Try It Out: Assignment Instructions

To begin your assignment, please follow these initial directions:

First, save this file to your computer.

To save your work, click on "File" and then select "Save As." Type your name as the file name (e.g., "Wk2JaneDoe.PDF").

You **must** save your file as a .PDF or it will not be accepted.

Next, to complete the assignment, follow these directions:

1. Type your name in the box in the lower left corner of the next page.
2. Fill out the assigned items from the PQA:
   - Type your evidence in the space indicated.
   - Select the row scores by clicking in the appropriate box for each row.
   - Select the overall score for the item by clicking the circle above the score.
3. Then, save the file again. (If you don't, you will lose all your work.)
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PQA

Infant-Toddler Program Quality Assessment

Form A — Observation Items

Your Name

Linda Miller

HighScope® Educational Research Foundation

I. LEARNING ENVIRONMENT

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.	there are 29 wooden blocks in the block area,most of the toys are plastic only plastic spoons, plates, pans, plastic food, and empty food containers there are no metal pans in the house aera. mirror and dressup clothes various materials in art area, with crayons, paper,glue sticks and play dough. mostly plastic, commercialized materials in toy area. did not see any stone, or metal in classroom
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? teacher conduct a classroom checklist daily throughout the day the teacher put dirty toys that have been mouthed by children in a yuck bucket and at the end of the day in the zono machine daily for sanitizing. Broken or torn materials are discarded

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	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? materials are rotated when an item is torn or broken as needed. the block area was closed at departure time. in the toddler room the art area was closed during choice time sand and water table are open in the morning only

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	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? children can get their pacifiers when ever they want them teachers keep them in holders with childs name in there smocks. there soft toys on low shleves that are easliy assessible for children
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.	in the infant room there are soft toys on low shleves that are easliy assessible for children stuffed animal, soft balls, blankets, soft dolls are on low shelves. floor seat, adult sized rocking chairs, and foam pads allow caregivers to cubble with children. the infant room has area rugs on all hard surfaces except where food is served

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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.	in the infant room there are Picture books, books with simple stories, award-winning storybooks, books with rhymes, community and cultural books. Foam, cloth, or board books; big books;
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.	The toddler room has homemade rain stick, xylophone, tambourine, triangles, cymbals, bells, wooden maracas, 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.	The teacher played music during choice time. Music for toddlers played quitely while other children got ready for nap Children choose songs and teacher played them during departure time.

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	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. there are some food containers: oats container,carton of milk, cereal boxes. Ethnic Dolls 1-Caucasian 1-Hispanic 1-Asian 3-African Am only plastic play dishes in the house area 2 pictures of children with a disability low on the wall no books showing children with disabilites
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 firefight-ers, 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. There are some pictures and books showing women as caregivers, nurses, police officers or doctors. there are some doll figures of male firefight ers, male and female police officers] doctor, nurse, firefighter and construction worker play clothes are in house area. African-American, Asian, Hispanic and Caucasian female and male adult and children toy figures.

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	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. there are art materials like glue that are not accessible to children Teacher brought out only what was needed for art activity instead of having basic art materials available Sand and water are not available every day and only during some parts of the day, sand and water is replaced with foam peices and other things like feathers, buttons, and paper.

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

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I. LEARNING ENVIRONMENT

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

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	☐ 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.	there is one picture tree with Photos of children playing, covered with clear contact paper hung low,on the wall
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.	there are some displays of childrens art work, such as coloring with crayons.writing with markers some displays of alphabet letters with the childs name on it.

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	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.	Toddler classroom has some paintings and drawings that are hung low on the walls in the house and block area.
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.	Toddler classroom has free style paintings and crayon scribblings/drawings that are hung low on the walls in the house and block area. childrens creations are left as they are by Teachers

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II. SCHEDULES AND ROUTINES

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

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	☐ *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."	Teacher has an art activity to do with the children. Teacher did not take them outside today. The routine is inconsistent yet flexible, Teacher addressed individual childrens bodily care needs as it arised throughout the day.

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	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.) In the toddler room there is a posted schedule for parents or for children. The daily routine chart of pictures and words are hung low on the wall for children to see and touch A detailed daily plan is hung on the parent board.
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.	Tyree what area are you planning on playing in today? After snack we can go to the reading area to hear a story. Jalia what did you make in the kitchen? you were there all day. Teacher announced cleanup time and later said 5 more minutes

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	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.	Teacher addressed individual childrens bodily care needs as it arised throughout the day. The children all wash their hands after lunch and go laydown on cots for naptime.

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	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.	At choice time and outside time, toddlers explore freely, but during art activities and circle time they follow the caregivers instructions After Josh was told that that block area was closed and to get a book or come to the table with puzzles

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II. SCHEDULES AND ROUTINES

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.**

II-C. Choice times (play times, awake times) focus on child-initiated exploration and play.

	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. choice or play time is always a part of the children's day. The children engage in pretend time while in the house area cooking for the Teacher Teachers interact with the children while in choice time to determine the length of time.
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.	during choice time children can choose to go to the art area but the there was no paint avilable for children in reach. only some areas are available- no sand or water some children explore dressup and wear heels and purses

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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? I ask them what area did they go to today. Then I ask them what did they do in those areas Teachers ask children what they want to do, but do not talk with all of them about what they did during the day.

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II. SCHEDULES AND ROUTINES

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

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 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.	"After Music and movement time we can choose what area we want to play in today". What area are you going to Ross? ok are you going to jump like a frog, gallop like a horse or hop like a bunny? The children were asked to come to the table after cleaning up
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.	Teacher announces that it is almost time for lunch and that clean up will beging when they hear the clean up song in 5 min. 'After breakfast it's Ava's and Marcus turn to pick from the song book today" "After Music and movement time we can choose what area we want to play in today".

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	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.	toddlers are asked to line up in the hallway to be counted before going back into the classroom without any transition activity. Infants are taken out of the stroller and given to the other caregiver in the classroom to take coats off. when the toddlers get back into the class room they move to the cubbies on thier own to hang up their coats in a non rushed manner
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. teacher tells the children that its clean up time and starts telling them to put the toys aways so that they can get ready for lunch. Teacher starts picking up toys and put them in bins for cleaning.

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II. SCHEDULES AND ROUTINES

II-F. Feedings and mealtimes are child centered and leisurely.

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	☐ 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. Infant Teachers talks with Cale while feeding him. Cale's primary caregiver rocks him as he drinks from his bottle
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? Yes, on a regular basis and there is a separate, private room with rocking chairs, and refrigerator.
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."	Jalia holds her spoon to try to eat her fruit after she looks at the Teacher she is helped with holding her spoon. Teacher "your doing really well feeding yourself Jalia" Tyree picks up his food with his fingers the teacher say" try using your fork, like this" "Ava your getting better at holding your spoon"

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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? yes even though they are sometimes encouraged to try one bite if they like. Tyree only eats his crackers and drinks his milk Maya ask for more in sign language and teacher gave her more pasta Tyree leaves most of his food on his plate and says "I done" teacher ask him to
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.	Teacher encouraged the children to try one bite and than she took a bite of broccoli and said "yummy for my Tummy" try it. 1Teacher got up from table only to get more milk. Teachers let the children eat at their own pace, when one child finished she attended to that childs need.
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.	Ava said it's yummy for my tummy and the children and teacher laughed and smiled at each other then the other children started saying yummy for my tummy. Teacher encouraged the children to try one bite and than she took a bite of broccoli and said "yummy for my Tummy" try it. Teacher got up from table only to get more milk.

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	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? If a child arrives after breakfast is served we still fed that child, and infants eat on demand there are always snacks and fruit that is available for a hungry child to eat if wanted throuhgout the day.
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. teacher prepared the meals and poured the milk. children were asked to throw away their dish and cup in trash after eating

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II. SCHEDULES AND ROUTINES

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.**

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. After Breakfast and Before lunch all the children gather together and sing songs. During choice time, a small group of children play with Dolls, trucks, balls and blocks , puzzles and manipulative toys. Children have clappers, homemade shakers, and wodden sticks to make music with during whole-group time
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.	Teacher brought out only what was needed for art activity instead of having basic art materials available Jalia was told that "we are not using the makers today" Get some crayons or colored pencils" During choice time, a small group of children play with Dolls, trucks, balls and blocks , puzzles and manipulative toys. Children choose from clappers, homemade shakers, and wodden sticks to make music with during whole-group time

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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.	teacher had a activity that had four items that were in the activity box and the teacher instructed the children to use all of the four item on the paper plate the children all move any way they want to at music and movement time one child decides not to participate and leaves the area to get a doll and returns to jump with doll with the group.
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.	teacher stops an activity for fine motor skills when she sees the children lossing interest. children go from one area to another throughout the day, coloring with crayons to playing with play dough to cutting paper

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II. SCHEDULES AND ROUTINES

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

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.**

[*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. Nonmobile infants are not taken outside everyday, but mobile infants and toddlers go outside most of the time when weather permits and they go for brief walks around center campus.
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.	the toddler playground does not have swings, rocking toys. toddlers can ride bikes in a different area other than the playground because the play ground is all grass and soft material toddlers can climb on balance beam, foam mushrooms and play in tunnel outside.

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	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.	Teacher helps Ross pick some rocks out of the frozen plant bed for the rest of the children to hold. children hold and feel the rocks that ross dug up. Children run around the whole playground from the teacher as she plays hide and seek some children play with balls with each other and teacher, while both teachers supervise children for safety
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.	Teacher helps Ross pick some rocks out of the frozen plant bed for the rest of the children to hold. Children run from the teacher as she plays hide and seek some children play with balls with each other and teacher, while both teachers supervise children for safety.

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	**In infant and mixed-age rooms** ☐ 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.	**In infant and mixed-age rooms** ☐ 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).	**In infant and mixed-age rooms** ☐ 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.	☐ Mark "N/A" if it is a toddler-only room. N/A

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