

## Comparison between Items of ITERS-R and ECERS-R (Indicators Scored at 3 and above)

This chart has been created for identifying the differences and similarities between the ITERS-R and the ECERS-R when it comes to using the ERS tool for observation in a mixed-age classroom. The items highlighted in gray are the differences between the two scales.

An asterisk\* is denoted behind some of the indicators. This indicates that there is a NOTE FOR CLARIFICATION in the numbered item. It is used to give additional information to improve accuracy in scoring and to explain the intent of specific items and indicators. Examples that are included in the Scales have not been included in this comparison.

| ITERS-R  | ECERS-R   | NOTES |
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| <p><b>Item 1. Indoor space</b></p> <p>3.1 Enough indoor space for children, adults, and furnishings.*</p> <p>3.2 Adequate lighting, temperature control, and sound-absorbing materials.</p> <p>3.3 Space is in good repair.</p> <p>3.4 Space is reasonably clean and well-maintained.*</p> <p>3.5 Space for children is accessible to all children and adults with disabilities currently using classroom.* <i>NA Permitted.</i></p> <p>5.1 Ample indoor space for children, adults, and furnishings.*</p> <p>5.2 Good ventilation, some natural lighting through windows or skylight.</p> <p>5.3 Space for children is accessible to children and adults with disabilities.*</p> <p>7.1 Natural light can be controlled.</p> <p>7.2 Ventilation can be controlled.*</p> <p style="background-color: #e0e0e0;">7.3 Floors, walls, and other built-in surfaces made of easy-to-clean materials.</p> | <p><b>Item 1. Indoor space</b></p> <p>3.1 Sufficient indoor space for children, adults, and furnishings.*</p> <p>3.2 Adequate lighting, ventilation, temperature control, and sound-absorbing materials.*</p> <p>3.3 Space is in good repair.</p> <p>3.4 Space is reasonably clean and well-maintained.*</p> <p>3.5 Space for children is accessible to all children and adults with disabilities currently using classroom.* <i>NA Permitted.</i></p> <p>5.1 Ample indoor space that allows children and adults to move around freely.*</p> <p>5.2 Good ventilation, some natural lighting through windows or skylight.</p> <p>5.3 Space is accessible to children and adults with disabilities.*</p> <p>7.1 Natural light can be controlled.</p> <p>7.2 Ventilation can be controlled.*</p> |       |

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| <p><b>Item 2. Furniture for routine care, play, and learning.</b></p> <p>3.1 Enough furniture for routine care.</p> <p>3.2 Enough furniture for play.*</p> <p>3.3 All furniture is sturdy and in good repair. *</p> <p>3.4 Seats for children are comfortable and supportive. *</p> <p>5.1 Furniture suitable for individual care of infants/toddlers.</p> <p>5.2 Some child-sized table(s) and chairs used with toddlers.*<br/><i>NA Permitted.</i></p> <p>5.3 Furniture promotes self-help as children are ready.*</p> <p>5.4 Some storage used for extra toys and supplies.</p> <p>5.5 Some adult seating for use in routine care.*</p> <p>7.1 Routine care furniture accessible and convenient.</p> <p>7.2 Most of the tables and chairs used with toddlers and child-sized. * <i>NA Permitted.</i></p> <p>7.3 Convenient, organized storage for extra toys.</p> <p>7.4 Comfortable adult seating for working with children.*</p> | <p><b>Item 2. Furniture for routine care, play, and learning.</b></p> <p>3.1 Sufficient furniture for routine care, play, and learning.</p> <p>3.2 Most furniture is sturdy and in good repair. *</p> <p>3.3 Children with disabilities have the adaptive furniture they need.*</p> <p>5.1 Most furniture is child-sized.*</p> <p>5.2 All furniture is sturdy and in good repair. *</p> <p>5.3 Adaptive furniture permits inclusion of children with disabilities with peers. * <i>NA Permitted.</i></p> <p>7.1 Routine care furniture is convenient to use. * <i>NA Permitted.</i></p> <p>7.2 Woodwork bench, sand/water table, or easel used.*</p> |  |
| <p><b>Item 3. Provision for relaxation and comfort.</b></p> <p>3.1 Some rug or other soft furnishing provided during.</p> <p>3.2 Three or more soft toys accessible much of the day.*</p> <p>5.1 Special cozy area accessible much of the day.*</p> <p>5.2 Cozy area protected from active play.*</p> <p>5.3 Many soft toys accessible much of the day.*</p> <p>7.1 Special cozy area plus softness accessible in several other area.*</p> <p>7.2 Non-mobile infants placed in cozy area when appropriate. * <i>NA Permitted.</i></p> <p>7.3 Cozy area used for reading or other quiet play.*</p>   | <p><b>Item 3. Furnishings for relaxation and comfort.</b></p> <p>3.1 Some soft furnishings accessible to children.*</p> <p>3.2 Some soft toys accessible to children.*</p> <p>5.1 Cozy are accessible to children for a substantial portion of the day.*</p> <p>5.2 Cozy area is not used for active physical play.*</p> <p>5.3 Most soft furnishings are clean and in good repair.*</p> <p>7.1 Soft furnishings in addition to cozy area accessible to children.*</p> <p>7.2 Many clean, soft toys accessible to children.*</p>   |  |
| <p><b>Item 4. Room arrangement.</b></p> <p>3.1 Furnishings placed to provide some open space for play.</p> <p>3.2 Arrangement of room allows visual supervision of children without major difficulties. *</p> <p>3.3 Most spaces for play are accessible to children with disabilities enrolled in the group.</p> <p>5.1 Routine care areas conveniently arranged.*</p>   | <p><b>Item 4. Room arrangement for play.</b></p> <p>3.1 At least two interest centers defined.*</p> <p>3.2 Visual supervision of play area is not difficult.</p> <p>3.3 Sufficient space for several activities to go on at once.*</p> <p>3.4 Most spaces for play are accessible to children with disabilities enrolled in the group. <i>NA Permitted.</i></p> <p>5.1 At least three interest centers defined and conveniently</p>  |  |

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| <p>5.2 Arrangement of room makes it possible for staff to see all children at a glance.*</p> <p>5.3 Areas for quiet and active play separated.</p> <p>5.4 Toys are stored for easy access by children.</p> <p>7.1 Suitable space provided for different kinds of experiences.*</p> <p>7.2 Materials with similar use are placed together to make interest areas.*</p> <p>7.3 Traffic patterns do not interfere with activities.</p>  | <p>equipped.*</p> <p>5.2 Quiet and active center places to not interfere with one another.*</p> <p>5.3 Space is arranged so most activities are not interrupted</p> <p>7.1 At least five different interest centers provide a variety of learning experiences.*</p> <p>7.2 Centers are organized for independent use by children.*</p> <p>7.3 Additional materials available to add to or change centers.</p>   |  |
|  | <p><b>Item 5. Space for privacy.</b></p> <p>3.1 Children are allowed to find or create space for privacy.</p> <p>3.2 Space for privacy can be easily supervised by staff.*</p> <p>5.1 Space set aside for one or two children to play, protected from intrusion by others.*</p> <p>5.2 Space for privacy accessible for use for a substantial portion of the day.*</p> <p>7.1 More than one space available for privacy.</p> <p>7.2 Staff set up activities for one or two children to use in private space, away from general group activities.*</p> |  |
| <p><b>Item 5. Display for children.</b></p> <p>3.1 At least 3 colorful pictures and/or other materials displayed where children can easily see them.*</p> <p>3.2 Content of display is generally appropriate.*</p> <p>5.1 Many colorful, simple pictures, posters, and/or photographs displayed throughout the room.*</p> <p>5.2 Mobiles and/or other colorful hanging objects for children to look at.*</p> <p>5.3 Many items displayed where children can easily see them, some within easy reach.*</p> <p>5.4 Staff talk to the children about displayed materials.*</p> <p>7.1 Photographs of children in the group, their families, pets, or other familiar faces displayed on child's eye level.*</p> <p>7.2 Most pictures protected from being torn.</p> <p>7.3 New materials added or display changed at least</p> | <p><b>Item 6. Child-related display.</b></p> <p>3.1 Appropriate materials for predominant age group.*</p> <p>3.2 Some children's work displayed.*</p> <p>5.1 Much of the display relates closely to current activities and children in group.*</p> <p>5.2 Most of the display is work done by the children.*</p> <p>5.3 Many items displayed on child's eye level.</p> <p>7.1 Individualized children's work predominates.*</p> <p>7.2 Three-dimensional child-created work (ex. playdough, clay, carpentry) displayed as well as flat work.*</p>     |  |

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| <p>monthly.*<br/>7.4 Art work done by toddlers displayed.*</p>  |   |  |
| <p><b>Item 6. Greeting/departing.</b><br/>3.1 Most children greeted.*<br/>3.2 Departure is well-organized.<br/>3.3 Parents bring child into caregiving area as part of daily routine.*<br/>3.4 Parents and staff share information related to child's health and/or safety.*<br/>5.1 Staff greet each child and parent and provide pleasant organized departure.<br/>5.2 Problems with separation from parent or departing from center handled sensitively.<br/>5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see. * <i>NA Permitted.</i><br/>7.1 Friendly, relaxed atmosphere that encourages parents to spend time in classroom at drop-off and pick-up times.<br/>7.2 In addition to providing information about care routines, staff talk to parents about specific things their child did during the day.*<br/>7.3 Individual written record of infant's day given to parents. <i>NA Permitted.</i></p> | <p><b>Item 9. Greeting/departing.</b><br/>3.1 Most children greeted warmly. *<br/>3.2 Departure is well organized.<br/>3.3 Parents allowed to bring children into the classroom.<br/>5.1 Each child is greeted individually.*<br/>5.2 Pleasant departure.<br/>5.3 Parents greeted warmly by staff.* <i>NA Permitted.</i><br/>7.1 When they arrive, children are helped to become involved in activities, if needed.<br/>7.2 Children busily involved until departure.<br/>7.3 Staff use greeting and departure as information sharing time with parents.*</p> |  |
| <p><b>Item 7. Meals/snacks.</b><br/>3.1 Meal/snack schedule meets each child's needs.*<br/>3.2 Well-balanced age-appropriate food served for meals and snacks.*<br/>3.3 Basic sanitary procedures maintained at least half of the time.*<br/>3.4 Adequate supervision for ages and abilities of children.*<br/>3.5 Allergies posted, and food/beverage substitutions made.*<br/>5.1 Children fed separately or in very small groups.*<br/>5.2 Meals/snacks are relaxed and pleasant.*<br/>5.3 Basic sanitary procedures usually practiced, with only a</p>  | <p><b>Item 10. Meals/snacks.</b><br/>3.1 Schedule appropriate for children.<br/>3.2 Well-balanced meals/snacks.*<br/>3.3 Sanitary conditions usually maintained.*<br/>3.4 Non-punitive atmosphere during meals/snacks.<br/>3.5 Allergies posted and food/beverage substitutions made.* <i>NA Permitted.</i><br/>3.6 Children with disabilities included at table with peers. <i>NA Permitted.</i><br/>5.1 Most staff sit with children during meals and group snacks.*<br/>5.2 Pleasant social atmosphere.</p>  |  |

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| <p>few lapses.*</p> <p>5.4 Staff talk with children and provide a pleasant time.*</p> <p>5.5 Menus posted for parents.* <i>NA Permitted.</i></p> <p>7.1 Staff sit with child(ren) and use feeding time to encourage learning.</p> <p>7.2 Staff cooperate with parents to establish good food habits.</p>  | <p>5.3 Children are encouraged to eat independently.</p> <p>5.4 Dietary restrictions of families followed. <i>NA Permitted.</i></p> <p>7.1 Children help during meals/shacks.</p> <p>7.2 Child-sized serving utensils used by children to make self-help easier.</p> <p>7.3 Meals and snacks are times for conversation.</p>  |  |
| <p><b>Item 8. Nap.</b></p> <p>3.1 Nap is scheduled appropriately for each child.</p> <p>3.2 Healthful provisions for nap/rest.*</p> <p>3.3 Sufficient supervision provided for children during nap.*</p> <p>3.4 Cribs (or cots, mats) used for sleeping, not for extended play.</p> <p>5.1 Nap is personalized.</p> <p>5.2 Toddlers are ease into group schedules. <i>NA Permitted.</i></p> <p>5.3 Supervision is pleasant, responsive and warm.*</p> <p>7.1 Children are helped to relax.</p> <p>7.2 Activities provided for children who are not sleeping.</p>  | <p><b>Item 11. Nap/rest.</b></p> <p>3.1 Nap/rest is scheduled appropriately for most of the children.</p> <p>3.2 Sanitary provisions for nap/rest.*</p> <p>3.3 Sufficient supervision provided in the room throughout nap/rest.*</p> <p>3.4 Calm, non-punitive supervision.</p> <p>5.1 Children helped to relax.</p> <p>5.2 Space is conducive to resting.</p> <p>5.3 All cots or mats are at least 3 feet apart or separated by a solid barrier.</p> <p>7.1 Nap/rest schedule is flexible to meet individual needs.</p> <p>7.2 Provisions made for early risers and non-nappers.*</p>  |  |
| <p><b>Item 9. Diapering/toileting.</b></p> <p>3.1 Sanitary conditions are maintained at least half of the time.*</p> <p>3.2 Diapering/toileting needs usually met in an appropriate manner.*</p> <p>3.3 Staff and children usually wash hands after diapering/toileting.*</p> <p>3.4 Adequate supervision for ages and abilities of children.</p> <p>5.1 Sanitary conditions usually maintained, with only a few lapses.*</p> <p>5.2 Sanitary conditions easy to maintain.</p> <p>5.3 Provisions convenient and accessible.*</p> <p>5.4 Pleasant staff-child interaction.*</p> <p>7.1 Sanitary conditions always maintained.*</p> | <p><b>Item 12. Toileting/diapering.</b></p> <p>3.1 Sanitary conditions are maintained.*</p> <p>3.2 Basic provisions made for care of children.</p> <p>3.3 Staff and children wash hands most of the time after toileting.*</p> <p>3.4 Toileting schedule meets individual needs of children.</p> <p>3.5 Adequate supervision for age and abilities of children*</p> <p>5.1 Sanitary conditions easy to maintain.*</p> <p>5.2 Provisions convenient and accessible for children in group.</p> <p>5.3 Pleasant staff-child interaction.</p> <p>7.1 Child-sized toilets and low sinks provided.*</p> <p>7.2 Self-help skills promoted as children are ready.</p> |  |

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| <p>7.2 Child-sized toilets and low sinks provided.* <i>NA Permitted.</i></p> <p>7.3 Self-help skills promoted as children are ready.</p>  |   |  |
| <p><b>Item 10. Health practices.</b></p> <p>3.1 Staff usually act to cut down on the spread of germs.*</p> <p>3.2 Hands of children and staff washed at least 75% of the time when needed to protect health.*</p> <p>3.3 Extra clothes available and children changed when needed.</p> <p>3.4 All medications administered properly.* <i>NA Permitted.</i></p> <p>5.1 Children are properly cared for to meet health needs indoors and outdoors.*</p> <p>5.2 Hands of children and staff consistently washed to protect health.</p> <p>5.3 Staff are good models of health practices.</p> <p>5.4 Sand used for outdoor sand play is clean, and covered when not in use. <i>NA Permitted.</i></p> <p>7.1 Children encouraged to manage health practices independently.</p> <p>7.2 Individual toothbrushes for toddlers used at least once daily in full-day program.* <i>NA Permitted.</i></p> <p>7.3 Health information from recognized health organizations available for parents.</p> | <p><b>Item 13. Health practices.</b></p> <p>3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.*</p> <p>3.2 Staff usually take action to cut down on the spread of germs.*</p> <p>3.3 Smoking does not take place in child care areas.</p> <p>3.4 Procedures used to minimize spread of contagious disease.*</p> <p>5.1 Children are dressed properly for conditions both indoors and outdoors.</p> <p>5.2 Staff are good models of health practices.</p> <p>5.3 Care given to children's appearance.</p> <p>7.1 Children taught to manage health practices independently.</p> <p>7.2 Individual toothbrushes properly labeled and stored; used at least once during the day in full-day programs.* <i>NA Permitted.</i></p> |  |
| <p><b>Item 11. Safety practices.</b></p> <p>3.1 No more than 3 safety hazards that could result in serious injury indoors and outdoors, combined.*</p> <p>3.2 Adequate supervision to protect children's safety indoors and outdoors.</p> <p>3.3 Essentials needed to handle emergencies available.</p> <p>5.1 No Safety hazards that could cause serious injury indoors or outdoors.*</p> <p>5.2 Staff usually anticipate and take action to prevent safety problems.*</p> <p>7.1 Staff help children to follow safety rules.*</p>   | <p><b>Item 14. Safety practices.</b></p> <p>3.1 No major safety hazards indoors or outdoors.*</p> <p>3.2 Adequate supervision to protect children's safety indoors and outdoors.</p> <p>3.3 Essentials needed to handle emergencies available.</p> <p>5.1 Staff anticipate and take action to prevent safety problems.</p> <p>5.2 Staff explain reasons for safety rules to children.*</p> <p>7.1 Play areas are arranged to avoid safety problems.</p> <p>7.2 Children generally follow safety rules.</p>  |  |

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| <p>7.2 Staff explain reasons for safety rules to children.*</p>  |  |  |
| <p><b>Item 12. Helping children understand language.</b></p> <p>3.1 Moderate amount of talking to children throughout the day.*</p> <p>3.2 Reasonably quiet in room so children can hear language.</p> <p>3.3 Staff usually talk to children in a neutral or pleasant tone of voice.*</p> <p>3.4 Content of talk is generally encouraging and positive rather than discouraging and negative. *</p> <p>5.1 Staff talk to the children frequently throughout the day during both routines and play. *</p> <p>5.2 Staff talk is meaningful to children.</p> <p>5.3 Verbal communication is personalized.</p> <p>5.4 Staff usually use simple, descriptive words for objects and actions in communication with children. *</p> <p>7.1 Staff use a wide range of simple, exact words in communicating with children.</p> <p>7.2 Staff take part in verbal play with children.</p> <p>7.3 Staff talk about many different topics with the children.</p> | <p><b>Item 17. Using language to develop reasoning skills.</b></p> <p>3.1 Staff sometimes talk about logical relationships or concepts.*</p> <p>3.2 Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences.*</p> <p>5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning.*</p> <p>5.2 Children encouraged to talk through or explain their reasoning when solving problems. *</p> <p>7.1 Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development. *</p> <p>7.2 Concepts are introduced in response to children's interests or needs to solve problems. *</p> |  |
| <p><b>Item 13. Helping children use language.</b></p> <p>3.1 Moderate amount of verbal or non-verbal positive response to children's attempts to communicate throughout the day; little or no ignoring of children or negative response.*</p> <p>3.2 Some attempts to correctly interpret what the child is trying to communicate throughout the day.*</p> <p>5.1 Staff generally respond in a timely and positive manner to children's attempts to communicate.*</p> <p>5.2 Staff add words to the actions they take in responding to children throughout the day.*</p> <p>5.3 Staff are skillful at interpreting children's attempts to communicate and frequently follow through appropriately.*</p> <p>7.1 Staff have many turn-taking conversations with children.</p>  | <p><b>Item 16. Encouraging children to communicate.</b></p> <p>3.1 Some activities used by staff with children to encourage them to communicate.*</p> <p>3.2 Some materials accessible to encourage children to communicate.*</p> <p>3.3 Communication activities are generally appropriate for the children in the group.*</p> <p>5.1 Communication activities take place during both free play and group times.</p> <p>5.2 Materials that encourage children to communicate are accessible in a variety of interest centers.</p> <p>7.1 Staff balance listening and talking appropriately for age and abilities of children during communication activities.</p> <p>7.2 Staff link children's spoken communication with written language.*</p>           |  |

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| <p>7.2 Staff add more words and ideas to what children say.*<br/>         7.3 Staff ask children simple questions.*<br/>         7.4 Staff usually maintain a good balance between listening and talking.</p>   |  |  |
| <p><b>Item 14. Using books.</b><br/>         3.1 At least 6 appropriate infant/toddler books (but no less than 1 for each child in the group) accessible daily, for much of the day.*<br/>         3.2 Almost all books are in good repair.*<br/>         3.3 Staff are involved in using books with children daily (either staff- or child-initiated).*<br/>         3.4 Participation encouraged only while children are interested; children not forced to participate.<br/>         5.1 At least 12 appropriate infant/toddler books (but no less than 2 for each child in the group) accessible daily for much of the day.*<br/>         5.2 A wide selection of books is accessible.*<br/>         5.3 Staff read books daily with individuals or very small groups of interested children.*<br/>         5.4 Book times are warm and interactive.*<br/>         7.1 Books area set up for toddlers to use independently. *<br/> <i>NA Permitted.</i><br/>         7.2 Staff are involved in using books with children periodically throughout the day.*<br/>         7.3 Books are added or changed to maintain interest.*</p> | <p><b>Item 15. Books and picture.</b><br/>         3.1 Some books accessible for children.*<br/>         3.2 At least on staff-initiated receptive language activity time daily.*<br/>         5.1 A wide selection of books are accessible for a substantial portion of the day.*<br/>         5.2 Some additional language materials used daily.*<br/>         5.3 Books organized in a reading center.<br/>         5.4 Books, language materials, and activities are appropriate for children in group.*<br/>         5.5 Staff read books to children informally.*<br/>         7.1 Books and language materials are rotated to maintain interest.<br/>         7.2 Some books relate to current classroom activities or themes.*</p> |  |
|   | <p><b>Item 18. Informal use of language.</b><br/>         3.1 Some staff-child conversation.*<br/>         3.2 Children allowed to talk much of the day.<br/>         5.1 Many staff-child conversations during free play and routines.<br/>         5.2 Language is primarily used by staff to exchange information with children and for social interaction.*<br/>         5.3 Staff add information to expand on ideas presented by children.*</p>  |  |



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|   | <p>5.4 Staff encourage communication among children, including those with disabilities.</p> <p>7.1 Staff have individual conversations with most of the children.*</p> <p>7.2 Children are asked questions to encourage them to give longer and more complex answers.*</p>  |  |
| <p><b>Item 15. Fine motor.</b></p> <p>3.1 Some appropriate fine motor materials accessible for daily use.*</p> <p>3.2 Materials are accessible for much of the day.</p> <p>3.3 Materials generally in good repair.*</p> <p>5.1 Many and varied appropriate fine motor materials accessible for much of the day.*</p> <p>5.2 Materials are well-organized.</p> <p>7.1 Materials rotated to provide variety.*</p> <p>7.2 Materials of different levels of difficulty accessible.*</p>   | <p><b>Item 19. Fine motor.</b></p> <p>3.1 Some developmentally appropriate fine motor materials of each type accessible.*</p> <p>3.2 Most of the materials are in good repair and complete.*</p> <p>5.1 Many developmentally appropriate fine motor materials of each type accessible for a substantial portion of the day.*</p> <p>5.2 Materials are well organized.</p> <p>5.3 Materials on different levels of difficulty accessible.</p> <p>7.1 Materials rotated to maintain interest.</p> <p>7.2 Containers and accessible storage shelves have labels to encourage self-help.*</p>   |  |
| <p><b>Item 16. Active physical play.</b></p> <p>3.1 Open space provided indoors for active physical play much of day.*</p> <p>3.2 Some space for outdoor physical play used by infant/toddlers at least 3 times a week, year-round, except in very bad weather.*</p> <p>3.3 Some appropriate materials and equipment used daily; materials/equipment generally in good repair.*</p> <p>5.1 Easily accessible outdoor area where infant/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather.*</p> <p>5.2 Large active play area that is not crowded or cluttered.*</p> <p>5.3 Ample materials and equipment for physical activity so children have access without long period of waiting.</p> <p>5.4 Some equipment that can be used by each child in the group, including child with disabilities, if enrolled.</p> | <p><b>Item 7. Space for gross motor play.</b></p> <p>3.1 Some space outdoors or indoors used for gross motor/physical play.*</p> <p>3.2 Gross motor space is generally safe.*</p> <p>5.1 Adequate space outdoors and some space indoors.*</p> <p>5.2 Space is easily accessible for children in group.</p> <p>5.3 Space is organized so that different types of activities do not interfere with one another.*</p> <p>7.1 Outdoor gross motor space has a variety of surfaces permitting different types of play.*</p> <p>7.2 Outdoor area has some protection from the elements.*</p> <p>7.3 Space has convenient features.*</p> |  |

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| <p>5.5 All space and equipment is appropriate for children.*<br/>         7.1 Outdoor space has 2 or more types of surfaces permitting different types of play.*<br/>         7.2 Outdoor area has some protection from the elements.*<br/>         7.3 Materials used daily stimulate a variety of large muscle skills.*</p>  |  |  |
|  | <p><b>Item 8. Gross motor equipment.</b><br/>         3.1 Some gross motor equipment accessible to all children for at least one hour daily.*<br/>         3.2 Equipment is generally in good repair.*<br/>         3.3 Most of the equipment is appropriate for the age and ability of the children.*<br/>         5.1 There is enough gross motor equipment so that children have access without a long wait.*<br/>         5.2 Equipment stimulates a variety of skills.*<br/>         5.3 Adaptations made or special equipment provided for children in group with disabilities.*<br/>         7.1 Both stationary and portable gross motor equipment are used.*<br/>         7.2 Gross motor equipment stimulates skills on different levels.*</p> |  |
| <p><b>Item 17. Art.</b><br/>         3.1 Some art materials used with children at least once a week.* <i>NA Permitted.</i><br/>         3.2 All art materials used with children are non-toxic, safe, and appropriate.*<br/>         3.3 Children not required to participate; alternative activities available.*<br/>         5.1 Younger toddlers offered some art 3 times a week; older toddlers offered art daily.* <i>NA Permitted.</i><br/>         5.2 Individual expression encouraged.*<br/>         5.3 Staff facilitate appropriate use of materials.<br/>         7.1 A variety of materials is introduced as children are ready.*</p> | <p><b>Item 20. Art.</b><br/>         3.1 Some art materials accessible for at least 1 hour a day.*<br/>         3.2 Some individual expression permitted with art materials.*<br/>         5.1 Many and varied art materials accessible a substantial portion of the day.*<br/>         5.2 Much individual expression in use of art materials.*<br/>         7.1 Three-dimensional art materials included at least monthly.<br/>         7.2 Some art activities are related to other classroom experiences.<br/>         7.3 Provisions made for children four and older to extend art activity over several days. <i>NA Permitted.</i></p>  |  |

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| <p>7.2 Access to materials is based on children's abilities.</p>  |   |  |
| <p><b>Item 18. Music and movement.</b></p> <p>3.1 Some musical materials, toys, or instruments accessible for free play daily, for much of the day.*</p> <p>3.2 Staff initiate at least 1 music activity daily.</p> <p>3.3 Children not required to participate in group music activities; alternative activities available.*</p> <p>5.1 Many pleasant sounding musical toys and/or instruments accessible daily, for much of the day.*</p> <p>5.2 Staff informally sing/chant daily with children.*</p> <p>5.3 In addition to singing, staff provide other music experience daily.</p> <p>5.4 Recorded music is used at limited times and with a positive purpose.*</p> <p>7.1 Musical toys or instruments rotated to provide variety.*</p> <p>7.2 Various types of music are used with children.*</p> <p>7.3 Staff encourage children to dance, clap, or sing along.*</p> | <p><b>Item 21. Music/movement.</b></p> <p>3.1 Some music materials accessible for children's use.*</p> <p>3.2 Staff initiate at least one music activity daily.</p> <p>3.3 Some movement/dance activity done at least weekly.</p> <p>5.1 Many music materials accessible for children's use.*</p> <p>5.2 Various types of music are used with the children.*</p> <p>7.1 Music available as both a free choice and group activity daily.</p> <p>7.2 Music activities that extend children's understanding of music are offered occasionally.*</p> <p>7.3 Creativity is encouraged with music activities.</p>   |  |
| <p><b>Item 19. Blocks.</b></p> <p>3.1 At least 1 set of blocks (6 or more blocks of the same type) accessible daily.*</p> <p>3.2 Some accessories for blocks accessible daily.*</p> <p>3.3 Blocks and accessories accessible much of the day.</p> <p>5.1 At least 2 sets (10 or more blocks per set) of different types accessible daily for much of the day.*</p> <p>5.2 Blocks and accessories sorted by type.</p> <p>5.3 Space used for toddler's block play is out of traffic and has a steady surface.</p> <p>7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.*</p> <p>7.2 Variety of accessories including transportation toys, people, animals.*</p> <p>7.3 Staff do simple block play with children.*</p>   | <p><b>Item 22. Blocks.</b></p> <p>3.1 Enough blocks and accessories are accessible for at least two children to build independent structures at the same time.*</p> <p>3.2 Some clear floor space used for block play.</p> <p>3.3 Blocks and accessories accessible for daily use.*</p> <p>5.1 Enough space, blocks, and accessories are accessible for three or more children to build at the same time.*</p> <p>5.2 Blocks and accessories are organized according to type.</p> <p>5.3 Special block area set aside out of traffic, with storage and suitable gilding surface.*</p> <p>5.4 Block area accessible for play for a substantial portion of the day.*</p> <p>7.1 At least two types of blocks and a variety of accessories accessible daily.</p> <p>7.2 Blocks and accessories are stored on open, labeled shelves.*</p> |  |

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| <p><b>Item 20. Dramatic play.</b></p> <p>3.1 Some age-appropriate dramatic play materials accessible, including dolls and soft animals.*</p> <p>3.2 Materials accessible daily for much of the day.</p> <p>5.1 Many and varied age-appropriate dramatic play materials accessible daily.*</p> <p>5.2 Props represent what children experience in everyday life.</p> <p>5.3 Materials are organized by type.</p> <p>5.4 Some child-sized play furniture for toddlers.</p> <p>7.1 Props provided to represent diversity.*</p> <p>7.2 Props provided for toddlers to use active dramatic play outdoors or in other large area. <i>NA Permitted.</i></p> <p>7.3 Staff pretend with children in play.*</p> | <p>7.3 Some block play available outdoors.</p> <p><b>Item 24. Dramatic play.</b></p> <p>3.1 Some dramatic play materials and furniture accessible, so children can act out family roles themselves.</p> <p>3.2 Materials are accessible for at least 1 hour daily.*</p> <p>3.3 Separate storage for dramatic play materials.</p> <p>5.1 Many dramatic play materials accessible, including dress-up clothes.*</p> <p>5.2 Materials accessible for a substantial portion of the day.*</p> <p>5.3 Props for at least two different themes accessible daily.*</p> <p>5.4 Dramatic play area clearly defined, with space to play and organized storage.*</p> <p>7.1 Materials rotated for a variety of themes.</p> <p>7.2 Props provided to represent diversity.*</p> <p>7.3 Props provided for active dramatic play outdoors.*</p> <p>7.4 Pictures, stories, and trips used to enrich dramatic play.</p> |  |
| <p><b>Item 21. Sand and water play.</b></p> <p>3.1 Some sand or water play provided outdoors or indoors at least once every 2 weeks.</p> <p>3.2 Close supervision of sand/water play.*</p> <p>3.3 Some toys used for sand/water play.*</p> <p>5.1 Sand or water play at least once a week.</p> <p>5.2 Variety of toys used for sand/water play.*</p> <p>5.3 Sand or water activities set up to facilitate play.</p> <p>7.1 Sand or water play provided daily.</p> <p>7.2 Different activities done with sand or water.*</p>   | <p><b>Item 23. Sand/water.</b></p> <p>3.1 Some provision for sand or water play accessible either outdoors or indoors.*</p> <p>3.2 Some sand/water toys accessible.</p> <p>5.1 Provision for sand and water play (either outdoors or indoors).</p> <p>5.2 Variety of toys accessible for play.*</p> <p>5.3 Sand or water play available to children for at least 1 hour daily.*</p> <p>7.1 Provision for sand and water play, both indoors and outdoors (weather permitting).*</p> <p>7.2 Different activities done with sand and water, material in sand table changed, i.e. rice substituted for sand).</p>   |  |
| <p><b>Item 22. Nature/science.</b></p> <p>3.1 Some pictures, books, or toys that represent nature realistically; all are developmentally appropriate.*</p> <p>3.2 Materials accessible daily.</p> <p>3.3 Some opportunities to experience the natural world</p>   | <p><b>Item 25. Nature/science.</b></p> <p>3.1 Some developmentally appropriate games, materials, or activities from two nature/science categories accessible.*</p> <p>3.2 Materials accessible daily.*</p> <p>3.3 Children encouraged to bring in natural things to share</p>   |  |

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| <p>daily, either indoors or outdoors.*</p> <p>5.1 Outdoor experiences with nature provided at least 2 times a week.*</p> <p>5.2 Some daily experiences with living plants or animals indoors.</p> <p>5.3 Everyday events used as a basis for learning about nature/science.*</p> <p>7.1 Staff show interest in and respect for nature.</p> <p>7.2 Nature/science materials are well-organized and in good repair.</p>         | <p>with others or add to collections.</p> <p>5.1 Many developmentally appropriate games, materials and activities from three categories accessible.*</p> <p>5.2 Materials are accessible for a substantial portion of the day.*</p> <p>5.3 Nature/science materials are well organized and in good condition.</p> <p>5.4 Everyday events used as a basis for learning about nature/science.*</p> <p>7.1 Nature/science activities requiring more input from staff are offered at least once every 2 weeks.</p> <p>7.2 Books, pictures, and/or audio/visual materials used to add information and extend children's hands-on experiences.</p> |  |
|   | <p><b>Item 26. Math/number.</b></p> <p>3.1 Some developmentally appropriate math/number materials accessible.*</p> <p>3.2 Materials accessible daily.*</p> <p>5.1 Many developmentally appropriate materials of various types accessible.*</p> <p>5.2 Materials are accessible for a substantial portion of the day.</p> <p>5.3 Materials are well organized and in good condition.*</p> <p>5.4 Daily activities used to promote math/number learning.*</p> <p>7.1 Math/number activities requiring more input from staff are offered at least every 2 weeks.*</p> <p>7.2 Materials are rotated to maintain interest.</p>                    |  |
| <p><b>Item 23. Use of TV video, and/or computer.</b></p> <p>3.1 All materials used are developmentally appropriate, non-violent, and culturally sensitive.</p> <p>3.2 At least 1 alternative activity accessible while TV/video/computer is used.</p> <p>3.3 Time allowed for children over 12 months of age to use TV/video or computer is limited.*</p> <p>5.1 Materials used are limited to those considered "good for</p> | <p><b>Item 27. Use of TV, video, and/or computers.</b></p> <p>3.1 All materials used are nonviolent and culturally sensitive.*</p> <p>3.2 Alternative activities accessible while TV/computer is being used.</p> <p>3.3 Time children allowed to use TV/video or computer is limited.*</p> <p>5.1 Materials used are limited to those considered "good for children".*</p>   |  |

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| <p>children”.</p> <p>5.2 Many alternative activities accessible for free choice while TV/video/computer is used.*</p> <p>5.3 Staff are actively involved in use of TV, video, or computer.</p> <p>7.1 Most of the materials encourage active involvement.</p> <p>7.2 Materials used to support and extend children’s current interests and experiences.</p>  | <p>5.2 Computer used as one of many free choice activities. <i>NA Permitted.</i></p> <p>5.3 Most of the materials encourage active involvement.</p> <p>5.4 Staff are actively involved in use of TV, video, or computer.</p> <p>7.1 Some of the computer software encourages creativity. <i>NA Permitted.</i></p> <p>7.2 Materials used to support and extend classroom themes and activities.</p>  |  |
| <p><b>Item 24. Promoting acceptance of diversity.</b></p> <p>3.1 At least 3 examples of racial or cultural diversity observed in materials.*</p> <p>3.2 Materials show diversity in a positive way.</p> <p>3.3 No prejudice is shown or staff intervene appropriately to counteract prejudice shown by children or other adults.</p> <p>5.1 Many books, pictures, and materials showing diversity.*</p> <p>5.2 Dolls representing at least 3 races accessible.*</p> <p>7.1 Non-sexist images in pictures or books accessible to children.</p> <p>7.2 Cultural awareness shown in a variety of activities.*</p> | <p><b>Item 28. Promoting acceptance of diversity.</b></p> <p>3.1 Some racial and cultural diversity visible in materials.*</p> <p>3.2 Materials show diversity in a positive way.*</p> <p>3.3 Staff intervene appropriately to counteract prejudice shown by children or other adults.</p> <p>5.1 Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roled.*</p> <p>5.2 Some props representing various cultures included for use in dramatic play.*</p> <p>7.1 Inclusion of diversity is part of daily routines and play activities.</p> <p>7.2 Activities included to promote understanding and acceptance of diversity.</p> |  |
| <p><b>Item 25. Supervision of play and learning.</b></p> <p>3.1 Children are within sight, hearing, and easy reach of staff with no more than a few momentary lapses.*</p> <p>3.2 Attention is on caregiving responsibilities, not on other tasks or interests.</p> <p>5.1 Staff show awareness of the whole group even while working with 1 child or a small group.</p> <p>5.2 Staff react quickly to solve problems in a comforting and supportive way.</p> <p>5.3 Staff play with children and show interest in or appreciation of what they do.*</p>   | <p><b>Item 29. Supervision of gross motor activities.</b></p> <p>3.1 Supervision is adequate to protect children’s health and safety.</p> <p>3.2 Some positive staff-child interaction.*</p> <p>5.1 Staff act to prevent dangerous situations before they occur.</p> <p>5.2 Most staff-child interactions are pleasant and helpful.*</p> <p>5.3 Staff assist children to develop skills needed to use equipment.</p> <p>7.1 Staff talk with children about ideas related to their play.</p> <p>7.2 Staff help with resources to enhance play.</p>   |  |

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| <p>5.4 Staff give children help and encouragement when needed.</p> <p>7.1 Staff watch carefully and usually act to avoid problems before they occur.</p> <p>7.2 Supervision is individualized.</p> <p>7.3 Staff vary supervision to meet differing requirements of activities.</p>  | <p>7.3 Staff help children develop positive social interactions.</p>   |  |
|   | <p><b>Item 30. General supervision of children (other than gross motor).</b></p> <p>3.1 Sufficient supervision to protect children's safety.</p> <p>3.2 Attention given to cleanliness and to prevent inappropriate use of materials.</p> <p>3.3 Most supervision is non-punitive, and control is exercised in a reasonable way.*</p> <p>5.1 Careful supervision of all children adjusted appropriately for different ages and abilities.</p> <p>5.2 Staff give children help and encouragement when needed.</p> <p>5.3 Staff show awareness of the whole group even when working with one child or a small group.</p> <p>5.4 Staff show appreciation of children's efforts and accomplishments.</p> <p>7.1 Staff talk to children about ideas related to their play, asking questions and adding information to extend children's thinking.</p> <p>7.2 A balance is maintained between the child's need to explore independently and staff input into learning.</p> |  |
| <p><b>Item 26. Peer interaction.</b></p> <p>3.1 Peer interaction is possible much of the day.</p> <p>3.2 Staff usually stop negative peer interaction.*</p> <p>5.1 Staff facilitate positive peer interactions among all children.</p> <p>5.2 Staff model positive social interaction.*</p> <p>7.1 Staff explain children's actions, intentions, and feelings to other children.*</p> | <p><b>Item 33. Interactions among children.</b></p> <p>3.1 Peer interaction encouraged.</p> <p>3.2 Staff stop negative and hurtful peer interactions.</p> <p>3.3 Some positive peer interaction occurs.</p> <p>5.1 Staff model good social skills.</p> <p>5.2 Staff help children develop appropriate social behavior with peers.</p> <p>7.1 Peer interactions usually positive.</p>   |  |

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| <p>7.2 Staff point out and talk about instances of positive social interaction among children or between adults and children.*</p>  | <p>7.2 Staff provide some opportunities for children to work together to complete a task.</p>   |  |
| <p><b>Item 27. Staff-child interaction.</b></p> <p>3.1 Occasional smiling, talking, and affection shown to children throughout the day.*</p> <p>3.2 Staff usually respond sympathetically to help children who are hurt, angry, or upset.*</p> <p>3.3 No harsh verbal or physical staff-child interaction.</p> <p>3.4 Some warm and responsive physical affection throughout the day in routines or play.</p> <p>5.1 Frequent positive staff-child interaction throughout the day.*</p> <p>5.2 Staff and children usually relaxed, voices pleasant, frequent smiling.*</p> <p>5.3 Much holding, patting, and physical warmth shown throughout the day.*</p> <p>7.1 Interaction is responsive to each child's mood and needs.</p> <p>7.2 Staff are usually sensitive about children's feelings and reactions.*</p> | <p><b>Item 32. Staff-child interactions.</b></p> <p>3.1 Staff usually respond to children in a warm, supportive manner.</p> <p>3.2 Few, if any, unpleasant interactions.</p> <p>5.1 Staff show warmth through appropriate physical contact.</p> <p>5.2 Staff show respect for children.</p> <p>5.3 Staff respond sympathetically to help children who are upset, hurt, or angry.*</p> <p>7.1 Staff seem to enjoy being with the children.</p> <p>7.2 Staff encourage the development of mutual respect between children and adults.</p>   |  |
| <p><b>Item 28. Discipline.</b></p> <p>3.1 Staff never use physical punishment or severe discipline.</p> <p>3.2 Staff usually maintain enough control to prevent problems.</p> <p>3.3 Expectations are generally realistic and based on age and ability of children.</p> <p>5.1 Program is set up to avoid conflict and promote appropriate interaction.</p> <p>5.2 Positive methods of discipline used effectively.</p> <p>5.3 Attention frequently given when children are behaving well.*</p> <p>7.1 Staff help children understand the effects of their own actions on others.*</p> <p>7.2 Staff help children learn to use communication rather</p>   | <p><b>Item 31. Discipline.</b></p> <p>3.1 Staff do not use physical punishment or sever methods.</p> <p>3.2 Staff usually maintain enough control to prevent children from hurting one another.</p> <p>5.1 Staff use non-punitive discipline methods effectively.</p> <p>5.2 Program is set up to avoid conflict and promote age-appropriate interaction.</p> <p>5.3 Staff react consistently to children's behavior.*</p> <p>7.1 Staff actively involve children in solving their conflicts and problems.</p> <p>7.2 Staff use activities to help children understand social skills.*</p> <p>7.3 Staff seek advice from other professionals concerning behavior problems.*</p> |  |



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| <p>than aggression to solve problems.*<br/>7.3 Staff seek advice from other professionals concerning behavior problems.</p>   |   |  |
| <p><b>Item 29. Schedule.</b><br/>3.1 Schedule meets the needs of most of the children.<br/>3.2 Staff provide play activities as part of the daily schedule.*<br/>5.1 Schedule for basic routines is flexible and individualized to meet each child's needs.*<br/>5.2 Schedule provides balance of play indoor and outdoor activities.*<br/>5.3 Active and quiet play varied to meet children's needs.<br/>5.4 No long periods of waiting during transitions between daily events.*<br/>7.1 Staff adjust schedule of play activities throughout the day to meet varying needs of children.<br/>7.2 Most transitions between daily events are smooth.</p>                               | <p><b>Item 34. Schedule.</b><br/>3.1 Basic daily schedule exists that is familiar to children.<br/>3.2 Written schedule is posted in room and relates generally to what occurs.*<br/>3.3 At least one indoor and one outdoor play period (weather permitting) occurs daily.*<br/>3.4 Both gross motor and less active play occur daily.<br/>5.1 Schedule provides balance of structure and flexibility.<br/>5.2 A variety of play activities occur each day, some teacher directed and some child initiated.<br/>5.3 A substantial portion of the day is used for play activities.<br/>5.4 No long period of waiting during transitions between daily events.*<br/>7.1 Smooth transitions between daily events.<br/>7.2 Variations made in schedule to meet individual needs.</p> |  |
| <p><b>Item 30. Free play.</b><br/>3.1 Free play occurs daily, indoors and outdoors, weather permitting.*<br/>3.2 Some supervision provided to protect children's safety and to facilitate play.*<br/>3.3 Adequate toys, materials, and equipment accessible for free play.<br/>5.1 Free play occurs for much of the day, both indoors and outdoors, weather permitting.*<br/>5.2 Staff actively involved in facilitating children's play throughout the day.<br/>5.3 Ample and varied toys and materials and much equipment provided for free play.<br/>7.1 Supervision used as an educational interaction.*<br/>7.2 Staff add materials to stimulate interest during free play.*</p> | <p><b>Item 35. Free play.</b><br/>3.1 Some free play occurs daily indoors and outdoors, weather permitting.*<br/>3.2 Supervision provided to protect children's health and safety.*<br/>3.3 Some toys, games, and equipment accessible for children to use in free play.<br/>5.1 Free play occurs for a substantial portion of the day both indoors and outdoors.<br/>5.2 Supervision provided to facilitate children's play.<br/>5.3 Ample and varied toys, games, and equipment provided for free play.<br/>7.1 Supervision used as an educational interaction.<br/>7.2 New materials/experiences for free play added periodically.</p>   |  |

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| <p><b>Item 31. Group play activities.</b></p> <p>3.1 Children never forced to participate in group play activities.</p> <p>3.2 Activities done in group are usually appropriate.</p> <p>3.3 Staff are usually positive and acceptant with children during group time.*</p> <p>5.1 Staff are flexible and adjust activity as children join or leave the group.</p> <p>5.2 Size of group is appropriate for age and ability of children.*</p> <p>5.3 Alternative activities are accessible for children not participating in group.*</p> <p>7.1 Group activities are set up to maximize children's success.</p> <p>7.2 Staff meet the needs of individual children to encourage participation.</p>   | <p><b>Item 36. Group time.</b></p> <p>3.1 Some play activities done in small groups or individually.*</p> <p>3.2 Some opportunity for children to be part of self-selected small groups.*</p> <p>5.1 Whole-group gatherings limited to short periods, suited to age and individual needs of children.*</p> <p>5.2 Many play activities done in small groups or individually.*</p> <p>5.3 Some routines done in small groups or individually.</p> <p>7.1 Different groupings provide a change of pace throughout the day.</p> <p>7.2 Staff engage in educational interaction with small groups and individual children as well as with the whole group.*</p> <p>7.3 Many opportunities for children to be a part of self-selected small groups.</p>   |  |
| <p><b>Item 32. Provisions for children with disabilities.</b></p> <p>3.1 Staff have information from available assessments.</p> <p>3.2 Minor modifications made to meet the needs of children with disabilities.*</p> <p>3.3 Some involvement of parents and classroom staff in setting goals.</p> <p>3.4 Some involvement of children with disabilities in ongoing activities with the other children.</p> <p>5.1 Staff follow through with activities and interactions recommended by other professionals.</p> <p>5.2 Modifications made as needed in environment, program, and schedule so that children can participate in many activities with others.</p> <p>5.3 Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.*</p> <p>7.1 Most of the professional intervention is carried out within the regular activities of the classroom.*</p> | <p><b>Item 37. Provisions for children with disabilities.</b></p> <p>3.1 Staff have information from available assessments.</p> <p>3.2 Minor modifications made to meet the needs of children with disabilities.*</p> <p>3.3 Some involvement of parents and classroom staff in setting goals.</p> <p>3.4 Some involvement of children with disabilities in the ongoing activities with the other children.</p> <p>5.1 Staff follow through with activities and interactions recommended by other professionals.</p> <p>5.2 Modifications made in environment, program, and schedule so that children can participate in many activities with others.</p> <p>5.3 Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.</p> <p>7.1 Most of the professional intervention is carried out within the regular activities of the classroom.</p> |  |

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| <p>7.2 Children with disabilities are integrated into the group and participate in most activities.</p> <p>7.3 Staff contribute to individual assessments and intervention plans.</p> | <p>7.2 Children with disabilities are integrated into the group and participate in most activities.</p> <p>7.3 Staff contribute to individual assessments and intervention plans.</p> |  |
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