ELS

EARLY LEARNING SCALE

Improving Teaching through Systematic Assessment
Assessment Scale

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Math / Science

1 Number and Numerical Operations	1	2	3	4	5
Functional Counting	• Shows interest in numbers and counting • May be able to use the numbers 1, 2, or 3 to label how many in a set		• Assigns numbers to items, but not always accurately • Knows the number words from 1-10 and begins to learn the teen sequence • Recognizes that the last number is how many 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 $\leq$ 5		• Matches and/or counts small sets to determine which has more • Uses strategies to add to or subtract from numbers $\leq$ 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
Classification	• Notices similar attributes		• Sorts items based on similar attributes		• Determines how to classify a group of items and tells about the groups 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 apart and fits together objects		• Identifies common shapes • Turns and flips shapes intentionally to determine congruency or to solve a puzzle		• Identifies additional shapes and irregular shapes • Compares/contrasts 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 length, weight, volume, height, or area of materials/objects		• Uses standard and/or non-standard tools to measure length, height, volume, or weight • Uses a common base when comparing length or height

4 Scientific Inquiry	1	2	3	4	5
Observation and Reporting	• May provide simple comments about observed objects and phenomena		• Gives informative descriptions about observed phenomena, but does not generate explanations for observed events		• Elaborates on what is observed by comparing and contrasting objects and events • Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations
Prediction	• Provides no predictions during scientific exploration		• Provides a prediction, but does not provide support or give logical reason(s)		• Provides logical support for predictions
Investigation	• May comment on phenomena, but does not ask inquiring questions		• Generates questions, but does not provide a plan for investigation		• Investigates specific questions through exploration or by using books, the internet, or other research techniques

Social Emotional / Social Studies

5 Self-Regulation

	1	2	3	4	5
Independent Behavior	• Needs teacher support to move through classroom routines • Waits for teacher or others to notice he or she needs help		• Needs reminders to move through the classroom routines • Asks the teacher or other child for help		• Moves through the classroom routines with minimal teacher direction • Demonstrates self-help skills
Regulation of Emotions and Behavior	• Does not regulate behavior or emotions and acts out on impulse		• Needs reminders and redirections to control behavior		• Expresses needs and feelings verbally without being aggressive and may suggest solutions • Channels negative feelings through specific positive coping techniques
Prosocial Behavior	• Does not take turns or share materials with others • Does not recognize others' feelings		• Needs reminders from the teacher to share and take turns • Has some understanding of others' feelings, but does not relate them to own feelings		• Takes turns in play and conversations • Understands concept of sharing and is able to share at times • Empathizes with feelings of others
Social Problem Solving	• Cannot successfully resolve social conflicts		• Can resolve social conflicts with adult guidance		• In social conflicts, attempts to follow social problem solving process independently

6 Play

	1	2	3	4	5
Quality and Attributes of Engagement and Exploration	• Does not engage with materials independently • Is not engaged during play		• Chooses materials, but needs support to engage and extend their use • Is engaged in activities during play, but may become off task in transition		• Explores and experiments with a wide variety of materials • 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—plays near another child with similar materials, but not influencing the other's play		• Engages in associative play—engages in separate activities, but interacts by sharing toys or commenting on each other's play		• Successfully enters into play when a group of children are already involved • Expresses ideas for activities and acknowledges actions and accomplishments • Negotiates roles and sets up events
Quality and Attributes of Sociodramatic Play	• Exclusively uses actual objects for intended purpose in pretend play		• Pretend play is simplistic • Uses objects to stand for other objects in pretend play		• Play has defined roles and story lines such as familiar story books, family life and community roles

Language and Literacy

7 Oral Language		1	2	3	4	5
Speaking		• Uses gestures to communicate • Unlikely to participate in discussions • May use very short phrases		• Responds using simple sentences • Responds to low-level questions	• Uses complex sentences and strong vocabulary • Participates in discussions by asking questions and making connections	
Story Retelling		• Retells familiar stories using pictures, but with little connection to the actual storyline		• Retells familiar stories with some main components, but may differ from storyline	• Retells familiar stories with some accuracy and details	

8 Phonological Awareness		1	2	3	4	5
Language Manipulation		• Responds to rhymes and music • Repeats parts of rhymes and chants		• Recites chants and rhymes • Repeats language with repetitive beginning sounds (alliteration)	• Separates words into syllables • Creates own rhymes and alliteration	

9 Print Awareness		1	2	3	4	5
Alphabetic Awareness		• Identifies few, if any, letters		• Identifies some letters	• Identifies many letters and comments about letters in the environment • Recognizes that letters form words	
Print Knowledge		• Does not recognize that print carries meaning • Recognizes prominent and common print in environment by relying on picture cues		• Recognizes that print has meaning • Recognizes some print in the classroom including own name	• Understands that print is used for different functions • Identifies print in environment such as classmate's names, signs, and symbols	

10 Writing		1	2	3	4	5
Composing		• May identify scribbling as "writing" • Does not give meaning to writing		• Verbally labels own "writing" and drawing • Provides dictation to an adult to be written on a piece of work	• Writes symbols for a purpose to convey information or to tell a story	
Production		• Draws or scribbles		• Makes forms that resemble letters • May write own name	• Strings conventional letters together (other than their name)	