Early Learning Observation & Rating Scale (ELORS)

Whole Class Form

Authors

Mary Ruth Coleman, Ph.D., Tracey West, Ph.D., & Margaret Gillis, Ed.M.

National Center for Learning Disabilities, Inc.
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Purpose

The purpose of the Early Learning Observation & Rating Scale (ELORS) is to help teachers and parents gather and share information about young children with specific attention to characteristics that might be early signs of learning disabilities. Through the use of systematic and strategic observations in natural settings, teachers and parents will be better able to:

- Gather information about children across seven important developmental domains,
- Determine levels of concern about children's overall learning progress and their growth in specific areas of learning and behavior, and
- Recognize children who might benefit from additional support for learning.

Directions

1. Observations should begin after you have become familiar with your class, at least a month after the beginning of the school year.

2. Over the course of 1-2 weeks, observe the children in a variety of routines, activities, and settings including transitions, at centers, during literacy and math activities, at snack and meals, when arriving and departing, on the playground, and when playing alone and in large and small groups of children.

3. For each of the domains of learning, do the following:
   a. When a child's behavior within the domain causes some concern, write down the child's name in the space provided.
   b. Add tally marks next to the child's name each time you observe additional behaviors that cause concern within the domain.
   c. You may also want to write some notes about the behavior you observed.

4. After the observation period, complete the Observation Record on page 7 to examine class needs and patterns within and across the domains.
   a. Write the name of each child in your class.
   b. Put a check in the box for each domain in which each child's name appeared.

Next Steps

After completing the Observation Record teachers should review the information collected and make decisions about whether to follow up with observations of individual children using the Teacher- Individual Child Form, and/or have parent(s) follow up by completing the Parent-Individual Form.

- Consider observing a child individually if:
  — the child's name appears in several domains,
  — the child has multiple tally marks within any one domain showing a consistent pattern of behavior that causes concern, or
  — additional information would be helpful to determine how to better meet a child's needs.
- If a decision is made to conduct an individual observation, teachers should first discuss concerns with the child's parent(s). Parents should than be invited (and encouraged) to complete their own observation using the Parent-Individual Child Form.

Dates of observations: _____

Observer's name: _____ Role: _____

Perceptual and Motor Domain

Description: The Perceptual and Motor Domain includes fine and gross motor skills, coordination, integrating motor skills and vision (e.g., eye-hand coordination), sensory integration, visual memory (e.g., recalling visual details), and tactile defensiveness (e.g., reluctance in exploring materials of different textures, such as play dough and finger-paint).

Examples of behaviors: Speed and agility, balance, eye-hand coordination, large muscle coordination, holding a pencil or spoon, sense of direction, copying with a pencil, drawing simple shapes (e.g., circle, square), exploring materials of different textures (e.g., paint, sand, clay, glue, dough) dressing skills (e.g., zippers, buttons, shoes, socks).

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Self-Management Domain

Description: The Self-Management Domain includes self-regulation skills (e.g., paying attention), delayed gratification, impulsivity, understanding consequences of actions, self-help skills, remembering routines, seeking help when appropriate, attentive behaviors, work habits (e.g., organization, distractibility, perseverance/diligence), and response to learning situations.

Examples of behaviors: Adjusting to changes in routine, following the daily classroom or home schedule, transitioning from one activity to another, consistency of behavior or mood, understanding the consequences of behavior (e.g., sharing, hitting another child), using planning prior to activities, persisting in difficult tasks, paying attention during group activities, using words to solve problems with peers, concentrating for brief periods of time.

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Social and Emotional Domain

Description: The Social and Emotional Domain includes social interactions, friendships and play, turn-taking, reciprocal play, self-expression and emotions, interpreting emotions of others, cooperation, and participating in group activities.

Examples of behaviors: Making friends, playing cooperatively with other children, participating in social activities, using turn-taking in play, labeling emotions of others (e.g., angry, happy, sad), expressing anger appropriately, expressing frustration appropriately, functioning independently of adult attention, maintaining friendships, showing a range of emotions (e.g., happy, worried, sad).

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Early Math Domain

Description: The Early Math Domain includes quantity comparison (more, less, equal) , one-to-one correspondence, concept of attribute, recognition of simple patterns and sequences, spatial orientation (up, down, beside), concept of time, counting, concept of number, number recognition, and number naming.

Examples of behaviors: *Naming numbers, counting in proper sequence, showing understanding of one-to-one correspondence (e.g., one cookie → one person), counting objects accurately, determining which of two groups of objects has more or less, determining which object comes next in a sequence, determining which object comes next in a repeating pattern, showing understanding of basic time sequences (e.g., before, after), showing understanding of basic time concepts (e.g., yesterday, today, tomorrow), showing understanding of basic spatial orientation terms (e.g., under, over, up, down, beside).*

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Early Literacy Domain

Description: The Early Literacy Domain includes emergent literacy skills related to awareness of letter sounds, syllables and rhymes, alphabet knowledge, interest in and knowledge of books and print, pre-writing skills, decoding (letter and sound relationships), and word recognition.

Examples of behaviors: Interest in reading activities, interest in writing his or her name, identifying words (e.g., "STOP" on stop sign), remembering the names of letters, learning letter sounds, determining if two letter or word sounds are the same, clapping out the number of syllables in a word, showing an understanding of which words rhyme, knowledge of parts of a book, "reading" from left to right and top to bottom.

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Receptive Language Domain

Description: The Receptive Language Domain includes skills in hearing and understanding sounds (e.g., recognizing common sounds), listening comprehension, recognizing and discriminating environmental sounds, completing sound patterns (e.g., in repetitive books or rhymes), shifting auditory attention (e.g., redirecting attention from one speaker to another), and auditory sequencing tasks.

Examples of behaviors: Paying attention to speech in the presence of background noise, recognizing common sounds in the environment, discriminating speech sounds, responding to verbal requests, responding to verbal instructions, requiring repetition of spoken communication, requiring rephrasing of spoken communication, following simple three-step directions, requiring modeling or demonstration along with verbal directions.

Children I see showing behaviors that may indicate some concerns (Write names of children.)

Expressive Language Domain

Description: Expressive language includes skills in talking and conversation including vocabulary, syntax (e.g., using correct word order in sentences), pragmatics (e.g., using language for different purposes and making adjustments for different listeners), articulation, verbal memory, word retrieval, and spoken communication.

Examples of behaviors: Expressing wants, needs, and thoughts verbally, using language to interact with peers, size of vocabulary, length of typical sentences, retelling details of a story, using parts of speech such as pronouns (e.g., "he," "I"), understanding the order of words in a sentence, using tense appropriately to describe events, using speech that can be understood, using appropriate words rather than filler words (e.g., that thing).

Children I see showing behaviors that may indicate some concerns (Write names of children.)

RRORS Whole-Class Observation Record

Dates of Observation: _____ to _____

Child's Name (list entire class)	Place an X in each column where your observation indicates there is some concern for the child. The Observation Record will provide a profile of class needs and observation patterns.						
	Perceptual & Motor	Self Management	Social & Emotional	Early Math	Early Literacy	Receptive Language	Expressive Language

Reflecting on Patterns of Concern Across Domains for Your Class

As you review your Observation Record look for patterns that might suggest the need for changes to your classroom environment, curriculum, and instruction. If, for example concerns are noted for a majority of the children in the class in any one domain, it may indicate that the general classroom experiences should be strengthened to help meet the needs of the entire class in that domain.

If no concerns have been noted for any of the children in a particular domain you may want to think critically about the classroom environment, curriculum, and instruction and to consider whether there is enough focus on this domain to allow for meaningful observations to be made.

Identifying patterns of concern will help you reflect on your classroom environment, curriculum, and instruction to ensure that all children have the support they need to be successful.

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381 Park Avenue South, Suite 1401, New York, NY 10016-8806
Telephone 212.545.7510 Facsimile 212.545.9665
www.LD.org