

An Overview: Early Language and Literacy Classroom Observation (ELLCO)

Purpose: The ELLCO is a "... comprehensive set of observational tools for describing the extent to which classrooms provide children optimal support for language and literacy development" (Smith & Dickinson, 2002, p. 1).

Components:

1. Literacy Environment Checklist
2. Classroom Observation (20-45 minute classroom observation)
3. Teacher Interview (10 minute interview)
4. Literacy Activities Rating Scale (10 minute summary of classroom observation)

Component Descriptions (Prekindergarten and Kindergarten Version):

1. **Literacy Environment Checklist:** Includes 24 items on which the observer conducts a quick inventory of the availability, content, and diversity of reading, writing and listening materials. The checklist is divided into five conceptual categories:

Book Area (3 items)
Book Selection (4 items)
Book Use (5 items)
Writing Materials (6 items)
Writing Around the Room (7 items)

Time Required: 15-20 minutes

2. **Classroom Observation:** Identifies 14 elements which guide the user as he/she observes and rates the quality of classroom supports for literacy. The elements are organized as they relate to the General Classroom Environment or Language, Literacy and Curriculum. Includes a five-point scale to measure the level of support provided.

General Classroom Environment: Organization of the Classroom, Contents of the Classroom, Presence and Use of Technology, Opportunities for Child Choice and Initiative, Classroom Management Strategies, and Classroom Climate

Language, Literacy and Curriculum: Oral Language Facilitation, Presence of Books, Approaches to Book Reading, Approaches to Children's Writing, Approaches to Curriculum Integration, Recognizing Diversity in the Classroom, Facilitating Home Support for Literacy, and Approaches to Assessment

Time Required: 20-45 minutes

3. **Teacher Interview:** Provides six general questions to ask the teacher following the Classroom Observations. Questions and probes are designed to clarify some aspects of the Classroom Observation.

Time Required: 10 minutes

4. **The Literacy Activities Rating Scale:** Consists of a scale used to record the frequency and duration of nine literacy behaviors related to Book Reading and Writing. Data are to be collected during the Classroom Observation, and the scale is to be completed subsequent to the Classroom Observation and Teacher Interview.

Time Required: 10 minutes

Education Development Center, Inc. (2002). *Early language and literacy classroom observation toolkit, research edition*. Newton, MA: Brookes Publishing Co.

Smith, M.W. and Dickinson, D.K. (2002). *User's guide to the early language and Literacy classroom observation toolkit, research edition*. Newton, MA: Brookes Publishing Co.

Facilitating Home Support for Literacy:
Regular Interactions Between Home and School

<p>Criteria: Interactions Include Shared Information About Supporting Literacy Development</p>	<p>Oral Language Development DRDP Measures: 13. Engages in conversations that develop a thought or idea 14. Experiments with new vocabulary, uses more complex grammar and parts of speech 27. Describes how items are the same or different 35. Draws a picture related to a story and talks about his drawing</p> <p>Print Awareness DRDP Measures: 30. Understands that letters make up words 31. Recognizes print in the environment</p> <p>Phonological Awareness DRDP Measures: 14. Participates in songs, rhymes, games and stories that play with sounds of language</p> <p>Alphabetic Knowledge DRDP Measures: 32. Makes three or more letter sound correspondences 38. Writes three or more letters or numbers</p>	
	School to Home	Home to School
<p>Ways We Convey Information About Children's Progress</p>		
<p>Ways We Convey Information about the Skills/Content I Am Teaching</p>		
<p>Ways We Provide Families with Ways to Complement, Enrich or Extend School Based Learning</p>		

DRAFT—California Preschool Instructional Network (CPIN) Region 11.
Do not reproduce without permission.

Facilitating Home Support for Literacy:
Regular Interactions Between Home and School

DRAFT—California Preschool Instructional Network (CPIN) Region 11.
Do not reproduce without permission.

Education Development Center, Inc. (2002). *Early language and literacy classroom observation toolkit, research edition*. Newton, MA: Brookes Publishing Co.