

Early Learning Observation & Rating Scale (ELORS)



Parent-Individual Child Form

Authors

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

Purpose

The purpose of the *Early Learning Observation & Rating Scale (ELORS)* is to help teachers and parents gather and share information about young children paying 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. Select a 1-2 week period to observe your child in a wide range of routines, activities, and settings.
2. Use the space provided to write notes about what you see your child doing in each domain as you observe throughout daily routines and activities. Observe the child in a variety of settings and activities, including meals, dressing, playtime with friends, and family and community activities.
3. For each of the seven domains of learning rate your level of concern for each behavior or skill from 1 (little concern) to 4 (great concern).
4. Review your observation notes and ratings for specific items and indicate your summary rating of concern for each domain of learning from 1 (little concern) to 4 (great concern) at the bottom of each domain.
5. Complete the summary sheet at the end of the form to provide a more complete profile of your child's strengths and needs. You can use this profile when sharing information regarding the child with teachers, specialists, and other professionals.

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Authors: Mary Ruth Coleman,
Tracey West, Margaret Gillis
Design & Layout: Gina Harrison,
FPG Publications Office

For more information contact:
Tracey West
west@mail.fpg.unc.edu

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Child's name: _____

Date of birth: _____

Dates for observations: _____

Observer's name & relationship to the child: _____

Domain of Learning: Perceptual and Motor

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Speed and agility	1	2	3	4
2. Balance	1	2	3	4
3. Eye-hand coordination	1	2	3	4
4. Large muscle coordination	1	2	3	4
5. Holding a pencil or spoon	1	2	3	4
6. Sense of direction	1	2	3	4
7. Copying with a pencil	1	2	3	4
8. Drawing simple shapes (e.g., circle, square)	1	2	3	4
9. Exploring materials of different textures (e.g., paint, sand, clay, glue, dough)	1	2	3	4
10. Dressing skills (e.g., zippers, buttons, shoes, socks)	1	2	3	4
<p><i>Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.</i></p>				
Summary rating of level of concern for this domain	1	2	3	4

Domain of Learning: Self-Management

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Adjusting to changes in routine	1	2	3	4
2. Following the daily classroom or home schedule	1	2	3	4
3. Transitioning from one activity to another	1	2	3	4
4. Consistency of behavior or mood	1	2	3	4
5. Understanding the consequences of behaviors (e.g., sharing, hitting another child)	1	2	3	4
6. Using planning prior to activities	1	2	3	4
7. Persisting in difficult tasks	1	2	3	4
8. Paying attention during group activities	1	2	3	4
9. Using words to solve problems with peers	1	2	3	4
10. Concentrating for brief periods	1	2	3	4

Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.

Summary rating of level of concern for this domain	1	2	3	4
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Domain of Learning: Social and Emotional

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Making friends	1	2	3	4
2. Playing cooperatively with other children	1	2	3	4
3. Participating in social activities	1	2	3	4
4. Using turn-taking in play	1	2	3	4
5. Labeling emotions of others (e.g., angry, happy, sad)	1	2	3	4
6. Expressing anger appropriately	1	2	3	4
7. Expressing frustration appropriately	1	2	3	4
8. Functioning independently of adult attention	1	2	3	4
9. Maintaining friendships	1	2	3	4
10. Showing a range of emotions (e.g., happy, worried, sad)	1	2	3	4

Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.

Summary rating of level of concern for this domain	1	2	3	4
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Domain of Learning: Early Math

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Naming numbers	1	2	3	4
2. Counting in proper sequence	1	2	3	4
3. Showing understanding of one-to-one correspondence (e.g., one cookie → one person)	1	2	3	4
4. Counting objects accurately	1	2	3	4
5. Determining which of two groups of objects has more or less	1	2	3	4
6. Determining which object comes next in a sequence	1	2	3	4
7. Determining which shape comes next in a repeating pattern	1	2	3	4
8. Showing understanding of basic time sequences (e.g., before, after)	1	2	3	4
9. Showing understanding of basic time concepts (e.g., yesterday, today, tomorrow)	1	2	3	4
10. Showing understanding of basic spatial orientation terms (e.g., under, over, up, down, beside)	1	2	3	4
<i>Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.</i>				
Summary rating of level of concern for this domain	1	2	3	4

Domain of Learning: Early Literacy

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Interest in reading activities	1	2	3	4
2. Interest in writing his/her name	1	2	3	4
3. Identifying words (e.g., "STOP" on stop sign)	1	2	3	4
4. Remembering names of letters	1	2	3	4
5. Learning letter sounds	1	2	3	4
6. Determining if two letter or word sounds are the same	1	2	3	4
7. Clapping out the number of syllables in a word	1	2	3	4
8. Showing an understanding of which words rhyme	1	2	3	4
9. Knowledge of parts of a book	1	2	3	4
10. "Reading" from left to right, top to bottom	1	2	3	4
<i>Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.</i>				
Summary rating of level of concern for this domain	1	2	3	4

Domain of Learning: Receptive Language

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No Concern			Great Concern
1. Paying attention to speech in the presence of background noise	1	2	3	4
2. Recognizing common sounds in the environment	1	2	3	4
3. Discriminating speech sounds	1	2	3	4
4. Responding to verbal requests	1	2	3	4
5. Recalling spoken instructions	1	2	3	4
6. Requiring repetition of spoken communication	1	2	3	4
7. Requiring rephrasing of spoken communication	1	2	3	4
8. Following simple 3-step directions	1	2	3	4
9. Requiring modeling or demonstration along with verbal directions	1	2	3	4
10. Completing sound or word patterns (e.g., in repetitive books)	1	2	3	4

Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.

Summary rating of level of concern for this domain	1	2	3	4
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Domain of Learning: Expressive Language

What I see happening during the day (observational notes)

Behaviors and Skills	Circle your level of concern for each item			
	Little or No			Great Concern
1. Expressing wants, needs, and thoughts verbally	1	2	3	4
2. Using language to interact with peers	1	2	3	4
3. Size of vocabulary	1	2	3	4
4. Length of typical sentences	1	2	3	4
5. Retelling details of a story	1	2	3	4
6. Using parts of speech such as pronouns (e.g., "he," "I")	1	2	3	4
7. Understanding the order of words in sentences	1	2	3	4
8. Using tense appropriately to describe events	1	2	3	4
9. Using speech that can be understood	1	2	3	4
10. Using appropriate words rather than filler words (e.g., that "thing")	1	2	3	4
<i>Review your notes and scores for behaviors listed in this domain, and choose a summary rating that reflects your overall level of concern for the area.</i>				
Summary rating of level of concern for this domain	1	2	3	4

Summary Sheet

Use this page to compile the information you have gathered using the RRORS and any additional information you have regarding the child's strengths and needs.

Summary Ratings for each category on the RRORS (refer to summary ratings circled on each page)

Perceptual and Motor	1	2	3	4
Self-Management	1	2	3	4
Social and Emotional	1	2	3	4
Early Math	1	2	3	4
Early Literacy	1	2	3	4
Receptive Language	1	2	3	4
Expressive Language	1	2	3	4

Summary of concern (areas where the child may need support)

Summary of strengths (areas in which you think this child does well)

Additional Information

Results from Health Screenings:

Hearing: _____ Vision: _____ General Health: _____

Developmental Screenings: _____

Speech and Language Screenings: _____

Literacy Assessments (e.g., *Get Ready To Read!*, *IGDIs*): _____

The Child's Favorite Books: _____

The Child's Favorite Activities: _____

Does this child prefer to play alone or with other children?: _____

Other information you would like to share about this child: _____

Thoughts on next steps: _____



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