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.)
4. To upload your finished assignment, click on the Dropbox tab, then click the text that says "Upload File." Click "Browse" to select the file from your computer, then click "Submit."

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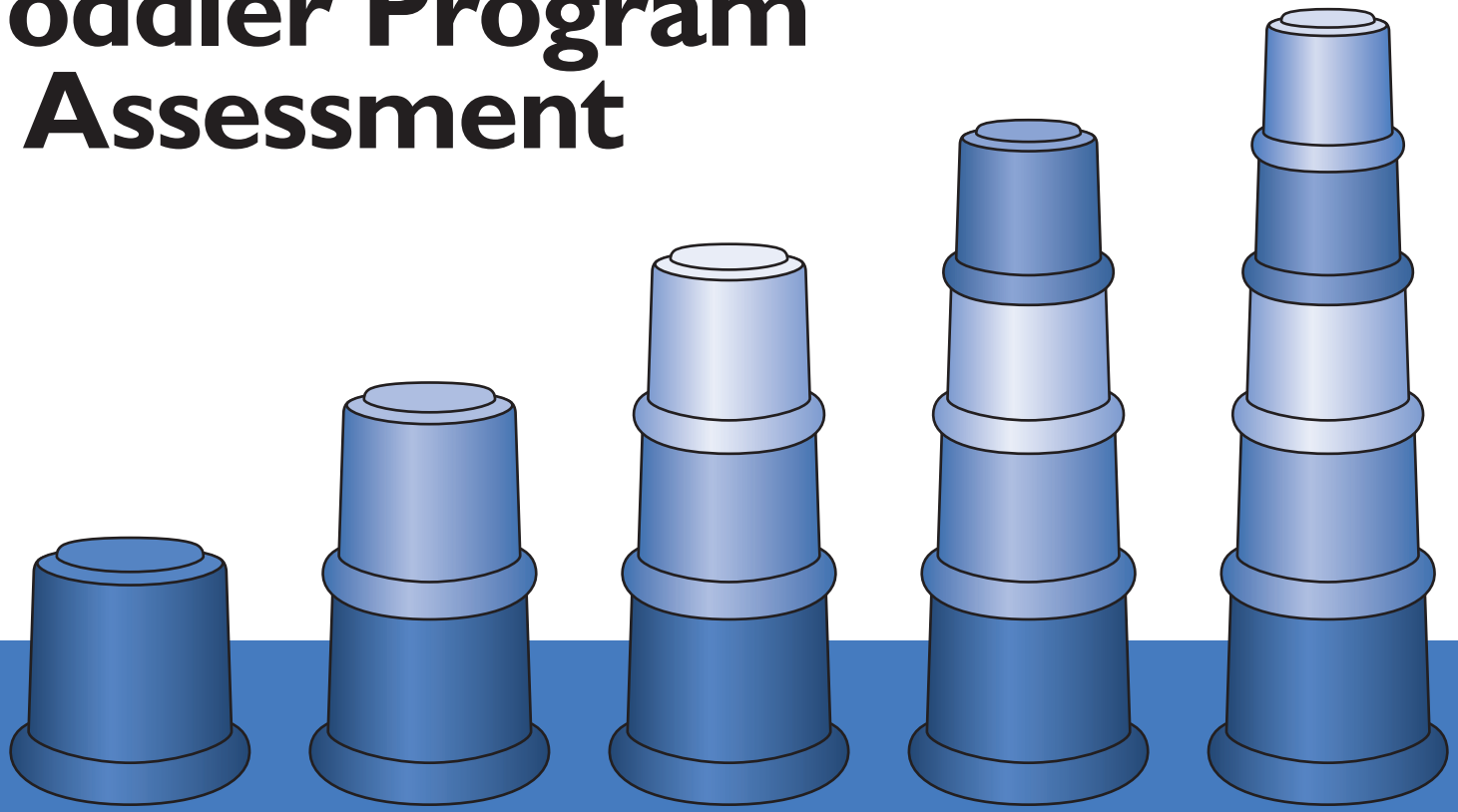
PQA

Infant-Toddler Program Quality Assessment



Form A — Observation Items

Your Name

Christina Morales

HighScope® Educational Research Foundation

I. LEARNING ENVIRONMENT

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

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

1 ○ 2 ○ 3 ○ 4 ○ 5 ◉

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ There is no or very limited floor space for children's play and movement. **Examples:** – Caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room. – Infants are confined in seats and get no floor time. – Toddlers run into equipment or each other.	☐ Some space is available for play. **Examples:** – There is enough space for most children to play on the floor at the same time. – There is some storage for adults' materials in room. – In a mixed-age room, there is a separate space for infants to lie on the floor safe from mobile children. – A limited number of toddlers are allowed in each area, and children have to wait until there is space available before moving into that area.	☒ Space for play is plentiful and organized to suit the mobility of children in the group, at least 50 square feet per child. **Examples:** – There is enough space for all children to play on the floor at the same time. – There is space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run. – There is adequate storage for adults' materials in room. – There is enough space for children with disabilities to move with assistive devices. – Toddlers can choose where to play, and there are no limits on how many can be in each area.	*Note:* Estimate square footage by walking the width and length of the room, computing the area, and dividing by the number of children in the room for the day (W × L ÷ # of children = sq. ft. per child). 22x33= 726/8= 90.75 sq feet per childr
Row 2	☐ There are no soft places for children to snuggle against. **Examples:** – No designated play areas. – All hard floors; no carpet or area rugs. – Hard or plastic seating.	☐ There are some soft places for children to snuggle against. **Examples:** – A beanbag chair in book area with a few pillows, rocker. – Rugs in book area; pillows to sit on in house area. – Carpet throughout space except eating space.	☒ There are soft places throughout the care space for children to snuggle against. **Examples:** – Mattress and/or beanbag chairs to sit and crawl on. – Couch or love seat; adult- and/or child-sized cushioned rocker; hammock. – Carpeted riser to sit on or crawl on. – Carpet and/or rugs for children to crawl on. – Cozy nooks with pillows or beanbag chairs. – Loft with carpet on it and soft space underneath. – Child-sized couch/chair in house area. – Large cardboard box on carpet or rug with pillows/blankets on it.	*Note:* This row refers to soft places that children can go to and snuggle, not materials to play with. Item I-D, Row 5, refers to soft materials to play with. 1 child siize couch ! child size comfy chair 2 Risers 2 Blankets 1 nook under the slide Carpet throughout the room 1 set of 4 oversized pillows

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ There are no materials or equipment in the room for these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (no balls are provided) **Examples:** – Infants are confined in seats. – Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves.	☐ There are materials and equipment in the room for some of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) **Examples:** – A few plastic Tonka trucks. – Two small knitted balls in a tub for children to use. – No rocking materials. – Some balls. – Children crawling on blocks and jumping off of them.	☒ There are materials and equipment in the room for all of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) **Examples:** – The space has push toys, riding toys, toys on wheels with string, an adult- or child-sized rocking chair, a wooden boat; and structures such as a loft, tunnel, large box, climbers, stairs, and vinyl foam cushions. – A gross-motor room or hallway is available with the types of materials listed in previous example. – Teachers lay blankets over the tables for children to crawl under.	2 grocery carts 1 slide with tunnel underneath for crawling 1 rocking horse 2 riser for crawling on 1 large tunnel 2 large balls for tossing or rolling on 2 large vehicles for rolling 1 pull or push toy with beads in it
Row 4	☐ No equipment or materials for climbing are available to children. **Examples:** – There is no climbing equipment indoors or outside, and there is no gross-motor room. – Children climb on shelves/furnishings.	☐ Children have access to a set of stairs or other material or piece of equipment for climbing during some parts of the day. **Examples:** – Stairs/rocking boat that children crawl/walk on during some parts of the day. – Stairs to changing table. – Child-accessible stairs leading to playground. – Climbing equipment available only on playground at outside time.	☒ Children have access to indoor equipment or materials for climbing throughout the day. **Examples:** – Stairs, steps, climbers, ramps, lofts, benches, large vinyl foam cushions, mattress, couch, pillows. – Climbing equipment available in gross-motor room. – Carpeted riser, dowel wall climber, stairs to changing table. – Climbing equipment available outdoors in addition to what is indoors.	1 set of steps for climbing 1 Slide 2 Riser See1C row 3

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	**In mixed-age and toddler rooms** ☐ There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. **Examples:** – Materials and equipment placed at random around the room. – No sand or water available. – In mixed-age groups, all children together, with no safe place for infants to be on the floor.	**In mixed-age and toddler rooms** ☐ There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. **Examples:** – Only organized block and house areas. – Water table used once or twice a week. – Sand available outside. – In mixed-age rooms, a separate space for nonmobile children. – Limited areas, such as separate spaces only for toys and books, vinyl blocks; other spaces that have unrelated materials stored together. – Art materials always brought out, instead of being available on shelves. – Only dolls to pretend with, no dress-up clothes.	**In mixed-age and toddler rooms** ☒ There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas. **Examples:** – In toddler rooms the sand and water area is used daily. – In mixed-age rooms, there is a separate space for nonmobile infants. – Sometimes nonmobile children participate with and/or watch mobile children in a safe place, such as a caregiver's arms or a space inside of a barrier that protects them from being stepped on. – Mixed-age rooms may have combined areas, such as an area for blocks and toys. – Blocks may include vinyl, cardboard, and small wooden unit blocks.	☐ Mark "N/A" if it is an infant-only room. Classroom is organized into learning centers which include: Sand and water table, sand Block Area different textures of blocks, trucks, cars, small blocks Art Area paint, water clors, crayons, markers, collaging materials, markers, crayons, assortment of paper, play doh House Area- Refrigerator, stove sink combo, dolls, dishes, real items,food containers, blankets, dramamic play clothes Library Area Books, puppets , Toy Area materials children can take aprart and put back together Music Area instruments, CD's. Large Muscle play- Slide, riding toys, slide, risers, Changing Area A

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	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	**In mixed-age and toddler rooms** ☐ Areas are not labeled or labels are not easily understood by children. **Examples:** – Labels with words only, no pictures. – Adult-oriented area names such as "manipulatives," "discovery table," "dramatic play," "science," "sensory table," "library." – Labels up high, not at children's physical level.	**In mixed-age and toddler rooms** ☐ Some areas are labeled and/or some labels are not easily understood by children. **Examples:** – Block and house areas labeled. – Area labels not easily seen with all the other items on the wall. – Area labels up high, not at children's physical level. – Areas labeled "block play," "drama," "table toys," and "library."	**In mixed-age and toddler rooms** ☒ Areas are labeled at children's physical level with simple, easily understood symbols and names. **Examples:** – Labels for the house, block, art, book, toy, and sand and water areas consist of a photo or a simple symbol for the area, such as a block for the block area, a paintbrush for the art area. – Area labels are low and clearly visible to children and adults.	☐ Mark "N/A" if it is an infant-only room. All shelves are labeled with pictures and words. Shelves are low so children are able to see labelsing. Tape covers the whole labeling for easy wiping purposes.

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