

EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS-R)

KEYSTONES TO
OPPORTUNITY

Preschool



The ECERS scale (page 2) consists of 43 items organized into 7 subscales*:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

* Note: some or all will be assessed

The ECERS is a classroom assessment tool designed to measure the quality of group programs for infants and toddlers (birth to age 3) by collecting data through classroom observations and a staff interview. The assessment is a 43-item rating scale organized into seven environmental subscales. The items in the first six subscales are referred to as child-related, and the items in the last subscale are referred to as parent-/staff-related.

Each item is ranked from 1 to 7. A ranking of 1 describes care that does not meet custodial care needs while a ranking of 7 describes excellent, high-quality personalized care.

The ECERS can be used by caregiving staff for self-assessment of the quality of their classrooms, and to determine the areas of high quality and areas that may need additional attention. ECERS may also be used by directors and supervisors to determine action plans for working with programs, or to examine the quality of programs over time.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS)

KEYSTONES TO
OPPORTUNITY

Preschool



Space and Furnishings

1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Language-Reasoning

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

Activities

19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

Interaction

29. Supervision of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

Program Structure

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities

Parents and Staff

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth