



# CLASSROOM COACH

Improving Preschool Classroom Quality

# Classroom Coach — Improving Preschool Classroom Quality

## I. LEARNING ENVIRONMENT

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

I-B: Classroom materials are plentiful.

I-C: There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.

I-D: Children's work and environmental print are on display.

## II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS

II-A: The classroom follows a consistent sequence of events during the school day.

II-B: There is time each day for child-initiated activities in the classroom and during outdoor time.

II-C: Adults support children's ideas, actions, and developmental levels during child-initiated activities.

II-D: There is time each day for adult-initiated, large-group activities that support each child's developmental level.

II-E: There is time each day for adult-initiated, small-group activities that support each child's developmental level.

II-F: Adults create a sensitive and responsive learning environment for all children.

II-G: Adults encourage and support children to make plans for and reflect upon their work.

II-H: Adults support children's language and literacy development throughout the day.

II-I: Adults support children's mathematics development throughout the day.

II-J: Adults support children's reasoning and problem solving throughout the day.

II-K: Adults encourage thoughtful social interaction among all children throughout the day.

II-L: Adults diffuse conflicts and support all children in resolving conflicts.

## III. CURRICULUM, PLANNING, ASSESSMENT, and FAMILY ENGAGEMENT

III-A: Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.

III-B: Adults document the developmental progress of each child using measures validated for preschool-aged children.

III-C: Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).

III-D: Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.

## Assessment Protocols

### Four steps for completing the Classroom Coach:

1. Observe in a preschool classroom while recording objective evidence and completing the Classroom Materials Checklist (CMC). It is recommended that the assessor schedule time prior to the start of the school day for the completion of the CMC and Section I: Learning Environment.
2. Ask all of the guiding questions in Section III.
3. Record objective evidence for each row (within online Classroom Coach).
4. Read the descriptor(s), scoring note(s), and objective evidence and assign the appropriate row score level (1, 2, 3, or 4).

**Descriptors:** Some descriptors are written on a continuum of no or poor quality to high quality. This is represented in several ways, including *rarely or never, sometimes, usually, and always*.

- *Rarely or never* should be selected when there is no evidence to support a higher level.
- *Sometimes* should be thought of as more than once but not used consistently throughout the observation.
- *Usually* should be thought of as more than a few and frequently used throughout the observation.
- *Always* should be selected if there is no evidence throughout the observation contrary to the highest level. *Always* only refers to when you are observing.

Some descriptors are represented by the words *none, few, some, and many*. Professional experience, knowledge, and judgment should guide the scoring for these descriptors.

**Closed bulleted point lists:** When closed bulleted points are used in a list, every bullet point must be met to score a level 4.

**Open bulleted point lists:** Open bulleted points are examples; not every example must be met. The open bulleted lists are not exhaustive lists — they are simply examples.

**Classroom Coach — Improving Preschool Classroom Quality**  
 Program/Classroom/Assessor Information

|  |   |
|--|---|
| <b>Program information</b>                                     | <b>Hours program/classroom in session</b>   |
| <b>Name of agency:</b>   | <b>Days of week (circle all that apply)</b>   |
| <b>Name of center:</b>   | <b>MON    TUE    WED    THU    FRI    SAT</b>                                       |
| <b>Name of classroom being observed:</b>                       |   |
|  | <b>Time session begins each day:</b>  |
| <b>Program director/administrator or contact person</b>        | <b>Time session ends each day:</b>  |
| <b>Name:</b>   |   |
| <b>Position/title:</b>   | <b>Assessor information</b>   |
|  | <b>Name:</b>  |
| <b>Contact information of program/classroom being observed</b> | <b>Phone:</b> _____ <b>Ext:</b> _____   |
| <b>City/state/zip:</b>   | <b>Fax:</b> _____   |
| <b>Phone:</b> _____ <b>Ext:</b> _____                          | <b>Email:</b> _____   |
| <b>Fax:</b> _____  |   |
| <b>Email:</b> _____  | <b>Classroom Coach administration information</b>                                   |
|  | <b>Date of observation:</b>   |
| <b>Classroom staff</b>   | <b>Beginning time:</b>  |
| <b>Name head/lead teacher:</b>                                 | <b>Ending time:</b>   |
| <b>Name associate teacher:</b>                                 |   |
| <b>Other staff:</b>  | <b>Comments or notes about administering the Classroom Coach in this classroom:</b> |
| <b>Name:</b> _____ <b>Position/title:</b> _____                |   |
| <b>Name:</b> _____ <b>Position/title:</b> _____                |   |
| <b>Name:</b> _____ <b>Position/title:</b> _____                |   |
|  |   |
| <b>Children</b>  |   |
| <b>Number in the classroom:</b>                                | <b>Rater's signature:</b>   |
| <b>Age range of children:</b>                                  | <b>Date:</b>  |

**I. LEARNING ENVIRONMENT**

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

| SCORE   |   | Levels   | Notes:  |  |  | Evidence:  |
|---|---|--|---|--|--|--|
| <p>Row 1</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>A variety of interest areas that provide diverse activities (e.g., creative, construction, dramatic play, inquiry based, literacy) are evident and have names.</p> | <p>1-None<br/>2-Few<br/>3-Some<br/>4-Many</p> <div style="text-align: center; margin-top: 20px;"></div> | <p><b>Scoring note:</b><br/>To score a 4, interest areas have names and are evident, and it is clear that the adults and children know the names of the interest areas.</p>   |  |  | <p>When I walked into the classroom there was a Block Area, Music Area, House Area, Dramatic Play Area, Sand/Water Table Area, Art Area, Toy Area, Computer Area, Book Area, Writing Area, and the Science Area. All the areas had a large High Scope Area signs to display each area. During Planning Time, the teachers and the children from both groups joined together pretending they were riding a chu chu train. The teachers and the children stopped in each area and mentioned the name of each area.</p>   |
| <p>Row 2</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p><b>Level 1</b><br/>Materials are minimally organized or are not organized into interest areas.</p>   | <p><b>Level 2</b><br/>At least one of the bullets in level 4 is in place.</p>  | <p><b>Level 3</b><br/>At least two of the bullets in level 4 are in place.</p> <div style="text-align: center; margin-top: 20px;"></div> | <p><b>Level 4</b><br/>The materials in the interest areas are</p> <ul style="list-style-type: none"> <li>• Intentionally organized.</li> <li>• Grouped by function.</li> <li>• Accessible to children throughout the day.</li> </ul> | <p><b>Scoring note:</b><br/>To score a 4, the materials must be accessible to all children throughout the day.</p> <p>Putting the same items in multiple interest areas, where they may contribute to children’s play, is acceptable (e.g., writing utensils in the home area as well as the art area).</p> <p><b>Examples of grouping by function or types:</b></p> <ul style="list-style-type: none"> <li>○ Things that fasten (e.g., tape, stapler, paper clips)</li> <li>○ Things to build with (e.g., unit blocks, Bristle Blocks, cardboard blocks)</li> </ul> | <p>Throughout the day in the Block Area, Music Area, House Area, Dramatic Play Area, Sand/Water Table Area, Art Area, Toy Area, Computer Area, Book Area, Writing Area, and the Science Area the materials are accessible to the children all day. The only area that gets opened and closed is the Sand/ Water Table. The Sand/Water Table is opened during Work Time and closed after Work Time. I also notice that the teachers had a basket in every area with some paper and pencils for the children to use when ever they wanted to write. For example, In the Block Area and Toy Area they both have things that the children can use to build with such as (unit blocks, and foam blocks.) In the Toy Area they have the Magnet Tile, Snap Linking Blocks, and Fantastic Blocks).</p> |



| Item I-B Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.) |   |   |   |  |   |  |
|--|---|---|---|--|---|--|
| SCORE  | Level 1   | Level 2   | Level 3   | Level 4  | Notes:  | Evidence:  |
| Row 1<br>4   | <u>Limited Quantity:</u> Score of 8 or less on the <b>literacy</b> content area.                                    | <u>Moderate Quantity:</u> Score of 9 or 10 on the <b>literacy</b> content area.                                   | <u>Adequate Quantity:</u> Score of 11 on the <b>literacy</b> content area.                                    | <u>Plentiful Quantity:</u> Score of 12 on the <b>literacy</b> content area.                                    | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | While observing the classroom I notice a variety of books that was accessible to the children (Feelings, Families, Differing abilities, Differing cultures, Work/jobs, Math, Natural/animals, Sport/hobbies, People, Science, and Concepts letters, colors.) etc.  |
| Row 2<br>4   | <u>Limited Quantity:</u> Score of 6 or less on the <b>mathematics</b> content area.                                 | <u>Moderate Quantity:</u> Score of 7 or 8 on the <b>mathematics</b> content area.                                 | <u>Adequate Quantity:</u> Score of 9 on the <b>mathematics</b> content area.                                  | <u>Plentiful Quantity:</u> Score of 10 on the <b>mathematics</b> content area.                                 | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | There were multiple mathematics materials that were accessible to the children. The children could use the materials to count, compare, measure/compare sizes and parts of whole, and materials with shapes  |
| Row 3<br>4   | <u>Limited Quantity:</u> Score of 7 or less on the <b>perceptual, motor, and physical development</b> content area. | <u>Moderate Quantity:</u> Score of 8 or 9 on the <b>perceptual, motor, and physical development</b> content area. | <u>Adequate Quantity:</u> Score of 10 on the <b>perceptual, motor, and physical development</b> content area. | <u>Plentiful Quantity:</u> Score of 11 on the <b>perceptual, motor, and physical development</b> content area. | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | While observing this part of the day the children were outside and they were able to move around freely. The children were running around in the playground, riding bicycles, sliding down the sliding board, walked across the balancing beam, rolled over on the tumbling mats. walked up the steps on the sliding board, some children wrote on the ground with chalk, played outdoor checkers, toss the ball to one another, use the hula hoops, variety types of balls, and steering wheel etc. All of the portable materials were age appropriate and stimulates in a variety of ways. |
| Row 4<br>4   | <u>Limited Quantity:</u> Score of 2 or less on the <b>social studies/social and emotional</b> content area.         | <u>Moderate Quantity:</u> Score of 3 or 4 on the <b>social studies/social and emotional</b> content area.         | <u>Adequate Quantity:</u> Score of 5 on the <b>social studies/social and emotional</b> content area.          | <u>Plentiful Quantity:</u> Score of 6 on the <b>social studies/social and emotional</b> content area.          | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | Feelings chart, picture prompts cards posted around the classroom, breathing strips, Tucker turtle, Feelings books, music cd's, feelings songs, and feelings cards,  |
| Row 5<br>4   | <u>Limited Quantity:</u> Score of 1 or none on the <b>science</b> content area.                                     | <u>Moderate Quantity:</u> Score of 2 on the <b>science</b> content area.  | <u>Adequate Quantity:</u> Score of 3 on the <b>science</b> content area.                                      | <u>Plentiful Quantity:</u> Score of 4 on the <b>science</b> content area.                                      | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | This class has a plant/seed planted, rocks, pinecones, seashells, science books, science theme boards, science matching games, binoculars/viewers, balance scales with natural objects to weigh, color paddles, magnets with magnetic/non-magnetic objects, magnifying glasses, sensory bottle, and thermometer for temperature.   |
| Row 6<br>4   | <u>Limited Quantity:</u> Score of 2 or less on the <b>diversity of human experiences</b> content area.              | <u>Moderate Quantity:</u> Score of 3 on the <b>diversity of human experiences</b> content area.                   | <u>Adequate Quantity:</u> Score of 4 on the <b>diversity of human experiences</b> content area.               | <u>Plentiful Quantity:</u> Score of 5 on the <b>diversity of human experiences</b> content area.               | <b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence. | Materials observed books about race, culture, age, different abilities. Pictures: race, culture, age different abilities, and nontraditional gender roles. Play materials race, culture, and different abilities.  |

**Item I-C There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.**

| SCORE  | Level 1   | Level 2   | Level 3  | Level 4  | Notes:   | Evidence: |
|--|---|---|--|--|--|-----------|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | The outdoor play area is unsafe or there is no outdoor play area. | The outdoor play area is safe, and there is space and play structures that allow for a few types of movement. | The outdoor play area is safe, and there is space and play structures that allow for some types of movement. | The outdoor play area is safe, and there is space and play structures that allow for many types of movement. | <p><b>Scoring note:</b><br/>If children do not go outside during the observation, score the outside area and note in the evidence column why the outside area was not used that day (e.g., lack of time, dangerous weather [i.e., lightning, heavy rain, hail, strong winds, blizzards, very high or low temperatures]).</p> <p><b>Examples of types of movement:</b></p> <ul style="list-style-type: none"> <li>○ Jumping</li> <li>○ Climbing</li> <li>○ Swinging</li> <li>○ Sliding</li> <li>○ Running</li> <li>○ Digging</li> </ul> |           |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | There are no portable materials for the outdoor play area.        | The outdoor play area includes portable materials for a few types of active play.                             | The outdoor play area includes portable materials for some types of active play.                             | The outdoor area includes portable materials for many types of active play.                                  | <p><b>Scoring note:</b><br/>If needed, ask where portable materials are stored.</p> <p><b>Examples of portable materials:</b></p> <ul style="list-style-type: none"> <li>○ Tricycles</li> <li>○ Sleds</li> <li>○ Balls</li> <li>○ Stones</li> <li>○ Boxes</li> <li>○ Buckets</li> <li>○ Chalk</li> <li>○ Scarves</li> <li>○ Paintbrushes</li> </ul>  |           |

**Item I-D Children's work and environmental print are on display.**

| SCORE  | Level 1  | Level 2   | Level 3   | Level 4  | Notes:  | Evidence:   |
|--|--|---|---|--|---|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">4</div> | <p>One or none of the bulleted points in level 4 is/are in place.</p>  | <p>At least two of the bulleted points in level 4 are in place.</p> | <p>At least three of the bulleted points in level 4 are in place.</p>   | <p>Adults display children's work</p> <ul style="list-style-type: none"> <li>• At child level.</li> <li>• Throughout the learning environment.</li> </ul> <p>The displays consist of</p> <ul style="list-style-type: none"> <li>• Mostly child-initiated work (not adult-initiated art projects).</li> <li>• A variety of children's work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.</li> </ul>  | <p><b>Scoring note:</b><br/>Adults may display children's work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.</p> | <p>Throughout the classroom the children work was displayed on the walls at children's eye level. All of the papers on the wall was papers with children work. I observed writing, children painting, science work, there was a variety of children's work around the classroom. There was also a lot of photos posted around the classroom of children working with their materials in different area.</p> |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">3</div> | <p>Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.</p> | <p><b>Levels</b><br/>1-None<br/>2-Few<br/>3-Some<br/>4-Many</p>     | <p><b>Scoring note:</b><br/><b>To score a 4</b>, there must be specific evidence of print that encourages children to write letters, numbers, names, and words.</p>  <p><b>Examples of environmental print that encourage children to write letters, numbers, names, and words:</b></p> <ul style="list-style-type: none"> <li>○ Sign-in sheets that include children's age</li> <li>○ Interest area signs</li> <li>○ Shelf/toy labels with numbers of objects</li> <li>○ Alphabet and numerical strips</li> <li>○ Attendance charts with date</li> <li>○ Job charts with names</li> <li>○ Children's names on cubbies</li> <li>○ Hand-washing reminders with step 1, step 2</li> <li>○ Labeled objects</li> <li>○ Clock with numerals</li> <li>○ Calendars with all dates and days of the week</li> </ul> | <p>I observed children's sign in sheets in a container in the writing area, letters, numbers, number strips, measuring tape, rules hand-washing signs in the bathrooms, Everything labeled in all areas with pictures and words, cubbies letter links with name, job chart, feelings charts, entrance door with their names to move from home to school, book in a basket in every area along with a small basket with pencils and paper in it, number chart on the wall, letters of the alphabet posted on the wall, and a clock with numbers. etc.</p>   |   |   |

**II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS**

**Item II-A The classroom follows a consistent sequence of events during the school day.**

| SCORE  |   | Levels  | Notes:   | Evidence:   |
|--|---|---|--|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | <p>Adults support children’s understanding of the consistent routine and sequence of events during the school day.</p>  | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Examples of supporting children’s understanding of the sequence of events:</b></p> <ul style="list-style-type: none"> <li>○ Adults post the daily routine at child level in a format that is easy for all children to understand, such as <b>text along with pictures or symbols.</b></li> <li>○ Adults review the daily routine throughout the day.</li> <li>○ Adults let children know about changes in the routine ahead of time.</li> </ul>  | <p>The classroom has a daily routine schedule on the wall posted at the children eye level that has the words and symbol, The teachers give a five minute warning that the children are about to transition to the next activity, throughout the day a assigned child moves the pointer to whatever part of the day, and the teacher informed the children that it was going to be a change in the outside time due to the weather.</p> |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | <p>Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Examples that are thoughtful:</b></p> <ul style="list-style-type: none"> <li>○ Announcing that snack will come after large-group time, before small-group time begins.</li> <li>○ Quietly telling children who have a lot to put away that play time is ending soon.</li> </ul> <p><b>Examples that are not thoughtful:</b></p> <ul style="list-style-type: none"> <li>○ Loudly announcing to everyone, "Five more minutes until cleanup time."</li> <li>○ Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse.</li> </ul> | <p>Throughout the day before every transition part of the day, the teachers give the children a five minute warning. When the five minutes is over the teacher say hands on top, then the children put their hands on top of their head, and say everybody stop. The teacher asked the question what time is it? Then the children say out loud the different part of the day.</p>  |

**Item II-B There is time each day for child-initiated activities in the classroom and during outdoor time.**

| SCORE   |   | Levels   | Notes:  | <i>Evidence:</i>  |
|---|---|--|---|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 10px auto; text-align: center; line-height: 30px;">4</div> | <p>Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p><b>Scoring notes:</b><br/><b>To score a 4</b>, there must be specific evidence that shows <b>ALL</b> children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Research supports that child-initiated activities should be for at least 30 minutes; however, longer periods of time may be beneficial as evidenced in the best practices of many high-quality programs that allow 60 minutes for child-initiated work/play time.</p> <p><b>Examples of adults allowing children to carry out their intentions:</b></p> <ul style="list-style-type: none"> <li>○ Children are free to choose areas, people, and materials.</li> <li>○ Children are free to pretend, play alone, or play in groups.</li> <li>○ Children are free to invent activities.</li> <li>○ Children are free to move materials throughout the classroom.</li> <li>○ Children are free to use materials creatively.</li> <li>○ Children are free to change activities.</li> </ul> | <p>During Planning Time, in the Toy Area C1 said to T1 "I want to work in the Block Area with the hot wheel cars and build a big track." Then he went and got his materials and walked over to the block area. C1 asked T1 to join him in the block area to help build his hot wheel track. C2 and C3 came over to the block area and said "I want to make a track too." C1, C2, and C3 joined together to build their track. When finished C1, C2, and C3 leaned their track against a child chair, and shelves racing their cars. C1, C2, and C3 stayed in the block area for the entire work time.</p> |

**Item II-B (Continued) There is time each day for child-initiated activities in the classroom and during outdoor time.**

| SCORE   |   | Levels   | Notes:   | Evidence:  |
|---|---|--|--|--|
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>Adults allow children to carry out their intentions using all accessible equipment and materials during the outdoor child-initiated activity for an extended period of time.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p><b>Scoring notes:</b><br/> <b>To score a 4</b>, there must be specific evidence that shows <b>ALL</b> children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Score, even if children do not go outside during the scheduled time, based on ability of children to carry out their intentions (e.g., if adults read aloud during this time, then <b>assign a score of 1</b>).</p> <p>The recommended amount of time for outdoor play is at least 30 minutes; however, research supports up to 60 minutes.</p> <p><b>Examples of adults allowing children to carry out their intentions:</b></p> <ul style="list-style-type: none"> <li>○ Children are free to choose people, equipment, and materials to play with.</li> <li>○ Children are free to pretend, play alone, or play in groups.</li> <li>○ Children are free to invent activities.</li> <li>○ Children are free to move materials throughout the outdoor area.</li> <li>○ Children are free to use materials creatively.</li> <li>○ Children are free to change activities.</li> </ul> | <p><b>Evidence:</b><br/> During outside time in the playground the children was able to move around the playground freely and choose whatever materials he or she wanted. All the children start off sliding on the sliding board, then C1, C,2 decided to go an ride the bicycles, about 15 minutes later C3, C4, and C5 went and got the hula hoop, then the other children with the bicycle decided to join the children with the hula hoop. Half way through outside time the children put their materials back then ran around the playground pretending they were monsters'.</p> |

**II-C Adults support children’s ideas, actions, and developmental levels during child-initiated activities.**

| SCORE   |  | Levels   | Notes:   | Evidence:   |
|---|--|--|--|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>Adults are intentional about entering children's work/choices/play.</p>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div>   | <p><b>Scoring note:</b><br/>To score a 4, there must be specific evidence that teachers are intentional as described in the examples below.</p> <p><b>Examples of ways to intentionally enter children’s work/choices/play:</b></p> <ul style="list-style-type: none"> <li>○ Observing and listening before and after entering children's work/choices/play</li> <li>○ Imitating how a child is using materials</li> <li>○ Not interrupting children’s concentration</li> <li>○ Assuming roles within play context as suggested by children or adult</li> </ul>  | <p>During work time in the block area, C1 and C2 was building with some blocks saying they were building a house. Teacher 1 walks over into the block area and sat on the rug listening to the children have an ongoing conversation. C1 noticed the teacher sitting on the rug and said "Come on, can you build with us?" Then C1 gave T1 a small toy to play with.</p>  |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div> | <p><b>Examples of ways to extend and add complexity to work or play:</b></p> <ul style="list-style-type: none"> <li>○ Following children’s cues about the content and direction as work/play develops</li> <li>○ Offering suggestions for extending work/play</li> <li>○ Suggesting additional materials</li> <li>○ Helping children think through a sequence of steps</li> <li>○ Helping children connect to their real-world experiences</li> <li>○ Encouraging children to take the lead in ongoing projects and investigations</li> <li>○ Modeling new ways of playing</li> <li>○ Asking children how else they can play or use the tools/materials</li> </ul> | <p>During small group time in the toy area, the children were working with some play dough and letter cookie cutters. The children started out rolling the play dough, then C1 start to flatten his using his hands, the other children followed. The teacher followed the children lead and rolled her play dough then flatten it with her hands. The children started creating letters with their letter cookie cutters. When finished they start pretending they were making pizza using the cookie cutters. The teacher ask the children what do we need to make pizza? C2 said we need some red sauce. The teacher suggested that they can pretend that the red cookie cutters were the tomato sauce, and they used the yellow letter cookie cutters for the cheese. After small group was finished, the C1, C2, C3, and C4 decided they wanted to continue working with their play dough for work time. The teacher asked the children "What else do you think you can do with your play dough?" C1, and C2, said lets pretend we are making a birthday cake for the teacher.</p> |

| Item II-D There is time each day for adult-initiated, large-group activities that support each child's developmental level.                                       |   |   |   |   |
|---|---|---|---|---|
| SCORE   |   | Levels  | Notes:  | Evidence:   |
| Row 1<br><div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | Adults provide <b>large-group</b> activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always<br><div style="text-align: center; margin-top: 10px;"></div> | <b>Scoring note:</b><br><b>To score a 4</b> , all adults must participate and there must be specific evidence that adults intentionally scaffold learning such as: <ul style="list-style-type: none"> <li>○ Adults assisting children who are having difficulty with a task</li> <li>○ Adults asking questions that extend a child's thinking</li> <li>○ Adults moving closer to children to assist in self-regulation behaviors</li> </ul>   | During large group time in the block area, both teachers participated in the activity. The teacher rolled the number dice then asked that children "What number do they see?" Then she named a move (jump) the teacher and the children join together to jump times. After that the children took turns rolling the dice and naming a move. Each child that rolled a dice stated the number rolled and named a move.  |
| Row 2<br><div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | Adults lead <b>large-group</b> activities so that children can contribute their own ideas and participate at their own developmental levels.                            | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always<br><div style="text-align: center; margin-top: 10px;"></div> | <b>Scoring note:</b><br><b>To score a 4</b> , there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels such as the examples listed below.<br><br><b>Examples of adults allowing children to participate at their own developmental levels:</b> <ul style="list-style-type: none"> <li>○ Children are free to explore and use the same set of materials in their own ways.</li> <li>○ Children are free to move in their own ways.</li> <li>○ Children are free to try out one another's ideas for singing and moving.</li> <li>○ Children are free to take turns leading others.</li> </ul> | During large group time in the block area, the children used different types of instruments. The children was able to move around the classroom freely with music using their instruments. Several children changed their instruments more than once and used them in their own way. The children took turns playing their instruments listening to the different sounds of them. When finished the teacher and the children marched around the classroom pretending that they were in a marching band. |

Item II-D (Continued) There is time each day for adult-initiated, large-group activities that support each child's developmental level.

| SCORE   |  | Levels  | Notes: | Evidence:   |
|---|--|---|--------|---|
| <p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> | <p>Adults support and use many strategies to extend children's ideas and actions during adult- initiated <b>large-group</b> learning opportunities by:</p> <ul style="list-style-type: none"> <li>○ Assuming children's physical level</li> <li>○ Letting children be leaders</li> <li>○ Following up on children's suggestions and modifications</li> <li>○ Modeling new ways of using words, movements, or materials</li> <li>○ Prompting children for their ideas about using words, movements, or materials</li> </ul> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 100px;">  </div> |        | <p>During large group in the block area, the children chose a number card with dots on them from the carpet. Each child took turns selecting a card then stated the number on the card or counted the dots with the help of the teacher. Once a child chose their card they named a movement and did the total amount that was selected. ex: C1 card number 5, jump. The teachers and the children will join in and jump 5 times while counting to 5. The teacher extended their vocabulary by saying " boys and girls we are jumping with both feet off the floor, high or low. high is the opposite of low. When a child was unable to decide what to do, the teacher asked the child can she make a suggestion. The teacher suggested two movements and the child chose one.</p> |

**Item II-E There is time each day for adult-initiated, small-group activities that support each child’s developmental level.**

| SCORE  |   | Levels   | Notes:  | Evidence:   |
|--|---|--|---|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | <p>Adults provide <b>small-group</b> learning opportunities daily during which children are allowed to explore and learn age-appropriate concepts and skills, and adults intentionally scaffold learning for each child, as needed.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div>   | <p><b>Scoring note:</b><br/><b>To score a 4</b>, there must be specific evidence that the opportunities are intentionally planned such as:</p> <ul style="list-style-type: none"> <li>○ The materials are readily available.</li> <li>○ The concept or skill is age appropriate and is introduced in a way that stimulates child interest.</li> <li>○ Adults intentionally scaffold learning for each child by                             <ul style="list-style-type: none"> <li>- Moving from child to child, making the tasks easier or harder depending on the child’s level of development.</li> <li>- Asking open-ended questions based on the child’s level of development.</li> </ul> </li> </ul> | <p>At small group time, the teachers had the small group materials available to start their activity. Each child had their own tray with their materials. The materials was age appropriate and the teachers introduced the materials to the children.(Legos) Throughout small group time the teachers moved around the table from child to child to scaffold children’s responses. The teachers assisted the children who needed additional help and followed the children’s lead. While moving from child to child open-ended questions was asked. ex: What are you doing with your materials? How many legos do you have? etc.</p> |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | <p>Adults lead <b>small-group</b> activities so that children can contribute their own ideas and participate at their own developmental levels.</p>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div> | <p><b>Scoring note:</b><br/><b>To score a 4</b>, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels as listed below.</p> <p><b>Examples of adults allowing children to participate at their own developmental levels:</b></p> <ul style="list-style-type: none"> <li>○ Children are free to explore and use the same set of materials in their own ways.</li> <li>○ Children are free to move in their own ways.</li> <li>○ Children are free to try out one another’s ideas.</li> <li>○ Children are free to take turns leading others.</li> </ul>   | <p>During small group the teacher introduced the goal of the activity. The children began working with their legos. The teacher allowed the children to work with their materials freely. Some of the children build with their legos, and some sorted them. Each child took turns and talked about what he/she did with their materials. Some of the children noticed, acknowledge, and stop what they were doing then followed the lead of another child.</p>   |

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.

| SCORE  |   | Levels  | Notes: | Evidence:  |
|--|---|---|--------|--|
| <p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | <p>Adults support and use many strategies to extend children's ideas and actions during adult-initiated <b>small-group</b> learning opportunities by:</p> <ul style="list-style-type: none"> <li>○ Assuming children's physical level</li> <li>○ Letting children be leaders</li> <li>○ Following up on children's suggestions and modifications</li> <li>○ Modeling new ways of using words, movements, or materials</li> <li>○ Prompting children for their ideas about using words, movements, or materials</li> </ul> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 100px;"></div> |        | <p>During small group time the teacher provided the children with their materials, then allowed them to observe their materials while working wit them. After two minutes the teacher asked the children are they ready to describe what they did with their materials. The children took turns describing what they are doing with there materials.</p> |

**Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.**

| SCORE   |  | Levels  | Notes:  | Evidence:   |
|---|--|---|---|---|
| <p>Row 4</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> | <p>Adults intentionally introduce concepts or skills that are <b>moderately challenging*</b> in <b>small-group</b> settings.</p> <p><b>*Moderately challenging</b> concepts or skills are those beyond what children already know or can do but not so difficult that children become frustrated or disengaged. If the concept or skill is moderately challenging, the adult can adjust the complexity for an individual child by adding more or less support. The level of support is often determined by the level of child engagement and/or success. The goal is to have the child successfully engaged.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 100px;"></div> | <p><b>Scoring note:</b><br/>If all children are doing the same concept or skill, at the same level, and with the same support, <b>then score a level 1.</b></p> | <p>During small group time in the toy area, all the children worked with their materials (legos) the children decided to create something with their legos. when finished the children took turns telling the teacher about what they build. Some children said they made a house, some said they build a car, and some said they build a plane. The children also counted how many legos they used to build their project. Some of the children counted by the different colors they used ex: 1,2,3,4 red 1,2,3, yellow. etc. The children stayed engaged the entire small group time.</p> |

**Item II-F Adults create a sensitive and responsive learning environment for all children.**

| SCORE  |  | Levels  | Notes:   | Evidence: |
|--|--|---|--|-----------|
| <p>Row 1</p> <input data-bbox="65 326 149 402" type="checkbox"/>   | <p>Adults acknowledge the feelings of all children who are distressed or upset and comfort them.</p>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>If no distress is observed, <b>then score this row a 4.</b></p> <p><b>Examples of distress:</b></p> <ul style="list-style-type: none"> <li>○ Separation or reunion with caregivers</li> <li>○ Injuries or illness</li> <li>○ Conflict with other children</li> </ul> <p><b>Examples of acknowledging feelings and comforting children:</b></p> <ul style="list-style-type: none"> <li>○ “I see you are crying. Sometimes people are sad when they say good-bye.”</li> <li>○ “Would you like to stand by the window and wave good-bye to your dad?”</li> <li>○ “These children are just pretending to be zombies; they are not real. You don’t have to be afraid of them.”</li> <li>○ “Were you startled by that noise? It is over now.”</li> </ul> |           |
| <p>Row 2</p> <input data-bbox="65 1024 149 1101" type="checkbox"/> | <p>Adults interact with all children positively, calmly, and respectfully and clearly explain in a calm, positive way what is expected and what they can do.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/><b>To score a 4</b>, all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.</p> <p><b>Examples of positive interactions:</b></p> <ul style="list-style-type: none"> <li>○ Greet children when they arrive.</li> <li>○ Say good-bye when children leave.</li> <li>○ Smile, hug, and/or nod.</li> <li>○ Use a calm voice.</li> <li>○ Make eye contact.</li> <li>○ Get down to the child’s level.</li> <li>○ Listen attentively.</li> </ul>  |           |

**Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.**

| SCORE  |   | Levels  | Notes:   | Evidence: |
|--|---|---|--|-----------|
| <p>Row 3</p> <div data-bbox="67 253 153 329" style="border: 1px solid black; width: 41px; height: 47px; margin-bottom: 10px;"></div> | <p>Adults encourage children by providing positive feedback on individual children's efforts.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Examples of positive feedback on effort:</b></p> <ul style="list-style-type: none"> <li>○ "I saw you working hard on that puzzle all by yourself."</li> <li>○ "I see you mixed colors together to make pink. How did you do that?"</li> <li>○ "I noticed you helping Jill clean up all of those blocks. That was very helpful."</li> <li>○ "Cleaning up that mess all by yourself took a lot of work. Thank you."</li> </ul> <p><b>Examples of praise (not positive feedback on effort):</b></p> <ul style="list-style-type: none"> <li>○ Giving high-fives and thumbs-up.</li> <li>○ "Good job!"</li> <li>○ "Oh, that's beautiful!"</li> <li>○ "You're so smart!"</li> <li>○ "Everyone did a great job!"</li> </ul> |           |

**Item II-G Adults encourage and support children to make plans for and reflect upon their work.**

| SCORE  |  | Levels  | Notes:   | Evidence: |
|--|--|---|--|-----------|
| <p>Row 1</p> <div data-bbox="79 354 163 428" style="border: 1px solid black; width: 40px; height: 46px; margin-bottom: 10px;"></div> | <p>Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child’s planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or with others.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring notes:</b><br/><b>To score a 4</b>, there must be specific evidence of adults encouraging children to expand their plans as in the examples below.</p> <p>Adults may encourage and prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p><b>Examples of planning for child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell an adult what they will play with.</li> <li>○ Children point to what they want to play with.</li> <li>○ A child draws a plan.</li> <li>○ A child writes a plan.</li> <li>○ A child plans with another child.</li> <li>○ Children tell what part they will do in a longer project with multiple children.</li> <li>○ Children tell what they will do in the makerspace.</li> <li>○ Children tell their plans for a project-based learning opportunity.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials do you need?”</li> <li>○ Helping children think through each step of their plan.</li> <li>○ Suggesting other children who can help them with their plan.</li> </ul> |           |

**Item II-G (Continued) Adults encourage and support children to make plans and reflect upon their work.**

| SCORE  |   | Levels  | Notes:  | Evidence: |
|--|---|---|---|-----------|
| <p>Row 2</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 5px;"></div> | <p>Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child’s reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring notes:</b><br/> <b>To score a 4</b>, there must be specific evidence that adults encourage children to expand upon their reflections such as in the examples below.</p> <p>Adults may prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p><b>Examples of reflecting upon child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell adults what they played with.</li> <li>○ Children point to what they played with.</li> <li>○ Children tell what they would do differently next time they build a tower.</li> <li>○ A child explains what he or she liked or didn’t like about creating a puppet show to another child.</li> <li>○ A child tells about the part he or she played in creating a project and whether he or she would play that part again.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials did you use?”</li> <li>○ Having children tell an adult each step they did to complete their plan.</li> <li>○ Asking children if they played alone or with others and whom they played with and why.</li> </ul> |           |



| Item II-H Adults support children’s language and literacy development throughout the day.   |   |   |  |   |
|---|---|---|--|---|
| SCORE   |   | Levels  | Notes:   | Evidence:   |
| Row 1<br><div style="border: 1px solid black; padding: 2px; display: inline-block;">4</div> | Adults support and intentionally scaffold children’s development of language by attending to children who are speaking to them, listening and talking to children during mealtimes, conversing with children in a give-and-take manner, asking questions and responding to children’s questions, and <b>rarely</b> interrupting children when they are conversing with others or are engaged in play. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Scoring notes:</b><br/>If adults are interrupting children during conversations or while engaged in play, except in the case of a safety concern, <b>then assign a score of 1.</b></p> <p><b>To score a 4</b>, the conversations between adults/children must be give and take, conversations between adults/children need to take place during meal- and snack times (if there are meal/snacks), and adults should not be asking a series of questions about what a child or group of children are talking about.</p>   | During lunch time in the art area, C1 said to C2 "Do you like spaghetti?" C2 responded "I like spaghetti, my Putta make me spaghetti all the time. My Putta put some red stuff in the pot and she cook it and my Putta put some yellow stuff on it." C1 said "No! not that, my mommy don't do that. My mommy put water in the pot, and she put the noodles in the pot, and she put the red thing on it. we eat pickles on it, and some candle. all the children at the table began laughing then engaged in the conversation. C1 than said to the teacher " You eat pickle on your spaghetti?" laughing while asking the teacher questions. |
| Row 2<br><div style="border: 1px solid black; padding: 2px; display: inline-block;">4</div> | Adults support and intentionally scaffold children’s development of letter knowledge and letter sounds during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).   | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Scoring note:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Example in the context of child-initiated activity:</b><br/>Child says to adult, "I want to write a letter to my mom. How do you spell <i>mom</i>?" Adult says, "Mom starts with /m/. What letter makes the /m/ sound?" Child says, "/M/ — that’s the letter at the beginning of Mary’s name." The child writes the letter by looking at the first letter of Mary’s name on the name chart.</p> | During greeting time in block area C1 noticed the letters on the message board. C1 said to the teacher "I know my letters." than he began stating each letter on the message board saying ex: K for Kareem, M for Malik etc. "I can write the letters. You wanna see me?" then he got a piece of paper and pencil from the basket and began writing.  |



**Item II-H (Continued) Adults support children’s language and literacy development throughout the day.**

| SCORE   |  | Levels   | Notes:   | Evidence:  |
|---|--|--|--|--|
| <p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</div> | <p>Adults support and intentionally scaffold children’s development of phonological awareness during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div>   | <p><b>Scoring note:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Examples in the context of conversation:</b></p> <ul style="list-style-type: none"> <li>○ Adult says, “Ray, do you want to play?” Ray says, “<i>Play and Ray rhyme.</i>” Adult says, “Yes, and so do <i>say, may, and day.</i>” Ray says, “And <i>hay.</i>” Ray runs off to play.</li> <li>○ Child says, “I see Sue.” Adult says, “<i>See and Sue</i> sound the same at the beginning.” Child says, “<i>See, Sue.</i>”</li> <li>○ During a transition, the adult encourages children to play an I spy game. Adult says, “I spy something that starts with the /t/ sound.” The children then guess what it is as they move together to the gym.</li> </ul> | <p>During transition time in the book area, C1 said to the teacher “Can you read this book to me?” The teacher responded “Yes” C1 gave the book to the teacher and she began to read the title of the book “Chicka, Chicka, Boom Boom” then the teacher said to C1 “This is some rhyming words. I wonder if you can tell me what rhymes with Chicka, Chicka, Boom, Boom. C1 replied “Chicka, Chicka, Boo, Boo.”</p>  |
| <p>Row 4</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> | <p>During read-alouds, in which adults are intentionally building children’s <b>comprehension</b> skills, adults engage children in discussions about the text before, during, and/or after the read-aloud.</p>                                  | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> <div style="text-align: center; margin-top: 20px;"></div> | <p><b>Scoring notes:</b><br/>If no read-aloud occurs during the observation, <b>then score a 1.</b></p> <p><b>To score a 4</b>, there must be specific evidence that the read-aloud was intentionally planned such as:</p> <ul style="list-style-type: none"> <li>○ The read-aloud is evidenced in the lesson plans.</li> <li>○ The book was selected and readily available.</li> <li>○ The adult/child discussions are related to the text.</li> <li>○ The adult/child discussions allowed children to respond in their own way.</li> </ul>   | <p>During read a loud time in the block area, the teacher placed three books on the rug. C1 choose the book called “The Tooth That Wiggled and Jiggled by: Tamesha Griffin. I also noticed that the three books that was on the rug was the same books that was written on the teacher’s daily plan. The teacher began reading the book and asked open ended questions such as: What do you think is happening now and why?” The children began to talk about what they think happen and what is going to happen next. Some of the children connected the story to something that happened to them or a family member.</p> |

**Item II-H (Continued) Adults support children's language and literacy development throughout the day.**

| SCORE   |  | Levels  | Notes: | <i>Evidence:</i>  |
|---|--|---|--------|---|
| Row 5<br><div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> | Adults support and intentionally scaffold children's development of vocabulary throughout the day as they discuss or explain new or unknown words that come up in books, songs, activities, and conversations. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always |        | During lunch time in the toy area, C1 said to the teacher "We having a conversation." C2 said "What's conversation?" The teacher replied "When you talk to someone about different things." |

| Item II-H (Continued) Adults support children's language and literacy development throughout the day.  |   |  |  |   |  |   |
|--|---|--|--|---|--|---|
| SCORE  | Level 1   | Level 2  | Level 3  | Level 4   | Notes:   | Evidence:   |
| Row 6<br><div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div> | Adults rarely or never support children's development in writing. | Adults support and intentionally scaffold children's development in writing by engaging in at least one of the approaches listed in level 4. | Adults support and intentionally scaffold children's development in writing by engaging in at least two of the approaches listed in level 4. | Adults support and intentionally scaffold children's development in writing by engaging in all three of the following approaches during child- and adult- initiated activities: <ul style="list-style-type: none"> <li>• Modeling how to write letters and words</li> <li>• Providing opportunities for children and adults to share in the writing process</li> <li>• Using writing for a purpose or to express meaning</li> </ul> | <b>Examples for writing approaches:</b><br><br><b>Modeling:</b> Dictating what children say, interactive writing, morning message<br><br><b>Providing opportunities:</b> Word boxes, name charts, letter charts/strips, labeled areas or objects<br><br><b>Writing for a purpose or meaning:</b> Writing a menu, making a sign, writing plans, writing a personal story, writing an information book | During signing in time, the teacher sat next to each child that needed help with writing their name. The teacher model how to write their letters in their names by using the step by step method. ex: the letter M - up, down, up, down. writing on her own paper and the child has his signing sheet. |

Item II-I Adults support children’s mathematics development throughout the day.

| SCORE   |   | Levels  | Notes:   | Evidence:   |
|---|---|---|--|---|
| <p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>Adults support and intentionally scaffold children’s development in <b>subitizing*</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Subitize</b> — from the Italian word <i>subito</i> meaning “rapidly.” Children who subitize can, at a glance, tell you how many objects there are in all. It is difficult to subitize more than five objects. Subitizing is fundamental to understanding cardinality.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Example in the context of conversation:</b><br/>Child asks, “How many more minutes until we go home?” The teacher holds up three fingers quickly, and the child moans, “Three more minutes.”</p>  | <p>During small group time in the toy area, C1 sorted his legos and said I have three red, and two blue without using one to one correspondence.</p>  |
| <p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div> | <p>Adults support and intentionally scaffold children’s development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>  | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Example in the context of conversation:</b><br/>Child asks, “How many animals are there in my zoo? One, two, three, four...” The teacher watches the child miscounting and says, “Let’s count them together.” Both teacher and child say, “One, two, three, four, five, six” while the teacher touches each corresponding animal when saying a number word.</p> | <p>During large group time in the block area, for an activity that consist of number recognition and movement. C1 selected a number card but couldn't recognize the number(7). T1 informed the child that she can count the dots on the number card. C1 picked up the card and said " one, two, three, five, seven, nine, ten" T1 assisted C1 and said "one, two, three, four, five, six, seven." pointing at each dot using one to one correspondence.</p> |

Item II-I (Continued) Adults support children’s mathematics development throughout the day.

| SCORE  |  | Levels   | Notes:  | Evidence: |
|--|--|--|---|-----------|
| <p>Row 3</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin-top: 10px;"></div> | <p>Adults support and intentionally scaffold children’s development in <b>cardinality*</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>*Cardinality</b> — refers to the number of cardinal (basic) units in a set.</p> <p><b>Examples of children who understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears and says, “There are three yellow bears.”</li> <li>○ A child points to a swing set and says, “There are two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts four in the cup.</li> </ul> <p><b>Examples of children who do not understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted.</li> <li>○ A child points to a swing set and says, “There are one, two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts none, one, two, three, five, or six bears in the cup.</li> </ul> | <p>1-Rarely or never<br/>                 2-Sometimes<br/>                 3-Usually<br/>                 4-Always</p> | <p><b>Scoring note:</b><br/>                 If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Example in the context of conversation:</b><br/>                 A child says, “I am counting the steps on the slide.” The teacher watches the child count seven steps. When done, the teacher asks, “How many steps were there in all?” The child answers, “One, two, three, four, five, six, seven.” The teacher replies, “There are seven steps on the slide.”</p> |           |

**Item II-I (Continued) Adults support children’s mathematics development throughout the day.**

| SCORE  |   | Levels   | Notes:  | Evidence: |
|--|---|--|---|-----------|
| <p>Row 4</p> <input data-bbox="88 272 172 350" type="checkbox"/> | <p>Adults support children’s development in using <b>mathematical attributes to compare objects</b> during child-initiated activities and conversations and/or adult-initiated activities (large-group, small-group, and transitional activities).</p> <p><b>Examples of mathematical attributes used to compare objects:</b><br/>                     Quantity — equal, more, less<br/>                     Length — equal, longer, shorter<br/>                     Weight — equal, heavier, lighter<br/>                     Size — equal, bigger, smaller</p> | <p>1-Rarely or never<br/>                     2-Sometimes<br/>                     3-Usually<br/>                     4-Always</p> | <p><b>Scoring note:</b><br/>                     If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Example in the context of conversation:</b><br/>                     An adult says, “Your backpack is heavy.” A child says, “Tim’s is heavy too.” The adult holds both backpacks and says, “Yours is heavier than Tim’s.” Then the adult hands the backpacks to the child and says, “Check for yourself.”</p> |           |

**Item II-I (Continued) Adults support children’s mathematics development throughout the day.**

| SCORE  |  | Levels  | Notes:  | Evidence: |
|--|--|---|---|-----------|
| <p>Row 5</p> <div data-bbox="88 302 176 378" style="border: 1px solid black; width: 42px; height: 47px; margin-bottom: 10px;"></div> | <p>Adults support and intentionally scaffold children’s development of <b>naming and describing shapes</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring notes:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>To score a 4,</b> adults must support naming and describing shapes.</p> <p><b>Example in the context of conversation:</b><br/>During cleanup time, a child says, “I am putting all of these squares away first.” The adult says, “After you put the squares away, which shape will you put away?” The child points and says, “Those.” The adult says, “Those are circles; the edges are round.” The child says, “I will put the circles away next.”</p> |           |

| Item II-J Adults support children's reasoning and problem solving throughout the day. |  |   |   |           |
|---|--|---|---|-----------|
| SCORE   |  | Levels  | Notes:  | Evidence: |
| Row 1<br><input type="checkbox"/>   | <p>Adults ask <b>open-ended questions*</b> about children's thought processes.</p> <p><b>Open-ended questions</b> about thought processes usually include words such as <i>think, know, guess, predict, wonder, and estimate.</i></p>                            | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Examples of open-ended questions about thought processes:</b></p> <ul style="list-style-type: none"> <li>○ Why do you <i>think</i> the blocks fell down?</li> <li>○ How do you <i>know</i> you have 15 bears on the table?</li> <li>○ Why do you <i>think</i> plants need water to grow?</li> </ul> <p><b>Examples of closed-ended questions:</b></p> <ul style="list-style-type: none"> <li>○ What day is it?</li> <li>○ How many bears are there?</li> <li>○ What color is this circle?</li> </ul>  |           |
| Row 2<br><input type="checkbox"/>   | <p>Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).</p> | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Scoring note:</b><br/> <b>To score a 4,</b> there must be specific evidence that adults provide support or intentionally scaffold children when solving problems with materials and doing things for themselves rather than adults solving the problem(s) for the children.</p> <p><b>Examples of adults providing support to solve a problem/for children to do things for themselves:</b></p> <ul style="list-style-type: none"> <li>○ When the bulletin board is full, an adult asks the children where they may want to hang their picture.</li> <li>○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill.</li> </ul> |           |

| Item II-J (Continued) Adults support children's reasoning and problem solving throughout the day. |  |   |  |           |
|---|--|---|--|-----------|
| SCORE   |  | Levels  | Notes:   | Evidence: |
| Row 3<br><input type="checkbox"/>   | Adults encourage children to observe, predict, AND draw conclusions.   | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Scoring note:</b><br/>To score a 4, there must be specific evidence that adults encourage and support children in <b>all</b> three: observing, predicting, and drawing conclusions.</p> <p><b>Additional guidance:</b><br/>It does not have to be the same child doing all three and it does not have to be all three processes at the same time.</p> <p><b>Examples of encouraging observation, prediction, and drawing conclusions:</b></p> <ul style="list-style-type: none"> <li>○ What do you see happening?</li> <li>○ What might happen next?</li> <li>○ What happens if you mix these colors?</li> <li>○ Why did that happen?</li> </ul> |           |
| Row 4<br><input type="checkbox"/>   | Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large-group, small-group, and transitional activities). | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <p><b>Scoring note:</b><br/>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p><b>Examples of scientific words:</b><br/><i>Living, nonliving, sunny, cloudy, rainy, warm, cool, sinking, floating, funnel, filter, fill, pour, liquid, solid, mass, melt, evaporate, heavy, light, more, less, push, pull, speed</i></p>  |           |

**Item II-K Adults encourage thoughtful social interaction among all children throughout the day.**

| SCORE   |  | Levels  | Notes:  | Evidence: |
|---|--|---|---|-----------|
| <p>Row 1</p> <input data-bbox="44 272 128 349" type="checkbox"/>  | <p>Adults encourage children to interact with one another and find opportunities to refer children to one another.</p>                     | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Examples of encouraging children to interact with one another:</b></p> <ul style="list-style-type: none"> <li>○ Asking another child to help tie someone’s shoe.</li> <li>○ Encouraging children to ask other children questions.</li> <li>○ Having children turn to one another to talk about stories read or activities completed together.</li> <li>○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish).</li> </ul> |           |
| <p>Row 2</p> <input data-bbox="50 976 134 1052" type="checkbox"/> | <p>Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Example of encouraging caring, thoughtful, and helpful behaviors:</b><br/>An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."</p>  |           |

**Item II-L Adults diffuse conflicts and support all children in resolving conflicts.**

| SCORE   |   | Levels  | Notes:   | Evidence: |
|---|---|---|--|-----------|
| <p>Row 1</p> <input data-bbox="44 240 128 318" type="checkbox"/>  | <p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> <li>• Approaching children calmly and stopping any hurtful actions.</li> <li>• Acknowledging children's feelings.</li> </ul>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/><b>To score a 4</b>, there must be specific evidence that the adult acknowledges the children's feelings.</p> <p><b>If no conflicts are observed</b>, then present the following scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult: "Imagine that two children are loudly arguing over a car that they both want to use at the same time. Tell me what you would do."</p> |           |
| <p>Row 2</p> <input data-bbox="44 597 128 675" type="checkbox"/>  | <p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> <li>• Gathering information from the children about what happened or what is upsetting.</li> <li>• Restating the problem.</li> </ul>  | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>All children involved in a conflict must be involved in identifying the problem to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult or child restates the problem.</p>  |           |
| <p>Row 3</p> <input data-bbox="44 987 128 1065" type="checkbox"/> | <p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> <li>• Asking children for solutions and encouraging them to choose one together.</li> <li>• Monitoring children as they act on their decisions and provide support if needed.</li> </ul> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>All children involved in a conflict must be involved in identifying the problem to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>   |           |

**III. CURRICULUM, PLANNING, ASSESMENT, and FAMILY ENGAGEMENT**

**Item III-A Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.**

| SCORE   |   | Levels   | Notes:   | Evidence: |
|---|---|--|--|-----------|
| <p><b>Row 1</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px 0;"></div> | <p>Adults refer to the comprehensive, evidence-based educational model(s)/approach(es) chosen as their curricula to guide their teaching practices (e.g., refer to curriculum manuals/guides, books, or kits to plan lessons or address/solve issues as they arise in the classroom).</p> <p>Key developmental domains:<br/>                     1. Approaches to learning<br/>                     2. Social and emotional development<br/>                     3. Language, communication, and literacy<br/>                     4. Mathematics<br/>                     5. Science<br/>                     6. Perceptual, motor, and physical development</p> | <p>1-Rarely or never<br/>                     2-Sometimes<br/>                     3-Usually<br/>                     4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• What educational model(s)/approach(es) do you use?</li> <li>• Do the model(s)/approach(es) address the six listed key developmental domains?</li> <li>• Do you use the model(s)/approach(es) every day except for occasional field trips, etc.?</li> <li>• How does the curriculum help you make decisions about teaching practices?</li> <li>• How often do you use the guides/manuals, books, or kits to plan lessons?</li> </ul>         |           |
| <p><b>Row 2</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px 0;"></div> | <p>Adults adjust or modify the curriculum for children with special needs, including dual language learners (e.g., support the home language of dual language learners as they learn the language in the classroom).</p>  | <p>1-Rarely or never<br/>                     2-Sometimes<br/>                     3-Usually<br/>                     4-Always</p> | <p><b>Scoring note:</b><br/>                     If scored level 1 in row 1, automatically score level 1 for row 2.</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How is the curriculum adjusted or modified for students with special needs?</li> <li>• How are the home languages of dual language learners supported in the classroom?</li> <li>• If you currently do not have children with special needs and/or dual language learners, what would you do if you did?</li> </ul> |           |

| Item III-B Adults document the developmental progress of each child using measures validated for preschool-aged children. |  |   |   |           |
|---|--|---|---|-----------|
| SCORE   |  | Levels  | Notes:  | Evidence: |
| Row 1<br><input type="checkbox"/>   | Adults use a research-validated <b>child observation measure</b> to document children’s growth (e.g., COR Advantage, DRDP, My Teaching Strategies, Work Sampling). | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <b>Questions to guide scoring:</b> <ul style="list-style-type: none"> <li>• How do you use a child observation measure?</li> <li>• What is the name of the measure? (List in evidence column.)</li> <li>• Is it research-validated?</li> </ul>  |           |
| Row 2<br><input type="checkbox"/>   | Adults use the assessment results to monitor children’s developmental progress continuously to inform large-group, small-group, and individual instruction.        | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | <b>Questions to guide scoring:</b> <ul style="list-style-type: none"> <li>• How do you use the child observation measures and anecdotal notes to assess continuous progress?</li> <li>• How do you use the results of the child observation measure to inform instruction?</li> </ul> |           |

**Item III-C Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).**

| SCORE  |  | Levels  | Notes:  | Evidence: |
|--|--|---|---|-----------|
| <p>Row 1</p> <input data-bbox="44 396 128 472" type="checkbox"/> | <p>Adults use anecdotal notes to plan for individual children.</p>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you use your anecdotal notes during planning time?</li> <li>• How do you use your anecdotal notes to plan interest areas or choose activities that appeal to individual child interests?</li> </ul>   |           |
| <p>Row 2</p> <input data-bbox="44 675 128 751" type="checkbox"/> | <p>Adults write anecdotal notes that focus on children’s strengths, are objective, and reflect what children say and do throughout the day with sufficient specific details to support developmental assessment decisions (e.g., “stacked 5 rectangular blocks”; “completed the 15-piece train puzzle independently”).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• Do your anecdotal notes focus on children’s strengths? (Provide an example in the evidence column.)</li> <li>• Are your anecdotal notes objective? (Provide an example in the evidence column.)</li> <li>• Are your anecdotal notes specific? (Provide an example in the evidence column.)</li> <li>• How do you use anecdotal notes to support assessment decisions?</li> </ul> |           |

**Item III-C (Continued) Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).**

| SCORE   |   | Levels  | Notes:  | Evidence: |
|---|---|---|---|-----------|
| <p>Row 3</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px 0;"></div> | <p>Adults create lesson plans that are clearly connected to specific learning goals in the reported comprehensive educational model(s)/approach(es) focused on learning through developmentally appropriate practices (play).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/>Adults include all teaching staff present on the day of planning.</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you connect the learning goals to the educational model(s)/approach(es) to create lesson plans?</li> <li>• How do you clearly show the connection in your lesson plans?</li> <li>• How do you ensure that your plans are focused on developmentally appropriate practices such as active engagement, experiential learning, and dramatic play?</li> </ul> |           |

**Item III-D Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.**

| SCORE  |   | Levels  | Notes:  | <i>Evidence:</i> |
|--|---|---|---|------------------|
| <p>Row 1</p> <input data-bbox="58 332 142 409" type="checkbox"/> | <p>Adults provide families with many opportunities to participate in school activities.</p>   | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• What family engagement options are available to families?</li> <li>• How often are these options available?</li> </ul>   |                  |
| <p>Row 2</p> <input data-bbox="58 609 142 685" type="checkbox"/> | <p>Adults regularly exchange anecdotal information with families (e.g., during daily pickup, when texting family members, when sending notes home, through an online system).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you share anecdotal information with families? How often?</li> <li>• How often is each family encouraged to share information about their child(ren)?</li> <li>• What opportunities are available for families to share information?</li> </ul>   |                  |
| <p>Row 3</p> <input data-bbox="58 901 142 977" type="checkbox"/> | <p>Adults report the assessment results to families. Adults provide explanations of the results to families if needed.</p>  | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Scoring note:</b><br/><b>To score a 4</b>, all families must be provided assessment results that they can understand (e.g., an interpreter is provided; reports are generated in home languages).</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you provide families with child-observation assessment results?</li> <li>• How do you explain the results when needed?</li> </ul> |                  |

**Item III-D (Continued) Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.**

| SCORE   |   | Levels  | Notes:   | Evidence: |
|---|---|---|--|-----------|
| <p>Row 4</p> <div data-bbox="58 302 142 378" style="border: 1px solid black; width: 40px; height: 47px; margin: 10px 0;"></div> | <p>Adults support the children and families of the children who are transitioning to kindergarten or to the next preschool-level classroom. This includes supporting children who are dual language learners (DLLs) and children with Individualized Education Programs (IEPs).</p> | <p>1-Rarely or never<br/>2-Sometimes<br/>3-Usually<br/>4-Always</p> | <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you support the children and families transitioning into the next preschool-level classroom or to kindergarten?</li> <li>• Do you visit classrooms or meet with teachers that your children will transition to?</li> <li>• Do you talk to your children and their families about what will be different in the classrooms the children are transitioning to, such as differing expectations?</li> <li>• Do you help facilitate the transitions for DLLs and children with IEPs?</li> </ul> |           |