

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 R(revised):

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-4R 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-4R. **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: Between October 1 and October 31, enter the KELI-4R data collected on the Observation Form for the 10 children.
- Step 7: When all data are entered, submit to KSDE

Frequency Descriptions

Never—you have NOT seen the child exhibit this behavior

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

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

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

Physical –Self Help Skills

Physical Skills/Self-Help	Notes/Comments to help determine skill level
Uses pincer grasp when using writing utensils	See above for sometimes/usually
Cuts on a straight line, holding paper	Requires 2 hands—holding scissors in one hand, holding paper with the other. Typically cutting on a line drawn on paper.
Cuts simple shapes grasping scissors with thumb on top	Child grasps scissors in described manner all the time whether left-handed or right-handed.. A child who cuts with scissors holding them in another way is not meeting this skill.
Runs/walks with a coordinated gait	
Completes a puzzle with 5-7 interlocking pieces	Child can independently complete a puzzle with 5-7 interlocking pieces.
Uses restroom with minimal adult supervision	Child has toileting skills and does not need adult help.
Hops on one foot	The teacher can model if this is needed. Ask—can you do this?
Can catch a ball with both hands	There is no size of ball specified—the issue is whether the child has the dexterity to use both hands in a coordinated manner.
Can throw a small ball with both hands	Child is able to throw a ball using both hands (at least) A child who can throw with one hand (EITHER hand) would have this skill. The size of the ball would be small enough for child to be able to hold.
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. Teacher/adult can hold jacket to help, but in general the child can take it off, put it on independently.
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.

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

Social-Emotional Development

Engagement	Notes/Comments to help determine skill level
Follows basic directions within appropriate length of time	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 appropriate time.
Follows set rules in group play or activities	Child is able to play with peers and follow rules which may be formal as in a game such as Chutes and Ladders or informal when playing ‘pretend’ games
Perseveres on a task even when clearly frustrated with minimal or no adult prompting	Child ‘sticks to’ a task even with he/she has difficulty with some or all of the work. Asking for adult help when appropriate is fine—prompting would be when the adult keeps telling the child to stay with the task rather than responding to a request for help. (not do the task, but provide minimal support so child can move on)
Follows established classroom routines with minimal prompting	Child can follow simple classroom 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 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 for the most part. If a child has difficulty sitting in whole group, but handles a small group or individual work, this would be a ‘ Usually ’ response.
Plays in dramatic play with other children, pretending to be someone or something else	Similar to “collaborate with others” above—this is more focused on the actual ‘roles’ within dramatic play time. This is less formal and more free-flowing than the ‘carry out a play theme’
Stays ‘on task’	The child stays with a task either assigned by adult or self-selected—for an appropriate timeline for this particular task. Example: complete building in block area, stay with a story-time and listen; complete a matching task in the math center.

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

Personal social skills	Notes/Comments to help determine skill level
Offers to help others who may be in distress (crying, frowning, looking confused)	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 environments	Child is able to handle changes due to a field trip or an assembly or other typical reasons—does not have a temper tantrum or cry
Makes eye contact with adult or peer during conversations	Child looks at adult/peer during conversations.
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.
Copes with frustration—calms self within a few minutes	Child is able to handle frustration without temper tantrums or extended crying
Copes well with disappointment	Similar to the item just above—child can express disappointment, but is able to move past it and play with another toy, participate in an alternate activity, wait for a turn.
Negotiates set rules in a group or play activity	Child can talk about ‘rules’ of a game or how to act when playing with others. For example, “I will make a list and you can take it to XXX in the grocery store”.
Obtains adult assistance when necessary to settle a serious conflict with peers	The child asks the teacher or another adult to help figure out a solution if there is a problem that is not able to be easily settled with a peer.
Seeks and maintains positive relationships with others	Child is friendly and plays well with others—often asking a peer to play. Child smiles/laughs/interacts happily with others—adults and peers.
Plays well/interacts appropriately with two or more peers	Child interacts appropriate in small group activities—either formal or informal such as at recess. For example, takes turns, lets others go first, participates in the game.
Names at least one friend	When asked ‘who are your friends’ can name at least one—not necessarily in the class.

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

Communication and Literacy

Oral Language	Notes/Comments to help determine skill level
Uses four to seven-word sentences with correct word order	Child typically speaks in sentences that are four or more words in length, using the same grammar as their parents/caregivers.
Asks questions to increase understanding including ‘how’ questions	Child asks questions to gain information, including both basic questions (e.g. "what", "where") and more complex questions (e.g. “why” and "how").
Answers appropriately when asked what to do if tired, cold, hungry	During a conversation or a story about feelings or experiences, a child can say what to do if he/she or a character in the story is tired or cold or...
Completes simple verbal analogies (e.g. a daddy is big, a baby is ___ -small-)	If asked, the child is able to complete two or more verbal analogies—other examples: the stove is hot, the refrigerator is “ “ (cold)
Uses complete sentences to communicate	Child typically uses grammatically complete sentences when talking to peers and adults.
Stays on topic during conversation	During informal conversations, the child is able to stay on the topic when telling a story, answering questions, and talking to peers during short conversation(three or more turns).
Recalls information and sequence of a story	Immediately after hearing a story read, the child can answer questions about the events in the story and re-tell the story in correct sequence (at least beginning, middle, end).
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.
Tells stories with a beginning, middle and end	Child can tell a story—either re-telling one he/she has heard several times or a story about an event in his/her life—in a correct time sequence—starting at the beginning.

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

Phonological Awareness	Notes/Comments to help determine skill level
Imitates rhythmic patterns in songs, rhymes, and finger plays	Child is able to use words to participate in a song or finger play with rhyme or a rhythmic pattern.
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?")
Identifies some beginning sounds in words	When asked, a child can say the beginning sound of simple words such as 'cat' or 'pig' or 'dog'..
Recognizes that print represents spoken words (i.e. first name in print, environmental print)	The child can say a word that is printed (environmental print) when asked – For example, a table is labeled with the word 'table'—a teacher points to it and asks-- what does this word say; a teacher or adults points to a box of Cheerios (the name on the box) and says 'what does this say'
Can break a word into syllables (e.g. clap number of syllables)	Child can clap the number of syllables in a simple, 1, 2 or 3 syllable word—their name, 'tab-le', 'cat', di-no-saur.
Makes letter-sound connections	Child can communicate an understanding that letters make sounds—what sound does this letter make? "p"; "m".
Recognize words with a common beginning sound	Child can hear and communicate the understanding that certain words start with the same sound—Ben, bed; hot, hat; snake, soft.
Identifies the number of syllables in a word	When asked, child is able to say how many syllables are in a word—1 or 2 or 3.

Alphabet Knowledge	Notes/Comments to help determine skill level
Recognizes printed name	Child can point out his/her name when it is written on a list of names or on a label.
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'.
Sings the 'alphabet song';	Child can sing the alphabet song—does not need to actually recognize all the letters.

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

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___”
Pretends to read easy or predictable books	Child can hold a book and ‘read’ it—clearly showing that he/she knows that the print is words.
Runs finger along text from top to bottom while pretending to read (understands print directionality)	Using a finger or pointer, the child demonstrates an understanding that reading starts at the top of the page.
Demonstrates knowledge that a book has a front and a back	When asked (can be in a group), can point to the front and back of a book or can respond to a question:
Demonstrates an understanding that print goes from left to right	Using a finger or pointer, the child demonstrates an understanding that print on the page goes from left to right
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
Demonstrates pretend writing, including some letters	Child uses scribbles, lines and a few letters when asked to write. The child clearly has the intent to write
Copies letters	The child copies letters from books, letters on the wall, an adult’s writing, or other samples.
Uses both drawing and writing (not necessarily correct spelling) to demonstrate own ideas for sharing with others	The child is clearly attempting to intentionally writing a story or an idea. Pictures, ‘squiggles’ or other lines, and letters and words are used.
Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher)	The child can repeat a written message after hearing it—for example a daily “today is....” Type of message or a phrase that is repeated in a story or book read aloud.
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.

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

Emergent Numeracy	Notes/Comments to help determine skill level
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 colors	Basic colors would include red, blue, yellow, green, orange, purple, black, white. Child can say the name of the color when a teacher points to an appropriate colored toy, object, or picture of a color and asked ‘what color is this?’ Child can respond correctly for at least 3 of the colors (the same colors) on a consistent basis across a few days.
Is able to match a color name to its corresponding hue	A child can say a shirt is red when asked what color, or know that a block is red and a piece of paper is red, even if the ‘red’ is somewhat different. This is NOT matching a color to the written name of the color.

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.
Works to achieve a self-selected goal	A child persists to complete a self-imposed task (not necessarily on the same day as the task was begun). For example, the child may be drawing a picture or writing in a journal about a field trip and wants to continue until done with work, even across several days.
Asks questions about objects, organisms, and events in own environment	This is indicating a child is curious and asks questions about an object brought in for a science project, or something found on the playground or seen on a field trip.
Answers questions and/or tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let’s try it)	A child ‘wonders’ if something is heavier because it is bigger and tries to find out by weighing on scales or holding in hands, comparing to something similar but smaller. A paperweight in the shape of an animal might be heavier than a plastic toy animal.