

The Rhode Island Notes: ECERS-R 07/30/2018

BrightStars manages all of the reliable assessors for the Environmental Rating Scales. Part of this management is to ensure that all assessors remain reliable on the tools. This reliability is two-fold. First, each assessor will have a reliability check on their tenth observation. This consists of conducting an ERS in tandem with the Senior Assessment Specialist. Second, each assessor is also reliable to the pool of assessors. Together they have created the Rhode Island Notes.

The Rhode Island Notes are a running record of Environment Rating Scale (ERS) consensus decisions BrightStars' reliable assessors have made following ERS-related questions or discussions. These notes support Rhode Island in having a cohesive assessment system that provides a comparable program experience regardless of the assessor who visits the program. Although these notes may be useful as reference on particular topics, The Rhode Island Notes do not replace either formal ERS reliability training or the Notes for Clarification provided by the ERS authors, and may be subject to change as the Environment Rating Scales are updated.

BrightStars encourages all programs and providers who are preparing for their ERS site visit to review the tool, the tool's All About book, the tool's Notes for Clarification, and the RI Notes.

Date	Type	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
1/5/2017	ECERS-R	0	General Notes	Access	Preventing switching of centers for the last 5 minutes of free play does not automatically impact access.
2/17/2016	ECERS	0	General Notes	Access	Clear plastic drawers can be accessible (translucent ok for 4s & 5s but not 3s, opaque not accessible unless 4s and 5s observed using.)
11/24/2015		0	General Notes	Access	Considerations for special needs students who cannot facilitate or engage independently and require adult assistance throughout: SPoD does not require that children <i>use</i> every material every day, so teachers should not restrict children's time at different centers or apply other rigid barriers to access. Access can be demonstrated in other ways, especially if the children are able to indicate their interests and choices. (E.g. a child may be able to point to their choice on a list of interest centers and choose where to go or what to select first; staff can watch for signs of disinterest or check in periodically if the child would like to make a different choice.) Although this child would need more intentional support than some of her peers, her experience would actually be more similar to theirs if she chooses an area and stays there until she is ready for another option, as most children in an ECE setting don't play with every material every day. The program should be careful not to make materials specifically off limits to children who need special support. For example, sand and water play should be set up in a way that it can be used by children in adaptive equipment.

5/13/2015	ECERS-R	0	General Notes	Access	Programs that restrict children's movement between centers by using timers or restricting "switching" centers to certain times will be unlikely to meet the requirements of SPoD. These programs may possibly meet the requirements of access depending on how likely it is children could choose the specific material(s) for the required length of time during the scheduled play times. Every program will handle this differently and a single scoring rule cannot apply to all circumstances.
10/16/2008	ECERS-R	0	General Notes	Access/Substantial portion of the Day	All play areas in programs where children are combined for extended care should be assessed to find out what type of materials children have access to in each room. The experiences the children have in these secondary classrooms that meet the various requirements can be added into the calculation of accessible and also for SPoD.
4/30/2015	ECERS-R	0	General Notes	Access/Substantial portion of the day	How frequently can programs change their schedule for special classes (e.g. yoga, art) in a way that affects access or SPoD, before credit cannot be given? BS will not take off for access or SPoD related to a special activity as long as the special affects access or SPoD no more than 2x/month. If the special affects access/SPoD 3x/month or more (for example, weekly yoga class) do not give credit. *If the special class requires separate enrollment/fees and parents must elect for their child to take the class (e.g. all students are not required to participate), the class is treated like a doctor's appointment and the children involved in that class are not considered to be participating in the program day at that time.*
7/23/2015	ECERS-R	0	General Notes	Access/Substantial portion of the Day	How should assessors handle "access" and SPoD calculations (based on total operating hours) if a program runs longer than reported? Determine the calculations based on how long children are actually <u>formally</u> in care (which might include a formal agreement for parents to pick up later.) Don't count time towards or against SPoD or access when a parent is simply running late for pick-up.
11/27/2012	ECERS-R	0	General Notes	Access/Substantial portion of the Day	Since accessibility is required daily (at the minimal level and for SPoD), the assessor must consider the schedule on days when special activities are offered, even if the observation took place on a day when there were no specials. If specials cut into time that children have to use materials, then this must be considered in scoring, since they are a regular, weekly part of the children's program.

6/3/2015	ECERS-R	0	General Notes	<i>Ages</i>	If many children in a group are over ECERS-R age, do not consider those children from the perspective of appropriateness for language, materials etc. but do consider their impact on the ECERS-R age children.
1/21/2014	ECERS-R	0	General Notes	<i>Substantial portion of the day</i>	Intervention services provided outside the classroom do not count against SPoD. This time is handled the same way we consider a parent taking a child out for doctor's appointments or special lessons that parents pay for and the program does not offer. (Please note that these services are considered if the whole group attends the specials outside the classroom.)
1/17/2014	ECERS-R	0	General Notes	<i>Substantial portion of the day</i>	Teacher directed activities that occur during free play count against SPoD if the children are <i>required to participate</i> . Count off an average amount of time per child for SPoD.
11/13/2014	ECERS-R	0	General Notes	<i>Substantial portion of the day</i>	Will give credit if program is within 1 minute of substantial portion of the day.
6/11/2013	ECERS-R	0	General Notes	<i>Weather permitting</i>	A program must not only go outside for a sufficient length of time on the day of the observation, but must also report during the teacher interview that their weather policy is to go outside everyday unless there is a public health advisory or active precipitation.
2/19/2016	ECERS	0	General Notes	<i>Weather permitting</i>	If a program who regularly goes out in rain or snow reports not going outside <i>up to</i> 3 times per year for other reasons, do not take off for weather permitting. The program must otherwise meet all other weather permitting requirements <i>and</i> must go outside regularly during times of precipitation. (This situation is rare.)
2/18/2016	ECERS	1	Indoor space	<i>3.1 Sufficient indoor space for children, adults, and furnishings. 5.1 Ample indoor space that allows children and adults to move around freely.</i>	When considering space needs, consider for largest of children that could attend, even if enrollment is not that high (consider materials based on actual enrollment)
5/13/2015	ECERS-R	1	Indoor Space	<i>3.4 Space reasonably clean and well maintained.</i>	BS will take off at 3.4 for big messes like sand/water or meals that are not cleaned up promptly (e.g. during transition/clean-up time.) even if the classroom is otherwise generally clean.
5/2/2014	ECERS-R	1	Indoor space	<i>5.3 Space accessible to adults and children with disabilities.</i>	The width of door to the playground must be appropriate to give credit for this indicator. However, to give credit for this indicator it is not necessary for the playground to be immediately outside the door as long as the classroom door opens right to playground.
5/2/2014	ECERS-R	2	Furniture for routine care, play and learning	<i>1.1 Insufficient basic furniture for routine care, play, and learning.</i>	If there are two or more issues with sufficient furniture, score 1.1. yes.
5/2/2014	ECERS-R	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	If no dividers between cubbies, then hooks need to be far apart. BS will allow sharing between up to 2 siblings.

11/17/2014	ECERS-R	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	Bags for cubbies? It is recommended that programs get appropriate cubbies that are large enough to hold children's possessions without touching. Bags provide dubious protection and must not touch one another. BS will accept bags only if they are completely sealed.
10/16/2008	ECERS-R	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	If there are enough cubbies for each child but coats hang from underneath and touch one another significantly (not just one or two sleeves grazing that of another) and the cubbies are actually too small to hold the coats (furniture is not completely sufficient) take of for indicator 3.1 <i>and</i> in the Health item. If the cubbies are large enough to accommodate the coats but the program uses hooks instead just consider in the Health item.
5/2/2014	ECERS-R	2	Furniture for routine care, play and learning	<i>3.2 Most furniture is sturdy and in good repair. 5.3 Most soft furnishings are clean and in good repair.</i>	If soft furnishings have exposed foam, indicator 3.2 must be scored "No."
4/7/2016	ECERS-R	3	Furnishings for relaxation and comfort	<i>3.1 Some soft furnishings accessible to children, 7.1 Soft furnishings in addition to a cozy area accessible to children.</i>	Examples of soft furnishings include areas children are allowed to use during play like a block rug, but not a rug under a lunch table, or soft chair in an area children are not allowed.
5/2/2014	ECERS-R	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	Chairs with wooden frames are not adequate to be a cozy space. If no credit is given at 5.1 then no credit for 5.2.
7/21/2015	ECERS-R	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	If there are two potential cozy areas, only one must meet the definition of a cozy space. Can also give credit for access towards SPoD if the cozy space is offered as an alternative to group times. (Must be an option for all children and can't be used in a punitive way.)
2/19/2015	ECERS-R	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	What counts as a cozy space? If it is possible for a child to use the space comfortably without having to touch any hardness, then it will be considered an acceptable cozy space.
11/20/2017	ECERS-R	3	Furnishings for relaxation and comfort	<i>5.2 Cozy area is not used for active physical play.</i>	Credit cannot be given if the intended cozy space does not meet the definition of a "cozy area", even if the area intended to be the cozy space is protected from active play. Please note that credit CAN be given if there is an adequate cozy space, even if it is not accessible for SPoD.
6/8/2017	ECERS-R	4	Room Arrangement	<i>7.3 Additional materials available to add or change to centers.</i>	Materials must be available to add or change all centers with only one exception to receive credit.
2/18/2016	ECERS	4	Room arrangement for play	<i>3.1 At least two interest centers defined. 5.1 At least three interest centers defined and conveniently equipped. 7.1 At least five different interest centers.</i>	Don't be perfectionistic about what counts as an organized interest centers - can you tell what is supposed to be used there?

5/2/2014	ECERS-R	4	Room arrangement for play	<i>3.2 Visual supervision of play area is not difficult.</i>	Consider the number of staff in the room; consider also how staff are observed to supervise. Do they move about the room and are observed to monitor children in potentially difficult to supervise spaces or are children able to remain unseen for more than one minute ? If the number of staff changes at different times of day, consider how supervision would be handled at that time. Can ask about staffing patterns to determine whether staff are ever alone in the space.
7/21/2015	ECERS-R	4	Room Arrangement	<i>5.2 Quiet and active centers placed to not interfere with one another.</i>	A specific amount of space is not required between active and noisy areas. The issue is whether active play affects the quiet play including whether the noise from the active play is intrusive.
10/16/2008	ECERS-R	5	Space for privacy	<i>3.1 Children are allowed to find or create space for privacy. 3.2 Space for privacy can be easily supervised by staff. 5.1 Space set aside for one or two children to play, protected from intrusion by others.</i>	The dramatic play area can be considered space for privacy for 5.1 only if it is formally restricted to use by 1 or 2 children and is protected from intrusion by others. It would be acceptable as space for privacy in 3.1 and 3.2 if any child plays there alone or with a friend without intrusion.
5/13/2015	ECERS-R	6	Child-related display	<i>7.2 Three-dimensional child-created work displayed as well as flat work.</i>	Credit should only be given if the children's experience in creating the work was three-dimensional. For example, simply painting an object that is already 3-D is not a 3-D art activity. (painting a bird house is not 3D)
5/2/2014	ECERS-R	6	Child-related display	<i>7.2 Three-dimensional child-created work.</i>	If 3D display is up on shelf where children cannot easily see, score 7.2 "No." (Artwork must be easily observable.) Legos, tinker toys, etc., even if displayed, are not sufficient to give credit for this indicator.
5/2/2014	ECERS-R	7	Space for gross motor	<i>3.1 Some space outdoors or indoors used for gross motor/physical play.</i>	Programs need to offer some indoor gross motor experiences (dancing, marching, etc.) if weather is bad for a week or more. However, the program does not need to have a formal indoor gross motor space; the classroom is sufficient.
4/27/2015	ECERS-R	7	Space for gross motor	<i>3.1 Some space outdoors or indoors used for gross motor/physical play.</i>	Challenging behaviors and access to the outdoors: How do we score if a program schedules adequate time for gross motor but on the day of the observation a child with special needs temporarily refuses to go outside? (The child has access if they choose but is adamantly refusing to go out.) Take off for access if teachers restrict access ("You can't go out until you calm down,") but do not take off if a child is just refusing to go out but could join the group whenever they wanted. (This applies to all indicators requiring access to the outdoors.)

3/7/2014	ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe</i>	Individual elements of gross motor equipment do not make the entire stationary structure unsafe - judgement is required to determine whether a hazard is "major" or a space is "generally safe."
11/13/2014	ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	Bollards need to encompass the whole playground; if bollards have gaps for vehicles to pass through, credit cannot be given for adequate vehicle barriers. Newsletter from LISC states that "where vehicle access is required into the secure site for parking, maintenance, emergencies or deliveries, active vehicle barriers may be employed; these can include plate barriers, wedge barriers, retractable bollards or gates." Please see updated guidance from LISC for more information. Information is also available in the Unified Facilities Criteria and WBDG's "The Bollard: Crash- and Attack-Resistant Models.
10/6/2014	ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	4 inch spaces between <i>fence slats</i> specifically are <i>not considered</i> entrapment hazards. This size gap <i>is</i> an entrapment hazard if found on gross motor equipment or if there are wholes in the fence.
11/17/2014	ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	Are mulch/pea gravel considered hazards? Mulch would be a hazard for children under the age of 3. Pea gravel can be a problem even for older children. They may put it in nose and ears. Observe carefully to see if it is a problem in any way; if yes, score accordingly in Item 7 and in Item 14 Safety Practices.
12/8/2014	ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	Fence height should be measured from the height of the ground within the space children use the fence.
3/18/2015	ECERS-R	7	Space for gross motor, Gross motor equipment	<i>Multiple</i>	See attached handout for guidance on how assessors will score access to gross motor spaces and equipment in the event that the playground is inaccessible due to extreme snow conditions. Also applies to Item 8 Gross motor equipment.
5/5/2015	ECERS-R	8	Gross motor equipment	<i>1.3 Most of the equipment is not appropriate for the age and ability of the children. 3.3 Most of the equipment is appropriate for the age and ability of the children.</i>	Spiral slides with up to one 360 turn are acceptable equipment for preschoolers - do not score off for these.
1/18/2013	ECERS-R	8	Gross motor equipment	<i>3.1 Some gross motor equipment accessible to all children for at least one hour daily.</i>	A child kept indoors during gross motor due to cold weather per parental request should be offered indoor gross motor space and equipment. Technically, the center should also have a doctor's note if they are to keep a child indoors due to illness. Without adequate documentation and appropriate indoor alternatives, credit cannot be given for this indicator.

12/20/2013	ECERS-R	8	Gross motor equipment	<i>3.1 Some gross motor equipment accessible to all children for at least one hour daily.</i>	A school "lockdown" can be handled as a weather advisory for scoring purposes. However, children must still have access to gross motor activities/equipment for the amount of time required, since this indicator has no weather permitting exception. If "lockdown" continues for more than a week, assessors should take off for indicators that require that children have access to outdoors.
5/2/2014	ECERS-R	8	Gross motor equipment	<i>5.2 Equipment stimulates a variety of skills.</i>	The skills credited must be supported by equipment. Hopping, steering and pedaling count as skills; count one skill per type of ball.
5/2/2014	ECERS-R	9	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	All new staff who enter to participate in the care of children must greet group (e.g. floaters, interventionists.) Maintenance staff etc. are not required to greet the group.
5/2/2014	ECERS-R	9	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	Children need to perceive the greeting for the greeting to count.
5/11/2017	ECERS-R	10	Meals/snacks	<i>1.5 No accommodations made for children's food allergies. 3.5 Allergies posted and food/beverage substitutions made.</i>	Reported food sensitivities do not require the program to meet the same requirements as for allergies. If childrens meals/snacks do not meet UDSA guidelines this will be addressed in indicator 3.2.
5/2/2014	ECERS-R	10	Meals/snacks	<i>3.2 Well-balanced meals/snacks.</i>	If children have 2 out of 3 nutritional components, give credit at 1.2 but take off at 3.2. Applies whether children bring their own lunch or the program provides it.
5/18/2017	ECERS-R	10	Meals/snacks	<i>3.3 Sanitary conditions usually maintained.</i>	Disinfectants that are multi-purpose and are used on eating surfaces must be approved for safe use on food surfaces.
5/2/2014	ECERS-R	10	Meals/snacks	<i>3.3 Sanitary conditions usually maintained.</i>	Children must wash their hands properly <i>and</i> tables must be properly washed and sanitized to give credit for 3.3. When either procedure isn't followed properly it creates contamination issues.
5/4/2017	ECERS-R	11	Nap/rest	<i>1.1 Nap/rest schedule is inappropriate for most of the children.</i>	Programs operating less than 8 hours and serving only 4 and 5 year olds are not required to have a scheduled nap/rest time. Appropriate provisions and accommodations are still required. RI will require 1 hour nap/rest in a programs of 8 or more hours serving younger children. This time will be prorated for programs operating less than 8 hours.
10/24/2008	ECERS-R	11	Nap/rest	<i>3.2 Sanitary provisions for nap/rest.</i>	Do not take off for cot storage if cots don't touch. It is best to store linens in a bag in each child's cubby and then put the linens on just prior to child's use. This will help reduce the spread of disease. There are no requirements for spacing between cots when stacked as long as they don't touch one another.

2/17/2016	ECERS	11	Nap/rest	<i>3.2 Sanitary provisions for nap/rest.</i>	Touching of cots/linens is a sanitary concern, but bags are not specifically required to separate them as long as they are separate and not touching other cots.
2/19/2016	ECERS	12	Toileting/diapering	<i>3.1 Sanitary conditions maintained.</i>	For children in pullup diapers and older children who are changed standing up, a floor cover is not absolutely required if there is no contamination of the floor. Pull-ups need to be removed by pulling them apart at the sides to avoid contamination of skin, clothing and shoes. All other procedures related to diapering are the same, including proper hands-free disposal of the diapers. Neither children nor diapers should be placed directly on the floor. If children have not soiled the pull-up it may be put back on; this instance would simply be considered a diaper check.
4/22/2015	ERS-ECERS-R	12	Toileting/diapering	<i>3.2 Basic provisions made for care of children</i>	If any children in a preschool classroom are in diapers, changing mats that are large enough to prevent contamination of other surfaces are an acceptable changing surface. Mats also meet requirements for sufficient furniture in Item 2. Furniture for routine care, play, and learning. Item 12 is score yes on 1.2 if there's NOTHING and children are sitting on the floor. For Item 2, if that's the only say no to 3.1.
5/2/2014	ECERS-R	12	Toileting/diapering	<i>3.5 Adequate supervision for age and abilities of children.</i>	Staff must be able to see children, regardless of age, to supervise bathroom routines. If the children are not even in line of sight, score 1.4 "yes." If staff are checking in but children are not constantly supervised, take off at 3.5. If there are stall doors, staff must position themselves to see children's feet/over the stall etc. This is consistent with old practices and with DCYF regulations, which require "Children are under the direct supervision of child care staff at all times," including during toileting
5/11/2017	ECERS-R	13	Health practices	<i>3.2 Staff usually take action to cut down on the spread of germs.</i>	Water fountains are not an automatic health concern. If they are observed to not be used properly to avoid contamination this would be considered under Meals/snacks.
12/8/2014	ECERS-R	13	Health practices	<i>1.1 Staff usually do not act to cut down on the spread of germs.</i>	3+ issues score 1.1 yes: classrooms lose credit at 1.1 if the issues are severe, beyond normal ECE classroom procedure problems.
5/2/2014	ECERS-R	13	Health practices	<i>1.2 Smoking is allowed in child care areas, either indoors or outdoors.</i>	If program has own playground and there is evidence of smoking score 1.2 yes. If the program uses a public playground and there is evidence of smoking take off at 3.3.
5/14/2015	ECERS-R	13	Health Practices	<i>3.2 Staff usually take action to cut down on the spread of germs</i>	Do we always take off for indicator 3.2 if we take off for indicator 3.1?
5/2/2014	ECERS-R	13	Health practices	<i>3.2 Staff usually take action to cut down on the spread of germs.</i>	Take off if sponges are used to clean.

7/14/2016	ECERS-R	13	Health practices	<i>5.1 Children are dressed properly for conditions both indoors and outdoors.</i>	If children are taken out to play in direct sunlight and sunscreen is not applied, this is where credit can be taken off.
10/16/2008	ECERS-R	14	Safety practices	<i>1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors. 3.2 Adequate supervision to protect children's safety indoors and outdoors.</i>	All fall zones, indoors and outdoors, are considered in both Item 7 Space for gross motor as well as Item 14 Safety Practices.
2/18/2016	ECERS	14	Safety practices	<i>1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors.</i>	For preschoolers, hard eyes on toys are not an automatic hazard, but BrightStars will consider whether children are observed mouthing toys to determine whether these toys are hazardous.
7/23/2015	ERS-ALL	14	Safety practices	<i>1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors.</i>	If children wear shoes with heels (their own shoes) check to see whether this is causing them safety issues. If yes, this would be considered a hazard.
2/19/2015	ECERS-R	15	Books & pictures	<i>3.2 At least one staff-initiated receptive language activity time daily.</i>	Sing along books on tape do not count as a receptive language activity.
5/2/2014	ECERS-R	15	Books & pictures	<i>3.2 At least one staff-initiated receptive language activity time daily.</i>	The receptive language activity does not have to be a story but must be a purposeful activity/conversation; would not give credit for casual conversations.
2/17/2016	ECERS	15	Sand & water	<i>5.2 Variety of toys accessible for play.</i>	Variety of toys/accessories can be provided through rotation - ask during interview if enough to give credit is not observed.
2/17/2016	ECERS	15	Books	<i>5.4 Books, language materials, and activities are appropriate for children in group.</i>	Taking off for books that show solving problems w/ aggression, for example, <i>The Grouchy Ladybug</i> , even if the violence is not graphic.
5/2/2014	ECERS-R	15	Books & pictures	<i>5.4 Books, language materials, and activities are appropriate for children in group.</i>	BS will take off if characters are shown using or aiming weapons, and for blood, guts, or gore including pictures of animals eating prey (lions eating antelopes is not appropriate but frogs eating flies is okay). BrightStars will also take off for violent descriptions like "I will eat you" or "I'm going to shoot you." (For example, <i>Curious George Goes to Jail</i> and <i>Tiki Tiki Timbo</i> are inappropriate.) See BrightStars October 2016 blog post for more information.
11/13/2014	ECERS-R	15	Books & pictures	<i>5.5 Staff read books to children informally.</i>	Informal reading must be meaningful - for preschool children. Reading level can be adjusted to the child's developmental level in order to meet their needs.

3/18/2015	ECERS-R	16	Encouraging children to communicate	<i>5.1 Communication activities take place during both free play and group times.</i>	Communication activities should take place more often than not during both free play and group times. However, the quality of the conversations is less important than children being encouraged to communicate regularly. Singing along during group time is also a form of communication.
5/5/2015	ECERS-R	16	Encouraging children to communicate	<i>5.1 Communication activities take place during both free play and group times.</i>	Indicator 5.1 emphasizes frequency over quality of language. There should be back and forth observed throughout the observation, but the quality of the questions and child responses is not the primary focus. Singing along during group time is also a form of communication.
8/27/2015	ECERS-R	17	Logic & Reasoning	<i>5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning. 5.2 Children encouraged to talk through or explain their reasoning when solving problems.</i>	Blocks can be considered logic and reasoning materials for the purposes of the 5-level indicators. The quality of language must remain the same as with other materials.
2/18/2016	ECERS	19	Fine Motor	<i>5.2 Materials are well organized.</i>	Don't be perfectionistic about organization of materials - all materials do not have to be in one place; its more important that they are stored so children can easily use all required materials.
5/11/2017	ECERS-R	20	Art	<i>5.1 many and varied art materials accessible a substantial portion of the day.</i>	Different types of water color paint may count as different fine motor materials (ex: large solid cakes and small plastic cases) but only count as one art material.
10/26/2017	ECERS	20	Art	<i>5.1 many and varied art materials accessible a substantial portion of the day.</i>	To receive credit for this indicator there must be 3-5 materials in at least 4 of the 5 art categories.
2/18/2016	ECERS	20	Art	<i>5.2 Much individual expression in use of art materials.</i>	Okay for teacher to provide medium or topic. (Providing a prompt by itself or encouraging exploration is fine)
11/17/2014	ECERS-R	21	Music and movement	<i>5.1 Many music materials accessible for children's use.</i>	Dance props are counted at 3.1 but not counted in 5.1. Only instruments and music to listen to are credited in 5.1.
11/13/2014	ECERS-R	21	Music and movement	<i>5.1 Many music materials accessible for children's use.</i>	What counts as music to listen to? CD player with CDs or computer programs with musical content, radios if appropriate music is used, iPods and tape players. Children playing musical instruments is not "music to listen to."
2/17/2016	ECERS	21	Music/movement	<i>5.1 Many music materials accessible for children's use.</i>	Can give credit for music on a computer - may need to ask interview question.

2/18/2016	ECERS	22	Blocks	<i>3.1 Enough blocks and accessories are accessible for at least two children to build independent structures at the same time. 5.1 Enough space, blocks, and accessories are accessible for three or more children to build at the same time.</i>	Large wheel toys/vehicles can be considered push toys or dramatic play, but not block accessories (unless the program has a truly enormous amount of blocks and space).
5/13/2015	ECERS-R	22	Blocks	<i>5.3 Special block area set aside out of reach with storage and suitable building surface.</i>	Do not give credit for a "special block area" if unrelated materials are stored in the block space. However, credit can be given if the space is set up properly and children independently elect to bring other materials in, provided those materials do not interfere with building.
5/18/2017	ECERS-R	23	Sand/water	<i>Item 23</i>	Kinetic sand can be used in place of sand if done as a different activity with sand. Kinetic sand can also count as a 3-dimensional art material and fine motor material.
6/8/2017	ECERS-R	23	Sand/water	<i>7.2 Different activities done with sand and water.</i>	Only changing accessories does not count for credit on this indicator.
5/2/2014	ECERS-R	23	Sand/water	<i>5.1 Provisions for sand and water play.</i>	To give credit for "provisions" the group must use sand <i>and</i> water regularly throughout the year. Children should have an experience with both sand and water approximately every 2 weeks. (Must score this indicator "no" if programs only use water in the summer.)
4/7/2016	ECERS-R	24	Dramatic play	<i>3.1 Some dramatic play materials and furniture accessible, so children can act out family roles themselves.</i>	Indicator 3.1 does not have a time requirement, as long as children are able to use the materials for a meaningful length of time. The time considerations associated with the word, "accessible" appear in indicator 3.2.
5/2/2014	ECERS-R	24	Dramatic play	<i>5.1 Many dramatic play materials accessible, including dress-up clothes.</i>	Gender specific can be clothes stereotypically associated with a gender, such as police officers or doctors for male-specific dress-ups and nurse costumes for female-specific.
2/18/2016	ECERS	24	Dramatic Play	<i>5.1 Many dramatic play materials accessible, including dress-up clothes.</i>	Male costumes: Mailman, Construction worker, Fire man, Post man. Medical profession costumes are gender neutral (though images of women as doctors and veterinarian can still be counted for diversity.)
10/16/2008	ECERS-R	24	Dramatic Play	<i>5.2 Materials accessible a substantial portion of the day.</i>	Cannot give credit unless credit is given for 5.1.
5/2/2014	ECERS-R	24	Dramatic play	<i>5.4 Dramatic play area clearly defined, with space to play and organized storage.</i>	If during the course of normal play, materials are spread out on the floor and children are having trouble maneuvering around the materials and/or dramatic play furniture (such as a table) then there is not enough space to play and 5.4 is a "no."

5/2/2014	ECERS-R	25	Nature/science	<i>3.1 Some developmentally appropriate games, materials, or activities from two nature/ science categories accessible.</i>	Certain materials - such as a balance scale with things to measure can be counted in more than one area (science and Math) but the material must be used or set up to use properly. Also, materials cannot be counted across more than one category in the same item.
5/2/2014	ECERS-R	25	Nature/science	<i>3.1 Some developmentally appropriate games, materials, or activities from two nature/science categories accessible. 5.1 Many developmentally appropriate games, materials, and activities from three categories accessible</i>	Light tables can be considered a science material.
5/11/2017	ECERS-R	25	Nature/science	<i>5.1 Many developmentally appropriate games, materials, and activities from three categories accessible.</i>	Credit is given for each living thing observed.
9/24/2015	ECERS-R	25	Nature/Science	<i>5.2 Materials accessible a substantial portion of the day.</i>	If outdoor time is to be counted towards time with the "many" materials for SPoD in 5.2, at least two categories of nature/science materials must be accessible outdoors.
10/16/2008	ECERS-R	25	Nature/science	<i>5.2 Materials are accessible a substantial portion of the day.</i>	Cannot give credit unless credit is given for 5.1.
5/2/2014	ECERS-R	26	Nature/science	<i>3.1 Some developmentally appropriate math/ number materials accessible.</i>	Certain materials - such as a balance scale with things to measure can be counted in more than one area (science and Math) but the material must be used or set up to use properly. Also, materials cannot be counted across more than one category in the same item.
10/16/2008	ECERS-R	26	Math/number	<i>3.2 Materials accessible daily. 5.2 materials are accessible for a substantial portion of the day.</i>	Cannot give credit for 3.2 unless credit is given for 3.1; cannot give credit for 5.2 unless credit is given for 5.1.
4/22/2015	ECERS-R	26	Math/number	<i>5.4 Daily activities used to promote math/number learning.</i>	Can give credit for any examples of daily math activities where the primary purpose of the activity is not math learning. (For example, encouraging children to count the number of steps on a path or flowers in the garden, is sufficient.)
7/21/2015	ECERS-R	27	TV, video and/or computers	<i>3.3 Time children allowed to use TV/video is limited.</i>	How should assessors score a material or practice that would be scored low on the tool but is a part of a child's IEP? Technology must actually be used as an adaptation, not a reward. Equipment must be used for a therapeutic purpose and in the case of gross motor equipment (e.g. a therapeutic trampoline) must be used under appropriate considerations.

12/4/2015	ECERS-R	27	TV, video and/or computers	<i>5.3 Most of the materials encourage active involvement.</i>	Active participation is required. If the only technology experiences are related to staff using the iPad to expand on classroom themes, and no active involvement is required from the children (e.g. walking like penguins, signing along with a song etc.) do not give credit at 5.3.
4/30/2015	ECERS-R	28	Promoting acceptance of diversity	<i>3.2 Materials show diversity in a positive way.</i>	In order to give credit for this indicator the contrasts between modern and historical images do not need to be perfectly matched. For example, you do not need to be certain that an image of a person in traditional clothing is definitely the same race or culture as an image of a person in modern clothing. You <i>DO</i> need to see contrasting images of people with similar features or skin tone in modern representation. It may be difficult to definitely determine the race or cultural heritage of an image, but children should not receive only stereotypes of a given image.
4/7/2016	ECERS-R	28	Promoting acceptance of diversity	<i>5.1 Many books, pictures and materials accessible showing people of different races. 5.2 Some props representing various cultures included for use in dramatic play.</i>	No minimum time requirement associated with these indicators as long as the materials credited in 5.1 are located in spaces used by children for a substantial portion of the day, and materials in 5.2 are stored accessibly (within view and easy reach, no verbal or other barriers.)
5/2/2014	ECERS-R	28	Promoting acceptance of diversity	<i>5.2 Some props representing various cultures included for use in dramatic play.</i>	Diverse foods include different breads, pizza, tacos, shish kabob, corn w/peppers, beans, molded rice, spaghetti and diverse cheeses, sushi
5/2/2014	ECERS-R	29	Supervision of gross motor activities	<i>3.2 Some positive staff-child interaction.</i>	Must have at least two positive interactions; many other interactions can be neutral,
10/16/2008	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>1.1 Inadequate supervision of children</i>	If children are sent out of the classroom alone/unsupervised, supervision related items would usually be scored a 1.
12/8/2014	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Any lapses in supervision longer than 1 minute should be addressed at level 3 . Momentary lapses should be addressed at level 5.
11/5/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not automatically take off for General Supervision in the ECERS because a program goes out of ratio, but the ratio issue may be used as evidence of a larger supervision issue, and can be noted in the BrightStars Assessment and ERS report. (Per previous policy, if a program applying for an SRR is out of ratio during an ERS, this will not affect their rating in their standard.)

7/4/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not automatically take off in indicators 1.1 or 3.1 in General Supervision for brief lapses in visual supervision of toileting, even if the supervision was lax enough to take off at 1.4 in Toileting/diapering. Assessors must make a judgement call based on several factors. For example, what were the ages of the children, were they impulsive or compliant, was the teacher aware that they were in the restroom and follow through with making sure the children flushed, washed hands properly? There are many things to consider to determine the severity of the lapse and whether supervision was sufficient.
12/4/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not take off at 3.1 if children leave the classroom briefly but are supervised by staff, for example, staff supervise from the door while a child goes to a cubby down the hall.
2/18/2016	ECERS	31	Discipline	<i>3.3 Expectations for behavior are largely appropriate for age and developmental level of children.</i>	More about impact on children, (negative consequences for kids) must negatively affect the children emotionally or psychologically - take off if the expectations are largely inappropriate. (many issues are better addressed under 5.1 or 5.2)
5/2/2014	ECERS-R	31	Discipline	<i>5.2 Program is set up to avoid conflict and promote age-appropriate interaction.</i>	Consider long transitions and watch for interactions during those times.
5/2/2014	ECERS-R	31	Discipline	<i>5.2 Program is set up to avoid conflict and promote age-appropriate interaction.</i>	If children not engaged in group time, score No.
5/2/2014	ECERS-R	32	Staff-child interactions	<i>3.1 Staff usually respond to children in a warm, supportive manner.</i>	Must have very little ignoring or responding in a neutral way; most interactions should be positive.
11/24/2015	ECERS-R	32	Staff-child interactions	<i>3.2 Few, if any unpleasant interactions.</i>	Give credit at 3.2, the minimal level if there are not at least a few negative interactions, e.g. if there is only one negative interaction, that is not sufficient.
5/2/2014	ECERS-R	32	Staff-child interactions	<i>3.2 Few, if any unpleasant interactions.</i>	If there are any minorly unpleasant interactions the impact to the child has to be mild. However, but if negative tones throughout day, score No.
5/2/2014	ECERS-R	32	Staff-child interactions	<i>5.2 Staff show respect for the children.</i>	If staff seem to be bossy or rude, score No.
5/13/2015	ECERS-R	33	Interactions among children.	<i>3.1 Peer interaction encouraged.</i>	Programs that use timers and discourage movement between centers may not receive credit for this indicator if peer interaction is not encouraged other ways. Programs that do not use timers and are not as strict but generally encourage children to stay at centers a specific amount of time/wait for a switch will probably still receive credit.

5/2/2014	ECERS-R	33	Interactions among children	<i>5.2 Staff help children develop appropriate social behavior with peers.</i>	If conflict not observed then can ask, "If there is a conflict, how do you handle it?"
5/11/2017	ECERS-R	34	Schedule	<i>3.2 Written schedule is posted and refers generally to what occurs.</i>	The posted schedule may be child-friendly as long as it is detailed enough, including specific times, that an adult coming in the room could follow it.
3/7/2014	ECERS-R	34	Schedule	<i>3.3 At least one indoor and one outdoor play period (weather permitting) occurs daily.</i>	Children going on a walk outside counts as an outside play period. However, it will not count as free play because it does not include any choices to make it true free play.
5/2/2014	ECERS-R	36	Group time	<i>5.1 Whole group gatherings limited to short periods, suited to age and individual needs of children.</i>	If children are not engaged but it is clear that children have other activity options and simply are not choosing to leave the group then score yes.
5/2/2014	ECERS-R	36	Group time	<i>5.1 Whole group gatherings limited to short periods, suited to age and individual needs of children.</i>	If group time is over 20 minutes but children remain engaged then can score yes.
6/8/2017	ECERS-R	37	Provisions for children with disabilities	<i>7.1 Most of the professional intervention is carried out within the regular activities of the classroom.</i>	To receive credit, only under unusual circumstances should the activities be carried out in a segregated setting per the <i>All About the ECERS-R</i> .