

Qualls Early Learning Inventory



August 7, 2009

Today's CIV

- Administration overview
- Appropriate use of QELI
- Inappropriate use of QELI
- Overview of statewide results
- How to work with QELI data
- New resources available
- Implementation for Fall 2009
- QELI results and intervention

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.

QELI

- Meets the “Uniform Readiness Screening” requirements of the ACTAAP Rules. (7.08.2)
- Within 30 days of receiving the QELI results students must be evaluated by school personnel *if indicated*. (7.08.3)
 - Intensive Reading Intervention (IRI)
 - Academic Improvement Plan (AIP)

QELI

Screening Dates

August 10, 2009 – September 18, 2009

Final Shipment Date

Tuesday, September 22, 2009

QELI Demographics

- Use ten-digit State Reporting Identification Number
 - Available in APSCN on Thursday morning following registration
 - Available in Triand within a week
 - Check for *pre-registration flag* in APSCN if registered last spring (turn off)
 - Call ADE if no State Reporting number is available for QELI student.

QELI Demographics

- Race/Ethnicity
 - Mark all that apply
 - Do not grid the “Other” category

QELI Materials

- ONLY District Test Coordinators may order additional materials.
- Ensure that schools inventory materials promptly.
- Provide a schedule to schools administering the QELI including
 - Administration dates
 - Date folders must be returned to district office

District Information

If the District Test Coordinator in your district has changed or an e-mail address has changed, please provide updated information to susan.gray@arkansas.gov.



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School Readiness

- Educators of primary-grade children cite *school readiness* as among the most serious challenges they face in achieving the educational and developmental goals they have for their students.

Peter D. Hart Research

School Readiness

- Children must be ready to make the transition from home or child care to formal education.
- Just as important, schools must be prepared to help ease that transition for children.

Education Commission of the States

Overview

The *Qualls Early Learning Inventory* is an assessment tool for use in the primary grades (Pre-K, K and 1st) to identify student development in six behavioral characteristics related to school learning. The *Inventory* assesses developing behaviors, so it can be used to inform classroom instruction.

The QELI is not language dependent and can be used to assess children who are emerging speakers of English.

Note: A Pre-K version of *QELI* is available.

QELI Supports Best Practices

NAEYC calls for:

Assessments that are fair for all children

Assessments based on realistic settings that reflect a child's actual performance

Assessments based on multiple, systematic observations and documentation

Assessments that are linked to follow-up instruction

QELI Supports Best Practices

NAEYC calls for:

QELI

Assessments that are fair for all children



Assessments based on realistic settings that reflect a child's actual performance



Assessments based on multiple, systematic observations and documentation



Assessments that are linked to follow-up instruction



Description of the Inventory

- Suitable for Pre-K, Kindergarten and early first grade students
- Four page *Inventory* booklet
 - One for each child observed
- *Teacher's Directions and Interpretive Guide*
 - One for each teacher

The image shows a sample of the 'Early Learning Inventory' form. At the top, it features a header with a photo of two young children and the title 'Early Learning Inventory'. Below the photo is a section for 'Name' and 'Age'. The main body of the form consists of several tables for recording observations:

- LAST NAME**: A grid for recording the last name of the child.
- FIRST NAME**: A grid for recording the first name of the child.
- DATE**: A grid for recording the date of observation.
- TIME**: A grid for recording the time of observation.
- SEX**: A grid for recording the sex of the child.
- AGE**: A grid for recording the age of the child.
- SEXUAL ORIENTATION**: A grid for recording the sexual orientation of the child.
- RACE/ETHNICITY**: A grid for recording the race/ethnicity of the child.
- RELIGION**: A grid for recording the religion of the child.
- OPTIONAL**: A grid for recording optional information.

At the bottom of the form, there are two numbered questions with radio button options for 'None', 'Early', 'Somewhat', and 'Often':

12. *Identify, re-identify, or demonstrate simple stories after listening to them more than once?*
13. *Use personal experiences, knowledge, and/or feelings when speaking?*

The form is designed to be used by teachers to track and record observations of children's early learning skills.

Description of the Inventory

- *General Knowledge* – the extent to which the student possesses general information and facts expected of children at this age
- *Oral Communication* – how well a student communicates ideas, describes what has been seen or heard, or asks about things
- *Written Language* – the extent to which the student recognizes and writes letters or simple words

Description of the Inventory

- *Math Concepts* – how well a student understands and uses beginning mathematical ideas and processes
- *Work Habits* – the extent of a student's persistence, resourcefulness and independence in completing tasks
- *Attentive Behavior* – the student's ability to sustain focus on classroom activities

Appropriate Uses

- To describe the developmental level of a child in behavioral terms
- To help identify those students who might be at risk due to delayed development
- To report initial status and progress to families
- To enhance communication between Pre-K programs, Kindergarten teachers and staff

Inappropriate Uses

- To select students for Kindergarten
 - Low scores are not necessarily an indication of a disability or deficiency
 - Remember: The *Inventory* documents learned behaviors
 - 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

- May be used as a communication and transition tool for Pre-K teachers
- Data results should be a “tool” to:
 - Help guide instruction for the Pre-K and K student
 - Share results with all staff
 - Share with Pre-K teachers
 - Strengthen the K and Pre-K teachers’ knowledge of the areas of students’ strengths and weaknesses
 - Assist in long range planning

QELI

- It is NOT a reflection of the school
- It is NOT a tool to “discourage” the child from entering Kindergarten
- It IS a snapshot of the child
- It IS a tool that will provide the teacher and parent a quick observational overview of the child

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**Score
Reports**

Progress on the *Qualls Early Learning Inventory (QELI)* is compared to a national sample of Kindergarten students in the Spring.

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

Dear Parent or Guardian,

The *Qualls Early Learning Inventory (QELI)* 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 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 and independence in completing tasks
- **Attentive Behavior**—indicates the student's ability to focus on instructions or directions, to listen and to complete tasks.

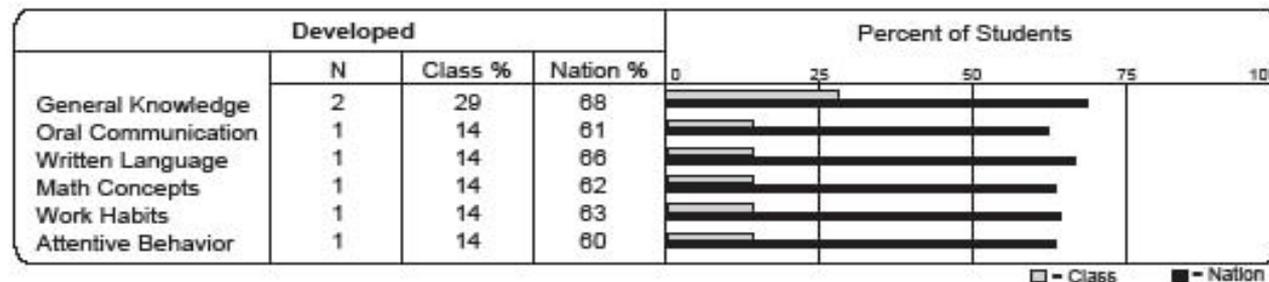
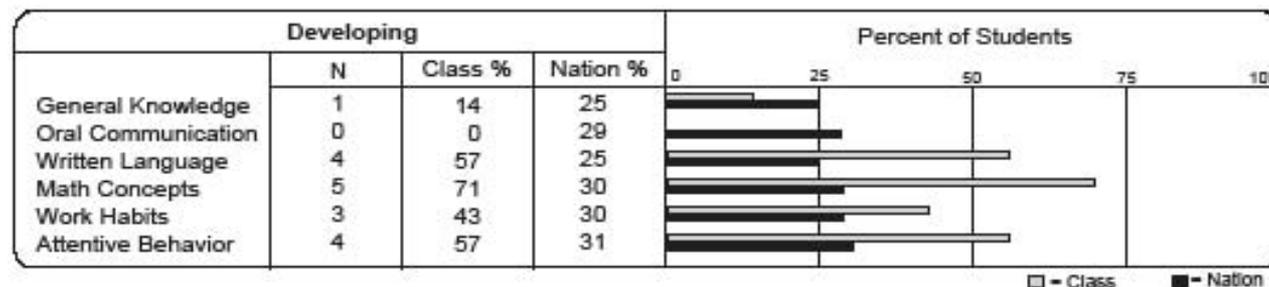
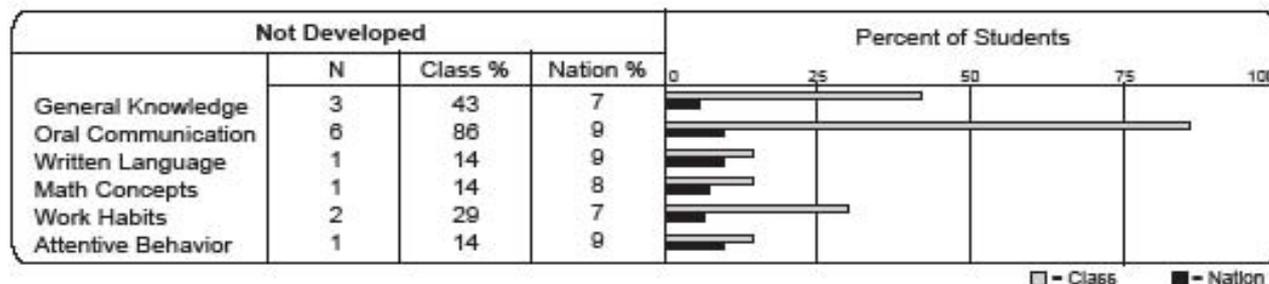
Your child's rating in each of the six areas of the Inventory was compared to the ratings of Kindergarten students in the nation during the spring. The developmental categories shown (Developed, Developing, and Not Developed) are based on a "Spring, Kindergarten" standard. The early identification of 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.

Notes:

Percent of Students in Developmental Classifications

Interpretive Information

- ◆ Progress on the *Qualls Early Learning Inventory (QELI)* is compared to a national sample of Kindergarten students in the Spring.
- ◆ The total number of students included in this report is 7.
- ◆ N = Number of students.
- ◆ Class % = Percent of students in each category for the group.
- ◆ Nation % = Percent of students in each category for the nation.
- ◆  = Percent of students in each category for the group.
- ◆  = Percent of students in each category for the nation.



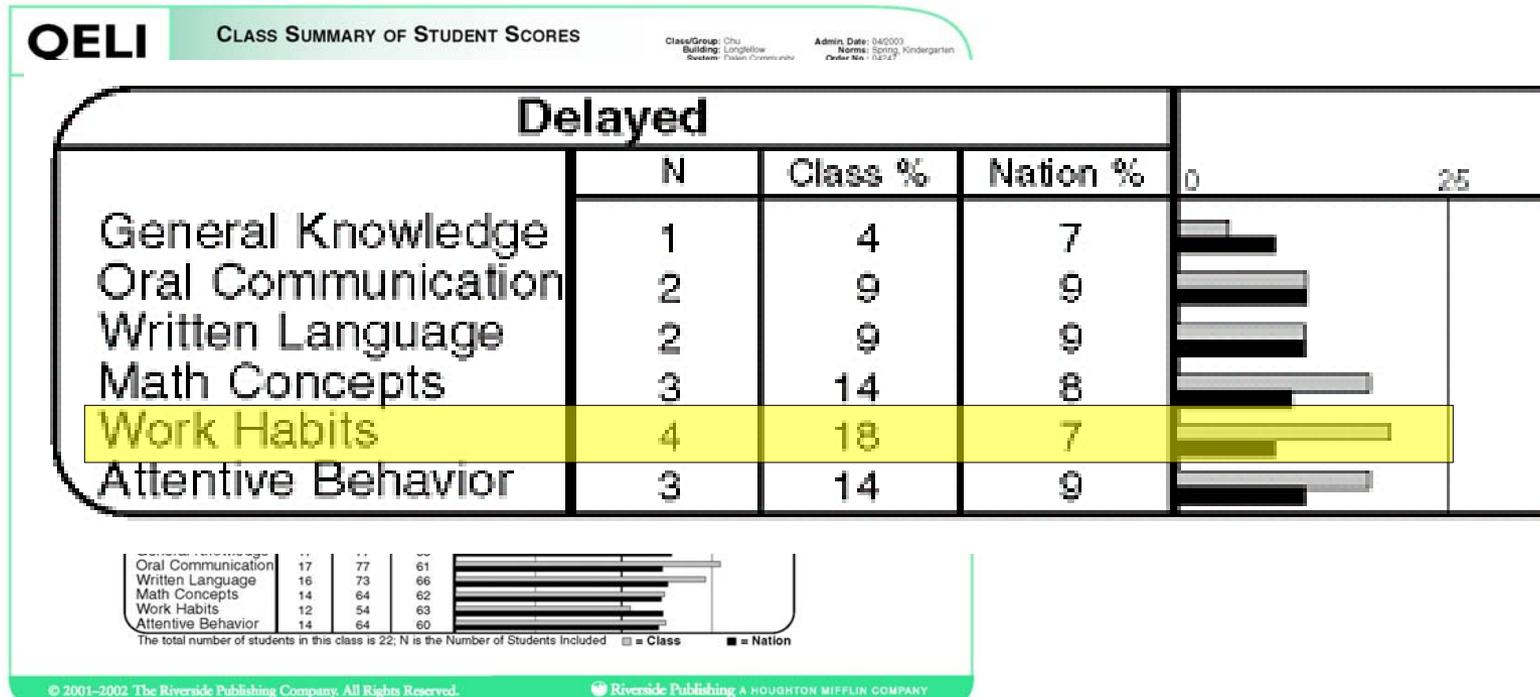
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Putting QELI
Data to Work

Step 1: Look At "the Big Picture"



18% of my class is delayed in the area of Work Habits

Step 2: Find Individuals in Need

QELI

CLASS DIAGNOSTIC REPORT

Class/Group: Chu
 Building: Longfellow
 System: Dalen Community

Admin. Date: 04/2003
 Norms: Spring, Kindergarten
 Order No.: 04247
 Page: 1
 Grade: K

Qualls Early Learning Inventory

General Knowledge	Oral Communication	Written Language	Math Concepts	Work Habits	Attentive Behavior
Information between Opposites Differences Progression Sentences	Information Story Dramatizes Personal Experience (First/Last) Letters Words Words from Memory With Pictures Writing	Generals Shapes Coins From Memory Patterns via Properties Vertical Values	Work on Time Difficult Activity Suggestions Idea	Term Tasks Class Are Talking Instructions Face of Instruction	

Student Name: **Bass, Gregory**
 I.D. Number: **0001474533**
 Birth Date: **06/97**
 Age: **5-10**
 Gender: **M**
 Code: **B**

Progress is compared to national sample of Kindergarten students in the spring.

Profile	Delayed	Developing	Developed	
General Knowledge		✓		+
Oral Communication		✓		
Written Language		✓		
Math Concepts		✓		
Work Habits		✓		
Attentive Behavior		✓		-

Profile	Delayed	Developing	Developed
General Knowledge	✓	✓	
Oral Communication	✓	✓	
Written Language	✓	✓	
Math Concepts	✓	✓	
Work Habits	✓	✓	
Attentive Behavior	✓	✓	

Profile	Delayed	Developing	Developed
General Knowledge	✓	✓	
Oral Communication	✓	✓	
Written Language	✓	✓	
Math Concepts	✓	✓	
Work Habits	✓	✓	
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 = 22

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Step 3: Focus On Specifics

QELI		CLASS DIAGNOSTIC REPORT		Class/Group: Chu		Admin. Date: 04/2003	
				Building: Longfellow		Norms: Spring, Kindergarten	
				System: Dalton Community		Order No.: 04247	
						Page: 1	
						Grade: K	

Qualls		Early Learning Inventory					
Student Name I.D. Number Birth Date Age Gender Code ABC G H Z		Progress is compared to a national sample of Kindergarten students in the spring.					
		General Knowledge 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-enacts, Dramatizes Speaks about Personal Experience Prints Own Name (first/last)		Oral Communication 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 Counts Orally 1-20 Identifies Simple Numerals Identifies Simple Shapes Knows Values of Coins Compares Sizes (from Memory) Makes and Extends Patterns Classifies Objects via Properties Understands Numerical Values		Written Language 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	
Ansan, Eric 0001474561 11/97 5-05 M G 1		Profile General Knowledge Oral Communication Written Language Math Concepts Work Habits Attentive Behavior		Delayed Developing Developed + -			
Ariano, Patrick 0001454522 04/97 6-00 M A 1		Profile General Knowledge Oral Communication Written Language Math Concepts Work Habits Attentive Behavior		Delayed Developing Developed + -			
Bass, Gregory 0001474533 06/97 5-10 M B 1		Profile General Knowledge Oral Communication Written Language Math Concepts Work Habits Attentive Behavior		Delayed Developing Developed + -			
Boyd, Denise 0001414524 09/97 5-07 F C 1		Profile General Knowledge Oral Communication Written Language Math Concepts Work Habits Attentive Behavior		Delayed Developing Developed + -			

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 = 22

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
+ -

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Implementation

Fall 2009

Which Students Should Be Included?

- Suitable for all children
- Can be used regardless of language background
- Appropriate for students with special needs

Completing 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

Completing the Inventory

Code essential demographic information

Teacher: _____
 School: _____
 City (System): _____
 State: _____ Grade: _____

LAST NAME										FIRST NAME									
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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
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
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

DATE OF BIRTH	
<input type="radio"/> JAN	Year
<input type="radio"/> FEB	0 0
<input type="radio"/> MAR	1 1
<input type="radio"/> APR	2 2
<input type="radio"/> MAY	3 3
<input type="radio"/> JUN	4 4
<input type="radio"/> JUL	5 5
<input type="radio"/> AUG	6 6
<input type="radio"/> SEP	7 7
<input type="radio"/> OCT	8 8
<input type="radio"/> NOV	9 9
<input type="radio"/> DEC	

GENDER
<input type="radio"/> FEMALE
<input type="radio"/> MALE

RACE/ETHNICITY
(Mark all that apply)
<input type="radio"/> American Indian or Alaskan Native
<input type="radio"/> Asian
<input type="radio"/> Black or African American
<input type="radio"/> Hispanic or Latino
<input type="radio"/> Native Hawaiian or Other Pacific Islander
<input type="radio"/> White
<input type="radio"/> Other

STUDENT I.D. 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

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

Completing the Inventory

Optional areas for local use

Teacher: _____

 City (System): _____
 State: _____ Grade: _____

LAST NAME										FIRST 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
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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
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

DATE OF BIRTH	
<input type="radio"/> JAN	Year
<input type="radio"/> FEB	0 0
<input type="radio"/> MAR	1 1
<input type="radio"/> APR	2 2
<input type="radio"/> MAY	3 3
<input type="radio"/> JUN	4 4
<input type="radio"/> JUL	5 5
<input type="radio"/> AUG	6 6
<input type="radio"/> SEP	7 7
<input type="radio"/> OCT	8 8
<input type="radio"/> NOV	9 9
<input type="radio"/> DEC	

GENDER
<input type="radio"/> FEMALE
<input type="radio"/> MALE

RACE/ETHNICITY
(Mark all that apply)
<input type="radio"/> American Indian or Alaskan Native
<input type="radio"/> Asian
<input type="radio"/> Black or African American
<input type="radio"/> Hispanic or Latino
<input type="radio"/> Native Hawaiian or Other Pacific Islander
<input type="radio"/> White
<input type="radio"/> Other

STUDENT I.D. 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
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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

OPTIONAL						
Code	A	B	C	G	H	Z
K	0	0	0	0	0	0
B	1	1	1	1	1	1
C	2	2	2	2	2	2
D	3	3	3	3	3	3
E	4	4	4	4	4	4
F	5	5	5	5	5	5
G	6	6	6	6	6	6
H	7	7	7	7	7	7
I	8	8	8	8	8	8
J	9	9	9	9	9	9
No	<input type="radio"/>					

Prior to Completion

- Read the entire *Inventory*
 - 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
- Come to consensus with other teachers on meanings of terms such as “rarely” and “sometimes”

Rubric Responses

Rarely – skill 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

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
<input type="radio"/> | Some
<input type="radio"/> | Most
<input type="radio"/> |
| 2. identify and name common colors? | None
<input type="radio"/> | Some
<input type="radio"/> | Most
<input type="radio"/> |

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

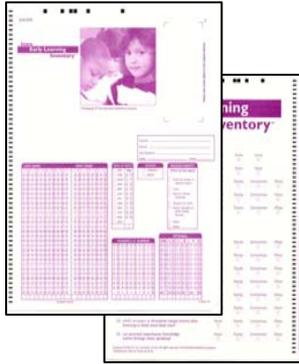


Often

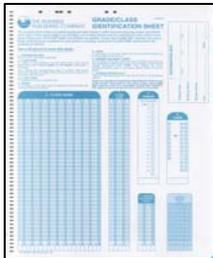


Certain questions also require thought about how appropriate a child's response is, not just the frequency
In this example, if the child often uses a complete sentence, but the sentence is rarely relevant to the overall conversation, then "Rarely" describes the behavior more accurately than does "Often"

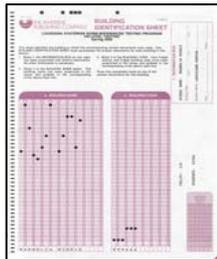
How to Pack for Scoring



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

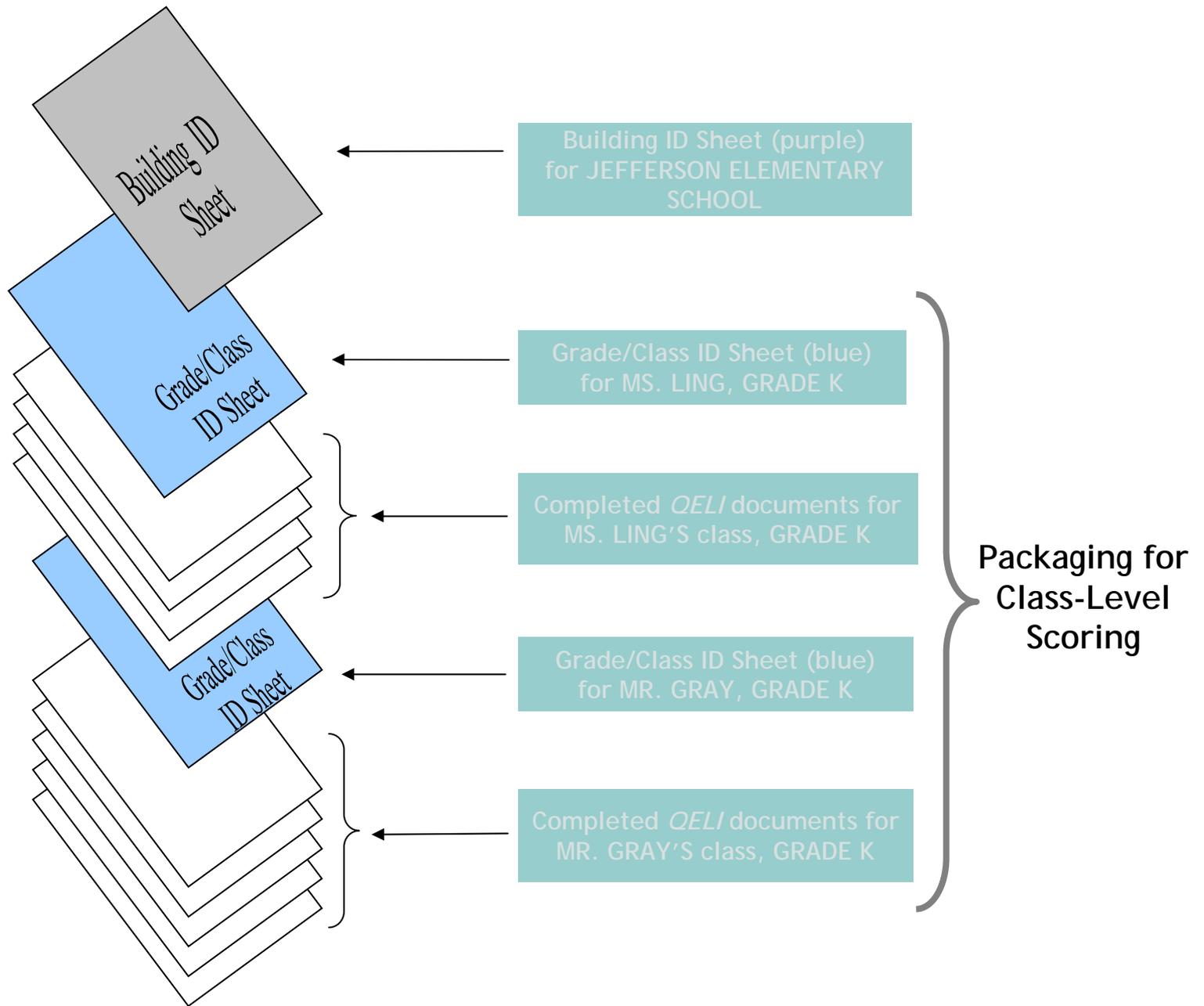


2. Completed Class ID Sheet
(One per class)



3. Completed Building ID Sheet
(One per building)





Important Fall 2009 Dates

- Materials were delivered to the Superintendent's office during the week of July 6, 2009
- Districts return QELI materials to Riverside Scoring Service when testing is complete

No later than September 22, 2009

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Qualls

Early Learning

Inventory [®]



QELI Results and Intervention

	Intensive Reading Intervention (IRI)	Academic Improvement Plan (AIP)
Kindergarten QELI	Not Developed in both Oral <u>and</u> Written Communications	Not Developed in both Oral <u>or</u> Written Communications



Essential Element of Reading

DIBELS Measure

Phonemic Awareness

**Phoneme Segmentation
Fluency**

Phonics

Letter Naming Fluency

Nonsense Word Fluency

Vocabulary

Word Use Fluency

Comprehension

Word Use Fluency

Fluency

Oral Reading Fluency



DIBELS

<http://dibels.uoregon.edu>

I've **DIBEL'd,**
Now What?



Designing
Interventions

With 
DIBELS
Data

SOPRIS WEST

Susan L. Hall, Ed.D.

**I've
Dibel'd
Now
What?**



IRI or AIP Questions

**Contact the Literacy Specialist
at your Local Education
Service Cooperative**



QELI

Please share this information with everyone in your district who will be administering the *Inventory*.

The presentation will be posted on the ADE Web site.