

Kansas Early Learning Inventory for Fours (KELI-4)
2013-14 Version

This is a new version of the KELI-4 based upon statistical review and suggestions from teachers who used it during the last two years. After statistical review of the 2011-2012 and 2012-13 versions and an update of the Kansas Early Learning Standards, items were either removed or adjusted, resulting in a final KELI-4.

Please contact Gayle Stuber at 785-296-5352 or gstuber@ksde.org if you have any questions. And please send comments on format, content, specific items, etc. We need your input to make this a better assessment! THANKS---

Gayle

INFORMATION PAGE:

Please complete the following information.

NOTE: Some information may be pre-populated on the web-based application.

Teacher & School Information

Lead Teacher name:	
Teacher ID:	
School District (USD) #	
School Name and Building #	
Program name (if not in a school building)	
Assistant Teacher Name:	

CHILD INFORMATION

Child full legal name:	
KIDS #	
Birth Date	
Height	
Weight	

Please complete each item based upon your observation of the child. Observations may be done either individually or within a small or large group, depending upon the question/item being asked. You do not need to do a separate observation specifically for this instrument if you have current knowledge of the child’s skills and abilities based upon other recent observations or assessments.

Physical Skills/Self-Help	Never	Sometimes	Usually	Always
Uses pincer grasp				
Cuts on a straight line				
Runs/walks with a coordinated gait				
Toilets self with minimal assistance				
Can catch a ball with both hands				
Can throw a small ball with one hand				
Can put on/take off coat with little or no assistance				
Can unzip clothing with minimal help				

Social-Emotional Development

Engagement	Never	Sometimes	Usually	Always
Follows basic directions within appropriate length of time (without prompting)				
Follows established classroom rules and routines with minimal prompting				
Collaborates with others to carry out a play theme (e.g. hospital or grocery store)				
Maintains interest in self-initiated activity for at least 10-15 minutes				
Participates in most classroom activities, demonstrating strategies to join a play group or invite others to join in play.				

Personal social skills	Never	Sometimes	Usually	Always
Shows concern to others who may be in distress				
Adapts behavior to be appropriate in different activities/settings				
Usually accepts consequences for own actions				
With adult help, copes with strong emotions (anger, frustration, disappointment) by using strategies to calm self				
Attempts to solve social problems in a group or play activity through negotiation or with adult’s assistance				

Personal social skills

	Never	Sometimes	Usually	Always
Plays well with two or more peers, displaying socially competent behavior (listening, responding, helping, sharing, taking turns)				

Communication and Literacy

Oral Language

	Never	Sometimes	Usually	Always
Answers questions about key details in a story, including 'how' and 'why' questions				
Asks questions to gain information (e.g. questions about word meanings, questions about stories)				
Follows conversational rules for listening to others and taking turns speaking about topics/texts under discussion.				
Uses complete sentences to communicate				
Stays on topic during conversation involving multiple exchanges				
Uses illustrations to retell major events in a story.				
Tells stories based upon personal experiences, imagination, and/or stories from books				

Phonological Awareness

	Never	Sometimes	Usually	Always
Blends segmented 2 and 3 syllables words to name a word (e.g. can you tell me this word: bu-ter-fly?)				
Matches words that rhyme (e.g. selects 2 out of a list of 3 words)				
Matches words with a common beginning sounds (e.g. selects 2 out of 3 words that begin with the same sound)				
Produces rhyming words (e.g. What is a word that rhymes with 'cat'?)				
Can identify the beginning sound in a word (e.g. What is the first sound you hear in the word 'man'?)				
Can combine a sequence of isolated sounds to produce 3 and 4 phoneme words (e.g. 'Can you tell me this word s-p-oo-n'?)				

Alphabet Knowledge	Never	Sometimes	Usually	Always
Recognizes own name in print				
Identifies some known letters of the alphabet in familiar and unfamiliar words				
Discriminates between letters that look similar (e.g. knows that a 'm' is not a 'n')				
Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters				

Print Awareness	Never	Sometimes	Usually	Always
Can find familiar words within a story or print				
Recognizes and 'reads' familiar words or environmental print				
Understands print directionality (e.g. Runs finger along text from top to bottom, left to right, while pretending to read)				
Demonstrates knowledge that a book has a front and a back				
Demonstrates an understanding that words in a sentence are separated by spaces				

Writing/printing	Never	Sometimes	Usually	Always
Uses random letter strings (multiple letters written without letter-sound connections) when writing				
Uses semiphoetic or early alphabetic knowledge when writing (e.g. writes words using some letter-sound correspondence)				
Uses scribbling and/or mock letters when writing				
Can tell about own drawings and responds to suggestions by adding details to drawings				
Can write own name				

General Knowledge & Mathematical Knowledge

Emergent Numeracy	Never	Sometimes	Usually	Always
Counts orally from 1 to 10				
Recognizes numbers from 1-10 when shown the numbers out of order				

Emergent Numeracy	Never	Sometimes	Usually	Always
Can give a number to a small number of items quickly and accurately				
Understands that the last number word used in counting represents the total number in the collection (cardinal rule)				
Able to compare by counting or matching two groups of items that contain up to five objects each, despite the similarity or dissimilarity between items in each group				
Can recognize and label a number of items that are arranged in a pattern (e.g. items are arranged like dots on a domino)				
Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)				
Identifies positions as first and last				
Sorts objects using one or two attributes				
Compares groups based upon single attributes (more/less; long/short)				
Consistently names some basic shapes				

Approaches to Learning/Problem Solving	Never	Sometimes	Usually	Always
Uses classroom materials for their intended purpose				
Carries out tasks or projects from beginning to end; stays with task for at least 5 minutes, despite distraction or frustration				
Tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let's try it)				
Can delay gratification, following a rule or to obtain a better payoff later				
Shows flexibility in problem-solving, changing plans if better solution is proposed, or adjusting response to rule change				
Shows curiosity: seeks new, varied, and inventive experiences in play, alone or with others				