

## KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM **ECERS-R** TO **ECERS-3**

<b>ECERS-R</b>	<b>ECERS-3</b>
Age range: 2 ½ - 5 years	Age range: 3 – 5 years
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 are based on the entire length that a program operates: Minimal access = 1 hour in a full-day program of 8 hours or more Good level access = 1/3 of the operating hours of the program (“substantial portion of the day”)	Requirements for access to materials are based on what is observed during the 3-hour time sample: Minimal access = 25 minutes Good level access = 1 hour
Minimal inclusion of staff interaction requirements outside of the Language and Interaction subscales	Substantial emphasis on staff interactions throughout the scale
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 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: 2 major or 6 minor hazards outdoors or indoors 3 level: No major and no more than 5 minor hazards allowed indoors and outdoors combined	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 outdoors or indoors 7 level: No major and only a few minor hazards allowed
Less emphasis on language/literacy: one item related to book use and 3 additional language items. Additional language/literacy indicators not included in other items	More emphasis on language and literacy with new items added, including two items related to book use and a new item related to appropriate use of print. Language/literacy indicators are also included in other items throughout the scale
Less emphasis on math with only one math item in the Activities subscale and no additional math indicators included in other items	More emphasis on appropriate math learning with 3 math-related items in the Activities subscale and additional math indicators included in other items throughout the scale
ECERS-R Items no longer in the ECERS-3: - Furnishings for relaxation and comfort - Greeting/departing - Nap/rest - Sand/water - General supervision - Schedule - Provisions for children with disabilities - The entire Parents and Staff subscale	Now in ECERS-3: - Requirements for soft furnishings included in the furniture and room arrangement items - Greeting/departing eliminated because not usually observable - Nap/rest requirements included in Health practices - Sand/water requirements included in Nature/science - General supervision eliminated; replaced by a new item, Individualized teaching and learning - Schedule item replaced by a new item, Transitions and waiting times - 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