CENTER SCALE

SURVEY OF PARENTS CHILD CARE STUDY

APRIL 2002

MPR ID: |___|___|___|___|___|___|___|___| 6 |
CENTER ID: |___|___|___|___|___|___|___|___|
DATA COLLECTOR ID: |___|___|___|___|

DATE OF OBSERVATION: |___|___|___|___|___|___|___|___|___|

(Rev--4/17/02)
AGE OF FOCUS CHILD: [___][___] Months
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 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.
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**

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
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<th>Excellent</th>
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**ITEM #1:**

**SPACE AND FURNISHINGS (INDOOR SPACE)**

1. □ Insufficient space for children, adults, and furnishings
   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)

2. □ Sufficient indoor space for children, adults, and furnishings
   2.1 Sufficient indoor space for children, adults, and furnishings

3. □ Adequate lighting, ventilation, temperature control, and sound-absorbing materials
   3.1 Adequate lighting, ventilation, temperature control, and sound-absorbing materials
   3.2 Adequate lighting, ventilation, temperature control, and sound-absorbing materials

4. □ Space in good repair
   4.1 Space in good repair

5. □ Space reasonably clean and well maintained
   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

6. □ Space is accessible to all children and adults currently using the classroom (e.g., ramps and handrails, access for wheelchairs)
   6.1 Space is accessible to all children and adults currently using the classroom (e.g., ramps and handrails, access for wheelchairs)

7. □ Natural light can be controlled (e.g., adjustable blinds or curtains)
   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)

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*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 ROUTINE CARE, PLAY, AND LEARNING (E.G., NOT ENOUGH CHAIRS FOR ALL CHILDREN TO**

1. □ Insufficient basic furniture for routine care, play, and learning
   1.1 Insufficient basic furniture for routine care, play, and learning

2. □ Sufficient furniture for routine care, play, and learning
   2.1 Sufficient furniture for routine care, play, and learning

3. □ Most furniture is child-sized
   3.1 Most furniture is child-sized

4. □ Routine care furniture is convenient to use (e.g., cots/mats stored for easy
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<th>Item iii</th>
<th>Inadequate</th>
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<tr>
<td>Routine Care, Play, and Learning</td>
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<tr>
<td>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 materials</td>
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<td>ROUTINE CARE, PLAY, AND LEARNING</td>
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<td>ROUTINE CARE, PLAY, AND LEARNING</td>
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<tr>
<td>Use at the same time; very few open shelves for toys</td>
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<tr>
<td>Routine care furnishings such as cots, blankets and pillows used for naps are not considered when scoring this item.</td>
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<tr>
<td>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.</td>
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1. To be given credit for low open shelves, they must be used for toys and materials that children can reach by themselves.

2. 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.

3. 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.

4. 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.

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

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

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

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<th>Inadequate</th>
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<tbody>
<tr>
<td>1. No interest centers defined#</td>
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<tr>
<td>2. Visual supervision of play area is very difficult</td>
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<tr>
<td>3. Sufficient space for several activities to go on at once (e.g., floor space for blocks, table space for manipulatives, easel for art)</td>
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<tr>
<td>4. Most spaces for play are accessible to children with disabilities enrolled in the group NA permitted</td>
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<tr>
<td>5. At least two interest centers defined</td>
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<tr>
<td>6. Visual supervision of play area is not difficult</td>
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<tr>
<td>7. Quiet and active centers placed to not interfere with one another (e.g., reading or listening area separated from blocks or housekeeping)#</td>
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<tr>
<td>8. Space is arranged so most activities are not interrupted (e.g., shelves placed so children walk around, not through, activities)#</td>
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<tr>
<td>9. At least three interest centers defined and conveniently equipped (e.g., water provided near art area; shelving adequate for blocks and manipulatives)</td>
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<tr>
<td>10. 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)#</td>
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<tr>
<td>11. Additional materials available to add to or change centers</td>
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### 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.
### ITEM #5: SPACE FOR PRIVACY

- **Children not allowed to play alone or with a friend, protected from intrusion by other children.**
- **Children are allowed to find or create space for privacy (e.g., behind furniture or room dividers, in outdoor play equipment, in a quiet corner of the room).**
- **Space for privacy can be easily supervised by staff.**
- **Space for privacy accessible for use for a substantial portion of the day.**

### 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.

- 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.

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

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

- “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.

### ITEM #6: CHILDREN-RELATED

- **No materials displayed for children.**
- **Inappropriate materials for predominant age group.**
- **Appropriate materials for predominant age group (e.g., photos of children, nursery).**
- **Much of the display relates closely to current activities and children in group (e.g., artwork or.*
- **Individualized children’s work predominates.**
- **Three-dimensional child-
<table>
<thead>
<tr>
<th>ITEM #7:</th>
<th>SPACE FOR GROSS MOTOR PLAY#</th>
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<tbody>
<tr>
<td>1</td>
<td>□ No outdoor or indoor space used for gross motor/physical play</td>
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<tr>
<td>2</td>
<td>□ 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)</td>
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<tr>
<td>3</td>
<td>□ Some space outdoors or indoors used for gross motor/physical play</td>
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<tr>
<td>4</td>
<td>□ Adequate space outdoors and some space indoors #</td>
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<tr>
<td>5</td>
<td>□ Space is easily accessible for children in group (e.g., on same level and near classroom; no barriers for children with</td>
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<tr>
<td>6</td>
<td>□ Outdoor gross motor space has a variety of surfaces permitting different types of play (e.g., sand, black top, wood chips; grass)</td>
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<tr>
<td>7</td>
<td>□ Outdoor area has some protection from the elements (e.g., shade in</td>
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**DISPLAY**

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<th>Inadequate</th>
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<tbody>
<tr>
<td>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.</td>
<td>rhymes; beginning reading and math for older preschoolers and kindergartners; seasonal displays)</td>
<td>photos about recent activities)#</td>
<td>created work (e.g., playdough, clay, carpentry) displayed as well as flat work#</td>
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<tr>
<td>□ Most of the display is work done by the children#</td>
<td>□ Some children’s work displayed</td>
<td>□ Many items displayed on child’s eye level</td>
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**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 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 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).

.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 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.

.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 3-D.
CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM

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<th>Inadequate</th>
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**Item vii**

DO NOT DUPLICATE WITHOUT PERMISSION

**ROBE: 5.1**

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

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.

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.

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.

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”).

**ITEM #8:**  
**GROSS MOTOR EQUIPMENT**

- **1.** Very little gross motor equipment used for play
- **2.** Equipment is generally in poor repair
- **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)
- **4.** Some gross motor equipment accessible to all children for at least one hour daily
- **5.** Equipment is generally in good repair
- **6.** Most of the equipment is appropriate for the age and ability of the children
- **7.** There is enough gross motor equipment so that children have access without a long wait
- **8.** Both stationary and portable gross motor equipment are used
- **9.** 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)

Customized ECERS–R for use for Survey of Parents Child Care Study Only

Item vii
Example 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. For programs of 4 hours or less, at least half an hour of access is required.

2. 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.

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.

2. Consider ages of children and what would challenge them to determine whether equipment stimulates skills on different levels.

<table>
<thead>
<tr>
<th>ITEM #9: GREETING/DEPARTING</th>
<th>Inadequate</th>
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<td>Greeting of children is often neglected</td>
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<tr>
<td>Departure not well organized</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents not allowed to bring children into the classroom</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children greeted warmly (e.g., staff seem pleased to see children, smile, use pleasant tone of voice)</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure well organized (e.g., children's things ready to go)</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents allowed to bring children into the classroom</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each child is greeted individually (e.g., staff say “hello” and use child’s name; use child’s primary language spoken at home to say “hello”)#</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant departure (e.g., children not rushed, hugs and good-byes for everyone)</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents greeted warmly by staff#</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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. 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
### ITEM #10: MEALS/SNACKS

#### Notes
- See back page for Nutrition Guidelines and notes for clarification.
- *Notes continued on reverse page.

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meal/snack schedule is inappropriate (e.g., child is made to wait even if hungry)</td>
<td>1. Schedule appropriate for children</td>
<td>1. Most staff sit with children during meals and group snacks‡</td>
<td>1. Children help during meals/snacks (e.g., set table, serve themselves, clear table, wipe up spills)</td>
</tr>
<tr>
<td>2. Food served is of unacceptable nutritional value*#</td>
<td>2. Well-balanced meals/snacks*#</td>
<td>2. Pleasant social atmosphere</td>
<td>2. Child-sized serving utensils used by children to make self-help easier (e.g., children use small pitchers, sturdy serving bowls and spoons)</td>
</tr>
<tr>
<td>NA permitted</td>
<td>NA permitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)#</td>
<td>3. Sanitary conditions usually maintained†</td>
<td>3. Children are encouraged to eat independently (e.g., child-sized eating utensils provided: special spoon or cup for child with disabilities)</td>
<td></td>
</tr>
<tr>
<td>4. Negative social atmosphere (e.g., staff enforce manners harshly; force child to eat; chaotic atmosphere)</td>
<td>4. Nonpunitive atmosphere during meals/snacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. No accommodations made for children’s food allergies</td>
<td>5. Allergies posted and food/beverage substitutions made</td>
<td>4. Dietary restrictions of families followed</td>
<td></td>
</tr>
<tr>
<td>NA permitted</td>
<td>NA permitted</td>
<td>NA permitted</td>
<td></td>
</tr>
<tr>
<td>6. Children with disabilities included at table with peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Reference to the Food Guide is necessary to determine whether the components are present.
- Personal dietary preferences are not to be used in determining the quality of the foods served.

### ITEM #11:

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nap/rest schedule is inappropriate</td>
<td>1. Nap/rest is scheduled</td>
<td>1. Children helped to relax</td>
<td>1. Nap/rest schedule is</td>
</tr>
</tbody>
</table>

#### Notes
- 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.

### Additional Text:
- 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.

- Inadequate: says something to child or asks something.

---

Customized ECERS--R for use for Survey of Parents Child Care Study Only

Item ix

DO NOT DUPLICATE WITHOUT PERMISSION
### NAP/REST

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inadequate for most of the children</td>
</tr>
<tr>
<td>2</td>
<td>Nap/rest provisions unsanitary (e.g., crowded area, dirty sheets, different children use same bedding)</td>
</tr>
<tr>
<td>3</td>
<td>Little supervision provided, or supervision is harsh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Appropriately for most of the children (e.g., most children sleep)</td>
</tr>
<tr>
<td>3</td>
<td>Sanitary provisions for nap/rest (e.g., area not crowded, clean bedding)</td>
</tr>
<tr>
<td>4</td>
<td>Sufficient supervision provided in the room throughout nap/rest</td>
</tr>
<tr>
<td>5</td>
<td>Calm, nonpunitive supervision</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>How is supervision handled at this time?</td>
</tr>
<tr>
<td>3.4, 7.2</td>
<td>What do you do if children are tired before naptime, having trouble settling down, or wake up early?</td>
</tr>
<tr>
<td>5.3</td>
<td>How far apart are cots or mats placed?</td>
</tr>
</tbody>
</table>

1. 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.

1. 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.

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

3. 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.

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

<table>
<thead>
<tr>
<th>Item #12: TOILETING</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Sanitary conditions of area are not maintained (e.g., toilet/sinks dirty; diapering table/potty chairs not</td>
</tr>
<tr>
<td>1.2</td>
<td>Sanitary conditions are maintained</td>
</tr>
<tr>
<td>1.3</td>
<td>Sanitary conditions easy to maintain (e.g., no potty chairs used, warm</td>
</tr>
<tr>
<td>1.4</td>
<td>Child-sized toilets and low sinks provided</td>
</tr>
</tbody>
</table>

**Customized ECERS--R for use for Survey of Parents Child Care Study Only** Item x

**DO NOT DUPLICATE WITHOUT PERMISSION**
### DIAPERING

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Sanitized after each use, toilets rarely flushed#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>② Basic provisions made for care of children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>③ Staff and children wash hands most of the time after toileting#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>④ Toileting schedule meets individual needs of children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>⑤ Adequate supervision for age and abilities of children#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>⑥ Self-help skills promoted as children are ready</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 the 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.

In case special procedures are required such as diapering for an older child or catheterization, they must be handled in a sanitary manner that preserves the child’s dignity.

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.

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.

75% of children’s hands washed and 75% of adults hands washed.

Adequate supervision means that teachers check to be sure that toilet sanitary conditions are maintained (ex. toilets flushed, toilet paper/towels and soap provided) and that teachers ensure children complete sanitary procedures properly (ex. wipe properly, wash hands).

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.

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

---

Customized ECERS--R for use for Survey of Parents Child Care Study Only

Item xi

DO NOT DUPLICATE WITHOUT PERMISSION
**HEALTH PRACTICES**

### Checklist for Health Practices

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

#### HEALTH PRACTICES

- **Inadequate**
  - 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)\#
  - Smoking is allowed in child care areas, either indoors or outdoors

- **Minimal**
  - Staff usually take action to cut down on the spread of germs\#.
  - 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).

- **Good**
  - Properly for conditions both indoors and outdoors (e.g., wet clothes changed on chilly day; warm clothes in cold weather).
  - Care given to children’s appearance (e.g., faces washed, soiled clothes changed, aprons used for messy play).

- **Excellent**
  - Staff usually take action to cut down on the spread of germs.
  - 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)\#.

#### Notes continued on reverse page.

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**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?

- 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.

**ITEM #14:**

- 1. Several hazards that could result in serious injury indoors\#.
- 1. No major safety hazards indoors or outdoors.
- 1. Staff anticipate and take action to prevent safety.
- 1. Play areas are arranged to avoid safety problems.

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*Customized ECERS--R for use for Survey of Parents Child Care Study Only*  
Item xii  
*DO NOT DUPLICATE WITHOUT PERMISSION*
<table>
<thead>
<tr>
<th>SAFETY PRACTICES</th>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>□ Several hazards that could result in serious injury outdoors#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>□ 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)#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>□ Essentials needed to handle emergencies available (e.g., telephone, emergency numbers, substitute for staff, first aid kit, transportation, written emergency procedures)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>□ Adequate supervision to protect children’s safety indoors and outdoors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>□ Staff explain reasons for safety rules to children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>□ Children generally follow safety rules (e.g., no crowding on slides, no climbing on bookcases)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SAFETY PRACTICES**

2. □ Several hazards that could result in serious injury outdoors#

3. □ 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)#

3. □ Essentials needed to handle emergencies available (e.g., telephone, emergency numbers, substitute for staff, first aid kit, transportation, written emergency procedures)

4. □ Adequate supervision to protect children’s safety indoors and outdoors

5. □ Staff explain reasons for safety rules to children

6. □ 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:**

1. □ Very few books accessible

2. □ Staff rarely read books to children (e.g., no daily story time, little individual reading to children)

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

1. □ A wide selection of books† are accessible for a substantial portion of the day#

1. □ Books and language materials are rotated to maintain interest

2. □ Some additional

2. □ Some books relate to current classroom
### 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.

**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:**

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ 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)</td>
<td>2. ☐ Some activities used by staff with children to encourage them to communicate</td>
<td>3. ☐ Communication activities take place during both free play and group times (e.g., child dictates story about painting; small group discusses trip to store)</td>
<td>4. ☐ 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)</td>
</tr>
<tr>
<td>2. ☐ Very few materials accessible that encourage children to communicate</td>
<td>3. ☐ Communication activities are generally appropriate for the children in the</td>
<td>5. ☐ Staff read books to children informally (e.g., during free play, at naptime, as an extension of an activity)</td>
<td>6. ☐ Books, language materials, and activities are appropriate for children in group</td>
</tr>
</tbody>
</table>

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

*Notes continued on reverse page.*
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.

3.1 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.

3.3 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

1. □ Staff do not talk with children about logical relationships (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)

2. □ Concepts are introduced inappropriately (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)

1. □ Staff sometimes talk about logical relationships or concepts (e.g., explain that outside time comes after snacks, point out differences in sizes of blocks child used)

2. □ Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences (e.g., guide children with questions and words to sort big)

1. □ Staff talk about logical relationships while children play with materials that stimulate reasoning (e.g., sequence cards, same/ different games, size and shape toys, sorting games, number and math games)

2. □ Children encouraged to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in

1. □ Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development (e.g., children learn sequence by talking about their experiences in the daily routine or recalling the sequence of a cooking project)

2. □ Concepts are introduced in response to children’s interests or needs to solve problems (e.g., talk children through
### ITEM #18: INFORMAL USE OF LANGUAGE

<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff talk to children only to control their behavior and manage routines</td>
<td>2</td>
<td>Some staff-child conversation (e.g., ask &quot;yes/no&quot; or short answer questions; give short answers to children’s questions)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Staff rarely respond to children’s talk</td>
<td>3</td>
<td>Children’s talk is discouraged much of the day</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Children’s talk is discouraged much of the day</td>
<td>4</td>
<td>Language is primarily used by staff to exchange information with children and for social interaction (MUST OBSERVE AT LEAST TWO)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>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)</td>
<td>5</td>
<td>Language is primarily used by staff to exchange information with children and for social interaction (MUST OBSERVE AT LEAST TWO)</td>
<td>4</td>
</tr>
</tbody>
</table>

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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.

---

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.
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 peg-boards, sewing cards; and puzzles.

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

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
### 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?

7.1 Are three-dimensional art materials such as clay or wood for gluing, ever used? If so, how often?

#### ITEM #21: MUSIC/MOVEMENT

1. □ No music/movement experiences for children
2. □ 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)

1. □ Some music materials accessible for children’s use (e.g., simple instruments; music toys; tape player with tapes)
2. □ Staff initiate at least one music activity daily (e.g., sing songs with children; soft music put on at naptime, play music for dancing)

1. □ Many music materials accessible for children’s use (e.g., music center with instruments, tape player, dance props; adaptations made for children with disabilities)
2. □ Various types of music are used with the children (e.g., classical)

1. □ Music available as both a free choice and group activity daily
2. □ 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

---

*Notes continued on reverse page.*

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

**Inadequate**

1. teacher-directed projects where children are asked to copy an example)

**Minimal**

2. 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)

**Good**

3. □ 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)

**Excellent**

4. □ 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)

5. □ 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)

6. □ NA permitted

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**ITEM xviii**
<table>
<thead>
<tr>
<th>ITEM #22: BLOCKS</th>
<th>CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM</th>
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</thead>
<tbody>
<tr>
<td>1. □ Few blocks are accessible for children’s play</td>
<td>1. □ 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)</td>
</tr>
<tr>
<td>2. □ Some clear floor space used for block play</td>
<td>2. □ Blocks and accessories are organized according to type</td>
</tr>
<tr>
<td>3. □ Blocks and accessories</td>
<td>3. □ Special block area set aside out of traffic, with storage and suitable</td>
</tr>
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</table>

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

**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. 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.

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

.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.

.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: Sand/Water**

1. □ No provision for sand or water play, outdoors or indoors#

2. □ No toys to use for sand or water play

3. □ Some sand/water toys accessible

4. □ Provision for sand and water play (either outdoors or indoors)

5. □ Provision for sand and water play (either outdoors or indoors)

6. □ Provision for sand and water play, both indoors and outdoors (weather permitting)#

7. □ Different activities done with sand and water (e.g., bubbles added to water, material in sand table changed, i.e., rice substituted for sand)

8. □ Sand or water play available to children for at least 1 hour daily
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.
**CHECK (✓) ALL THAT APPLY THEN CIRCLE ONE RATING FOR EACH ITEM**

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**MATERIALS:** 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.

**ITEM #25:** Nature/Science

- □ No games, materials, or activities for nature/science accessible
- □ Materials accessible daily
- □ 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)
- □ Some developmentally appropriate games, materials, or activities from two nature/science categories accessible#
- □ Materials are accessible for a substantial portion of the day
- □ Nature/science materials are well organized and in good condition (e.g., collections stored in separate containers, animals’ cages clean)
- □ 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)#
- □ Many developmentally appropriate games, materials, and activities from three categories accessible#
- □ Materials are accessible for a substantial portion of the day
- □ Nature/science materials are well organized and in good condition (e.g., collections stored in separate containers, animals’ cages clean)
- □ 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)#
- □ 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)
- □ Books, pictures, and/or audio/visual materials used to add information and extend children’s hands-on experiences

**ROBES:**

3.3 Where are the dramatic play materials stored?

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.

*Notes continued on reverse page.*
**MATERIALS:**

Examples of math/number materials include small objects to count, balance scales, rulers, number puzzles, magnetic numbers, number games such as:

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

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<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
</tr>
</tbody>
</table>

**ROBES:** 3.3 Do children bring in nature or science things to share? How do you handle this?

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 MATH/NUMBER #**

1. No math/number materials accessible
2. Math/number taught primarily through rote counting or worksheets
3. Some developmentally appropriate math/number materials accessible#
4. Materials accessible daily
5. Materials are accessible for a substantial portion of the day
6. Materials are well organized and in good condition (e.g., sorted by type, all pieces needed for games stored together)
7. Daily activities used to promote math/number learning (e.g., setting table, counting while climbing steps, using timers to take turns)

**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?

7.2 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.

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Customized ECERS–R for use for Survey of Parents Child Care Study Only  
Item xxiii  

DO NOT DUPLICATE WITHOUT PERMISSION
**ITEM #27:**

**USE OF TV, VIDEO, AND/OR COMPUTERS**

*If neither TV, video, nor computer is used, score the Item NA (Not Applicable). You must always ask about the use of TV and computers as they are often shared by several children.*

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<tr>
<th>Inadequate</th>
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<tbody>
<tr>
<td>1. ☐ Materials used are not developmentally appropriate (e.g., violent or sexually explicit content, frightening characters or stories, computer game too difficult) #</td>
<td>1. ☐ All materials used are nonviolent and culturally sensitive #</td>
<td>1. ☐ Materials used are limited to those considered “good for children” (e.g., Sesame Street, educational video and computer games, but not most cartoons)</td>
<td>1. ☐ Some of the computer software encourages creativity (e.g., creative drawing or painting program, opportunities to solve problems in computer game) NA permitted</td>
</tr>
<tr>
<td>2. ☐ No alternative activity is allowed while TV/computer is being used (e.g., all children must watch video program at same time)</td>
<td>2. ☐ Alternative activities accessible while TV/computer is being used</td>
<td>2. ☐ Computer used as one of many free choice activities NA permitted</td>
<td>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)</td>
</tr>
<tr>
<td>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) #</td>
<td>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)</td>
<td>3. ☐ 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)</td>
<td>4. ☐ Some racial and cultural diversity visible</td>
</tr>
<tr>
<td>4. ☐ Inclusion of diversity is</td>
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*Notes continued on reverse page.

**PROBES:**

1. 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

**ITEM #28:**

1. ☐ No racial or cultural diversity visible 1. ☐ Some racial and cultural diversity visible

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. 1.3

**Customized ECERS--R for use for Survey of Parents Child Care Study Only Item xxiv**
**PROMOTING ACCEPTANCE OF DIVERSITY**

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<tbody>
<tr>
<td>1. 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)</td>
<td>2. 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)</td>
<td>4. 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)</td>
<td>6. 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)</td>
</tr>
<tr>
<td>2. □ Materials present only stereotypes of races, cultures, ages, abilities, and gender</td>
<td>3. □ Staff demonstrate prejudice against others (e.g., against child or other adult from different race or cultural group, against person with disability)</td>
<td>4. □ Materials show diversity (e.g., different races, cultures, ages, abilities, or gender) in a positive way</td>
<td>7. □ 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)</td>
</tr>
<tr>
<td>3. □ 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</td>
<td>5. □ 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</td>
<td>6. □ 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</td>
<td>2. 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)</td>
</tr>
</tbody>
</table>

*Notes continued on reverse page.*

**ROBES:** 3.1 Could you give me examples of the types of music you use with the children? 1.2. Are any activities used to help children understand the variety of people in our country and in the world? Please give some examples.

**ITEM #29:** 1. □ Inadequate supervision provided in gross motor area to protect children’s health and safety (e.g., children left unattended even for a 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)

**SUPERVISION OF GROSS MOTOR** 1. □ Supervision is adequate to protect children’s health and safety (e.g., enough staff present to remove broken toys or dangerous situations before they occur (e.g., bring in concepts such as near-far,
### ACTIVITIES

<table>
<thead>
<tr>
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<th>Minimal</th>
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<th>Excellent</th>
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<tbody>
<tr>
<td><strong>2</strong></td>
<td>□ Most staff-child interaction is negative (e.g., staff seem angry; punitive and overly controlling atmosphere)</td>
<td>□ Some positive staff-child interaction (e.g., comfort child who is upset or hurt; show appreciation of new skill; pleasant tone of voice)</td>
<td>□ Most staff-child interactions are pleasant and helpful</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>□ 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)</td>
<td>□ 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)</td>
<td>□ Staff help with resources to enhance play (e.g., help set up obstacle course for tricycles)</td>
</tr>
</tbody>
</table>

#### 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 □ Inadequate supervision of children (e.g., staff leave children unsupervised; children’s safety not protected; staff attend mainly to other tasks)

2 □ Most supervision is punitive or overly controlling (e.g., yelling, belittling children, constant “No’s”)

3 □ Sufficient supervision to protect children’s safety

4 □ Careful supervision of all children adjusted appropriately for different ages and abilities (e.g., younger or more impulsive children supervised more closely)

5 □ Staff talk to children about ideas related to their play, asking questions and adding information to extend children’s thinking

6 □ A balance is maintained between the child’s need to explore independently and staff input into learning (e.g., child allowed to complete tasks)

7 □ Staff give children help and encouragement when needed (e.g., help child who is wandering get fast-slow for younger children; ask children to tell about building project or dramatic play)
### ITEM #31: DISCIPLINE

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<tr>
<th>Inadequate</th>
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<tbody>
<tr>
<td>1</td>
<td>□ Children are controlled with severe methods (e.g., spanking, shouting, confining children for long periods, or withholding food)</td>
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<tr>
<td>2</td>
<td>□ Discipline is so lax that there is little order or control</td>
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<tr>
<td>3</td>
<td>□ 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)</td>
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</tbody>
</table>

| 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 |

| 1 | □ Most supervision is non-punitive, and control is exercised in a reasonable way |
| 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 |

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

| 4 | □ Staff use non-punitive discipline methods effectively (e.g., giving attention for positive behaviors; redirecting child from unacceptable to acceptable activity) |

| 5 | □ Staff usually maintain enough control to prevent children from hurting one another |
| 6 | □ Expectations for behavior are largely appropriate for age and developmental level of children |

| 6 | □ Staff react consistently to children’s behavior (e.g., different staff apply same rules and use same methods; basic rules) |

| 7 | □ 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) |

| 7 | □ Staff use activities to help children understand social skills (e.g., use storybooks and group discussions with children to work through common conflicts) |

| 8 | □ Staff seek advice from other professionals concerning behavior problems |

| 8 | □ Staff use non-punitive discipline methods effectively (e.g., giving attention for positive behaviors; redirecting child from unacceptable to acceptable activity) |

| 9 | □ 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) |

| 9 | □ Staff use activities to help children understand social skills (e.g., use storybooks and group discussions with children to work through common conflicts) |

| 9 | □ Staff seek advice from other professionals concerning behavior problems |

Note: All that apply then circle one rating for each item.
CUSTOMIZED ECERS--R for use for Survey of Parents Child Care Study Only

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

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**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?

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.

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1.†</td>
<td>Staff members are not responsive to or not involved with children (e.g., ignore children, staff seem distant or cold)</td>
</tr>
<tr>
<td>2.†</td>
<td>Interactions are unpleasant (e.g., voices sound strained and irritable)</td>
</tr>
<tr>
<td>3.†</td>
<td>Physical contact used principally for control (e.g., hurrying children along) or inappropriately (e.g., unwanted hugs or tickling)</td>
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<table>
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<tr>
<th>Code</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1.†</td>
<td>Staff usually respond to children in a warm, supportive manner (e.g., staff and children seem relaxed, voices cheerful, frequent smiling)</td>
</tr>
<tr>
<td>2.†</td>
<td>Few, if any, unpleasant interactions</td>
</tr>
<tr>
<td>3.†</td>
<td>Physical contact used principally for control (e.g., hurrying children along) or inappropriately (e.g., unwanted hugs or tickling)</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
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</thead>
<tbody>
<tr>
<td>1.†</td>
<td>Staff show warmth through appropriate physical contact (e.g., pat child on the back, return child’s hug)</td>
</tr>
<tr>
<td>2.†</td>
<td>Staff show respect for children (e.g., listen attentively; make eye contact, treat children fairly, do not discriminate)</td>
</tr>
<tr>
<td>3.†</td>
<td>Staff respond sympathetically to help children who are upset, hurt or angry</td>
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</table>

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.

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
### ITEM #33: INTERACTIONS AMONG CHILDREN

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<tr>
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</thead>
<tbody>
<tr>
<td>☐ Interaction among children (peers) not encouraged (e.g., talking with peers discouraged, few opportunities for children to choose own playmates)</td>
<td>☐ Peer interaction encouraged (e.g., children allowed to move freely so natural groupings and interactions can occur)</td>
<td>☐ Staff model good social skills (e.g., are kind to others, listen, empathize, cooperate)</td>
<td>☐ Peer interactions usually positive (e.g., older children often cooperate and share; children generally play well together without fighting)</td>
</tr>
<tr>
<td>☐ Little or no staff guidance for positive peer interaction</td>
<td>☐ Staff stop negative and hurtful peer interactions (e.g., stop name calling, fighting)</td>
<td>☐ 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)</td>
<td>☐ 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)</td>
</tr>
<tr>
<td>☐ Little or no positive peer interaction (e.g., teasing, bickering, fighting are common)</td>
<td>☐ Some positive peer interaction occurs</td>
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**ROBE:** 7.2 Are there any activities you use that encourage children to work together? Could you give me some examples?

### ITEM #34: SCHEDULE

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<th>Inadequate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ Schedule is either too rigid, leaving no time for individual interests, or too flexible (chaotic), lacking a dependable sequence of daily events#</td>
<td>☐ Basic daily schedule exists that is familiar to children (e.g., routines and activities occur in relatively the same sequence most days)</td>
<td>☐ Schedule provides balance of structure and flexibility (e.g., regularly scheduled outdoor play period may be lengthened in good weather)</td>
<td>☐ 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)</td>
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<td>☐ Written schedule is posted in room and relates generally to what occurs#</td>
<td>☐ A variety of play activities occur each day, some teacher directed and some child initiated</td>
<td>☐ 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</td>
</tr>
<tr>
<td></td>
<td>☐ At least one indoor and one outdoor play period (weather permitting) occurs daily</td>
<td>☐ A substantial portion of the day is used for play activities</td>
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<td></td>
<td></td>
<td></td>
<td>☐ No long period of</td>
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</table>
### ROBES:

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.

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.

3. “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
- **3.** Some free play occurs daily outdoors, weather permitting
- **4.** Supervision provided to protect children’s health and safety
- **5.** Some toys, games, and equipment accessible for children to use in free play
- **6.** Free play occurs for a substantial portion of the day both indoors and outdoors (e.g., several free play periods scheduled daily)
- **7.** 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)
- **8.** Ample and varied toys, games, and equipment provided for free play
- **9.** New materials and experiences for free play added periodically (e.g., materials rotated; activities added in response to children’s interests)
## Item #36: Group Time

| 1. | □ 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) |
| 2. | □ Some opportunity for children to be a part of self-selected small groups |
| 3. | □ Very few opportunities for staff to interact with individual children or small groups# |

| 1. | □ Some play activities done in small groups or individually |
| 2. | □ Some opportunity for children to be a part of self-selected small groups |

### Notes:
- 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

| 1. | □ No attempt by staff to assess children’s needs or find out about available assessments |
| 2. | □ Staff have information from available assessments |
| 3. | □ Staff follow through with activities and interactions recommended by other |

### Notes:
- Most of the professional intervention is carried out within the regular space for gross motor play and safety practices.
### ROBES:

Could you describe how you try to meet the needs of the children with disabilities in your group?

1.1, 3.1 Do you have any information from assessments on the children? How is it used?

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.

1.3 Are you and the children’s parents involved in helping to decide how to meet the children’s needs? Please describe.

7.1 How are intervention services such as therapy handled?

7.3 Are you involved in the children’s assessments or in the development of intervention plans? What is your role?

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### Item #38: PROVISIONS FOR PARENTS

1. No information concerning program given to parents in writing.

Parents given administrative information about program in writing (e.g., fees, hours of service, health rules for professionals (e.g., medical doctors, educators) to help children meet identified goals.

Parents urged to observe in child’s group prior to enrollment.

Parents asked for an evaluation of the program annually (e.g., parent questionnaires, group evaluation meetings).

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1. Minor modifications made to meet the needs of children with disabilities.

Some involvement of parents and classroom staff in setting goals (e.g., parents and teachers attend IEP or IFSP meetings).

Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.

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1. No attempt to meet children’s special needs (e.g., needed modifications not made in teacher interaction, physical environment, program activities, schedule).

No involvement of parents in helping staff understand children’s needs or in setting goals for the children.

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).

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

| 1.1 | Are parents able to visit the class before their child is enrolled? How is this handled? |
| 1.2 | Do parents take part in evaluating the program? How is this done? About how often? |
| 1.3 | What do you do when parents seem to be having difficulties? Do you refer them to other professionals for help? |
| 1.4 | Do parents take part in making decisions about the program? How is this handled? |

**LITERACY ACTIVITIES**

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

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

<table>
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<tr>
<th>Inadequate</th>
<th>Minimal</th>
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<th>Excellent</th>
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- Some sharing of child-related information between parents and staff (e.g., informal communication; parent conferences only upon request; some parenting materials, abilities)
- Some possibilities for parents and family members to be involved in children’s program.
- Interactions between family members and staff are generally respectful and positive.

- approaches practiced (e.g., parent handbook, discipline policy, descriptions of activities).
- 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).
- 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).

- Parents referred to other professionals when needed (e.g., for special parenting help, for health concerns about child).
- Parents involved in decision making roles in program along with staff (e.g., parent representatives on board).
2. WHAT WAS THE TOTAL NUMBER OF MINUTES SPENT ON FULL-GROUP BOOK-READING?

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

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

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

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

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

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

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

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?

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

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

11. DID AN ADULT MODEL WRITING?

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

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 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.

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

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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.
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 1/4 cup cooked dry beans or peas,
  OR 2 tablespoons peanut butter
  OR ½ ounce nuts and/or seeds
  OR 1/4 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:

  - 3/4 cup milk
  - 1 ½ ounces of lean meat, fish, or poultry (lean meat without bone)

  OR 1 ½ ounce cheese
  OR 1 egg
  OR 3/8 cup cooked dry beans or peas,
  OR 3 tablespoons peanut butter
  OR 3/4 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 (glasses 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.