ERS Reports

Observation and Assessment Team

Center on Early Learning Support and Innovation

Thursday, October 31, 2024

Western Oregon University
The Research Institute

Spark
Oregon Department of Early Learning and Care

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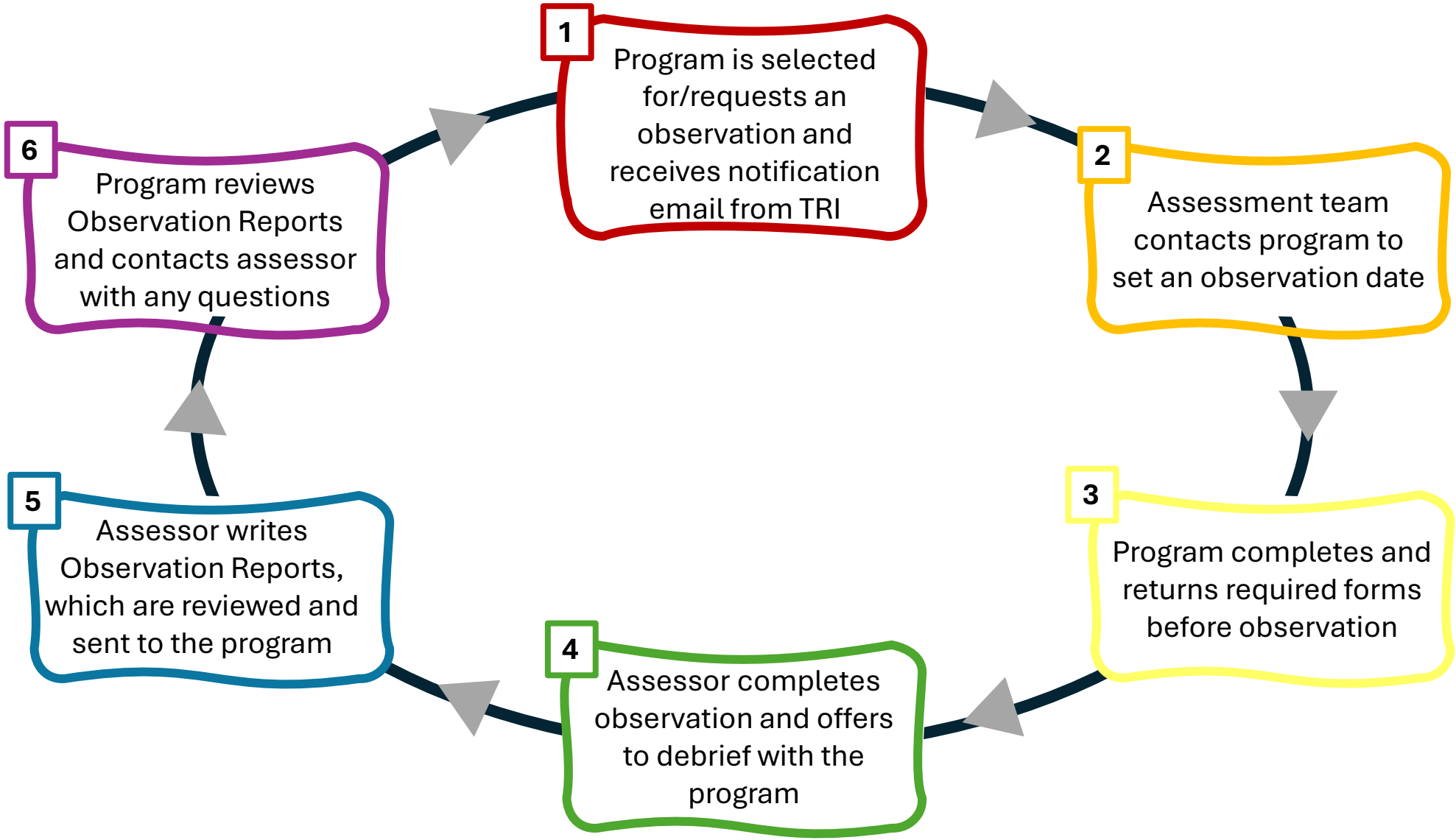
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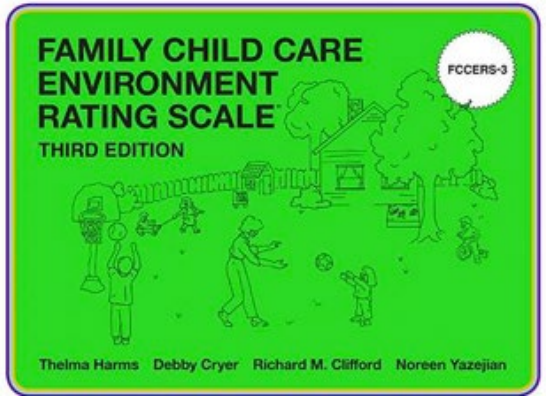
Observation Process

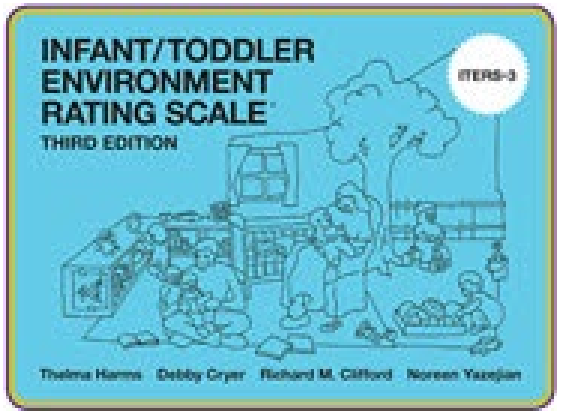


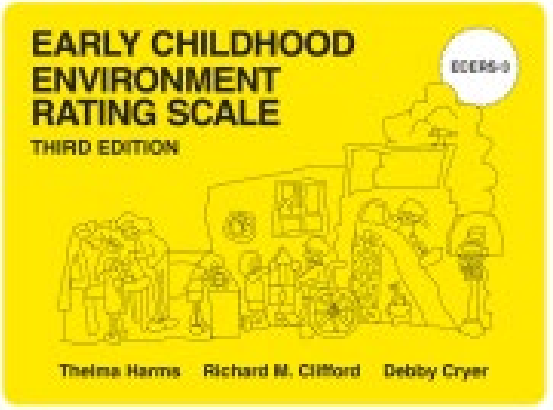
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Environment Rating Scales







Subscales and Items (ECERS-3 page 13)

Subscale

Item

Overview of the Subscales and the Items of the ECERS-3

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Program Structure		
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Subscales, Items, and Indicators (ECERS-3 page 14)

Subscale

Item

Indicator

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
SPACE AND FURNISHINGS						
1. Indoor space*						
1.1 Not enough space to provide adequate care for the highest number allowed to attend at one time (Ex: basic furniture crowds space so children and staff cannot move freely; crowding causes conflicts among children).*		3.1 Enough indoor space for children, staff, and basic furnishings for routines, play, and learning.*		5.1 Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.*		7.1 Natural light can be controlled (Ex: adjustable blinds or curtains).*
1.2 Space lacks sufficient lighting, ventilation, temperature control, or is very noisy (Ex: staff or children complain about temperature; staff must talk loudly to be heard above constant noise).		3.2 Adequate lighting, ventilation control, comfortable temperature, and reasonable noise level (Ex: staff and children usually talk without raising voices to be heard; room is not stuffy or gloomy).		5.2 Some direct natural lighting through windows or skylights.		7.2 Space is accessible to children and adults with disabilities (Ex: ramps and handrails for people needing them; access for wheelchairs and walkers; push-plate doorbell instead of small button).*
1.3 Space is generally in poor repair (Ex: much peeling paint on walls or chipping plaster; damaged floors; large water stains on ceiling).		3.3 Space is generally in good repair (Ex: no major hazards that could cause injury or illness, and few minor problems such as a slightly torn rug or missing sections of the baseboards).*		5.3 Ventilation can be controlled (Ex: widows can open; fan used by staff).*		7.3 Most indoor surfaces are durable and easy to clean and maintain.
1.4 Space is poorly maintained (Ex: floors left sticky or dirty; much built up soil around baseboards or furniture).		3.4 Space is reasonably clean and well-maintained.				
		3.5 Space is accessible to all children and adults currently using the classroom.*				

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Summary Report with strengths and growths together

Personal Care Routines	
This section focuses on health and safety practices and the routines during the day such as meals, naps, and using the bathroom.  Resources for you: Implementing the ERS: Personal Care Routines Diapering and Handwashing Procedures	***Observed Strengths in Program Practices:*** • Children received some appropriate teaching from adults during mealtimes. For example, adults named the fruits that children were eating (strawberries, apples, raspberries). • Adults provided some teaching interactions for children during diapering or toileting. An adult counted a child's feet as they helped them put on their shorts saying, "1, 2. One foot, two feet." • Adults gave simple explanations for why children could not do something that was unsafe. For example, during snack time an adult said, "Chew your food before you talk. I don't want you to choke." ***Suggestions for Strengthening Your Program Practices:*** • Most children did not scrub their hands for 20 seconds and they scrubbed under the flow of running water. Consider reviewing the proper handwashing steps with children and using visual timers to indicate to children when to rinse hands after scrubbing.

Scores Report without justifications for unmet indicators

Meals/snacks

Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	7.4
		5.5	

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Preparing for assessment results



Identify goals for CQI, or review goals that were previously set



Identify what feedback would be most helpful at this point in the CQI journey



Explore the subscales and how they match program goals for improvement

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Using feedback



The program can choose to accept or reject feedback that is offered



If the program rejects feedback, explore the relevance of that Indicator or Item



Connect feedback in the report to identified goals or priorities

Observation & Assessment Website

- Learn about the different assessment tools we use
- Watch a video about different parts of the assessment process
- Programs can request a Spark assessment
- Find documents to help support your work with programs



Contact the Assessment Team

assessment_team@wou.edu

Understanding Your Observation Summary Report

Early Childhood Environment Rating Scale (FCCERS-3)



The Purpose of the Report

Thank you for participating in an FCCERS-3 observation. A program observation is an important step along your continuous quality improvement journey and a Preschool For All requirement. We hope the information in the report will help you set goals for your program and plan your next steps.

What the Observation Summary Report Includes

The Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) is a tool that measures what children experience in family childcare programs. FCCERS-3 focuses on things that affect children's development.

The report will include information about your program's strengths and opportunities for growth based on:



- the physical space available for children
- care routines including meals, rest times, and toileting
- the use of language, print, and books
- learning materials and activities, and how adults support children as they use them
- interactions between children and adults
- the daily routine

In each section, there are links to resources with more tips and information.

Tips for Reading the Report

- Remember, the FCCERS-3 uses objective information from what was observed, and every program will have areas they can improve.
- Your report has vocabulary that comes from the FCCERS-3. If the language is not clear to you, you can look at the FCCERS-3 to learn more about what it means.
- Sometimes feedback from the scale can be overwhelming. You have help to support you from your Instructional Coach.

Recommended Next Steps

- Read through the report completely at least once.
- Take time to appreciate your program's strengths including those that weren't mentioned in the report.
- Reflect on the feedback you received. We recommend using the *ERS Observation Reflection Guide* to help you with reflecting, identifying goals, and planning for improvements. Your coach may have other resources to support you with goal setting
- Your coach will review the feedback with you, help you set goals, find resources, and offer encouragement.
- Celebrate the changes you have made! When you're ready, choose another goal.

Observation Summary Report

Family Child Care Environment Rating Scale (FCCERS-3)



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Name of Program: Example Family Childcare	
Name of Classroom:	
Date: 10/1/24	**Time:** 8:36 – 11:36 am
Number of Adults Present: 2	**Number of Children Present:** 6

Below is a summary of the strengths in your program based on the observation. This information can inform your Continuous Quality Improvement (CQI) process and planning. This report reflects what was observed during the observation and is not reflective of a single adult or child. It is intended to inform the entire teaching team who works with the children in the program. We encourage teaching teams to refer to the FCCERS-3 for more guidance.

Space and Furnishings

This section focuses on how space for children is arranged, what furnishings are accessible, and environmental elements such as the display for children.



Resources for you:
Implementing the ERS: Space and Furnishings

Space and Furnishings Self-Assessment

Observed strengths in program practices:

- The space was clean and in good repair. Large windows provided natural lighting that could be controlled with curtains, during rest time.
- Furniture promoted self-help and independent access. There was plenty of low, open shelving, child-sized tables and chairs, a child sized toilet, and step stools in the bathroom. There was furniture designed for specific purposes that supported children's learning: dramatic play furniture, easel, light table, sensory table, and writing desk.
- There were many colorful pictures displayed throughout the space. There were many photos of children and their families. Adults used the display for teaching interactions. They reviewed the daily schedule and helped children "check in" when they arrived ("J has her picture there too. That's right. Check in. There's J. Now we know you're here.").
- There was some individualized children's artwork displayed, demonstrating that each child's creations were valued.

Personal Care Routines

This section focuses on health and safety practices and routines during the day such as meals, naps, and using the bathroom.



Resources for you:
Implementing the ERS: Personal Care Routines

Diapering and Handwashing Procedures

Observed strengths in program practices:

- Food was served on a schedule that met children's needs. Adults encouraged children to try new foods. Water was available between meals, and adults encouraged children to drink water during the observation.
- Many attempts were made at handwashing, and adults provided teaching to support children's emerging handwashing skills. [adult]: "You counted to 20!" [child]: "I did!" [adult]: "You counted to 20 and you put the timer. You remembered everything. You're being a thinker today!" Posted visuals were used on one occasion to teach children the handwashing steps.
- Cots and bedding were stored in a sanitary manner without touching. All cots were placed at least 36 inches apart during naptime, to prevent the spread of germs.
- Adults supervised children closely to prevent safety problems. The majority of the environment was set up to avoid safety hazards.

Language and Literacy

This section focuses on vocabulary and conversations with children. It also considers how books and other print are used in the classroom.



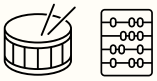
Resources for you:
Implementing the ERS: Language and Literacy

Observed strengths in program practices:

- There were frequent one-on-one conversations between adults and children that followed the children's lead. For example: [child]: "I'm going to make a birthday card." [adult]: "A birthday card. For who?" [child]: "For the birthday girl." [adult]: "That's very kind. Do you need more blue? What does your birthday card say?"
- Adults frequently used specific names and descriptive words during the observation (sparkly, fluffy, soft, visualizing, left foot/right foot, fast/slow, similar/parecido, crane/grua). They used age-appropriate strategies to help children understand new words. They often provided the translation in English or Spanish to dual language learners (in context). "My brain needs more oxygen. Mas aire. Breathe in, breathe out."
- There were books gathered in several areas throughout the accessible space. When children chose to use books independently, adults joined them and asked questions ("Are you gonna read a book to your dog?"), commented ("Oh so sparkly. I love flowers.", "You remember the story!"), and answered questions (child: "What's this J?" adult: "A plum."), to promote children's early literacy skills.

Learning Activities

This section focuses on the types of materials children can use and for how long they are available. It also considers how adults support children's learning as they use materials.



Resources for you:
Materials Checklist

Implementing the ERS: Learning Activities

Promoting Diversity Self-Assessment

Observed strengths in program practices:

- The block area had many blocks and a variety of accessories (animals, people, cars/trucks). Adults joined children and talked with them about their block play: "Are there any puppies in your house?", "What else can we put on the house?"
- There was a variety of accessible art materials. Adults set out play dough with tools and herbs for children to play with. They set up an easel with paint and supported children to take turns. As children participated in art activities, adults frequently made positive comments about their art and encouraged individual expression: "It's amazing! You can let it dry, and then you can take it home."
- There were many representations of diversity in the classroom. These were included in books, dramatic play materials such as fabrics, clothing and dishes from different cultures, dolls with a variety of skin tones, and representations of different kinds of families. Adults pointed out similarities and differences in a positive way. "Remember when M couldn't speak Spanish? Now she counts in Spanish! Muy bien M!"

Interaction

This section focuses on the quality of adult-child and child-child interactions. It also considers how adults guide behavior and the expectations for children.



Resources for you:

Observed strengths in program practices:

- All interactions between adults and children were positive. Adults spent their time engaged with children, talking to them, and following their interests. Adults were consistently responsive to children's individual needs. For example, when a child arrived upset, an adult sat with them and let them take their time to transition into the space. When a child lost their toy dinosaurs, an adult spent an extended period helping them look for the toys and retrace their steps. They reassured the child, "It's ok. If you can't find it, it will be somewhere. Maybe when we clean up, it will appear."

Interactions Self-Assessment Implementing the ERS: Interactions	• Although the program had very limited outdoor space, adults were aware of children's need to move and be active. They encouraged appropriate gross motor play indoors and out. They incorporated movement into transition activities ("Hands up! Can you reach the ceiling? Can you reach the floor? Who has the wiggles? Let's shake them off."). When a child was getting ready to paint, an adult observed, "You have a lot of wiggles. You want to paint, or you want to do exercises with me first?" The child chose to do exercises. The adult led them in some stretching, breathing, and movement activities before setting them up at the easel. • Behavior guidance was positive, proactive, and subtle. Adults gave simple reasons for rules. "Wait your turn, because it can fall on you.", "No costado, porque vas a romper las piezas." (*Don't lay down because you will break the pieces.)*

Program Structure	
This section focuses on the quality of children's experiences in group times, free play, and transitions in the daily routine. Free play is when children are permitted to select materials and companions and as far as possible manage play independently.  Resources for you: Implementing the ERS: Program Structure	*Observed strengths in program practices:* • Children spent most of the observation in indoor and outdoor free play with only a few short lapses. Adults interacted positively with children during free play, supporting their individual learning. • Adults demonstrated flexibility in the schedule based on children's needs. When the timer went off at the end of free play, the adult noticed that all children were deeply engaged in play and allowed them to continue playing for 10 more minutes, instead of transitioning immediately. • Group activities were appropriate for children's ages and developmental levels (sang songs, talked about the weather, read a book). Most children were engaged in most activities. When the adult noticed that a child was not interested, they offered them the opportunity to leave the group. • Transitions were smooth, and adults were almost always prepared with the next activity before asking children to transition.

Continuous Quality Improvement Recommendations	
This section gives recommendations of areas from the attached score report to begin goal setting and focus for Continuous Quality Improvement.  Resources for you: Observation Reflection Guide	• Item 3 – Arrangement of indoor space for child care • Item 5 – Meals and snacks • Item 13 – Provider use of books with children • Item 15 – Fine motor • Item 20 – Nature/science

Thank you for the important work you do for Oregon's children and families. If you need additional support regarding this summary report, feel free to contact the Observation Specialist below or your coach.

For more resources and tools, please use the QR code or visit https://oregonspark.org/. The *ERS Observation Reflection Guide* may be helpful in identifying your goals and next steps to take.

Observation Specialist
email@wou.edu

Observation Scores Report
Scale: FCCERS-3

Current Spark Designation: Unrated

Program Name: Example Family Child Care

Assessment Date: 10/01/2024

Classroom:

Teachers: Flora, Elisa

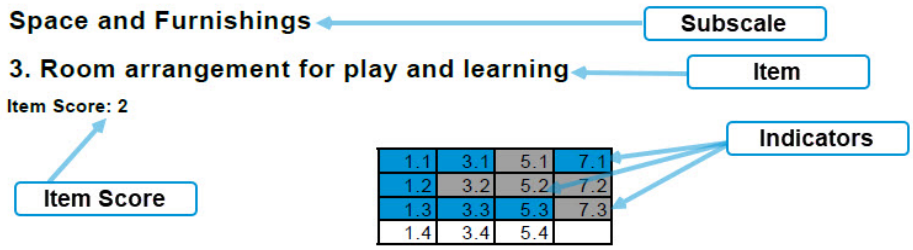
Assessor: Assessment Specialist

This report will support your Observation Summary Report by providing your scores and showing exactly which indicators were met. Each indicator has a separate number (1.1, 3.4, etc.):

- Blue means the indicator was met.
- Grey means the indicator was not met.
- White means the indicator was not applicable.

You can refer to the Family Child Care Environment Rating Scale - 3rd Edition (FCCERS-3) to read the description of each indicator.

The scales information is organized like this:



The image below shows an example of a scored item. Each column represents a different level of quality (1, 3, 5, 7). If an indicator at the 3, 5, or 7 level is not met, the highest the program can score on the item is one level lower. The scores in the example below mean the program would score 2 for this item because indicator 3.4 was not met, as shown by the gray shading.



In this example, a program could raise their score from 2 to 7 on this item by reading the information for indicator 3.4 and improving the practice described there.

Here is a second example of the same item. This item also scores a 2 because many practices

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were not met at the 3, 5, and 7 levels.

Item Score: 2

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4		
	3.5		

In this example, the program would have to improve more practices to raise their item score.
Implementing all the practices described at the 3 level would raise the score to 3.
The scores and indicator grids for your program's observation are below.

Space and Furnishings

1. Indoor space used for child care

Item Score: 5

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
1.4	3.4	5.4	

Growth Opportunities:

7.1. One ample space is set aside and used primarily for children's play (Ex: large playroom; family room used mainly for children's materials and play).

Assessor-Observed Information: There is not ample space in the room that has been set aside for children's play.

7.2. Space for children is accessible to any children and adults with disabilities.

Assessor-Observed Information: The child care area was not fully accessible to all children and adults with disabilities. Required accessibility features include: ramps to enter the area, door handles that can be operated with limited use of hands, doorways 32 inches or wider, thresholds less than 1/4 inch high (or less than 1/2 inch high and beveled), and other features that allow those with limited mobility or hand use to access all spaces used for child care.

2. Furniture for routine care, play, and learning

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
	3.4	5.4	
	3.5		

Growth Opportunities:

5.1. Ample furniture for routine care, play, and learning is present (Ex: all children's possessions stored in furniture that minimizes contamination; low open storage for many play materials; diapering table used if needed).

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Assessor-Observed Information: Some cubbies were shared by 2 children. The diapering table was too small for children to fit completely.

3. Arrangement of indoor space for child care

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	

Growth Opportunities:

5.4. A cozy area is accessible to children, and protected from active play. NA permitted if only infants are present

Assessor-Observed Information: Although a section in the child care area did have a substantial amount of softness (in the library/circle area), children did not have access to it during most of the observation.

4. Display for children

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
	3.3	5.3	7.3
		5.4	

Growth Opportunities:

5.2. There are obvious signs that display items are changed regularly (Ex: recent dated artwork; seasonal pictures; recent photos of children; display representing current topic of interest).

Assessor-Observed Information: Displays were observed to be static displays, not reflective of children's interest, themes, changing seasons, or recent events.

5.3. Much artwork done by the children is displayed. NA permitted if all children are under 18 months

Assessor-Observed Information: There was not much children's artwork displayed.

7.2. Many examples of individualized children's artwork appear in the display. NA permitted if all children are under 18 months

Assessor-Observed Information: See 5.3

7.3. Provider engages in extended talk with interested children about the display, having conversations with verbal children who are able to participate.

Assessor-Observed Information: Although the provider briefly talked about the display, extended talk where the provider expanded on the content in the display was not observed.

Personal Care Routines

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5. Meals/snacks

Item Score: 2

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	7.4
		5.5	

Growth Opportunities:

3.1. Foods served usually meet nutritional guidelines and are generally appropriate (Ex: appropriate food substitutions made for child with allergy; breast feeding supported; no choking hazards; provider misses only one food component; water provided if especially needed).

Assessor-Observed Information: Less than 75% of the children were served all components required by USDA for lunch. No child was served milk. Children were served less than 1/4 cup of broccoli, and were not given additional when requested. One child was not offered fruit or meat/meat alternative (spaghetti sauce).

5.2. All foods served are appropriate and meet nutritional guidelines, and water is provided between meal/ snack (Ex: provider supplements foods sent by parents as needed; breast milk or breast feeding is promoted; appropriate substitutions for children with allergies made).

Assessor-Observed Information: See 3.1

5.3. Much attention is paid to carrying out sanitary practices, even though many minor lapses may still occur.

Assessor-Observed Information: Handwashing procedures were attempted, but the proper steps were not generally followed. Children rubbed hands under water rather than rubbing out of the stream of water.

7.2. Sanitary practices are carried out with only occasional minor lapses in required procedures (Ex: hand hygiene usually appropriate; tables/highchairs usually sanitized correctly).

Assessor-Observed Information: Significant attempts were made to complete all three required practices, which include washing/sanitizing the eating surface, hand hygiene before and after eating, and serving uncontaminated foods. However, there were many minor errors in the observed procedures which reduced the effectiveness of the practice.

7.3. Interaction is personalized for each child, with much pleasant responsiveness and talking observed (Ex: pays attention to child who communicates needs and responds appropriately)

Assessor-Observed Information: Talking and interaction was minimal during meal time.

7.4. Provider uses math talk during feeding times (Ex: counts crackers for child; uses contrasts such as more/less, bigger/smaller when appropriate; asks school-ager to figure out how much of each item is needed for snack). Observe twice

Assessor-Observed Information: Math talk was not observed during feeding times.

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6. Diapering/toileting

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	

Growth Opportunities:

5.1. Proper sanitary requirements are generally followed (Ex: provider and most children use hand hygiene properly; sink and diapering surface usually disinfected as needed).

Assessor-Observed Information: Handwashing procedures were attempted, but the proper steps were not followed. Children rubbed hands under water rather than rubbing out of the stream of water.

7.1. Sanitary procedures are carried out correctly almost all of the time, with only a few minor lapses.

Assessor-Observed Information: See 5.1.

7.3. Teaching interactions are frequently observed (Ex: provider teaches children self-help skills such as handwashing when they are ready; all children are talked to).

Assessor-Observed Information: Teaching interactions were not observed for one or more children.

7. Health practices

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
1.4	3.4	5.4	
	3.5	5.5	

Growth Opportunities:

5.2. Much effort is made to carry out appropriate hand hygiene, according to required procedure, even though minor lapses are observed.

Assessor-Observed Information: Handwashing procedures were attempted, but children scrubbed under the flow of water, reducing the chance of preventing the spread of germs.

7.1. Health procedures, including hand hygiene, are carried out as required with only a few minor lapses.

Assessor-Observed Information: See 5.2

8. Safety practices

Item Score: 5

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	

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Growth Opportunities:

7.1. No major safety hazards are present indoors and outdoors combined, and only a few minor hazards are observed.

Assessor-Observed Information: At least 1 safety hazard that could cause serious injury was present outdoors. Slides were facing each other without a clear exit zone.

7.2. Spaces used by children are generally set up to avoid safety problems (Ex: easy for provider to supervise even when doing routine care tasks; spaces not too crowded; no overly challenging furnishing or equipment is used).

Assessor-Observed Information: Children used gross motor equipment in overlapping areas, such as using portable equipment in fall zones of stationary equipment, creating safety issues.

Language and Books

9. Talking with children

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
1.4	3.4		

Growth Opportunities:

7.2. Frequent use of verbal play with children throughout the observation.

Assessor-Observed Information: Verbal play, such as singing, chanting, or using nonsense syllables playfully, was not observed to occur frequently throughout the observation.

10. Encouraging vocabulary development

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	7.4

Growth Opportunities:

7.1. Provider generally uses a wide range of words appropriate to the ages and abilities of the children.

Assessor-Observed Information: A wide range of words was not used throughout the observation.

7.3. Evidence is observed that provider changes toys, materials, and display items to introduce new words and ideas to the children (Ex: new photos of children pointed out; seasonal displays discussed). Observe once

Assessor-Observed Information: Although there was some evidence that materials were changed, the provider was not observed discussing a new material or experience.

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11. Responding to children's communication

Item Score: 7

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
	3.4	5.4	

Growth Opportunities:

12. Encouraging children to communicate

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
	3.4	5.4	7.4
		5.5	

Growth Opportunities:

7.3. Provider asks children questions that encourage more complex answers (Ex: young children asked "what" or "where" questions; older children asked "why" or "how" questions).

Assessor-Observed Information: Although the provider occasionally questions that encouraged more complex answers from the children, this was not a regular, frequent practice.

13. Provider use of books with children

Item Score: 2

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
	3.4	5.4	7.4

Growth Opportunities:

3.3. Children can easily see content of book and are generally comfortable.

Assessor-Observed Information: Some children could not easily see the content of books used during group time, but were asked to stay in their spot.

7.3. Provider sometimes follows printed words with finger as book is read. Observe once. NA for infants

Assessor-Observed Information: Provider did not follow printed words with finger as book is read.

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14. Encouraging children's use of books

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	

Growth Opportunities:

5.2. Most books in 5.1 are easily accessible to children (Ex: books are not crowded together or in a big pile; easy to reach and use; some on floor within reach of non- mobile infants).

Assessor-Observed Information: Accessible books were not stored with covers facing out so that children could easily see and choose from available books.

7.3. Some accessible books are rotated (Ex: books about current seasons or interests included; some new books present; library books accessible).

Assessor-Observed Information: Accessible books did not represent current themes, seasons or interests of the children.

Activities

15. Fine motor

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3

Growth Opportunities:

5.1. Many and varied choices of complete, functional, and appropriate fine motor materials are accessible for each age group observed.

Assessor-Observed Information: Fewer than 10 different fine motor materials were accessible for each age group enrolled on the day of the observation.

7.1. Materials in 5.1 are accessible throughout the observation.

Assessor-Observed Information: Credit must be received for 5.1 to get credit for this indicator.

16. Art

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
	3.3	5.3	7.3
	3.4	5.4	7.4
	3.5		

Growth Opportunities:

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7.1. Preschoolers and older children have at least 5 different appropriate art materials, representing at least two types, accessible throughout the observation.

Assessor-Observed Information: Although there were 5 different appropriate art materials representing at least two types they were not accessible throughout the observation. There were some short lapses during group transitions and when some children lost interest in large group activities.

7.4. Provider writes captions about artwork dictated by interested children 24 months and older (Ex: "You said you drew a rainbow. See, I wrote the word rainbow").

Assessor-Observed Information: Provider did not write captions about artwork by interested children during observation. Displayed work did not show that provider writes captions about artwork.

17. Music and movement

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
	3.3	5.3	7.3
	3.4		7.4
	3.5		

Growth Opportunities:

5.1. At least 10 appropriate music materials are accessible, with more than 1 for each age group observed.

Assessor-Observed Information: Fewer than 10 music materials were accessible.

7.1. Music materials in 5.1 are accessible throughout the observation.

Assessor-Observed Information: Credit must be received for 5.1 to receive credit for this indicator.

7.3. Provider talks about features of the music (Ex: points out rhyming words in songs; fast/slow tempos; high and low tones; uses finger plays to connect movements to words of song).

Assessor-Observed Information: Provider was not observed drawing attention to any of the features of the music used, such as doing movements related to the words in the song, pointing out rhyming words, encouraging movement to the speed of the music, etc.

7.4. Creativity is observed with music activities (Ex: children make up new words to songs; individual dance moves). NA for infants

Assessor-Observed Information: Creativity was not encouraged during music activities (for example, children were not encouraged to make up new words to songs or dance as they wanted during music activities).

18. Blocks

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
	3.3	5.3	7.3
	3.4	5.4	7.4

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Growth Opportunities:

7.1. Blocks/accessories required in 5.1 are accessible throughout the observation.

Assessor-Observed Information: Although many blocks and at least 10 accessories for each age group were accessible, they were not accessible throughout the observation. There were some short lapses during group transitions and when some children lost interest in large group activities.

7.3. Special block interest center is set aside for children 2 years of age and older, with ample space, storage, and suitable building surface. NA permitted for children under 24 months

Assessor-Observed Information: The space used for blocks does not provide ample space for children to build. Other types of play interfered with block play.

19. Dramatic play

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
	3.3	5.3	7.3
		5.4	7.4

Growth Opportunities:

5.3. Provider facilitates children's use of the materials (Ex: shows baby how to rock the doll; shows child how to use one prop with another; helps children get what they need to act out roles). Observe once

Assessor-Observed Information: Although provider was observed participating in pretend play in other play areas, provider did not show children how to use the dramatic play materials accessible.

7.1. Materials in 5.1 are accessible throughout the observation.

Assessor-Observed Information: There were a few short lapses in access to dramatic play materials that prevented children from using them throughout the observation, during transitions and when some children were not engaged in whole group activities.

7.2. Adequate space exists where children can use dramatic play materials in an interest center, without interference from other activities. (Ex: uncluttered space with materials stored nearby; uncrowded).

Assessor-Observed Information: The dramatic play table was used for other types of play that interfered with dramatic play.

7.3. Materials are provided for toddlers and preschoolers for active dramatic play outdoors or in other large area.

Assessor-Observed Information: The dramatic play materials outdoors were not in a large enough space for active play.

7.4. Provider frequently joins in children's play and adds to children's learning in a way that engages them.

Assessor-Observed Information: Although provider participated occasionally in children's dramatic play, it was not a regular, frequent practice.

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20. Nature/science

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	7.4

Growth Opportunities:

5.1. At least 10 different examples of appropriate nature/science materials are accessible, some for each age group observed, with materials from at least 2 categories. Sand or water with toys are required for twos and preschoolers, indoors or outdoors.

Assessor-Observed Information: There were fewer than 10 different nature/science materials accessible.

7.1. Nature/science materials in 5.1 are well-organized and in good condition, and accessible throughout the observation (Ex: collections stored in separate containers; animal cages clean).

Assessor-Observed Information: There was no nature/science area where materials were gathered together.

7.2. Sand/water play supervised carefully. NA permitted if sand/water is not used

Assessor-Observed Information: Although teachers provided some supervision when children used sand/water, close supervision of sand and/or water play was not always observed.

7.3. Much provider interaction with children about nature/science observed (Ex: provider responds to and encourages children's curiosity about nature science). Observe three different times

Assessor-Observed Information: Although provider responded and encouraged children's curiosity about nature/science three separate instances were not observed.

7.4. Provider extends children's learning when discussing nature/science experiences (Ex: names types of clouds; helps children measure how fast seedlings grow; tells how heat changes food when cooked; helps look up answer to science question). Observe once

Assessor-Observed Information: Although provider was observed commenting on nature/science experiences it did not develop into discussion that extended children's learning.

21. Math/number materials and activities

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	7.4

Growth Opportunities:

5.4. Provider helps children learn to use math with hands-on experiences (Ex: reads counting book to child and helps count objects in pictures; shows child how to find two socks that make a pair; helps child use tape measure to find out how tall block building is). Observe twice

Assessor-Observed Information: The provider did not show children how to use math materials.

7.1. Materials in 5.1 are accessible throughout the observation.

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Assessor-Observed Information: Materials in 5.1 were not accessible throughout the observation.

7.2. Provider asks children 3 years and older appropriate questions to stimulate their math reasoning, and explains own math reasoning to younger children (Ex: "What would happen if we put all the feathers on one side of the scale and this block on the other side?" "Do we have enough crackers so each of you can have five?"). Observe twice. NA permitted for children under 3 years

Assessor-Observed Information: Although provider asked appropriate questions and/or explained her reasoning to children once, two instances are required for this indicator.

7.3. Provider appropriately helps children become aware of what printed numbers mean (Ex: holds up three fingers while pointing to the number 3; shows how many cubes are needed to represent written number; explains how to understand large written numbers such as hundred thousand or million to school-ager). Observe once. NA permitted for children under 2 years

Assessor-Observed Information: Provider was not observed helping children become aware of what printed numbers mean.

7.4. Provider uses ordinal numbers to describe a sequence children experience (Ex: "First we need to clean up; second we will get our jackets; and third, we will go outside"; "Keisha, you are first in line, Mei, you are second, James is third, and Maria, you are fourth.").

Assessor-Observed Information: Although provider did use ordinal numbers the sequence observed did not go beyond "first.".

22. Appropriate use of screen time

Item Score: NA

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4		

Growth Opportunities:

23. Promoting acceptance of diversity

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3

Growth Opportunities:

5.1. At least 10 positive examples of diversity are easily visible, with at least one example in each of the following: books, displayed pictures, and accessible play materials.

Assessor-Observed Information: Although the required number of materials was observed, there were not examples observed in displayed pictures.

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24. Gross motor

Item Score: 3

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	7.4
		5.5	

Growth Opportunities:

5.2. Observed indoor or outdoor gross motor space is large enough to allow age-appropriate vigorous play, including running for toddlers and older children. Score No if gross motor space is never used

Assessor-Observed Information: The observed outdoor gross motor space is not large enough to allow age-appropriate vigorous play.

5.3. Easily accessed outdoor gross motor space is generally safe, with no more than 4 minor hazards and no major hazards. Score No if outdoor gross motor space is never used. Score NA if only infants are observed

Assessor-Observed Information: Slides were facing each other without a clear exit zone.

5.5. There are enough appropriate gross motor materials/equipment accessible to allow children to be active.

Assessor-Observed Information: Enough appropriate gross motor materials and equipment were not observed.

7.2. Space for active physical play, outdoors and/or indoors, is organized so that different types of activities do not interfere with one another (Ex: play with wheel toys is separated from climbing equipment and ball play; infants/ toddlers are protected from play of older children).

Assessor-Observed Information: The outdoor space used for active physical play was observed to be crowded and did not allow for different types of activities to not interfere with one another.

Interaction

25. Supervision of gross motor play

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
1.4			

Growth Opportunities:

7.2. Provider helps children develop new skills and use more challenging equipment (Ex: provides support for baby wanting to pull up to stand; holds child's hands to help with walking; shows toddlers how to use appropriately sized slide; helps preschoolers learn to ride bicycle; shows school-agers how to dribble a basketball).

Assessor-Observed Information: Provider was not observed helping children develop new gross motor skills.

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26. Supervision of play and learning (non-gross motor)

Item Score: 7

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
		5.4	
		5.5	

Growth Opportunities:

27. Provider-child interaction

Item Score: 7

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
		5.4	

Growth Opportunities:

28. Providing physical warmth/touch

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
	3.4		

Growth Opportunities:

5.3. Provider positively, and never negatively, encourages gentle touches among children (Ex: places children within arms' reach of each other; praises school-ager who tries to calm crying toddler).

Assessor-Observed Information: Although no roughness was observed, the provider was not observed encouraging gentle touches as an act of affection among children.

7.1. Much holding, patting, or other physical warmth is shown throughout the observation, with no major lapses (Ex: extended holding for infants who want to be held; no child completely lacking physical warmth/touch).

Assessor-Observed Information: Although some holding, patting, or other physical warmth was observed, it did not occur frequently throughout the observation.

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29. Guiding children's behavior

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	
		5.5	

Growth Opportunities:

7.1. Provider helps make children aware of how their actions affect others (Ex: points out the sad face of the child whose toy was taken; calls attention to how nice it feels when someone shares). Observe twice

Assessor-Observed Information: The provider was not observed helping children become aware of how their actions affected others.

30. Interactions among children

Item Score: 5

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3

Growth Opportunities:

7.1. Provider talks about children’s actions, intentions, or feelings to other children (Ex: helps child recognize facial expressions of sadness or joy; explains that other child did not mean any harm). Observe twice

Assessor-Observed Information: The provider did not talk about children’s action, intentions, or feelings to other children.

7.2. Provider points out and talks about instances of positive social interaction among children (Ex: smiles and talks to infant who notices other children; praises toddlers for working together to put toys away; praises child for comforting infant). Observe once

Assessor-Observed Information: The provider did not point out instances of positive social interaction among children or between adults and children (examples might include praising a child for comforting a peer, thanking a child for helping set the table for lunch, or recognizing a child for getting a duplicate toy instead of fighting).

Program Structure

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31. Schedule and transitions

Item Score: 6

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4		
1.5			

Growth Opportunities:

7.1. Most transitions are gradual or individualized (Ex: infants diapered or put in cribs for nap according to individual needs, not at the same time; not all children have to transition to the next activity at the same time; school-agers are welcomed into the home as they arrive, without disrupting ongoing activities).

Assessor-Observed Information: Most transitions were done as a whole group

32. Free play

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4	3.4	5.4	
	3.5		

Growth Opportunities:

5.2. Ample and varied play materials are accessible for all ages of children in the group.

Assessor-Observed Information: Many and varied free play materials were not accessible during all free play times. Although there were many and varied play materials accessible during indoor free play, there were very limited materials accessible during outdoor free play.

7.1. Free play occurs throughout the observation, both indoors and outdoors, weather permitting, with no lapses in access to materials.

Assessor-Observed Information: Children experienced lapses in access to free play materials during the observation due to group transitions and being disengaged in group times.

33. Group time

Item Score: 4

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	7.4

Growth Opportunities:

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5.3. Satisfying alternative activities are accessible for children not participating or engaged in group time.

Assessor-Observed Information: Satisfying alternative activities were not accessible for children not participating or engaged in group activities.

7.1. Group activities are popular and engaging for all children involved (Ex: children appear to be enjoying the activity).

Assessor-Observed Information: One or more children in the group were unengaged during at least one group activity.

7.2. Group activities are usually carried out in smaller groups, rather than in one large group (Ex: younger children, or others with trouble participating, are placed in smaller groups).

Assessor-Observed Information: Most group activities were carried out in one large group, rather than in smaller groups.

7.3. Provider meets needs of children to support participation (Ex: distracted child cuddled in provider's lap; signing added for child with hearing difficulty).

Assessor-Observed Information: Accommodations were not made for children needing additional support for participation.

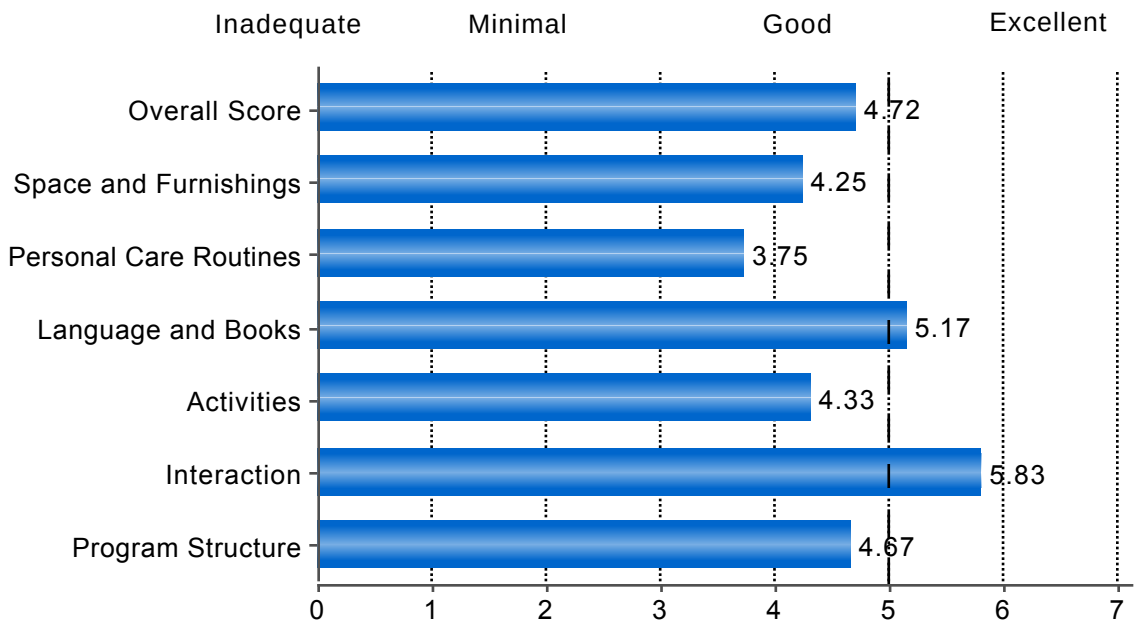
These scores can be complex. You can contact the Observation & Assessment Specialist below if you have any questions.

Observer's Name: Assessment Specialist

Observer's Email: email@wou.edu

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Score Overview



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