



# CLASSROOM COACH

Improving Preschool Classroom Quality

## Classroom Coach — Improving Preschool Classroom Quality

### Classroom Materials Checklist (CMC)

The Classroom Materials Checklist is a convenient way for assessors to collect information about the classroom materials accessible to children. The Classroom Materials Checklist provides a systematic method to collect information about the types of materials and equipment in a given classroom. Assessors can record the presence or absence of materials as they move around a classroom, by simply checking *Yes* or *No* for each item, thus easing the burden of creating individual lists of materials. The Classroom Materials Checklist is divided into six content areas: Literacy; Mathematics; Perceptual, Motor, and Physical Development; Social Studies/Social and Emotional Development; and Science and Diversity of Human Experiences. The materials assessed reflect different types of play and learning materials that children and teachers may use in a preschool classroom for a variety of learning experiences.

#### Instructions for completing the Classroom Materials Checklist:

1. Before observing, become familiar with each item descriptor and the examples of materials.
2. You may take photos of classroom materials to help complete this checklist. Do not include children or adults in any photos.
3. Walk around the classroom and look at the materials in each area that are easily accessible to children. (Do not include those in storage, too high to reach, and not visible.) If you see materials that fit within an item, check *Yes*; if not, check *No*. The examples provided are not exhaustive lists; include other materials, as appropriate, for a given item.
4. Some classroom materials may count for two items (e.g., a basket of 40 small rocks could count toward Item 13. Counting, sorting and classifying and Item 38. Items from nature).
5. Each item **must** be scored on the Classroom Materials Checklist.
6. After completing the Classroom Materials Checklist, follow the directions on the final scoring page to record the number of items checked *Yes* for each content area in the Total Observed column. NOTE: The Social Studies/Social and Emotional and Science content areas require you to include items from other content areas. The Diversity of Human Experiences content area is comprised of items from other content areas.
7. Transfer the **Total Observed** numbers (page 8) to the corresponding content area rows in Item I-B on the Classroom Coach. The Classroom Materials Checklist is the evidence for rows 1–6 of Item I-B. NOTE: You do not have to list materials on the Classroom Coach. Just record the total observed number of yes responses for each content area in the evidence column.

<b>Literacy</b>	
<p>1. The classroom has <i>at least 3 books per child</i> representing a variety of genres (e.g., informational books, poetry books, songbooks, storybooks).</p> <p><i>Note:</i> Count the number of books found anywhere in the classroom. Books can be in different formats (e.g., big books, student- and class-created books, soft cover, hardcover, and board books).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>2. Of the books in the classroom, there are <b>5 or more nonfiction books related to science</b> (e.g., nature, plants, insects, animals, electricity, space, and weather).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Science</p>
<p>3. Of the books in the classroom, there are <b>4 or more nonfiction books related to communities/social sciences</b> (e.g., geography, community events, holidays, differing family structures, and professions/occupations).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>* Score also for Social Studies/Social and Emotional</p>
<p>4. Of the books in the classroom, there are <b>4 or more nonfiction books related to diversity of human experiences</b> (e.g., gender with nonstereotyped role models, different times and places, cooking recipes from different countries, art from different countries, world cultures, pictures of people from around the world, and special needs such as depicting people with disabilities).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Diversity of Human Experiences</p>
<p>5. Of the books in the classroom, there are <b>5 or more books with rhyming and/or rhythmic features</b>, such as song books, nursery rhymes, and poetry books.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>6. Of the books in the classroom, there are at least <b>2 alphabet books</b>.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>

<p>7. Of the books in the classroom, there are <b>5 or more books with math content</b> (e.g., numbers, counting, shapes, patterns, comparing attributes, and measurement).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>8. Of the books in the classroom, there are <b>5 or more books with social-emotional content</b> (e.g., conflict resolution, sharing, friendship, accepting differences, family relationships, becoming a big sister/brother, and prosocial behavior).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>* Score also for Social Studies/Social and Emotional</p>
<p>9. The classroom has at least <b>2 complete sets of uppercase and 2 complete sets of lowercase letters of the alphabet</b> children can hold, trace, sort, or copy (e.g., magnetic letters, wooden block letters, heavy cardboard letters, foam letters, alphabet templates that children can trace around, and letter stencils that they can fill in) <b>one set must be 3-D</b></p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>10. Somewhere within the classroom, <b>all children's names are visible at the child level</b> (e.g., name cards, sign-in sheets for children, names on clothespins or Popsicle sticks, and labels on cubbies).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>11. The classroom has enough <b>crayons, pencils, pens, and markers</b> in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>12. The classroom has <b>3 or more types of materials that children can write or draw on</b> (e.g., paper, chalkboards, whiteboard, envelopes, sheets of stationery, and notepads).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>

## Mathematics

<p>13. The classroom has <b>3 or more types of manipulatives</b> (approximately 30 small discrete items per type) <b>for counting, sorting, or classifying</b>. (e.g., beads, blocks, bottle caps, buttons, shells, and feathers).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>14. The classroom has at least <b>2 set of numerals (0–20)</b> children can hold, trace, sort, or copy (e.g., magnetic numerals, wooden block numerals, heavy cardboard numerals, foam numerals, numeral templates that children can trace around, and numeral stencils that they can fill in) <b>one set must be 3-D</b>.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>15. The classroom has at least <b>1 set of paired materials</b> for children <b>to create one-to-one correspondence</b> (e.g., pegs and pegboards, colored markers and tops, egg cartons and plastic eggs, nuts and bolts, dot cards, and counting trays).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>16. The classroom has at least <b>3 kinds of materials for filling and emptying</b> (e.g., measuring cups and spoons, sifters, funnels, buckets, containers, boxes, baskets, and empty food and beverage containers).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>17. The classroom has at least <b>3 different kinds of manipulative geometric shapes</b> (e.g., rectangles, squares, triangles, and circles) <b>in a variety of sizes, materials, colors, or thicknesses</b> (e.g., shape sorters, attribute blocks, shape puzzles, cookie cutters, and pattern blocks).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>18. The classroom has at least <b>3 types of materials</b>, in sufficient quantity for small groups of children to use at the same time, <b>for creating patterns</b> (e.g., pegs, pegboards, beads, Unifix cubes, and sticks).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>19. The classroom has at least <b>2 types of conventional tools that measure length</b> (e.g., ruler, yard or meter stick, and tape measure).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>

<p>20. The classroom has at least <b>2 types of conventional tools that measure time</b> (e.g., clock, kitchen timer, sand timer, and stopwatch).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>21. The classroom has at least <b>1 conventional tool that measures weight</b> (any kind of scale).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>22. The classroom has at least <b>1 conventional tool that measures volume</b> (e.g., measuring cups, measuring spoons).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p><b>Perceptual, Motor, and Physical Development</b></p>	
<p>23. The classroom has <b>paint</b> in sufficient quantity for small groups of children to use at the same time (e.g., tempera paints, finger paints, and watercolors).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Science</p>
<p>24. The classroom has <b>paintbrushes</b> in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>25. There are at least <b>3 different collage materials</b> (e.g., feathers, buttons, yarn, felt, and string) in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>26. The classroom has at least <b>3 sets of materials designed for children to put together and take apart</b> (e.g., Duplos, Legos, Tinkertoys, puzzles, boxes and lids, and clothing with different types of fasteners).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>

<p>27. The classroom has at least <b>3 types of blocks</b> in sufficient quantity for small groups of children to use at the same time (e.g., big wooden blocks, cardboard unit blocks, and plastic stacking blocks).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>28. The classroom has a sufficient supply of <b>scissors</b> (including left-handed scissors) in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>29. The classroom has at least one <b>stapler</b> for child use.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>30. The classroom has <b>hole punchers</b> or some type of <b>shape punchers</b> for child use, in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>31. The classroom has <b>tape</b> (of any type) for child use, in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>32. The classroom has <b>glue sticks</b> or <b>glue bottles</b> in sufficient quantity for small groups of children to use at the same time.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>33. The classroom has at least <b>3</b> materials that can be manipulated to enhance children’s <b>rhythm and tonal knowledge</b> (e.g., shakers, maracas, drums, triangles, rain sticks, castanets, rhythm sticks, xylophones, ukuleles, keyboards, and guitars).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Diversity of Human Experiences</p>

## Social Studies/Social and Emotional Development

<p>34. The classroom has at least <b>8 real materials for a variety of dramatic play</b> (e.g., cell phones, eyeglasses, suitcases, briefcases, shoes, cash registers, purses, wallets, pots and pans, cooking utensils, hair dryers [with the cords removed] or curlers, and stethoscopes).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>35. The classroom has at least <b>8 dress-up materials that represent various professions/occupations.</b></p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Diversity of Human Experiences</p>
<p>36. The classroom has at least <b>3 multicultural, dressup materials OR props that reflect diversity in the community and nation*</b> (e.g., typical as well as holiday clothes from other countries, foods from various cultures (represented in relevant containers), and child-level artwork from other countries in different media).</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Diversity of Human Experiences</p>
<p>37. The classroom has <b>photos of the community (people and places) and members of the children’s families.</b></p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>*Score also for Diversity of Human Experiences</p>

<b>Science</b>	
38. The classroom has at least <b>2 types of items from nature</b> (e.g., pine cones, shells, and preserved insects).	Yes <input type="checkbox"/> No <input type="checkbox"/>
39. The classroom has at least <b>3 types of objects for scientific exploration</b> (e.g., magnet wands, light box, scent exploration bottles, prism, sand and water table, and magnifying glasses).	Yes <input type="checkbox"/> No <input type="checkbox"/>

### Summary of Classroom Materials Checklist Scores

<b>Classroom Materials Checklist Section</b>	<b>Total Observed</b>
<b>Literacy</b> Sum the number of items from 1–12 checked YES.	<b>/12</b>
<b>Mathematics</b> Sum the number of items from 13–22 checked YES.	<b>/10</b>
<b>Perceptual, Motor, and Physical Development</b> Sum the number of items from 23–33 checked YES.	<b>/11</b>
<b>Social Studies/Social and Emotional Development</b> Sum the number of items from 34–37 <b>AND</b> items 3 and 8 checked YES.	<b>/6</b>
<b>Science</b> Sum the number of items from 38–39 <b>AND</b> items 2 and 23 checked YES.	<b>/4</b>
<b>Diversity of Human Experiences</b> Sum the number of items from 35–37 <b>AND</b> items 4 and 33 checked YES.	<b>/5</b>