

20 ECERS-3 General Note (page 12) Routines. When the word “routines” is used in the scale, this refers to personal care routines, such as toileting/diapering, meals/snacks, handwashing, and arrival and nap preparation, if observed. When certain interactions are required during “routines,” it refers to these personal care routines and not to other daily activities such as transitions or group times.

20 ECERS-3 (page 19) Item #3 Room arrangement 5.2, - The term “used” carries the same meaning as accessible for this indicator. The five interest centers must all be accessible for use for 25 minutes during the observation.

20 ECERS-3 (page 23) Item #5 Child-related display. 5.4 See definition of “routines” in the *Additional Notes for Clarification, Explanation of Terms Used Throughout the Scale*.

20 ECERS-3 (page 25) Item #6 Space for gross motor play, 5.1 If the space is large enough to meet the requirement of being spacious for the 30 minutes required in 5.2, other space(s) used for gross motor play can be smaller and are not considered in scoring here.

20 ECERS-3 (page 29) Item #8, Meals/snacks, 1.3- Only score Yes if the atmosphere is obviously strongly negative, with many unpleasant staff-child interactions observed.

20 ECERS-3 (page 31) Item #9, Toileting/diapering, 3.1 -The example referring to “toileting accidents” should not affect the score when a toileting accident is observed, but staff reminded and encouraged children to use the toilet, not ignoring the need for some children to get extra attention.

20 ECERS-3 (page 33) Item #10, Health practices, 1.3 To score Yes, the exposure to smoking or smoke-related debris must present an extreme hazard to the children and be likely to cause a major health risk. For example, if many cigarette butts are observed within easy reach and supervision is lax, or a person is actively smoking in the immediate vicinity of the children’s play space for an extended period of time, score Yes. If the exposure to smoking or debris is very limited and does not present a high health or safety risk, and supervision decreases the risk, score No.

20 ECERS-3 (page 33) Item #10, Health practices, 5.3 - If staff demonstrate most of the examples in the indicator score Yes. All examples are not required but handwashing should be carried out reasonably well, if not perfectly. If staff obviously give children the message that they do not seem to care for their own health, score No.

20 ECERS-3 (page 37), Item #12 Helping children expand vocabulary, 3.1, 5.1 -See the definition of “routines” in the *Additional Notes for Clarification, Explanation of Terms Used Throughout the Scale*.

20 ECERS-3 (page 39) Item #13, Encouraging children to use language, 3.5 There may be observed times, such as transitions, that are less relaxed, and there may be times when children are not allowed to talk, such as during short teacher-led group times or while walking in the hallway. However, to give credit, the environment should encourage, rather than discourage, talking for the vast majority of the observation.

20 ECERS-3 (page 39) Item #13, Encouraging children to use language, 7.2 -See the definition of “routines” in the *Additional Notes for Clarification, Explanation of Terms Used Throughout the Scale*.

20 ECERS-3 (page 43) Item #15, Encouraging children’s use of books, 3.2 To give credit, at least two examples of each type of book must be easily observed.

20 ECERS-3 (page 43) Item #15, Encouraging children’s use of books, 5.3 If unrelated materials, such as dramatic play or fine motor, are observed being used in the area and would disrupt any book use, and staff do not redirect the play to another space, then the area is not considered a “defined reading interest center,” even if it was originally set up in that way.

20 ECERS-3 (page 45) Item #16, Becoming familiar with print, 5.3 To give credit for encouraging a more advanced child to write, staff must encourage or guide children as they write down what they have said (about their artwork or a note to someone, for example). Simply prompting children to write letters or write their name does not meet the requirement of this indicator.

20 ECERS-3 (page 49) Item #18, Art, 7.2, 7.3- To give credit for these indicators, two different examples must be observed for each indicator.

20 ECERS-3 (page 51) Item #19, Music and movement, General note- Since the definition of “staff” has been updated to include special staff who work with children on a regular basis (i.e, weekly), such as a music teacher or librarian, disregard the statement, “Do not count experiences provided by a special music teacher who is not present daily or almost daily, even if the music teacher is present during the observation.” The interactions with a regular weekly music teacher are considered in scoring this item, if observed.

20 ECERS-3 (page 51) Item #19, Music and movement, 5.1- Since the “many music materials” are required to be accessible during free play, disregard the portion of the original note that states, “or if used at group time there must be at least 1 instrument for each child participating.”

20 ECERS-3 (page 53) Item #20, Blocks, 7.1 Since play with large hollow blocks involves the use of large muscles, if heavy (not plastic or cardboard) large hollow blocks are provided outside or in an indoor gross motor space, the minimal time for gross motor activity of 15 minutes does not need to be met before counting the time towards accessibility of the blocks. The entire time spent in the gross motor space can be counted to meet the 25 minutes of access to large hollow blocks.

20 ECERS-3 (page 55) Item #21, Dramatic play, 1.3 If staff are rarely, if ever, observed interacting positively with children using dramatic play materials, or the only observed interaction is to control disruptive behavior, such as fighting or the inappropriate use of materials, this indicator is scored Yes. If one example of staff paying positive attention to children in the dramatic play area is observed, or if staff encourage children to use the materials when no one has used them during the observation, score this indicator No.

20 ECERS-3 (page 55) Item #21, Dramatic play, 3.2, 3.3 To score these indicators Yes, staff are not required to be in the dramatic play interest center when they interact with the children, as long as the children know that the staff are interacting with them about their dramatic play. For example, a child may bring a doll to a teacher and the teacher might talk about the doll play with the child, or the teacher may talk from another area, but is close enough for the child to notice the interaction.

20 ECERS-3 (page 55) Item #21, Dramatic play, 5.3 - At this level of quality, staff should circulate to the dramatic play center and have conversations with the children as they play there.

20 ECERS-3 (page 57) Item #22, Nature/science 1.3 If the only observed nature/science staff involvement is negative, such as stepping on a cockroach indoors, killing a mosquito, or telling a child about her fear of snakes, then score this indicator Yes. However, if there are also positive instances observed, such as showing interest in plants, animals or the weather, and these outnumber the negative, score No.

20 ECERS-3 (page 57) Item #22 Nature/science 3.3 When sand or water is provided for children’s use outdoors, the time it is accessible can only be counted once the minimal time requirement for gross motor activity of 15 minutes is met.

20 ECERS-3 (page 57) Item #22, Nature/science 5.1 Even though an outside garden is listed as an example in the original note defining the “living things” category, the garden cannot be counted to meet the requirements of 5.1, since as stated in the indicator, the materials counted to meet this indicator must all be located within a defined nature/science interest center (with the exception of sand and water).

20 ECERS-3 (page 65) Item #26, Promoting acceptance of diversity, 5.3 For the category of ages, seniors should be evident, since their depictions are often underrepresented in children’s programs.

20 ECERS-3 (page 67) Item #27 Appropriate use of technology, 3.2, 5.2 The term TV/video represents a passive use of screen time with no active involvement (“the couch potato”). This use is limited to 10 minutes during the observation. The more active use of screen time, such as active dancing or singing with a video, having conversations about photos on the tablet or making choices on a computer game are the “other electronic media.”

20 ECERS-3 (page 67) Item #27 Appropriate use of technology, 3.2, 5.2 (Continued)-and their use is limited to 15 minutes during the observation. The two separate types can be combined for a total of 25 minutes screen time during an observation but neither can exceed its time limit.

20 ECERS-3 (page 69) Item #28, Supervision of gross motor, 7.2 To give credit, at least one example must be observed.

20 ECERS-3 (page 71) Item #29, Individualized teaching and learning, 5.3 “Most” means almost all observed staff-directed activities, with only minor problems that do not affect most of the group. When scoring, consider all staff-directed times, including group times, transitions, and routines, such as meals or toileting.

20 ECERS-3 General Note, Explanation of Terms (page 10): Accessible- When supplementing accessibility outdoors for those non-gross motor materials, the minimum time needed for vigorous physical activity is 15 minutes.

20 ECERS-3 (page 71) Item #29, Individualized teaching and learning, 7.1, 7.2 To give credit for these indicators, at least one hour of free play must be observed.

20 ECERS-3 (page 17) Item #2, Furnishing for care, play, and learning, 5.4. 25 minutes of access is required for the soft furnishings to be considered accessible. (Refer to the explanation of Accessible on page 10).

20 ECERS-3 (page 75) Item #31, Peer interaction, 7.1 Observe two examples to give credit.

20 ECERS-3 (Page 15) Item #1 Indoor Space, 3.2 If the classroom has windows with dark shades or blinds on all windows that are closed throughout the observation, credit is not given since children do not experience natural light.

20 ECERS-3 (page 77) Item #32, Discipline, 3.2 “Usually” means that staff maintain the control required to keep children from hurting themselves, one another or being destructive most of the time, with only a few exceptions during the observation. If there are constant minor problem behaviors, such as teasing, taking toys, not listening to staff, or running in the room, in which children do not really become upset or hurt, or even a few major problems that are not stopped, either caused by one or more children, score this indicator No.

20 *Disinfectants* Per the [Colorado Health Department](#): Disinfectants are to be used on surfaces that are commonly contaminated with high hazard body fluids, such as but not limited to toilet seats, toilet seat inserts, diaper changing areas and tables, diaper pails and surfaces that have been in contact with high hazard body fluids. Since it would be difficult to determine if a toilet seat has been contaminated for children wearing pull-ups or diapers, toilet seats should be disinfected in-between uses for such situations.

20 ECERS-3 (page 77) Item #32, Discipline, 7.1 To score Yes, a total of two examples must be observed: one calling attention to a negative interaction and one calling attention to a positive. If there are no negative effects of children’s actions observed, two explanations of positive effects are required to give credit.

20 ECERS-3 (page 79) Item #33, Transitions and waiting times, 3.1 To score this indicator Yes, no heavily negative staff-child interaction can be observed, or only one or two mildly negative interactions, during any transition. Even if children misbehave, the problem is generally handled in a positive manner. Score No when any obviously negative interaction (discounting one or two mildly negative interactions) is observed during any transition.

20 ECERS-3 (page 79) Item #33, Transitions and waiting times, 5.2 To score Yes there can be no long delays observed, due to staff not being prepared, that cause children to wait for long periods.