

## FREQUENTLY ASKED QUESTIONS (FAQ)

The following table outlines distinctions and opportunities with the Early Development Instrument (EDI) and Kindergarten Individualized Development Survey (KIDS).

QUESTION	KIDS	EDI
<b>Who administers the tool?</b>	The classroom Kindergarten teacher, who has been trained on KIDS, will complete the tool.	The classroom Kindergarten teacher, who has been trained on the EDI, will be expected to complete the EDI for each of their students.
<b>What is timeframe to administer the tool?</b>	<p>State Requirements:</p> <p>2016-17 – Partial Implementation</p> <ul style="list-style-type: none"> <li>Districts can choose one of the two flexibility models to administer KIDS – to a subset of students using the readiness domains or to all students using a smaller subset of readiness domains.</li> <li>Districts may choose to begin full implementation.</li> </ul> <p>2017-18 – Full Implementation</p> <ul style="list-style-type: none"> <li>Districts collect and report school readiness data for all kindergartners.</li> <li>Districts train new teachers and continue supporting teachers who are already implementing.</li> </ul>	Kindergarten teachers will administer the EDI during the second half of the school year. The EDI pilot will require all data for each kindergarten student to be entered in the data portal by January 31, 2018.
<b>How often is the tool administered?</b>	<p>Kindergarten Teachers will implement KIDS every school year.</p> <p>Observations are ongoing throughout the year, and teachers will use the observation data to rate students up to three times during the school year.</p>	<p>The EDI is administered triennially, once every three years.</p> <p>The EDI data are collected in the second half of the kindergarten year based on the following rationale:</p>

	<ul style="list-style-type: none"> <li>• The first KIDS rating period is the first 40 days of kindergarten, with additional ratings made by the 105th and 170th days of enrollment.</li> <li>• Teachers will be required to rate students during the first and third rating periods, while the second rating period will be optional.</li> </ul>	<ul style="list-style-type: none"> <li>• By mid-year sufficient time has passed for teachers to know their students well enough to complete the survey.</li> <li>• Children demonstrating initial weaknesses at the beginning of the school year due to unfamiliarity with school environment or language of instruction should be able to catch up with their peers by mid-year.</li> </ul>
<p><b>What kind of data does the tool produce?</b></p>	<p>KIDS is an observation assessment tool which measures development of the whole child based on 11 developmental domains. KIDS will allow for:</p> <ul style="list-style-type: none"> <li>-Individual student development reports</li> <li>-Group and sub group reports</li> <li>-School level reports</li> <li>-District-wide reports</li> <li>- Aggregated state-wide reports</li> <li>-Data will be included in a longitudinal data system linking early childhood systems to school readiness.</li> </ul>	<p>The EDI is a population tool that holistically measures groups of young children in five developmental domains:</p> <ol style="list-style-type: none"> <li>1. Physical health and well-being</li> <li>2. Social competence</li> <li>3. Emotional maturity</li> <li>4. Language and cognitive development</li> <li>5. Communication skills and general knowledge</li> </ol>
<p><b>How much time does it take to administer the tool?</b></p>	<p>The time it takes for completion depends on the teacher and how well they know the assessment instrument. As teachers become more familiar with the assessment their proficiency increases.</p>	<p>The EDI may take approximately 20-30 minutes initially to complete for each kindergarten student.</p> <p>After the first initial surveys, teachers report reducing the time to 7-10 minutes per student.</p>

<p><b>How does this tool support instruction?</b></p>	<p>KIDS is an observation assessment which allows the teacher to gain a documented, detailed, and evidence-based picture of each child. The results provide teachers with a clear roadmap for supporting a successful developmental journey for each child leading into the early elementary grades.</p> <p>The KIDS tool will also guide professional development for teachers, support alignment of early childhood and elementary school systems, document the importance of birth-to-five programs in preparing children for elementary school, and enable the state to respond to district, school, teacher, and student needs over time.</p>	<p>The EDI is considered a holistic population measure because although the data is collected by kindergarten teachers on individual children, it is always aggregated up and reported most typically at a neighborhood level.</p> <p>By offering a population focus the EDI:</p> <ul style="list-style-type: none"> <li>• Complements other existing local tools, particularly school-based kindergarten assessments that may have a more individual and academic focus</li> <li>• Delivers key information about early childhood for all children in the context of a community</li> <li>• Provides opportunity to identify social and environmental factors at the neighborhood level</li> <li>• Reveals patterns of developmental assets and needs across the community</li> </ul>
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**If a school administers the EDI, does it also have to administer KIDS?**

Yes, KIDS is mandated by the Illinois State Board of Education. However, the EDI, when coupled with more individualized assessments, can serve as complementary data because reports are generated at the neighborhood level where children live and then aggregated for the school they attend. School level reports, which are provided to the school district only, provide direction for tailored, school-specific, interventions thereby avoiding generic or blanket district-wide fixes that might not apply to all neighborhood contexts.

**Who can I contact with questions?**

If you have questions or general questions about the EDI, please contact Jaclyn Vasquez, the EDI Associate Director, at Erikson Institute by phone (312-566-4474) or email ([edi@erikson.edu](mailto:edi@erikson.edu)).

**Sources:**

Illinois State Board of Education (2016). KIDS Advisory Committee Meeting. March, 17.

Illinois State Board of Education (2016). Fact Sheet KIDS, <http://206.166.105.35/KIDS/pdf/kids-facts-sy16.pdf> and <https://www.illinoiskids.org/>

Human Early Learning Partnership (2017), <http://earlylearning.ubc.ca/edi/>

## KIDS AND EDI CROSSWALK

<p><b>KIDS Domains (5)</b></p> <ul style="list-style-type: none"> <li>• <b>Readiness Measures (14)</b></li> </ul> <p>The data from KIDS will be used to promote the success of every child, guide professional development for teachers, support alignment of early childhood and elementary school systems, and enable the state to respond to district, school, teacher, and student needs over time.</p>	<p><b>EDI Domains (5)</b></p> <ul style="list-style-type: none"> <li>• <b>Subdomains (16)</b></li> </ul> <p>The data from the EDI will be used to increase awareness of the importance of the early years, identify areas of strength and weakness in children’s development, provide evidence based research to support community initiatives for healthy child development, strengthen relationships between researchers and communities, and provide communities with information to support future planning and service development.</p>
<p><b>1. PHYSICAL DOMAIN</b></p>	<p><b>1. PHYSICAL HEALTH &amp; WELL-BEING DOMAIN</b> Includes gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills.</p> <ul style="list-style-type: none"> <li>• Physical readiness for school day Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.</li> <li>• Physical independence Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</li> <li>• <b>Gross and fine motor skills</b> Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</li> </ul>
<p><b>2. APPROACHES TO LEARNING: SELF-REGULATION</b></p>	<p><b>2. SOCIAL COMPETENCE</b> Includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable public behavior, ability to control own</p>

<p><b>3. SOCIAL EMOTIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• ATL-REG 1: Curiosity and Initiative in Learning</li> <li>• ATL-REG 2: Self-Control of Feelings and Behavior</li> <li>• ATL-REG 3: Engagement and Persistence</li> </ul>	<p>behavior, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.</p> <ul style="list-style-type: none"> <li>• Overall social competence Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.</li> <li>• Responsibility and respect Children who always or most of the time show respect for others, and other’s property, follow rules and take care of materials, accept responsibility for actions, and show self-control.</li> <li>• Approaches to learning Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.</li> <li>• Readiness to explore new things Children who are curious about the surrounding world, and are eager to explore new books, toys and games.</li> </ul>
<p><b>3. SOCIAL EMOTIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• SED 3: Relationships and Social Interactions with Familiar Adults</li> <li>• SED 4: Relationships and Social Interactions with Peers</li> </ul>	<p><b>3. EMOTIONAL MATURITY</b> Includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people’s feelings.</p> <ul style="list-style-type: none"> <li>• Prosocial and helping behavior Children who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.</li> <li>• Anxious and fearful behavior Children who rarely or never show most of the</li> </ul>

	<p>anxious behaviors; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.</p> <ul style="list-style-type: none"> <li>• <b>Aggressive behavior</b> Children who rarely or never show most of the aggressive behaviors; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.</li> <li>• <b>Hyperactivity and inattentive behavior</b> Children who never show most of the hyperactive behaviors; they are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.</li> </ul>
<p><b>4. LANGUAGE AND LITERACY DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• LLD 6: Comprehension of Age-Appropriate Text</li> <li>• LLD 8: Phonological Awareness</li> <li>• LLD 9: Letter and Word Knowledge</li> </ul> <p><b>5. COGNITION MATH DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• COG Math 1: Classification</li> <li>• COG Math 2: Number Sense of Quantity</li> <li>• COG Math 3: Number Sense of Math Operations</li> <li>• COG Math 6: Shapes</li> </ul>	<p><b>6. LANGUAGE &amp; COGNITIVE DEVELOPMENT</b></p> <p>Includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory.</p> <ul style="list-style-type: none"> <li>• <b>Basic literacy</b> <b>Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.</b></li> <li>• <b>Interest literacy/numeracy and memory</b> Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things.</li> <li>• <b>Advanced literacy</b> Children who have at least half of the advanced literacy skills reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Basic numeracy Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.</li> </ul>
<ul style="list-style-type: none"> <li>• LLD 3: Communication and Use of Language (Expressive)</li> <li>• LLD 4: Reciprocal Communication and Conversation</li> </ul>	<p><b>7. COMMUNICATION SKILLS &amp; GENERAL KNOWLEDGE</b></p> <p>Includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around.</p> <ul style="list-style-type: none"> <li>• Communication and general knowledge Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.</li> </ul>

Sources:

Illinois State Board of Education (2016). KIDS Advisory Committee Meeting. March, 17.

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