



NC ELI for Families

What is the NC ELI?

The NC ELI is the North Carolina Early Learning Inventory, a formative assessment process that is designed for all kindergarten teachers in NC to use with students as they enter their first year of school aged instruction. It is an observation based tool intended to be used in natural learning environments where developmentally appropriate learning activities are taking place. It focuses on the growth and development of the whole child in order to provide the teacher with a comprehensive view of what the child can do. It is required by law to be completed for each student in the state of NC according to the North Carolina State Board of Education Policy KNEC-017. Teachers are expected to use the information gained from the process to guide their planning and provide targeted learning opportunities for children.

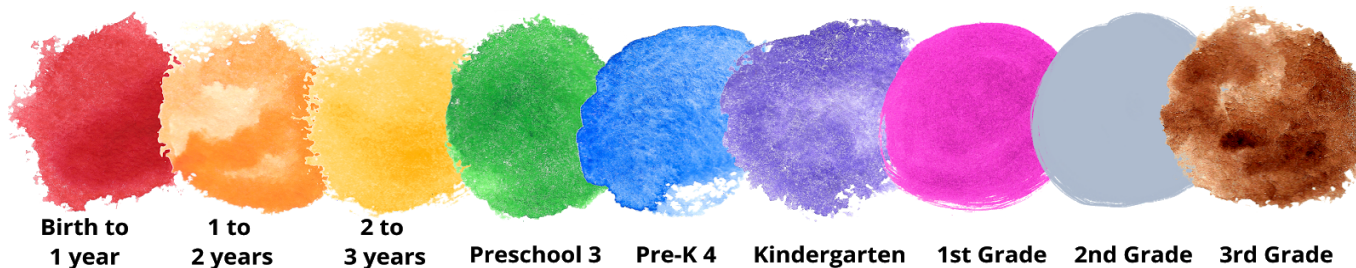
Areas of the NC ELI

The NC ELI focuses on six areas, or domains, of children's growth and development. Within each of the areas, the NC ELI looks at specific skills which promote the success and continued growth of Kindergarten children.

<p>Social-Emotional</p> <ul style="list-style-type: none"> • Manages feelings • Follows limits and expectations • Responds to emotional cues • Interacts with peers • Solves social problems 	<p>Mathematics</p> <ul style="list-style-type: none"> • Counts • Quantifies • Connects numerals with their quantities 	<p>Language</p> <ul style="list-style-type: none"> • Follows directions • Tells about another time or place
<p>Literacy</p> <ul style="list-style-type: none"> • Notices and discriminates rhyme • Notices and discriminates alliteration 	<p>Physical</p> <ul style="list-style-type: none"> • Uses fingers and hands 	<p>Cognitive</p> <ul style="list-style-type: none"> • Attends and engages

Color Band

Colors are used to indicate the age or class/grade ranges for these expectations. Red, orange, and yellow code each year of life for the first 3 years. Green, blue and purple code classes/grades for Preschool age 3 through kindergarten and pink, gray and brown for 1st through 3rd grades.



Opportunities to Support Child's Learning at Home

Social-Emotional

The Social-Emotional Development area addresses the way children feel about themselves, their relationships with others, and how they learn to manage and express emotions. The development of positive emotional and social skills forms the basis for positive development in each of the other areas.

- Child can express feelings and begin to talk about solutions.
- Child can follow rules and expectations at home.
- Child takes care of personal belongings.
- Child can say what he/she likes and compares the like to others (e.g., I like dogs but Teagan doesn't).
- Child can solve problems with peers or siblings by negotiating and compromising.

Mathematics

The Mathematics area supports cognitive development and development of thinking skills while exploring mathematical concepts. Through problem solving, reasoning, communicating, and making connections, children learn mathematics.

- Child can count to 20 & count 10-20 objects correctly.
- Child can say the number that comes next (e.g., What comes after 11, the child says 12).
- Child can make sets of 6-10 and describe the parts. By the end of kindergarten (make sets of 11-20).
- Child can say what part has more, less and the same.
- Child can identify numerals to 10 and connect to counted objects. (Identify numerals to 20 by end of year).

Language

The Language Development area is important for children's language and early literacy development. Adults who build nurturing relationships by paying close attention to what children are trying to communicate and responding consistently to children's communication help children become good communicators.

- Child can follow two- or three-step directions.
- Child can follow more detailed, multistep directions towards the end of kindergarten.
- Child can tell a story or event with beginning, middle, and end with details.
- Child can elaborate on an event using many details about an event.

Literacy

Literacy learning begins at birth. During the early childhood years, children engage in the development of reading and writing behaviors that form the foundation for early literacy. Development in this area is strengthened as children apply knowledge of print concepts, phonics skills, rhyme, and retelling of familiar stories.

- Child can decide if two words rhyme.
- Child can say a word that rhymes with a word given.
- Child shows awareness that two words start the same (e.g., Matt and Mike).
- Child can match beginning sounds with other words.

Cognitive

The Cognitive Development area focuses on the ability to acquire, organize, and use information in increasingly complex ways. This area of development is influenced by the different ways the child approaches learning. Play is important for learning and cognitive development.

- Child can maintain attention to an activity (5-10 minutes).
- Child can continue an activity without being distracted or can go back to the activity after a brief disruption.
- Child can start a project and come back to it after several days.

Physical

The area of Physical Development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. This area of development is the foundation for the future health and well-being of the child.

- Child can hold writing utensils correctly & use scissors appropriately.
- Child can tie their shoes, zip their coat and button shirt.
- Child can move and manipulate small objects.
- Child can build structures using small basic building blocks.