

KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM ITERS-R TO ITERS-3

| ITERS-R | ITERS-3 |
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| Age range: Birth through 30 months | Age range: Birth through 35 months |
| Scoring is based on what is observed during the 3-hour observation AND questions asked during a teacher interview following the observation | ALL scoring is based <u>only</u> on what is observed during the 3-hour observation (scoring not supplemented by teacher interview questions) |
| Greater emphasis on counting specific materials | Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions |
| Requirements for access to materials is the same for all children, non-mobile and mobile | Requirements for access to materials are based on the age and development of the children with separate considerations for young infants who cannot sit unsupported, older infants who can sit unsupported but are not yet mobile, and all mobile children (crawlers, walkers) |
| Minimal inclusion of staff interaction requirements outside of the Language and Interaction subscales | Substantial emphasis on staff interactions throughout the scale |
| Strict scoring of access to materials: Access required throughout the observation with very few lapses at the minimal level of quality (“much of the day”). No more than 20 minutes of lapses in access to materials allowed for any child when they are “ready to play” (awake, not involved in necessary routine care, and calm and content) | Better scaling of indicators related to access to materials to more accurately reflect levels of quality: Minimal level- some reasonable access Good level- access throughout the observation with some short lapses allowed Excellent level- access throughout the observation with no lapses for mobile children who are “ready to play.” |
| Strict scoring of sanitary practices in the Personal Care Routines subscale: Sanitary practices required to be done correctly with few if any lapses at the minimal or good level | Better scaling of sanitation indicators in the Personal Care Routines subscale to more accurately reflect levels quality: Minimal level- some effort Good level- much effort, but many minor lapses are allowed Excellent level- done correctly with only a few minor lapses |
| Strict scoring of safety hazards: 1 level: 4 major or 6 minor hazards outdoors or indoors 3 level: Up to 3 major and 5 minor hazards allowed indoors and outdoors combined 5 level: No major and only 1 minor hazard allowed indoors/outdoors | Better scaling of safety hazards across levels of quality: 1 level: Many major hazards outdoors or indoors 3 level: Up to 3 major hazards allowed outdoors or indoors 5 level: Up to 2 major hazards allowed indoors/outdoors combined 7 level: No major and only a few minor hazards allowed |
| Less emphasis on language/literacy: 3 language items. Additional language/literacy indicators not included in other items | More emphasis on language and literacy: 6 items in the Language and Books subscale. Language/literacy indicators are also included in other scale items |
| No math item included | Emphasis on appropriate math learning with the addition of a Math/number item and additional math indicators included in other scale items |
| Less emphasis on interaction: only 4 items in the Interaction subscale | Greater emphasis on Interaction: 6 items in the Interaction subscale, including 2 supervision items and a new item on physical warmth/touch |
| ITERS-R Items no longer in the ITERS-3: - Provision for relaxation and comfort - Greeting/departing - Nap - Sand and water play - Provisions for children with disabilities - the entire Parents and Staff subscale | Now in ITERS-3: - Requirements for soft furnishings included in the furniture and room arrangement items - Greeting/departing eliminated because not usually observable - Nap requirements included in Health practices - Sand/water requirements included in Nature/science - Disabilities item eliminated because many indicators were not observable; considerations for children with disabilities embedded throughout the scale - Parents and Staff subscale removed because scoring of these items was based solely on teacher interview questions and not on observable classroom practices |