

Qualls

Early Learning Inventory[®]

District Test Coordinator Training
August, 2015



Today's Presentation

- Administration requirements for the Qualls Early Learning Inventory (QELI) to be administered to all kindergarten students
- The Office of Student Assessment (ADE)
 - Susan Gray
- HMH-Riverside
 - Alfred Valenzuela
 - Carolyn Ellefson



Today's Presentation

- Each school district and charter school with a kindergarten class is required to attend.
- Attendance will be submitted through a Google survey to be completed by the DTC or district designee.
- The link will be sent to DTCs along with the link to the recorded training presentation.
 - Follow up with your DTC to ensure that the survey is submitted.



QELI

- QELI is an assessment tool used to identify student development in areas related to school learning
- Meets the “Uniform Readiness Screening” requirements of Arkansas law [A.C.A. § 6-15-419 (2015)]
- Results must be used to determine intervention for students



QELI

- Screen all children entering kindergarten.
- Screen any first grade students attending a public school for the first time.
- Include special education and LEP students.





Important Fall 2015 Dates

Screening Dates

August 17, 2015 – September 18, 2015

Materials Delivery Date

August 13 - 14, 2015

Final Shipment Date

Friday, September 25, 2015



Important Fall 2015 Dates

- Districts return QELI materials to HMH-Riverside Scoring Services when testing is complete, no later than September 25, 2015
- Scoring is “first-in, first-out”
- Districts will receive results based upon when HMH-Riverside receives them
- Approximately 15 day turn around in scoring



DTC Responsibilities

- Materials will arrive Thursday, August 13 or Friday, August 14 via UPS
- Materials will arrive in two separate shipments.
 1. QELI Inventory materials (boxed)
 2. Return kit (UPS envelope)
- Notify the superintendent's office to expect the QELI shipments and to contact you after signing for the delivery
- Move the materials to a secure area

Important!!!



DTC Responsibilities

- Locate BOTH deliveries
 1. *QELI Inventory* materials (boxes)
 2. Return kit (UPS envelope)
- *QELI Inventory* Materials (boxes)
 - *QELI*® folders (each folder contains 25 *Inventory* folders and one Teacher's Directions and Interpretive Guide)
 - Teacher's Directions and Interpretive Guide — one additional copy per every package of 25 *Inventory* folders received at the district



Important!!!

DTC Responsibilities

- Return Kit (envelope)
 1. Test Coordinator's Manual (green)
 2. FAX ME Form (for requesting additional materials)
 3. Building Identification Sheet (purple)
 4. Grade/Class Identification Sheet (blue)
 5. Return instructions, forms, and shipping labels **

****Store materials needed for return until after QELI administration is complete**

Do not misplace the return materials!



DTC Responsibilities



- Inventory the QELI materials
- Materials provided are based on the number of Inventories scored last year
- Work with Kindergarten buildings as needed to determine correct count
- Inventories are packaged in sets of 25
- If needed, place an additional order as soon as possible
- Only the DTC may place additional orders using the Fax Me! form



DTC Responsibilities

Provide a schedule to each school administering the QELI. Include:

- Administration dates and procedures
- A plan to ensure that data are correct for each kindergarten student testing
- The date completed folders must be returned to the DTC for inventory and shipping
- A plan to review data gridded on student and school forms prior to shipping
- The training date for test administrators

Include work time to ensure consistent administration procedures across classrooms



Demographic Information

QELI Window: August 17 – September 18, 2015

- All QELI information will be gridded on the student document
- eSchoolPLUS does not have state-level data now for 2015-2016 kindergarten students
- Gridding incorrect data on QELI results in reports that cannot be tied to a school or to a student in Triand
- Schools **MUST** grid the accurate student ID number
 - Kindergarten students must be entered into the system to get the ID number
 - If all data are not entered, a temporary number (beginning with “T”) will be generated
- Do NOT use a “T” ID number on the QELI inventory

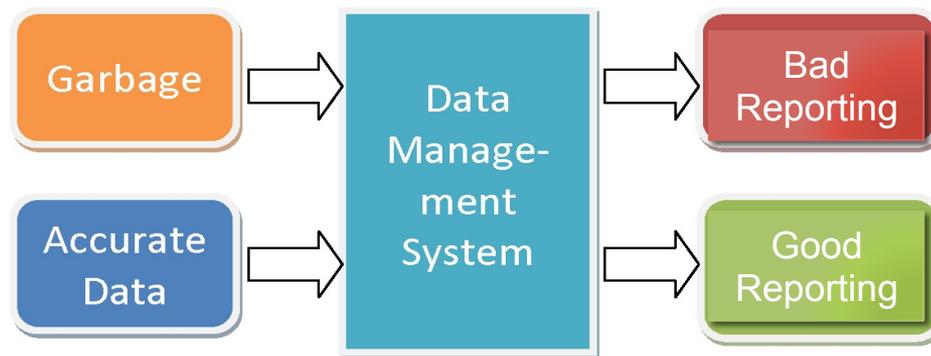
Important!!!



Demographic Information

QELI Window: August 17 – September 18, 2015

- Reporting is based on the school name and LEA # gridded on the Building Identification sheet
 - Do not grid “primary school” or “K-building”
 - Schools must grid the correct LEA number for aggregate reporting
- Put a plan in place to ensure that all data are verified before shipping



Demographic Information

- Ethnicity
 - Mark one
- Race
 - Mark all that apply

ETHNICITY/RACE

ETHNICITY *(Mark only one)*

Hispanic or Latino

Not Hispanic or Latino

RACE *(Mark one or more)*

American Indian or Alaska Native

Asian

Black or African American

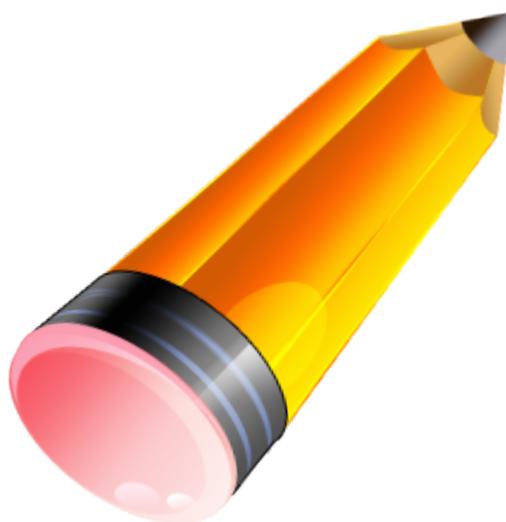
Native Hawaiian or Other Pacific Islander

White

Student ID Number

Fill in the Student Identification Number by writing one number in each box and filling in the corresponding number circle above the box.

STUDENT LD. NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9





Student ID Number

Troubleshooting ID numbers

- Check for *pre-registration flag* in eSchool PLUS if registered last spring (turn off)
- ID number beginning with “T” mean fields in eSchool PLUS are missing (usually SSN)
 - Check the record and correct ASAP
- Contact Sarah Cox at ADE, 501-683-5658



Student ID Number

- Student without an ID Number

- Enter the student information into eSchool PLUS to request the ID number
- Administer the QELI as scheduled
- Before returning the *Inventory* add the ID number

- Double-check all answer folders to ensure ID numbers are correct and have been gridded



DEMOGRAPHIC INFORMATION

“Optional” box

- Districts may choose to code additional demographics
- Will receive disaggregated information on Class Diagnostic Report
- May be left blank
- More information later in the presentation

OPTIONAL									
Code	A	B	C	G		H		Z	
A	K	0	0	0	0	0	0	0	0
B	L	1	1	1	1	1	1	1	1
C	M	2	2	2	2	2	2	2	2
D	N	3	3	3	3	3	3	3	3
E	O	4	4	4	4	4	4	4	4
F	P	5	5	5	5	5	5	5	5
G	Q	6	6	6	6	6	6	6	6
H	R	7	7	7	7	7	7	7	7
I	S	8	8	8	8	8	8	8	8
J	T	9	9	9	9	9	9	9	9
No		No							



Demographic Information Building Identification Sheet



THE RIVERSIDE PUBLISHING COMPANY

BUILDING IDENTIFICATION SHEET

9-68190

The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET**, properly filled in, **must** accompany the answer documents for each building in the system.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX

Print all of the information requested.

2. BUILDING NAME

In the row of boxes at the bottom of the grid, print the building name as it must appear on all reports. Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. BUILDING CODE

This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

4. SCORING SERVICE ONLY

This is for Scoring Service use only. Do not mark in this screened section.

Place this sheet on top of all the answer documents for this building.

1. INFORMATION BOX

Testing Date _____ YEAR _____
 MONTH _____ DAY _____
 System Name _____
 City _____ State _____

2. BUILDING NAME																			
<input type="radio"/>																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
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R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
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0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

3. BUILDING CODE																			
<input type="radio"/>																			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
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H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
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N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
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W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

4. SCORING SERVICE ONLY					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
1	2	3	4	5	6



Demographic Information Building Identification Sheet

Important!!!

NOT
OPTIONAL

3. BUILDING CODE

This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

- The building code is **REQUIRED** for reporting.
- The school LEA # must be written and gridded.
- Provide the correct codes to all schools during training.

Qualls

Early Learning

Inventory [®]

The Assessment

Overview

The *Qualls Early Learning Inventory (QELI)* is an assessment tool for use in the primary grades (Pre-K, K and 1st) to identify characteristics of student development.

The *Inventory* assesses developing behaviors and should be used to inform classroom instruction as well as identify students in need of intervention or additional evaluation.



Overview

The *QELI* assesses six behavioral characteristics related to school learning:

1. General Knowledge – the extent to which the student possesses general information and facts expected of children at this age

2. Oral Communication – how well a student communicates ideas, describes what has been seen or heard, or asks about things



Overview

3. *Written Language* – the extent to which the student recognizes and writes letters or simple words
4. *Math Concepts* – how well a student understands and uses beginning mathematical ideas and processes
5. *Work Habits* – the extent of a student's persistence, resourcefulness and independence in completing tasks
6. *Attentive Behavior* – the student's ability to sustain focus on classroom activities



The *Inventory*

- Generally completed by the classroom teacher
 - Approximately 10 minutes per child
- Based on multiple, recent observations of the child in a typical school setting
- Train test administrator's to apply the rubrics consistently for more meaningful results
- IAIPs and AIPs are based on these results. Do not give schools autonomy in how/when they administer the inventory.



Prior to Completing the *Inventory*

- Develop a plan to ensure uniformity in the use of behavioral terms and interpretations
 - Teacher to teacher uniformity = meaningful group scores
- Read the entire Inventory and Teacher's Directions
 - Pay attention to the wording of statements to accurately document students' readiness skills
- Focus on how frequently you observe a behavior
 - Use the same standard for all students



Prior to Completing the *Inventory*

Come to consensus with other teachers on meanings of terms such as “rarely” and “sometimes”

- **Rarely** – The skill is observed once in a while. Skill must have been observed at least one time.
- **Sometimes** – The skill has been observed but not observed consistently or on a regular basis.
- **Often** – The skill has consistently been demonstrated.

As defined by a committee of Arkansas teachers and administrators



Completing the *Inventory*

- Complete all items
 - Include as many ratings as possible
- The intent of the *Inventory* is to obtain ratings of behaviors as they naturally occur in the classroom
- The same teacher should complete a child's *Inventory*
- It is important to remember that the *Inventory* describes what a child can do, not the reasons for a particular level of development



Decide What is Appropriate

- For some behaviors, it is more important to consider your most recent observations ...

Does the student:

1. know personal information in addition to her/his own name (e.g., age, address, phone number)?

None

Some

Most

2. identify and name common colors?

None

Some

Most

- In these examples, a child's most recent attempts are more relevant than total attempts since the beginning of the school year



Decide What is Appropriate

- However, some behaviors should be considered based on multiple observations over time ...

7. answer a direct question?

Never Rarely Sometimes Often

- Certain questions also require thought about how appropriate a child's response is, not just the frequency
 - In this example, if the child often uses a complete sentence, but the sentence is rarely relevant to the overall conversation, then "Rarely" describes the behavior more accurately than does "Often"



Appropriate Use of the QELI

- To describe the developmental level of a child in behavioral dimensions related to school learning
- To provide information for planning instructional programs for individuals or student groups
- To provide a baseline for monitoring improvement throughout the year
- To help identify those students who might be at risk due to delayed development
- To enhance communication between Pre-K programs, Kindergarten teachers and staff
- To report both initial status and progress to parents



Inappropriate Use of the QELI

- To select students for Kindergarten
 - Low scores are not necessarily an indication of a disability or deficiency
 - Remember: The *Inventory* documents learned behaviors and calls attention to skills that can be developed with proper instructional intervention

- To retain students

- To place students in special education

- To evaluate a preschool program



QELI Results and Intervention

- Within 30 days of receiving QELI results, students exhibiting substantial difficulties in reading must be evaluated for the purpose of diagnosing specific reading difficulties
 - Intensive Reading Intervention (IRI)
 - Academic Improvement Plan (AIP)



QELI Results and Intervention

Required Intervention	QELI Individual Results
Intensive Reading Intervention (IRI)	Not Developed in both Oral Communication and Written Language
Academic Improvement Plan (AIP)	Not Developed in Oral Communication or Written Language
	Not Developed in Math Concepts

ACTAAP Rule 7.02



QELI Results

- In addition, data results
 - May be used as a communication and transition tool for Pre-K teachers
 - Should be used to:
 - Help guide instruction for the Pre-K and K student
 - Share results with all staff
 - Strengthen the K and Pre-K teachers' knowledge of the areas of students' strengths and weaknesses
 - Assist in long range planning



Qualls

Early Learning

Inventory [®]

Score Reports

Qualls

Early Learning

Inventory

Progress is compared to a state sample of Kindergarten students in the fall.

Areas	Not Developed	Developing	Developed
General Knowledge			✓
Oral Communication		✓	
Written Language			✓
Math Concepts			✓
Work Habits		✓	
Attentive Behavior			✓

Notes:

Dear Parent or Guardian,

The *Qualls Early Learning Inventory K-1 Edition* uses teacher ratings to measure behaviors that are important for success in school. Your child's teacher observed and rated your child's classroom behavior during everyday school activities.

General Knowledge—indicates the extent to which the student possesses general information and facts like children of this age typically know

Oral Communication—indicates how well the student communicates ideas, describes what has been seen or heard, or asks about things

Written Language—indicates the extent to which the student recognizes and writes letters or simple words

Math Concepts—indicates how well the student understands and uses beginning mathematical ideas and processes

Work Habits—indicates the extent of the student's persistence, resourcefulness, and independence in completing tasks

Attentive Behavior—indicates the student's ability to focus on instructions or directions and to exercise patience in listening and taking action

Your child's rating in each of the six areas of the *Inventory* was compared to the ratings of Kindergarten students in the state during the fall. The developmental categories shown (Developed, Developing, and Not Developed) are based on a "Fall of Kindergarten" standard. The early identification of potential weaknesses can help to maximize opportunities for improvement. If you would like more information about how to help improve your child's performance in any of these areas, contact your child's teacher or visit our web page at www.riversidepublishing.com.

Qualls
Early Learning
Inventory

Student Name
 Birth Date Gender
 Age Code
 ABC G H Z

Progress is compared to a state sample of Kindergarten students in the fall.

		Profile			+	General Knowledge										Oral Communication										Written Language										Math Concepts										Work Habits										Attentive Behavior																			
		Not Developed	Developing	Developed																																																																							
White, Marleigh 10/04 F 5-11	Profile				+																																																																						
	General Knowledge			✓																																																																							
	Oral Communication			✓																																																																							
	Written Language			✓																																																																							
	Math Concepts			✓																																																																							
	Work Habits			✓																																																																							
Attentive Behavior		✓			-																																																																						
Williams, Rease 09/04 F 6-0	Profile				+																																																																						
	General Knowledge			✓																																																																							
	Oral Communication			✓																																																																							
	Written Language			✓																																																																							
	Math Concepts			✓																																																																							
	Work Habits			✓																																																																							
Attentive Behavior			✓		-																																																																						
Wood, Kaylin 07/05 F 5-2	Profile				+																																																																						
	General Knowledge			✓																																																																							
	Oral Communication			✓																																																																							
	Written Language			✓																																																																							
	Math Concepts			✓																																																																							
	Work Habits			✓																																																																							
Attentive Behavior			✓		-																																																																						
Yarbrough, Gareth 06/05 M 5-3	Profile				+																																																																						
	General Knowledge			✓																																																																							
	Oral Communication			✓																																																																							
	Written Language			✓																																																																							
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Attentive Behavior			✓		-																																																																						

For each behavior, the plus sign (+) is associated with the most frequent occurrence, the minus sign (-) is associated with the least frequent occurrence, and the solid circle (•) indicates moderate occurrence.

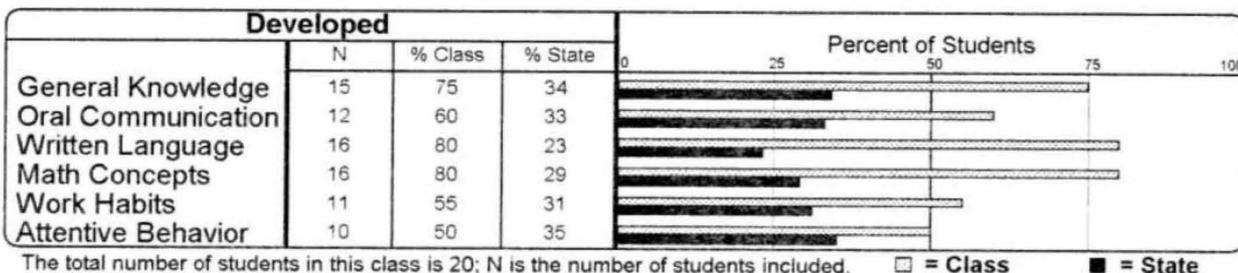
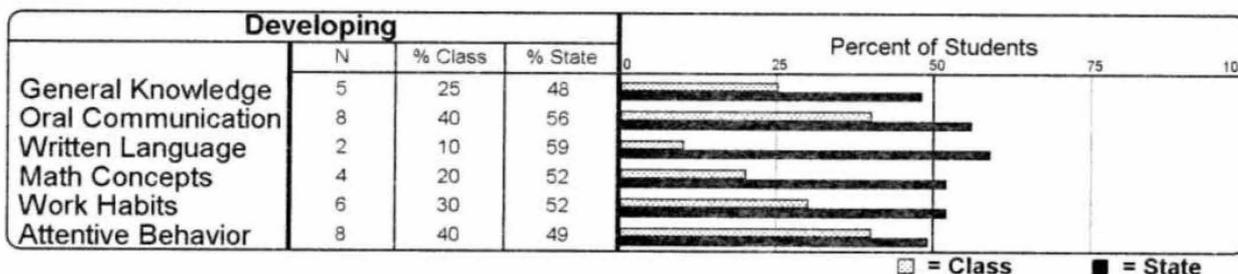
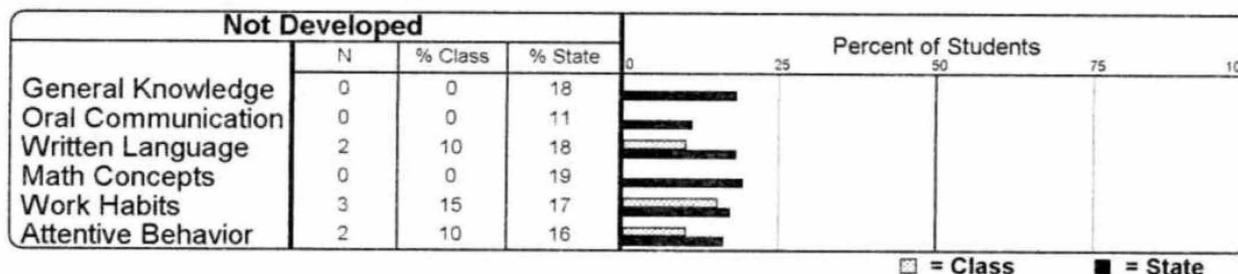
Number of Students Included = 20

Qualls

Early Learning

Inventory

Percent of Students in Developmental Classifications



Progress is compared to a state sample of Kindergarten students in the fall.

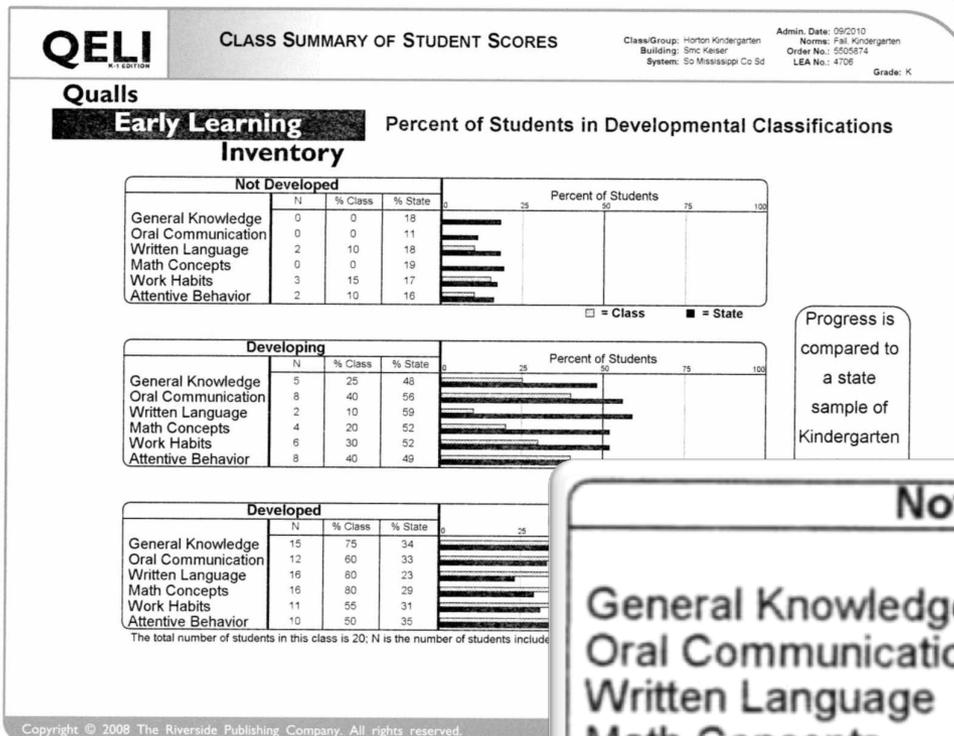
Qualls

Early Learning

Inventory [®]

Putting QELI Data to Work

Step 1: Look At “the Big Picture”



Not Developed				0	25
	N	% Class	% State		
General Knowledge	0	0	18	[Bar chart showing 0% for Class, 18% for State]	
Oral Communication	0	0	11	[Bar chart showing 0% for Class, 11% for State]	
Written Language	2	10	18	[Bar chart showing 10% for Class, 18% for State]	
Math Concepts	0	0	19	[Bar chart showing 0% for Class, 19% for State]	
Work Habits	3	15	17	[Bar chart showing 15% for Class, 17% for State]	
Attentive Behavior	2	10	16	[Bar chart showing 10% for Class, 16% for State]	

15% of my class is not developed in the area of Work Habits

Step 3: Focus On Specifics



CLASS DIAGNOSTIC REPORT

Admin. Date: 09/2010
 Class/Group: Horton Kindergarten
 Building: Snc Keiser
 System: So Mississippi Co Sd

Norms: Fall Kindergarten
 Order No.: 5505874
 LEA No.: 4706
 Page: 5

Grade: K

Qualls

Early Learning Inventory

	General Knowledge	Oral Communication	Written Language	Math Concepts	Work Habits	Attentive Behavior
Knows Personal Information Identifies Colors Distinguishes between Opposites Identifies Likenesses/Differences Follows Spatial Progression Uses Complete Sentences Answers Questions Asks Questions Shares Ideas/Information Describes Pictures Recalls Facts from a Story Retells, Re-narrates, Dramatizes Speaks about Personal Experience Prints Own Name (First/Last) Writes Uppercase Letters Writes Lowercase Letters Copies Simple Words Writes Simple Words from Memory Matches Words with Pictures Combines Drawing/Writing Counts Orally 1-10 Writes Simple Numerals Identifies Simple Shapes Knows Values of Coins Compares Sizes (from Memory) Makes and Extends Patterns Measures Objects Classifies Objects via Properties Understands Numerical Values Asks for Help Completes Classwork on Time Makes Corrections Sustains Effort in a Difficult Activity Waits for Directions Follows Teacher Suggestions Works Independently Follows Oral Instructions Stays on Task Completes Short-term Tasks Pays Attention in Class Listens While Others Are Talking Resists Simple Distractions Keeps with the Pace of Instruction						

Student Name
 Birth Date Gender
 Age Code
 ABC G H Z

Progress is compared to a
 late sample of Kindergarten
 students in the fall.

Name	Profile	No. Developed	Developing	Developed	+	-	+	-	+	-
White, Marleigh 10/04 5-11	F									
Williams, Reese 09/04 6-0	F									
Wood, Kaylin 07/05 5-2	F									
Yarbrough, Gareth 06/05 5-3	M									

For each behavior, the plus sign (+) is associated with the most frequent occurrence, the minus sign (-) is associated with the least frequent occurrence, and the solid circle (•) indicates moderate occurrence.

Number of Students Included = 20

Work Habits

Asks for Help

Completes Classwork on Time

Makes Corrections

Sustains Effort in a Difficult Activity

Waits for Directions

Follows Teacher Suggestions

Works Independently

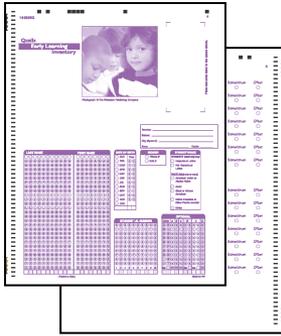
Qualls

Early Learning

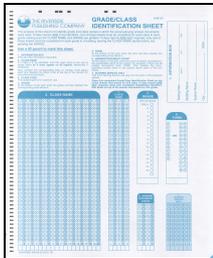
Inventory [®]

**Returns and Additional
Information**

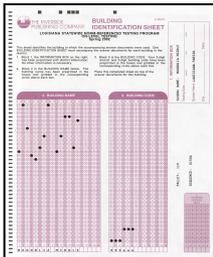
How to Pack for Scoring



1. Completed documents grouped by class
(Do not need to be in order)

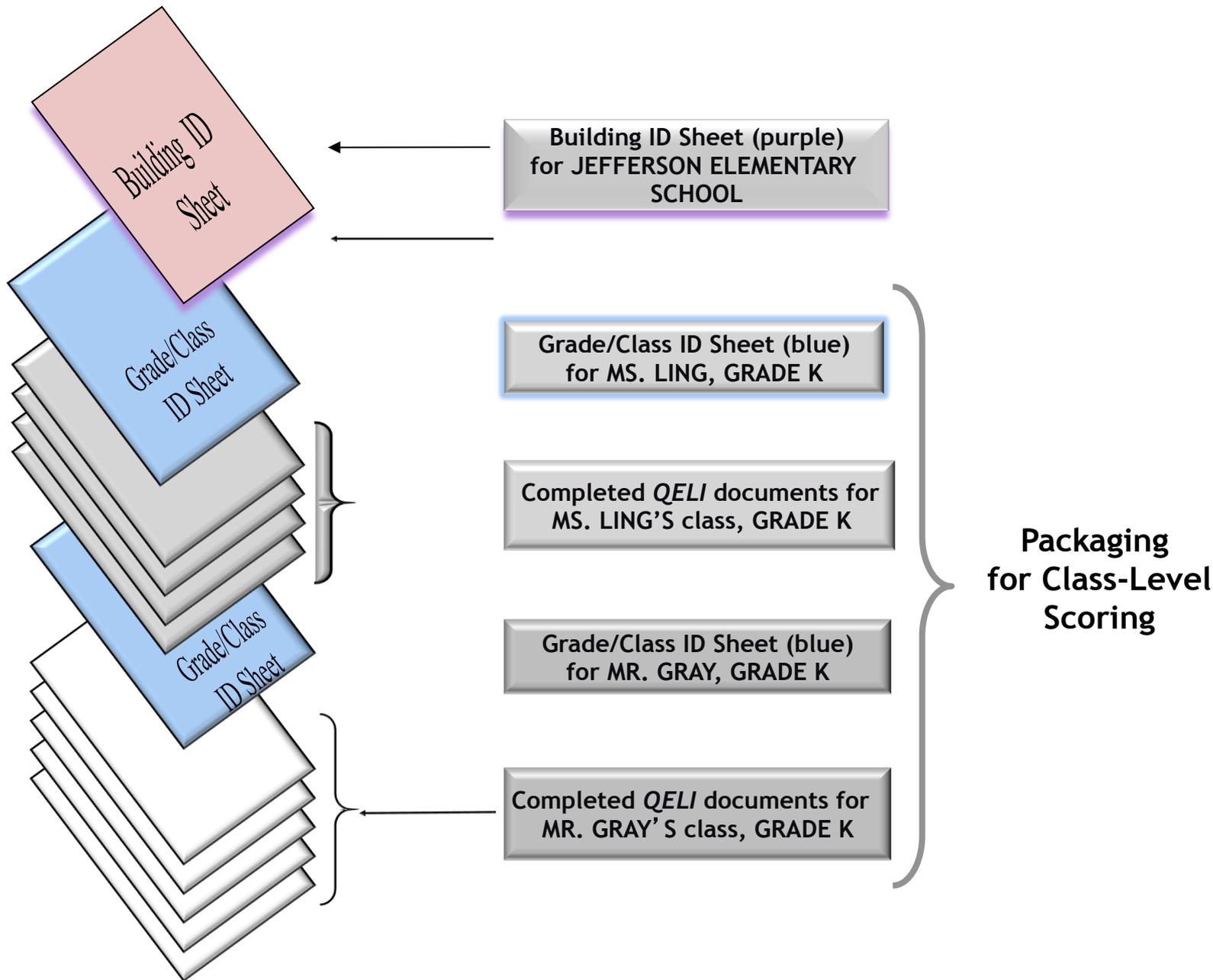


2. Completed Class ID Sheet
(One per class)



3. Completed Building ID Sheet
(One per building)





Return of Materials

- Return Kits will be arriving in the District August 13 or 14, 2015.
- If you have not received your Return Kit, please contact Carolyn Ellefson at 800-767-8420 x 6310.
- Please refer to your District and School Test Coordinator's Manual located in your Return Kit for return instructions, along with the How to Use Prepaid UPS RS Labels instructions.



Additional Materials

- Included in your Return Kit is a *Fax Me!* form, order form for additional materials.
 - Once you receive your initial shipment, inventory your test material.
 - If you still need additional materials, please place one order for all of the schools within your district at the same time.
 - Fax the *Fax Me!* form for additional materials to HMH-Riverside at 630-467-7150, Attn: Carolyn Ellefson.

QELI

Final Shipment Date

Friday, September 25, 2015



HMH-Riverside Contacts

Mickey Pounders

Arkansas Senior Assessment Consultant

(225) 921-0613

Mickey.pounders@hmhco.com

Carolyn Ellefson

Senior Project Manager

(800) 767-8420, ext. 6310

carolyn.ellefson@hmhco.com



**Houghton
Mifflin
Harcourt**

ADE Testing Contacts

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susan.gray@arkansas.gov

Sheree Baird (501) 683-0902

sheree.baird@arkansas.gov

Alex Pritchett (501) 682-5161

alex.pritchett@arkansas.gov

Jared Hogue (501) 682-4946

Jared.hogue@arkansas.gov

District Contacts

- The District Test Coordinator is the ADE contact for testing information
- If the DTC information has changed, please provide the updated information to the ADE

