

Early Literacy Skills Assessment (ELSA)

Overview:

The Early Literacy Skills Assessment (ELSA) is an authentic assessment in the form of a children's storybook. It is a generic instrument designed to measure the emerging literacy skills of children attending early childhood programs — including but not limited to programs using the HighScope educational approach.

The ELSA measures the four key principles of early literacy —

- Comprehension
- Phonological Awareness
- Alphabetic Principle
- Concepts About Print

Age Group:

The ELSA is designed along a developmental continuum, with three levels identified for children ages 3 to 6. (The ELSA may be used with children older than 6 years 6 months who have identified disabilities.

Measures:

The ELSA is designed along a developmental continuum with three levels

Level 1: Early Emergent – Exploration

Level 2: Emergent – Awareness

Level 3: Competent Emergent – Application.

Children with Disabilities:

The ELSA is appropriate for all children and is administered in the form of a story-book read by the teacher with the child. Assessment categories are correlated with the story in such a way that the teacher asks the assessment questions as they appear in the book.

Children whose 1st language is other than English:

The ELSA may be administered in either English or Spanish. The ELSA is available in Spanish, and reliability and validity have been established for La Aventura de Violeta, the first storybook tool. Initial results using La Aventura de Violeta indicate that the ELSA measures progress clearly and accurately for Spanish-speaking children.

Time of Administration:

To conduct the assessment, a teacher reads the story with an individual child, stopping where indicated in the book to ask questions or elicit ideas. The ELSA engages children in a task that is personally meaningful, occurs in a real-life context, and is grounded in a naturally occurring instructional activity. Because the assessment takes place in a situation familiar to most young children — the joint reading of an engaging storybook— it focuses their attention and provides motivation for them to participate.

Reliability and Validity:

The ELSA meets the psychometric standards of demonstrated reliability and validity. By supplying statistically rigorous, developmentally sound information, the ELSA clarifies what children already know and highlights areas that require more time, support, and practice

The ELSA reliability estimates were consistently above .6 and were often .8 or higher across instruments, indicating that both the English and Spanish versions of the ELSA reliably measure children's comprehension, phonological awareness, alphabetic principle, and concepts about print.

Source The Early Literacy Skills Assessment (ELSA) Psychometric Report For Both English and Spanish Versions

High/Scope Early Childhood Reading Institute
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Alignments to State and Federal Early Learning Guidelines and Common Core Standards

The ELSA is designed to measure the four key principles of early literacy emphasized in the federal government's No Child Left Behind Act (January 2002), the National Reading Panel Report (2000), and the summary of the National Early Literacy Panel Report (Strickland & Shanahan, 2004). Typically, children who develop competence in these four areas of early literacy before entering kindergarten experience more academic success than those who do not.

Where to purchase:

<http://www.highscope.org/Content.asp?ContentId=114>