

Qualls Early Learning Guidelines

A committee of Arkansas teachers and administrators from throughout the state developed the following recommended guidelines.

The following *QELI* Administration Guidelines are recommended in order to establish statewide uniform interpretation.

- a. ELL Population
- b. Rubric for rating
- c. Teacher-to-Teacher Uniformity
- d. Student-to-Student Uniformity
- e. Expectations of the *QELI*
 - i. Intentions of the tool
 - ii. Directions for observing (Link)
 - iii. Inappropriate Purposes of the *QELI*

Overview

1. The Qualls Early Learning Inventory (*QELI*) is an assessment tool for the use in the primary grades to identify student development in six behavioral characteristics related to school learning.
2. The *QELI* is intended for kindergarten and early first grade.
3. The *QELI* is a quick “snapshot” of the child entering Kindergarten.
4. Please observe efficiently before completing the Inventory.

Purpose

1. The primary purpose of the *QELI* is to organize information for teachers to support instruction decisions they need to make about individual children and class groups.
 - a. Describe the developmental level of a student.
 - b. To use the *QELI* as supplemental information or snapshot of a student’s entering kindergarten skills.
 - c. To describe certain learning-related behaviors of students with special needs and those whose first language is not English
 - d. To assist identifying students who might be at risk due to delayed development.

- e. To provide information for planning instructional programs for individual students and/or groups.
- f. Provide ADE assistance in better preparing entering kindergarten students.

Inappropriate Purposes

1. The *QELI* is not used to determine special education referral.
2. The *QELI* is not used to discourage public kindergarten or placement in a transitional class.
3. The *QELI* is not used to evaluate preschool programs.
4. The *QELI* is not used to evaluate the effectiveness of the instruction of a teacher.

Information

Various K teachers on the committee made the comment that it forced them to stop and observe the children and not focus so much on the prescribed instruction.

Guidance

1. All required responses shall be in English.
 - a. Arkansas is an English speaking state.
 - b. In order to have Teacher-to-Teacher uniformity, the *QELI* can not depend on the teacher's ability to understand and interpret another language.
2. Interpreters are not allowed to do the observation.
 - a. Office of Civil Rights would not approve.
 - b. Not enough interpreters for all the languages within our state.
 - c. In order to have Teacher-to-Teacher and a Student-to-Student uniformity, the *QELI* cannot depend on the teacher's ability to understand and interpret another language.
3. Oral Communication section responses **MUST** be in English.

Rubric Responses

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.

Some - - The skill has been observed but not observed consistently or on a regular basis .

Most - The skill has consistently been demonstrated.