

2022 ECERS-3 (page 10) Explanation of Terms Used Throughout the Scale -

Accessible: When calculating the time that materials or spaces are accessible, count only the time that all children have reasonable access. When some children have access and others do not, for example, when snack is offered as a choice during center time or children are required to leave centers to complete a teacher-planned activity, the time children fail to have access is not counted in calculating time accessible.

2022 ECERS-3 (page 10) Explanation of Terms Used Throughout the Scale (cont.) -

Accessible: When snack is offered as a choice during center time, the typical amount of time it takes a child to complete the routine (washing hands, preparing a plate, eating, cleaning up, and handwashing) must be subtracted from the time that centers are open and materials accessible. When children are required to complete a teacher-planned activity, make note of the time it takes for each child to complete the required activity and subtract the longest amount of time for any child from the time that centers are open and materials accessible.

2022 ECERS-3 (page 10) Explanation of Terms Used Throughout the Scale (cont.) -

Accessible: Time that is not counted against accessibility of materials includes children using the toilet on individual schedules or when children participate in special activities not offered to the whole group, such as a therapy session or special classes that parents pay for separately. Start timing only when all children have access and no child is waiting, for example, when all children have completed the transition into centers. Clean-up time is not considered access to materials. These requirements hold true for all types of access (e.g., music, art, gross motor, etc.).

2022 ECERS-3 (page 7) Administration of the Scale (page 7) - Upon arrival, observers should not ask the classroom teachers about the current and/or previous theme in the classroom. The theme should be obvious to the observer on the day of the observation.

2022 ECERS-3 (page 17) Item #2 Furnishings for care, play, and learning, 5.1 - The amount of furniture required for this indicator is for the highest number of children that could attend at one time. For example, if the classroom allows 17 children at one time, but currently has 15 children present and/or enrolled, the classroom would need 17 chairs and cubbies present.

2022 ECERS-3 (page 23) Item #5 Child-related display, 1.3, 3.3, 5.4, 7.2, 7.3 - Children's artwork that is hung up during the observation does not count for credit at these indicators. To earn credit, the talk must be about materials that were already displayed in the classroom when the observation began and can include any type of display meant for children.

2022 ECERS-3 (page 29) Item #8 Meals and snacks - For programs operating for at least 2 ½ hours, it is required that at least a snack be served, and the item must be scored. The item can be scored N/A if a program operates for less than 2 ½ hours, and no food/beverage is served to children.

2022 ECERS-3 (page 29) Item #8 Meals and snacks (cont.) - If any food or beverage is served the item must be scored. However, the indicators that require specified nutrition components are marked N/A. These include Indicators 1.1, 3.2, and 5.2 (if only one component is served). A revised score sheet can be found on the ERSI website.

2022 ECERS-3 (page 41) Item #14 Staff use of books with children, 5.1 - The requirement that *staff read books* means that more than one book is *read* during the observation. This can take place with the whole group of children, with small groups, or with a single child, and can happen at different times or within one setting. As long as more than one book is read to a child or to children during the observation, credit is earned.

2022 ECERS-3 (page 43) Item #15 Encouraging children's use of books, 1.2 - This indicator is scored *Yes* when use of books occurs two or more times during the observation, *and* there is evidence that most (75%) of the participating children are not interested.

2022 ECERS-3 (page 45) Item #16 Becoming familiar with print, 7.2 - To score this indicator *Yes*, two examples with two different children must be observed.

2022 ECERS-3 (page 47) Item #17 Fine motor, 3.1, 5.1, 5.2 - Each individual puzzle can count as a separate example, as long as they are not the exact same puzzle. For example, two framed puzzles that have different photos, shapes, or sizes count as two sets. For this indicator, different puzzles do not have to represent different levels of difficulty, such as framed, knobbed, or floor puzzles, as that is considered in 3.4.

2022 ECERS-3 (page 53) Item #20 Blocks, 3.1 - Each type of accessory is not required at this level; however, there should be enough accessories of any type accessible for at least two children to use at the same time without having to compete.

2022 ECERS-3 (page 67) Item #27 Appropriate use of technology - If a child spends a very brief time using screen time (less than two minutes) and this is a rare occurrence during the observation, mark the item N/A.

2022 ECERS-3 (page 67) Item #27 Appropriate use of technology, 5.1 - To score this indicator Yes, **ALL** materials observed being used by the children must encourage problem solving.

2022 ECERS-3 (page 69) Item #28 Supervision of gross motor, 3.3, 5.3 - To give credit for these indicators, some outdoor gross motor play must be observed, weather permitting. There is no specific time requirement for outdoor gross motor play, but it must be enough time to be a satisfying experience for the children.

2022 ECERS-3 (page 75) Item #31 Peer interaction, 5.1 - If free play time is limited to less than an hour during a three-hour observation, do not give credit.

2022 ECERS-3 (page 81) Item #34 Free Play, 5.1 - At least 20 minutes of outdoor free play (weather permitting) must be observed as part of the total one hour of free play required for this indicator.