

Sometimes – you have seen the child exhibit this behavior inconsistently over the past month in appropriate circumstances

Usually– you have seen the child exhibit this behavior often, but not in all appropriate circumstances

Kansas Early Learning Inventory-4

Please read over the following definitions and item clarifications. **Thank you all for your help. Please review the following pages before you complete your observations**

REMEMBER:

Teachers can complete the KELI-4 using data and/or information gathered from personal observation of the child, from portfolio or other documentation collected during class time, and from information used to complete other assessments. THERE IS **NO REQUIREMENT** THAT TEACHERS MUST DO A **COMPLETELY NEW ASSESSMENT COLLECTION** for the KELI-4. **Teachers do not need to do a separate observation specifically for this instrument if they have current knowledge of a child's skills and abilities based upon other recent observations or assessments.**

PROCESS:

Step 1: Review the item clarifications below for each item

Step 2: Review the Frequency descriptions

Step 3: Register for the Early Childhood Success in School application

Step 4: Use the Random Selection Process to select 10 children

Step 5: Complete the Observation Form September through October

Step 6: Enter the KELI-4 data collected on the Observation Form for the 10 children during the Window

Step 7: When all data are entered, submit to KSDE

Frequency Descriptions

Never—you have NOT seen the child exhibit this behavior

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Always—you have seen the child exhibit this behavior whenever the appropriate circumstances occur

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Physical –Self Help Skills

Physical Skills/Self-Help	Notes/Comments to help determine skill level
Uses pincer grasp	See above for sometimes/usually
Cuts on a straight line	Task requires 2 hands—child holds scissors in one hand, holding paper with the other. Typically, the child is able to cut on a line drawn on the paper.
Runs/walks with a coordinated gait	Child is able to walk/run with ease and balance.
Toilets self with minimal assistance	Child has toileting skills and does not typically need help.
Can catch a ball with both hands	The child has the dexterity to use both hands in a coordinated manner. The size of the ball is not relevant to scoring this item.
Can throw a small ball with one hand	Child is able to throw a ball using one hand (EITHER hand). The size of the ball should be small enough for the child to hold in one hand.
Can put on/take off coat with little or no assistance	Child can put on coat or jacket and take it off fairly easily— zipping or buttoning is not a part of this item..
Can unzip clothing with minimal help	An adult can ‘start’ the zipper if needed or ‘unhook’ it at the bottom, but child is able to pull zipper down.

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Social-Emotional Development

Engagement	Notes/Comments to help determine skill level
Follows basic directions within appropriate length of time (without prompting)	Child can follow directions such as ‘time to line up’ or ‘hang up your coat and come sit down’. Directions do not need to be repeated more than once—and the child’s response time is within an appropriate timeframe.
Follows established classroom rules and routines with minimal prompting	Child can follow simple classroom rules and routines (lining up for recess; moving from whole group to center-time).
Collaborates with others to carry out a play theme (e.g. hospital or grocery store)	Child is able to play with others during center time, recess, or other times using a play theme such as ‘fire station’ or ‘going to a grocery store’. He/she <u>knows the rules of the theme</u> (what happens in a fire station for example) and is able to take turns, play a role, etc.
Maintains interest in self-initiated activity for at least 10-15 minutes	Child stays interested in a self-selected activity or a center or small-group or whole group. This can be any type of activity, but should be consistent across the day. If a child has difficulty sitting in whole group, but handles a small group or individual work, this would be a ‘ Usually ’ response.
Participates in most classroom activities, demonstrating strategies to join a play group or invite others to join in play.	Child is clearly a participant in all types of activities, both teacher-directed and child selected, showing the ability to ask to play with others or asking a friend or new child to join in an activity.

Personal social skills	Notes/Comments to help determine skill level
Shows concern to others who may be in distress	Child shows concern if another person is hurt or seems sad or angry—may pat the other person on the back or ask if she/he feels better now?
Adapts behavior to be appropriate in different activities/settings	Child is able to handle changes in the day’s routine due to a field trip or an assembly or other typical reasons—does not have a temper tantrum or cry
Usually accepts consequences for own actions	Child does not blame others (unless appropriate to do so!) for being in trouble due to his/her own actions.

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Personal social skills	Notes/Comments to help determine skill level
With adult help, copes with strong emotions (anger, frustration, disappointment) by using strategies to calm self	Child needs some adult support but is able to handle frustration or anger or other strong emotions by moving away, or talking about feelings, or other calming strategies.
Attempts to solve social problems in a group or play activity through negotiations or with adult's assistance	Child can talk about 'rules' of a game or how to act when there are differences of opinions or negative behaviors, asking for adult help when necessary. For example, "I will make a list and you can take it to Jim in the grocery store".
Plays well with two or more peers, displaying socially competent behavior (listening, responding, helping, sharing, taking turns)	Child interacts appropriately in small group activities—either formal or informal (i.e.recess). For example, takes turns, lets others go first, participates in the game.

Communication and Literacy

Oral Language	Notes/Comments to help determine skill level
Answers questions about key details in a story, including 'how' and 'why' questions	Child is able to answer questions about major events or specific parts of a story, for example—"Why did the boy get angry?" "How did the horse get back to the barn?"
Asks questions to gain information (e.g. questions about word meanings, questions about stories)	During a conversation or a story about feelings or experiences, the child asks questions such as "What happens next?", "What does 'that word' mean?", "Why is the little girl sad?"
Follows conversational rules for listening to others and taking turns speaking about topics/texts under discussion	The child can carry on a conversation with others by asking questions, listening to answers, and responding to questions with appropriate answers.
Uses complete sentences to communicate	Child typically uses grammatically complete sentences when talking to peers and adults.
Stays on topic during conversation involving multiple exchanges	During informal conversations, the child is able to stay on the topic when telling a story, answering questions, and talking to peers during short conversations (three or more turns).
Uses illustrations to retell major events in a story	When shown the pictures in a known book/story, the child can retell the major parts of the story. Or the child can retell a story, holding the book and using the pictures to retell.

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Oral Language	Notes/Comments to help determine skill level
Tells stories based upon personal experiences, imagination, and/or stories from books	Child can tell about a past experience, such as a vacation, birthday party, or other personal event. Or, the child can create a story or using their imagination talk about something that might occur in the future.

Phonological Awareness	Notes/Comments to help determine skill level
Blends segmented 2 and 3 syllables words to name a word (e.g. can you tell me this word: Bu-ter-fly?)	When asked, the child can listen to a word being segmented orally and give the word as a whole (see example in item)
Matches words that rhyme (e.g. selects 2 out of a list of 3 words)	When given a choice of two words, the child can select the word that rhymes with target words (I.e. "Which word rhymes with cat – bat or mouse?)
Matches words with a common beginning sounds (e.g. selects 2 out of 3 words that begin with the same sound)	When asked which of these words begin with the same sound (e.g. big, sun, and bear), the child can say 'big, and bear' have the same sound at the beginning.
Produces rhyming words (e.g. What is a word that rhymes with 'cat'?)	See Example in item.
Can identify the beginning sound in a word (e.g. What is the first sound you hear in the word 'man'?)	See example in item.
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'?)	Child can say the word when adults slowly says the sounds in order (see example in item)

Alphabet Knowledge	Notes/Comments to help determine skill level
Recognizes own name in print	Child can point out his/her name when it is written on a list of names or on a label.

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Alphabet Knowledge	Notes/Comments to help determine skill level
Identifies some known letters of the alphabet in familiar and unfamiliar words	Child can identify alphabet letters that are known—in both familiar words such as his/her name or short words such as bed or cat as well as words that are new. The teacher can ask—what letter is this? Pointing to it in a larger or unfamiliar word.
Discriminates between letters that look similar (e.g. knows that a ‘m’ is not a ‘n’)	Understands that letters are different—can say that an ‘l’ is not an ‘i’ or a ‘h’ is not an ‘n’.
Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	

Print Awareness	Notes/Comments to help determine skill level
Can find familiar words within a story or print	When shown a page from a book or a list, can find a familiar word. The teacher can ask the child to ‘find a word you know’ or ‘find the word___’
Recognizes and ‘reads’ familiar words or environmental print.	Child can say a label that is clearly naming an object (that sign says ‘table’) or points to ‘Cheerios’ on the box and says “This says Cheerios”.
Understands print directionality (e.g. Runs finger along text from top to bottom, left to right, while pretending to read)	Using a finger or pointer, the child demonstrates an understanding that reading starts at the top of the page and that print needs to be read from left to right.
Demonstrates knowledge that a book has a front and a back	When asked, can point to the front and back of a book
Demonstrates an understanding that words in a sentence are separated by spaces	A child can explain that spaces separate words or point to words and spaces in a sentence when asked.

Writing/printing	Notes/Comments to help determine skill level
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Writing/printing	Notes/Comments to help determine skill level
Uses random letter strings (multiple letters written without letter-sound connections) when writing	Child uses scribbles, lines and a few letters when asked to write. The child clearly has the intent to write
Uses semiphoetic or early alphabetic knowledge when writing (e.g. writes words using some letter-sound correspondence)	Child writes words using some letter-sound correspondence—for example writing ‘c’ or ‘k’ with some scribble for the ‘a’ and ‘t’ when writing ‘cat’.
Uses scribbling and/or mock letters when writing	The child is clearly attempting to intentionally writing a story or an idea. Pictures, ‘squiggles’ or other lines that may resemble letters are used.
Can tell about own drawings and responds to suggestions by adding details to drawings	The child can talk about what he/she wrote, telling a story or describing the picture—and, perhaps adding something to the drawing if agrees with a suggestion by peer or adult.
Can write own name	Child can write his/her own name—not necessarily having the first letter upper-case and the rest lower case. All letters in name are on the paper, but not necessarily spaced properly.

General Knowledge & Mathematical Knowledge

Emergent Numeracy	Notes/Comments to help determine skill level
Counts orally from 1 to 10	When asked, a child can count out loud in order from one to ten.
Recognizes numbers from 1-10 when shown the numbers out of order	When shown the numbers either written on cards or on a number line (pointed to out of order) or in other environmental print, the child says the indicated number.
Can give a number to a small number of items quickly and accurately	When asked ‘how many’ are in a group of objects (no more 5), a child is able to just ‘look’ and respond accurately or can count quickly to him or herself.
Understands that the last number word used in counting represents the total number in the collection (cardinal rule)	A teacher counts a group of objects, and then asks a child how many are in the group—and how he/she knows that is right—the child can say the last number counted and is able to explain that the last number always gives ‘how many’.
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	When asked if two groups have the same number of items, the child is able to either count the items in each group and say ‘yes’ or ‘no’ or the child can look at the groups and say ‘yes’ or ‘no’. This question is asking if the child knows numbers well enough to identify same/different numbers even if the actual items are very different.

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Emergent Numeracy	Notes/Comments to help determine skill level
Can recognize and label a number of items that are arranged in a pattern (e.g. items are arranged like dots on a domino)	Child can tell the number items in groups of 4 or less by looking at the pattern rather than counting. + or + + or + + or + + + + + +
Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)	If several different kinds of toys are on a table, the child, when asked, can count all the toys, even if some are different colors, different objects (plastic animals and crayons, for example)
Identifies positions as first and last	If objects are in a line with one item clearly at the beginning of the line, the children can point to the first in the line. If class is lining up, the child knows who is first and who is last.
Sorts objects using one or two attributes	When asked by the teacher (or spontaneously) to sort a group of blocks, or buttons, or items according to size (which are big, which are little; which are long, which are short) the child can put the objects into two or more groups. When asked to sort buttons by which are big and have two holes and which are little and have two holes, the child can sort appropriately.
Compares groups based upon single attributes (more/less; long/short)	When asked by the teacher (or spontaneously) which group of items has more and which group has less, can point to correct group.
Consistently names some basic shapes	Basic shapes would include squares, circles, triangles, rectangles, cubes, cones, cylinders, and spheres. Child can say the name of the shape when a teacher points to a specific block or other type of material. Child can respond correctly for at least 3 of the shapes on a consistent basis (same shapes) across a few days.

Approaches to Learning/Problem Solving	Notes/Comments to help determine skill level
Uses classroom materials for their intended purpose	Child uses pencils for writing, scissors for cutting paper, glue appropriately, etc. This is not intended to be marked on the low side if a child is using a block for a tree in pretend play or play dough for food in pretend play.
Carries out tasks or projects from beginning to end; stays with task for at least 5 minutes, despite distraction or frustration.	Child stays engaged in a task or activity, either self-selected or adult recommended, for about 5 minutes even when there is activity going on around or the task is a bit difficult.
Tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let's try it)	Child tries solutions to problems, experimenting until solved (e.g. move around puzzle pieces until they fit together) or using logic (e.g. put the bigger block on the bottom of the stack)

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Approaches to Learning/Problem Solving	Notes/Comments to help determine skill level
Can delay gratification, following a rule or to obtain a better payoff later	Child can wait for a chance to play on the new equipment or can wait for the cookies to be passed to all of the kids in the class before eating.
Shows flexibility in problem-solving, changing plans if better solution is proposed, or adjusting response to rule change	Child changes to a bigger paint brush to help paint the wall or is able to wait to play in a center until the next day because of a time schedule change.
Shows curiosity: seeks new, varied, and inventive experiences in play, alone or with others.	Child is excited about a new toy or with a friend, or tries out mixing water with the sand in the sand table to see what happens.