

## KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM FCCERS-R TO FCCERS-3

FCCERS-R	FCCERS-3
<p><b>Age ranges:</b>            Infants- birth – 11 months            Toddlers- 12 months to 2 ½ years            Preschoolers- 2 ½ to 5 years            School-agers- 1<sup>st</sup> grade and older</p>	<p><b>Age ranges:</b>            Infants- birth – 11 months            Toddlers/Twos- 12 months through 35 months            Preschoolers- 3 to 5 years            School-agers- 6 to 12 years</p>
<p>Scoring is based on what is observed during the 3-hour observation AND questions asked during a provider interview following the observation</p>	<p>ALL scoring is based <u>only</u> on what is observed during the 3-hour observation (scoring not supplemented by provider interview questions)</p>
<p>Greater emphasis on counting specific materials</p>	<p>Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions</p>
<p>Requirements for access to materials is the same for all children, non-mobile and mobile</p>	<p>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)</p>
<p>Minimal inclusion of provider interaction requirements outside of the Language and Interaction subscales</p>	<p>Substantial emphasis on provider interactions throughout the scale</p>
<p>The requirement for access to materials at the minimal level is 1 hour across the full day of a program that operates for 8 hours or more. Access to materials at the good level is required for “much of the day” (throughout the observation) with 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)</p>	<p>Requirements for access to materials are based on what is observed during the 3-hour time sample, with better scaling of indicators to more accurately reflect levels of quality:            Minimal level- some reasonable access            Good level- access throughout the observation with some short lapses allowed when children are “ready to play”            Excellent level- access throughout the observation with no lapses for mobile children who are “ready to play”</p>
<p>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</p>	<p>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</p>
<p>Strict scoring of safety hazards:            1 level: 4 major hazards outdoors or indoors            3 level: Up to 3 major hazards indoors/outdoors combined            5 level: No major hazards indoors/outdoors combined</p>	<p>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 indoors/outdoors combined            7 level: No major and only a few minor hazards allowed</p>
<p>Less emphasis on language/literacy: 3 language items. Additional language/literacy indicators not included in other items</p>	<p>More emphasis on language and literacy: 6 items in the Language and Books subscale. Language/literacy indicators are also included in other scale items</p>
<p>Less emphasis on interaction: only 4 items in the Interaction subscale</p>	<p>Greater emphasis on Interaction: 6 items in the Interaction subscale, including 2 supervision items and a new item on physical warmth/touch</p>
<p>FCCERS-R Items no longer in the FCCERS-3:            - Provision for relaxation and comfort            - Space for privacy            - Greeting/departing            - Nap/rest            - Sand and water play            - Provisions for children with disabilities            - the entire Parents and Provider subscale</p>	<p>Now in FCCERS-3:            - Requirements for soft furnishings included in the furniture and indoor space 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 Provider subscale removed because scoring of these items was based solely on provider interview questions and not on observable classroom practices</p>