



EARLY LEARNING SCALE

Preschool Assessment

Motor Domain
Supplement
also available



✓ Authentic

- Observation-based assessment
- Easy to integrate into everyday classroom activities

✓ Flexible

- Aligns with any preschool curriculum
- Appropriate for all students

✓ Manageable

- Practical for teachers of all experience
- Data collection is meaningful and simple

✓ Reliable

- Based on the latest research
- Reliability-tested

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH



Developed in conjunction with
THE CENTER
Resources for Teaching and Learning

NIEER

About NIEER

An affiliate of Rutgers, the State University of New Jersey, the *National Institute for Early Education Research (NIEER)* conducts and communicates research to support high-quality, early childhood education. In addition, *NIEER* offers professional development as well as independent research-based advice and other technical assistance throughout the United States.



About THE CENTER



Nationally recognized for its many contributions to education from early through adult learning, *The Center: Resources for Teaching & Learning* provides a wide range of professional development services and instructional resources for educators. In addition, *The Center* specializes in the development of technology systems designed to automate data collection & reporting with the goal of improving academic outcomes for all learners.

The ELS & Assessment

*Assessment doesn't have
to be overwhelming.*

Introducing the ELS.

In this era of standards and accountability, we understand the anxiety educators feel when they hear the word “assessment.” But by focusing on key aspects of learning, assessment can be a practical tool for understanding a child’s development and informing instruction. As the following pages will show, the ELS (Early Learning Scale) provides teachers & administrators with the tools they need to assess *all* students—in a concise, manageable manner that uses rich data to improve learning and quality of instruction at the same time.

Shannon Riley-Ayers, Ph.D.

Lead Author of the ELS

NIEER



Why Choose the ELS?

✓ *It's Authentic*

The ELS is an informal, observation-based assessment that measures children's performance over time and in the context of typical, daily activities.

By assessing performance in real classroom situations over three scoring cycles annually, the ELS makes it possible for educators to effectively:

- Assess progress toward early learning standards
- Inform teaching and plan instruction
- Communicate with parents & caregivers



✓ *It's Flexible*

The ELS is not specific to any curriculum—making it a great fit for almost any early learning program designed for 3- to 5-year-olds. So, who is the ELS for?

- Typically developing children
- Children with special needs
- Advanced children
- English language learners



✓ *It's Manageable*

Designed specifically for teachers of all levels of experience, the ELS measures 10 key items across three domains.

The domains of the ELS are Math/Science, Social-Emotional/Social Studies, and Language and Literacy. The items within each domain (see pages 10-11) have been carefully selected based on the following criteria:

- They are measurable
- They develop on a continuum
- They are critical to present and future learning

The ELS also includes the Arts & Physical Development in the collection of data, but does not score on a continuum for these domains.



✓ *It's Reliable*

As documented in the research, the ELS is a reliable assessment system. With an inter-rater reliability of 76%, it is one of the most effective assessments available.

For complete information on the ELS's inter-rater reliability and concurrent validity, **view the full technical report at www.nieer.org.**



The Research

The ELS

Drawing on extensive early childhood research and longitudinal studies from over 75 authors and experts in the field, the ELS is a systematic assessment used to assess children's progress toward learning standards and expectations, including the *Head Start Child Development and Early Learning Framework*.

Rationales

The ELS guides instruction along a developmental continuum

A primary function of assessment is to guide instructional decisions in the classroom—a component of any high-quality early childhood program (*National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education*, 2009).

The ELS is a systematic assessment that measures progress over time

Effective assessment requires teachers to observe children over time and in varied situations—in which educators interact with students while simultaneously observing their behavior to assess what each child is capable of doing (Jablon, Dombro, and Dichtelmiller, 2007).

The ELS is an authentic, observation-based assessment

Performance-based assessments are important for young children in particular because performance can vary widely from one day to the next. As such, performance-based assessments are able to capture children's skills and knowledge in real experiences over time. This manner of assessment compares children to themselves, focusing on their strengths and interests (Riley-Ayers, Stevenson-Garcia, Frede, and Brennemann, 2011).

The ELS helps educators evaluate program effectiveness

The data for individual children can be aggregated to examine the needs of a program or center as a whole (National Research Council, 2008). Professional development interventions, materials or other supports can then be put into place based on these findings.

Reliability

Teacher reliability was examined with 125 educators trained in the use of the ELS. Inter-rater agreement was determined by comparing participants' scores on data to the true scores agreed upon by experts in the field. The average inter-rater reliability for this sample was 76%, which is above that or comparable to other highly regarded performance-based assessments.

Validity

The statistical measure of Cronbach's alpha demonstrated high internal consistency at .91 for the ELS. Concurrent validity was examined using the *Early Literacy Skills Assessment* (DeBruin-Parecki, 2005) and the *Child Math Assessment* (Klein & Starkey, 2006). Appropriate levels of correlation were found between these measures and the ELS for the 285 children assessed.

The Assessment Process

Assessment and instruction are truly interrelated and connected.



Watch and listen as a participant-observer—looking for demonstrations of skills and knowledge across the three domains.



Utilize the assessment process to inform teaching, target the needs of individual students and scaffold future learning.



Record and reflect on how student behaviors indicate growth and progress.



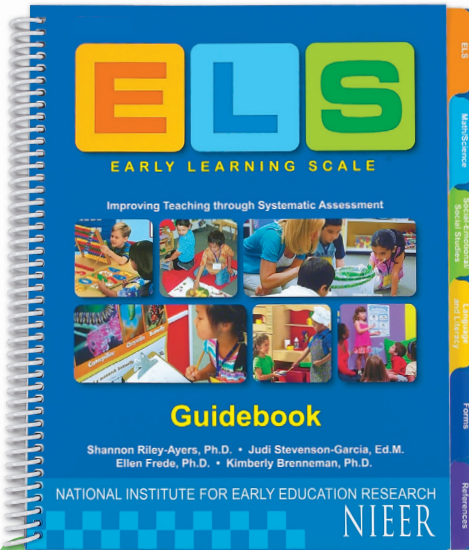
Use data to plan new activities, individualize instruction, provide new materials, and guide interaction with children.



Evaluate and score performance three times a year—but make analysis an ongoing aspect of instruction.

The ELS makes it easy to collect rich data that can be used to make accurate evaluations and inform teaching.

Components of the ELS



The Early Learning Scale Poster

- At-a-glance reference for teachers
- Includes each domain's items and strands

Math/Science

- 1. Number and Numerical Operations**
 - Functional Counting
 - Numerical Operations
 - Written Numbers
- 2. Classification and Algebraic Thinking**
 - Classification
 - Algebraic Thinking
- 3. Geometry and Measurement**
 - Identifying and Using Shapes
 - Measurement
- 4. Scientific Inquiry**
 - Observation and Reporting
 - Prediction
 - Investigation

Social-Emotional/Social Studies

- 5. Self-Regulation**
 - Independent Behavior
 - Regulation of Emotions and Behavior
 - Prosocial Behavior
 - Social Problem Solving
- 6. Play**
 - Quality and Attributes of Engagement and Exploration
 - Quality and Attributes of Cooperative Play
 - Quality and Attributes of Sociodramatic Play

The Guidebook

- Provides system overview and research base
- Includes detailed continuum descriptors
- Support for teachers

Language and Literacy

- 2. Oral Language**
 - Speaking**
 - Uses gestures to communicate
 - Unlikely to participate in discussion
 - May use very short phrases
 - Storytelling**
 - Tells simple stories using pictures, but with little connection to the actual story line
- 3. Phonological Awareness**
 - Language Manipulation**
 - Responds to rhymes and music
 - Recognizes parts of rhymes and chants
 - Print Awareness**
 - Responds to rhymes and music
 - Recognizes language with repetitive beginning sounds (alliteration)
- 4. Print Awareness**
 - Alphabetic Awareness**
 - Identifies few letters, if any
 - Identifies some letters
 - Print Knowledge**
 - Does not recognize that print carries meaning
 - Recognizes print only in the classroom, including his or her own name
- 5. Writing**
 - Composing**
 - May identify something as 'writing' or 'does not give meaning to writing'
 - Does not give meaning to writing
 - Production**
 - Draws or scribbles
 - Makes marks that resemble letters
 - May write his or her own name

Math/Science					
1. Number and Numerical Operations	1	2	3	4	5
Functional Counting	• Shows interest in numbers and counting.	• Counts items up to 10.	• Knows the number words and can extend the decade pattern beyond 10.		
Numerical Operations	• Plays with adding and taking away items.	• Understands that there are more when items are combined and that counting but together or take away (subtraction) will change the number of items in the set.	• Knows the words for numbers 1 to 10 and knows to use the number words for the number of items in the set.	• Makes and/or counts out sets of items.	• Understands what the number words mean.
Written Numbers	• Not able to identify written numbers.	• Recognizes the number words.	• Knows the words for numbers 1 to 10.	• Knows the words for numbers 1 to 10.	• Knows the words for numbers 1 to 10.
2. Classification and Algebraic Thinking	1	2	3	4	5
Classification	• Notices similar attributes.	• Sorts items based on similar attributes.	• Determines how to classify a group of items and how to use the group.	• Classifies items based on their attributes.	• Classifies items based on their attributes.
Algebraic Thinking	• Recognizes a simple pattern.	• Recognizes missing parts of a simple pattern.	• Recognizes and extends simple patterns.	• Recognizes and extends simple patterns.	• Recognizes and extends simple patterns.
3. Geometry and Measurement	1	2	3	4	5
Identifying and Using Shapes	• Identifies under and square.	• Identifies common shapes.	• Identifies additional shapes and their attributes.	• Identifies additional shapes and their attributes.	• Identifies additional shapes and their attributes.
Measurement	• Notices size differences in size.	• Makes direct comparisons of the length, weight, volume, height, or area of multiple objects.	• Uses knowledge of shape properties to solve problems.	• Uses knowledge of shape properties to solve problems.	• Uses knowledge of shape properties to solve problems.
4. Scientific Inquiry	1	2	3	4	5
Observation and Reporting	• May provide simple comments about observed objects and phenomena.	• Gives information descriptions about observed phenomena, but does not generate explanations for observed events.	• Describes on what is observed by counting and measuring objects and events.	• Describes on what is observed by counting and measuring objects and events.	• Describes on what is observed by counting and measuring objects and events.
Prediction	• Provides no predictions during scientific exploration.	• Provides no predictions, but does not provide support or give any logical reasons.	• Provides logical support for predictions.	• Provides logical support for predictions.	• Provides logical support for predictions.
Investigation	• May comment on phenomena, but does not ask testing questions.	• Generates questions, but does not provide a plan for investigation.	• Investigates specific questions through methods in the early learning scale, or through other research techniques.	• Investigates specific questions through methods in the early learning scale, or through other research techniques.	• Investigates specific questions through methods in the early learning scale, or through other research techniques.

Social-Emotional/Social Studies					
5. Self-Regulation	1	2	3	4	5
Independent Behavior	• Needs teacher support to move through discussion routine.	• Works for teacher or others to initiate for the next activity.	• Needs reminders to move through discussion routine.	• Moves through the discussion routine with minimal teacher direction.	• Moves through the discussion routine with minimal teacher direction.
Regulation of Emotions and Behavior	• Does not regulate behavior or emotions and acts out or requires attention.	• Does not recognize other feelings.	• Needs reminders and redirection to control behavior.	• Expresses needs and feelings verbally without disruptive or non-compliant behavior.	• Expresses needs and feelings verbally without disruptive or non-compliant behavior.
Prosocial Behavior	• Does not take turns or share materials with others.	• Does not recognize other feelings.	• Needs reminders from the teacher to share and take turns.	• Has some understanding of other feelings, but does not share or take turns with materials.	• Shows turns in play and conversation.
Social Problem Solving	• Cannot successfully resolve social conflicts.	• Cannot successfully resolve social conflicts.	• Can resolve social conflicts with adult guidance.	• Can resolve social conflicts with adult guidance.	• Can resolve social conflicts with adult guidance.
6. Play	1	2	3	4	5
Quality and Attributes of Engagement and Exploration	• Does not engage with materials independently.	• Does not engage with materials independently.	• Does not engage with materials independently.	• Engages in purposeful activity for most of the time while moving independently from one activity to another.	• Engages in purposeful activity for most of the time while moving independently from one activity to another.
Quality and Attributes of Cooperative Play	• Usually plays alone.	• May engage in parallel play (does not interact with the other child).	• Engages in associative play (interacts but does not play together).	• Engages in cooperative play (interacts and plays together).	• Engages in cooperative play (interacts and plays together).
Quality and Attributes of Sociodramatic Play	• Engages in simple role play.	• Engages in simple role play.	• Engages in simple role play.	• Engages in simple role play.	• Engages in simple role play.

Language and Literacy						
2. Oral Language	1	2	3	4	5	
Speaking	• Uses gestures to communicate <td>• Unlikely to participate in discussion <td>• May use very short phrases</td> <td>• Responds using simple sentences <td>• Responds to two-part questions <td>• Uses complete sentences and simple questions </td></td></td></td>	• Unlikely to participate in discussion <td>• May use very short phrases</td> <td>• Responds using simple sentences <td>• Responds to two-part questions <td>• Uses complete sentences and simple questions </td></td></td>	• May use very short phrases	• Responds using simple sentences <td>• Responds to two-part questions <td>• Uses complete sentences and simple questions </td></td>	• Responds to two-part questions <td>• Uses complete sentences and simple questions </td>	• Uses complete sentences and simple questions
Storytelling	• Tells simple stories using pictures, but with little connection to the actual story line	• Tells simple stories using pictures, but with little connection to the actual story line	• Tells simple stories using pictures, but with little connection to the actual story line	• Tells simple stories using pictures, but with little connection to the actual story line	• Tells simple stories using pictures, but with little connection to the actual story line	
3. Phonological Awareness	1	2	3	4	5	
Language Manipulation	• Responds to rhymes and music <td>• Recognizes parts of rhymes and chants <td>• Responds to rhymes and music <td>• Recognizes language with repetitive beginning sounds (alliteration) <td>• Responds to rhymes and music </td></td></td></td>	• Recognizes parts of rhymes and chants <td>• Responds to rhymes and music <td>• Recognizes language with repetitive beginning sounds (alliteration) <td>• Responds to rhymes and music </td></td></td>	• Responds to rhymes and music <td>• Recognizes language with repetitive beginning sounds (alliteration) <td>• Responds to rhymes and music </td></td>	• Recognizes language with repetitive beginning sounds (alliteration) <td>• Responds to rhymes and music </td>	• Responds to rhymes and music	
4. Print Awareness	1	2	3	4	5	
Alphabetic Awareness	• Identifies few letters, if any <td>• Identifies some letters <td>• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions </td></td></td></td>	• Identifies some letters <td>• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions </td></td></td>	• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions </td></td>	• Identifies many letters and may connect some letters to the different functions <td>• Identifies many letters and may connect some letters to the different functions </td>	• Identifies many letters and may connect some letters to the different functions	
Print Knowledge	• Does not recognize that print carries meaning <td>• Recognizes print only in the classroom, including his or her own name <td>• Recognizes that print has meaning <td>• Recognizes some print in the environment, such as signs, labels, logos, and other print <td>• Recognizes that print has meaning </td></td></td></td>	• Recognizes print only in the classroom, including his or her own name <td>• Recognizes that print has meaning <td>• Recognizes some print in the environment, such as signs, labels, logos, and other print <td>• Recognizes that print has meaning </td></td></td>	• Recognizes that print has meaning <td>• Recognizes some print in the environment, such as signs, labels, logos, and other print <td>• Recognizes that print has meaning </td></td>	• Recognizes some print in the environment, such as signs, labels, logos, and other print <td>• Recognizes that print has meaning </td>	• Recognizes that print has meaning	
5. Writing	1	2	3	4	5	
Composing	• May identify something as 'writing' or 'does not give meaning to writing' <td>• Does not give meaning to writing <td>• Writes letters that are 'writing' or 'does not give meaning to writing' <td>• Provides direction to an adult to be written on a piece of paper <td>• Writes symbols for a purposeful activity (e.g., drawing) </td></td></td></td>	• Does not give meaning to writing <td>• Writes letters that are 'writing' or 'does not give meaning to writing' <td>• Provides direction to an adult to be written on a piece of paper <td>• Writes symbols for a purposeful activity (e.g., drawing) </td></td></td>	• Writes letters that are 'writing' or 'does not give meaning to writing' <td>• Provides direction to an adult to be written on a piece of paper <td>• Writes symbols for a purposeful activity (e.g., drawing) </td></td>	• Provides direction to an adult to be written on a piece of paper <td>• Writes symbols for a purposeful activity (e.g., drawing) </td>	• Writes symbols for a purposeful activity (e.g., drawing)	
Production	• Draws or scribbles <td>• Makes marks that resemble letters <td>• May write his or her own name <td>• Makes marks that resemble letters <td>• Makes marks that resemble letters </td></td></td></td>	• Makes marks that resemble letters <td>• May write his or her own name <td>• Makes marks that resemble letters <td>• Makes marks that resemble letters </td></td></td>	• May write his or her own name <td>• Makes marks that resemble letters <td>• Makes marks that resemble letters </td></td>	• Makes marks that resemble letters <td>• Makes marks that resemble letters </td>	• Makes marks that resemble letters	

The ELS Instrument

- Includes domains, items, strands & indicators
- Provides a developmental trajectory with a 5-point scoring continuum

What's Included

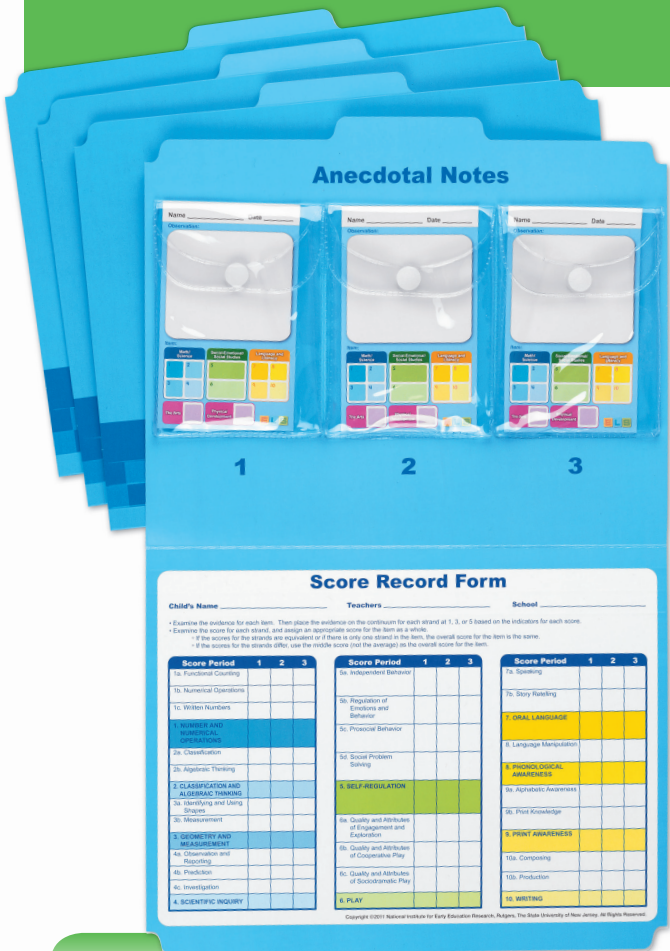
- Instrument
- Guidebook
- 10 observation notepads
- 2 CD-ROM portfolios
- Vinyl pouches for child portfolios
- Child accomplishments summary
- Family guide
- Introductory DVD
- Poster

INSTRUMENT

The instrument provides you with the developmental trajectory you will use in the assessment process. It has detailed descriptions of...

Content Guide and DVD

- Summary of the ELS
- Examples of use in the classroom
- Expert opinion



25 Child Portfolios

- Stores work samples
- Organizes observation notes by score period
- Includes score record form for complete scoring cycle



10 Observation Notepads

- Record anecdotal observations
- Connect anecdotes to domains & items observed
- Sized to fit in pockets for easy access

Child Accomplishments Summary

Child's Name _____ Teachers _____ School _____ Score Period _____

Math/Science

Social-Emotional/Social Studies

Language and Literacy

The Arts

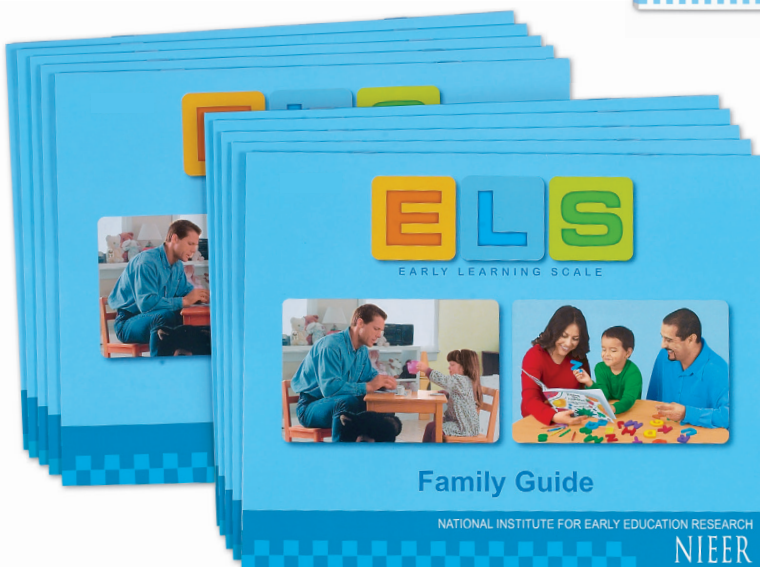
Physical Development

Additional Comments

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100 Child Accomplishments Summaries

- Summarizes development and learning
- Ideal for sharing with parents, caregivers and peers
- Provides next steps plus suggestions for home



25 English/Spanish Family Guides

- Describes the ELS in parent-friendly terms
- Stresses importance of play as method of learning
- Includes activities for supporting learning goals at home

The Early Learning Scale

The goal of the ELS is to improve teaching and learning in a practical way. That's why the authors at NIEER chose to cover three domains and ten items most critical to future learning. Each item is divided into strands based on current early learning standards and expectations. Plus, each strand features observable indicators scored on a 5-point continuum—so it's easy to assess progress and plan instruction quickly and efficiently.

DOMAIN

Math/Science

1 Number and Numerical Operations

1

2

3

4

5

ITEM

Counting

- Shows interest in numbers and counting
- May be able to use the numbers 1, 2, or 3 to label the number of items in a set

- Assigns numbers to items, but not always accurately
- Knows the words for numbers 1 to 10 and begins to learn the sequence for numbers 11 to 19
- Recognizes that the last number counted is the number of items in the group

- Counts items accurately up to 15
- Knows the number words and can extend the decade pattern beyond 29

Numerical Operations

- Plays by adding and taking away items
- Depends on visual cues to determine which of two sets has more or less

- Understands that there are more when items are combined and less when some items are taken away
- Can solve "put together" or "take away" problems with sets ≤ 5

- Matches and/or counts small sets to determine which has more
- Uses strategies to add to or subtract from numbers ≤ 8

Written Numbers

- Not able to identify written numerals

- Distinguishes numerals from letters or identifies some numerals
- Attempts to write some numerals

- Identifies and writes some numerals and understands that they represent quantity

2 Classification and Algebraic Thinking

1

2

3

4

5

STRAND

Classification

- Notices similar attributes

- Sorts items based on similar attributes

- Determines how to classify a group of items and tells about the group using relevant vocabulary

Algebraic Thinking

- Recognizes a simple pattern

- Identifies missing parts of a simple pattern
- Replicates and extends simple patterns

- Replicates and extends longer and more complex patterns

3 Geometry and Measurement

1

2

3

4

5

Identifying and Using Shapes

- Identifies circle and square
- Takes objects apart and fits objects together

- Identifies common shapes
- Turns and flips shapes intentionally to determine congruency or solve a puzzle

- Identifies additional shapes and irregular shapes
- Compares 2- and/or 3-dimensional shapes by attribute
- Uses knowledge of shape properties to solve problems

Measurement

- Notices large differences in size

- Makes direct comparisons of the length, weight, volume, height, or area of materials or objects

- Uses standard and/or nonstandard tools to measure length, height, volume, or weight
- Uses a common base when comparing length or height

4 Scientific Inquiry

1

2

5

INDICATOR

Observation and Reporting

- May provide simple comments about observed objects and phenomena

- Gives simple descriptions of what is observed by using words and simple drawings and does not generate explanations for observed events

- Draws simple conclusions about cause-and-effect relationships during informal or teacher-led

Domains

Math/Science

- Item 1: Number and Numerical Operations
- Item 2: Classification and Algebraic Thinking
- Item 3: Geometry and Measurement
- Item 4: Scientific Inquiry

From basic counting and measurement to identifying shapes and observing the natural world, the strands within these items target those math and science skills that are the true building blocks of future learning and academic success.

Social-Emotional/Social Studies

- Item 5: Self-Regulation
- Item 6: Play

Current research indicates that unless children achieve a degree of social competence by the age of 6, they have a high probability of being at risk throughout their lives. By focusing on skills related to self-regulation, prosocial behavior and cooperative play among others, the ELS provides teachers with an accurate and appropriate measure of each child's social development.

Language and Literacy

- Item 7: Oral Language
- Item 8: Phonological Awareness
- Item 9: Print Awareness
- Item 10: Writing

Given the pivotal role teachers play in supporting early language development, the authors of the ELS focused on those items that support core aspects of later literacy and language competence.

Speaking in sentences of varying complexity, retelling familiar stories, identifying letters as well as writing them—the ELS uses pragmatic indicators like these to help teachers make valid assessments of each child.

Physical Development

- Item: Gross Motor Movements
- Item: Object Control and Manipulation

Written by Dr. Linda Carson and developed by Lakeshore, this tool is designed to help teachers make observation-based assessments about preschool-age children's progress toward selected physical development standards. This tool includes the information teachers need to observe, evaluate and enhance the fundamental motor skills of preschool children.

The Arts

While not scored on the ELS, a research base and data collection are provided for this domain.

Even at the preschool level, standards often indicate that children should explore the arts in an appropriate capacity. While this is cognitively and emotionally beneficial, progress is difficult to document objectively, and not conducive to placement on a continuum such as the ELS.

Support for Teachers

Sample Anecdotes

In addition to a comprehensive introduction to the ELS as well as its domains, the Guidebook features sample observational anecdotes as exemplars for teachers.

Outside

The students find an unusual rock while on a walk in the neighborhood. Suraj asks to take it back to the classroom so he can observe it with a magnifier. While he looks at it with the magnifier, he asks the teacher what kind of rock it is. She says she doesn't know, but she wonders if he has any ideas how they could find out. Suraj suggests looking in a book about rocks.

Maria and Bryan are digging next to the fence. They are very excited to discover a worm. Maria asks if she can pick it up and move it so she can watch how it moves. She observes carefully, saying, "It wiggles and wiggles like this. Except it doesn't have legs like me!" She starts dancing and wiggling. Then she says, "Hey, guys, do the worm dance with me! Wiggle like this!" Bryan and other classmates join Maria's dance, giggling.

Discovery Center

The teacher asks, "Which side of the scale do you think will go down if I put the heavy cylinder in this bucket?" Sabrina responds, "Oh, this side, with the heavy one, because it's heavy."

The class has been growing bean seeds. Kadejah is recording the plants' growth in her science journal. She says, "I need green 'cause it's green." When her drawing is complete, she makes some linear marks and says, "See? I wrote the name right there."

Block Area

Jose says, "I can put these shapes on the slides and see what comes first. Look, this one will win." The teacher asks him why that one will win, and he says, "Because that one is really round, like a ball. So it will come first. The other one is not so round, so it will lose."

Manipulatives

Jared is playing with the balance scale and beads. He puts all the small beads on one side and the large beads on the other side. When the side with the large beads goes down, Jared says, "Hmm...how come that side is down?" He looks at the side with the small beads, saying, "There's more beads in here."

- Use children's natural interests in numbers to decide which materials and activities to provide for them. Many materials should be available that encourage counting and are easy for children to count. There should also be many materials that present number symbols in various ways, and children should be encouraged to write number symbols in ways that are purposeful.
- Assist children in counting activities and encourage them to compare and contrast groups of objects. Note children's counting errors.
- Ask open-ended or thought-provoking follow-up questions to children's experiences with manipulatives, in order to discover how they are thinking informally about quantity or numerical operations.



Ideas for Teaching and Documenting

The Guidebook also provides teaching tips & activities that target each item of the ELS—plus it includes lists of published resources that are easy to read and accessible to all teachers.

Support for Families

Social-Emotional/Social Studies

- Provide choices and encourage your child to make decisions. For example, "Would you like to wear your blue shirt or your white shirt today?"
- Invite your child to take responsibility for some tasks, such as putting empty cans into the recycling bin.
- After reading a story, discuss the characters' feelings and motives. Why did they do what they did?
- Read books about friends cooperating and working together to achieve a goal.
- Help your child identify and talk about his feelings. For example, "I can tell you feel angry by the way you're standing. Let's take some deep breaths, and then we'll talk about why you're angry and what we can do about it."
- Tell your child about your own feelings. You might say, "I'm upset because it's raining and we can't go to the park like we wanted to. You probably feel upset, too. But I think we can have a good time drawing pictures instead."
- Watch your child as she plays with other children. Note how she handles problems that arise. Talk about it later.
- Spend time pretending with your child.

ELS
EARLY LEARNING SCALE

Family Guide

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Connecting with Parents

A primary goal of the ELS is to help parents and caregivers become active partners in their child's education. The English/Spanish Family Guides come complete with:

- An introductory letter for families
- An overview of the ELS
- Tips for creating a successful teacher/parent partnership
- Practical activities for the home that correspond to the domains of the ELS

Sharing Progress & Data

Child Accomplishments Summaries provide a narrative of each child's development and help educators plan instruction based on the collected data. Plus, they provide teachers with a practical way to discuss child performance with parents and caregivers.

Use at formal parent/teacher conferences to:

- Guide discussion
- Pinpoint areas for reinforcement at home
- Give parents an opportunity to share observations about their child

ELS
EARLY LEARNING SCALE

Child Accomplishments Summary

Child's Name: Jaclyn Teachers: Ms. Smith School: Mulberry Score Period: Winter

Math/Science

Jaclyn counts items accurately to five, understands there are more when items are combined, and writes numbers in her play. She is able to sort items and tell about the groups (such as when she sorted the foods for the refrigerator and freezer). She is able to extend a simple pattern and identify several common shapes. In science, she is able to report observations, offer predictions, and investigate specific questions (as shown when she was exploring the snow in the water table). We will explore more science concepts throughout the year and encourage Jaclyn to expand her reporting and observing and offer support for her predictions. Hands-on work with numbers and counting will extend her counting accurately beyond five and enhance her concept of numbers.

Social-Emotional/Social Studies

Jaclyn moves through the classroom routines with minimal teacher direction, and she expresses her needs and feelings verbally without aggression. We will continue to take turns in play to practice sharing and working with friends and conflicts. Jaclyn's play is well developed in that she explores and experiments with a wide variety of materials in the classroom, successfully enters play, and has defined roles and story lines in her play. She is often drawn to the play area, where she plays with friends to act out a mom caring for her sick babies or shopping.

Language and Literacy

The Arts

Physical Development

Additional Comments

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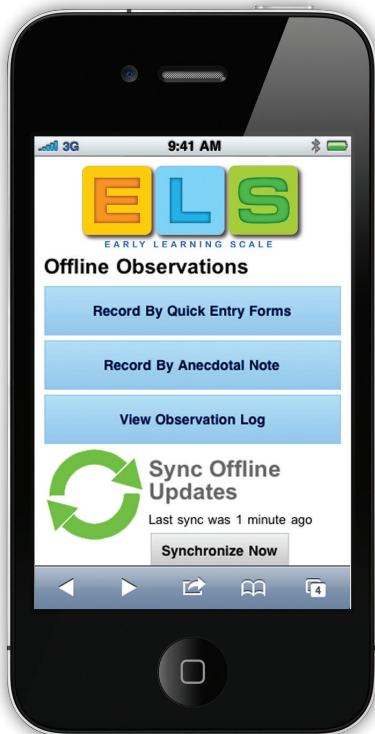
The ELS Online

My ELS Online

For preschool programs that are online-capable, the ELS is also available in a paperless format over the Internet.

At myelonline.com, the online version of the ELS scores just like the print version—only the data is available for immediate analysis. The website also features narrated, step-by-step videos that instruct teachers on how to use myelonline.com—from adding student information to scoring and reporting.

In addition to other valuable features, myelonline.com allows users to record demographic information and compare data by student, across the class or across the entire program.



Handheld Capabilities

Recording off-line anecdotal observations is fast, efficient...and saves valuable time in the classroom.

Using a smart phone or tablet, teachers can record observations in real time, then upload them to myelonline.com—where observations will be automatically linked to items on the ELS! No pen, no paper and no delay in planning or assessment.

At present, handheld capabilities require a Wi-Fi connection and the use of an iPad®, iPhone®, iPod touch® or devices running the Android™ OS with the Google Chrome™ browser.

Training and Support

In-Person Training

Flexible, live training offers an in-depth experience that provides insight into the role of assessment—and verifies the effectiveness of the ELS in the classroom.

From a one-day, live kick-off session supported by online professional development to five days of intensive, in-person training, we will customize training to fit your needs and your budget. Just tell us what you need—and we'll make it happen.



Online Training

This interactive option is self-paced so teachers can complete their ELS training in a time frame that's convenient for them.

Along with covering the same material as the live training, this version allows participants to review their online training sessions at any time for a brief refresher course.



Reliability Certification

The final step in live or online training.

Essential to the effective, long-term use of the ELS, online certification is available to all participants who complete the training.

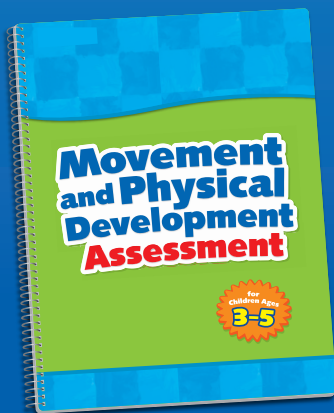
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Movement Guide Assessment
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"The ELA extends credibility to pre-k teaching. It provides a comprehensive framework that offers integrity within our field of expertise...and has the potential to drive excellence across a variety of learning environments."

*Melissa Workman
Associate Director/Pre-K Teacher
West Virginia University Preschool*



To learn more about the ELA,
contact us at your convenience.

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