy Development (LLD)				
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<p>LLD 3: Communication and use of Language (Expressive)</p> <p>Definition: Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p>	<p>Learning Standard 1.b Communicates effectively using language appropriate to the situation and audience.</p> <p>Learning Standard 1.c Uses language to convey information and ideas.</p> <p>Learning Standard 1.d Speaks using conventions of standard English.</p> <p>Learning Standard 1.e Uses increasingly complex phrases, sentences, and vocabulary.</p>	<p>II.A.2 Follows two- or three-step directions.</p> <p>II.B.1 Speaks clearly enough to be understood without contextual cues.</p> <p>II.B.2 Follows rules for conversation.</p> <p>II.B.3 Uses expanded voice.</p>	<p>9. Uses language to express thoughts and needs.</p> <p>10. Uses appropriate conversational and other communication skills.</p> <p>11. Demonstrates positive relationship to learning.</p>	<p>Language and Literacy 7: Vocabulary Makes sense of new words in context by asking and answering questions; uses new vocabulary; and begins to consider work relationships and word nuances.</p>



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<p>LLD 4: Reciprocal Communication and Conversation</p> <p>Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations.</p>	<p>Learning Standard 1.b Communicates effectively using language appropriate to the situation and audience.</p>	<p>II.A.2 Follows two- or three-step directions.</p>	<p>9. Uses language to express thoughts and needs.</p> <p>10. Uses appropriate conversational and other communication skills.</p>	<p>Language and Literacy 7: Communication Follows rules for discussions, including asking and answering questions; engages in conversation with multiple exchanges; describes events and provides information with clarity and detail.</p>



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<p>LLD 6: Comprehension of Age-Appropriate Text</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	<p>Learning Standard 2.b Recognizes key ideas and details in stories.</p> <p>Learning Standard 2.c Recognizes concepts of books.</p> <p>Learning Standard 3.a Recognizes key ideas and details in nonfiction text.</p> <p>Learning Standard 3.b Recognizes features of nonfiction books.</p>	<p>II.C.3 Shows appreciation and understanding of books and reading.</p> <p>II.C.4 Recounts some key ideas and details from text.</p>	<p>17. Demonstrates knowledge of print and its uses.</p> <p>18. Comprehends and responds to books and other texts.</p>	<p>Language and Literacy 9: Comprehension</p> <p>Retells and summarizes stories with accuracy, including characters, setting, events, and key details; recalls new information gained from the text, including main idea and key supporting details; monitors for comprehension and asks questions for clarity; discusses cause and effects of events in a text; compares two texts or makes comparison within a text.</p>



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<p>LLD 8: Phonological Awareness</p> <p>Definition: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.</p>	<p>Learning Standard 4.c Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>II.C.2 Demonstrates phonological awareness.</p>	<p>15. Demonstrates phonological awareness.</p> <p>17. Demonstrates knowledge of print and its uses.</p>	<p>Language and Literacy 8: Phonological Awareness. Produces a rhyming word when given a word, blends phonemes into words and separates words into phonemes, substitutes sounds in one syllable words to make new words.</p>



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<p>LLD 9: Letter and Word Knowledge</p> <p>Definition: Child shows increasing awareness of letters in the environment and their relationship to sound and increasing understanding that letters make up words.</p>	<p>Learning Standard 4.b Demonstrates an emerging knowledge and understanding of the alphabet.</p> <p>Learning Standard 4.c Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Learning Standard 4.d Demonstrates emergent phonics and word analysis skills.</p>	<p>II.C.1 Begins to develop knowledge of letters.</p> <p>II.C.2 Demonstrates phonological awareness.</p>	<p>9. Uses language to express thoughts and needs.</p> <p>15. Demonstrates phonological awareness,</p> <p>16. Demonstrates knowledge of the alphabet,</p> <p>17. Demonstrates knowledge of print and its uses.</p>	<p>Language and Literacy 9: Word Recognition Recognizes many high-frequency words, identifies regular letter-sound correspondences, may recognize regularly spelled one-syllable words.</p>



Cognition: Math (COG: MATH)				
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<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 Explores objects and patterns.</p> <p>Learning Standard 9.a Recognizes, names, and matches common shapes.</p>	<p>III.A.4 Begins to recognize patterns and makes simple generalizations.</p> <p>III.F.2 Begins to recognize and describe the attributes of shapes.</p>	<p>21. Explores and describes spatial relationships and shapes.</p> <p>21b.6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation.</p> <p>22.4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers.</p> <p>22.6. Extends and creates simple repeating patterns.</p>	<p>Math/Science 2: Classification Classifies sets of objects by more than one attribute and tells about the groups using relevant vocabulary.</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 Demonstrates beginning understanding of numbers, number names, and numerals.</p> <p>Learning Standard 6.c Begins to make reasonable estimates of numbers.</p> <p>Learning Standard 6.d Compares quantities using appropriate vocabulary terms.</p>	<p>III.A.2 Reasons quantitatively and begins to use some tools.</p> <p>III.C.1 Understands and begins to apply addition and subtraction to problems.</p> <p>III.B.2 Shows beginning understanding of number and quantity.</p>	<p>20. Uses number concepts and operations.</p> <p>20b.4. Recognizes and names the number of items in a small set (up to five) instantly, combines and separates up to five objects, and describes the parts.</p> <p>20b.6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.</p>	<p>Math/Science 1: Numerical Operations Solves addition and subtraction problems with one unknown (sometimes a start unknown); explains strategies (verbally or with pictures or manipulatives) to solve part-whole problems; knows combinations up to 10 and doubles up to 20.</p> <p>Math/Science 1: Written Numbers Reads, writes, and orders numbers to 30; writes number sentences to represent story problems.</p>
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<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 Adds and subtracts to create new numbers and begins to construct sets.</p>	<p>III.B.1 Counts with understanding.</p>	<p>20b.4. Recognizes and names the number of items in a small set (up to five) instantly, combines and separates up to five objects, and describes the parts.</p> <p>20b.6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.</p>	<p>Math/Science1: Functional Counting Counts to 100, counts backward from 10 to 1, says the number(s) before and after a given number 0-20, counts and groups objects by 10s and 1s.</p>



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<p>COG: MATH 6: Shapes</p> <p>Definition: Child shows an increasing knowledge of shapes and their characteristics.</p>	<p>Learning Standard 9.a Recognizes, names, and matches common shapes.</p>	<p>III.F.2 Begins to recognize and describe the attributes of shapes.</p>	<p>21. Explores and describes spatial relationships and shapes.</p> <p>21b.6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation.</p> <p>21b.8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart of combines shapes to create different shapes and sizes.</p>	<p>Math/Science 3: Identifying and Using Shapes Identifies similar shapes accurately, such as circles and ovals or rectangles and parallelograms; compares shapes to determine congruency; uses smaller shapes to make new shapes; and uses different groups of shapes to create the same shape in different ways.</p>