



AGE OF FOCUS CHILD: |\_\_|\_\_| Months

START TIME:

END TIME:

# EARLY CHILDHOOD ENVIRONMENT RATING SCALE

## Revised Edition

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**Survey of Parents Child Care Study  
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# Instructions for Using the ECERS--R

It is important to be accurate in using the ECERS--R whether you use the scale in your own classroom for self-assessment or as an outside observer for program monitoring, program evaluation, program improvement, or research. A video training package for the ECERS--R is available from Teachers College Press for use in self-instruction or as part of group training. It is preferable to participate in a training sequence led by an experienced ECERS--R trainer before using the scale formally. The training sequence for observers who will use the scale for monitoring, evaluation, or research should include at least two practice classroom observations with a small group of observers, followed by an interrater reliability comparison. Anyone who plans to use the scale should read the following instructions carefully before attempting to rate a program.

## Administration of the Scale

1. The scale is designed to be used with one room or one group at a time, for children 2½ through 5 years of age. A block of at least 2 hours should be set aside for observation and rating if you are an outside observer, that is, anyone who is not a member of the teaching staff (i.e., program directors, consultants, licensing personnel, and researchers). An observation of more than 2 hours in duration is preferable.
2. Before you begin your observation, complete as much as possible of the identifying information on the top of the first page of the Score Sheet. You may need to ask the teacher for some of the information. By the end of the observation, make sure all the identifying information requested on the first page is complete.
3. Take a few minutes at the beginning of your observation to orient yourself to the classroom.
  - You may want to start with Items 1-6 in Space and Furnishings because they are easy to observe.
  - Some items require observation of events and activities that occur only at specific times of the day (i.e., Items 9-12 in Personal Care Routines, Items 7, 8, and 29 covering gross motor play). Be aware of those items so that you can observe and rate them as they occur.
  - Score items that assess interactions only after you have observed for a sufficient time to get a representative picture (i.e., Items 30-33 in Interactions; 34-37 in Program Structure).

- Items 19-28 in Activities will require both inspection of materials and observation of use of materials.

4. Be careful not to disrupt the ongoing activities while you are observing.
  - Maintain a pleasant but neutral facial expression.
  - Do not interact with the children unless you see something dangerous that must be handled immediately.
  - Do not talk to or interrupt the staff.
5. You need to arrange a time with the teacher to ask questions about indicators you were not able to observe. The teacher should be free of responsibility for children when he or she is answering questions. Approximately 20 minutes will be required for questions. In order to make best use of the time set aside for asking questions:
  - Use the sample questions provided, whenever applicable.
  - If you have to ask questions about items for which no sample questions have been provided, jot your questions down on the Score Sheet or another sheet of paper before talking with the teacher.

### Scoring System

1. Read the entire scale carefully, including the Items, Notes for Clarification, and Questions. In order to be accurate, all ratings have to be based as exactly as possible on the indicators provided in the scale items.
2. The scale should be kept readily available and consulted frequently during the entire observation to make sure that the scores are assigned accurately.
3. Examples that differ from those given in the indicators but seem comparable may be used as a basis for giving credit for an indicator.
4. Scores should be based on the current situation that is observed or reported by staff, not on future plans. In the absence of observable information on which

- Ask only those questions needed to decide whether a higher score is possible.
- Ask questions on one item at a time and take notes or decide on a score before you move on to the next item.

### 6. Items with additional notes will be indicated by a # symbol on the bottom of the page.

7. Using the **CCS-ECERS--R Data Collection Booklet**: Take notes as you do the observation. If you have obtained information during the center director interview, record that data before starting the observation. The CCS-ECERS--R Booklet has a box to check near each indicator that is met, as well as numerical scores for the item as a whole.
  - It is advisable to use pencil on the booklet during the observation. The score you finally decide on should be marked clearly.
  - Check each indicator that is met based on observation or reported by the caregiver.
  - The CCS-ECERS--R can be marked to indicate which item(s) you need to ask questions about in order to get additional information. Use the questions that are provided in the CCS-ECERS--R for various indicators. By preparing yourself in this way, questions can be asked systematically in a short period of time. Remember to ask only those questions needed to check the indicators for a score.

If an item is not applicable because it refers to older or younger children than those enrolled, write N/A next to the box. Score the item as if that indicator wasn't there.

to base your rating, you may use answers given by the staff during the question period to assign scores.

5. When scoring an item, always start reading from 1 (inadequate) and progress upward till the correct score is reached.
6. Ratings are to be assigned in the following way:
  - A rating of 1 must be given if *any* indicator under 1 is checked.
  - A rating of 2 is given when all indicators under 1 are not checked and at least half of the indicators under 3 are checked.
  - A rating of 3 is given when all indicators under 1 are not checked and all indicators under 3 are checked.

- A rating of 4 is given when all indicators under 3 are met and at least half of the indicators under 5 are checked.
- A rating of 5 is given when all indicators under 5 are checked.
- A rating of 6 is given when all indicators under 5 are met and at least half of the indicators under 7 are checked.
- A rating of 7 is given when all indicators under 7 are checked.
- A score of NA (Not Applicable) may only be given for indicators or for entire items when “NA permitted” is shown on the scale. Indicators that are scored NA are not counted when determining the rating for an item, and items scored NA are not counted when calculating subscale and total scale scores.

#### Explanations of Terms Used Throughout the Scale

1. **Accessible** means children can reach and use materials, furnishings, equipment, and so forth. This does not mean that every child has to have access at all times. For example, access may be limited to a certain number of children in an area or limited to certain times of the day. Include distinction between younger and older preschoolers.
2. **A substantial portion of the day** means at least one third of the time the children are in attendance. For example, 1 hour out of a 3-hour program, or 3 hours out of a 9-hour program.
3. In order to differentiate the meaning of the words “**some**” and “**many**,” the materials in several items are separated into categories in the Notes for Clarification. For example, gross motor equipment is separated into *stationary equipment* and *portable equipment*; fine motor materials are separated into *small building toys*, *art materials*, *manipulatives*, and *puzzles*; nature/science includes categories or materials such as *collections of natural objects*, *living things*, *nature/science books*, *games or toys*, and *nature/science activities* such as cooking and simple experiments.
4. **Staff** generally refers to the adults who are directly involved with the children, the teaching staff. In the scale, staff is used in the plural because there is usually more than one staff member working with a group. When individual staff members handle things differently, it is necessary to arrive at a score that characterizes the overall impact on the children of all the staff members. For example, in a room when one staff member is very verbal and the other is relatively nonverbal, the score is determined by how well the children’s needs for verbal input are being met.

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**EARLY CHILDHOOD ENVIRONMENT RATING SCALE (EWERS--R)**

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

②

④

⑥

**ITEM #1:**  
**SPACE AND FURNISHINGS (INDOOR SPACE)**

- 1.1  Insufficient space for children, # adults, and furnishings #
- 1.2  Space lacks adequate lighting, ventilation, temperature control, or sound-absorbing materials#
- 1.3  Space in poor repair (e.g., peeling paint on walls and ceiling; rough, damaged floors)
- 1.4  Space poorly maintained (e.g., floors left sticky or dirty; trash cans overflowing)

- 3.1  Sufficient indoor space for children, adults; and furnishings
- 3.2  Adequate lighting, ventilation, temperature control, and sound-absorbing materials
- 3.3  Space in good repair
- 3.4  Space reasonably clean and well maintained#
- 3.5  Space is accessible to all children and adults currently using the classroom (e.g., ramps and handrails, access for wheelchairs) **NA not permitted**

- 5.1  Ample indoor space that allows children and adults to move around freely (e.g., furnishings do not limit children's movement; sufficient space for equipment needed by children with disabilities)#
- 5.2  Good ventilation, some natural lighting through windows or skylight
- 5.3  Space is accessible to children and adults with disabilities# **NA not permitted**

- 7.1  Natural light can be controlled (e.g., adjustable blinds or curtains)
- 7.2  Ventilation can be controlled (e.g., windows can open; ventilating fan used by staff)#

**\*Notes continued on reverse page.**

- 1.1 Base space needs on largest number of children attending at one time.
- 1.2 If a classroom is *terribly* noisy, so that conversations are difficult and noise levels are obviously uncomfortable for classroom users, then do not give credit for 1.3 adequate sound-absorbing materials, even if a number of such materials are present. If noise typically is not at a comfortable level, for whatever reason, the sound absorbing materials are not effective enough. This is true even if the noise is not actually coming from within the classroom being observe.
- 3.4 It is expected that there will be some messiness from the regular activities of the day. "Reasonably clean" means that there is evidence of daily maintenance, such as floors being swept and mopped, and that big messes, such as juice spills, are cleaned up promptly.

**ITEM #2:**  
**FURNITURE FOR**

- 1  Insufficient basic furniture for routine care, play, and learning (e.g., not enough chairs for all children to

- 1  Sufficient furniture for routine care, play, and learning

- 1  Most furniture is child-sized#

- 1  Routine care furniture is convenient to use (e.g., cots/mats stored for easy

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**ROUTINE CARE, PLAY, AND LEARNING**

Basic furniture: tables and chairs used for meals/snacks and activities; mats or cots for rest or nap; cubbies or other storage for children's things; low open shelves for play/learning

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
<p><i>use at the same time; very few open shelves for toys)</i></p> <p><input type="checkbox"/> Furniture is generally in such poor repair that children could be injured (e.g., splinters or exposed nails, wobbly legs on chairs)</p>		<p><input type="checkbox"/> Most furniture is sturdy and in good repair#</p> <p><input type="checkbox"/> Children with disabilities have the adaptive furniture they need (e.g., adaptive chairs or bolsters are available for children with physical disabilities)# <b>NA permitted</b></p>		<p><input type="checkbox"/> All furniture is sturdy and in good repair</p> <p><input type="checkbox"/> Adaptive furniture permits inclusion of children with disabilities† with peers (e.g., child using special chair can sit at table with others) <b>NA permitted</b></p>		<p><i>access)</i></p> <p><input type="checkbox"/> Woodwork bench, sand/water table, or easel used</p>

To be given credit for low open shelves, they must be used for toys and materials that children can reach by themselves.

Sturdiness is a property of the furniture itself (i.e., will not break, fall over or collapse when used). If sturdy furniture is placed so that it can be easily knocked over, this is a problem with safety, not the sturdiness of the furniture.

If there are no children with disabilities enrolled or if children with disabilities do not need adaptive furniture, mark NA for 3.3 and 5.3.

Since children are different sizes at different ages, the intent here is that furniture should be the right size for the children in care. Furniture that is smaller than adult-sized may be the right size for a 6- or 7-year-old, but not small enough for a 2- or 3-year-old. For chairs to be considered child-sized, the children's feet must rest on the floor when seated. Table height should allow children's knees to fit under the table and elbows to be above the table.

**ITEM #3:  
FURNISHINGS FOR RELAXATION AND COMFORT#**

<p><input type="checkbox"/> No soft furnishings accessible to children (e.g., upholstered furniture, cushions, rugs, bean bag chair)#</p> <p><input type="checkbox"/> No soft toys accessible to children (e.g., stuffed animals, soft dolls)</p>	<p><input type="checkbox"/> Some soft furnishings accessible to children (e.g., carpeted play space, cushions)</p> <p><input type="checkbox"/> Some soft toys accessible to children</p>	<p><input type="checkbox"/> Cozy area accessible to children for a substantial portion of the day#</p> <p><input type="checkbox"/> Cozy area is not used for active physical play#</p> <p><input type="checkbox"/> Most soft furnishings are clean and in good repair</p>	<p><input type="checkbox"/> Soft furnishings in addition to cozy area accessible to children (e.g., cushions in dramatic play area, several rug areas or wall-to-wall carpeting)</p> <p><input type="checkbox"/> Many clean, soft toys accessible to children</p>
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Furnishings for relaxation and comfort means softness provided for children during learning and play activities. Routine care furnishings such as cots, blankets and pillows used for naps are not considered when scoring this item.

See "Explanation of Terms Used Throughout the Scale" (p. ii) for the definition of "accessible."

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

1.1 & 1.2 A cozy area is a clearly defined space with a substantial amount of softness where children may lounge, daydream, read, or play quietly. For example, it might consist of a soft rug with several cushions, an upholstered couch, or a covered mattress with cushions. If there are 2 or more cozy areas, each area does not need to meet the requirements of these indicators. However, there must always be one area, providing a substantial amount of softness where children can depend on being able to relax, that is not used for active physical play. It must be obvious that a child who wants to use a cozy area will not be constantly interrupted by other actively playing children. A combination of all areas can be used to judge whether a cozy area is accessible for a substantial portion of the day.

1.1 See "Explanation of Terms Used Throughout the Scale" (p. ii) for the definition of "a substantial portion of the day."

1.2 The cozy area may be used for short periods as a group space (e.g., for dancing or circle time) but it should be protected from active play for most of the day. It should be away from active play equipment and have (through placement or a barrier) protection from active children. It should not be located where there is a lot of traffic. Staff should be diligent to ensure that active children do not interfere with a child in the cozy area by jumping on or running into the child who is relaxing.

**ITEM #4:**

**ROOM ARRANGEMENT FOR PLAY**

1  No interest centers defined#  
 2  Visual supervision of play area is very difficult

1  At least two interest centers defined  
 2  Visual supervision of play area is not difficult  
 3  Sufficient space for several activities to go on at once (e.g., floor space for blocks, table space for manipulatives, easel for art)  
 4  Most spaces for play are accessible to children with disabilities enrolled in the group  
*NA permitted*

1  At least three interest centers defined and conveniently equipped (e.g., water provided near art area; shelving adequate for blocks and manipulatives)  
 2  Quiet and active centers placed to not interfere with one another (e.g., reading or listening area separated from blocks or housekeeping)#  
 3  Space is arranged so most activities are not interrupted (e.g., shelves placed so children walk around, not through, activities)#

1  At least five different interest centers provide a variety of learning experiences  
 2  Centers are organized for independent use by children (e.g., labeled open shelves; labeled containers for toys; open shelves are not overcrowded; play space near toy storage)#  
 3  Additional materials available to add to or change centers

**ROBE:** 7.3 Are there any additional materials available that you add to the interest centers?

1 An interest center is an area where materials, organized by type, are stored so that they are accessible to children, and appropriately furnished play space is provided for children to participate in a particular kind of play. Examples are: art activities, blocks, dramatic play, reading, nature/science, and manipulatives/fine motor.

2 Look for a separation in physical space, actual distance between active or noisy centers and the more quiet centers. A barrier, such as open shelves, isn't sufficient.

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

②

**Minimal**

③

④

**Good**

⑤

⑥

**Excellent**

⑦

3.3 Also consider placement of furniture should discourage rough play or running.

3.2 To get credit, *almost* all materials in all centers must be organized for independent use. Labels are not required in all areas. Other examples are: shelves not overcrowded, see-through or labeled containers used to store toys, materials such as puzzles and games easy to take off shelves, sets of materials in bins, containers with tops easily opened by children.

<p><b>ITEM #5:</b> <b>SPACE FOR PRIVACY#</b></p>	<p>1 <input type="checkbox"/> Children not allowed to play alone or with a friend, protected from intrusion by other children</p>	<p>1 <input type="checkbox"/> Children are allowed to find or create space for privacy (<i>e.g., behind furniture or room dividers, in outdoor play equipment, in a quiet corner of the room</i>)</p> <p>2 <input type="checkbox"/> Space for privacy can be easily supervised by staff#</p>	<p>1 <input type="checkbox"/> Space set aside for one or two children to play, protected from intrusion by others (<i>e.g., no-interruption rule; small space protected by shelves</i>)#</p> <p>2 <input type="checkbox"/> Space for privacy accessible for use for a substantial portion of the day</p>	<p>1 <input type="checkbox"/> More than one space available for privacy</p> <p>2 <input type="checkbox"/> Staff set up activities for one or two children to use in private space, away from general group activities (<i>e.g., two pegboards at a small table in a quiet corner; computer for one or two children to use</i>)#</p>
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**PROBE:**

7.2 Do you ever set up activities for just one or two children, away from the activities for the rest of the children? If so, please give examples.

3.1 The intent of space for privacy is to give children relief from the pressures of group life. Isolation from the group as a punishment is not given credit under this item. A place where one or two children can play protected from intrusion by other children, yet be supervised by staff, is considered space for privacy. Private space can be created by using physical barriers such as book shelves; by enforcing the rule that children may not interrupt one another; by limiting the number of children working at a table placed in an out-of-traffic area. Examples of space for privacy are a small loft area; activity centers where use is limited to one or two children; a large cardboard box with cut-out windows, door, and a cushion inside; a small outdoor play house.

3.2 All spaces used for privacy must be easily supervised by staff.

3.1 Staff must enforce the protection rule, if needed, in order to be given credit for this indicator.

3.2 “Staff” here refers to the “regular” teaching staff in the room. Specialists who come into the room specifically to work with one or two children do not count for this indicator.

<p><b>ITEM #6:</b> <b>CHILDREN-RELATED</b></p>	<p>1 <input type="checkbox"/> No materials displayed for children</p> <p>2 <input type="checkbox"/> Inappropriate materials for predominant age group (<i>e.g.,</i></p>	<p>1 <input type="checkbox"/> Appropriate# materials for predominant age group (<i>e.g., photos of children; nursery</i></p>	<p>1 <input type="checkbox"/> Much of the display relates closely to current activities and children in group (<i>e.g., artwork or</i></p>	<p>1 <input type="checkbox"/> Individualized children’s work predominates#</p> <p>2 <input type="checkbox"/> Three-dimensional child-</p>
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**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

*materials in preschool classroom designed for older school-aged children or adults; pictures showing violence). Materials must be meaningful to the children to be considered appropriate.*

**Minimal**

③

*rhymes; beginning reading and math for older preschoolers and kindergartners; seasonal displays)*

<sup>2</sup>  Some children's work displayed

**Good**

⑤

*photos about recent activities)#*

<sup>2</sup>  Most of the display is work done by the children#

<sup>3</sup>  Many items displayed on child's eye level

**Excellent**

⑦

*created work (e.g., playdough, clay, carpentry) displayed as well as flat work#*

**DISPLAY**

**ROBE:** 5.1 Are photos or is artwork ever changed? If the caregiver reports that they are changed ask: About how often are they changed?

- 1.1 Appropriate means suitable for the developmental level of the age group and the individual abilities of the children. This concept is also referred to as developmentally appropriate and is used in a number of items in the scale. Consider only display in the room(s) where children spend majority of the time.
- 1.1 The first part of this indicator requires that a relationship exist between what is displayed and the activities that the current group of children is experiencing. It also requires that the children themselves be represented in the display. So, for instance, if the group is talking about the season of the year, a science project they are doing, or an upcoming field trip, these things should be represented in the display. Ask if any of the display relates to topics of interest covered within the last month. Also look to see if there are photos of the children in the group on display, or self-portraits, or a height-chart with names. Photos of the children are not required, but the display should relate to the children in the group (e.g., stories dictated by children, charts done with children's input).
- 1.2 Base score on overall impression of whether children's art is well represented in the display. Counting number of pieces of artwork is not necessary. If 50/50, or too close to tell, give credit for most of the display done by children. If a detailed search is needed to find the children's work, then do not give credit.
- 1.1 Individualized work means that each child has selected the subject and/or media and has carried out the work in his or her own creative way. Thus, individualized products look quite different from one another. Projects where children follow a teacher's example and little creativity is allowed are not considered individualized work.
- 1.2 Three-dimensional work must have height, width and depth. The children must be able to build up and out as they make "junk," styrofoam or wood sculptures, or use clay or play-dough (but not as in using cookie cutters with play-dough). Gluing things to a flat surface (as in gluing material scraps or styrofoam "peanuts" to a flat piece of paper or cardboard) is not counted as 3D.

**ITEM #7:**

**SPACE FOR GROSS MOTOR PLAY#**

<sup>1</sup>  No outdoor or indoor space used for gross motor/physical play

<sup>2</sup>  Gross motor space is very dangerous (e.g., access requires long walk on busy street; same space used for play and parking lot; unfenced area for preschoolers)

<sup>1</sup>  Some space outdoors or indoors used for gross motor/physical play

<sup>2</sup>  Gross motor space is generally safe (e.g., sufficient cushioning under climbing equipment; fenced in

<sup>1</sup>  Adequate space outdoors and some space indoors #

<sup>2</sup>  Space is easily accessible for children in group (e.g., on same level and near classroom; no barriers for children with

<sup>1</sup>  Outdoor gross motor space has a variety of surfaces permitting different types of play (e.g., sand, black top, wood chips; grass)

<sup>2</sup>  Outdoor area has some protection from the elements (e.g., shade in

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
	②	③ <i>outdoor area)#</i>		⑤ <i>disabilities)</i>		⑦ <i>summer, sun in winter, wind break, good drainage)</i>
				⑤ <input type="checkbox"/> Space is organized so that different types of activities do not interfere with one another (e.g., play with wheel toys separated from climbing)#		⑦ <input type="checkbox"/> Space has convenient features (e.g., close to toilets and drinking water, accessible storage; class has direct access to outdoors)

**ROBE:** 5.1 Is there any indoor space that you use for gross motor play, especially in bad weather?

- 1 In assessing space for gross motor play, include both outdoor and indoor areas, except where only one is specified in an indicator. All areas regularly available for gross motor play should be considered, even if children are not observed in the area.
- 2 The intent of this is that the major causes of serious injury are minimized, such as injury from falls, entrapment, pinching of body parts, and protrusions from equipment. A space can be considered generally safe even if it cannot be easily supervised. The ability to supervise space is not considered in this item.
- 1 For a rating of 5, space must be adequate for the size of the group using the area. Find out if class groups rotate or if several groups use the space at the same time. Some indoor space must be available for use for gross motor play, especially in bad weather. This space may usually be used for other activities. When required by environmental conditions (e.g., extreme weather or pollution; dangerous social conditions), facilities may be given a 5 if they have adequate space indoors and some space outdoors.
- 3 To score this indicator, observe to see that the various activities in the gross motor space do not interfere with each other (for example, that children are not in great danger of tripping over toys as they run across the space, the children coming down a slide will not run into anything, or that wheel toys do not usually go through areas of other types of play and “run people down”).

<b>ITEM #8:</b>  <b>GROSS MOTOR EQUIPMENT#</b>	<input type="checkbox"/> 1 Very little gross motor equipment used for play	<input type="checkbox"/> 1 Some gross motor equipment accessible to all children for at least one hour daily#	<input type="checkbox"/> 1 There is enough gross motor equipment so that children have access without a long wait	<input type="checkbox"/> 1 Both stationary and portable gross motor equipment are used
	<input type="checkbox"/> 2 Equipment is generally in poor repair	<input type="checkbox"/> 2 Equipment is generally in good repair	<input type="checkbox"/> 2 Equipment stimulates a variety of skills (e.g., balancing, climbing, ball play, steering and pedaling wheel toys)	<input type="checkbox"/> 2 Gross motor equipment stimulates skills on different levels (e.g., tricycles with and without pedals; different sizes of balls; both ramp and ladder access to climbing structure)#
	<input type="checkbox"/> 3 Most of the equipment is not appropriate for the age and ability of the children (e.g., 6-foot tall open slide for preschoolers; adult-sized basketball hoop)	<input type="checkbox"/> 3 Most of the equipment is appropriate for the age and ability of the children#	<input type="checkbox"/> 3 Adaptations made or	

<b>CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM</b>						
<b>Inadequate</b>	②	<b>Minimal</b>	④	<b>Good</b>	⑥	<b>Excellent</b>
①		③		⑤		⑦
				special equipment provided for children in group with disability# <b>NA permitted</b>		

Examples of gross motor equipment: **stationary equipment** such as swings, slides, climbing equipment, overhead ladders; **portable equipment** such as balls and sports equipment, wheel toys, tumbling mats, jump ropes, bean bags, and ring toss game. When rating gross motor equipment, consider equipment both indoors and outdoors.

- 1.1 For programs of 4 hours or less, at least half an hour of access is required.
- 1.3 In a mixed-aged group, appropriate equipment must be available for the different abilities represented. Consider especially the appropriateness of the stationary equipment such as climbers, since they are permanent installations and always accessible.
- 1.3 Adaptations include physical modifications to existing equipment or specially designed equipment as well as help from staff to enable children with disabilities to have gross motor experiences similar to those of their peers. Score NA if no children requiring adaptations are enrolled in the group being observed.
- 1.2 Consider ages of children and what would challenge them to determine whether equipment stimulates skills on different levels.

<b>ITEM #9:</b>  <b>GREETING/ DEPARTING#</b>	1 <input type="checkbox"/> Greeting of children is often neglected 2 <input type="checkbox"/> Departure not well organized 3 <input type="checkbox"/> Parents not allowed to bring children into the classroom	1 <input type="checkbox"/> Most children greeted warmly ( <i>e.g., staff seem pleased to see children, smile, use pleasant tone of voice</i> ) 2 <input type="checkbox"/> Departure well organized ( <i>e.g., children's things ready to go</i> ) 3 <input type="checkbox"/> Parents allowed to bring children into the classroom	1 <input type="checkbox"/> Each child is greeted individually ( <i>e.g., staff say "hello" and use child's name; use child's primary language spoken at home to say "hello"</i> )# 2 <input type="checkbox"/> Pleasant departure ( <i>e.g., children not rushed, hugs and good-byes for everyone</i> ) 3 <input type="checkbox"/> Parents greeted warmly by staff# <b>NA permitted</b>	1 <input type="checkbox"/> When they arrive, children are helped to become involved in activities, if needed 2 <input type="checkbox"/> Children busily involved until departure ( <i>e.g., no long waiting without activity; allowed to come to comfortable stopping point in play</i> ) 3 <input type="checkbox"/> Staff use greeting and departure as information sharing time with parents <b>NA permitted</b>
--	--	---	---	---

**ROBE:** Could you describe what happens each day when the children and parents arrive and leave?

In case only a few children are observed being greeted (or departing), generalize based on that sample.

- 1.1 Observe greeting very carefully to see if each child is actually greeted, and that the greeting is personal and positive (e.g., caregiver, makes eye contact and smiles, uses

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

②

**Minimal**

③

④

**Good**

⑤

⑥

**Excellent**

⑦

child's real name or nickname, says something to child or asks something).

3.3 If children are not brought to the program by their parents, mark NA for 5.3 and 7.3, and rate communication between parents and staff in Item 38. For 5.3 and 7.3, it is not required that every parent be greeted warmly or receive information from the staff, but that in general, parents are treated this way.

**ITEM #10:**

**MEALS/SNACKS\***

If all food supplied by parents, code 1.2 and 3.2 NA.

See back page for Nutrition Guidelines and notes for clarification

\*Notes continued on reverse page.

- 1  Meal/snack schedule is inappropriate (e.g., child is made to wait even if hungry)
- 2  Food served is of unacceptable nutritional value\*#  
**NA permitted**
- 3  Sanitary conditions are not usually maintained (e.g., most children and/or adults do not wash hands before handling food; tables not sanitized; toileting/diapering and food preparation areas not separated)#
- 4  Negative social atmosphere (e.g., staff enforce manners harshly; force child to eat; chaotic atmosphere)
- 5  No accommodations made for children's food allergies  
**NA permitted**

- 1  Schedule appropriate for children
- 2  Well-balanced meals/snacks\*#  
**NA permitted**
- 3  Sanitary conditions usually maintained†
- 4  Nonpunitive atmosphere during meals/snacks
- 5  Allergies posted and food/beverage substitutions made  
**NA permitted**
- 6  Children with disabilities included at table with peers  
**NA permitted**

- 1  Most staff sit with children during meals and group snacks‡
- 2  Pleasant social atmosphere
- 3  Children are encouraged to eat independently (e.g., child-sized **eating utensils provided: special spoon or cup for child with disabilities**)
- 4  Dietary restrictions of families followed  
**NA permitted**

- 1  Children help during meals/snacks (e.g., set table, serve themselves, clear table, wipe up spills)
- 2  Child-sized serving utensils used by children to make self-help easier (e.g., children use small pitchers, sturdy serving bowls and spoons)
- 3  Meals and snacks are times for conversation (e.g., staff encourage children to talk about events of day and talk about things children are interested in; children talk with one another)

2 & 3.2 For NC assessors, the intent of this indicator is to determine whether the correct components of a meal or snack are being served to the children. No analysis of the nutritional value of the foods served is necessary. Use the Food Guide to determine whether the components are present. Personal dietary preferences of the assessor (e.g., whole grain vs. white breads; fresh vs. canned vegetables; high vs. low sugar or fat content, etc.) are not to be used in determining the quality of the foods served.

3 In the case where snack time is flexible and children come and go throughout a period of time, the same sanitary conditions are required (i.e., table sanitized between children using same places, children's hands washed, etc.). If children finger feed themselves during meals, then children should have hands washed after eating.

**ITEM #11:**

- 1  Nap/rest schedule is inappropriate
- 1  Nap/rest is scheduled
- 1  Children helped to relax
- 1  Nap/rest schedule is

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

for most of the children#

<sup>2</sup>  Nap/rest provisions unsanitary (e.g., crowded area, dirty sheets, different children use same bedding)

<sup>3</sup>  Little supervision provided, or supervision is harsh

**Minimal**

③

appropriately for most of the children (e.g., most children sleep)

<sup>2</sup>  Sanitary provisions for nap/rest (e.g., area not crowded, clean bedding)#

<sup>3</sup>  Sufficient supervision provided in the room throughout nap/rest#

<sup>4</sup>  Calm, nonpunitive supervision

**Good**

⑤

(e.g., cuddly toy, soft music, back rubbed)

<sup>2</sup>  Space is conducive to resting (e.g., dim light, quiet, cots placed for privacy)

<sup>3</sup>  All cots or mats are at least 3 feet apart or separated by a solid barrier

**Excellent**

⑦

flexible to meet individual needs (e.g., tired child given place to rest during play time)

<sup>2</sup>  Provisions made for early risers and non-nappers (e.g., early risers permitted to read books or play quietly; separate space and activities used for non-nappers)#

**NAP/REST#**

**ROBES:** Could you describe how nap or rest is handled?

3.3 How is supervision handled at this time?

3.4, 7.2 What do you do if children are tired before naptime, having trouble settling down, or wake up early?

5.3 How far apart are cots or mats placed?

Score NA on this item for programs of 4 hours or less that do not provide a nap or rest. For longer programs, nap/rest should be based on the age and individual needs of the children.

<sup>1</sup> Inappropriate schedule means that nap/rest is either too late or too early (e.g., children are tired long before naptime or are not ready to sleep), or children are left napping or required to be on their cots too long (more than 2½ hours), which might interfere with family bedtime routines.

<sup>2</sup> “Not crowded” means the cots/mats are at least 18 inches apart, unless separated by a solid barrier.

<sup>3</sup> Sufficient supervision means enough staff are present to protect children’s safety in case of emergency and handle children who wake up or need help. At least one alert staff member is always in the room.

<sup>2</sup> Credit can be given when children can be happily occupied by reading a book or playing quietly while on their cots.

**ITEM #12:**

<sup>1</sup>  Sanitary conditions of area are not maintained (e.g., toilet/sinks dirty; diapering table/potty chairs not

<sup>1</sup>  Sanitary conditions are maintained#

<sup>1</sup>  Sanitary conditions easy to maintain (e.g., no potty chairs used, warm

<sup>1</sup>  Child-sized toilets and low sinks provided#

**TOILETING/**

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

	<b>Inadequate</b> <b>①</b>	<b>②</b>	<b>Minimal</b> <b>③</b>	<b>④</b>	<b>Good</b> <b>⑤</b>	<b>⑥</b>	<b>Excellent</b> <b>⑦</b>
<b>DIAPERING</b>	<i>sanitized after each use, toilets rarely flushed)#</i>				<i>running water near diapering table and toilets; easy to clean surfaces)#</i>		<input type="checkbox"/> Self-help skills promoted as children are ready
	<input type="checkbox"/> Lack of basic provisions interferes with care of children# (e.g., no toilet paper or soap; same towel used by many children; no running water in area)		<input type="checkbox"/> Basic provisions made for care of children				
	<input type="checkbox"/> Handwashing often neglected by staff or children after toileting/diapering#		<input type="checkbox"/> Staff and children wash hands most of the time after toileting#			<input type="checkbox"/> Provisions convenient and accessible for children in group (e.g., steps near sink or toilet if needed; handrail for child with physical disability; toileting area adjacent to room)	
	<input type="checkbox"/> Inadequate or unpleasant supervision or children#		<input type="checkbox"/> Toileting schedule meets individual needs of children			<input type="checkbox"/> Pleasant staff-child interaction	
			<input type="checkbox"/> Adequate supervision for age and abilities of children#				

- .1 & .1 If the same sink is used by either children or adults for both diapering/toileting and food-related routines (including toothbrushing) or to wash toys/other classroom equipment, it must be sanitized by spraying sink and faucets with a bleach solution after diapering/toileting. If the facility permits sinks to be designated for specific purposes, then this should be done (for example, sinks near toilets should be used for toileting handwashing, while sinks in classroom are used for food-related purposes). If children use toilet, wash hands and then immediately sit down for meal/snack, contamination of children's hands at toileting sink must be minimized, for example by having children turn off water with paper towel or having adult turn off faucets. However, children do not have to wash their hands twice--once at the toilet sink and once at the food sink.
- .2 In case special procedures are required such as diapering for an older child or catheterization, they must be handle in a sanitary manner that preserves the child's dignity.
- .3 Assume that the handwashing seen during the observation is typical of what happens throughout the day. Base your ratings for 1.3 and 3.3 on what you see. Give credit for 3.3 if adults' and children's hands are washed 75% of times when needed. Adults' hands must be washed even if gloves are used.
- .4 Inadequate supervision means that staff do not monitor to protect the safety of the children or to ensure that sanitary procedures (e.g., handwashing) are carried out.
- .3 75% of children's hands washed and 75% of adults hands washed.
- .5 Adequate supervision means that teachers check to be sure that toilet sanitary conditions are maintained (ex. toilets flushed, toilet paper/towers and soap provided) and that teachers ensure children complete sanitary procedures properly (ex. wipe properly, wash hands).
- .1 Since potty chairs are a health hazard, they should be avoided for general use. In the rare case when special need requires the use of a potty, credit toward a score of 5 may be given if the potty is used only for the child with a special need and is disinfected after each use.
- .1 Child-sized sinks and toilets are fixtures that are considerably smaller or lower than regular-sized fixtures, and can be used comfortably by children without modifications such as toilet seats and steps, by at least 75% of children in group.

**ITEM #13:**       Staff usually do not act to cut down       Adequate handwashing       Children are dressed       Children taught to manage

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**HEALTH PRACTICES**

Inadequate ①	Minimal ②	③	④	Good ⑤	⑥	Excellent ⑦
<p>on the spread of germs (e.g., signs of animal contamination in outdoor or indoor play areas; noses not wiped; tissues and dirty diapers not disposed of properly; food preparation and diapering/toileting done near one another)#</p> <p><input type="checkbox"/> Smoking is allowed in child care areas, either indoors or outdoors</p>	<p>by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled#</p> <p><input type="checkbox"/> Staff usually take action to cut down on the spread of germs#</p> <p><input type="checkbox"/> Smoking does not take place in child care areas</p> <p><input type="checkbox"/> Procedures used to minimize spread of contagious disease (e.g., ensuring children have immunizations; exclusion of children with contagious illness; TB tests for staff at least every 2 years)</p>			<p>properly for conditions both indoors and outdoors (e.g., wet clothes changed on chilly day; warm clothes in cold weather)</p> <p><input type="checkbox"/> Staff are good models of health practices (e.g., eat only healthful foods in front of children; check and flush toilets in children's bathroom)</p> <p><input type="checkbox"/> Care given to children's appearance (e.g., faces washed, soiled clothes changed, aprons used for messy play)</p>		<p>health practices independently (e.g., taught proper handwashing techniques, to put on own coat or apron; reminded to flush toilet; health-related books, pictures, and games used)#</p> <p><input type="checkbox"/> Individual toothbrushes properly labeled and stored; used at least once during the day in full-day programs (e.g., toothbrushes are stored so they do not touch and brushes can be air dried)# <b>NA permitted</b></p>

\*Notes continued on reverse page.

**ROBES:** 3.4 How do you insure that children have the necessary immunizations? Do you have rules for excluding children with contagious illnesses? Please describe. Are staff required to have TB tests? How often?

3.2 Do children brush their teeth? How is this handled? (Ask to see toothbrushes.)

.1 Areas where blood and other bodily fluid spills have occurred must be cleaned and disinfected. Gloves should be worn when handling blood.

.1 & 3.1 The stringent requirement in the ITERS, that all sand areas be covered when not in use, is not required in the EWERS-R. Since older children are less likely than younger children to eat the sand and its contaminants, covered sand areas/boxes are not required, but there should be no signs of animal contamination. This indicator does not handle sanitation required for Toileting/diapering, Meals/snacks and Nap/rest, which are handled in the respective items. The examples related to diapers and diapering/toileting in this indicator should be omitted.

<b>ITEM #14:</b>	<input type="checkbox"/> Several hazards that could result in serious injury indoors#	<input type="checkbox"/> No major safety hazards indoors or outdoors	<input type="checkbox"/> Staff anticipate and take action to prevent safety	<input type="checkbox"/> Play areas are arranged to avoid safety problems
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**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

**SAFETY PRACTICES**

- Several hazards that could result in serious injury outdoors#
- Inadequate supervision to protect children's safety indoors and outdoors (e.g., too few staff; staff occupied with other tasks; no supervision near areas of potential danger; no check-in or check-out procedures)#

- Adequate supervision to protect children's safety indoors and outdoors
- Essentials needed to handle emergencies available (e.g., telephone, emergency numbers, substitute for staff, first aid kit, transportation, written emergency procedures)

- problems (e.g., remove toys under climbing equipment; lock dangerous areas to keep children out; wipe up spills to prevent falls)
- Staff explain reasons for safety rules to children

- (e.g., younger children play in separate playground or at a separate time; outdoor play equipment proper size and level of challenge)
- Children generally follow safety rules (e.g., no crowding on slides, no climbing on bookcases)

**ROBES:** 3.3 How do you handle emergency situations?

5.2 Do you talk about safety with the children? What kinds of things do you discuss?

The following list of major hazards is not meant to be complete.

- .1 *Some indoor safety problem:*
- No safety caps on electrical sockets
  - Loose electrical cords
  - Heavy objects or furniture child can pull down
  - Medicines, cleaning materials, and other substances labeled "keep out of reach of children" not locked away
  - Pot handles on stove accessible
  - Stove controls accessible
  - Water temperature too hot
  - Mats or rugs that slide
  - Unprotected hot stove or fireplace in use
  - Open stairwells accessible
  - Play areas in front of doors

- .2 *Some outdoor safety problems:*
- Tools not meant for children's use are accessible
  - Any substance labeled "keep out of reach of children" not locked away
  - Sharp or dangerous objects present
  - Unsafe walkways or stairs
  - Easy access to road
  - Hazardous trash accessible
  - Play equipment too high, not well maintained, unanchored
  - Play equipment poses threat of entrapment, injury from pinchpoints or projections

.3 If this is scored *Yes*, then it is likely that items 29 and 30 (Supervision items) will also receive scores of 1. Note that to score this indicator *Yes*, supervision must be inadequate both indoors *and* outdoors.

**ITEM #15:**  
**LANGUAGE-REASONING**

- Very few books accessible
- Staff rarely read books to children (e.g., no daily story time, little individual reading to children)

- Some books accessible for children (e.g., during free play children have enough books to avoid conflict)

- A wide selection of books† are accessible for a substantial portion of the day#
- Some additional

- Books and language materials are rotated to maintain interest
- Some books relate to current classroom

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

②

③

④

**Good**

⑤

⑥

**Excellent**

⑦

At least one staff-initiated receptive language activity time daily (e.g., reading books to children, storytelling, using flannel board stories)#

language materials used daily#

Books organized in a reading center

Books, language materials, and activities are appropriate for children in group#

Staff read books to children informally (e.g., during free play, at naptime, as an extension of an activity)#

activities or themes (e.g., books borrowed from library on seasonal theme)

\*Notes continued on reverse page.

**PROBES:**

5.2 What other types of language materials do you use with the children? How often do you use them?

7.1 Are there any other books used with the children? How is this handled?

7.2 How do you choose books?

**ITEM #16:  
ENCOURAGING CHILDREN TO COMMUNICATE#**

Materials (to encourage expressive language) include play telephones, puppets, flannel board stories, dolls and dramatic play props, small figures and animals; communication boards and other assistive devices for children with disabilities.

No activities used by staff with children to encourage them to communicate (e.g., no talking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing songs)

Very few materials accessible that encourage children to communicate

Some activities used by staff with children to encourage them to communicate#

Some materials accessible to encourage children to communicate

Communication activities are generally appropriate for the children in the

Communication activities take place during both free play and group times (e.g., child dictates story about painting; small group discusses trip to store)

Materials that encourage children to communicate are accessible in a variety of interest centers

Staff balance listening and talking appropriately for age and abilities of children during communication activities (e.g., leave time for children to respond; verbalize for child with limited communication skills)

Staff link children's

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
	group#			<i>(e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors)</i>		spoken communication with written language <i>(e.g., write down what children dictate and read it back to them; help them write note to parents)</i>

**PROBE:**

7.2 Do you do anything to help children see that what they say can be written down and read by others? Please give some examples.

Children of different ages and abilities or those speaking a primary language different from the primary language of the classroom require different methods to encourage communication. Suitable activities must be included for children speaking a different primary language or those requiring alternative communication methods, such as signing or the use of augmentative communication devices.

1.1 Activities used by staff to encourage children to communicate require that staff take action to draw communication from a child. During free play, for example, the teacher might ask the child to talk about what he/she is doing or making. During circle time, finger plays, songs, reciting nursery rhymes, or helping to tell a story would count towards meeting this indicator.

1.3 If words to songs, poems, and/or chants, etc., that are violent, sexually explicit or culturally biased, are observed this is considered inappropriate; therefore, score this indicator, "No".

**ITEM #17:  
USING  
LANGUAGE TO  
DEVELOP  
REASONING  
SKILLS**

<p>1 <input type="checkbox"/> Staff do not talk with children about logical relationships <i>(e.g., ignore children's questions and curiosity about why things happen, do not call attention to sequence of daily events, differences and similarity in number, size, shape; cause and effect)</i></p> <p>2 <input type="checkbox"/> Concepts are introduced inappropriately <i>(e.g., concepts too difficult for age and abilities of children; inappropriate teaching methods used such as worksheets without any concrete experiences; teacher gives answers without helping children to figure things)</i></p>	<p>1 <input type="checkbox"/> Staff sometimes talk about logical relationships or concepts <i>(e.g., explain that outside time comes after snacks, point out differences in sizes of blocks child used)</i></p> <p>2 <input type="checkbox"/> Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences <i>(e.g., guide children with questions and words to sort big)</i></p>	<p>1 <input type="checkbox"/> Staff talk about logical relationships while children play with materials that stimulate reasoning <i>(e.g., sequence cards, same/different games, size and shape toys, sorting games, number and math games)#</i></p> <p>2 <input type="checkbox"/> Children encouraged to talk through or explain their reasoning when solving problems <i>(e.g., why they sorted objects into different groups; in)</i></p>	<p>1 <input type="checkbox"/> Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development <i>(e.g., children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project)</i></p> <p>2 <input type="checkbox"/> Concepts are introduced in response to children's interests or needs to solve problems <i>(e.g., talk children through)</i></p>
--	---	--	---

CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM						
Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
out)#		and little blocks or to figure out the cause for ice melting)		what way are two pictures the same or different)#		balancing a tall block building; help children figure out how many spoons are needed to set table)

.2 Concepts include same/different, matching, classifying, sequencing, one-to-one correspondence, spatial relationships, cause and effect.

.1 At least one instance must be observed.

.2 At least two instances must be observed.

**ITEM #18:**  
**INFORMAL USE OF LANGUAGE**

When multiple staff are working with the children, base the score for this item on the overall impact of the staff's communication with the children. The intent of this item is that children's need for language stimulation is met.

- 1  Staff talk to children only to control their behavior and manage routines
- 2  Staff rarely respond to children's talk#
- 3  Children's talk is discouraged much of the day

- 1  Some staff-child conversation (e.g., ask "yes/no" or short answer questions; give short answers to children's questions)#
- 2  Children allowed to talk much of the day

- 1  Many staff-child conversations during free play and routines (MUST OBSERVE AT LEAST ONE)
- 2  Language is primarily used by staff to exchange information with children and for social interaction (MUST OBSERVE AT LEAST TWO)
- 3  Staff add information to expand‡ on ideas presented by children#
- 4  Staff encourage communication among children, including those with disabilities (e.g., remind children to listen to one another)

- 1  Staff have individual conversations with most of the children#
- 2  Children are asked questions to encourage them to give longer and more complex answers (e.g., young child is asked "what" or "where" questions; older child is asked "why" or "how" questions)

.2 Concepts include same/different, matching, classifying, sequencing, one-to-one correspondence, spatial relationships, cause and effect.

.1 Conversation: there should be some mutual listening and talking/responding from both the staff and child. This is different from one-way communication such as giving

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

②

**Minimal**

③

④

**Good**

⑤

⑥

**Excellent**

⑦

directions or commands. For children with less verbal ability, the response may not be in words but may involve gestures, sign language, or communication devices.

3 & 7.1 Expand means staff respond verbally to add more information to what a child says. For example, a child says, "Look at this truck," and the teacher responds, "It's a red dump truck. See, it has a place to carry things." To give credit for these indicators several instances must be observed. Observe to see if staff use many words in response to children's interests. When a child with restricted verbal ability point to something, if staff only name the object, do not give credit. Give credit, if in addition to the name, staff add more information, e.g., color and other properties of object, use, etc... Credit can be given if the staff initiates the topic and then adds to what the child says in response to the question.

**ITEM #19:**

**FINE MOTOR**

**MATERIALS:** There are several different types of fine motor materials, including *small building toys* such as interlocking blocks and Lincoln logs; *art materials* such as crayons and scissors; *manipulatives* such as beads of different sizes for stringing, pegs and pegboards, sewing cards; and *puzzles*.

1  Very few developmentally appropriate fine motor materials accessible for daily use

2  Fine motor materials generally in poor repair or incomplete (e.g., puzzles have missing pieces, few pegs for pegboard)

1  Some developmentally appropriate fine motor materials of each type accessible

2  Most of the materials are in good repair and complete

1  Many developmentally appropriate fine motor materials of each type accessible for a substantial portion of the day (at least 3 of each type)

2  Materials are well organized (e.g., pegs and pegboards stored together, building toy sets stored separately)

3  Materials on different levels of difficulty accessible (e.g., both regular and knobbed puzzles for children with varying fine motor skills)

1  Materials rotated to maintain interest (e.g., materials that are no longer of interest put away, different materials brought out)

2  Containers and accessible storage shelves have labels to encourage self-help (e.g., pictures or shapes used as labels on containers and shelves; word labels added for older children)

**PROBES:**

5.1 When are the manipulatives and other fine motor materials accessible for children?

7.1 Do you use any other fine motor materials with children? How is this handled?

**ITEM #20:**

**ART**

**MATERIALS:** *Drawing materials* such as paper, crayons, nontoxic felt pens, thick pencils; *paints*; *three-dimensional materials* such as play dough, clay, wood gluing, or

1  Art activities are rarely available to the children

2  No individual expression in art activities (e.g., coloring work sheets;

1  Some art materials accessible for at least 1 hour a day#

2  Some individual

1  Many and varied art materials accessible a substantial portion of the day#

1  Three-dimensional art materials included at least monthly (e.g., clay, play dough, wood gluing, carpentry)

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
<p><i>teacher-directed projects where children are asked to copy an example)#</i></p>		<p>expression permitted with art materials (e.g., children allowed to decorate pre-cut shapes in their own way; in addition to teacher-directed projects, some individualized work is permitted)</p>		<p><sup>2</sup> <input type="checkbox"/> Much individual expression in use of art materials (e.g., projects that follow an example are rarely used; children's work is varied and individual)#</p>		<p><sup>2</sup> <input type="checkbox"/> Some art activities are related to other classroom experiences (e.g., paints in fall colors when learning about seasons; children invited to do picture following field trip)</p> <p><sup>3</sup> <input type="checkbox"/> Provisions made for children four and older to extend art activity over several days (e.g., project stored so work can continue; work on multi-step projects encouraged) <b>NA permitted</b></p>

\*Notes continued on reverse page.

**PROBES:**

- If art is not observed at all, ask: Do the children ever use art materials? If yes, ask: What kinds of art materials do they use?
- 3.1 How often do the children get to use the materials? 1.2 How do you choose what art activities to offer the children?
- 7.1 Are three-dimensional art materials such as clay or wood for gluing, ever used? If so, how often? 1.3 Do you offer art activities that children can work on over several days? Please describe some examples.

**ITEM #21:**

**MUSIC/  
MOVEMENT**

<p><sup>1</sup> <input type="checkbox"/> No music/movement experiences for children</p> <p><sup>2</sup> <input type="checkbox"/> Loud background music is on much of the day and interferes with ongoing activities (e.g., constant background music makes conversation in normal tones difficult; music raises noise level)</p>	<p><sup>1</sup> <input type="checkbox"/> Some music materials accessible for children's use (e.g., simple instruments; music toys; tape player with tapes)</p> <p><sup>2</sup> <input type="checkbox"/> Staff initiate at least one music activity daily (e.g., sing songs with children; soft music put on at naptime, play music for dancing)</p>	<p><sup>1</sup> <input type="checkbox"/> Many music materials accessible for children's use (e.g., music center with instruments, tape player, dance props; adaptations made for children with disabilities)#</p> <p><sup>2</sup> <input type="checkbox"/> Various types of music are used with the children (e.g., classical</p>	<p><sup>1</sup> <input type="checkbox"/> Music available as both a free choice and group activity daily</p> <p><sup>2</sup> <input type="checkbox"/> Music activities that extend children's understanding of music are offered occasionally (e.g., guest invited to play instrument; children make musical instruments; staff set up activity to help</p>
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**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
		<input type="checkbox"/> Some movement/dance activity done at least weekly (e.g., marching or moving to music; acting out movements to songs or rhymes; children given scarves and encouraged to dance to music)		and popular music; music characteristics of different cultures; some songs sung in different languages)		children hear different tones)#  <input type="checkbox"/> Creativity is encouraged with music activities (e.g., children asked to make up new words to songs; individual dance encouraged)

- ROBES:** How do you handle music with the children?
- 3.2 How often do you do music activities with the children?
- 3.3 Do children ever do movement or dance activities? About how often is this done?
- 1.2 What kinds of music do you use with the children?
- 1.2 Do you ever do special music activities?
- 1.3 Are there any opportunities for children to do music activities in their own way?

1.1 To give credit for “many,” there must be enough musical instruments for at least half of the children to use at once *plus* some music to listen to, such as a tape player with tapes or music on a computer program that has extensive musical content, e.g. complete songs, and/or passages of music. Do not give credit for very short musical sound patterns on the computer, as found in many computer games. Dance props must be accompanied by something that makes music such as a recorded music, child-created music, or adult created music. For a tape player to be considered accessible in a group of older children (majority of children are 4 years and older) children should be able to use the tapes independently, but in younger groups help may be needed from the teacher. The “many” music materials must be “accessible” for at least 30 minutes daily to give credit for this indicator.

1.2 For this indicator, “occasionally” means at least 3-4 times per year.

**ITEM #21:**  
Blocks are materials suitable for building sizeable structures. Types of blocks are **unit blocks** (wooden or plastic, including shapes such as

<input type="checkbox"/> Few blocks are accessible for children’s play	<input type="checkbox"/> Enough blocks and accessories† are accessible for at least two children to build independent structures at the same time (e.g., toy people, animals, vehicles, and road signs)	<input type="checkbox"/> Enough space, blocks and accessories are accessible for three or more children to build at the same time#	<input type="checkbox"/> At least two types of blocks and a variety of accessories accessible daily (e.g., large and small; homemade and commercial)
	<input type="checkbox"/> Some clear floor space used for block play	<input type="checkbox"/> Blocks and accessories are organized according to type	<input type="checkbox"/> Blocks and accessories are stored on open, labeled shelves (e.g., labeled with picture or outline of blocks)
	<input type="checkbox"/> Blocks and accessories	<input type="checkbox"/> Special block area set aside out of traffic, with storage and suitable	

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
		accessible for daily use		building surface (e.g., flat rug or other steady surface)#		3 <input type="checkbox"/> Some block play available outdoors
				4 <input type="checkbox"/> Block area accessible for play for a substantial portion of the day#		

**ROBES:** 3.3 How often is block play available? About how long are the blocks available for play?

7.3 Do the children play with blocks outdoors?

- 1.1 This indicator requires enough blocks for 3 children to build sizable structures independently. Observe how the space is used. No square footage is required. If you don't observe children using this area then imagine how it would be used based on the size of the blocks/children. Also consider age and ability of children.
- 1.3 The block area may include other types of small blocks rated under Item 19, in addition to blocks, and still be given credit for being a special block area. Credit cannot be given if other materials, such as other find motor toys, art materials, pretend play materials, carpentry tools, etc. are included with the blocks.
- 1.4 If two or more block areas are considered in calculating accessibility for a substantial part of the day, all block areas must meet requirements of 5.1-5.3 to be counted. The other block area may be outdoors or in another indoor space.

**ITEM #23**  
Materials that can easily be poured, such as rice, lentils, bird seed, and cornmeal may be substituted for sand. Sand or sand substitute must be available in sufficient quantities.

**SAND/WATER**

1 <input type="checkbox"/> No provision for sand <i>or</i> water play, outdoors <i>or</i> indoors#	1 <input type="checkbox"/> Some provision for sand <i>or</i> water play accessible either outdoors <i>or</i> indoors#	1 <input type="checkbox"/> Provision for sand <i>and</i> water play (either outdoors <i>or</i> indoors)	1 <input type="checkbox"/> Provision for sand <i>and</i> water play, <i>both</i> indoors <i>and</i> outdoors (weather permitting)#
2 <input type="checkbox"/> No toys to use for sand <i>or</i> water play	2 <input type="checkbox"/> Some sand/water toys accessible	2 <input type="checkbox"/> Variety of toys accessible for play (e.g., containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks)#	2 <input type="checkbox"/> Different activities done with sand and water (e.g., bubbles added to water, material in sand table changed, i.e., rice substituted for sand)
		3 <input type="checkbox"/> Sand <i>or</i> water play available to children for at least 1 hour daily	

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

**ROBES:** 3.1 Do you use sand or water with the children? How is this handled? About how often? Where is this available?

3.2 Are there any toys for children to use with sand or water play? Please describe them.

7.2 Do you change the activities children do with sand and water?

- .1 “Provision” for sand and water requires action on the part of staff to provide appropriate materials for such play. Allowing children to play in puddles or dig in the dirt on the playground does not meet the requirements of this item.
- .1 Each room does not have to have its own sand and water table, but must be able to use a sand and water table regularly if it is shared with another room.
- .2 For “variety,” consider the *differences among the toys* that children can use. Variety is represented in toy characteristics, such as use, size, transparency level, shape, color, and these types of properties should be considered, but *use* of the toys is of prime important in making a scoring decision. If there are duplicates of one toy (e.g., many spoons), then the requirements for variety are not met. Variety in toys does not have to be provided all at one time-variety can be provided through regular rotation of toys. If teacher reports that toys are rotated, ask to see the other toys, and find out how they are rotated. If both sand and water are accessible, variety in toys must be provided for both, but the same toys can be used to meet the requirement. *Number* of toys accessible for play is also considered when determining “variety.” For example, when fewer children use the toys at one time.
- .1 Separate provisions for indoor use and outdoor use must be provided to give credit for this indicator. Giving credit can not depend on a teacher’s moving one provision (e.g., a sand/water table) from indoors to outdoors every day.

**ITEMS:**

**Housekeeping** (e.g., dolls, child-sized furniture, dress-up, kitchen utensils);  
**DRAMATIC PLAY#**  
*different kinds of work* (e.g., office, construction, farm

1  No materials or equipment accessible for dress up or dramatic play

- 1  Some dramatic play materials and furniture accessible, so children can act out family roles themselves (e.g., *dress-up clothes, housekeeping props, dolls*)
- 2  Materials are accessible for at least 1 hour daily
- 3  Separate storage of dramatic play materials

- 1  Many dramatic play materials accessible, including dress-up clothes#
- 2  Materials accessible for a substantial portion of the day#
- 3  Props for at least two different themes accessible daily (e.g., *housekeeping and work*)#
- 4  Dramatic play area clearly defined, with space to play and organized storage#

- 1  Materials rotated for a variety of themes (e.g., *prop boxes for work, fantasy, and leisure themes*)
- 2  Props provided to represent diversity (e.g., *props representing various cultures; equipment used by people with disabilities*)#
- 3  Props provided for active dramatic play outdoors
- 4  Pictures, stories, and trips used to enrich dramatic

\*Notes continued on

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

②

④

⑥

reverse page.

play#

- ROBES:** 3.3 Where are the dramatic play materials stored?  
 7.1 Are there any other dramatic play props children can use? Please describe them.  
 7.3 Are props for dramatic play ever used outside or in a larger indoor space?  
 7.4 Is there anything you do to extend children's dramatic play?

Dramatic play is pretending or making believe. This type of play occurs when children act out roles themselves and when they manipulate figures such as small toy people in a doll house. Dramatic play is enhanced by props that encourage a variety of themes.

**ITEM #25:**  
 Nature/science includes categories of materials such as *collections of natural objects* (e.g., rocks, insects, seed pods), *living things* to care for and observe

**NATURE/SCIENCE**

1  No games, materials, or activities for nature/science accessible

- 1  Some developmentally appropriate games, materials, or activities from two nature/science categories accessible#
- 2  Materials accessible daily
- 3  Children encouraged to bring in natural things to share with others or add to collections (e.g., *bring fall leaves in from playground; bring in pet*)

- 1  Many developmentally appropriate games, materials, and activities from three categories accessible#
- 2  Materials are accessible for a substantial portion of the day
- 3  Nature/science materials are well organized and in good condition (e.g., *collections stored in separate containers, animals' cages clean*)
- 4  Everyday events used as a basis for learning about nature/science (e.g., *talking about the weather, observing insects or birds, discussing the change of seasons, blowing bubbles or flying kites on a windy day, watching snow melt and freeze*)#

- 1  Nature/science activities requiring more input from staff are offered at least once every 2 weeks (e.g., *cooking, simple experiments like measuring rainfall, field trips*)
- 2  Books, pictures, and/or audio/visual materials used to add information and extend children's hands-on experiences

\*Notes continued on

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

②

④

⑥

reverse page.

**ROBES:** 3.3 Do children bring in nature or science things to share? How do you handle this? 1.2 Do you use nature/science books or AV materials with the children? Please describe.  
 3.1 & 7.1 Can you give me some examples of nature/science activities you do with the children in addition to what I've seen? About how often are these activities done?

**ITEM #26:**  
 Examples of math/number materials are small objects to count, balance scales, rulers, number puzzles, magnetic numbers, number games such as

1  No math/number materials accessible  
 2  Math/number taught primarily through rote counting or worksheets

1  Some developmentally appropriate math/number materials accessible#  
 2  Materials accessible daily

1  Many developmentally appropriate materials of various types accessible (e.g., materials for counting, measuring, learning shape and size)#  
 2  Materials are accessible for a substantial portion of the day  
 3  Materials are well organized and in good condition (e.g., sorted by type, all pieces needed for games stored together)  
 4  Daily activities used to promote math/number learning (e.g., setting table, counting while climbing steps, using timers to take turns)#

1  Math/number activities requiring more input from staff are offered at least every 2 weeks (e.g., making a chart to compare children's height, counting and recording number of birds at bird feeder)  
 2  Materials are rotated to maintain interest (e.g., teddy bear counters replaced by dinosaur counters, different objects to weigh)

\*Notes continued on reverse page.

**PROBES:**  
 3.1 & 7.1 Could you give me some examples of math activities you do with the children in addition to what I've seen? 1.2 Are there any other math materials used with the children? How is this handled?

Materials for math/number help children to experience counting, measuring, comparing quantities, and recognizing shapes, and to become familiar with written numbers.

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**ITEM #27:**  
 \*If neither TV, video, nor computer is used, score the Item NA (Not Applicable). You must apply the use of TV and computers as they are often shared by several

**Inadequate**

①

- 1  Materials used are not developmentally appropriate (e.g., violent or sexually explicit content, frightening characters or stories, computer game too difficult)#
- 2  No alternative activity is allowed while TV/computer is being used (e.g., all children must watch video program at same time)

**Minimal**

②

③

- 1  All materials used are nonviolent and culturally sensitive #
- 2  Alternative activities accessible while TV/computer is being used
- 3  Time children allowed to use TV/video or computer is limited (e.g., TV/videos limited to one hour daily in full-day program; computer turns limited to 20 minutes daily)#

**Good**

④

⑤

- 1  Materials used are limited to those considered "good for children" (e.g., Sesame Street, educational video and computer games, but not most cartoons)
- 2  Computer used as one of many free choice activities  
**NA permitted**
- 3  Most of the materials encourage active involvement (e.g., children can dance, sing, or exercise to video; computer software encourages children to think and make decisions)
- 4  Staff are actively involved in use of TV, video, or computer (e.g., watch and discuss video with children; do activity suggested in educational TV program; help child learn to use computer program)

**Excellent**

⑥

⑦

- 1  Some of the computer software encourages creativity (e.g., creative drawing or painting program, opportunities to solve problems in computer game)  
**NA permitted**
- 2  Materials used to support and extend classroom themes and activities (e.g., CD ROM or video on insects adds information on nature theme; video on farms prepares children for field trip)

\*Notes continued on reverse page.

**PROBES:**

Are TV, videos, or computers used with the children? How are they used?

1.1, 3.1, 5.1, 7.1 How do you choose the TV, video, or computer materials to use with the children?

1.2 Are other activities available to children while TV or videos are used?

1.3 How often are TV, video, or computers used with the children? For what length of time are these available?

1.3 Do any of the materials encourage active involvement by the children? Please give some examples.

1.2 Do you use TV, video, or the computer related to topics or themes in the classroom? Please explain.

**ITEM #28:**

1  No racial or cultural diversity visible

1  Some racial and cultural

1  Many books, pictures and

1  Inclusion of diversity is

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**PROMOTING ACCEPTANCE OF DIVERSITY**

Inadequate ①	②	Minimal ③	④	Good ⑤	⑥	Excellent ⑦
<p>in materials (e.g., all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent)#</p> <p><sup>2</sup> <input type="checkbox"/> Materials present only stereotypes of races, cultures, ages, abilities, and gender</p> <p><sup>3</sup> <input type="checkbox"/> Staff demonstrate prejudice against others (e.g., against child or other adult from different race or cultural group, against person with disability)#</p>		<p>diversity visible in materials (e.g., multi-racial or multi-cultural dolls, books, or bulletin board pictures, music tapes from many cultures; in bilingual areas some materials accessible in children's primary language)</p> <p><sup>2</sup> <input type="checkbox"/> Materials show diversity (e.g., different races, cultures, ages, abilities, or gender) in a positive way#</p> <p><sup>3</sup> <input type="checkbox"/> Staff intervene appropriately to counteract prejudice shown by children or other adults (e.g., discuss similarities and differences; establish rules for fair treatment of others), or no prejudice is shown</p>		<p>materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles (e.g., both historical and current images; males and females shown doing many different types of work including traditional and non-traditional roles)#</p> <p><sup>2</sup> <input type="checkbox"/> Some props representing various cultures included for use in dramatic play (e.g., dolls of different races, ethnic clothing, cooking and eating utensils from various cultural groups)#</p>		<p>part of daily routines and play activities (e.g., ethnic foods are a regular part of meals/snacks; music tapes and songs from different cultures included at music time)</p> <p><sup>2</sup> <input type="checkbox"/> Activities included to promote understanding and acceptance of diversity (e.g., parents encouraged to share family customs with children; many cultures represented in holiday celebration)</p>

\*Notes continued on reverse page.

**ROBES:** 3.1 Could you give me examples of the types of music you use with the children?

3.2 Are any activities used to help children understand the variety of people in our country and in the world? Please give some examples.

3.3 What do you do if a child or adult shows prejudice?

**ITEM #29:  
SUPERVISION OF GROSS MOTOR**

<p><sup>1</sup> <input type="checkbox"/> Inadequate supervision provided in gross motor area to protect children's health and safety (e.g., children left unattended even for</p>	<p><sup>1</sup> <input type="checkbox"/> Supervision is adequate to protect children's health and safety (e.g., enough staff present to</p>	<p><sup>1</sup> <input type="checkbox"/> Staff act to prevent dangerous situations before they occur (e.g., remove broken toys or</p>	<p><sup>1</sup> <input type="checkbox"/> Staff talk with children about ideas related to their play (e.g., bring in concepts such as near-far,</p>
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**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

*short period of time; not enough adults to watch children in area; staff do not pay attention to children)#*

- <sup>2</sup>  Most staff-child interaction is negative (e.g., staff seem angry; punitive and overly controlling atmosphere)

**Minimal**

②

*watch children in area; staff positioned to see all areas; staff move around as needed; intervene when problem occurs)*

- <sup>2</sup>  Some positive staff-child interaction (e.g., comfort child who is upset or hurt; show appreciation of new skill; pleasant tone of voice)

③

④

**Good**

⑤

*other dangers prior to children's use; stop rough play before children get hurt)*

- <sup>2</sup>  Most staff-child interactions are pleasant and helpful
- <sup>3</sup>  Staff assist children to develop skills needed to use equipment (e.g., help children to pump on swing; help child with disabilities use adaptive pedals on tricycle)

⑥

**Excellent**

⑦

*fast-slow for younger children; ask children to tell about building project or dramatic play)*

- <sup>2</sup>  Staff help with resources to enhance play (e.g., help set up obstacle course for tricycles)
- <sup>3</sup>  Staff help children develop positive social interactions (e.g., help children to take turns on popular equipment; provide equipment that encourages cooperation such as a two-person rocking boat, walkie-talkie communication devices)

**ACTIVITIES**

**ROBES:** Could you describe how staff supervise children during gross motor activities and outdoor play?

5.3 What happens when children have difficulty using equipment?

.1 The example in this indicator (of children being left unattended even for a short period of time) means that *no* adult is present to supervise children.

**ITEM #30:**

**GENERAL SUPERVISION OF CHILDREN (OTHER THAN GROSS MOTOR)**

- <sup>1</sup>  Inadequate supervision of children (e.g., staff leave children unsupervised; children's safety not protected; staff attend mainly to other tasks)
- <sup>2</sup>  Most supervision is punitive or overly controlling (e.g., yelling, belittling children, constant "No's")

- <sup>1</sup>  Sufficient supervision to protect children's safety
- <sup>2</sup>  Attention given to cleanliness and to prevent inappropriate use of materials (e.g., messy science table cleaned up; child stopped from emptying whole glue bottle)

- <sup>1</sup>  Careful supervision of all children adjusted appropriately for different ages and abilities (e.g., younger or more impulsive children supervised more closely)
- <sup>2</sup>  Staff give children help and encouragement when needed (e.g., help child who is wandering get

- <sup>1</sup>  Staff talk to children about ideas related to their play, asking questions and adding information to extend children's thinking
- <sup>2</sup>  A balance is maintained between the child's need to explore independently and staff input into learning (e.g., child allowed to complete

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

②

④

⑥

**ITEM #31:  
DISCIPLINE**

- 1  Children are controlled with severe methods (*e.g., spanking, shouting, confining children for long periods, or withholding food*)
- 2  Discipline is so lax that there is little order or control
- 3  Expectations for behavior are largely inappropriate for age and developmental level of children (*e.g., everyone must be quiet at meals; children must wait quietly for long periods of time*)

3  Most supervision is non-punitive, and control is exercised in a reasonable way

- 1  Staff do not use physical punishment or severe methods
- 2  Staff usually maintain enough control to prevent children from hurting one another

3  Expectations for behavior are largely appropriate for age and developmental level of children

*involved in play, help child complete puzzle)*

- 3  Staff show awareness of the whole group even when working with one child or a small group (*e.g., staff frequently scan room when working with one child, make sure area not visible is supervised by other staff*)
- 4  Staff show appreciation of children's efforts and accomplishments

1  Staff use non-punitive discipline methods effectively (*e.g., giving attention for positive behaviors; redirecting child from unacceptable to acceptable activity*)

2  Program is set up to avoid conflict and promote age-appropriate interaction (*e.g., duplicate toys accessible; child with favorite toy given protected play place*)

3  Staff react consistently to children's behavior (*e.g., different staff apply same rules and use same methods; basic rules*)

*painting before being asked to talk about it; child allowed to discover that his/her block building is unbalanced when it falls)*

1  Staff actively involve children in solving their conflicts and problems (*e.g., help children talk about problems and think of solutions; sensitize children to feelings of others*)

2  Staff use activities to help children understand social skills (*e.g., use storybooks and group discussions with children to work through common conflicts*)

3  Staff seek advice from other professionals concerning behavior problems#

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

②

**Minimal**

③

④

**Good**

⑤

⑥

**Excellent**

⑦

*followed with all children)#*

- ROBES:** 1.1 Do you ever find it necessary to use strict discipline? Please describe the methods you use. 1.2 Do you use activities with the children that encourage them to get along well with each other? 1.3 What do you do if a child has a very difficult behavior problem?

- 1.3 There needs to be general consistency among staff members in the way they handle different situations and children. This does not mean that there can be no flexibility. Basic rules for positive social interaction in a group, such as no hitting or hurting, respect for others and for materials, should always be followed. A specialized program may be needed to help a child with a disability follow basic classroom rules.
- 1.3 In most cases “other professionals” means someone from outside the program who specializes in the area of concern. In a few cases, a program staff member can count as the “other professional” if the person has educational qualifications that go beyond those of a typical child care staff member.

**ITEM #32:  
STAFF-CHILD  
INTERACTIONS#**

<p>1 <input type="checkbox"/> Staff members are not responsive to or not involved with children (<i>e.g., ignore children, staff seem distant or cold</i>)</p> <p>2 <input type="checkbox"/> Interactions are unpleasant (<i>e.g., voices sound strained and irritable</i>)</p> <p>3 <input type="checkbox"/> Physical contact used principally for control (<i>e.g., hurrying children along</i>) or inappropriately (<i>e.g., unwanted hugs or tickling</i>)</p>	<p>1 <input type="checkbox"/> Staff usually respond to children in a warm, supportive manner (<i>e.g., staff and children seem relaxed, voices cheerful, frequent smiling</i>)</p> <p>2 <input type="checkbox"/> Few, if any, unpleasant interactions</p>	<p>1 <input type="checkbox"/> Staff show warmth through appropriate physical contact (<i>e.g., pat child on the back, return child's hug</i>)</p> <p>2 <input type="checkbox"/> Staff show respect for children (<i>e.g., listen attentively, make eye contact, treat children fairly, do not discriminate</i>)</p> <p>3 <input type="checkbox"/> Staff respond sympathetically to help children who are upset, hurt or angry#</p>	<p>1 <input type="checkbox"/> Staff seem to enjoy being with the children</p> <p>2 <input type="checkbox"/> Staff encourage the development of mutual respect between children and adults (<i>e.g., staff wait until children finish asking questions before answering; encourage children in a polite way to listen when adults speak</i>)</p>
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While the indicators for quality in this item generally hold true across a diversity of cultures and individuals, the ways in which they are expressed may differ. For example, direct eye contact in some cultures is a sign of respect, in others, a sign of disrespect. Similarly, some individuals are more likely to smile and be demonstrative than others. However, the requirements of the indicators must be met, although there can be some variation in the way this is done.

- 1.3 Sympathetic response means that staff notice and validate a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or impatience. The feelings should be accepted although inappropriate behaviors, such as hitting or throwing things, should not be allowed. A sympathetic response should be provided in most, but not necessarily all, cases. If children are able to solve minor problems themselves, then teacher response is not needed. The observer needs to get an

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

**Good**

⑤

**Excellent**

⑦

overall impression of response of the staff. If minor problems persist and are ignored or if staff responds in an unsympathetic manner, give no credit for this indicator.

**ITEM #33:  
INTERACTIONS  
AMONG  
CHILDREN**

- 1  Interaction among children (peers) not encouraged (e.g., *talking with peers discouraged, few opportunities for children to choose own playmates*)
- 2  Little or no staff guidance for positive peer interaction
- 3  Little or no positive peer interaction (e.g., *teasing, bickering, fighting are common*)

- 1  Peer interaction encouraged (e.g., *children allowed to move freely so natural groupings and interactions can occur*)
- 2  Staff stop negative and hurtful peer interactions (e.g., *stop name calling, fighting*)
- 3  Some positive peer interaction occurs

- 1  Staff model good social skills (e.g., *are kind to others, listen, empathize, cooperate*)
- 2  Staff help children develop appropriate social behavior with peers (e.g., *help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others*)

- 1  Peer interactions usually positive (e.g., *older children often cooperate and share; children generally play well together without fighting*)
- 2  Staff provide some opportunities for children to work together to complete a task (e.g., *a group of children work to cover a large mural paper with many drawings; make a soup with many ingredients; cooperate to bring chairs to table*)

**ROBE: 7.2** Are there any activities you use that encourage children to work together? Could you give me some examples?

**ITEM #34:  
SCHEDULE**

- 1  Schedule is *either* too rigid, leaving no time for individual interests, *or* too flexible (chaotic), lacking a dependable sequence of daily events#

- 1  Basic daily schedule exists that is familiar to children (e.g., *routines and activities occur in relatively the same sequence most days*)
- 2  Written schedule is posted in room and relates generally to what occurs#
- 3  At least one indoor and one outdoor play period (weather permitting) occurs daily
- 4  Both gross motor and

- 1  Schedule provides balance of structure and flexibility (e.g., *regularly scheduled outdoor play period may be lengthened in good weather*)
- 2  A variety of play activities occur each day, some teacher directed and some child initiated
- 3  A substantial portion of the day is used for play activities
- 4  No long period of

- 1  Smooth transitions between daily events (e.g., *materials ready for next activity before current activity ends; most transitions handled a few children at a time rather than whole group*)
- 2  Variations made in schedule to meet individual needs (e.g., *shorter story time for child with short attention span; child working on project allowed to continue past scheduled time; slow eater may*)

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

**Minimal**

③

less active play occur daily

**Good**

⑤

waiting during transitions between daily events#

**Excellent**

⑦

*finish at own pace)*

- ROBES:** 3.2-3.3 If outdoor play is not on the schedule and you do not observe it, you must ask whether the schedule includes an outdoor play period.
- 3.4 If you only observe one type of play, ask if the other occurs.
- 7.2 If you saw no evidence of variations in schedule ask: Do you vary the schedule to meet individual needs such as feeding a hungry child early or allowing a tired child to rest before the whole group has a nap?

- 1.1 Daily events refer to time for indoor and outdoor play activities as well as routines such as meals/snacks, nap/rest, and greeting/departing.
- 1.2 The written schedule need not be followed to the minute. The intent of this indicator is that the general sequence of events is being followed. Schedule must be posted in the room to get credit. Outside the door is not sufficient since schedules must be accessible to substitutes and new staff.
- 1.4 “Long period of waiting” means waiting without any activity for three minutes or more, (e.g., running around aimlessly, whole group sitting at tables waiting for lunch, waiting in line to go out or to use the bathroom). Note that this indicator refers to waiting between transitions from one activity to another, rather than waiting within any activity.

**ITEM #35:  
FREE PLAY**

- 1  *Either* little opportunity for free play or much of day spent in unsupervised free play
- 2  Inadequate toys, games, and equipment provided for children to use in free play

- 1  Some free play occurs daily indoors *and* outdoors, weather permitting
- 2  Supervision provided to protect children’s health and safety#
- 3  Some toys, games, and equipment accessible for children to use in free play

- 1  Free play occurs for a substantial portion of the day both indoors and outdoors (e.g., several free play periods scheduled daily)
- 2  Supervision provided to facilitate children’s play (e.g., staff help children get materials they need; help children use materials that are hard to manage)
- 3  Ample and varied toys, games, and equipment provided for free play

- 1  Supervision used as an educational interaction (e.g., staff help children think through solutions to conflicts, encourage children to talk about activities, introduce concepts in relation to play)
- 2  New materials/ experiences for free play added periodically (e.g., materials rotated; activities added in response to children’s interests)

**PROBES:**

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**Inadequate**

①

②

**Minimal**

③

④

**Good**

⑤

⑥

**Excellent**

⑦

Could you describe any free play opportunities the children might have? When and where do these occur? What can children play with?

Are new free play materials/experiences ever added/changed? If so, ask: How often?

Child is permitted to select materials and companions, and as far as possible manage play independently. Adult interaction is in response to child's needs. Situations in which children are assigned to centers by staff or staff select the materials that individual children may use do not count as free play.

Ensuring that health and safety requirements are met occurs in "Toileting/diapering", "Meals/snacks" and "Health practices" in "Space for gross motor play" and "Safety practices." This indicator, as part of the "Free play" item, is to ensure that children are supervised to minimize major hazards to children's health and safety (e.g., children are supervised so that they do not play with matches or swallow poisons, etc.). Do not score *No* unless supervision during free play is extremely lax.

**ITEM #36:**

**GROUP TIME**

Children kept together as whole group most of the day (e.g., all do same art project, have story read to them, listen to records, use bathroom at the same time)

Very few opportunities for staff to interact with individual children or small groups#

Some play activities done in small groups or individually

Some opportunity for children to be a part of self-selected small groups

Whole-group gatherings† limited to short periods, suited to age and individual needs of children#

Many play activities done in small groups or individually

Some routines done in small groups or individually

Different groupings provide a change of pace throughout the day

Staff engage in educational interaction with small groups and individual children as well as with the whole group (e.g., read story, help small group with cooking or science activity)#

Many opportunities for children to be a part of self-selected small groups

The definition of small groups may change with the age and individual needs of the children. For typically developing 2- and 3-year-olds, a suitable small group might be three-to-five children, whereas for 4- and 5-year-olds, five-to-eight children might be manageable.

Whole-group gatherings may not be suitable for children under 3½ years of age or some children with special needs. If this is the case, no group gatherings are required for a 5, and credit should be given for this indicator. One way to determine whether the whole-group gathering is suitable is whether the children remain interested and involved.

To give credit for this indicator, the assessor must observe to get a general impression of what the children experience. One staff might be stronger in educational interaction than another, but if the stronger teacher is strong enough, credit can be given.

**ITEM #37:**

**PROVISIONS FOR**

No attempt by staff to assess children's needs or find out about available assessments

Staff have information from available assessments

Staff follow through with activities and interactions recommended by other

Most of the professional intervention is carried out within the regular

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

**CHILDREN WITH DISABILITIES**  
 # This item should be used only if a child with an identified disability is included in the program. Otherwise, score this item NA.

Inadequate ①	Minimal ②      ③	Good ④      ⑤	Excellent ⑥      ⑦
2 <input type="checkbox"/> No attempt to meet children's special needs (e.g., needed modifications not made in teacher interaction, physical environment, program activities, schedule)  3 <input type="checkbox"/> No involvement of parents in helping staff understand children's needs or in setting goals for the children  4 <input type="checkbox"/> Very little involvement of children with disabilities with the rest of the group (e.g., children do not eat at same table; wander and do not participate in activities)	2 <input type="checkbox"/> Minor modifications made to meet the needs of children with disabilities#  3 <input type="checkbox"/> Some involvement of parents and classroom staff in setting goals (e.g., parents and teachers attend IEP or IFSP meetings)  4 <input type="checkbox"/> Some involvement of children with disabilities in the ongoing activities with the other children	professionals (e.g., medical doctors, educators) to help children meet identified goals  2 <input type="checkbox"/> Modifications made in environment, program, and schedule so that children can participate in many activities with others  3 <input type="checkbox"/> Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working	activities of the classroom  2 <input type="checkbox"/> Children with disabilities are integrated into the group and participate in most activities  3 <input type="checkbox"/> Staff contribute to individual assessments and intervention plans

<b>ROBES:</b>	Could you describe how you try to meet the needs of the children with disabilities in your group?	.3, 3.3, 5.3	Are you and the children's parents involved in helping to decide how to meet the children's needs? Please describe.
1.1, 3.1	Do you have any information from assessments on the children? How is it used?	.1, 7.1	How are intervention services such as therapy handled?
1.2, 3.2, 5.2	Do you need to do anything special to meet the needs of the children? Please describe what you do.	.3	Are you involved in the children's assessments or in the development of intervention plans? What is your role?

Score if two or more staff work with the group being observed, even if they work with the same group at different times. Score this item NA if there is only one staff with group.

2 Minor modifications may include limited changes in the environment (such as a ramp) to allow the children to attend, or a therapist who visits the program to work with the children periodically.

<b>ITEM #38:</b> <b>PROVISIONS FOR PARENTS</b>	1 <input type="checkbox"/> No information concerning program given to parents in writing.	1 <input type="checkbox"/> Parents given administrative information about program in writing (e.g., fees, hours of service, health rules for	1 <input type="checkbox"/> Parents urged to observe in child's group prior to enrollment.	1 <input type="checkbox"/> Parents asked for an evaluation of the program annually (e.g., parent questionnaires, group evaluation meetings).
	2 <input type="checkbox"/> Parents discouraged from observing or being involved in children's		2 <input type="checkbox"/> Parents made aware of philosophy and	

**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

Inadequate ①	Minimal ②	Good ③	Good ④	Excellent ⑤	Excellent ⑥	Excellent ⑦
programs.	<p>attendance).</p> <p><input type="checkbox"/> Some sharing of child-related information between parents and staff (e.g., informal communication; parent conferences only upon request; some parenting materials).</p> <p><input type="checkbox"/> Some possibilities for parents and family members to be involved in children's program.</p> <p><input type="checkbox"/> Interactions between family members and staff are generally respectful and positive.</p>	<p>approaches practiced (e.g., parent handbook, discipline policy, descriptions of activities).</p> <p><input type="checkbox"/> Much sharing of child-related information between parents and staff (e.g., frequent information communication; periodic conferences for all children; parent meetings, newsletters, parenting information available).</p> <p><input type="checkbox"/> Variety of alternatives used to encourage family involvement in children's programs (e.g., bring birthday treat, eat lunch with child, attend family pot luck).</p>	<p><input type="checkbox"/> Parents referred to other professionals when needed (e.g., for special parenting help, for health concerns about child).</p> <p><input type="checkbox"/> Parents involved in decision making roles in program along with staff (e.g., parent representatives on board).</p>			

**PROBES:**

- 1.1, 3.1 Is any written information about the program given to parents? What is included in this information?
- 1.2, 3.3, 5.4 Are there any ways that parents can be involved in their child's classroom? Please give some examples.
- 3.2, 5.3 Do you and the parents ever share information about the children? How is this done?
- 3.4 What is your relationship with the parents usually like?

- 1.1 Are parents able to visit the class before their child is enrolled? How is this handled?
- 1.1 Do parents take part in evaluating the program? How is this done? About how often?
- 1.2 What do you do when parents seem to be having difficulties? Do you refer them to other professionals for help?
- 1.3 Do parents take part in making decisions about the program? How is this handled?

**LITERACY ACTIVITIES**

**INTERVIEWER:** THE FOLLOWING ITEMS ASSESS THE CLASSROOM'S OVERALL LITERACY ENVIRONMENT. WHEN ANSWERING QUESTIONS THAT REFER TO ADULTS, PLEASE CONSIDER ALL ADULTS WHO WERE PRESENT IN THE CLASSROOM, INCLUDING LEAD AND ASSISTANT TEACHERS, TEACHERS' AIDES, PARENTS, AND VOLUNTEERS, AND CONSIDER ALL CHILDREN WHO WERE PRESENT.

1. HOW MANY FULL-GROUP BOOK-READING SESSIONS DID YOU OBSERVE?

0	1	2	3	4	5+
00	01	02	03	04	05

2. WHAT WAS THE TOTAL NUMBER OF MINUTES SPENT ON FULL-GROUP BOOK-READING?

ELLCO	0-5	5-10	10-15	15-20	20+
	01	02	03	04	05

3. WHAT WAS THE TOTAL NUMBER OF BOOKS READ DURING THE FULL-GROUP BOOK-READING SESSION(S)?

ELLCO	0	1	2	3	4	5+
	00	01	02	03	04	05

4. HOW MANY ONE-TO-ONE BOOK-READING AND/OR SMALL-GROUP BOOK-READING SESSIONS DID YOU OBSERVE?

ELLCO	0	1	2	3	4	5+
	00	01	02	03	04	05

5. WHAT WAS THE TOTAL NUMBER OF MINUTES SPENT ON ONE-TO-ONE AND/OR SMALL-GROUP BOOK-READING?

ELLCO	0-5	5-10	10-15	15-20	20+
	01	02	03	04	05

6. WHAT WAS THE TOTAL NUMBER OF BOOKS READ DURING THE ONE-TO-ONE AND/OR SMALL-GROUP BOOK-READING SESSION(S)?

ELLCO
-------

7. IS TIME SET ASIDE FOR CHILDREN TO LOOK AT BOOKS ALONE OR WITH A FRIEND?

ELLCO
-------

YES..... 01  
NO ..... 00

8. DID YOU SEE CHILDREN INCLUDE WRITING IN THEIR PLAY?

ELLCO
-------

**INTERVIEWER: ..... THIS ITEM MAY INCLUDE CHILDREN WRITING OR SCRIBBLING AS PART OF AN ART ACTIVITY OR DRAMATIC PLAY ACTIVITY OR WHILE USING BLOCKS OR MANIPULATIVES. DO NOT INCLUDE COLORING IN A BOOK OR COLORING AS AN ART ACTIVITY.**

YES..... 01 → (CODE 9=01 AS WELL)  
NO..... 00

9. DID YOU SEE CHILDREN ATTEMPTING TO WRITE LETTERS OR WORDS?

ELLCO
-------

**INTERVIEWER: ..... WRITING INCLUDES HOLDING WRITING UTENSIL (E.G., CRAYON, MARKER, PENCIL, PEN) AND MAKING CONTACT WITH PAPER IN A WAY THAT RESEMBLES WRITING, TRYING TO WRITE (HIS/HER) NAME, DRAWING SHAPES IN A WAY THAT**

**RESEMBLES WORDS AND/OR LETTERS; THESE ATTEMPTS MAY INCLUDE SCRIBBLING, BUT THE SCRIBBLING MUST BE INTENTIONAL AND THE CHILD SHOULD INDICATE WHAT HE OR SHE WROTE OR INTENDED TO WRITE.**

ELLCO

YES .....01

NO .....00

10. HOW MANY TIMES DID YOU SEE AN ADULT HELP A CHILD WRITE?

**FOCUS CHILD ACTIVITIES**

**INTERVIEWER: THE NEXT ITEMS ASSESS THE *FOCUS CHILD'S* ACTIVITIES. ONLY CONSIDER THE FOCUS CHILD WHEN ANSWERING QUESTIONS. PLEASE CONSIDER ALL ADULTS WHO WERE PRESENT IN THE CLASSROOM, INCLUDING LEAD AND ASSISTANT TEACHERS, TEACHERS' AIDES, PARENTS, AND VOLUNTEERS WHEN ANSWERING QUESTIONS THAT REFER TO ADULTS.**

1. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS CHILD SPENT ATTEMPTING TO WRITE LETTERS OR WORDS?

**INTERVIEWER: WRITING INCLUDES HOLDING A WRITING UTENSIL (E.G., CRAYON, MARKER, PENCIL OR PEN) AND MAKING CONTACT WITH PAPER IN A WAY THAT RESEMBLES WRITING, TRYING TO WRITE (HIS/HER) NAME, DRAWING SHAPES IN A**

11. DID AN ADULT MODEL WRITING?

ELLCO

YES..... 01

NO .....00

**WAY THAT RESEMBLES WORDS AND/OR LETTERS; THESE ATTEMPTS MAY INCLUDE SCRIBBLING, BUT THE SCRIBBLING MUST BE INTENTIONAL AND THE CHILD SHOULD INDICATE WHAT HE OR SHE WROTE OR INTENDED TO WRITE.**

0-5	5-10	10-15	15-20	20+
01	02	03	04	05

2. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS CHILD ENGAGED IN A READING ACTIVITY?

**INTERVIEWER: READING ACTIVITIES INCLUDE LOOKING THROUGH A BOOK, TELLING ANOTHER ADULT OR CHILD THE STORY WHILE FLIPPING THROUGH A BOOK, PLAYING A COMPUTER GAME THAT INVOLVES WORDS OR LETTERS, PARTICIPATING IN A FULL-GROUP, SMALL-**

**GROUP, OR ONE-TO-ONE BOOK-READING  
SESSION WITH AN ADULT.**

0-5   5-10   10-15   15-20   20+
01      02      03      04      05

3. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS CHILD SPENT WATCHING TV?

0-5   5-10   10-15   15-20   20+
01      02      03      04      05

4. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS CHILD SPENT WANDERING AIMLESSLY?

5. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS CHILD SPENT UPSET OR CRYING?

6. WHAT WAS THE TOTAL NUMBER OF TIMES THE FOCUS CHILD BECAME UPSET OR CRIED?

7. WHAT WAS THE TOTAL NUMBER OF MINUTES THE FOCUS PROVIDER SPENT NOT INTERACTING WITH ANY CHILDREN?

**INTERVIEWER: THIS INCLUDES THE *FOCUS PROVIDER* AND *ALL CHILDREN WHO WERE PRESENT*. INCLUDE TIME SPENT WATCHING TV, TALKING ON TELEPHONE. DO NOT INCLUDE ROUTINE TASKS THAT ARE REQUIRED SUCH AS PREPARING MEALS FOR CHILDREN OR CLEANING UP AFTER THEM.**

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- 5.1 To assess whether indoor space is “ample,” consider the various activity areas as well as routine care areas. For example, look to see if the block or housekeeping allow plenty of free movement for children to play, as well as for storage and use of the materials and equipment needed in the area. Do not give credit for areas ample space if 2 activity areas are crowded, even if there is ample space for routines.
- 5.3 In order for the indoor space to be considered minimally acceptable, it must be accessible to children and adults with disabilities who are currently a part of the program. If no children or adults with disabilities are currently part of the program, score NA for indicator 3.5. For a score of 5, accessibility is required regardless of whether or not individuals with disabilities are involved in the program. Therefore only a score of N or Y is allowed for 5.3.
- 7.2 Doors to outside count as ventilation control only if they can be left open without posing a safety threat (for example, if they have a locking screen door or safety gate to keep children from leaving the room unattended).

To determine nutritional adequacy, refer to nutrition guidelines. Check menu for the week in addition to observing food served. An occasional instance of not meeting the guidelines--for example, cupcakes for a birthday party instead of the scheduled snack--should not affect the rating. If no menu is available, ask the teacher to describe meals/snacks served for the past week.

- Morning snacks for 3- to 5-year-olds should include two of the following four food components:

- ½ cup milk
- ½ ounce of lean meat, fish, or poultry (cooked lean meat without bone)
  - OR ½ ounce cheese
  - OR 1 egg
  - OR ¼ cup cooked dry beans or peas,
  - OR 2 tablespoons peanut butter
  - OR ½ ounce nuts and/or seeds
  - OR ¼ cup yogurt
- ½ cup juice (full strength) or fruit or vegetable
- ½ slice bread and/or cereal (whole grain or enriched) (1/3 cup cold/dry cereal or 1/4 cup hot/cooked cereal).

- Lunch or supper for 3- to 5-year-olds should include one of each of the following four food components:

- ¾ cup milk
- 1½ ounces of lean meat, fish, or poultry (lean meat without bone)

OR 1½ ounce cheese

- OR 1 egg
- OR ¾ cup cooked dry beans or peas,
- OR 3 tablespoons peanut butter
- OR ¾ ounce nuts and/or seeds\*\*

- ½ cup juice (full strength) or fruit or vegetable
- ½ slice bread or bread alternate (whole-grain or enriched)

\*\* (This portion of nuts or seeds can meet only one-half of the total serving of the meat/meat alternate requirement for lunch or supper. Nuts or seeds must be combined with another meat/meat alternative to fulfill the requirement. For determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked meat, poultry or fish).

Caution: Children under 5 are at the highest risk of choking. Any nuts and/or seeds must be served to them in a prepared food and be ground or finely chopped.

- † If sanitary conditions are usually maintained and if handwashing and other sanitary procedures are clearly a part of the program, credit can be given for 3.3 even if there is an occasional lapse in practice.
- ‡ Although staff may need to leave the table to assist with the meal, most of the time should be spent sitting with the children. It is not required that each table have a staff member. Some staff may help with serving, while others sit with children.

- 3.1 Adequate handwashing means that hands are washed thoroughly with soap and running water, and dried with a towel that is not shared, or hands are air dried with a blower. Since handwashing at mealtimes and after toileting is handled in other items, rate 3.1 based on all other handwashing required. Give credit for 3.1 only if you observe that hands are washed 75% of times when needed. Antiseptic waterless wash or wipes may be used when necessary, such as when wiping noses on the playground.
- 3.2 Examples for this indicator include:
- tissues available and used when necessary
  - same washcloth/towel not used for more than one child
  - children wash hands if soiled after outdoor play, messy activities
  - soap available and used
  - toothbrushes stored to avoid contamination
- 7.1 Score NA for programs open 6 hours or less per day.
- 7.2 If the “same sink” is used for both toothbrushing and toileting, without sanitizing.

- 3.2 Reading may be done in small groups or in larger groups depending on the ability of the children to attend to the story.
- 5.1 “Many” means at least 3 of each type.
- 5.1 A wide selection of books include: variety of topics; fantasy and factual information; stories about people, animals, and science; books that reflect different cultures and abilities. Note that all books do not have to be in the book area. They may be located in various areas of the room. Be sure to look for them. A “wide selection” means at least 20 books, but more might be required if there is a large group of children. *Approximately* 3-4 of each type (pictures count as a representation of disabilities), but this rule is flexible and there might be more or less of any category. However, each type must be represented.
- 5.2 Examples of additional language materials are posters and pictures, flannel board stories, picture card games, and recorded stories and songs.
- 5.4 Examples of appropriate materials and activities include simpler books read with younger children; large print materials for child with visual impairment; books in children’s primary language(s); rhyming games for older children. Violence or other frightening content in books and pictures is not appropriate for preschool/k children because they can’t distinguish between fantasy and reality. Older children are more likely to be able to handle this type of content. However, if there are any books accessible to children that show violence in a graphic or frightening way, or that glorify violence, then credit cannot be given for this indicator.
- 5.5 Informal reading must be observed at least once to get credit for this indicator.

- 1.2 “Individual expression” means that each child may select the subject matter and/or art medium, and carry out the work in his or her own way. A number of paintings, each of which is different because the children have not been asked to imitate a model or assigned a subject to paint, is considered “individual expression.”
- 3.1 In groups with children under 3 or with certain developmental delays, staff may bring out materials to make them accessible daily with close supervision for as long as there is interest. Some adaptations may be needed to make art materials accessible and usable for children with disabilities.
- 5.1 “Many” requires that some materials be accessible from at least 4 of the categories for a substantial portion of the day, and drawing materials are required as 1 of the 4.
- 5.2 Observe to see whether the children have access to the art materials and if they actually use them in their own creative way. You may also look at the art work displayed in the room. If you see many teacher directed projects displayed, and little individual work being done by the children during the observation, do not give credit for this indicator. If you are not sure, ask the teacher how often projects like those in the display are done. If projects that meet the requirements of 3.2 are used no more than once or twice a week, and you observe many instances of children using art materials in their own, creative way, you may give credit for this indicator, even if much of the work displayed is of the “project” variety. Additional questions such as, “How do you choose what to put on the bulletin board?” may also be helpful.

- 5.1 Dress-up clothes should include more than the high-heeled shoes, dresses, purses, and women's hats commonly found in a playhouse area. Two to three gender-specific examples of clothing worn by both men and women at work such as hardhats, transportation worker caps, and cowboy hats, as well as running shoes, clip-on ties, and jackets, and purses or flowery hats, should be included.
- 5.2 Consider materials both indoors and outdoor when calculating accessibility for a substantial portion of the day.
- 5.3 Consider small toys that children can pretend with, both indoors and outdoors, when scoring this indicator (e.g., small dolls, trucks, animals, etc.).
- 5.4 Organized storage means that materials of the same type (e.g., dolls, dress-ups, cooking props, food props, etc.) are generally stored together (e.g., in containers or in furniture). Storage does not have to be perfectly neat.
- 7.2 Consider dolls as props for this indicator.
- 7.3 The intent of this indicator is that children are provided a large enough space so that their dramatic play can be very active and noisy without disrupting other activities. A large indoor space such as a gymnasium or multi-purpose room may be substituted for the outdoor space. Structures (such as small houses, cars, or boats) and props for camping, cooking, work, transportation, or dress-up clothes may be available to the children.

- 3.1 Open-ended nature/science materials that children can explore in their own way are usually developmentally appropriate for a wide range of ages and abilities. Materials that require skills beyond the ability of individual children or that do not challenge children sufficiently are not developmentally appropriate. For example, having children fill in the height of the red line on a thermometer to tell hot from cold may be appropriate for kindergartners but not for 2-year-olds.
- 5.1 “Many” means *approximately* 3-5 of each type. However, this can vary, as long as each type is represented. In some cases you might give credit for more than 3-5 of one type and less than 3-5 of another. This will also depend on the ages and number of children in the group.
- 5.4 Must observe one example or see clear evidence, i.e., pictures, drawings.

- 3.1 Look around the room carefully to find math materials because they might not be organized into a corner. Developmentally appropriate math/number materials allow children to use concrete objects to experiment with quantity, size, and shape as they develop the concepts they need for the more abstract tasks required in later school, such as adding, subtracting, and completing paper and pencil math problems. Whether a material or activity is appropriate is based on the abilities and interests of the children. An occasional math worksheet offered to kindergartners who have many other concrete materials to manipulate may be developmentally appropriate for them, but not for 2- and 3-year-olds.
- 5.1 The types of materials (listed in the note for clarification in the book) are: “counting, measuring, comparing quantities, recognizing shares, becoming familiar with written number.” “Many” means approximately 3-5 of each type. However, this can vary, as long as most types are represented. In some cases you might give credit for more than 3-5 of one type and less than 3-5 of another. This will also depend on the ages and number of children in the group.
- 5.4 The intent of this indicator is for adults to link math and numbers to practical life events in the children’s daily schedule. Therefore, look for use of numbers during meals or getting ready for meals (such as setting the table), transition times, using a timer to take turns, counting who is absent, arriving/leaving, etc. Do not count play activities such as number games or computer games in determining the score for this indicator. “Number talk” or number experiences as part of practical life events should be observed *more than once* during the observation to give credit for this indicator.

- 1.1 & 3.1 To judge whether materials are non-violent and culturally sensitive, we need to consider the content of the materials. Unfortunately, many children's videos or TV programs contain violence and are therefore inappropriate even though they have been created for the children's market. This may include some natural wildlife productions and cartoons.
- 3.3 The intent of this indicator is to ensure that children participate in play in which they can actively be creative, imaginative, and have hands-on experiences with real materials rather than spending inordinate amount of time watching TV or playing computer games. The amount of time given in the example is a general indication of a required time limitation and can vary. When deciding whether adequate limits are set on amount of time children can use computer, consider not just how long each child's turn is, but also the number of turns each child is allowed to have, and if children spend time watching others at the computer. Computer time should be relatively short, compared to other activities.

- 1.1 When assessing diversity in materials, consider all areas and materials used by children, including pictures and photos displayed, books, puzzles, games, dolls, play people in the block area, puppets, music tapes, videos, and computer software.
- 1.3 Score yes only if there is obvious, deliberate, and repeated prejudice shown. Do not score yes if an example of “politically incorrect” or “culturally insensitive behavior” is observed, i.e., teacher asks children to “sit Indian style.” However, in order to sensitize the staff, any such instance should be mentioned. For example, in the NCR Rated License summary report, or in any other technical assistance associated with the scales.
- 3.2 If stereotyping or violence is shown with regard to any group, such as some “Cowboy and Indian” toys, then this indicator should be scored No. Gender equity should also be considered here. Portrayals of men/boys doing traditionally male activities and women/girls doing traditionally female activities are acceptable. However, do not give credit if gender stereotyping is portrayed negatively in any way.
- 5.1 For this indicator, there need to be many books, many pictures, and many materials, and *all* categories of diversity listed need to be included to some degree. However, there do not need to be many examples of each category. Materials must be located in spaces children use for a substantial portion of the day. Materials located in spaces used only for relatively short periods (e.g., hallways, entry way, lunch room, early AM or late PM classroom) are not counted to meet the requirements of this indicator.
- 5.2 Examples include different kinds of dolls, puppets and block/dramatic play people.