

Correlation between the Early Language and Literacy
Classroom Observation (ELLCO) and the Early Childhood
Environment Rating Scale (ECERS-R)

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Early Language and Literacy Classroom Observation (ELLCO)	Early Childhood Environment Rating Scale (ECERS-R)
Literacy Environment Checklist	
<u>Book Area</u>	<u>15. Books and pictures</u>
1. Special area • Specific	1.1 Generally mentioned but not specific as to book area
2. Orderly and inviting • Specific	5.3 General
3. Soft materials	<u>2. Furnishings for relaxation and comfort</u>
	7.1 Soft furnishings, cozy area
<u>Book Selection</u>	
4. Range of difficulty	5.4 Appropriate books
5. Number of books • Specific - number specified	5.1 Wide selection (number not specified)
6. Factual information • Specific - number specified	5.1 Wide selection • General correlation, not specific
7. Three or more books related to them	7.2 Some books related to theme
<u>Book Use</u>	
8. Books in the science area • Specific - number specified	5.1 Wide selection of books (general)
	<u>25. Nature Science</u>
	7.2 Books, pictures, video (general)
9. Books in dramatic play area • Specific - number specified	No direct correlation
10. Books in the block area • Specific - number specified	No direct correlation
11. Books available in other areas • Specific - number specified	No direct correlation
12. Recorded books/stories - listening	No direct correlation
<u>Writing Materials</u>	
13. Is an alphabet visible?	No direct correlation
14. Word cards	No direct correlation
15. Letter templates and tools	No direct correlation
16. Varieties of paper	No direct correlation
17. Variety of writing tools • Specific - number specified	<u>Fine Motor</u>
	3.1 Developmentally appropriate fine motor tools (general)
18. Writing area	No direct correlation

<u>Writing Around the Room</u>	<u>16. Encouraging children to communicate</u>
19. Variety of teacher dictation on display <ul style="list-style-type: none"> • Specific 	7.2 Dictation (general)
20. Evidence of full-group literacy	<u>15. Books and pictures</u>
	5.2 Additional language materials (general)
21. Variety of children's writing displayed	No direct correlation
22a. Writing tools in dramatic play and block areas	No direct correlation
22b. Props that prompt writing	No direct correlation
23. Alphabet puzzles	No direct correlation
24. Puzzles with words	No direct correlation
Classroom Observation	
General Classroom Environment	
<u>1. Organization of the Classroom</u>	
<ul style="list-style-type: none"> • Furnishings - size, space 	<u>2. Furniture for routine care, play and learning</u>
	5.1 Furniture is child-sized
	<u>1. Indoor space</u>
	5.1 Ample indoor space
<ul style="list-style-type: none"> • Organized for groupings and traffic flow 	<u>4. Room arrangement for play</u>
	5.3 Space arranged so most activities are not interrupted
<ul style="list-style-type: none"> • Furnishings support independence 	<u>4. Room arrangement for play</u>
	7.2 Centers organized for independent use
General Classroom Environment	
<u>2. Contents of the Classroom</u>	
<ul style="list-style-type: none"> • Materials clearly organized 	<u>15. Books and pictures</u>
	7.1 Books and language materials
	<u>19. Fine motor</u>
	5.2 Materials well organized
	<u>20. Art</u>
	5.1 Many and varied art materials
	<u>21. Music</u>
	5.1 Many music materials
	<u>22. Blocks</u>
	7.1 At least two types of blocks accessible
	<u>23. Sand/Water</u>
	5.2 Variety of toys accessible for play
	<u>24. Dramatic play</u>
	5.1 Many dramatic play materials accessible

	<u>25. Nature/science</u>
	5.1 Many games, materials, and activities from three categories accessible
	<u>26. Math/number</u>
	5.1 Many materials of various types accessible
<ul style="list-style-type: none"> Displays related and child generated 	<u>6. Child-related display</u>
	5.1 Display relates to current activities
	7.1 Individualized children's work predominates
General Classroom Environment	
<u>3. Presence and Use of Technology</u>	
<ul style="list-style-type: none"> Computers and other technologies available and regularly used by children 	<u>27. Use of TV, video, and/or computers</u>
	5.2 Computer used as one of many free choice activities
<ul style="list-style-type: none"> Teachers plan for technology in coordination with learning experiences 	7.2 Materials used to support and extend classroom themes and activities
General Classroom Environment	
<u>4. Opportunities for Child Choice and Initiative</u>	
<ul style="list-style-type: none"> Time for self-directed and independent activities 	<u>4. Room arrangement for play</u>
	5.2 Quiet and active centers
	<u>5. Space for privacy</u>
	5.1 Space set aside for one to two children
<ul style="list-style-type: none"> Classroom routines support self-direction Materials and experiences facilitate independent engagement 	No direct correlation
	<u>30. General Supervision of children</u>
	7.2 Balance between independence and staff input into learning
General Classroom Environment	
<u>5. Classroom Management Strategies</u>	
<ul style="list-style-type: none"> Children appear to have internalized regular rules and routines 	<u>35. Free play</u>
	7.1 Supervision used as an educational interaction
<ul style="list-style-type: none"> Clear expectations communicated in multiple ways 	<u>31. Discipline</u>
	5.3 Staff react consistently
<ul style="list-style-type: none"> Teacher intervention in conflicts leads to independent resolutions 	7.1 Staff actively involve children in solving their conflicts
General Classroom Environment	
<u>6. Classroom Climate</u>	
<ul style="list-style-type: none"> Tone respects different perspectives and experience 	<u>28. Promoting acceptance of diversity</u>
	7.1 Diversity part of daily routines and activities
<ul style="list-style-type: none"> Differing opinions and ideas are valued 	7.2 Activities promote understanding and acceptance of diversity
<ul style="list-style-type: none"> Teachers display fairness to all 	3.3 Staff intervene appropriately to counteract prejudice
Language, Literacy and Curriculum	

7. Oral Language Facilitation	
<ul style="list-style-type: none"> Teachers aware of children's language abilities, including second language 	<u>16. Encouraging children to communicate*</u>
<ul style="list-style-type: none"> Planned time for conversations 	<u>18. Informal use of language</u>
	7.1 Staff have individual conversations with children
<ul style="list-style-type: none"> Extended uses or oral language coordinated with literacy and content goals 	<u>17. Using language to develop reasoning skills</u>
	7.1 Staff encourage children to reason
<ul style="list-style-type: none"> Children's spoken vocabulary extended 	<u>18. Informal use of language</u>
	5.3 Staff expand on children's ideas
Language, Literacy and Curriculum	
<u>8. Presence of Books</u>	
<ul style="list-style-type: none"> Distinct book area. Coordinated with activities and goals 	<u>15. Books and pictures</u>
	7.2 Books relate to current activities
<ul style="list-style-type: none"> Sufficient number of books. Variety and good condition 	5.1 Wide selection of books
<ul style="list-style-type: none"> Content and levels appropriate for children, cultures, nonstereotypes 	5.4 Appropriate for children in the group
Language, Literacy and Curriculum	
<u>9P. Approaches to Book Reading</u>	
<ul style="list-style-type: none"> Sufficient time for shared book reading and discussion 	<u>15. Books and pictures</u>
	5.5 Staff read books to children informally
<ul style="list-style-type: none"> Book reading experiences in a variety of settings and groupings 	No direct correlation
<ul style="list-style-type: none"> Informal opportunities for reading 	5.1 Wide variety of books accessible for substantial portion of the day
<ul style="list-style-type: none"> Book reading coordinated with themes and goals 	7.1 Some books relate to classroom activities or themes
Language, Literacy and Curriculum	
<u>9S. Reading Instruction - School Age</u> NA	
Language, Literacy and Curriculum	
<u>IOP. Approaches to Children's Writing</u>	
<ul style="list-style-type: none"> Multiple opportunities for writing 	No direct correlation
<ul style="list-style-type: none"> Variety of writing materials and tools 	No direct correlation
<ul style="list-style-type: none"> When appropriate, writing instruction provided 	No direct correlation
<ul style="list-style-type: none"> Teachers available to support children's writing 	<u>16. Encouraging children to communicate</u>
	7.2 Staff link spoken communication with written language
Language, Literacy and Curriculum	
<u>10S. Writing Opportunities and Instruction - School Age</u> NA	

Language, Literacy and Curriculum	
<u>11. Approaches to Curriculum Integration</u>	
<ul style="list-style-type: none"> Themes meaningful to children used to unify and integrate learning 	No direct correlation
<ul style="list-style-type: none"> Activities organized around goals 	No direct correlation
Language, Literacy and Curriculum	
<u>12. Recognizing Diversity in the Classroom</u>	
<ul style="list-style-type: none"> Diversity children bring used meaningfully and regularly 	<u>28. Promoting acceptance of diversity</u>
	7.2 Activities promote understanding and acceptance of diversity
<ul style="list-style-type: none"> Use information from children's homes and communities for activities 	7.2 Activities promote understanding and acceptance of diversity
<ul style="list-style-type: none"> Use of children's prior knowledge and personal interests 	No direct correlation
<ul style="list-style-type: none"> Linguistic and cultural diversity recognized and valued 	7.1 Inclusion of diversity is part of daily routines and play activities
Language, Literacy and Curriculum	
<u>13. Facilitating Home Support for Literacy</u>	
<ul style="list-style-type: none"> Regular interactions with home 	<u>38. Provisions for parents</u>
	5.3 Much sharing of information
<ul style="list-style-type: none"> Families provided materials and assignments to support children 	5.4 Variety of alternatives to encourage family involvement
<ul style="list-style-type: none"> Families encouraged to seek out resources 	7.2 Parents referred to other professionals
Language, Literacy and Curriculum	
<u>14. Approaches to Assessment</u>	
<ul style="list-style-type: none"> Range of assessment techniques 	No direct correlation
<ul style="list-style-type: none"> Multiple opportunities for individual interactions for evaluation 	No direct correlation
<ul style="list-style-type: none"> Consistent communication with specialists and outside resources 	No direct correlation
<ul style="list-style-type: none"> Regular and ongoing communication with families 	<u>38. Provisions for parents</u>
	5.3 Much sharing of information
<ul style="list-style-type: none"> Assessment used to inform instruction 	No direct correlation
	SPACE AND FURNISHINGS
	<u>1. Indoor space</u>
No direct correlation	1.2, 1.3, 1.4 Lighting, ventilation, temperature, sound, repair, maintenance
	<u>7. Space for gross motor play</u>
No direct correlation	7.1, 7.2, 7.3 Surfaces, protection, convenience
	<u>8. Gross motor equipment</u>
No direct correlation	7.1, 7.2 Stationary, portable, leveled

	PERSONAL CARE ROUTINES
	<u>9. Greeting/departing</u>
No direct correlation	7.1, 7.2, 7.3 Arrival and departure
	<u>10. Meals/snacks</u>
No direct correlation	7.1, 7.2, 7.3 Children help, child-sized, conversations
	<u>11. Nap/rest</u>
No direct correlation	7.1, 7.2 Flexible, provisions
	<u>12. Toileting/diapering</u>
No direct correlation	7.1, 7.2 Child-sized, self-help skills
	<u>13. Health practices</u>
	7.1, 7.2 Independence, individual
	<u>14. Safety practices</u>
	7.1, 7.2 Avoid safety problems, rules
	ACTIVITIES
	<u>19. Fine motor</u>
No direct correlation	7.1, 7.2 Materials, accessible, labels
	<u>20. Art</u>
No direct correlation	7.1, 7.2, 7.3 Materials, activities, provisions
	<u>21. Music. movement</u>
No direct correlation	7.1, 7.2, 7.3 Availability, activities, creativity
	<u>22. Blocks</u>
No direct correlation	7.1, 7.2, 7.3 Variety, labeled, outdoors
	<u>23. Sand/water</u>
No direct correlation	7.1, 7.2 Provisioning, different activities
	<u>24. Dramatic play</u>
No direct correlation	7.1, 7.2, 7.3, 7.4 Materials, diversity, props, enrichment
	<u>25. Nature/science</u>
No direct correlation	7.1 Availability
	<u>26. Math, number</u>
	7.1, 7.2 Availability, rotated
	INTERACTION
	<u>29. Supervision of gross motor</u>
No direct correlation	7.1, 7.2, 7.3 Conversations, resources, social interactions
	<u>32. Staff-child interactions</u>
No direct correlation	7.1, 7.2 Enjoyment, respect
	<u>33. Interactions among children</u>
No direct correlation	7.1, 7.2 Positive, opportunities
	PROGRAM STRUCTURE
	<u>34. Schedule</u>
No direct correlation	7.1, 7.2 Transitions, variations
	<u>35. Free play</u>
No direct correlation	7.2 New materials, experiences

	<u>36. Group time</u>
No direct correlation	7.1, 7.2, 7.3 Groupings, engagement, opportunities
	<u>37. Provisions for children with disabilities</u>
No direct correlation	7.1, 7.2, 7.3 Inclusion, integration, staff contributions
	PARENTS AND STAFF
	<u>39. Provisions for personal needs of staff</u>
No direct correlation	7.1, 7.2, 7.3 Space, furniture, flexibility
	<u>40. Provisions for professional needs of staff</u>
No direct correlation	7.1, 7.2 Equipment, space
	<u>41. Staff interaction and cooperation</u>
No direct correlation	7.1, 7.2, 7.3 Planning time, responsibilities, interactions
	<u>42. Supervision and evaluation of staff</u>
No direct correlation	7.1, 7.2, 7.3 Self-evaluation, observations, feedback
	<u>43. Opportunities for professional growth</u>
No direct correlation	7.1, 7.2, 7.3 Training, library, education
Teacher Interview	Sample Questions
<ul style="list-style-type: none"> Interview questions provided to gather information related to the Classroom Observation elements. 	Sample questions provided for some items to help clarify and/or gather more information related observation items
Literacy Activities Rating Scale	No Equivalent Section