Kansas Early Learning Inventory for Fours--Revised (KELI-4R) 2012-13 Version

This is a new (revised) version of the KELI-4 based upon statistical review and suggestions from teachers who used it during the A statistical review of the 2011-2012 results will likely reduce the number of items to be included in the finalized version of the KELI-4R.

This process will allow KSDE to collect and then share aggregate state data that show the skills levels young children have upon entry into pre-k classrooms and the improvement they make across the year. This data collection will allow schools, districts and KSDE to:

- (1) Use the data to enhance school readiness and success for young children.
- (2) Use the data to promote the strength of the Four Year Old At-Risk program in meeting its major outcome of "Children will enter school ready to learn."
- (3) Use the data to promote the quality practices that teachers are using to support and improve child outcomes.

Please NOTE:

- IT IS IMPORTANT TO REMEMBER: These items reflect current research and standards related to the multiple domains needed. They do NOT reflect every skill, ability, and knowledge children need to be successful in school.
- The KELI-4R does measure abilities and skills that have been shown to predict later school success.
- The KELI-4R is NOT a curriculum.

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 when using writing utensils				
Cuts on a straight line, holding paper				
Cuts simple shapes grasping scissors with thumb on top				
Runs/walks with a coordinated gait				
Completes a puzzle with 5-7 interlocking pieces				
Uses restroom with minimal adult supervision				
Hops on one foot				
Can catch a ball with both hands				
Can throw a small ball with both hands				
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 set rules in group play or activities				
Perseveres on a task even when clearly frustrated with				
minimal or no adult prompting				
Follows established classroom routines with minimal				
prompting				
Collaborates with others to carry out a play theme (e.g.				
hospital or grocery store)				
Maintains interest in activity for at least 10-15 minutes				
Plays dress-up with other children, pretending to be				
someone or something else				
Stays 'on task'				

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Personal social skills	Never	Sometimes	Usually	Always
Offers to help others who may be in distress (crying,				
frowning, looking confused)				
Adapts behavior to be appropriate in different				
environments				
Makes eye contact with adult or peer during conversations				
Accepts consequences for own actions				
Copes with frustration—calms self within a few minutes				
Copes well with disappointment				
Negotiates set rules in a group or play activity				
Obtains adult assistance when necessary to settle a serious				
conflict with peers				
Seeks and maintains positive relationships with others				
Plays well/interacts appropriately with two or more peers				
Names at least one friend				

Communication and Literacy

Oral Language	Never	Sometimes	Usually	Always
Uses four to seven-word sentences with correct word				
order				
Asks questions to increase understanding including 'how'				
questions				
Answers appropriately when asked what to do if tired,				
cold, hungry				
Completes simple verbal analogies (e.g. a daddy is big, a				
baby issmall-)				
Uses complete sentences to communicate				
Stays on topic during conversation				
Recalls information and sequence of a story				
Tells stories based upon personal experiences, imagination,				
and/or stories from books				
Tells stories with a beginning, middle and end				

Phonological Awareness	Never	Sometimes	Usually	Always
Imitates rhythmic patterns in songs, rhymes, and finger				
plays				
Matches words that rhyme (e.g. selects 2 out of a list of 3				
words)				
Identifies some beginning sounds in words				
Recognizes that print represents spoken words (i.e. first				
name in print, environmental print)				
Can break a word into syllables (e.g. clap number of				
syllables)				
Makes letter-sound connections				
Recognize words with a common beginning sound				
Identifies the number of syllables in a word				

Alphabet Knowledge	Never	Sometimes	Usually	Always
Recognizes printed name				
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')				
Sings the 'alphabet song;				

Print Awareness	Never	Sometimes	Usually	Always
Can find familiar words within a story or print				
Pretends to read easy or predictable books				
Runs finger along text from top to bottom while pretending				
to read (understands print directionality)				
Demonstrates knowledge that a book has a front and a back				
Demonstrates an understanding that print goes from left to				
right				
Demonstrates an understanding that words in a sentence				
are separated by spaces				

Writing/printing	Never	Sometimes	Usually	Always
Demonstrates pretend writing, including some letters				
Copies letters				
Uses both drawing and writing (not necessarily correct				
spelling) to demonstrate own ideas for sharing with others				
Demonstrates an understanding that once an oral message				
is written, it reads the same way every time (recognizes				
signs, messages from the teacher)				
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				
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				
Notices and copies simple repeating patterns				
Sorts objects using one or two attributes				
Compares groups based upon single attributes (more/less;				
long/short)				
Consistently names some basic colors				
Is able to match a color name to its corresponding hue				

Approaches to Learning/Problem Solving	Never	Sometimes	Usually	Always
Uses classroom materials for their intended purpose				
Works to achieve a self-selected goal				
Asks questions about objects, organisms, and events in own				
environment				
Answers questions and/or tests predictions using simple				
logic or experiments (e.g. This is bigger and will sink, let's				
try it)				

Thank you for all your help! Please let me know if you have any questions—or comments on Items or format. ALL COMMENTS ARE APPRECIATED! This is in the draft phase so we need your input!

Gayle