

Early Learning Assessment Structure

Observing Skills, Knowledge or Behaviors

Each skill, Knowledge or Behavior (SKB) has an operational definition, as shown below, that identifies or explains the SKB. Below the definition are observation directions that provide additional support to teachers when they are observing.

Notice that each level has a description that describes the SKB. This "level descriptor" helps the teacher when documenting the observable behavior. Teachers should observe behaviors during regular daily classroom routines, whenever possible.

The level descriptors further show which specific aspects of the SKBs the teacher should look for in an observation. Examples of observable behaviors associated with each developmental level are also provided. The examples identify only one or two of many behaviors that a child might exhibit as evidence of a particular level of development.

Level Descriptors

Observation Directions

READY FOR KINDERGARTEN		EARLY LEARNING ASSESSMENT	
Domain	Strand	Learning Progression	SKB
Social Foundations	Approaches To Learning/Executive Functioning	Initiative	Interest
SKB Operational Definition		Shows interest in objects and engages in activities, and increasingly shares them with others	
Look for instances when they (1) show interest in new objects, activities, and topics and (2) seek and gather information about them.			
For each child, pay attention to the following details as you observe:			
<ul style="list-style-type: none"> the object, activity, or topic in which the child shows interest how the child shows interest in the object, activity, or topic 		<ul style="list-style-type: none"> with whom the child engages while showing interest 	
Level A			
Attends to* people, objects, and events.		EXAMPLE Sara —Sara sat on my lap during morning arrival time. Sara looked at the door, observing each of her classmates and their family members as they entered the room.	
Level B			
Explores features of objects.		EXAMPLE Emmett —Emmett shook a maraca. Then he held it close to his face while turning it around.	
Level C			
Imitates an adult's action with a new object in order to produce the same effect.		EXAMPLE Paul —Paul and I were playing with a shape-sorter toy. Paul watched me use the palm of my hand to push a circle piece through a circle hole, and then he picked up a circle-shaped piece and pushed it with the palm of his hand through the same circle hole.	
Level D			
Seeks assistance from an adult to use an object in goal-oriented way.		EXAMPLE Daisy —Daisy was playing with a new puzzle and was unable to get the pieces to fit together. She brought the puzzle over to me and said, "Help, please," while holding out a piece.	
*attends to = notices or pays attention to			

Evidence Examples. Teachers should not feel limited by the evidence examples. Within and across observations, a variety of other behaviors could demonstrate what would be expected at each developmental level.