



Illinois
State Board
of Education



KIDS INSTRUMENT CROSSWALK FOR THE FIVE READINESS DOMAINS

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 29 measures in the Five Readiness Domains. There is another crosswalk available for the 14 State Required Measures.

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



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>



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<p>ATL-REG 4: Shared Use of Space and Materials</p> <p>Definition: Child develops the capacity to share the use of space and materials with others.</p>	<p>Learning Standard 15.b Explores issues of limited resources in the early childhood environment and world.</p> <p>Learning Standard 21.b Demonstrates cooperative skills during structured group physical activities.</p> <p>Learning Standard 31.b Uses communication and social skills to interact effectively with others.</p> <p>Learning Standard 31.c Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>V.B.2 Identifies some people’s jobs and what is required to perform them.</p> <p>I.D.2 Interacts easily with familiar adults.</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>2. Establishes and sustains positive relationships.</p> <p>2c.4. Uses successful strategies for entering groups.</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> <p>Social Emotional 6: Working with Others Collaborates in planning and organizing an activity to accomplish the group’s goals and solve problems.</p>



Social and Emotional Development (SED)				
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>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 16.a Explores his or her self and personal history.</p> <p>Learning Standard 18.a Explores people, their similarities, and their differences.</p> <p>Learning Standard 30.b Recognizes own uniqueness and personal qualities.</p>	<p>V.A.1 Identifies similarities and differences in personal and family characteristics.</p> <p>I.C.1 Shows eagerness and curiosity as a learner.</p>	<p>12. Remembers and connects experiences.</p> <p>29. Demonstrates knowledge about self.</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 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 30.a Identifies and manages one’s emotions and behavior.</p> <p>Learning Standard 31.a Develops positive relationships with peers and adults.</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.1 Interacts easily with one or more children.</p>	<p>1. Regulates own emotions and behaviors.</p> <p>2. Establishes and sustains positive relationships.</p> <p>9. Uses language to express thoughts and needs.</p>	<p>Social Emotional 5: Self-Regulation Uses self-regulatory strategies flexibly and reliably and spontaneously incorporates them into social interactions.</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 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 Develop 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</p> <p>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 1: Understanding of Language (Receptive)</p> <p>Definition: Child understands increasingly complex communication and language.</p>	<p>Learning Standard 1.a Demonstrates understanding through age-appropriate responses.</p> <p>Learning Standard 1.e Uses increasingly complex phrases, sentences, and vocabulary.</p>	<p>II.A.1 Gains meaning by listening.</p> <p>II.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>	<p>8. Listens to and understands increasingly complex language.</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> <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 2: Responsiveness to Language</p> <p>Definition: Child communicates or acts in response to language and responds to increasingly complex language.</p>	<p>Learning Standard 1.a Demonstrates understanding through age-appropriate responses.</p>	<p>II.A.1 Gains meaning by listening.</p>	<p>8. Listens to and understands increasingly complex language.</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> <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 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>
<p>LLD 5: Interest in Literacy</p> <p>Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.</p>	<p>Learning Standard 2.b Recognizes key ideas and details in stories.</p>	<p>II.C.3 Shows appreciation and understanding of books and reading.</p>	<p>18. Comprehends and responds to books and other texts.</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 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 7: Concepts About Print</p> <p>Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.</p>	<p>Learning Standard 2.c Recognizes concepts of books.</p> <p>Learning Standard 3.b Recognizes features of nonfiction books.</p> <p>Learning Standard 4.a Demonstrates understanding of the organization and basic features of print.</p> <p>Learning Standard 4.c Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).</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>II.C.1 Begins to develop knowledge of letters.</p> <p>II.C.2 Demonstrates phonological awareness.</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>18. Comprehends and responds to books and other texts.</p>	<p>Language and Literacy 9: Concepts and Strategies Relies on illustration and repetitive language patterns for reading; may use semantic, syntactic, and/or graphonics to check for accuracy.</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 and increasing relationship to sound, 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>



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<p>LLD 10: Emergent Writing</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p>	<p>Learning Standard 5.a Demonstrates growing interest and ability in writing.</p> <p>Learning Standard 5.b Uses writing to represent ideas and information.</p> <p>Learning Standard 5.c Uses writing to research and share knowledge.</p> <p>Learning Standard 19.a Uses writing and drawing tools with some control.</p>	<p>II.D.1 Represents ideas and stories through pictures, dictation, and play.</p> <p>II.D.2 Uses letter-like shapes, symbols, and letters to convey meaning.</p> <p>II.D.3 Understands purposes for writing.</p> <p>VII.A.1 Moves with increased balance and control.</p>	<p>7. Demonstrates fine-motor strength and coordination.</p> <p>19. Demonstrates emergent writing skills.</p> <p>14. Uses symbols and images to represent something not present.</p>	<p>Language and Literacy 10: Composing Develops a plan for writing by recalling or gathering information and providing an opinion or reaction, communicates loosely linked sequence of events or multiple thoughts about topics, adds some detail when prompted.</p> <p>Language and Literacy 10: Production Uses phonetic spelling, uses conventional spelling for some three letter words with short vowels, may correctly spell some high-frequency words, capitalizes first letter of sentence and adds some end punctuation.</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>



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<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 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 Measures objects and quantities using direct comparison methods and nonstandard units.</p> <p>Learning Standard 7.b Begins to make estimates of measurements.</p> <p>Learning Standard 7.c Explores tools used for measurement.</p> <p>Learning Standard 8.a Explores objects and patterns.</p>	<p>III.D.1 Orders, compares, and describes objects according to a single attribute.</p> <p>III.D.2 Participates in measuring activities.</p> <p>III.A.4 Begins to recognize patterns and makes simple generalizations.</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. Uses multiples of the same unit to measure, uses numbers to compare, and knows the purpose of standard measuring tools.</p>	<p>Math/Science 3: Measurement Accurately uses standard or non-standard measurement units to estimate length, height, volume, or weight; may not understand the need to use identical units.</p>



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<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 Explores objects and patterns.</p>	<p>III.A.4 Begins to recognize patterns and makes simple generalizations.</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>23.6. Extends and creates simple repeating patterns</p>	<p>Math/Science 2: Algebraic Thinking Uses number patterns to count on; skips counts verbally and with objects by 2s and 5s.</p>



Cognition: Math (COG: MATH)				
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>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 shape 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 or 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>



Physical Development (PD)				
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<p>PD 1: Perceptual-Motor Skills and Movement Concepts</p> <p>Definition: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.</p>	<p>Learning Standard 19.a Demonstrates physical competency and control of large and small muscles.</p> <p>Learning Standard 19.b Demonstrates awareness and coordination of body movements.</p> <p>Learning Standard 21.a Demonstrates individual responsibility during group physical activities.</p> <p>Learning Standard 21.b Demonstrates cooperative skills during structured group physical activity.</p>	<p>VII.A.1 Moves with increased balance and control.</p> <p>VII.B.1 Uses emerging strength and control to perform simple tasks.</p> <p>I.D.3 Participates in the group life of the class.</p>	<p>3. Participates cooperatively and constructively in group situations.</p> <p>4. Demonstrates traveling skills.</p> <p>5. Demonstrates balancing skills.</p> <p>6. Demonstrates gross-motor manipulative skills.</p> <p>7. Demonstrates fine-motor strength and coordination.</p>	



Physical Development (PD)				
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<p>PD 2: Gross Locomotor Movement Skills</p> <p>Definition: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).</p>	<p>Learning Standard 19.a Demonstrates physical competency and control of large and small muscles.</p> <p>Learning Standard 19.b Demonstrates awareness and coordination of body movements.</p>	<p>VII.A.1 Moves with increased balance and control.</p> <p>VII.B.1 Uses emerging strength and control to perform simple tasks.</p>	<p>4. Demonstrates traveling skills.</p> <p>5. Demonstrates balancing skills.</p> <p>6. Demonstrates gross-motor manipulative skills.</p> <p>7. Demonstrates fine-motor strength and coordination.</p>	
<p>PD 3: Gross Motor Manipulative Skills</p> <p>Definition: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).</p>	<p>Learning Standard 19.a Demonstrates physical competency and control of large and small muscles.</p> <p>Learning Standard 19.b Demonstrates awareness and coordination of body movements.</p>	<p>VII.A.1 Moves with increased balance and control.</p> <p>VII.B.1 Uses emerging strength and control to perform simple tasks.</p>	<p>4. Demonstrates traveling skills.</p> <p>5. Demonstrates balancing skills.</p> <p>6. Demonstrates gross-motor manipulative skills.</p> <p>7. Demonstrates fine-motor strength and coordination.</p>	



Physical Development (PD)				
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<p>PD 4: Fine Motor Manipulative Skills</p> <p>Definition: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.</p>	<p>Learning Standard 19.a Demonstrates physical competency and control of large and small muscles.</p> <p>Learning Standard 19.b Demonstrates awareness and coordination of body movements.</p>	<p>VII.A.1 Moves with increased balance and control.</p> <p>VII.B.1 Uses emerging strength and control to perform simple task.</p>	<p>4. Demonstrates traveling skills.</p> <p>5. Demonstrates balancing skills.</p> <p>6. Demonstrates gross-motor manipulative skills.</p> <p>7. Demonstrates fine-motor strength and coordination.</p>	



Social Emotional Development (SED)				
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>SED 5: Symbolic and Socio Dramatic Play (SED 5)</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>Learning Standard 25.a.ecb. Begin to appreciate and participate in dramatic activities.</p>	<p>VI.B.1 Responds to artistic creations or events.</p>	<p>36. Explores drama through actions and language.</p>	<p>6c. Qualities and attributes of socio-dramatic play.</p>