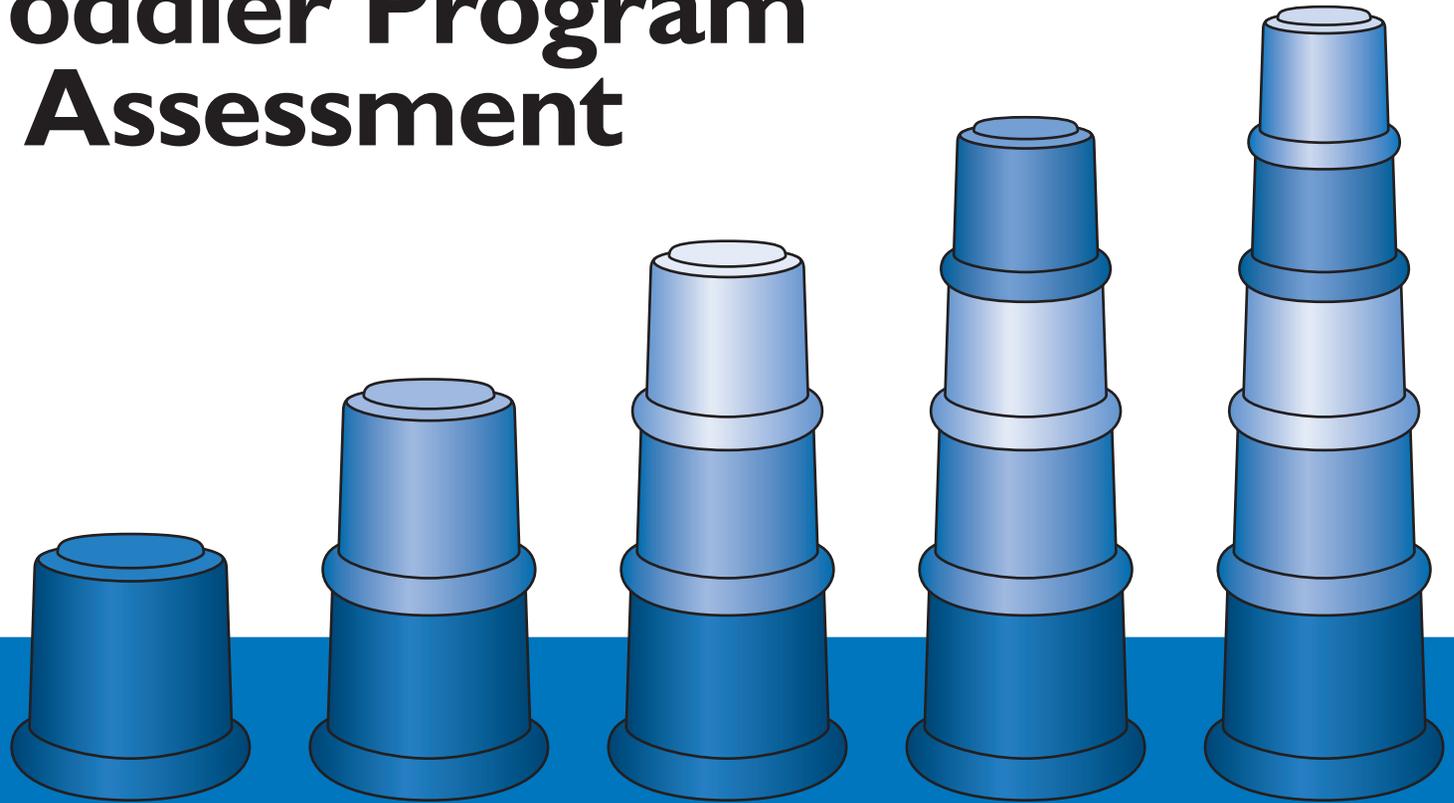# PQA

Infant-Toddler Program Quality Assessment
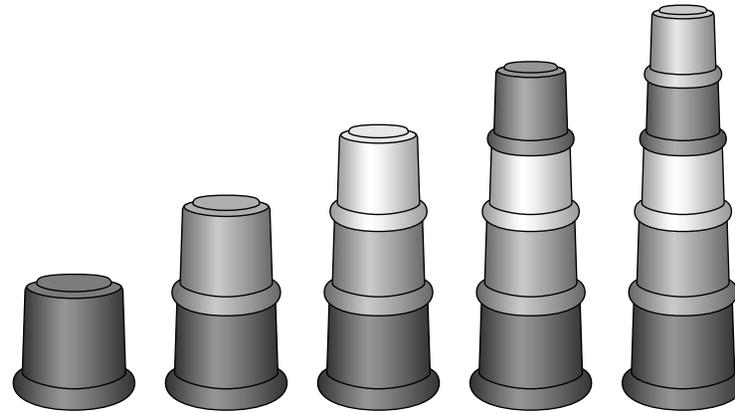
Form A — Observation Items

Infant-Toddler

PQA

Program Quality Assessment

Form A — Observation Items

Instrument Developers

This instrument was developed by staff of the HighScope Educational Research Foundation, including

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HIGHSCOPE®

CONTENTS

INTRODUCTION

What Is the Infant-Toddler Program Quality Assessment (PQA)?

Research on programs that care for infants and toddlers has demonstrated that the quality of care children receive is critical to their future cognitive and social-emotional development. The Infant-Toddler Program Quality Assessment (PQA) was developed to help caregivers, administrators, and other program staff assess the strengths of their programs and determine where improvements are needed. (The Infant-Toddler PQA may also be used as a research tool.) The detailed specifics this tool provides are a valuable resource both for caregivers themselves and others who need to know what constitutes quality in care and environments for young children aged 0–36 months.

The Infant-Toddler PQA measures seven domains of curriculum implementation and program operations in child care settings: learning environment; schedules and routines; adult-child interaction; curriculum planning and child observation; parent involvement and family services; staff qualifications and staff development; and program management. Form A: Observation Items covers the first four domains, and Form B: Agency Items for Infant-Toddler and Preschool Programs covers the last three. Within each domain is a series of items based on best practices acknowledged in the field.

The instrument uses anecdotal notes based on classroom observations and staff interviews as evidence to objectively score items on a 5-point scale from lower to higher levels of quality. Each item contains descriptors that anchor the scoring decision and make it clear what types of caregiving practices, classroom materials, and agency policies contribute to a high-quality setting.

Unlike many compliance measures, which typically permit only yes-no scores on items, the PQA defines quality along a continuum. These multiple levels allow raters to indicate with greater specificity a program's current status and needs for improvement.

Because the Infant-Toddler PQA documents the typical behaviors of caregivers, teachers, and very young children throughout the program day, it is an authentic assessment of the quality of the program and setting.

Infant-Toddler Program Quality Assessment (PQA)
Form A: Observation Items (Sections I–IV)

PROGRAM/RATER INFORMATION

I. PROGRAM INFORMATION

Name of agency

Name of center/site

Name of program/care setting being observed

Program director/administrator or contact person

Name

Position/Title

Phone (   )   Ext.   Fax (   )

E-mail

Address and phone of program/care setting being observed

Street

City/State/Zip

Phone (   )   Ext.   Fax (   )

E-mail

Program/caregiving staff

Name of caregiver/teacher

Name of caregiver/teacher

Name of caregiver/teacher

Names of other staff and volunteers (list by name and position)

Name   Position

Name   Position

Name   Position

Children

Number of children in program/care setting

Number of children in observed room

Age range of children in program/care setting

Age range of children in observed room

Hours program/care setting is in session

Days of week (circle all that apply):

MON   TUE   WED   THU   FRI   SAT   SUN

Time session begins each day   Time session ends each day

II. RATER INFORMATION

Name
_____

Agency
_____

Position/title
_____

Phone (_____)_____Ext._____Fax (_____)_____

E-mail
_____

Date Infant-Toddler PQA completed
_____

III. INFANT-TODDLER PQA ADMINISTRATION INFORMATION

Date/time observation began
_____

Date/time observation ended
_____

Date/time interview began
_____

Date/time interview ended
_____

Comments or notes about administering the Infant-Toddler PQA at this site

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Rater's signature
_____

Date
_____

INFANT-TODDLER PQA OBSERVATION ITEMS

(Form A)

I. LEARNING ENVIRONMENT

II. SCHEDULES AND ROUTINES

III. ADULT-CHILD INTERACTION

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

OTHER

SCORING INSTRUCTIONS

Step 1

Observe and/or interview as appropriate. (Sections I–III are designed to be completed mainly through observation, while Section IV is interview based.) Record supporting evidence in the spaces provided in each row of boxes.

What you see, hear, and write down provides the evidence for the overall level of quality you select in step 3. Much of your evidence will come from direct observation, but sometimes you will need to ask program staff (for example, caregivers, early childhood specialists, or directors) for additional information to supplement what you observe. Use the standard questions, which appear above the indicators, to elicit information from staff as needed. Supporting evidence for the indicator level you choose includes any of the following, as needed, for each item:

- Anecdotes: brief notes on what children and/or staff actually do and/or communicate

- Quotations: what children and/or staff actually say

- Materials lists

- Diagrams of the room, space, area, and/or outdoor play yard; sketches and notations

- Sequences of daily events and routines

- Answers to clarifying questions (CQ) (see specific wording of questions under relevant items)

Step 2

Read each row of indicators. Check one box per row.

Once you have gathered supporting evidence for an item, read the rows of indicators that follow it. Based on the evidence you have gathered in step 1, place a checkmark (✓) in *one and only one* box (1, 3, or 5) of each row of indicators. *Complete every row for every item.* Ask caregivers and/or program staff for additional information to supplement what you observe, as needed. If a row of boxes does not apply (for example, the space has only infants, only mixed ages, or only toddlers), place a checkmark in the "N/A" (not applicable) box in the evidence space. (Refer to the next page for further instructions on rows with "N/A" options).

Step 3

Determine the quality level. Circle the corresponding level at the top of the form: 1, 2, 3, 4, or 5.

Determine the quality level for the item using the following criteria:

*For items with **three or more rows** of boxes*

Level 1: Half or more of the level 1 boxes are checked (regardless of the level 3 or level 5 boxes that may be checked).

Level 2: Fewer than half of the level 1 boxes are checked, and some of the level 3 and/or level 5 boxes are checked.

Level 3: Half or more of the level 3 boxes are checked, and no level 1 boxes are checked.

Level 4: Fewer than half of the level 3 boxes are checked, and the remaining boxes are checked at level 5.

Level 5: All the level 5 boxes are checked, and no level 1 boxes or level 3 boxes are checked.*

*For items with **two rows** of boxes*

Level 1: Both level 1 boxes are checked.

Level 2: One level 1 box and either one level 3 box or one level 5 box are checked.

Level 3: Both level 3 boxes are checked.

Level 4: One level 3 box and one level 5 box are checked.

Level 5: Both level 5 boxes are checked.*

If a row of boxes is "not applicable" ("N/A"), compute the quality level based on the number of rows that are completed for that item. If an item cannot be observed or determined by interview, check "not observed or reported" for the overall score and enter "NR" on the Summary Sheet.

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*HighScope's infant-toddler manual *Tender Care and Early Learning: Supporting Infants and Toddlers in Early Childhood Settings* (Post, Hohmann, & Epstein, 2011) describes in detail what high-quality care (level 5) looks like and strategies for attaining it. The HighScope infant-toddler training workshop series enables teachers and caregivers to discuss and practice ways of implementing high-quality care. See highscope.org for more information on products or training.

INSTRUCTIONS FOR ROWS WITH "NOT APPLICABLE" OPTIONS

Mark "Not Applicable" ("N/A") only in the rows that are specified, following the general definitions in this age-group chart except when a more specific age range is given. All other rows should be completed with evidence and a checkmark for scoring unless otherwise indicated.

Age Definitions of Children	Check Boxes With "N/A" Accordingly
Infants — Children aged 0–6 months, who generally do not yet sit up unaided	Rooms that have infants aged 0–6 months are considered **infant rooms.** Complete the rows specified for infants for these children. If there are no children within this age range in the room observed, check the box labeled "N/A" in the evidence space.
Older infants — Children aged 6–12 months who generally can sit up unaided and are crawling	Rooms that have infants aged 6–12 months are also considered **infant rooms.** Complete the rows specified for infants and older infants for these children. If there are no children within this age range in the room observed, check the box labeled "N/A" in the evidence space. If there are children aged 0–12 months in the room observed, the room is still considered an **infant room,** and rows that are specified for infants and older infants should be completed.
Young toddlers — Children aged 12–24 months who generally toddle and walk unaided	Rooms that have toddlers aged 12–24 months are considered **toddler rooms.** Complete the rows specified for toddlers for these children. If there are no children within this age range in the room observed, check the box labeled "N/A" in the evidence space.
Older toddlers — Children aged 24–36 months who generally are skilled walkers	Rooms that have toddlers aged 24–36 months are considered **toddler rooms.** Complete the rows specified for toddlers for these children. If there are no children within this age range in the room observed, check the box labeled "N/A" in the evidence space.
Mixed-age groups — Children aged 0–36 months	Rooms with children that include both infants and toddlers as defined above are considered **mixed-age rooms** (e.g., rooms with children aged 6–18 months or 10–24 months), and rows that are specified for infants, mixed-age children, and toddlers should be completed.

I. LEARNING ENVIRONMENT

I-A. The care space provides a safe and healthy environment for infants and toddlers.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Space for any child-caregiver group exhibits inadequate ventilation, lighting, and temperature control. **Examples:** – Diaper pail odors throughout the day. – Urine smell in bathrooms. – Overpowering deodorizers. – Dim or harsh lights. – Lights on in sleeping area. – Extreme temperature variations. – Blinds and/or window treatments in disrepair and closed most of the day.	☐ Space for any child-caregiver group sometimes exhibits adequate ventilation, lighting, and temperature control. **Examples:** – Odors from diaper pails after lunch. – Room cold or warm depending on sun coming through windows. – Soft recessed lighting in sleeping area with fluorescent lighting in play area.	☐ Space for any child-caregiver group exhibits adequate ventilation, lighting, and temperature control. **Examples:** – No odors. – Even temperature throughout the day. – Soft and natural light from windows and bulbs. – Blinds and/or window treatments in good repair and used during naptimes only.	
Row 2	☐ Hazards are within children's reach, and/or surfaces are not clean. **Examples:** – Cleaning products in reach of children, such as on low shelves or in cabinets with no child-safety locks. – No cushioning under climbers. – Blind cords in reach of children. – Water temperature too hot. – Floors, tables, and toys showing dirt, grime, grease, dust, mold, insects, and/or disrepair. – Mouthed toys not removed and/or sanitized.	☐ Some hazards are out of children's reach, and sometimes surfaces are clean. **Examples:** – Tile floor left dirty after activities until end of the day. – Some cleaning products low, in reach of children. – Child-safety locks on some cabinets holding cleaning products. – Some appropriate cushioning under climbers. – Walls, ceilings, furnishings, fixtures, and appliances cleaned only as scheduled. – Mouthed toys sometimes removed and/or sanitized before further use.	☐ Hazards are out of children's reach and sight, and surfaces are clean and well maintained. **Examples:** – Cleaning products stored in cabinet with child-safety locks or stored up high on shelves or in cabinets. – Rounded corners on furniture, cushioning under climbers, nonskid floors. – Blind cords out of reach of children. – Temperature-controlled water for children's use. – Clean floors, walls, ceilings, furnishings, fixtures, appliances. – Toys in good condition; mouthed toys removed and/or sanitized before further use.	

1

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Bodily care, food prep, and/or dishwashing conditions and/or procedures are unsanitary. **Examples:** – Sink used for both food prep and bodily care. – Sanitary materials stored within children's reach. – Dirty sinks and toilets, wet/soiled pull-ups or underwear left on bathroom floor, used paper towels lying on floor, dirty dishes left in sink.	☐ Bodily care, food prep, and dishwashing conditions and procedures are sanitary but not always accessible. **Examples:** – Sink in room is for food prep; another, down the hall, is for washing hands and toileting. – Microwave is in classroom but refrigerator is elsewhere. – Teachers wash dishes at the end of the day in kitchen down the hall.	☐ Bodily care, food prep, and dishwashing conditions and procedures are sanitary and easily accessible. **Examples:** – Separate area for bodily care with a sink near changing table or in nearby bathroom. – Separate area for food prep with sink, refrigerator, microwave; space/procedures provided for thawing breast milk. – Child-safe storage of sanitary materials.	
Row 4	☐ There are no hand-washing supplies available.	☐ Hand-washing supplies are available but not easily accessible. **Examples:** – Children can't reach soap or turn on water. – Adults have to leave changing area to get supplies for washing hands. – Only hand sanitizers are used.	☐ Hand-washing supplies are easily accessible to adults and toddlers. **Examples:** – Bathroom soap and paper towel dispenser are placed low, in reach of children. – Stools are available so young children can reach supplies. – Soap and paper towel dispenser are in kitchen area for adults.	
Row 5	☐ Children and adults do not wash hands. **Examples:** – Children go straight to the table to eat. – Adults handle food without washing hands. – Adults do not wash hands after changing diapers.	☐ Sometimes children and adults wash hands. **Examples:** – Children wash hands before lunch but not before snack. – After changing diapers, adults wash hands in kitchen sink rather than bathroom sink.	☐ Children and adults always wash hands when necessary throughout the day. **Examples:** – Adults wash hands before preparing food and after wiping noses and toileting/diapering. – Children wash hands before meals and after toileting. – Adults always wash hands in the bathroom sink after a bodily care routine. – Adults use kitchen sink only when preparing and cleaning up after meals.	

I. LEARNING ENVIRONMENT

I-A. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	☐ There are no posted hand-washing procedures. **Examples:** – Nothing is posted in bathroom or changing area to let children and adults know of hand-washing procedures.	☐ Written hand-washing procedures are posted. **Examples:** – Only written procedures are posted for adults, mixed-aged children, and toddlers. – Procedures are posted only for adults.	☐ Hand-washing procedures are visibly posted and easily understood by toddlers in room. **Examples:** – Pictorial procedures posted down low in the bathroom for toddlers. – Written and/or pictorial procedures posted for adults by hand-washing areas — kitchen, bathroom, changing area.	*Note:* In an infant-only room, check level 5 if hand-washing procedures are posted only for adults. (Posted hand-washing procedures are needed for older children but not for infants.)
Row 7	☐ There are unsafe and unsanitary sleeping conditions. **Examples:** – Stuffed animals and toys in cribs. – Stained or smelly blankets, pillows, sheets. – Shared bedding and/or bedding stored together.	☐ Sleeping conditions are safe and sometimes sanitary. **Examples:** – Nothing in cribs with children. – Soiled bedding not washed immediately. – Children's bedding stored together. – Cots stacked with bedding hanging out and touching others' bedding.	☐ Sleeping conditions are safe and sanitary, with well-kept bedding. **Examples:** – Nothing in cribs with children. – Bedding cleaned weekly and each set used by only one child. – Individual children's bedding stored separately, not touching or hanging over others' bedding on cots or in cubbies.	*CQ:* What is your procedure for storing and sanitizing bedding and sleeping surfaces?
Row 8	☐ There are no accessible first-aid supplies and/or procedures. **Examples:** – Supplies kept in main office. – Caregivers unaware of children's special/medical needs, allergies not posted. – CPR and choking procedures stored in main office.	☐ There are some accessible first-aid supplies and procedures. **Examples:** – Supplies/procedures locked in cabinet or unmarked in room. – Lead caregiver aware of special/medical needs of children. – CPR and choking procedures in room but not posted. – First-aid kit not appropriately stocked.	☐ First-aid supplies are marked and easily accessible; procedures are visibly posted. **Examples:** – Well-marked first-aid kit is visible in room and appropriately stocked for different emergencies. – Primary caregivers and subs are well trained and aware of special/medical needs of children. Allergies are visibly posted; CPR and choking procedures are posted.	*CQ:* Do you have a first aid kit? Where is it located?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 9	☐ Emergency numbers and/or evacuation procedures are not posted. **Examples:** – Family emergency cards kept in main office, no poison control and other emergency numbers posted. – No accident report forms available in room.	☐ Some but not all emergency numbers and evacuation procedures are visibly posted. **Examples:** – Accident report forms are sometimes available. Clutter on bulletin board hides posted procedures. – Family emergency cards are in locked cabinet in room. Some emergency numbers are posted.	☐ Emergency numbers and clear evacuation procedures are visibly posted. **Examples:** – Natural disaster procedures are written and drawn out for easy reading. – Emergency numbers are posted by phone; family emergency cards are available near phone. – Accident report forms are easily accessible.	*CQ:* Where are your emergency numbers and family emergency cards located?

I. LEARNING ENVIRONMENT

I-B. The care space has equipment arranged in areas for sleeping, eating/food preparation, and bodily care.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There are no cribs for infants and/or no cots/mats for toddlers. **Examples:** – Infants sleep in playpens, car seats, swings, or bouncy seats. – Toddlers sleep on blankets on the floor.	☐ Cribs and cots/mats are available as needed. **Examples:** – Cribs are arranged around room in space also used for play. – A toddler falls asleep in the toy area, and the teacher lets him sleep while children play around him. – In a mixed-age room, cribs are along the wall in the play area, and at naptime mats are set up around the room for toddlers to sleep on while infants are awake and/or eating.	☐ There is a quiet room or designated area for sleeping in cribs and on cots/mats as needed. **Examples:** – Sleeping takes place in separate area, with neither cribs nor cots in play area. If cribs are in a separate room, there is adequate supervision and frequent monitoring of sleeping children. – In a toddler room, cots are brought out at naptime. – A toddler falls asleep after group time and is placed on a mat away from playing children in the book area.	*CQ:* What do you do with a child who falls asleep outside of naptime?
Row 2	☐ There are no infant- and toddler-sized equipment or furnishings. **Examples:** – Only adult-sized tables, chairs, shelves, sink, toilet. – Mobile infants and young toddlers sitting at large tables with seats built in for meals and activities.	☐ There are some infant- and toddler-sized equipment and furnishings. **Examples:** – Adult-sized sink and/or toilet with modified toilet seat and/or step aid. – Preschool-sized climber or loft. – Some preschool-sized shelves that block children's view or are difficult for children to reach to get out materials. – All mobile infants sitting in highchairs for meals and activities.	☐ There are infant- and toddler-sized equipment and furnishings throughout the care space. **Examples:** – Infant- and/or toddler-sized tables, chairs, shelves, sink, toilet, and climber. – Mobile infants and toddlers sitting in chairs when at tables for meals and activities.	

5

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ There is no adult-sized furniture. **Example:** – Adults sit on floor or in child-sized chairs.	☐ There is one adult-sized chair. **Example:** – Rocking chair, love seat, couch, or a beanbag desk chair is the only adult seating.	☐ There are comfortable adult-sized chairs and/or couches for adults and children to sit on together. **Example:** – Rocking chair, love seat, couch, small mattress, beanbag chairs, large pillows, camping or stadium chairs with back support.	
Row 4	☐ Eating space is part of the sleeping and play area. **Examples:** – No separate place for breast-/bottle-feeding. – No designated area for children to eat; chairs placed anywhere for meals. – Crying children or children sleeping in cribs around eating children. – Mobile infants and toddlers placed in confined seats, such as tables with seats built in. – Toddlers taken to the cafeteria to eat. – Loud play and background music during meals. – Caregivers hurrying children through meals and only attending to meal tasks.	☐ There is a separate eating space for children. **Examples:** – There is no separate space in room for breast-/bottle-feeding, but there is a designated area for eating, such as on the tiled side. – Sometimes infants are fed around playing or sleeping children. – Background music is played while children eat. – Caregivers ask children if they need more food and attend to meal tasks rather than sitting and carrying on conversations with children while they eat.	☐ There is a separate, quiet, sociable eating space for all children. **Examples:** – There is ample space or a separate area for breast-/bottle-feeding, with room for at least two adult-child pairs. – Infants are fed away from playing or sleeping children. – Mobile infants and toddlers sit at a designated table on tiled side of room, away from play and sleeping children. – No background music is played. – Children and caregivers carry on conversations while eating in an unhurried manner. Teacher talks with toddlers about what they did at choice time.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ There is no space in the room for food and bottle prep. **Example:** – Caregivers leave room to warm bottles and/or prepare food.	☐ Space is set aside in the room for food and bottle prep, but it is sometimes not accessible. **Examples:** – Caregivers preparing bottles/food are unable to view children. – Snacks are prepared in the room, but caregivers leave the room to get meals. – Every day a caregiver chooses two toddlers to go to the kitchen to help bring snacks or meals back to the room.	☐ A distinct, accessible area in view of children is used exclusively for bottle and food preparation. **Examples:** – Readily accessible refrigerator, microwave, and bottle-warming device. – Easily accessible area, in view of children, for warming and preparing children's food. – Snacks prepared in room but meals prepared and delivered to room.	☐ Mark "N/A" if all food, including snacks, is prepared and delivered to room. *CQ:* Do you prepare food, or is food prepared and delivered to your room?
Row 6	☐ No storage is available in the room. **Examples:** – No food or eating supplies are stored in room, so caregivers leave room to get supplies. – Diapers and extra clothing are stored in hallway cubbies. – Cots are kept in closet in hallway.	☐ Storage is available in some parts of the room. **Examples:** – There are cabinets in food prep area, but diapering supplies are stored in hallway rather than near changing table. – Some food and eating supplies are stored in room.	☐ Storage is available throughout the room for caregivers to access materials as needed. **Examples:** – Extra diapers, wipes, cleaning products stored above diaper-changing table. – Cots stored in room. – Adequate storage for food and eating supplies in room.	
Row 7	☐ There is no readily accessible changing table and/or bathroom available in the room. **Examples:** – Caregivers change infants on their laps or on the floor. – Toddlers have to wait for a caregiver to take them to the bathroom down the hall.	☐ There is an accessible changing table and/or bathroom available in the room. **Examples:** – Changing table is located in room but not in view of children. – Children's clothing and diaper-changing supplies are kept in their cubbies. – Potty chairs are used for potty training.	☐ There is a distinct, readily accessible changing area, in view of children, in the room and/or in a bathroom. **Examples:** – Changing table faces the children. – Children's clothing and diaper-changing supplies are stored near the changing area for easy access. – Toddlers can use bathroom as needed. – Child-sized toilets, seats, or chairs are used for potty training.	

I-C. The care space has equipment arranged in areas for play and movement.

Circle one indicator level for this item based on the scoring rules on page ix.

1   2   ③   4   5

☐ **Check here if not observed or reported.**

3	**Level 1 Indicators**	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 1	☐ There is no or very limited floor space for children's play and movement. **Examples:** – Caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room. – Infants are confined in seats and get no floor time. – Toddlers run into equipment or each other.	☑ Some space is available for play. **Examples:** – There is enough space for most children to play on the floor at the same time. – There is some storage for adults' materials in room. – In a mixed-age room, there is a separate space for infants to lie on the floor safe from mobile children. – A limited number of toddlers are allowed in each area, and children have to wait until there is space available before moving into that area.	☐ Space for play is plentiful and organized to suit the mobility of children in the group, at least 50 square feet per child. **Examples:** – There is enough space for all children to play on the floor at the same time. – There is space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run. – There is adequate storage for adults' materials in room. – There is enough space for children with disabilities to move with assistive devices. – Toddlers can choose where to play, and there are no limits on how many can be in each area.	*Note:* Estimate square footage by walking the width and length of the room, computing the area, and dividing by the number of children in the room for the day (W × L ÷ # of children = sq. ft. per child). There is a closet that fits all three teachers' belonging. All of the children can fit in the Block, House, and Toy Area at the same time. The Book Area fits three children. The Art Area fits two children. The Sand Table fits one child. The Water Table fits one child. The room is about 200 square feet. There is about 25 feet per the 8 children.
4 Row 2	☐ There are no soft places for children to snuggle against. **Examples:** – No designated play areas. – All hard floors; no carpet or area rugs. – Hard or plastic seating.	☑ There are some soft places for children to snuggle against. **Examples:** – A beanbag chair in book area with a few pillows, rocker. – Rugs in book area; pillows to sit on in house area. – Carpet throughout space except eating space.	☐ There are soft places throughout the care space for children to snuggle against. **Examples:** – Mattress and/or beanbag chairs to sit and crawl on. – Couch or love seat; adult- and/or child-sized cushioned rocker; hammock. – Carpeted riser to sit on or crawl on. – Carpet and/or rugs for children to crawl on. – Cozy nooks with pillows or beanbag chairs. – Loft with carpet on it and soft space underneath. – Child-sized couch/chair in house area. – Large cardboard box on carpet or rug with pillows/blankets on it.	*Note:* This row refers to soft places that children can go to and snuggle, not materials to play with. Item I-D, Row 5, refers to soft materials to play with. There are rugs in the Block and Book Area. The Book Area has a child size couch and a cozy cube with pillows. A blanket is in the Art Area.

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
3 Row 3	☐ There are no materials or equipment in the room for these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (no balls are provided) **Examples:** – Infants are confined in seats. – Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves.	☑ There are materials and equipment in the room for some of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) **Examples:** – A few plastic Tonka trucks. – Two small knitted balls in a tub for children to use. – No rocking materials. – Some balls. – Children crawling on blocks and jumping off of them.	☐ There are materials and equipment in the room for all of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) **Examples:** – The space has push toys, riding toys, toys on wheels with string, an adult- or child-sized rocking chair, a wooden boat; and structures such as a loft, tunnel, large box, climbers, stairs, and vinyl foam cushions. – A gross-motor room or hallway is available with the types of materials listed in previous example. – Teachers lay blankets over the tables for children to crawl under.	In the Block Area, there's a container of soft balls. In the Book Area, there is a cozy cube for students to get in.
3 Row 4	☐ No equipment or materials for climbing are available to children. **Examples:** – There is no climbing equipment indoors or outside, and there is no gross-motor room. – Children climb on shelves/furnishings.	☑ Children have access to a set of stairs or other material or piece of equipment for climbing during some parts of the day. **Examples:** – Stairs/rocking boat that children crawl/walk on during some parts of the day. – Stairs to changing table. – Child-accessible stairs leading to playground. – Climbing equipment available only on playground at outside time.	☐ Children have access to indoor equipment or materials for climbing throughout the day. **Examples:** – Stairs, steps, climbers, ramps, lofts, benches, large vinyl foam cushions, mattress, couch, pillows. – Climbing equipment available in gross-motor room. – Carpeted riser, dowel wall climber, stairs to changing table. – Climbing equipment available outdoors in addition to what is indoors.	There is a set of stairs on the changing table in the classroom. The Book Area has a couch and pillow. The class has its own playground that is accessible by child size stairs. The playground has riding materials that the children climb onto.

5	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	**In mixed-age and toddler rooms** ☐ There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. **Examples:** – Materials and equipment placed at random around the room. – No sand or water available. – In mixed-age groups, all children together, with no safe place for infants to be on the floor.	**In mixed-age and toddler rooms** ☐ There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. **Examples:** – Only organized block and house areas. – Water table used once or twice a week. – Sand available outside. – In mixed-age rooms, a separate space for nonmobile children. – Limited areas, such as separate spaces only for toys and books, vinyl blocks; other spaces that have unrelated materials stored together. – Art materials always brought out, instead of being available on shelves. – Only dolls to pretend with, no dress-up clothes.	**In mixed-age and toddler rooms** ☑ There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas. **Examples:** – In toddler rooms the sand and water area is used daily. – In mixed-age rooms, there is a separate space for nonmobile infants. – Sometimes nonmobile children participate with and/or watch mobile children in a safe place, such as a caregiver's arms or a space inside of a barrier that protects them from being stepped on. – Mixed-age rooms may have combined areas, such as an area for blocks and toys. – Blocks may include vinyl, cardboard, and small wooden unit blocks.	☐ Mark "N/A" if it is an infant-only room. This is a toddler room. Students enter it when they're two and go to a new room when they're three. There is a Block, Book, Art, House, and Toy Area. There are also Sand and Water tables.

5	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	**In mixed-age and toddler rooms** ☐ Areas are not labeled or labels are not easily understood by children. **Examples:** – Labels with words only, no pictures. – Adult-oriented area names such as "manipulatives," "discovery table," "dramatic play," "science," "sensory table," "library." – Labels up high, not at children's physical level.	**In mixed-age and toddler rooms** ☐ Some areas are labeled and/or some labels are not easily understood by children. **Examples:** – Block and house areas labeled. – Area labels not easily seen with all the other items on the wall. – Area labels up high, not at children's physical level. – Areas labeled "block play," "drama," "table toys," and "library."	**In mixed-age and toddler rooms** ☑ Areas are labeled at children's physical level with simple, easily understood symbols and names. **Examples:** – Labels for the house, block, art, book, toy, and sand and water areas consist of a photo or a simple symbol for the area, such as a block for the block area, a paintbrush for the art area. – Area labels are low and clearly visible to children and adults.	☐ Mark "N/A" if it is an infant-only room. There is a Block, Book, Art, House, and Toy Area. There are also Sand and Water tables. All of these areas have a sign with a symbol and the name. These signs are from HighScope. For example, the Block Area sign has an orange block symbol and the words "Block Area". All shelves and furniture are low and child size. There are shelves dividing the Block Area from the art Area. A table divides the Toy Area from the Sand and Water tables.

I-D. Materials for sensory exploration are plentiful and accessible to infants and toddlers.

Circle one indicator level for this item based on the scoring rules on page ix.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ All or most materials for children to see, touch, mouth, hear, smell, explore, and play with are made of *plastic*. **Example:** – Plastic toys include rattles, commercialized dollhouse and doll accessories, cars, trucks, musical instruments, and battery-operated toys.	☐ Less than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of *wood, metal, stone, fiber, paper,* or *natural materials.* **Examples:** – Wooden spoons, metal pans, plastic food, and empty food containers in house area. – Rocks in the sand. – Recycled materials in art area, with crayons, paper, and play dough. – Mainly plastic, commercialized materials in toy area.	☐ More than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of *wood, metal, stone, fiber, paper,* and *natural materials.* **Examples:** – Tin cans/lids, cooking utensils, spice bottles, metal measuring cups, small pans, shells, rocks, wooden spoons, blocks, spools, bottle brush, keys, fabrics, yarn, pumice, rubber balls, mirrors, newspaper, wax paper, foil. – Recycled materials, such as cardboard tubes, boxes. – Messy materials such as paint, play dough, clay, "goop," glue, sand, water.	
Row 2	☐ Materials for exploration and play are not safe. **Examples:** – Materials are torn, broken, or dirty. – Caregivers do not check to see if materials are torn, broken, or dirty. – Infants can reach small materials they can swallow.	☐ Materials for exploration and play are safe. **Examples:** – Some materials are checked for being torn, broken, or dirty, such as the toy area materials. – Some dirty materials are cleaned regularly, such as weekly. – Infant materials are disinfected weekly.	☐ Materials for exploration and play are safe and checked regularly. **Examples:** – Caregivers check for small or broken materials several times a week. – Broken or torn materials are discarded, and dirty materials are disinfected immediately and/or daily. – In mixed-age groups, infants and older infants are supervised around toddler materials.	*CQ:* What are your procedures for checking and sanitizing materials?

12

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Materials for exploration and play are not accessible to children. **Examples:** – Most materials are stored high on shelves or behind locked doors. – Materials are never rotated or are changed so often that children can't find them. – Infants are confined in equipment, such as a bouncy seat or highchair, with no materials to handle.	☐ Some materials for exploration and play are accessible to children during some parts of the day. **Examples:** – Some shelves are closed when children arrive and leave at the end of the day. – In mixed-age rooms some materials, such as art materials, are stored out of reach of children, and children have to ask to play with them. – Sand and water table is only available in the morning. – Sometimes materials are rotated out, even when children are still interested in them. – In mixed-age rooms, some materials are put away when choice time is over. – In toddler rooms, some areas are closed during choice/play time.	☐ Materials for exploration and play are accessible to children throughout the day. **Examples:** – Children can get materials off of shelves themselves. – Children can take materials outside. – Children can hold a toy while getting their diaper changed. – Nonsleeping children can look at books or play with quiet toys while on cots. – Some materials are rotated to reflect children's interests, e.g., caregivers notice that Lincoln Logs are not being used and switch them with another material. – In mixed-age rooms, materials are accessible throughout the day to children who are awake. – In mixed-age rooms, small objects are stored up high or in screw-top containers to allow access for toddlers but not younger children. Such materials are used with adult supervision when younger children are around and are put away when a caregiver cannot be with the children. – In toddler groups, all areas and materials are accessible during choice/play times.	*CQ:* How often do you rotate materials and how do you determine what to rotate?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ Children are denied or strongly discouraged from using personal comfort items such as pacifiers, "blankies," and stuffed animals.	☐ Children's personal comfort items are sometimes accessible to them. **Example:** – Comfort items are given only at naptime.	☐ Throughout the day children have easy access to their personal comfort items. **Examples:** – Child can get pacifier, blanket, or stuffed animal from cubby as needed. – Jarred is upset after going to the bathroom, so his caregiver asks if he wants his "lovey." He nods his head yes, and the caregiver gets his blanket from his cubby for him.	*CQ:* What procedures do you have for allowing children access to their comfort items such as pacifiers and blankets?
Row 5	☐ There are no soft items for children to snuggle against. **Examples:** – There are no pillows, stuffed animals, or blankets. – Caregivers do not snuggle with children.	☐ There are some soft items for children to snuggle against. **Examples:** – Beanbag chair in the book area for children to use. – Vinyl cushions in block area to build with and crawl on. – A few pillows in the house area, some stuffed animals in the book area. – A teacher sitting with two children on a mattress and reading stories to them.	☐ Throughout the care and play space there are soft toys, pillows, fabrics, blankets, cushions of various sizes, and people for children to snuggle with. **Examples:** – Stuffed animals and pillows in book area and house area, puppets in toy area, small vinyl cushions in the block area to stack and crawl on. – Beanbag chairs on infant side of room for caregivers to snuggle on with children. – Soft materials in the sensory table such as cotton balls, fabric, pompoms, sponges, foam pieces, ribbon, yarn. – Area rugs on hard surfaces for crawling children. – A caregiver snuggling with a few children on the big pillows in the book area while reading books. – A teacher rocking an infant in the cushioned rocking chair while singing songs to her.	

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	☐ Books are not accessible to children. **Examples:** – Setting does not have books. – Caregivers do not read to children.	☐ A limited range of books are accessible to children during some parts of the day, and/or only designated books are available to children. **Examples:** – Children can choose books only at choice time and before naptime. – Books available to children are mouthed, torn, or of poor quality. – Children are not allowed to handle some of the books.	☐ A variety of books and types of books are accessible for children to explore, look at, and play with throughout the day. **Examples:** – Picture books, books with simple stories, award-winning storybooks, books of poems or rhymes, community and cultural books. – Foam, cloth, or board books; big books; homemade books; magazines.	
Row 7	☐ There are no simple musical instruments, and/or instruments are not accessible to children. **Examples:** – No instruments are in the room. – Caregivers are the only ones allowed to handle adult instruments.	☐ Some simple musical instruments are accessible to children during some parts of the day. **Examples:** – Children only have access to plastic replicas of instruments. – Caregivers bring out real instruments for group time.	☐ Simple musical instruments are accessible to children throughout the day. **Examples:** – Real drum, rain stick, xylophone, tambourine, cymbals, bells, wooden maracas, homemade shakers. – Some plastic replicas.	
Row 8	☐ Musical recordings and radios are played as background music for caregivers and children all day. **Example:** – Music is played loudly while children play and sleep.	☐ Musical recordings and radios are played as background music for some parts of the day. **Examples:** – Music is played during choice time. – Music for sleeping infants is played loudly while other children play. – Music is played loudly at naptime. – During choice time a child asks the caregiver for "Ring Around the Rosie" (a song on CD), and the caregiver plays it, keeping the CD on after the child has walked away.	☐ Musical recordings and radios are never played as background music. **Examples:** – Music is only played for a specific purpose, such as band music for children pretending to be marching in a band during choice time, appropriate music for group time or transition activities, soft music for naptime. – During choice time, when a toddler wants to hear "Twinkle, Twinkle Little Star," the caregiver plays a CD of it, and the two of them use shakers to the music. She turns off the music when the child is done.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 9	**In mixed-age and toddler rooms** ☐ Materials for exploration and play do not reflect home and community cultures or differing abilities of the children in the program. **Examples:** – Commercial dress-up clothes. – Plastic dishes and food. – All dolls of same ethnicity. – No materials depicting children or adults with disabilities.	**In mixed-age and toddler rooms** ☐ Some materials for exploration and play reflect home and community cultures and differing abilities of the children in the program. **Examples:** – Some food containers reflecting the homes of the children in the program. – One Caucasian and one African-American doll. – Dress-up clothes and shoes for girls. – Plastic play dishes, but real pans in house area. – One book showing children with disabilities.	**In mixed-age and toddler rooms** ☐ Materials for exploration and play reflect home and community cultures and differing abilities of the children in the program. **Examples:** – Real food containers; real dishes and cultural cooking items; work clothes representing community and families. – Music of different cultures. – Various ethnic dolls; doll figures with special needs. – Books representing differing cultures and special needs; book with community helpers.	☐ Mark "N/A" if it is an infant-only room.
Row 10	**In mixed-age and toddler rooms** ☐ Materials for exploration and play perpetuate stereotypes. **Examples:** – Pictures and books show only women as housewives and nurses, only men as construction workers and doctors. – Boys are discouraged from dressing up for "female" roles, and girls, from dressing up for "male" roles. – Boys play with "boy" toys and girls play with "girl" toys.	**In mixed-age and toddler rooms** ☐ Some materials for exploration and play reinforce stereotypes, and/or only some materials depict nonstereotyped role models. **Examples:** – Some pictures and books showing women as housewives or nurses, others showing women as police officers or doctors. – Some doll figures of male firefighters, male and female police officers, and female nurses.	**In mixed-age and toddler rooms** ☐ All materials for exploration and play depict a wide range of nonstereotyped role models and cultures. **Examples:** – Pictures and books with women as doctors and men doing housework; dolls, toy figures of female police officers, male nurses. – Pictures and dolls depicting African-American, Hispanic, Caucasian, and Asian males and females in a variety of roles. – Caregivers encouraging boys and girls to play with any material in their own way.	☐ Mark "N/A" if it is an infant-only room.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 11	**In mixed-age and toddler rooms** ☐ There are limited materials for some types of play (e.g., sand, water, art, block, toy, house), and/or the play materials are not accessible to children. **Examples:** – There are not enough materials or children have to ask for them. – In mixed-age rooms, both older infants and younger toddlers use the same simple materials. – Materials are not challenging for toddlers. – Program has a sand and water table, but it is not used. – No messy materials are available.	**In mixed-age and toddler rooms** ☐ There are some materials for sand, water, art, block, toy, and house play that are sometimes accessible to children. **Examples:** – Sand and water are not available every day or are only available during some parts of the day or at outside time. – Adults bring out different art materials each day instead of always having basic art materials available. – In mixed-age rooms, simple materials are provided, including some challenging materials for toddlers. – Caregiver closes the water table after 20 minutes of choice time.	**In mixed-age and toddler rooms** ☐ There are plentiful materials for sand, water, art, block, toy, and house play that are accessible to children throughout the day. **Examples:** – Shovels, measuring cups, scoops, dirt, sand, water, beans, sifters, spatulas, bowls, funnels, paper, crayons, markers, paint, glue, tape, pipe cleaners, scrap materials, cardboard, clay, play dough, wooden blocks, cardboard blocks, vinyl cushions, cars, push toys, dolls and doll accessories, dress-up clothes, bottles, blankets, cooking utensils, real pans, real dishes, silverware, puzzles, Duplos, toy people, pegs and pegboards, waffle blocks, counting bears/dinosaurs, farm animals. – Multiple sets of materials; basic materials that are accessible every day; some types of materials that are rotated based on children's interests. – Sand and water area used daily, with caregivers rotating different materials in and out of the tables according to children's interests.	☐ Mark "N/A" if it is an infant-only room.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 12			☐ Mark "N/A" if it is an infant-only room.
In mixed-age and toddler rooms	**In mixed-age and toddler rooms**	**In mixed-age and toddler rooms**	
☐ Materials are not organized or labeled or have written labels only.	☐ Some materials are organized and labeled.	☐ All materials are organized on shelves and in containers and are labeled for ease of use and cleanup.	
Examples:	**Examples:**	**Examples:**	
– Materials are stored on unlabeled shelves around the room.	– Blocks, some shelves, and a few containers are labeled; some picture labels are included.	– Screw-top containers are used for toddler-only materials.	
– Materials are arranged randomly.	– In mixed-age room, toys and blocks are stored together on shelf, with toys scattered across shelf.	– Catalog pictures, photos are used as labels.	
– At cleanup time caregivers and some children put materials randomly on shelves or in bins.	– At choice time and/or cleanup time, children are sometimes confused about where some materials go, because not all materials are labeled and organized.	– Materials are arranged by play area and function on shelves, such as art materials in art area, books and puzzles in book area, sand and water materials in sand and water area.	
		– In mixed-age rooms, some areas may be combined, such as a combined block and toy area with blocks, cars, push toys, and small toys stored together.	

I. LEARNING ENVIRONMENT

I-E. Children's photographs and creations are displayed.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There are no photographs of children or their families hanging up or in albums.	☐ There are photographs of some children and/or their family members on display where children can see them. **Examples:** – Not all of the children have their pictures on the board. – Pictures of children are on side of cabinet above counter. – Poster of children is hung low on the wall but has no pictures of their families.	☐ There are photographs of all children and their family members for children to see, touch, hold, and carry. **Examples:** – Photos of children playing, covered with clear contact paper, are on floor or walls. – An album of families is in book area. – Pictures of children showing parts of the daily routine are available or posted. – Poster with pictures of the children at outside time is hung low on wall so children can crawl over and look at pictures of themselves. – A child is upset and missing her mom so the caregiver gives her a picture of her mom to hold.	
Row 2	☐ Displays consist of adult-made or commercially produced materials that are not related to children's interests. **Examples:** – Calendar on bulletin board. – Posters of toothbrushing, fire safety, behavior or discipline, alphabet people.	☐ Half of the adult-made displays stem from children's interests and experiences. **Examples:** – Some displays of children's creations, such as finger paintings, collages, coloring. – Other displays of standardized content, such as flowers and butterflies to announce spring, alphabet letters with pictures representing each letter.	☐ Almost all of the adult-made displays stem from children's interests and experiences. **Examples:** – Displays of children's creations, such as collages of recycled materials, paintings, glue creations. – Pictures or photos of classroom pets, children's family members, or classroom activities. – A bulletin board for parents with licensing policies and construction-paper balloons with children's birthdays.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ There are no creations by children that are visible to children. **Example:** – Displays are of adult-made or commercial materials or are hung out of children's sight.	☐ Some of children's creations are visible to children. **Examples:** – Children's paintings are hung low on cabinets. – In mixed-age rooms, wall space to hang children's creations is limited because of cribs; some creations are hung high due to cribs.	☐ Children's creations are hung and/or displayed where children can see and touch them. **Examples:** – Clay creations on low shelves. – Paintings or drawings with protective coverings on floor, wall, low bulletin boards, or low cabinets.	
Row 4	☐ Displays of children's creations consist of projects generated from adult ideas or copied from adult products. **Examples:** – All children's flower cutouts look the same. – All paper rabbits are put together the same way.	☐ Some displays of children's creations stem from children's interests and ideas. **Examples:** – Caregivers cut children's paintings into bugs for a bulletin board on insects. – Caregivers "fix" children's play dough snowmen after they are done working on them.	☐ All displays of children's creations stem from children's interests and ideas. **Examples:** – Children's pencil scribblings, clay sculptures, finger paintings, and glue creations are original. – Children's creations are left as they are by caregivers.	

Draw a diagram of the room.

I. LEARNING ENVIRONMENT

I-F. Outdoor play space is safe and accessible, and has adequate space, equipment, and materials for various types of play.

1   2   3   4   5

☐ **Check here if not observed or reported.**

Note: Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There is no outdoor play area. **Examples:** – No place for children to use their gross-motor skills. – No substitute gross-motor room [as described in note above].	☐ There is an outdoor play area nearby. **Examples:** – Children walk or are pushed in strollers to local playground. – Program provides a covered outdoor porch. – There is a gross-motor room [as described in note above] with some portable materials such as balls, push toys, riding toys.	☐ The outdoor play area is easily accessible from the indoor play and care space. **Examples:** – Door of the room with children opens onto playground. – Children walk or infants are carried down hallway to playground. – There is a gross-motor room [as described in note above] with things to climb on, such as lofts and climbers; and portable materials such as balls, riding toys, bubbles, cars, push and pull toys, a parachute, a rocking horse, and a boat.	*Notes:* (a) If level 1 is checked, score a 1 and leave the remaining rows blank. (b) If weather prevents children and caregivers from going outside, check "not observed or reported," above.
Row 2	☐ The outdoor play area provides limited space: less than 50 square feet per child. **Example:** – Play area is a strip of grass alongside of building.	☐ The outdoor play area provides some space, between 51 and 99 square feet per child. **Examples:** – Space is overcrowded with equipment and materials. – Children are bumping into one another. – Materials are placed anywhere on the playground. – A child on a scooter propels himself in front of the climber.	☐ The outdoor play area provides plentiful space for children to explore and move freely, at least 100 square feet per child. The playground is divided into distinct play areas. **Examples:** – Separate areas for riding/moving toys, sand and water play, climbing, swings. – An area where infants can lie on blankets, safe from mobile children. – Ample space for children with disabilities to move around the playground without problems.	*Notes:* (a) Estimate square footage by walking the width and length of the playground, computing the area, and dividing by the number of children outside for the day (W × L ÷ # of children = sq. ft. per child). (b) If level 1 is checked, score a 1 and leave all remaining rows blank.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ There are no or inadequate barriers to separate children from traffic, passersby, and/or older children. **Examples:** – No fencing. – Low fences.	☐ Adequate barriers separate children from traffic, passersby, and/or older children. **Example:** – Regular-height chainlink fence with privacy slats.	☐ The outdoor play area is enclosed and visually screened from traffic. **Examples:** – A high wooden or vinyl fence blocks out the view of traffic and/or pedestrians. – Playground is enclosed by buildings which block the view; for example, it may be a space in the middle of a campus or alongside of a building.	
Row 4	☐ The outdoor play area/equipment is unsafe. **Examples:** – Equipment is in poor condition and/or dangerous for this age group. – Hazardous items on the ground are not removed regularly. – There are unlocked fences or gates. – Portable materials are not safe for young children. – All age groups use the same playground and equipment. – Playground surface is too hot for crawling infants and playing toddlers.	☐ The outdoor play area is safe. **Examples:** – Equipment and surfaces are occasionally checked for hazards and hazardous items. – Playground equipment is designed for preschool children but used by toddlers. – Infants are separated from toddlers, but toddlers and pre-schoolers use same playground.	☐ The outdoor play area is designed for infants and toddlers and is safe and well maintained. **Examples:** – Equipment is checked regularly for hazards. – Play area is checked daily for hazardous items such as bottles, cans, dead animals, trash. – Fences/gates are locked. – Portable materials are safe for infants and toddlers and are checked daily. – Infants and toddlers are separated and have age-appropriate equipment.	*CQ:* How is your outdoor space maintained? How often is it checked for hazards?

I. LEARNING ENVIRONMENT

I-F. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ There are no outdoor play materials or equipment for children.	☐ The space, equipment, and materials in the outdoor play area allow for some types of outdoor play. **Examples:** – Space, equipment, and materials for running, swinging, rolling/kicking balls, using push and pull toys.	☐ The outdoor play area includes both portable and stationary equipment and materials for various types of play. **Examples:** – Portable equipment: push and pull toys, balls, bubbles, tricycles and other riding toys, a rocking horse, movable tunnel. – Stationary equipment and materials: sand and water, swings, slides, climbing structures, tunnels. – Equipment for children with disabilities.	
Row 6	☐ There are no impact-absorbing surfaces. **Example:** – There is grass and/or cement under swings, slide, and climber.	☐ There are some impact-absorbing surfaces.	☐ There are impact-absorbing surfaces under swings, slides, and climbers. **Example:** – Fine or coarse sand, rubber mats, wood mulch.	☐ Mark "N/A" if there are no swings, climbers, or other large equipment on playground.
Row 7	☐ There is no grass.	☐ Grassy spaces are too small and/or poorly maintained. **Example:** – Overgrown grass, weeds.	☐ Grassy areas are well maintained for lying down, rolling, crawling, walking, and running.	
Row 8	☐ There is no shade. **Examples:** – Building structure offers shade only at times when children are not outside. – Surfaces get too hot for crawling children.	☐ Play structures and/or umbrellas provide some shade. **Examples:** – Building structure offers shade during morning but not afternoon outside times. – Sometimes awning is pulled out to shade the surface to keep it from getting hot.	☐ Trees, shrubs, porches, and/or awnings provide adequate shade. **Examples:** – Building structure offers shade during all outside times. – Awning is pulled out all the time to provide extra shading for surfaces that get hot.	

Draw a diagram of the outdoor play space.

II. SCHEDULES AND ROUTINES

II-A. The overall daily schedule is predictable yet flexible.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 ☐ *Daily events* and *caregiving routines* are not organized; they occur randomly throughout the day or from one day to the next.	☐ The day is organized around *caregiving routines:* • Feeding and mealtime • Bodily care • Naptime **Examples:** – Sometimes caregivers have an art project or take the children outside when they have time. – Sometimes caregivers are not consistent about when parts of the day occur. – Sometimes caregivers of mixed-age children or toddlers use the names of the parts of the routine.	☐ The day is organized around regular *daily events:* • Arrival and departure • Choice time • Group time for mobile infants and toddlers • Outside time The day includes *caregiving routines:* • Feeding and mealtime • Bodily care • Naptime **Examples:** – The routine is consistent yet flexible, developed around individual children's bodily rhythms. The schedule consistently includes each event and routine. – Parents and children are notified ahead of time, if possible, if any part of the day will be different, such as that children will go to the gross-motor room instead of outside because it is raining. – Caregivers of mixed-age children and toddlers use names of parts of the routine throughout the day: "In a few minutes it will be time to clean up"; "Ellie, remember that outside time comes next, after we go to the bathroom."	

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 2	☐ There is no posted schedule.	☐ There is a posted schedule for parents or for children. **Examples:** – A brief routine is posted on the teachers' cabinet and a detailed plan on the parent board. – A daily routine chart made up of generic pictures of each part of the routine is posted on a wall for children to see.	☐ There is a posted schedule for parents to review and a pictorial routine posted low for older infants and toddlers to see. **Examples:** – Caregivers take pictures of the children during each part of the routine and post them with the names of each part of the schedule. – Kylee crawls over to the wall and points to a picture of herself eating at the table at lunch time.	*Note:* In an infant-only room, check level 5 if the schedule is posted for parents. (A pictorial routine is not necessary for infants.)
Row 3	☐ Teachers do not refer to the routine.	☐ Sometimes teachers refer to and talk about the parts of the routine with children. **Example:** – Teachers tell children about cleanup and outside time but do not talk about small- or large-group activities.	☐ Teachers refer children to and talk about the routine throughout the day. **Examples:** – "Omaria, let's go look at what is coming next after snack." – While rocking and feeding Nathan, the caregiver says, "When you are done with your bottle, it will be naptime." – Since it is raining, at breakfast the teachers talk with the children about going to the gross-motor room instead of going outside.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ The daily schedule is the same for all children. **Examples:** – Children are kept awake when they are falling asleep before naptime. – All children make transitions at the same time.	☐ The daily schedule sometimes flexes to accommodate children's individual needs. **Examples:** – A caregiver brings out a cot for a child who has fallen asleep during choice time. – Children line up all at the same time to wash their hands for breakfast and lunch, but take turns brushing their teeth and going to the bathroom during choice time.	☐ The daily schedule flexes throughout the day to accommodate each child's individual needs, rhythms, and temperament. **Examples:** – Grace eats some lunch, lies down on her cot, and falls asleep while others eat, play, and wash up. – An infant begins crying earlier than his scheduled feeding and the caregiver gives him a bottle. – At naptime, some children fall right to sleep and others look at books until they fall asleep. – Caregivers overlap activities to allow children who are finished with an activity to start the next activity while others finish what they are doing. – As children are transitioning back to the room at the end of outside time, a caregiver allows children to observe some ducks flying by for a few minutes. – A toddler does not want to go to the bathroom, so the caregiver says she will check the other children first and then it will be his turn.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ Children do not initiate or freely explore actions, materials, and/or other people. **Examples:** – Nonsleeping children are confined in playpens, swings, infant seats, walkers, or cribs. – Children who fall asleep in a swing or seat are not taken out and put in a crib. – Infants are left in highchairs for long periods of time after being fed, even when crying. – Children are moved from one type of infant seat to another (Exersaucer to swing to highchair). – Mobile children are left in tables with built-in seats until caregivers can get them out. – Toddlers mostly do adult-directed activities.	☐ During some parts of the day (e.g., choice time, outside time) children initiate and freely explore actions, materials, and/or other people. **Examples:** – Sometimes children remain in highchairs, cribs, or swings for periods of time, but children are taken out when they cry. – Some children spend time in Exersaucers, walkers, bouncy seats. – At choice time and outside time, toddlers explore freely, but during art activities and circle time they follow the caregivers' instructions.	☐ Throughout the day children initiate and freely explore actions, materials, and other people. **Examples:** – During awake time infants and nonmobile infants are given treasure baskets and/or a variety of materials to explore. – Caregiver lays Sophia on a blanket on the floor in front of a mirror while the toddlers eat lunch. – Landon, an older infant, explores wooden spoons and tin cans while sitting on the floor. – Children spend *less than 75 minutes* total per day in bouncy seats, Exersaucers, walkers, swings, infant seats, or playpens; or in cribs or highchairs when not sleeping or eating. – Crying children are removed from seats immediately. – Highchairs or bouncy seats are used with infants as "safe places" for very short periods of time. – At group times older infants and toddlers participate at their own pace and developmental levels.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children's arrivals and/or departures are rushed or abrupt. **Example:** – Parents drop off children and leave immediately, even if child is crying.	☐ Children's arrivals and/or departures are sometimes unhurried. **Examples:** – Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. – A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	☐ Children's arrivals and departures are leisurely. **Examples:** – Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. – During arrivals, caregivers engage children with materials. – Children freely explore and play as parents drop off their children. – Parents talk with caregivers when they pick their child up. – A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2	☐ Children are not greeted and/or bid good-bye. **Examples:** – Caregivers are busy with routine work and do not address children. – Children are ignored.	☐ Children are sometimes greeted and bid good-bye. **Example:** – When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	☐ Children are greeted and bid good-bye in a calm, reassuring manner. **Examples:** – While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" – As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children distressed during separation and reunion do not receive comfort. **Examples:** – A child is ignored or told to stop crying.	☐ Children distressed during separation or reunion sometimes receive comfort. **Examples:** – Caregivers comfort children during arrivals but not during departures. – Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	☐ Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. **Example:** – Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	*CQ:* What do you do when children are distressed by separation from or reunion with their parents?
Row 4	☐ Parents are not greeted and/or bid good-bye. **Example:** – Parents are ignored.	☐ Parents are sometimes greeted and bid good-bye.	☐ Parents are greeted and bid good-bye in a calm, reassuring manner. **Examples:** – Caregiver and parent exchange information verbally and in written form and share child observations. – Parents are greeted by name.	
Row 5	☐ Parents distressed during separation and reunion do not have their feelings acknowledged. **Example:** – Caregivers don't talk with parents.	☐ Parents distressed during separation or reunion sometimes have their feelings acknowledged. **Example:** – When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	☐ Parents distressed during separation and reunion have their feelings acknowledged. **Examples:** – "It's hard to go to work when you'd rather stay here with Eli." – "You're in a rush to go home and Mo wants to show you the new blocks." – At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	*CQ:* What do you do when parents are distressed by separation from or reunion with their children?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There is no daily choice or play time for children, or choice time lasts all day. **Examples:** – For most of day, infants sit in Exersaucers, bouncy seats, and swings, and toddlers sit at tables. – Choice time is all day, and children wander and conflicts arise because nothing else is scheduled.	☐ Sometimes choice or play time is a part of the day for children, and/or choice time is too brief or too long. **Examples:** – Infants are confined to swings and seats during choice time. – Choice time is posted on the schedule but not carried out. – Toddler choice time is too brief (15–20 minutes) or too long (children get restless and conflicts arise).	☐ Choice or play time is always a part of the day for children, and children's actions determine the length of choice time. **Examples:** – Infants are engaged with caregivers or a variety of materials during awake times. – Choice time allows toddlers to engage in pretend play. – Caregivers end choice time early when children lose interest or begin wandering.	*Note:* If level 1 is checked, score a 1 and leave the remaining rows blank.

Row 2	☐ Children make no choices during choice/play time.
	Examples:
	– Children are confined in playpens, swings, bouncy seats.
	– Children mainly respond to or carry out adult-initiated activities such as teacher-planned projects or activities at the art table, block area, and/or toy table.
	– Children watch television and/or videos.
		☐ Children make some choices during choice/play time.
		Examples:
		– At some point during choice time each child participates in a planned art activity.
		– Only some areas are available — no sand or water.
		– A toddler wants the markers but the caregiver tells him, "Not today."
		– Sometimes infants are placed in a seat when they could be placed on the floor to freely move their bodies and explore materials laid near them.
			☐ Children make many choices and carry out their own exploration and play initiatives during choice/play time; they decide
			  • What to explore or play with
			  • How to explore or play
			  • Where to explore and play (all areas available)
			  • How to move
			Examples:
			– Mobile and nonmobile infants are given a variety of materials to explore and play with.
			– While sitting beside her caregiver, Yolanda (an infant) chooses different items from her treasure basket to mouth — a bottle brush, large shell, wooden spoon, tin can.
			– Children pull materials off the shelf and use them in their own ways.
			– Toddlers Mariah and Eva play with dolls in the house area while Tyler and Mario use cars in the block area.
			– Older toddlers follow through on their plans.	

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	**In rooms with older toddlers** ☐ Older toddlers do not converse with caregivers about their choices (plan) or talk about what they did (recall) at any time during the day.	**In rooms with older toddlers** ☐ Older toddlers sometimes converse with caregivers about their choices (plan) and/or talk about what they did (recall) at some time during the day. **Examples:** – Not all children in this age range are asked about their plans or what they did during the day. – Caregivers ask children what they want to do, but do not talk with them about what they did during the day. – Caregiver says, "Jerrica, you chose to play with the babies today."	**In rooms with older toddlers** ☐ Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day. **Examples:** – Caregivers converse with children as they select their activity at the beginning of choice time: "Zelda, what would you like to play with today?" – As caregivers clean up with toddlers, they comment on what they saw children using during choice time. – At lunch time caregivers ask each child what he or she played with at choice time. – At lunch time, caregivers talk with children about what they did at outside time. – Caregivers verbally plan and recall with 2-year-olds. Later in the year, when children are ready, a formal planning and recall time is added to the daily schedule.	☐ Mark "N/A" if all children are younger than 24 months. *CQ:* How do you plan and recall with your older toddlers?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children do not actively participate or make choices during bodily care routines.	☐ Sometimes children actively participate or make choices during bodily care routines. **Examples:** – After lunch, children are not given choices during diapering/toileting because caregivers want to get children down for nap. – When it is time to get her diaper changed, Samari wants to take her doll with her, but the caregiver says she needs to leave it on the shelf. – One child does not want to go to the bathroom but the caregiver insists on it.	☐ Throughout the day children actively participate and make choices during bodily care routines. **Examples:** – During diapering times, children may choose to hold a clean diaper, sock, or washcloth; play peekaboo with caregiver; look at self in mirror; walk or be carried to changing table; sing songs with caregiver. – Toddlers learning to use the toilet may choose to sit on a potty or toilet.	
Row 2	☐ Bodily care occurs without warning; children are not alerted to bodily care before it occurs. **Example:** – Caregiver abruptly picks up infant to change diaper.	☐ Sometimes children are alerted to bodily care before it occurs. **Examples:** – One caregiver picks up infants for a diaper change without a warning, while the other warns children ahead of time. – When children have runny noses or messy faces, caregivers clean their noses and faces without warning.	☐ Throughout the day, children are alerted to bodily care before it occurs, are told what care they are in need of, and have some time to come to a stopping point, if necessary, before the care begins. **Examples:** – "Douglas, in a few minutes I am going to change your diaper." – "Myra, it's time to go to the bathroom — would you like to finish looking at the book or should I put it on the counter until we are done?" – "Caleb, your nose is running — let me get some tissue and clean your nose." (She gets tissue.) "I am going to wipe your nose now."	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children are not encouraged to do things for themselves during bodily care routines. **Example:** – Caregivers do everything for children because it is faster.	☐ Sometimes children are encouraged to do things for themselves during bodily care routines. **Examples:** – After outside time, caregivers wash children's hands so they can quickly move children to the tables for lunch time. – Caregivers wash the younger children's faces and hands after meals and take their bibs off, while older children wash their own faces and hands and remove their bibs. – At bathroom time, Rhonda pulls down her pants, wipes herself, and pulls her pants back up; but the teacher helps the other children.	☐ Throughout the day children are encouraged to do things for themselves during bodily care routines. **Examples:** – Children put on/take off clothing and shoes, wash/dry own face and hands, get on and off toilet, turn water on and off, get own paper towel, brush own teeth, wipe own nose.	

II. SCHEDULES AND ROUTINES

II-E. Transitions flow smoothly from one interesting experience to the next.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children do not have choices at transition times. **Examples:** – Children are told, all at one time, to stop playing and start cleaning up. – All children move from one activity to the next in whole groups.	☐ Children sometimes have choices at transition times. **Examples:** – Children can choose to bring a stuffed animal to a diaper change. – Children sing songs while waiting to wash their hands. – Some children have a choice about what to clean up. – Sometimes children have a choice on ways to move their bodies to the next part of the day.	☐ Children make choices during transition times. **Examples:** – Children choose how to move from one part of the room to another, what to clean up, and how to put it on shelves. – Kyra continues to work on her painting while other children who are done with group time wash their hands. – Jayden and Paige choose to crawl like spiders to the lunch table.	
Row 2	☐ Children are moved abruptly by caregivers from one event to the next. **Example:** – When it is feeding time, infants are picked up and put in their seats.	☐ Children sometimes are told by caregivers what comes next. **Examples:** – When choice time is almost over, the caregiver gives a warning for cleanup time. – At outside time children are picked up and told that it is time to go in. – Gabrielle, an infant, is picked up for lunch and put in a highchair without a warning. – Toddlers are given a warning that they will need to wash their hands soon for lunch.	☐ Throughout the day children are told by caregivers what comes next. **Examples:** – Caregiver tells infant that it is time for his bottle and talks to him about what she is doing as she warms the bottle. – Caregiver announces to toddlers that cleanup time will start when they hear the music.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children wait for events and/or caregiving routines to begin. **Examples:** – Toddlers wait in line for all children before moving to next activity. – Caregivers do not start activity until all children are sitting and ready for circle time.	☐ Children sometimes move at their own pace from one event or caregiving routine to the next. **Examples:** – Sometimes caregivers plan for children's transitions, such as asking children to move to the bathroom like dogs. – Infants and mobile infants are put in strollers and carried in and out to the playground, even though the door to the playground is across the hall. – Sometimes children are hurried to the next part of the day.	☐ Children move at their own pace from one event or caregiving routine to the next. **Examples:** – Caregivers overlap activities to allow children to change activities at their own pace. – Caregivers plan different ways for children to transition, such as moving when their names are called, moving like animals, singing. – Caregivers record transition plans on their daily lesson plans. – When coming in from outside time, crawlers, toddlers, and walkers move their own bodies into the room from the playground.	
Row 4	**In mixed-age and toddler rooms** ☐ Children do not participate in cleanup.	**In mixed-age and toddler rooms** ☐ Children are directed and/or rushed through cleanup. **Examples:** – Caregiver places object in child's hands and directs her to put it on shelf. – Caregiver takes toy away from child and places it on shelf the correct way. – Teachers start cleaning up before announcing cleanup time and then finish cleaning up with some of the children.	**In mixed-age and toddler rooms** ☐ Children clean up in their own manner/pace and receive caregivers' encouragement and support. **Examples:** – Children can choose what to put away. – Caregiver says, "You put all the cars away" when Harrison shows her the filled basket of cars. – Caregivers allow time for children to participate in cleanup: caregiver holds the plastic jar while Dylan picks the lids up one by one and puts them in the jar. – During choice time caregivers encourage and assist children in putting toys away before they get out something else. – During nap or after children leave, caregivers straighten shelves and complete cleanup.	☐ Mark "N/A" if it is an infant-only room.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Infants drinking from a bottle are not held. **Examples:** – Infant is lying down, drinking from a propped-up bottle. – While feeding another child who is lying on the floor, caregiver holds an infant, who is drinking from a bottle propped up next to him.	☐ Sometimes infants drinking from a bottle are held by a caregiver. **Examples:** – When an infant needs to be fed, the director feeds her. – Children who can hold their own bottles feed themselves and sometimes walk around the room.	☐ Infants drinking from a bottle are always held by a primary caregiver and receive the caregiver's close attention. **Examples:** – Caregiver talks with infant while feeding her. – Desmond's primary caregiver rocks and sings to him as he drinks from his bottle.	☐ Mark "N/A" if there are no bottle-fed children.
Row 2	☐ Parents (whose schedules permit) do not nurse or bottle-feed their children at the center, or are discouraged from doing so.	☐ Parents (whose schedules permit) occasionally nurse or bottle-feed their children at the center. **Examples:** – There is no separate space for nursing/bottle-feeding. – Parent(s) sometimes can nurse/bottle-feed their child.	☐ Parents (whose schedules permit) regularly nurse or bottle-feed their children at the center and are encouraged to do so. **Examples:** – There is a separate, quiet area with room for two parent-child pairs to nurse/bottle-feed. – Caregivers make sure they talk with parent(s) who nurse/bottle-feed every day to coordinate the timing of the feeding.	☐ Mark "N/A" if there are no nursing/bottle-fed children. *CQ:* Are parents allowed to nurse and/or bottle-feed their infants at the center? If yes, how often? Occasionally? On a regular basis?
Row 3	☐ Children do not feed themselves. **Examples:** – Caregivers feed children to make cleanup easier. – Caregivers hold infant bottles even if infant is able to hold the bottle.	☐ Sometimes children feed themselves. **Examples:** – Caregivers only allow children who don't make a mess to feed themselves. – Toddlers feed themselves, but caregivers feed older infants.	☐ Children are always encouraged to feed themselves. **Examples:** – Spoon-fed infants have their own spoon to hold as caregiver feeds them: Tayon dips his spoon into the bowl of carrots and the caregiver says, "Tayon, you're using your spoon to eat with." – Allie, an infant, holds her bottle while her caregiver rocks her and says, "Allie, you are holding your own bottle today." – As Tanya, a toddler, spoons corn onto her plate, her caregiver asks her to pass the bowl to Jamal when she is finished; when Tanya does so, her caregiver says, "Thank you, Tanya, for passing Jamal the corn."	

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ Children have no choice about what and/or how much to eat. **Examples:** – Caregivers decide what children will eat and feed them. – As a caregiver feeds an older infant, the infant turns her head, but the caregiver continues to feed her.	☐ Sometimes children have a choice about what and/or how much to eat. **Examples:** – At breakfast children can choose what they want, but at lunch they have to eat what the caregiver gives them. – Kylee is told she cannot leave the table until she eats all her green beans.	☐ Children have a choice about what and how much to eat. **Examples:** – Hailey eats her grapes before she eats her muffin at breakfast. – E.J. drinks all his milk and then eats his cereal. – Penny leaves some food on her plate and says, "I done." The caregiver answers that she can go throw her plate away and wash up.	*CQ:* Do children have choices about what they want to eat at mealtimes?
Row 5	☐ Feedings and/or mealtimes are rushed. **Example:** – Caregivers quickly remove lunch items from table while children are still eating.	☐ Sometimes feedings and/or mealtimes are unhurried. **Example:** – At breakfast children eat at their own pace, but at lunch children are rushed to finish so they can lie down for their nap.	☐ Feedings and mealtimes are leisurely. Children eat at their own pace and spend varying amounts of time eating. **Examples:** – Caregivers initiate conversations with children. – Caregivers read a book while children eat, to keep their attention until the majority of children are done eating.	
Row 6	☐ Children rarely interact with caregivers during mealtimes. **Examples:** – Caregivers are busy with other duties. – Caregivers supervise mealtimes but do not join children.	☐ Children interact with caregivers briefly during mealtimes. **Examples:** – Caregivers ask children if they want more of something. – Caregivers sometimes sit with children or behind them, while directing children to eat their food. – One teacher talks with children about their day, while the other teacher only asks children if they want more to eat or are finished.	☐ Children and caregivers show pleasure in their interactions and communications with one another while seated together during mealtimes. **Examples:** – Caregivers smile, observe, and listen attentively to children. – Caregivers converse with children. – Caregivers leave the table as needed to get items or to help a child.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 7	☐ All children are fed/eat on schedule whether or not they are hungry.	☐ Sometimes children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime. **Example:** – Children who come in late in the morning can get a snack, but children who get hungry before lunch have to wait.	☐ Children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime. **Examples:** – Infants eat on demand. – Caregivers have extra fruit, cereal, or crackers on hand and give a small snack to children who get hungry outside of mealtimes.	*CQ:* Are children fed when they are hungry, even when their hunger occurs outside a designated feeding or mealtime? If yes, how often? Sometimes? Regularly?
Row 8	**In mixed-age and toddler rooms** ☐ Children do not participate in setup or cleanup of meals.	**In mixed-age and toddler rooms** ☐ Sometimes children participate in setup and/or cleanup of meals. **Example:** – Children help with cleanup but not setup.	**In mixed-age and toddler rooms** ☐ Children participate in setup and cleanup of meals and receive support for doing so. **Examples:** – Henry throws his cup in the trash, and caregiver says, "Thank you for throwing your cup away!" – Terrance helps put plates and forks in the middle of the table for lunch.	☐ Mark "N/A" if it is an infant-only room.

II. SCHEDULES AND ROUTINES

II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children's actions, ideas, and interests.

Notes: (a) Group times are defined as both small- and large-group gatherings that generally are planned but occasionally are spontaneous. (b) Group times consist of activities with hands-on materials or music and movement activities.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ For mobile infants and toddlers, there are no daily group times. **Examples:** – Children are confined in seats. – Free play continues all day in between caregiving routines.	☐ For mobile infants and toddlers, sometimes group times are a regular part of the day. **Examples:** – Group times do not occur every day. – Only whole-group times are scheduled.	☐ For mobile infants and toddlers, group times (small and large groups) are a regular part of the day. **Examples:** – Children paint shells for small-group time. – Before lunch all the children gather together and sing songs. – During choice time, a small group of children play with balls and buckets. – Children wave scarves to music during whole-group times.	☐ Mark "N/A" if there are only infants aged 0–6 months in room, and leave all remaining rows blank. *Note:* If level 1 is checked, score a 1 and leave the remaining rows blank.

Row 2	☐ Children make no choices during group time.
	
	Examples:
	– Caregivers make choices for children on how to use materials.
	– Children sing songs as instructed by caregivers.
		☐ Children make some choices during group time.
		
		Examples:
		– Caregiver allows Amari to choose the blue car from his basket but says he has to drive the car instead of flying it around.
		– Ciara chooses "Wheels on the Bus" and wants to sing the "mommies" verse first, but the caregiver tells her to "sing it the way the verses go."
			☐ Children make many choices during group time:
			  • How to explore and use materials
			  • How to communicate
			  • Where to sit and/or stand
			  • How to move
			  • What to sing
			  • How to sing
			
			Examples:
			– At small-group time, caregivers give children a set of materials to use in any way they want.
			– Children move their bodies to music in any way they want.
			– Children can sit any way they want for large-group activities.	

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children do not use the materials provided in their own manner. **Examples:** – Caregivers have children make a product, such as a rabbit or flower. – Children move their bodies to music as the caregiver instructs them to or listen to directions on the CD.	☐ Sometimes children use the materials provided in their own manner. **Example:** – At small-group time children may use the Duplos any way they want, but during large-group activities, the children have to sing the songs the way the teacher leads them.	☐ All children use the materials provided in their own manner. **Examples:** – While using water and paintbrushes, Natalia bangs her brush on the table. – While using shakers to music, Linus waves the shaker in the air and imitates how other children are moving their shakers. – Ben moves his body vigorously to the fast music.	
Row 4	☐ Children's actions and interests do not determine the length of group time. **Example:** – Caregivers insist that children stay with an activity until all children are done.	☐ Children's actions and interests sometimes determine the length of group time. **Example:** – Children can leave the table when they are finished with small-group activities, but all children have to stay and sing for large-group activities.	☐ Children's actions and interests determine the length of group time. Children explore and play with materials for varying amounts of time. **Examples:** – Toddlers come and go freely from one small group to the other. – Children have choices when they do not want to participate in the large-group activity. – Caregivers stop group times when children begin to lose interest.	

II. SCHEDULES AND ROUTINES

II-H. Outside times provide nature-based sensory-motor learning opportunities.

1   2   3   4   5

☐ **Check here if not observed or reported.**

[*Notes:* (a) If outside time is scheduled but not observed, score at level 1. (b) Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute. (c) If the observation occurs on a day that is atypical due to unusual weather or other special conditions, check "not observed or reported."]

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 1	☐ There is no daily outside time.	☐ Sometimes outside time is a part of the day for some children **Example:** – Nonmobile infants are not taken outside, but mobile infants and toddlers go outside when there is enough time before lunch.	☐ Outside time is a part of each day for all children. **Examples:** – Caregivers take infants outside every day. During cold weather, infants are bundled up and taken for a stroll outside, and mobile infants and toddlers go out for brief amounts of time. – On a hot day, caregivers may take nonmobile infants out and place them on a blanket in the shade while mobile infants and toddlers play in the shade or go in the sprinkler.	*Note:* If level 1 is checked, score a 1 and leave the remaining rows blank.
Row 2	☐ Children do not have choices during outside time. **Examples:** – For infants and nonmobile children, riding in a stroller is the only outdoor activity. – Toddlers only go on walks or play teacher-led games.	☐ Children have some choices during outside time. **Examples:** – Sometimes infants are placed on a blanket in the shade. – Toddlers can ride tricycles, climb on a climber, and play with balls.	☐ Children have many choices during outside time. **Examples:** – Children may roll, creep, crawl, cruise, toddle, walk, climb, run, pedal, dig, paint, pretend, build, splash, converse, ride, swing, slide, push, pull, get under or into, pretend.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ When outdoors, caregivers do not encourage children to explore materials with all their senses. **Examples:** – Grass is the only material available to explore. – Caregivers do not bring out portable materials.	☐ When outdoors, caregivers encourage children to explore some materials with all their senses. **Examples:** – Nonmobile infants do not use sand and water, but are given toys to explore outside while lying on a blanket. – Sometimes caregivers have toddlers play on the tricycles only, or direct them to stay on the blacktop, such as after it rains.	☐ When outdoors, caregivers encourage children to explore natural and play materials with all their senses. **Examples:** – Children pick up, smell, carry, and drop sticks, large stones, leaves, and dandelions. – They can play in sand and/or water, crawl on grass. – Caregivers bring out materials for children to use and/or lie on, such as blankets, mats, balls, bats, shovels, buckets, bubbles, blocks, and bikes. – Children can go anywhere on the playground and use any of the materials available.	
Row 4	☐ When outdoors, children do not interact or play with caregivers. **Example:** – Caregivers supervise children for safety but do not get involved in their play.	☐ When outdoors, children sometimes interact and play with caregivers. **Example:** – Caregivers supervise children for safety and sometimes get involved in their play, such as pushing them on the swings.	☐ When outdoors, children interact and play with caregivers. **Examples:** – Caregivers supervise children for safety and get involved in their play. – Caregiver plays chase with toddlers Sammy and Nevaeh. – Caregiver sits on the ground with Emani, a mobile infant, and rolls a ball back and forth to her. – A small group of toddlers push their feet through the sand with their caregiver.	

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
In infant and mixed-age rooms	**In infant and mixed-age rooms**	**In infant and mixed-age rooms**	☐ Mark "N/A" if it is a toddler-only room.
☐ Nonmobile and mobile infants spend all their outside time in playpens, carriages, strollers, swings, or wagons. **Example:** – Every day Mariah walks the infants she cares for around the setting in a stroller.	☐ Nonmobile and mobile infants spend some of their outside time in playpens, carriages, strollers, swings, or wagons. **Example:** – Every other day, caregivers take the children for a walk in the stroller(s).	☐ Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons. **Examples:** – Strollers are used only in special situations, such as when taking nonmobile infants for a walk, transporting children in and out of the setting, or going out in very cold weather. – When outdoors, infants are placed on blankets in the shade to explore and move their bodies; mobile infants can crawl, scoot, and roll around the playground.	

Row 5

II. SCHEDULES AND ROUTINES

II-1. Naptimes accommodate children's individual needs for sleep and rest.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ All children are put down for naps at the same time and awakened at the same time, and/or children are not visually supervised when sleeping. **Examples:** – In mixed-age rooms, both younger and older children are kept on the same schedule and laid down at the same time for nap. – Baby monitor is used instead of having caregiver supervise children as they sleep in separate room.	☐ Sometimes children fall asleep and wake up according to their own schedules. **Example:** – After lunch, caregivers lay the sleepy children down first, but all children are woken up at the same time.	☐ Children nap or rest when they are tired, even when this occurs outside a designated naptime, and wake up on their own; all sleeping children are visually monitored and supervised, whether sleeping in the same room or in a separate room. **Examples:** – Danielle falls asleep during choice time and the caregiver picks her up and lays her on her mat. – As children transition to naptime, those who tire first lie down while others listen to caregivers reading stories. – Chanda rubs Peta's back as she falls asleep. – Susan rocks Josie to sleep in the rocking chair.	*CQ:* What do you do with children who tire outside of naptime? How do children wake from naptime?
Row 2	☐ Sleeping children hear loud music. **Example:** – Infants and toddlers hear loud music while they are napping.	☐ Sleeping children sometimes hear soft music. **Examples:** – Loud music is played for sleeping infants while other children play. – Sometimes music is played softly for napping toddlers.	☐ Sleeping children hear soft music or no music. **Examples:** – Sleeping infants hear soft music or no music while napping. – Music is always played softly for napping toddlers. – Music is turned off once children are sleeping. – Toddlers fall asleep to caregivers reading stories. – Infants and toddlers fall asleep to softly played sound machines.	

II. SCHEDULES AND ROUTINES

II-I. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants remain in their cribs for 10 minutes or longer after they are fully awake or even when fussing. **Examples:** – Child shakes side of the crib. – Child throws toys outside of the crib. – Child in crib cries.	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants are sometimes taken out of their cribs soon after they are fully awake. **Example:** – When Jamal wakes from morning nap and begins to cry, his caregiver picks him up and sets him on the floor.	**In infant and mixed-age rooms** ☐ Nonmobile and mobile infants are taken out of their cribs, greeted, cuddled, and changed as soon as they are fully awake. **Example:** – While walking over to pick up Blake, Nancy says, "I see you, Blake. You woke up. I hope you had a good sleep!"	☐ Mark "N/A" if it is a toddler-only room.
Row 4	**In mixed-age and toddler rooms** ☐ During naptime nonsleeping children lie on their cots/mats. **Example:** – Gregory rolls back and forth and falls off his cot while other children are sleeping. The caregiver tells him to lie on his cot quietly.	**In mixed-age and toddler rooms** ☐ During naptime nonsleeping children look at books on their cots/mats. **Example:** – When children don't fall asleep or wake up early, caregivers give them books and tell them they may look at them quietly.	**In mixed-age and toddler rooms** ☐ During naptime nonsleeping and early rising children play on their cots/mats, and/or in designated play areas, with items they have selected. **Example:** – Devon awakes from nap early and her caregiver says, "Devon, you woke up early today. Would you like to play with the farm animals and the blocks while we wait for the other children to wake?" They then play on a table away from sleeping children.	☐ Mark "N/A" if it is an infant-only room. *CQ:* What do you do with children who don't fall asleep or who wake up early?

Complete the information in the two columns below.

Posted Daily Schedule and Routine   **Actual Daily Schedule and Routine**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Each child is cared for by a changing cast of caregivers. **Example:** – Children do not know which caregivers will be taking care of them from day to day.	☐ Each child is cared for by the same group of caregivers from day to day. **Example:** – Children have the same caregivers but are not assigned a primary caregiver.	☐ Each child is cared for by the same primary caregiver and caregiving team from day to day. Each primary caregiver is assigned specific children to care for, including communicating with their parents. **Example:** – Each caregiving team is assigned a consistent substitute caregiver.	*CQ:* Are you responsible for a particular group of children from day to day? How many? Are you the primary caregiver for these children, or do you share their care with other caregivers? *Notes:* (a) If level 1 is checked, score a 1 and leave the remaining rows blank. (b) If there is only one caregiver, check level 5 for this row.
Row 2	☐ Each child is assigned a primary caregiver without regard to his or her preferences or temperament. **Example:** – Child cries for another caregiver but is kept with the caregiver he was assigned to upon enrollment.	☐ Each child's preferences and temperament are sometimes considered in the assignment of a primary caregiver. **Examples:** – A child's preference is only considered within the first few days of entering the program, and/or a child is passed back and forth between primary caregivers according to the child's preferences. – When a child is moved up to a new set of caregivers and/or a new child fills an opening, children are assigned to the caregiver with the opening and are not given a preference.	☐ Each child is given time to display a preference for a primary caregiver, and each child's temperament fits well with the primary caregiver's temperament. **Examples:** – After 2 weeks in the program, Stephanie prefers the co-caregiver, so Stephanie is assigned to the co-caregiver as her primary caregiver. – If a new child prefers the co-caregiver to his or her primary caregiver, he or she can switch primary caregivers with a long-term child who has a secure attachment to *both* teachers. ["New" means a child who is new to the program or one who has moved up to a new room and set of caregivers.]	☐ Mark "N/A" if there is only one caregiver. *CQ:* How are children assigned to a primary caregiver?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Each child does not remain with the same caregiver or caregiving team *for a year or more*. **Examples:** – Children are moved to another room with new caregivers every 6 months. – Caregivers change from year to year.	☐ Each child remains with the same caregiver or caregiving team *for a year or more*. **Examples:** – When older infants begin to walk they are moved to the next room and group of caregivers. – Sometimes caregivers are changed from year to year, such as when a new caregiver needs training.	☐ Each child remains with the same primary caregiver and caregiving team *for the duration of the child's enrollment* in the infant-toddler program. **Examples:** – Caregivers and children move together from room to room each year until children go on to preschool, or the same caregivers and children remain in the same room until the children go on to preschool. – Caregiving teams remain together from year to year.	*CQ:* How long do these children remain within your care before they move to another room or caregiver?

III. ADULT-CHILD INTERACTION

III-B. Children form trusting relationships with their caregivers.

Circle one indicator level for this item based on the scoring rules on page ix.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children are not touched, held, and/or spoken to or are touched, held, and/or spoken to in a rough, rushed, or disinterested manner. **Examples:** – Crying children are ignored or picked up and placed in a seat. – Caregivers hurry children through tasks. – Children are picked up without warning.	☐ Sometimes children are touched, held, and/or spoken to in an attentive, unhurried manner. **Examples:** – Infants are held and spoken to while bottle-feeding, but toddlers eat at the table themselves. – After naptime, when a toddler wakes up upset, the caregiver briefly holds him and then sets him on a chair as he continues to cry.	☐ Throughout the day children are touched, held, and spoken to in a warm, attentive, leisurely manner. **Examples:** – During arrival and departure times, children's feelings are acknowledged, and they are held or guided to and from their parents. – At choice time, caregivers are on the floor playing alongside or with children. – Caregivers talk with children about what they are doing before picking them up.	
Row 2	☐ Children do not show pleasure in their interactions with caregivers. **Example:** – Children turn/walk away, cry, or show displeasure when caregivers interact with them.	☐ Sometimes children show pleasure in their interactions with caregivers. **Example:** – Children smile and laugh during choice time and group times, but cry and get upset during bodily care, feeding, and mealtimes.	☐ Throughout the day children show pleasure in their interactions with caregivers. **Examples:** – Children smile at, laugh with, talk to, and hug caregivers throughout the day. – At naptime Sienna puts her arms up for her caregiver to pick her up and rock her to sleep. – At outside time, an infant coos and giggles as her caregiver plays peekaboo with her.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children do not receive caregiver attention when they demand, signal, or request it. **Examples:** – Children are ignored. – Caregivers are busy doing other tasks and do not pay attention to children's subtle cues.	☐ Sometimes children receive caregiver attention when they demand, signal, or request it. **Examples:** – At outside time the caregivers sit on the ground with the nonmobile children and talk, and when Kobie asks for a push on a swing, a caregiver only gets up to do it after she has finished talking with the other caregivers. – When caregivers are getting meals ready, children who cry or ask for help are told that their caregiver will help when they are done: "Amaria, I know you need picked up, but you will have to wait until I am done getting breakfast ready"; "Sam, my hands are already clean and I am preparing lunch, so you will have to do something else until I can help you."	☐ Throughout the day children receive caregiver attention when they demand, signal, or request it, and when they pause in exploration and play. **Examples:** – During choice time, when Landon starts to cry and goes to his cubby to get his blanket, his primary caregiver goes over and says, "You're sad because you are missing Mom." – During group time Hailey begins to rub her eyes and lies on the floor. Her primary caregiver picks her up and says, "You are really tired, huh?" – After lunch, Camella wants her bottle, so Liana, her caregiver, stops cleaning the table, warms up her bottle, and feeds Camella as she rocks her to sleep. The other caregiver finishes cleaning off the table when she has time.	
Row 4	☐ Children do not initiate interactions with caregivers. **Example:** – Children tend to play by themselves, or if they are toddlers, with each other.	☐ Sometimes children initiate interactions with caregivers. **Examples:** – Children go to caregivers when they need something: at choice time, Jaylen points to the crayons and his caregiver puts them on the table with a piece of paper for him. – Children interact with caregivers when they sit on the floor with children at choice time or group time.	☐ Throughout the day children initiate interactions with caregivers. **Examples:** – During arrival time, Wendy crawls over and sits in Hilda's lap. – At outside time, Jerome brings a ball to Alicia and says, "We play?" – At choice time, Darrell pulls on his caregiver's pant leg and holds his arms up. – At choice time Jarvis carries two cars over to his caregiver, and they begin driving the cars around on the floor together.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ Children and caregivers do not interact at the children's pace. **Example:** – Caregivers hurry children through each part of the routine.	☐ Sometimes children and caregivers interact at the children's pace. **Example:** – During choice, outside, and group times the caregivers interact with children at their own pace; but during transitions, meals, and clean-up times, the caregivers hurry children on.	☐ Throughout the day children and caregivers interact at the children's pace. **Examples:** – While going outside, caregivers let children walk and crawl at their own pace down the hallway and down stairs to the playground. – As children wake from nap, caregivers allow time for toddlers who are interested to put their socks and shoes on by themselves. – During transitions, caregivers allow slower children to move at their own pace while others get ready for the next part of the day.	
Row 6	☐ Children hear only negative comments from caregivers about themselves and others. **Examples:** – "Sam, you're making a mess — Sam always makes a mess." – "Mimi is a biter." – Caregivers refer to children's soiled diapers by labeling the child and calling attention to it: "All right, who's poopy? Someone smells!"; "Harold, you always smell bad when you poop."	☐ Children hear some positive and some negative comments about themselves and others from caregivers. **Examples:** – "Paige, you are a good helper." – "I am always having to take Eric out of the bathroom because he likes to play with the water in the sink." – Sometimes caregivers call attention to children who have a soiled diaper: "Oh Jeremiah, you are stinky — let's go change your diaper."	☐ Throughout the day children hear only positive comments from caregivers about themselves and others. **Examples:** – "Sam and Kari like painting." – "Mimi, chewing on the teether makes your gums feel better." – "Andy, you like to stack the blocks up and knock them down." – Caregivers treat children's soiled diapers in a respectful manner: "Sheriah, you have a poopy diaper, so we need to change you so you can be fresh again."	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children do not explore or play with caregivers on the same physical level. **Examples:** – Caregivers stand when talking with children. – Caregivers never sit on the floor with children.	☐ Sometimes children explore or play with caregivers on the same physical level. **Example:** – At group time, the caregiver sits beside Jimmy at the table; at choice time, the caregiver sits in a rocker while the children play around her on the floor.	☐ Throughout the day children explore or play at their physical level with caregivers. **Examples:** – At outside time, a caregiver lies on the blanket with Lanelle, an infant, while talking with her. – At group time, caregiver Myra sits on the floor with Cyrus, who is stacking wooden blocks. – After lunch Omari and his caregiver sit on the mattress in the book area looking at books.	
Row 2	☐ Children do not play or explore near caregivers who watch and listen to them. **Examples:** – Children are ignored by caregivers. – Caregivers talk among themselves while children play.	☐ Sometimes children play or explore near caregivers who watch and listen to them. **Examples:** – At outside time the teachers watch what children are doing; during choice time teachers change diapers and clean the room as children play. – A child asks a caregiver for help, but the caregiver tells him to ask the other caregiver because she is getting lunch ready.	☐ Throughout the day children play or explore near caregivers who watch and listen to them. **Examples:** – At choice time, Kamiel makes car noises while pushing a car, and his caregiver imitates his actions by making the same noises. – At lunch time, Matthew's caregiver, who has been observing as Matthew picks up his cup and drinks, says, "Matthew, you drank from the cup all by yourself."	

III. ADULT-CHILD INTERACTION

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children and caregivers do not participate in exchanges and conversations involving gestures, sounds, and/or words. **Example:** – Caregivers and children do not talk with each other.	☐ Sometimes children and caregivers participate in exchanges and conversations involving gestures, sounds, and/or words. **Example:** – At lunch time the caregivers sit with the children and talk with them; at arrival time, Leah comes in talking about her new shoes, but the caregiver continues to set up the tables for an activity.	☐ Throughout the day children and caregivers communicate in give-and-take exchanges and conversations involving gestures, sounds, and/or words. **Examples:** – At choice time, when Henry points to the block shelf, caregiver Jessica responds with the sign language for "more" and says, "Do you want more blocks?" – While getting her diaper changed, Gabrielle coos and her caregiver coos back to her.	
Row 4	☐ Throughout the day children hear many harsh *directives* from caregivers. **Examples:** – "Eli, take that out of your mouth!" – "Come here!" – "You go wash your hands now!" – "Put it in the box."	☐ Throughout the day children sometimes hear harsh *directives* from caregivers. **Example:** – At lunch time, Jeremy is squeezing the mashed potatoes in his hands and his caregiver says, "Stop doing that, Jeremy!"	☐ Throughout the day children hear few *directives* from caregivers, none harsh. **Examples:** – Caregivers use a pleasant unhurried tone of voice while saying "It's time to wash hands — let's go to the bathroom." – "You can get a book and take it to your cot." – "Let's get ready for outside time, so get your coat." – "Gentle touches, please." – "Kacey, that's for painting and not for your mouth."	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	☐ Throughout the day children hear few or no caregiver *acknowledgments and comments* related to their actions, interests, ideas, and feelings.	☐ Throughout the day children hear some caregiver *acknowledgments and comments* related to their actions, interests, ideas, and feelings. **Example:** – Sometimes caregivers comment on what children are doing during choice and group times.	☐ Throughout the day children hear many caregiver *acknowledgments and comments* directly related to their actions, interests, ideas, and feelings. **Examples:** – "I see!" – "Oh my!" – "That's a long drip of paint." – "You're glad to see Joseph!" – "I wonder what you are building with your blocks?" – "Look, you made it stand up!" – "You're pointing to the long piece of string." – "You are excited that Mom is here." – "I see a smile — you must really like these bananas!"	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Children are seldom encouraged to pursue their interests and initiatives or solve problems, and/or they are urged to do things they cannot yet do. **Examples:** – Caregiver says, "No, LaKeisha, I will get the dolls off the shelf for you." – Caregiver says, "Let me cut that paper for you." – Caregiver holds onto and guides child's hand so she can make a straight line.	☐ Sometimes children are encouraged to pursue their interests and initiatives and solve problems. **Examples:** – Children pursue interests during choice time and outside time only. – During some group times children pursue their interests. – Sometimes caregivers step in too soon and solve children's problems with materials without giving children time to find solutions on their own.	☐ Throughout the day children are encouraged to pursue their interests and initiatives and solve problems. **Examples:** – At choice time, Blake says he wants the red engine, then goes to the block area and takes the fire truck down from the shelf. – Meghan walks to the easel and picks up the paintbrush to paint. – Joslynn tries three times to get a puzzle piece into its spot — then she stops, turns the piece around, and puts it in the puzzle. – At choice time, when Mia, an infant, reaches for a squishy ball, it rolls out of her reach; her caregiver waits to see if she will move her body to reach the ball, which she does.	
Row 2	☐ Children are seldom allowed to do things they can do and/or wish to do themselves. **Examples:** – Caregivers do not allow children time to take care of their own personal needs, such as dressing themselves. – Alesha wants to get her own paper but the caregiver says, "No Alesha, I will do it."	☐ Sometimes children are allowed to do things they can do and/or wish to do themselves. **Examples:** – At mealtimes children can throw away what they have not eaten; after naptime, caregivers dress children without their help. – At group time, the children use the glue but the teacher cuts the paper for them.	☐ Throughout the day children do things they can do and/or wish to do themselves. **Examples:** – Jeffrey says, "*I* do" and puts his shoes on by himself. – Amaia walks to the bathroom to get her diaper changed. – Kyla brushes her teeth, wipes her mouth, and throws her paper towel away. – Luis says, "I want to" and pulls the tricycle out of the shed at outside time. – Shanna, an infant, holds her own spoon at mealtimes.	

III. ADULT-CHILD INTERACTION

III-D. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children are scolded, shamed, or punished for their initiatives, or their initiatives are ignored. **Examples:** – "No, Blaine, you are not allowed to take the play dough away from the art table." – "Izzy, you are not going to use paints anymore since you always spill the paint."	☐ Sometimes children receive caregiver support for their initiatives. **Examples:** – During group time the teacher says, "Emery, you painted that box all by yourself." – At choice time, when a child goes over to a caregiver and shows her what he made, she nods and goes on cleaning the tables.	☐ Throughout the day children receive caregiver support for their efforts, ideas, and initiatives. **Examples:** – At arrival time, Ellen, Wayne's caregiver, watches as he hangs his coat on the hook and then says, "You hung your coat up by yourself!" – Eli's caregiver tells him, "Thank you for helping Gregory throw the ball to Dean." – Amelia's caregiver imitates Amelia as she bangs the shaker on the floor.	
Row 4	☐ Children receive praise (e.g., "Good job!"; "I like the way Lamar is sitting quietly") and/or rewards (stickers, food, candy, toys) for their accomplishments and/or for following caregivers' wishes. **Example:** – Children receive stickers any time they do something positive.	☐ Sometimes children receive praise and/or rewards for their initiatives and accomplishments. **Examples:** – Sometimes caregivers praise children when they do something "right." – Children who use the potty or toilet successfully receive a sticker.	☐ Children receive encouragement for their accomplishments (caregivers acknowledge children's actions without praising them). **Examples:** – "You rolled the ball." – "Thank you for giving a shaker to Kim." – "Chris, you crawled all the way over here to me!" – "You stacked all the foam blocks on top of each other."	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Most of the time, nonmobile children cannot see mobile children. **Examples:** – Nonmobile children are kept on their side of the room and their view is blocked by shelving. – Nonmobile children are kept in swings, bouncy seats, etc.	☐ Sometimes nonmobile children can see mobile children. **Examples:** – Infants can see other children only when they are held by a caregiver. – Infants lie on the floor and watch while mobile children are eating or sleeping.	☐ Throughout the day nonmobile children watch and/or communicate with other children. **Examples:** – Caregivers arrange protected areas so nonmobile children can be on the floor/ground and watch other children. – Janet places Daniel on the floor and puts pillows around him to protect him from mobile children. – During outside time, Veda lays a blanket on the grass near the sandbox and sits Erica down so she can see the other children playing in the sandbox. – During choice time, Nancy sits Anil and Raina next to each other on a blanket, where both infants can look at each other and coo. – Lily sits on an infant mattress and giggles while looking through a clear plastic divider at Tyrell, a young toddler — Tyrell babbles at her and pats the plastic with his hand.	☐ Mark "N/A" if it is a toddler-only room.

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 2	☐ Caregivers ignore children's inter-actions or do not encourage children to interact with other children in a friendly, interested manner. **Examples:** – Caregivers do not pay attention when children grab things from or hit other children. – Caregiver says, "That's hers. She had it first — now give it back to her." – Caregiver says, "He was sitting there playing nicely by himself until you interrupted him — so go find somewhere else to play."	☐ Caregivers sometimes encourage children to interact with other children in a friendly, interested manner. **Examples:** – During choice time, the caregiver tells Darnel to go ask another child to play with him. – At lunch time, the caregiver tells Tina that Joseph wants to sit by her. – Sometimes caregivers separate children instead of helping them work out problems so they can play alongside each other or together.	☐ Throughout the day caregivers encourage children to interact with other children in a friendly, interested manner. **Examples:** – At outside time, Dominique, a toddler, watches Savannah and Brandon as they slide on the snow, fall down, help each other up, laugh, and fall down again. Savannah and Brandon's caregiver asks them if it is okay for Dominique to join them, which she does, and they all three continue the play together. – At his caregiver's suggestion, Felix, smiling, passes out books to the other children who are waiting for lunch at his table. – Tanya goes up to Shyann and Katelin, who are lying on a beanbag chair looking at books together. The caregiver asks Shyann and Katelin if Tanya can join them. They make room for her, and all continue to look at books. – At choice time, a caregiver sees that a child is sitting in a rocker with a baby doll and that there are other children who want to play babies. The caregiver locates a few more baby dolls on the shelf and gives them to the interested children.	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Children's communications to other children are not interpreted by a caregiver. **Example:** – Caregivers do not help children understand each other when they are trying to communicate.	☐ Sometimes children's communications to other children are interpreted by a caregiver. **Example:** – A caregiver helps Juliana tell another child that she [Juliana] wants to sit by her at lunch.	☐ Throughout the day children's communications to other children are interpreted by a caregiver. **Examples:** – "Pat, Sam is giving the ball to you." – "Luke is saying bye-bye to you, Josh." – "Leah, Olivia would like to play dollies with you." – "Jeremiah, Delano is trying to tell you that he would like more blocks." – "Francis is saying that she didn't like it when you sat on her toys." – "Cee Cee, Emma is waiting for you to get done so you can go play with her." – "Kayla, are you giving Abby the cars? [pause] Abby, she is giving you her cars."	

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	☐ Children do not explore, play alongside of, or show preferences for other children. **Examples:** – Children play by themselves.	☐ Sometimes children explore, play alongside of, and/or show preferences for other children. **Examples:** – Two infants play with the same materials in a treasure basket, watching each other as they play. – At snacktime, Bobbie saves a seat for Kyle.	☐ Throughout the day children explore, play alongside of, play with, and/or show preferences for other children. **Examples:** – At group time, Blake, Wesley, and Jamal paint next to each other on a large piece of paper on the floor. – At outside time, Fran, Jordan, and Andrea lie on top of the fort, kicking their legs in the air. – Colby hugs Dominique upon arrival because she has been out sick. – Natalie coos and wiggles her body when Megan, another child, arrives and says hi. – Raymond joins Dalane, who is in the block area playing race cars. – At lunch time Tayon saves Gregory a chair to sit next to him. – When Emma is getting ready to go home, Gena walks over and gives her a kiss on the cheek.	

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
For older infants and toddlers ☐ Most children in conflict go unnoticed or are ignored by caregivers. **Example:** – A caregiver does not notice two older infants pulling on the same stacking cup.	**For older infants and toddlers** ☐ Some children in a conflict receive positive attention from a caregiver. **Examples:** – Caregiver attends to and holds child who has been hit or bitten: "Come here, Julia, so I can give you a hug." – When Tommy runs away with Jeremy's car, Jeremy hits Tommy, and Tommy begins to cry. The caregiver, who has seen the last part of the incident, hugs Tommy and says to Jeremy, "We don't hit our friends."	**For older infants and toddlers** ☐ Each child involved in a conflict receives the positive attention of a caregiver who approaches children calmly and is ready to help if needed. • *At the start of a conflict, the caregiver immediately stops children's hurtful actions, remaining calm in voice and demeanor.* **Examples:** – "Gently, Eli. Touch Max gently," caregiver says, then strokes each infant gently. – "Kicking needs to stop because it hurts," caregiver says, sitting down between two children to separate them. – Seeing that two older infants are tugging on the same toy and one of them has fallen down and is crying, the caregiver holds the crying child and rubs the back of the other child while offering both children similar toys. – Two toddlers are pulling on the same truck and one hits the other child. The caregiver sits down between them, stroking their hands and calming them down by talking with them about the problem.	☐ Mark "N/A" if there are only infants aged 0–6 months in room. *CQ:* How do you handle conflicts between children?

Row 1

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
For older infants and toddlers ☐ Children in conflict are scolded, shamed, isolated, or punished. **Examples:** – "It's not fair to take toys from others. Now give it back!" – "Go sit in time-out!" – "You may not have this until you apologize!" – "Since you can't share this, I'm putting it away." – "That didn't hurt — so stop crying."	**For older infants and toddlers** ☐ Children in conflict hear statements about manners and morals. **Examples:** – "We don't hit our friends." – "Tell Lamar you're sorry." – "Use your words." – "You need to share." – "Let's take turns."	**For older infants and toddlers** ☐ After approaching children in conflict calmly, caregivers help children resolve the problem by giving positive and respectful support to each child: • *Caregivers acknowledge children's feelings until children are calm.* • *Caregivers help nonverbal children communicate with each other by labeling children's feelings and describing the problem.* • *For older infants, caregivers offer duplicate or similar materials to help infants make choices and to de-escalate the conflict.* **Examples:** – Caregivers acknowledge feelings: "You look very angry"; "You both are really upset"; "You are sad because you want a turn." – While holding one child in her lap and stroking another child, the caregiver says, "You both are really upset because you wanted to use the same block." – Curtis and Matthew are tugging on the same book. The caregiver brings over a few more books and lays them down in front of them, saying "You both are upset because you want the same book — here are a few more that you can look at." Matthew then reaches for a new book while Curtis holds the first book. – Janelle and Molly are pulling on the same doll and Molly crawls away with it while Janelle begins to cry. The caregiver approaches them and says, "Janelle, you are sad because you want the doll and Molly, you want it too." The caregiver shows Janelle and Molly where there are more dolls, and they both crawl to the shelf and get new dolls.	☐ Mark "N/A" if there are only infants aged 0–6 months in room.

Row 2

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	**In rooms with toddlers aged 18–36 months** ☐ Children in conflict are not asked about the problem and/or do not participate in identifying the problem. **Examples:** – Caregiver takes disputed toy away and gives it back to the other child. – There is a dispute over a toy and caregiver puts it away.	**In rooms with toddlers aged 18–36 months** ☐ Children in conflict sometimes participate in identifying the problem. **Examples:** – Caregiver asks what happened and draws her own conclusion. – Caregiver asks only one child what happened. – Gregory comes over and tells the caregiver that Tracey took his ball, and the caregiver says to Tracey, "Please give him his ball back."	**In rooms with toddlers aged 18–36 months** ☐ With caregivers' encouragement, each child in a conflict participates in identifying the problem: • *Children communicate what the problem is from their point of view; caregivers restate the problem based on their observations and children's verbal and nonverbal cues.* • *Children affirm or correct the caregiver's restatement of the problem.* **Example:** – Caregiver approaches Jalen and James, who appear to be fighting over a truck. Jalen points to the red truck and James reaches for it. Caregiver says, "Jalen, you want the red truck, and James, you want it too." Jalen says, "No, I want the blue one," and caregiver replies, "Oh, so you want the blue one, and James wants the red one."	☐ Mark "N/A" if there are no children in this age range.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	**In rooms with toddlers aged 18–36 months** ☐ Children in conflict do not hear an explanation of a problem; nor are they asked to participate in finding a solution. **Examples:** – Caregiver: "I said to give it back to her." – Caregiver: "You don't need that."	**In rooms with toddlers aged 18–36 months** ☐ Children in conflict are sometimes asked to participate in finding a solution for a problem. **Examples:** – Caregiver: "Holly says she had the doll first, and James, your idea is to share — so let's share." – Caregiver: "Pedro says he wants to have the first turn, and since he had the bike, he can go first."	**In rooms with toddlers aged 18–36 months** ☐ Caregivers encourage each child in a conflict to participate in finding and choosing a solution for a problem: • *Children generate ideas for solutions and choose one together.* • *Children receive follow-up caregiver support as needed.* **Examples:** – Caregiver asks children for ideas while pausing to allow children time to respond verbally or nonverbally. – Caregiver helps children communicate their ideas by providing language for them without taking over the problem-solving conversation. – Caregiver offers ideas for children: "Would you like to hear my idea?" – After two children have agreed on a solution to a problem, a caregiver sits in the block area and watches them play for a while.	☐ Mark "N/A" if there are no children in this age range.

Circle one indicator level for this item based on the scoring rules on page ix.

1   2   3   4   5

☐ **Check here if not observed or reported.**

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 ☐ Caregivers do not use a comprehensive curriculum model. **Examples:** – Caregivers rely on their instincts and/or what they have made up. – Caregivers use an undocumented curriculum.	☐ Caregivers sometimes use a comprehensive curriculum model. **Example:** – Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	☐ Caregivers use one comprehensive curriculum model that addresses the following: • *Educational program* encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • *Appropriate child assessment* assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • *Program evaluation* is continuous, with results used to improve practices.	*CQ:* Do you use a curriculum model(s)? If so, what model do you use?
Row 2 ☐ Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. **Examples:** – Curriculum sits in teachers' resource room. – Caregivers browse through various websites for ideas.	☐ Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. **Example:** – Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	☐ Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. **Example:** – Caregivers look to the curriculum to help them solve problems with the *learning environment* (such as how to label materials to make cleanup time more successful); *daily routine* (such as how to improve a schedule that isn't working); *adult-child interactions* (such as how to converse with verbal and nonverbal children at their level); *assessment of children* (such as how to plan around individual children's interests and developmental levels); and *teamwork* (such as what to do when caregivers have conflicts).	*CQ:* How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-B. Caregivers observe children, record their observations, and use them as a basis for planning for children.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 ☐ Caregivers do not observe children or rarely relate children's actions and communications to child development. **Examples:** – Caregivers supervise children. – Caregivers primarily attend to children when conflicts or problems arise. – Caregivers talk about how to solve biting problems and browse through various websites for advice.	☐ Caregivers observe children and relate their actions and communications to some areas of child development. **Examples:** – Caregivers are mainly concerned about children's literacy learning and focus on getting children to speak or on setting up language and literacy activities. – Caregivers mainly focus on children's physical development, such as planning activities that promote rolling over or walking. – Caregivers primarily work to get children to the next level of development whether they are ready for it or not.	☐ Caregivers observe children and relate their actions and communications to developmentally appropriate standards and/or child development curriculum content, such as • *Approaches to learning* (how children make choices, solve problems, do things for themselves) • *Social and emotional development* (how children form attachments, express emotions, relate to others) • *Physical development and health* (how children move their bodies, move with objects, feel steady beat) • *Communication, language, and literacy* (how children listen, respond, communicate nonverbally, speak, explore books) • *Cognitive development* (how children explore objects, form object permanence, learn number concepts, learn one-to-one correspondence, connect cause and effect) • *Creative arts* (how children imitate, pretend, explore art materials, listen and respond to music, explore sounds and their voices) Caregivers work at children's own levels instead of pushing them to the next stage. **Example:** – Two toddlers are rolling a ball back and forth to each other, and the caregiver writes this down. At planning time the caregiver talks with her coteachers and they decide that this anecdote should go in the "physical development and health" and "cognitive" categories.	*CQ:* Do you observe your children, and how do you interpret the development that you see in infants and toddlers every day?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-B. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 2	☐ Caregivers do not jot down anecdotal notes to remind themselves of what they see and hear. **Example:** – Caregivers are busy with routine tasks.	☐ Caregivers sometimes jot down anecdotal notes to remind themselves of what they see and hear. **Examples:** – Caregivers fill out children's daily charts and only record their bodily functions and eating habits. – Caregiver puts a smiley face on Henry's chart and says that he had a happy day. – At the end of the day or when writing notes to parents, caregivers sometimes rely on their memory rather than writing notes during the day and referring to them later.	☐ Throughout the day caregivers jot down anecdotal notes to remind themselves of what they see and hear. **Examples:** – Daily, caregivers write brief notes while taking anecdotes and then expand these into formal anecdotes used for the assessment measure. – Anecdote: "At outside time, Kanisha poured sand in and out of the sifters and watched the sand flow out." – Anecdote: "At arrival time, Mingon pulled himself onto his feet and walked, while holding on to a chair." – Anecdote: "In the block area, Yuan and Miguel stacked big blocks to make a 'spaceship' and sat on the blocks and pretended to fly around in space."	*CQ:* What kind of information do you write down as you observe your infants and toddlers throughout the day?
Row 3	☐ Caregivers only share child observations with parents if there have been problems or conflicts. Caregivers do not plan for children. **Example:** – Caregiver talks to a parent about her child biting others.	☐ Caregivers sometimes share their anecdotal notes with parents and make plans based on their observations of children. **Examples:** – Caregivers share information with parents only when the child does something exciting, such as rolling over, talking, or walking. – Caregivers primarily stick to the lesson plan but will occasionally pull out materials to support a child's interest.	☐ Caregivers share their observations and anecdotal notes with parents daily and use their notes later in planning for children. **Example:** – At choice time Latisha crawls to the shelf, picks up a jug of lids with two hands, and dumps it on the floor while squealing. Latisha's caregiver shares an anecdote about this with Latisha's mom, saying that Latisha enjoyed the sounds the lids made as she dumped out the jug. Based on Latisha's interest and the cognitive key developmental indicators (learning goals for the program's curriculum), the caregiver plans a small-group activity for the next day using tin cans and beads.	*CQ:* How do you use the information you write down?

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

1   2   3   4   5

IV-C. Caregivers discuss their anecdotal observations and assess children's developmental progress.

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Caregivers *rarely discuss* what they see and hear children doing and communicating. **Examples:** – Caregivers only discuss problems. – Caregivers share brief comments during the day.	☐ Caregivers *sometimes discuss* what they see and hear children doing and communicating. **Examples:** – Once a week caregivers meet to talk about their lesson plans; sometimes they talk about what children do, if they remember. – The morning caregivers write down their observations for the afternoon caregivers to use in planning for the children, while the afternoon caregivers write down anecdotes for the morning caregivers to use in planning.	☐ Caregivers *meet daily to discuss* what they see and hear children doing and communicating. **Example:** – Caregivers meet at naptime or at the end of the day to discuss what happened at group times, choice time, and outside time and share the anecdotal notes taken.	☐ Mark this row "N/A" when there is only one teacher in room. *CQ:* Do you talk with another caregiver or caregivers about what you have seen and heard as children play and communicate? If so, when?
Row 2	☐ Caregivers do not assess children. **Example:** – Caregivers are not required to assess their children.	☐ Caregivers use a child observation measure that is of unknown reliability and validity. **Examples:** – Caregivers use a milestone checklist to look at what children cannot do yet. – Caregivers use a screening tool as their assessment.	☐ Caregivers use a child observation measure that is of proven reliability and validity. **Example:** – Caregivers use an appropriate observation-based assessment, such as COR Advantage or the Ounce Scale.	*CQ:* How do you assess your children's developmental progress?

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Caregivers do not use a child observation measure or do not share their infants' and toddlers' developmental progress with parents or other caregivers. **Example:** – Caregivers only use the checklist for themselves.	☐ Caregivers use a child observation measure once a year to assess and share their infants' and toddlers' developmental progress with parents and other caregivers. **Examples:** – Caregivers hand parents a report on their child's developmental progress. – Caregivers use the information for themselves.	☐ Caregivers use a child observation measure twice a year or more to assess and share their infants' and toddlers' developmental progress with parents and other caregivers. **Examples:** – Caregivers hold conferences with parents two or more times a year to discuss their child's development. – Caregivers share children's reports with other caregivers when the children move on to another caregiving team.	*CQ:* How often do you assess your children's developmental progress? How do you share this information with parents and other caregivers?

Circle one indicator level for this item based on the scoring rules on page ix.

1   2   3   4   5

☐ **Check here if not observed or reported.**

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Caregivers *do not plan*.	☐ Caregivers *sometimes plan*. **Examples:** – Caregivers plan once or twice a week. – Caregivers plan monthly. – Only one caregiver plans for all children. – Only one caregiver is in the room, and she plans once a week. – One caregiver plans for one week, and the other plans for the following week.	☐ Caregivers *meet daily to plan*. **Examples:** – Caregivers plan daily with their coteachers. – If there is only one teacher in the room, the caregiver plans daily and consults with caregivers from other rooms to share ideas.	*CQ:* How often do you meet to develop your lesson plans? *Note:* If level 1 is checked, score a 1 and leave the remaining rows blank.
Row 2	☐ Caregivers plan while children are present and awake. **Example:** – Caregivers plan while children need their assistance.	☐ Caregivers sometimes plan when no children are present or while children nap. **Examples:** – Caregivers plan first thing in the morning when one or two children are usually present, or right after most of the children go home. – There is only one caregiver in the room, and she plans at the end of the day when there are only one or two children left.	☐ Caregivers regularly plan when no children are present or while children nap. **Examples:** – Caregivers are given a consistent 20- to 30-minute time slot each day to plan for children. – Caregivers consistently plan each day at naptime while children sleep and before the caregivers go on break. – A room has only one caregiver, and she plans at naptime.	*CQ:* When during the day do you develop your lesson plans? What are children doing at that time?

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Caregivers make group rather than individual plans, or plans to motivate children to do things they are not yet able to do or are not interested in doing. **Example:** – "Let's introduce coloring inside the lines."	☐ Caregivers make group plans based on goals, activities, and/or a thematic approach. **Examples:** – "Let's do the leaf activity." – "Let's bring out the sensory table." – "What should we do for tomorrow's color?" – "Let's do painting with fly swatters — it's my favorite activity."	☐ Caregivers make plans based on their observations and discussions of each child's strengths, abilities, and interests. As they plan, they use their anecdotal notes and refer to the curriculum content or the child observation measure. **Examples:** – "Jon is really interested in crawling up onto things — let's add the large vinyl wedge and blocks and turn the rocking boat step-side up. This will cover the key developmental indicators [curriculum goals] *moving the whole body* and *problem solving*." – "I have children who are at different developmental levels, so my plan for group time will include different ways my children will use and explore string and glue." – The caregivers look at the COR Advantage Summary Report and notice that they need more anecdotes focusing on moving to music, so they plan a group-time activity using bells and music.	*CQ:* How do you develop your lesson plans? What do you base your plans on?

Infant-Toddler Program Quality Assessment (PQA)
Form A: Observation Items

SUMMARY SHEET

Caregiver's Name _____

Program Name _____

Rater's Name _____

Date of Assessment _____

Enter the numerical level (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page ix. If an item was not rated, enter "NR."

I. LEARNING ENVIRONMENT

____ A. Safe and healthy environment

____ B. Spaces for sleeping, eating, and bodily care

____ C. Spaces for play and movement

____ D. Accessible sensory materials

____ E. Children's photos, creations

____ F. Accessible, safe, outdoor space

II. SCHEDULES AND ROUTINES

____ A. Flexible, predictable schedule

____ B. Comfortable arrivals/departures

____ C. Child-initiated choice times

____ D. Bodily care choices

____ E. Smooth transitions

____ F. Child-centered feedings/meals

____ G. Fluid, dynamic group times

____ H. Nature-based outside times

____ I. Individualized naptimes

III. ADULT-CHILD INTERACTION

____ A. Long-term adult-child relationships

____ B. Child-adult trust

____ C. Child-adult partnerships

____ D. Children's intentions

____ E. Children's social relationships

____ F. Children's conflict resolution

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

____ A. Comprehensive curriculum

____ B. Child observations and planning

____ C. Assessing developmental progress

____ D. Individualized planning by caregivers

____ NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

____ NUMBER OF CLASSROOM ITEMS RATED
(25 minus the number not rated)

____ TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

____ AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)
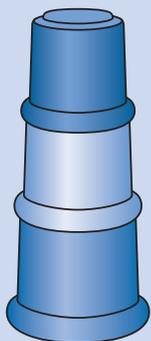
Infant-Toddler

PQA

Form A — Observation Items

This form is a component of the **Infant-Toddler Program Quality Assessment (PQA),** an authentic instrument designed to measure program quality and identify provider training needs in child care settings serving children aged 0 to 36 months. The instrument consists of standards for best practices that may be scored by outside raters or used by providers as a self-assessment tool. **Form A: Observation Items** consists of 25 items measuring the following four domains of curriculum implementation and program operations: *learning environment, schedules and routines, adult-child interaction,* and *curriculum planning and child observation.*

Developed by the HighScope Educational Research Foundation, the Infant-Toddler PQA is appropriate for use in programs with a broad child development focus, including but not limited to child care settings using the HighScope Infant-Toddler Curriculum. This version has been validated through testing in a wide range of infant-toddler programs.

Form A has the following features:

- Assesses key aspects of program quality using evidence collected through observations in the care setting and interviews
- Provides specific, easy-to-understand quality indicators for each item with objective 5-point rating scales that define quality on a continuum
- Includes detailed examples and explanations for the quality indicators, so users have at their fingertips all the information they need to score the instrument
- Reflects research-based and field-tested best practices in child development
- Can be used as a basis for reporting, monitoring, and training

*Training results in the most effective use of the Infant-Toddler PQA. To arrange PQA training for providers or independent raters who will be completing this instrument, please contact the Training Coordinator, HighScope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898; phone: 734.485.2000, extensions 224, 234; FAX: 734.485.4467; e-mail: **training@highscope.org.** For more information on HighScope's curriculum or assessment products or training offerings, visit the HighScope website at **highscope.org.***

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