I. LEARNING ENVIRONMENT

Item I-A The indoor space has a variety of interest areas that have names and are intentionally organized.

SCORE		Levels	Notes:	Evidence:
Row 1 \[2\]	A variety of interest areas that provide diverse activities (e.g., creative, construction, dramatic play, inquiry based, literacy) are evident and have names.	1-None 2-Few 3-Some 4-Many	**Scoring note:** **To score a 4,** interest areas have names and are evident, and it is clear that the adults and children know the names of the interest areas. House, Book, art, toy, sand and water	walking into the classroom the house area is located next to cubbies cubicle in (a small they is a 'kitchen' in there (stove, fridge, sink) Toy area Sensry! years, train tracks, Dinos, art/building Art area sign w/ an Easle + shelves + associated toy/area Sign was there. puzzles, unifix cubes, pegs were located, (nearly the sand/water table there sign.
Row 2 \[3\]	Level 1 Materials are minimally organized or are not organized into interest areas.	Level 2 At least one of the bullets in level 4 is in place.	Level 3 At least two of the bullets in level 4 are in place.	During Sn tine an I went over to the Colormetal/block list materials of Toy YM y T I q, on the materials out +
			Level 4 The materials in the interest areas are • Intentionally organized. • Grouped by function. • Accessible to children throughout the day. **Scoring note:** **To score a 4,** the materials must be accessible to all children throughout the day. Putting the same items in multiple interest areas, where they may contribute to children's play, is acceptable (e.g., writing utensils in the home area as well as the art area). **Examples of grouping by function or types:** ○ Things that fasten (e.g., tape, stapler, paper clips) ○ Things to build with (e.g., unit blocks, Bristle Blocks, cardboard blocks)	House are a: food, plates, pots, pans Playphones Hats, baskets Baby clothes Block = unit Blocks People, cars, animals Dinos, train tracks wooden building's Art: tissue paper scissors, tape, crayons, color/pencils, hole puncher paint brushes, sponges w/ glue + Toy: Bristle builders, unifix cubes, magnet number, magnet block

I openness & children referencing areas uses but observed
0

+ peg
puzzles, magnet went scale, magnifying glass 4 seashells

Item I-B Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.)

SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 ✓	Limited Quantity: Score of 8 or less on the **literacy** content area.	Moderate Quantity: Score of 9 or 10 on the **literacy** content area.	Adequate Quantity: Score of 11 on the **literacy** content area.	Plentiful Quantity: Score of 12 on the **literacy** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	4/12
Row 2 ✓	Limited Quantity: Score of 6 or less on the **mathematics** content area.	Moderate Quantity: Score of 7 or 8 on the **mathematics** content area.	Adequate Quantity: Score of 9 on the **mathematics** content area.	Plentiful Quantity: Score of 10 on the **mathematics** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	5/10
Row 3 ✓	Limited Quantity: Score of 7 or less on the **perceptual, motor, and physical development** content area.	Moderate Quantity: Score of 8 or 9 on the **perceptual, motor, and physical development** content area.	Adequate Quantity: Score of 10 on the **perceptual, motor, and physical development** content area.	Plentiful Quantity: Score of 11 on the **perceptual, motor, and physical development** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	4/11
Row 4	Limited Quantity: Score of 2 or less on the **social studies/social and emotional** content area.	Moderate Quantity: Score of 3 or 4 on the **social studies/social and emotional** content area.	Adequate Quantity: Score of 5 on the **social studies/social and emotional** content area.	Plentiful Quantity: Score of 6 on the **social studies/social and emotional** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	2/6
Row 5 ✓	Limited Quantity: Score of 1 or none on the **science** content area.	Moderate Quantity: Score of 2 on the **science** content area.	Adequate Quantity: Score of 3 on the **science** content area.	Plentiful Quantity: Score of 4 on the **science** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	1/4
Row 6 ✓	Limited Quantity: Score of 2 or less on the **diversity of human experiences** content area.	Moderate Quantity: Score of 3 on the **diversity of human experiences** content area.	Adequate Quantity: Score of 4 on the **diversity of human experiences** content area.	Plentiful Quantity: Score of 5 on the **diversity of human experiences** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	1/5

Item I-D Children's work and environmental print are on display.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 ☐ 2	One or none of the bulleted points in level 4 is/are in place.	At least two of the bulleted points in level 4 are in place.	At least three of the bulleted points in level 4 are in place.	Adults display children's work • At child level. • Throughout the learning environment. The displays consist of • Mostly child-initiated work (not adult-initiated art projects). • A variety of children's work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.	**Scoring note:** Adults may display children's work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.	@ entrance of classroom there are 14 displays of children's work Children's drawings displayed @ [illegible] @ manel, art is displayed @ child level (@ child [illegible])
Row 2 ☐ 3	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	**Levels** 1-None 2-Few 3-Some 4-Many		**Scoring note:** **To score a 4**, there must be specific evidence of print that encourages children to write letters, numbers, names, and words. **Examples of environmental print that encourage children to write letters, numbers, names, and words:** ○ Sign-in sheets that include children's age ○ Interest area signs ○ Shelf/toy labels with numbers of objects ○ Alphabet and numerical strips ○ Attendance charts with date ○ Job charts with names ○ Children's names on cubbies ○ Hand-washing reminders with step 1, step 2 ○ Labeled objects ○ Clock with numerals ○ Calendars with all dates and days of the week	• daily sign in sheet • area signs • Names + name tags • Shelf toys labeled • Name on cubbies • Handwash w/ steps • clock w/ # • ABC chart	• Daily Sign in Sheet, area on a bd Shelf, area signs are @ child's level, toys are on removeable tags, Nar [illegible] are on removeable tags, [illegible] shelf's are labeled up pictures + words, children's names on cubbies, Hand washing steps 1 + steps displayed