



Environment  
Rating Scales  
Institute

# ECERS-3 101 Chapter 1

## Learner Notes

*Use this packet to record your notes as you work through this chapter.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Help Resources**

If you experience any technical issues, please contact Technical Support:

<https://pennsylvaniakey.zendesk.com>

When reporting technical issues, be sure to include the page number of the chapter (found in the lower right corner of the window).

If you need content-specific help, you may e-mail the ERSI staff at:

[contenthelp@ersi.info](mailto:contenthelp@ersi.info)

This packet is designed for you to take notes as you work through chapter 1 of the ECERS-3 101 course. This packet will be useful as you prepare for the end of course test, which comes at the end of Chapter 2.

Make sure you have a copy of the Early Childhood Environment Rating Scale, Third Edition before continuing with this course.

### **Basic Needs of Children**

What are the 3 basic needs of children?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

The Environment Rating Scales use information from *Caring for Our Children*, published by the American Academy of Pediatrics and the American Public Health Association, along with the USDA Meal Guidelines, in developing standards related to health practices. The following pages contain resources you will need when conducting an observation. It is recommended that you tape these resources in your Scale.

# DIAPERING AND HANDWASHING

## Diapering Procedure

1. Before beginning the diapering procedure, clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions).
2. To minimize contamination, prepare for diapering by getting out all of the supplies needed for the diaper change and placing them near, **but not on**, the diapering surface, for example:
  - Enough wipes for the diaper change, including cleaning the child's bottom and wiping the teacher's and child's hands before putting on the clean diaper (wipes must be taken out of their container)
  - A clean diaper
  - A plastic bag for soiled clothes and a set of clean clothes (if soiled clothing is anticipated)
  - Non-porous gloves (if used)
  - A dab of diaper cream on a disposable paper towel (if used)
  - Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
3. Place the child on diapering table. Remove clothing to access diaper. If soiled, place clothes into a plastic bag.
4. Remove soiled diaper and place into a lined, covered, hands-free trash container.
5. Use wipes to clean child's bottom from front to back (one wipe per swipe) and throw away into trash container. The diaper can also be left open under the child during the cleaning step and then discarded with the soiled wipes before continuing with Step 6. If gloves are used, they must be discarded at this time.
6. Use a wipe to remove soil from your hands and throw into trash container.
7. Use another wipe to remove soil from child's hands and throw into trash container.
8. Put on clean diaper and redress the child.
9. Wash the child's hands following the proper handwashing procedure (use of hand sanitizer is also acceptable for children 2 and older). Return the child to the play area without touching any other surfaces.
10. Clean the diapering surface by spraying it with a soapy water solution and drying with a paper towel or by wiping it with a water-saturated paper towel or wipe.
11. Disinfect the diapering surface by spraying it with disinfectant-strength bleach-water solution ( $\frac{1}{2}$  –  $\frac{3}{4}$  cup bleach per gallon of water) and wait at least 2 minutes before wiping (or allow to air dry). Another EPA approved disinfectant, used according to directions, can be used instead of bleach and water.
12. Clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions)

## Handwashing Procedure

1. Moisten hands with water and use liquid soap.
2. Rub hands together away from the flow of water for 20 seconds.
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn off faucet using paper towel.
6. Throw the used paper towel into a hands-free trashcan.

Information taken from *Caring for Our Children: The National and Safety Performance Standards for Out-of-Home Care*, 3<sup>rd</sup> edition, American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Childcare (2011).

## **TABLE WASHING PROCEDURE**

1. To remove gross soil, spray the table (or highchair tray) with a soap-water solution and wipe dry with a disposable paper towel.
2. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait at least 2 minutes before wiping with a disposable towel or allow to air dry, in order to allow the solution to kill germs. The surface cannot be sprayed and immediately wiped.

### **Additional precautions**

- ❖ Sponges should not be used for sanitizing tables because they soak bacteria away from the surface of the sponge, which then cannot be easily reached in the interior of the sponge by the sanitizing agent.
- ❖ If wet cloths are used, a separate cloth is required for each table/tray, and cloths cannot be returned to soak in a bleach-water solution.
- ❖ Food should not be put directly on the table or highchair tray because eating surfaces are more likely to be contaminated than disposable plates or washed and sanitized dishes
- ❖ If highchair trays are used as eating surfaces, the trays should be washed and sanitized in the same way as plates and other food service utensils.
- ❖ In case different children rotate through snack, each place must be cleaned and sanitized between use by different children. Sanitizing solution should not be sprayed while children are seated at the table.

# Meal Guidelines – Ages 1-12 Updated 8/03/05

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service ([www.nal.usda.gov/childcare/Cacfp/index.html](http://www.nal.usda.gov/childcare/Cacfp/index.html))

## BREAKFAST

Food Components	Ages 1-2	Ages 3-5	Ages 6-12 <sup>1</sup>
<b>1 milk</b> fluid milk	1/2 cup	3/4 cup	1 cup
<b>1 fruit/vegetable</b> juice, <sup>2</sup> fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
<b>1 grains/bread<sup>3</sup></b> bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup

## LUNCH OR SUPPER

<b>1 milk</b> fluid milk	1/2 cup	3/4 cup	1 cup
<b>2 fruits/vegetables</b> juice, <sup>2</sup> fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
<b>1 grains/bread<sup>3</sup></b> bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
<b>1 meat/meat alternate</b> meat or poultry or fish <sup>4</sup> or alternate protein product or cheese or egg <sup>7</sup> or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds <sup>5</sup> or yogurt <sup>6</sup>	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1½oz. 1½ oz. 1½ oz. ¾ 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.

## SNACK: Choose 2 of the 4 components

<b>1 milk</b> fluid milk	1/2 cup	1/2 cup	1 cup
<b>1 fruits/vegetables</b> juice, <sup>2</sup> fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
<b>1 grains/bread<sup>3</sup></b> bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
<b>1 meat/meat alternate</b> meat or poultry or fish <sup>4</sup> or alternate protein product or cheese or egg <sup>7</sup> or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds <sup>5</sup> or yogurt <sup>6</sup>	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1 oz. 4 oz.

### Footnotes

- 1 Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.
- 2 Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only othersnack component.
- 3 Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.
- 4 A serving consists of the edible portion of cooked lean meat or poultry or fish.
- 5 Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.
- 6 Yogurt may be plain or flavored, unsweetened or sweetened.
- 7 One-half egg meets the required minimum amount (one ounce or less) of meat alternate.

## Playground Information to Use with the Environment Rating Scales (revised 10-3-13)

Based on information from the U.S. Consumer Product Safety Commission (CPSC), Public Playground Safety Handbook, Pub. No. 325, information from the American Society for Testing and Materials Standards (ASTM), Standard Consumer Safety Performance Specification for Public Use Playground Equipment for Children 6 Months through 23 Months, F 2373-05, and information from ASTM Standard Safety Performance Specification for Fences/Barriers for Public, Commercial, and Multi-Family Residential Use Outdoor Play Areas, F2049. These guidelines are a basic overview of areas to review when scoring playground and safety items in the ECERS-R, ITERS-R, FCCERS-R, or SACERS. This list is not to be used as a comprehensive guide for playground assessment.

**Fall Zones** – A fall zone is the area around and under gross motor climbing, sliding, or swinging equipment where protective surfacing is required to prevent injury from falls. The fall zone should be cleared of items that children may fall onto or run into.

**Protective Surfacing** – Protective surfacing is intended to cushion falls and prevent serious injuries from any equipment used indoors and outdoors. The amount of a consistent type of surfacing required is based on the fall height of the equipment, which is the height of the highest designated play surface on the equipment. Equipment having a fall height of 18" or less is not required to have protective surfacing; however, no equipment should be placed over concrete, asphalt, stone, ceramic tile, or similar hard surfaces. The surfaces under and around play equipment should be soft enough to cushion falls, which are the most frequent causes of injuries on playgrounds. Common indoor surfaces (such as rugs, tumbling mats, or carpet) and common outdoor surfaces (such as grass or dirt) are not adequate cushioning for gross motor equipment with a fall height greater than 18" even when the equipment is not anchored. For specifics on surfacing depth for different loose-fill materials, see the chart below. When the surfacing in much-used areas becomes displaced (e.g., under swings, at slide exits), it should be raked back or replaced to maintain correct depth. For poured or installed foam or rubber surfaces, the materials must meet the ASTM F1292 requirements, which can be verified through a written statement from the manufacturer.

### Minimum compressed loose-fill surfacing depths:

Inches	Of	Loose-Fill Material	Protects To	Fall Height (feet)
6		Shredded/recycled rubber		10
9		Sand		4
9		Pea gravel		5
9		Wood mulch		7
9		Wood chips		10

**Equipment Spacing** – Fall zones for climbing equipment should extend at least 6 ft on all sides for preschoolers and school-agers and at least 3 ft on all sides for infants and toddlers. Spacing between pieces of equipment must allow children to circulate around or fall from play structures without striking another structure, and permit adults to have easy access to the children who are using the equipment. For preschoolers (2 – 5 years) and school-agers (5 – 12 years), adjacent play structures, with a play surface over 30" high, should be spaced at least 9 ft. apart. If the play surfaces of both structures are 30" high or less, the equipment may be located a minimum of 6 ft. apart. For infants and toddlers (6 – 23 months), play structures with surfaces between 18" and 32" high must be spaced at least 3 ft. apart. Moving pieces of equipment (e.g., swings, merry-go-rounds) should be located in an area away from other play structures so children have adequate room to pass from one play area to another without being struck by moving equipment, and their fall zones should not overlap the fall zone of other equipment.

**Requirements for Fences** – Fences surrounding a playground must completely enclose the play space and measure at least 48" high, and the latches of access gates should measure at least 48" high. To prevent children from passing through the fence, the vertical members of the fence should be spaced 4" apart or less. A discrete barrier, such as structural bollards, trees, or posts, should be placed along any side of the playground which is within 30 feet of streets or parking lots, to prevent a vehicle from accidentally entering the space.

**Age-appropriate equipment** provides children with opportunities to safely practice gross motor skills without putting them at risk for unnecessary injury. Appropriate equipment for each age group is listed below:

Infant/Toddler: 6 – 23 months	Preschool: Ages 2 – 5	School-age: Ages 5 – 12
Climbing equipment up to 32" high	Climbing equipment up to 60" high	Climbing equipment up to 84" high
Ramps	Horizontal ladders and overhead rings 60" high or less for 4-5 year-olds	Arch climbers
		Free standing flexible climbers
Single file step ladders	Merry-go-rounds	Stairways
Slides	Ramps	Chain or cable walks
Spiral slides less than 360°	Rung ladders	Fulcrum seesaws
Spring rockers	Single file step ladders	Ladders- horizontal (84" high), rung, and step
Stairways	Slides	Overhead rings up to 84" high
Swings with full bucket seats	Spiral slides up to 360°	Merry-go-rounds
Ramps	Spring rockers	Ring treks
Single file step ladders	Stairways	Slides
	Swings- belt, full bucket (2-4 yrs.), and rotating tire	Spiral slides more than one 360° turn
	Balance beams up to 12" high	Vertical sliding poles
		Swings- belt and rotating tire
		Track rides
		Balance beams up to 16" high

The following equipment is **not appropriate** for any age group: trampolines, swinging gates, giant strides, climbing ropes not secured at both ends, animal figure swings, multiple occupancy swings, rope swings, and swinging dual exercise rings and trapeze bars.

In addition to equipment listed above, the following equipment is **not appropriate** for preschool children (ages 2-5): freestanding arch climbers, dome climbers, freestanding flexible climbers, fulcrum seesaws, log rolls, track rides, spiral slides more than one 360° turn, parallel bars, and vertical sliding poles. Horizontal ladders and overhead rings are not appropriate for children 3 years and younger.

In addition to the equipment listed above, the following equipment is **not appropriate** for infants and toddlers (6 – 23 months): rung ladders, merry-go-rounds, rotating tire swings, spiral slides with a full 360° turn, balance beams.

#### **Requirements for slides:**

For preschool and school-age: The exit region of slides should be at least 11" long. The exit height of slides up to 4 ft. high should be 11" or less, and the exit height of slides over 4 ft. high should be at least 7" but not more than 15". The fall zone around slides should be at least 6 ft on all sides, except at the slide's exit. For slides up to 6 ft. high, the fall zone at the exit should be at least 6 ft. For slides greater than 6 ft., the fall zone at the exit should be at least as long as the slide is high up to 8 ft. max. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

For infants and toddlers: The exit region of slides should be 7" – 10" long, and the exit height should be 6" or less. The fall zone around slides should be at least 3 ft., except at the slide's exit, which should be at least 6 ft. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

#### **Requirements for swings:**

For preschool and school-age: **Belt swings** should have a pivot point of 8 ft. or less. There should be no more than 2 swings located within a single swing bay. The distance between swings at rest within a single bay should be at least 24", and the distance between a swing at rest and its support structure should be at least 30" (measured 5 ft. from the ground). The seat of swings for preschool-age children should rest at least 12" inches from the ground, and the seat of swings for school-age children should rest at least 16" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings, and cannot overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the supporting structure. **Tire swings** should not be attached to composite structures and should not be suspended from a structure with other swings in the same bay. The bottom of the seat of the tire swing should rest at least 12" from the ground. The clearance between the seat and the sides of the support structure should be 30" when the tire is held in its closest position to the support structure. The fall zone for tire swings is the distance from the pivot point to the top of the tire plus 6 ft. in all directions, and should not overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the tire swing's supporting structure.

For infants and toddlers: **Belt swings** should have a pivot point of 47" or less, and the seat should rest at least 6" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings and cannot overlap with the fall zone of any other equipment. A 3 ft. fall zone is required from the perimeter of the supporting structure. **Bucket swings** should have a pivot point between 47" and 95", and the seat should rest at least 24" from the ground. The fall zone for bucket swings is 2 times the distance from the pivot point to the bottom of the swing seat, both in front and back of swings and cannot overlap the fall zone of any other equipment. For both types of swings, there should be no more than 2 swings located within a single swing bay, and the distance between swings at rest within a single bay or between a swing at rest and its support structure should be at least 20" (measured 5 ft. from the ground).

**Entanglement Hazards** – There should be no dangerous pieces of hardware, such as protruding bolts or open S-hooks on swings that could entangle children's clothing, particularly drawstrings on the hoods of jackets or sweatshirts, and cause strangulation. An S-hook is considered closed if there is no gap or space greater than .04" (about the thickness of a dime).

**Entrapment Hazards** – Children can get trapped and strangle in openings in which they can fit their bodies but not their heads through the space. A completely bounded opening that is not bounded by the ground may pose an entrapment hazard. Even openings that are low enough for children's feet to touch the ground still present a strangulation risk because young children may not have the cognitive ability or motor skills to free themselves. Openings in guardrails and spaces between platforms, ladder rungs, and uprights in protective barriers on climbing equipment that measure more than 3.5" but less than 9" may be an entrapment hazard. Head and torso templates from the CPSC Handbook should be used to determine whether an opening presents an entrapment risk. Children can also become entrapped by angles (less than 55°) formed between 2 sides of playground parts, for instance at the top of a wooden picket fence or fort.

**Pinch, Crush, and Shearing Hazards** – Moving pieces of equipment, such as suspension bridges, track rides, merry-go-rounds, or seesaws, should not have accessible moving parts that might pinch or crush a child's finger or other body part.

**Protrusion Hazards** – There should be no sharp points, corners, or edges (either wooden or metal) on play equipment or other objects in the space (e.g., fences, gates) that could cut or puncture a child's skin. Protruding bolts on fences, gates, or equipment should not expose more than 2 threads.

**Guardrails** – A guardrail is an enclosing device around an elevated platform that is intended to prevent inadvertent falls from the platform. A child might be able to climb over, under, or through the guardrail. For preschoolers, guardrails are required for platforms higher than 20", and up to 30" above the ground. For preschoolers, the top edge of the guardrails should be at least 29" from the platform, and the lower edge should be between 9" and 23" from the platform. For equipment used *only* by school-aged children, any platform more than 30" above the ground (but not over 48" above the ground) will need guardrails at least 38" above the platform, with the lower edge between 9" and 28" from the platform.

**Protective Barriers** – A protective barrier is an enclosing device around an elevated platform that is intended to prevent both inadvertent falls from the platform and deliberate attempts to pass through the barrier. No child should be able to climb over, under, or through the barrier. For infants and toddlers, protective barriers are required for all equipment with play surfaces over 18", and the top surface of the barrier should be at least 24". For preschoolers, protective barriers are required for platforms that are over 30" above the ground, and the top surface of the barrier should be at least 29" above the platform. For equipment used *only* by school-aged children, any platform more than 48" above the ground requires protective barriers, and the top surface of the protective barrier must be at least 38" high. Guardrail and barrier recommendations do not apply if they would interfere with the intended use of the equipment, such as stepping up to the next level. For example, platforms that are layered on equipment, (e.g., one platform leading up to another in a step-like manner), do not need guardrails or barriers if the fall height between levels is 7" or less for toddlers, 20" or less for preschoolers, and 30" or less for school-agers.



## Organization of the Scales

What are the 6 subscales of the ECERS-3?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_

## Additional Notes for Clarification

You should check the ERSI website ([www.ersi.info](http://www.ersi.info)) regularly for updated Notes for Clarification from the authors. On the following pages, you will find the most current version of these notes. You should cut these notes and tape them into your scale, remembering to mark each indicator with a new Note for Clarification.

## New Notes for the ECERS-3

### Administration of the Scale. Item 2, page 7.

The three hours must be completed in one continuous block (e.g., 8:00 to 11:00am, 9:00 to 12.00 pm) at one time, and not broken up into smaller portions (e.g., 8:00 to 10:00am and 2:00 to 3:00pm).

### Explanation of Terms Used Throughout the Scale, new term 11; insert on page 12

**Accessible.** When calculating time accessible count only time that all children have *reasonable access*. When some children have access and others do not (for example some children are in a teacher required small group or engaged in eating), then the *average* amount of time those children fail to have access is not counted in calculating time accessible. Exceptions to this rule are that access time may be counted when one or even a small group is involved in toileting, or some children leave the classroom to participate in special activities not offered to the whole group, such as therapy or special classes that parents pay for separately. Start timing only when all children have access and no child is waiting. Clean up time is not considered access time. These requirements hold true for all types of access (e.g., music, art, gross motor, etc.).

**Free play,** means that the child is permitted to select materials and companions and as far as possible manage play independently. Adult interaction is in response to the child's needs. Situations in which the children are assigned to centers by staff, or staff select the materials that individual children may use do not count as free play. Free play does not mean that all areas of the classroom must be open at one time, with all materials accessible. A more limited number of area choices may be available, since free play takes place if children are allowed to choose where they will play, and with whom, from the choices allowed. The allowed choices must include play areas or interest centers of varied types, where children are allowed to choose what to take from toy storage shelves. Free play is not credited when staff pre-select a material that children re allowed to use in the various play areas or centers, when children are not able to freely access other materials in the play areas/centers if they wish. There must be enough areas open so that children do not have problems with access to materials that interest them.

### Item 2. Furnishings...Notes for Clarification:

3.1, 3.4. Typographical error. The second and third sentences of the 3.4 note apply to the note for 3.1. They do not apply to indicator 3.4.

### Item 7. Gross motor equipment

3.1, 3.2, 5.1, 5.2, 7.1, 7.2. At the minimal level, either portable or stationary equipment are allowed for scoring. Both are not required. At the 5 and 7 levels of quality, both portable and stationary equipment are required and must also be considered when scoring.

## **8. Meals/snack**

1.2, 3.3, 5.3, 7.1. Replace note in scale with the following:

Since three important health practices are required (washing /sanitizing the eating surface, hand hygiene before and after eating, and serving uncontaminated foods), consider the extent to which each of these required health practices is followed. If there is little or no effort in two of the three health practices, (for example, handwashing is completely ignored, there is no attempt to clean tables, and/or foods are served under conditions that cause extreme contamination), then score 1.2 Yes. For all indicators, there can be minor lapses in following the handwashing procedure (not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). However, hands should be cleaned reasonably well. If there is some attempt to complete practices, even if procedures are not done correctly, score 3.3 Yes. If there is a significant attempt to do all procedures, but the practices are completed with many minor errors, score 5.3 Yes. To score 7.1 Yes, all procedures must be done with only a few minor errors. When a flexible snack time is provided, and children come and go throughout a period of time, the same sanitary conditions are required, such as sanitizing the table between uses by different children, handwashing completed. If children use hands to eat, handwashing is required after eating to remove saliva and food.

## **9. Toileting/diapering**

If diapering is needed, the diapering procedure in *Caring for Our Children* is required.

## **Item 10. Health practices**

3.2, 5.2. If naptime is not observed, but cots and linens are observed to be stored with minor sanitary problems, (slight problem of contamination, such as a few edges of blankets touching) score 3.2 Yes, and 5.2 No. If there is a major problem with contamination, such as contamination of linens for each cot or floor sides of mats stored touching sleep sides of other mats, score 3.2 No.

3.3. Some interaction is required. All interaction observed must be either neutral or positive, with at least 2 examples of positive interaction. No negative interactions can be observed to score Yes.

## **Item 13. Encouraging Children to use language**

1.2, 3.2, 7.2. This note is actually for indicators 1.2, 3.2, 5.2, and 7.2.

## **Item 16. Becoming familiar with print**

3.1. The note for 5.1 also applies to this indicator.

7.3. To give credit this must be observed 3 times during the observation.

**Item 17. Fine motor**

- 3.3. To give credit, the materials required in 3.1 must offer the different levels of challenge.
- 5.3. To give credit, at least 2 different examples must be observed.

**20. Blocks**

- 5.5. To give credit this must be observed twice.

**21. Dramatic Play**

- 7.2. Replace original note with the following: To score Yes, observe either print or number talk at least once. Both print and number talk are not required to be observed.

**22. Nature/science**

When scoring sand/water experiences, there should be a sufficient quantity of the sand or water so children can dig, scoop, pour, fill, and empty containers. Materials that *cannot* be used for digging, measuring, *and* pouring, such as Styrofoam packing materials, natural objects (e.g., pine cones, acorns, leaves for children to examine), or gelatinous sensory materials (e.g., goop, Jello) cannot be counted as sand/water substitutes. In addition, do not count foods (issue of wasting food) or materials that are hazardous to the children in the group, such as dried kidney beans, materials that children put in nose or ears, etc. Examples of appropriate substitutes would be millet bird seed or sterilized potting soil. Do not count mulch used as ground cover outdoors.

- 3.1, 3.3. Sand and/or water can each be counted for both indicators.

**24. Math in daily events**

- 3.3. For this indicator, any whole group can be considered including routines, transitions, or playing/learning. Additional examples of the math talk might include staff saying to the group, "First we will get our coats; second we will go out and then we can play", How many people are allowed in the block center? Three, that's right." . "Remember we need to rub our hands for 20 seconds as we wash."

## **25. Understanding written numbers**

3.1. At least 2 examples are required to score Yes.

## **26. Promoting acceptance of diversity.**

Replace the existing note with the following:

3.2, 5.3. If stereotyping or violence is shown with regard to any group, such as some “Cowboy and Indian” toys, then Indicator 3.2 should be scored No. Gender stereotyping should be considered here. Look for problems that would be easily obvious to the children. It is not necessary to search avidly for negative examples. Portrayals of men/boys doing traditionally male activities and women/girls doing traditionally female activities are acceptable for this indicator. However, do not give credit for 3.2 if gender stereotyping is portrayed negatively in any way. To give credit for the “non-traditional gender roles” diversity type, in 5.3, some evidence of non-gender stereotyping must be easily visible to balance the traditional roles shown. Examples of non-stereotyping in gender roles means showing males and females doing similar activities, such as both doing construction, both engaged in sports, or both caring for babies. For 3.2, when historic cultural traditions are represented, the images must be balanced with non-traditional modern representations. For example, if traditional African cultures are represented in materials, then current representations must also be included.

5.1, 5.2. To give credit for materials, children must be able to easily experience them for at least one hour during the observation. For example, if the materials are located in play areas or interest centers, children must be able to play with them for the required amount of time. Pictures in the display must be easily viewed and displayed in spaces children access during the observation.

## **28. Supervision of gross motor**

If classrooms are combined during gross motor times, consider the experiences of all children and the supervision of all staff.

## **29. Individualized teaching and learning**

5.1. To give credit there must be many materials/activities accessible for an hour of the observation and most must be open-ended.

**30. Staff-child interaction**

- 1.4. 3.1. If activities with whole group are observed for at least 2 ½ hours of the 3 hour observation, score 1.4 Yes. In addition, 3.1 may be scored Yes, even if 1.4 was scored Yes.
- 3.3. Although staff might appear to be neutral in their interactions, and sometimes mildly negative with children, as they attempt to manage out-of-bounds behavior, to score Yes, they must show interest in children’s activities, get along well with children, usually appear relaxed. If staff frequently appear irritable, disinterested or detached, or show extreme negative behavior with any child, score 3.3 No.

**31. Peer interaction**

- 1.1. “Most of the time” means for at least 2 ½ hours of the 3 hour observation.

**Terms**

Accessible

What does the term “accessible” mean in the ECERS-3? \_\_\_\_\_

---

---

---

---

How long do materials need to be accessible to children in programs of 3 hours or more to meet the time requirements for accessibility?

---

How long do materials need to be accessible to children in programs of 2 ½ hours to meet the time requirements for accessibility?

---

Engaged

What does the term “engaged” mean in the ECERS-3? \_\_\_\_\_

---

---

---

---

**Additional Terms Used in the ECERS-3**

Individualized Teaching

What does the term, “individualized teaching” mean in the ECERS-3?

---

---

---

---

---

How is a defined interest center different from a play area in the ECERS-3?

---

---

---

---

---

What does the term “staff” mean in the ECERS-3? \_\_\_\_\_

---

---

---

---

What does the term” weather permitting” mean in the ECERS-3? \_\_\_\_\_

---

---

---

---



## Scoring System

Use the following information in completing the two activities on calculating the total average score.

### Calculating Total Average Score Activity One

Item	Score	Item	Score
1. Indoor space	3	19. Music and movement	2
2. Furnishings for care, play, and learning	3	20. Blocks	4
3. Room arrangement for play and learning	4	21. Dramatic play	3
4. Space for privacy	5	22. Nature/science	3
5. Child-related display	4	23. Math materials	2
6. Space for gross motor play	5	24. Math in daily events	3
7. Gross motor equipment	5	25. Understanding written numbers	3
8. Meals/snacks	5	26. Promoting acceptance of diversity	4
9. Toileting/diapering	6	27. Appropriate use of technology	4
10. Health practices	5	28. Supervision of gross motor	5
11. Safety practices	4	29. Individualized teaching and learning	3
12. Helping children expand vocabulary	4	30. Staff-child interaction	5
13. Encouraging children to use language	4	31. Peer interaction	6
14. Staff use of books with children	4	32. Discipline	6
15. Encouraging children's use of books	3	33. Transitions and waiting times	3
16. Becoming familiar with print	3	34. Free play	4
17. Fine motor	3	35. Whole-group activities for play and learning	3
18. Art	3		

## Calculating Total Average Score Activity Two

Item	Score	Item	Score
1. Indoor space	4	19. Music and movement	3
2. Furnishings for care, play, and learning	4	20. Blocks	3
3. Room arrangement for play and learning	4	21. Dramatic play	4
4. Space for privacy	3	22. Nature/science	3
5. Child-related display	5	23. Math materials	3
6. Space for gross motor play	4	24. Math in daily events	4
7. Gross motor equipment	6	25. Understanding written numbers	2
8. Meals/snacks	7	26. Promoting acceptance of diversity	7
9. Toileting/diapering	7	27. Appropriate use of technology	NA
10. Health practices	7	28. Supervision of gross motor	5
11. Safety practices	6	29. Individualized teaching and learning	5
12. Helping children expand vocabulary	5	30. Staff-child interaction	5
13. Encouraging children to use language	7	31. Peer interaction	6
14. Staff use of books with children	3	32. Discipline	6
15. Encouraging children's use of books	4	33. Transitions and waiting times	3
16. Becoming familiar with print	3	34. Free play	4
17. Fine motor	4	35. Whole-group activities for play and learning	3
18. Art	2		

## Sample Situations

On the following pages you will find segments of the Expanded Score Sheet for the ECERS-3. You will need these segments of the Score Sheet to complete the activities at the end of this chapter. Space has been provided below each item to record notes that may help in calculating the correct quality score for each item. To print a full copy of the Expanded Score Sheet, visit the ERSI website ([www.ersi.info](http://www.ersi.info)).

<b>4. Space for privacy</b>				<b>1 2 3 4 5 6 7</b>										
	Y	N			Y	N			Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>		3.1	<input type="checkbox"/>	<input type="checkbox"/>		5.1	<input type="checkbox"/>	<input type="checkbox"/>		7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>		3.2	<input type="checkbox"/>	<input type="checkbox"/>		5.2	<input type="checkbox"/>	<input type="checkbox"/>		7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>						5.3	<input type="checkbox"/>	<input type="checkbox"/>				

Notes for Item 4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>14. Staff use of books with children</b>				<b>1 2 3 4 5 6 7</b>										
	Y	N			Y	N			Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>		3.1	<input type="checkbox"/>	<input type="checkbox"/>		5.1	<input type="checkbox"/>	<input type="checkbox"/>		7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>		3.2	<input type="checkbox"/>	<input type="checkbox"/>		5.2	<input type="checkbox"/>	<input type="checkbox"/>		7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>		3.3	<input type="checkbox"/>	<input type="checkbox"/>		5.3	<input type="checkbox"/>	<input type="checkbox"/>		7.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>		3.4	<input type="checkbox"/>	<input type="checkbox"/>		5.4	<input type="checkbox"/>	<input type="checkbox"/>		7.4	<input type="checkbox"/>	<input type="checkbox"/>

Notes for Item 14: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**15. Encouraging children's use of books**

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N		Y	N			
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	3.4	<input type="checkbox"/>	<input type="checkbox"/>	5.4	<input type="checkbox"/>	<input type="checkbox"/>			

Notes for Item 15: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_