

Classroom Observation Measures: CLASS™, ELLCO, and ECERS-R

The Classroom Assessment Scoring System (CLASS™) measure, the Early Language and Literacy Classroom Observation tool (ELLCO), and the Early Childhood Environment Rating Scale-Revised (ECERS-R) are all validated and reliable measures of classroom effectiveness. Although there is some overlap, each assessment tool was designed to measure different aspects of effectiveness.

- The **CLASS™** observation tool is a measure of the effectiveness of teacher-child interactions in the classroom. Teacher-child interactions fall into three domains: Emotional Support, Instructional Support, and Organizational Support.
- **ELLCO** is a measure of the effectiveness of literacy instruction that takes into account the physical classroom environment and teacher-child interactions that facilitate language learning and literacy.
- **ECERS-R** is a rating system that incorporates physical space, provisions for indoor and outdoor activities, scheduling, hygiene, opportunities for professional development, and teacher-child interactions into a broad definition of effectiveness.

Because each assessment tool provides a unique perspective on classroom quality, multiple tools could be implemented in the same classroom to provide a more global assessment of quality. Alternatively, one assessment tool may be most appropriate, depending on the goals of the observation.

Crosswalk between the CLASS[™] & ELLCO at the Dimension level

ELLCO

CLASS – Pre-K

	Classroom Structure	Curriculum	Language Environment	Books & Book Reading	Print & Early Writing
Positive Climate	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap
Negative Climate	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap
Teacher Sensitivity	Minimal/No Overlap	Minimal/No Overlap	Some Overlap	Minimal/No Overlap	Some Overlap
Regard for Student Perspectives	Minimal/No Overlap	Some Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap
Behavior Management	Some Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap
Productivity	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Some Overlap	Minimal/No Overlap
Instructional Learning Formats	Minimal/No Overlap	Some Overlap	Minimal/No Overlap	Some Overlap	Minimal/No Overlap
Concept Development	Minimal/No Overlap	Some Overlap	Some Overlap	Minimal/No Overlap	Minimal/No Overlap
Quality of Feedback	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap	Minimal/No Overlap
Language Modeling	Minimal/No Overlap	Minimal/No Overlap	Significant Overlap	Minimal/No Overlap	Minimal/No Overlap

= Minimal/No Overlap
 = Some Overlap
 = Significant Overlap

Crosswalk between the CLASS[™] & ECERS-R at the Dimension level

		ECERS-R						
		Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents & Staff
CLASS – Pre-K	Positive Climate							
	Negative Climate							
	Teacher Sensitivity							
	Regard for Student Perspectives							
	Behavior Management							
	Productivity							
	Instructional Learning Formats							
	Concept Development							
	Quality of Feedback							
	Language Modeling							

= Minimal/No Overlap
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