

Program name \_\_\_\_\_

Program Number \_\_\_\_\_



SCORE SHEET

Your name \_\_\_\_\_

Today's date \_\_\_\_\_

CLASSROOM CHARACTERISTICS	Infant	Toddler	Preschool	School-age
Number of operating classrooms				
Name of observed classrooms				
Number of children enrolled				
Number of children present				
Number of teachers present				
First names of teachers present				

MINIMUM REQUIREMENTS	Infant		Toddler		Preschool		School-age	
	YES	NO	YES	NO	YES	NO	YES	NO
<b>a. Health:</b> Classroom and materials appear clean (floors, tables, toys); supplies are accessible for maintaining cleanliness; teachers and children generally cut down on spread of germs (e.g. proper hand washing, wipe noses, flush toilet).								
<b>b. Safety:</b> Equipment and materials are in good repair, no obvious major hazards; teachers monitor best safety practices.								
<b>c. Supervision:</b> State licensing ratios are routinely met, and teachers provide adequate supervision to protect all children at all times.								
<b>d. Children with special needs:</b> All children enjoy equal access to all goods, services, facilities, advantages and accommodations; teachers include children with special needs in age-appropriate activities, and collaborate with families and other professionals to promote child development and independence.								

**INFANTS ( 0- 12 MONTHS )**

**CLASSROOM QUALITY INDICATORS**

**MATERIALS**

**PRACTICES**

1a. Teacher-Child Relationship	YES	NO	1b. Teacher-Child Practices	YES	NO
<input type="checkbox"/> <u>Language</u> . Teachers frequently talk with all children. <input type="checkbox"/> <u>Social-emotional</u> . Teachers are attentive, quick to smile, and show physical affection. <input type="checkbox"/> <u>Tone</u> . Classroom tone is positive. There is an absence of: punitive behavior, threatening, yelling, unnecessarily prohibiting activities, physically controlling behavior, or excessive time-outs.			Teachers frequently expand on children's sounds, label, describe children's actions, and vary their vocabulary and intonation to encourage language comprehension and strengthen children's productive language development. Teachers engage in individualized interactions with all children, and respond sensitively with encouragement, praise, and comfort. Teachers encourage positive interaction and support social skill development in children.		
2a. Books, Literacy, and Writing Materials	YES	NO	2b. Books, Literacy, and Writing Practices	YES	NO
A variety of developmentally-appropriate books (5) are easily accessible throughout the day in the classroom. Materials are in good condition and include: Board books Plastic/cloth/wooden books Activity books (e.g. I Spy, Pat the Bunny) Storybooks			Teachers engage all children in reading books at least 15 minutes each day.  Teachers selectively rotate in new books from at least 5 in storage.  Teachers introduce nursery rhymes every day.		
3a. Block and Dramatic Play Materials	YES	NO	3b. Block and Dramatic Play Practices	YES	NO
A variety of developmentally-appropriate play materials are accessible daily within each category: Blocks (5) Transportation Animal/people Mirror Stuffed animals (5)			Teachers selectively rotate in new block and dramatic play materials from a selection of materials in storage. Teachers actively engage infants in play with blocks, dramatic and other play materials (e.g. zoom the car, feed the baby, hide the bear, and make animal talk), support infant participation, and challenge infants' use of play materials.		
4a. Fine Motor, Math, and Science Learning Materials	YES	NO	4b. Fine Motor, Math, and Science Learning Practices	YES	NO
A variety of at least 10 developmentally-appropriate fine motor materials are accessible daily in the classroom: Rattles/squeeze toys Teethers Fit-together toys Stacking/nesting Pop-up/activity boxes			Teachers selectively rotate in new fine motor materials from a selection of materials in storage. Teachers intentionally vary infant positions and actively engage infants in one-on-one educational interactions designed to challenge and enhance their fine motor skills.		

<b>5a. Music, Movement, and Art Materials</b>	<b>YES</b>	<b>NO</b>	<b>5b. Music, Movement, and Art Practices</b>	<b>YES</b>	<b>NO</b>
A variety of developmentally-appropriate music materials are accessible daily for use at different times throughout the day: CDs (10 CDs; 3 genre, e.g. reggae, jazz, classical) Toys that make music (3)			Teachers intentionally introduce infants to a variety of musical experiences every day: Exposure to different types of music Teachers sing during transitions/routines Music/movement activities (dancing, exercises)		
<b>6a. Large Motor Materials</b>	<b>YES</b>	<b>NO</b>	<b>6b. Large Motor Practices</b>	<b>YES</b>	<b>NO</b>
A variety of developmentally-appropriate large motor materials are accessible daily in the classroom, outside, or in another room for use at different times throughout the day. Stationary large motor equipment (5) Well-organized, safe space, with enough space to play			Children experience a daily balance of large motor indoor/outdoor play.  Large motor activities provide significant variation and stimulate a variety of large motor skills.		
<b>7a. Child Assessment Materials</b>	<b>YES</b>	<b>NO</b>	<b>7b. Child-Teacher–Family Practices</b>	<b>YES</b>	<b>NO</b>
Reliable and valid checklists and/or portfolios, and teachers' observational notes are used regularly to assess each child's developmental progress.  Results of child assessments are used in curriculum planning; information from developmental assessments is shared with families and specialists, as needed.			Teachers maintain ongoing, positive communication with all families, including those that are hard to reach. Positive daily communication (daily notes, bio-board, resource board, conversation at pick up/drop off). Welcoming environment (families are invited to observe, share skills, family photos, go on field trips). Classroom information is shared (newsletter/weekly curriculum updates, resources on biting).		
<b>8a. Program Assessment Materials</b>	<b>YES</b>	<b>NO</b>	<b>8b. Program Assessment Practices</b>	<b>YES</b>	<b>NO</b>
A consistent form of classroom or program assessment is conducted annually in this classroom (e. g. ECERS, NAEYC, other). Materials and methods of assessment appear reliable.			Results of classroom or program assessments are shared with teachers. Classroom/program assessments are used to estimate progress toward established standards and used for program improvement.		
<b>Infant Materials: Number of Quality Indicators Met</b>			<b>Infant Practices: Number of Quality Indicators Met</b>		
<b>0 1 2 3 4 5 6 7 8</b>			<b>0 1 2 3 4 5 6 7 8</b>		

**TODDLERS (13 - 36 MONTHS )**

**CLASSROOM QUALITY INDICATORS**

**MATERIALS**

**PRACTICES**

<b>1a. Teacher-Child Relationship</b>	<b>YES</b>	<b>NO</b>	<b>1b. Teacher-Child Practices</b>	<b>YES</b>	<b>NO</b>
<input type="checkbox"/> <u>Language</u> . There are frequent staff-child and child-child conversations; teachers converse with most children. <input type="checkbox"/> <u>Social-emotional</u> . Teachers are attentive, quick to smile, and show physical affection. <input type="checkbox"/> <u>Tone</u> . Classroom tone is positive. There is an absence of: punitive behavior, threatening, yelling, unnecessarily prohibiting activities, physically controlling behavior, or excessive time-outs.			Teachers frequently expand on children’s words, label, describe children’s actions, and vary their vocabulary and intonation to encourage language comprehension and strengthen children’s productive language development. Teachers engage in individualized interactions with all children, and respond sensitively with encouragement, praise, and comfort. Teachers provide opportunities for children to practice alternative strategies for expressing their feelings and controlling their impulses, encourage children to express their feelings, to listen to one another, and to solve their own conflicts.		
<b>2a. Books, Literacy, and Writing Materials</b>	<b>YES</b>	<b>NO</b>	<b>2b. Books, Literacy, and Writing Practices</b>	<b>YES</b>	<b>NO</b>
A variety of developmentally-appropriate books (10), literacy (3), and writing materials (5) are easily accessible in defined, well-organized areas of the classroom. Materials are in good condition and include: Board/plastic/cloth/activity/storybooks Rhyme/repetition books (nursery rhymes) Multicultural/bilingual books Concept (literacy, math, science) books <u>Literacy games/activities</u> <u>Writing materials</u> : Lined/unlined paper, writing tools, template, stamps, worksheets, letter/word cards; boards (magnetic, chalk)			Teachers engage all children in reading at least 15 minutes each day. Teachers selectively rotate in new books from a selection of books in storage or the library. Teachers engage in literacy games/activities, including nursery rhymes every day. Storytelling materials are sometimes used to enhance story reading (big books, flannel boards). Teachers model and encourage writing, help children record their ideas in writing, and have at least one example of teacher dictation on display.		
<b>3a. Block and Dramatic Play Materials</b>	<b>YES</b>	<b>NO</b>	<b>3b. Block and Dramatic Play Practices</b>	<b>YES</b>	<b>NO</b>
A variety of developmentally-appropriate play materials are accessible daily in an organized area including: 20 Blocks (and uninterrupted space to play) Transportation (3) Animals/people (3) Stuffed animals (5) /puppet (1) /doll (1) Telephone Kitchen/housekeeping materials (pots, pans, dishes, play food) Diversity in play materials (dolls, food, or clothing)			Teachers frequently vary the environment by rotating in new blocks, block accessories, and dramatic play materials from storage.  Teachers actively engage toddlers in pretend play with dramatic play materials (e.g. zoom the car, feed the baby, pretend cooking, make puppet talk, talk on the phone), and join children in block play.		

4a. Fine Motor, Math, and Science Learning Materials	YES	NO	4b. Fine Motor, Math, and Science Learning Practices	YES	NO
<p>A variety of developmentally appropriate fine motor (10), math (5), and science (5) learning materials are accessible daily:</p> <ul style="list-style-type: none"> <li>Puzzles/shape sorters</li> <li>Interlocking blocks/fit-together toys (e.g. stacking/nesting toys)</li> <li>Fine motor manipulatives (e.g. push/pull toys)</li> <li>Math manipulatives (e.g. collections of objects to count)</li> <li>Nature/science materials (e.g. collections of natural objects)</li> <li>Sensory-motor</li> </ul>			<p>Teachers rotate in fine motor, math, and science materials from at least 5 of each type in storage.</p> <p>Teachers actively engage toddlers in one-on-one educational interactions designed to challenge and enhance their fine motor skills and improve their abilities to solve problems.</p> <p>Math activities are part of the weekly curriculum. Nature/science activities are clearly part of the weekly curriculum.</p>		
5a. Music, Movement, and Art Materials	YES	NO	5b. Music, Movement, and Art Practices	YES	NO
<p>A variety of developmentally-appropriate music and art materials are accessible daily in the classroom:</p> <p><u>Music/movement.</u></p> <ul style="list-style-type: none"> <li>CDs (10 CDs; 3 genre: e.g. reggae, jazz, classical)</li> <li>Musical instruments (10)</li> <li>Movement toys (scarves, ribbons)</li> </ul> <p><u>Art</u> (10 materials, some can be in storage)</p> <ul style="list-style-type: none"> <li>Drawing (markers, crayons, colored pencils, chalk)</li> <li>Painting (easel, water colors, brushes, sponges)</li> <li>Collage (yarn, felt, sticky tape, buttons, assorted paper, glitter, feathers, foam, sequins).</li> <li>Construction (clay, play dough, wood, popsicle sticks, pipe cleaners)</li> <li>Tools (scissors, stencils, stamps/stamp pad, punchers, glue sticks)</li> </ul>			<p>Teachers intentionally introduce children to a variety of musical experiences every day through singing during transitions/routines, playing different types of music, and music/movement activities (dancing).</p> <p>Teachers plan music and movement activities (at least twice a month) that encourage creativity, develop skills (e.g. rhythm, stop/go), and extend children's understanding of music (e.g. musical guests, performances, music appreciation).</p> <p>Freedom of artistic expression is encouraged every day as evidenced by primarily individualized art work on display and daily open access to art materials.</p> <p>Planned art activities (at least twice a month) encourage creativity, develop skills, and extend children's understanding of art (e.g. artistic guests, 3-D creations, field trips, art appreciation).</p>		
6a. Large Motor Materials	YES	NO	6b. Large Motor Practices	YES	NO
<p>A variety and enough developmentally-appropriate large motor materials are accessible daily for use by all children.</p> <ul style="list-style-type: none"> <li>Stationary large motor equipment</li> <li>Portable large motor equipment</li> <li>Ride-on toys</li> <li>Well-organized, safe space, with enough space to play</li> </ul>			<p>Children experience a daily balance of large motor indoor/outdoor play.</p> <p>Large motor activities provide significant variation and stimulate a variety of large motor skills (e.g. balance, climbing, strength, endurance, and agility)?</p>		

7a. Child Assessment Materials	YES	NO	7b. Child-Teacher–Family Practices	YES	NO
<p>Reliable and valid checklists and/or portfolios, and teachers' observational notes are used regularly to assess each child's developmental progress.</p> <p>Results of child assessments are used in curriculum planning; information from developmental assessments is shared with families and specialists, as needed.</p>			<p>Teachers maintain ongoing, positive communication with all families, including those that are hard to reach.</p> <p>Positive daily communication (daily notes, bio-board, resource board, conversation at pick up/drop off).</p> <p>Welcoming environment (families are invited to observe, share skills, family photos, go on field trips).</p> <p>Classroom information is shared (newsletter/weekly curriculum updates, resources on biting).</p>		
8a. Program Assessment Materials	YES	NO	8b. Program Assessment Practices	YES	NO
<p>A consistent form of classroom or program assessment is conducted annually in this classroom (e. g. ECERS, NAEYC, other). Materials and methods of assessment appear reliable.</p>			<p>Results of classroom or program assessments are shared with teachers.</p> <p>Classroom/program assessments are used to estimate progress toward established standards and used for program improvement.</p>		
Toddler Materials: Number of Quality Indicators Met			Toddler Practices: Number of Quality Indicators Met		
<b>0 1 2 3 4 5 6 7 8</b>			<b>0 1 2 3 4 5 6 7 8</b>		

**PRESCHOOLERS (3 – 5 YEARS )**

**CLASSROOM QUALITY INDICATORS**

<b>MATERIALS</b>		<b>PRACTICES</b>			
<b>1a. Teacher-Child Relationship</b>	<b>YES</b>	<b>NO</b>	<b>1b. Teacher-Child Practices</b>	<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Language.</u> There are frequent staff-child and child-child conversations; teachers converse with most children.</li> <li><input type="checkbox"/> <u>Social-emotional.</u> Teachers are attentive, quick to smile, and show physical affection.</li> <li><input type="checkbox"/> <u>Tone.</u> Classroom tone is positive: There is an absence of: punitive behavior, threatening, yelling, unnecessarily prohibiting activities, physically controlling behavior, or excessive time-outs.</li> </ul>			<p>Teachers routinely expand on children’s language, introduce a rich and varied vocabulary, and ask open-ended questions that challenge children to express their ideas.</p> <p>Teachers provide multiple opportunities through large group, small group, and free play activities for children to use language to share experiences, discuss and plan activities, analyze and solve problems.</p> <p>Teachers provide opportunities for children to practice alternative strategies for expressing their feelings and controlling their impulses, encourage children to express their feelings, to listen to one another and to solve their own conflicts.</p>		
<b>2a. Books, Literacy, and Writing Materials</b>	<b>YES</b>	<b>NO</b>	<b>2b. Books, Literacy, Writing Practices</b>	<b>YES</b>	<b>NO</b>
<p><u>Books:</u> A variety of developmentally-appropriate books (20) is easily accessible in a defined, well-organized area of the classroom. Materials are in good condition and include:</p> <ul style="list-style-type: none"> <li>Rhyme/repetition books</li> <li>Multicultural/bilingual books</li> <li>Concept books (literacy, math, science)</li> </ul> <p>Literacy games/activities (3): (e.g. picture sequencing)</p> <p><u>Writing:</u> A variety of developmentally appropriate literacy/writing materials (20) are also accessible daily and include each of the following:</p> <ul style="list-style-type: none"> <li>Literacy games/activities</li> <li>Lined/unlined paper, writing tools</li> <li>Templates, stamps, worksheets, letter/word cards, activity books/mazes, Pictionary</li> <li>Boards (magnetic, chalk, wipe, flannel, chart paper)</li> <li>Writing props in dramatic play, block, or other area</li> </ul>			<p>Teachers read to children at least 15 minutes each day, and frequently enhance group reading time with storytelling materials (flannel board, etc.).</p> <p>Teachers selectively rotate in new books and other literacy/writing materials from a selection in storage and/or the library.</p> <p>Teachers provide a variety of pre-literacy games and activities during large group, small group, and free play.</p> <p>Teachers engage in educational interactions designed to support children’s reading (visits to the library, guest readers, homemade books, children’s journals, backpack books).</p> <p>Teachers regularly model, encourage writing, and provide materials, activities, and expanded opportunities to help children develop their writing skills and record their ideas in writing.</p>		

3a. Block and Dramatic Play Materials	YES	NO	3b. Block and Dramatic Play Practices	YES	NO
<p>A variety of developmentally-appropriate play materials are accessible daily in organized areas including:</p> <ul style="list-style-type: none"> <li>2 sets of 20 blocks (and uninterrupted space to play)</li> <li>Transportation/animals/people (10 each)</li> <li>Stuffed animals/puppets/dolls (5 each)</li> <li>Telephone</li> <li>Kitchen/housekeeping materials (pots, pans, dishes, food)</li> <li>Diversity in play materials (dolls, food, or clothing)</li> <li>Play furniture</li> <li>Dress up clothes/accessories</li> <li>Prop boxes in storage (2)</li> </ul>			<p>Teachers frequently rotate in new dramatic play, blocks, and block accessories from storage.</p> <p>Teachers participate in block and/or pretend play with children.</p> <p>Dramatic play themes vary at least monthly and are changed somewhat weekly; planned activities are designed to enrich dramatic play.</p> <p>Teachers extend dramatic play beyond the classroom through guests, fieldtrips, books, and other activities.</p>		
4a. Fine Motor, Math, and Science Learning Materials	YES	NO	4b. Fine Motor, Math, and Science Learning Practices	YES	NO
<p>A variety of developmentally-appropriate fine motor (10), math (10), and science (10) materials are accessible daily in a defined, well-organized area of the classroom including:</p> <p><u>Fine motor:</u></p> <ul style="list-style-type: none"> <li>Puzzles/shape sorters (10)</li> <li>Interlocking blocks/fit-together toys (3)</li> <li>Manipulative toys (3)</li> </ul> <p><u>Math:</u></p> <ul style="list-style-type: none"> <li>Math concepts displayed (e.g. posters, clock, calendar)</li> <li>Collection of objects to count/sort</li> <li>Geometry (pattern/size/shapes)</li> <li>Tools for measuring (balance, tape measure, ruler, scale, unifix cubes, measuring cups)</li> <li>Number recognition games/activities</li> </ul> <p><u>Science:</u></p> <ul style="list-style-type: none"> <li>Collections of natural objects</li> <li>Living things (plants/animals)</li> <li>Tools (magnets, magnifying glasses)</li> <li>Nature/ science books</li> <li>Sensory-motor</li> </ul>			<p>Teachers selectively rotate in fine motor, math, and science materials from storage.</p> <p>Teachers actively introduce new concepts and engage children in one-on-one educational interactions designed to challenge and enhance their fine motor skills.</p> <p>Math is clearly part of the daily curriculum; lesson plans indicate weekly teacher-guided math; there is evidence of a recent more extensive math activity.</p> <p>Nature/science is clearly part of the daily curriculum, lesson plans indicate weekly teacher-guided nature/science activities; there is evidence of a recent more extensive nature/science activity.</p>		

5a. Music, Movement, and Art Materials	YES	NO	5b. Music, Movement, and Art Practices	YES	NO
<p>A variety of developmentally-appropriate music and art materials are accessible in the classroom:</p> <p><u>Music/movement</u></p> <ul style="list-style-type: none"> <li>CDs (10 CDs; 3 genre: e.g. reggae, jazz, classical)</li> <li>Musical instruments (10)</li> <li>Movement toys (scarves, ribbons) (10)</li> </ul> <p><u>Art (15)</u></p> <ul style="list-style-type: none"> <li>Drawing (markers, crayons, colored pencils, chalk)</li> <li>Painting (easel, water colors, brushes, sponges)</li> <li>Collage (yarn, felt, sticky tape, buttons, assorted paper, glitter, feathers, foam, sequins).</li> <li>Construction (clay, play dough, wood, popsicle sticks, pipe cleaners)</li> <li>Art tools (scissors, stencils, stamps/stamp pad, punchers, glue sticks)</li> </ul>			<p>Teachers intentionally introduce children to a variety of musical experiences every day through singing during transitions/routines, playing different types of music, and music/movement activities (dancing).</p> <p>Teachers plan music and movement activities (at least twice a month) that encourage creativity, develop specific skills, and extend children's understanding of music (e.g. musical guests, performances, music appreciation).</p> <p>Freedom of artistic expression is encouraged every day as evidenced by primarily individualized art work on display and daily open access to art materials.</p> <p>Planned art activities (at least twice a month) encourage creativity, develop skills, and extend children's understanding of art (e.g. artistic guests, 3-D creations, field trips, art appreciation).</p>		
6a. Large Motor Materials	YES	NO	6b. Large Motor Practices	YES	NO
<p>A variety and enough developmentally-appropriate large motor materials are accessible daily for use by all children.</p> <ul style="list-style-type: none"> <li>Stationary large motor equipment</li> <li>Portable large motor equipment</li> <li>Ride-on toys</li> <li>Well-organized, safe space, with enough space to play</li> </ul>			<p>Children experience a daily balance of large motor indoor/outdoor play.</p> <p>Large motor activities provide significant variation and stimulate a variety of large motor skills (e.g. balance, climbing, strength, endurance, and agility)?</p>		
7a. Child Assessment Materials	YES	NO	7b. Child-Teacher–Family Practices	YES	NO
<p>Reliable and valid checklists and/or portfolios, and teachers' observational notes are used regularly to assess each child's developmental progress.</p> <p>Results of child assessments are used in curriculum planning; information from developmental assessments is shared with families and specialists, as needed.</p>			<p>Teachers maintain ongoing, positive communication with all families, including those that are hard to reach.</p> <ul style="list-style-type: none"> <li>Positive daily communication (daily notes, bio-board, resource board, conversation at pick up/drop off).</li> <li>Welcoming environment (families are invited to observe, share skills, family photos, go on field trips).</li> <li>Classroom information is shared (newsletter/weekly curriculum updates, resources on biting).</li> </ul>		

8a. Program Assessment Materials	YES	NO	8b. Program Assessment Activities	YES	NO
<p>A consistent form of classroom or program assessment is conducted annually in this classroom (e. g. ECERS, NAEYC, other). Materials and methods of assessment appear reliable.</p>			<p>Results of classroom or program assessments are shared with teachers.</p> <p>Classroom/program assessments are used to estimate progress toward established standards and used for program improvement.</p>		
<p><b>Preschool Materials: Number of Quality Indicators Met</b></p>			<p><b>Preschool Practices: Number of Quality Indicators Met</b></p>		
<p>0 1 2 3 4 5 6 7 8</p>			<p>0 1 2 3 4 5 6 7 8</p>		