

# Early Childhood Environmental Rating Scale (ECERS-R) 107

Part 1: Interpreting your ECERS-R Report  
Part 2: Using the Planning Template

# ECERS-R 107 Objectives

- Learn how to read and interpret an ECERS-R report
- Review ECERS-R scoring
- Become familiar with the new “recommendations” section and how to use it
- Learn how to determine and organize some next steps for your program




# How the DECE uses ECERS-R data


- As one of many data points to differentiate support
- As one of many data points in understanding program quality for accountability purposes (e.g., contract renewals for DOE contracted NYCEECs)
- **Not** used in any evaluation of any staff member

# ECERS-R Data and the PQS: Program Expectations


## PQS 14: Program Quality Improvement




“Leaders collaborate with their staff and families to evaluate and improve classroom and program quality, relying on well-managed data to set instructional, family engagement, and organizational goals, increasing the coherence of policies and practices.”



# PQS 14A: Program Quality Improvement



“Leaders ensure that plans for improvement are evidence-based through the effective collection and management of various types and sources of data at the child, teacher, classroom and program levels (for example: attendance, authentic assessments, surveys, ECERS-R, CLASS, etc.).”



# ECERS-R 101 Recap: How the ECERS-R is Scored

- Each subscale has “items” that have their own rubric
- Each item is rated on a scale of 1-7
- Example: 19. Fine Motor:

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
<input type="checkbox"/> 1.1 Very few fine motor materials available  <input type="checkbox"/> 1.2 Fine motor materials in poor repair/incomplete		<input type="checkbox"/> 3.1 Some fine motor materials across different types accessible  <input type="checkbox"/> 3.2 Most fine motor materials in good repair/complete sets		<input type="checkbox"/> 5.1: Many fine motor materials are available for a Substantial Portion of the Day (2 hours, 7 minutes)  <input type="checkbox"/> 5.2 Fine motor materials are well organized  <input type="checkbox"/> 5.3 Fine motor materials on different levels of difficulty accessible		<input type="checkbox"/> 7.1 Materials rotated to maintain interest  <input type="checkbox"/> 7.2 Containers/shelves labeled for self help

Scoring starts at 1. Score is determined once an indicator is not met.

# What's Inside Your ECERS-R Report

- Your ECERS-R report provides information about the quality of the learning environment in your program
- Share the results with your pre-K staff to build shared investment and understanding of the results

ECERS-R Observation Report

PRE-K  
FOR ALL

Unique ID/DBN: MAQI  
Name: Child Center of NY  
Address: 169 West 87th Street  
Time observation began-ended: 08:15 - 11:25

Date of Observation: 11/02/2016  
Type: 6 hrs 20 mins  
# of Children Enrolled in Class: 17  
# of Children Present in Class: 17

**Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Pre-K for All Program Quality Standards (PQS)**

The NYC Pre-K for All Program Quality Standards (PQS) describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. The Division of Early Childhood Education (DECE) uses the ECERS-R tool to measure the extent to which programs are successful at reaching many of the standards related to the pre-K learning environment.

The ECERS-R is an observational tool used to assess early childhood learning environments. The ECERS-R incorporates a wide range of quality indicators and has been used in major studies of early childhood programs throughout the United States, across cultures, and internationally. This research has shown a consistent relationship between ECERS-R scores and a wide range of child developmental outcomes, and, as a result, the DECE has used ECERS-R to understand pre-K quality since the 2010-2011 school year.

The ECERS-R looks for markers of quality across six subscales, which are further broken into 37 items. Information about the ECERS-R tool and how it relates to the Quality Standards is shown in the chart below:

<b>Space &amp; Furnishings</b> 8 Items Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space  PQS Alignment: a. The Physical Learning Environment	<b>Personal Care Routines</b> 6 Items Examines the content and practices around meals and snacks and nap/rest, hand washing among students and staff, and other health and safety practices  PQS Alignment: a. Health, Safety & Well-being	<b>Language-Reasoning</b> 4 Items Examines the number and content of books and language materials available, accessibility to these materials, and the extent to which teachers encourage communication and use language to support concept development  PQS Alignment: 8. Engaging Children in Meaningful Activity
<b>Activities</b> 10 Items Measures the range of materials that are available in the classroom, the amount of time that children can freely access these learning materials, and the use of computers/TV  PQS Alignment: 8. Engaging Children in Meaningful Activity	<b>Interaction</b> 5 Items Examines the extent to which teachers are appropriately supervising children, using appropriate disciplinary strategies, providing opportunities for children to talk, and maintaining a positive climate  PQS Alignment: a. Creating a Positive Classroom Culture	<b>Program Structure</b> 4 Items Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities  PQS Alignment: 8. Engaging Children in Meaningful Activity

# Report Recommendations

- Created in response to your feedback
- Summarize practices that affect scoring on multiple items (e.g., interactions)
- Reflect situations that programs commonly score low on
- Focus on implementable changes
- Provide a starting point for program leaders to have conversations with pre-K staff and refine program goals





# Part 1

## A closer look at an ECERS-R Report



ECERS-R Observation Report

PRE-K  
FOR ALL

Unique ID/DBN: [REDACTED]

Name: [REDACTED]

Address: [REDACTED]

Time observation began-ended: 08:15 - 11:25

Date of Observation: 11/02/2016

Type: 6 hrs 20 mins

# of Children Enrolled in Class: 17

# of Children Present in Class: 17

Date of assessment, time that the evaluator observed

Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Pre-K for All Program Quality Standards (PQS)

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<div>Space &amp; Furnishings</div> <div>8 Items</div> <div>Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space</div> <div>PQS Alignment:</div> <div>10. The Physical Learning Environment</div>	<div>Personal Care Routines</div> <div>6 Items</div> <div>Examines the content and practices around meals and snacks and nap/rest, hand washing among students and staff, and other health and safety practices</div> <div>PQS Alignment:</div> <div>4. Health, Safety &amp; Well-being</div>	<div>Language-Reasoning</div> <div>4 Items</div> <div>Examines the number and content of books and language materials available, accessibility to these materials, and the extent to which teachers encourage communication and use language to support concept development</div> <div>PQS Alignment:</div> <div>8. Engaging Children in Meaningful Activity</div>
<div>Activities</div> <div>10 Items</div> <div>Measures the range of materials that are available in the classroom, the amount of time that children can freely access these learning materials, and the use of computers/TV</div> <div>PQS Alignment:</div> <div>8. Engaging Children in Meaningful Activity</div>	<div>Interaction</div> <div>5 Items</div> <div>Examines the extent to which teachers are appropriately supervising children, using appropriate disciplinary strategies, providing opportunities for children to talk, and maintaining a positive climate</div> <div>PQS Alignment:</div> <div>9. Creating a Positive Classroom Culture</div>	<div>Program Structure</div> <div>4 Items</div> <div>Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities</div> <div>PQS Alignment:</div> <div>8. Engaging Children in Meaningful Activity</div>

How the ECERS-R relates to the Pre-K Program Quality Standards and a description of each ECERS-R subscale

Space and Furnishings		Score
Subscale Score: 3.8		(1-7)
1. Indoor space		3
2. Furniture for routine care, play and learning		7
3. Furnishings for relaxation and comfort		3
4. Room arrangement for play		4
5. Space for privacy		4
6. Child-related display		6
7. Space for gross-motor play		1
8. Gross motor equipment		2

Personal Care Routines		Score
Subscale Score: 2.2		(1-7)
9. Greeting/departing		4
10. Meals/snacks		2
11. Nap/rest		2
12. Toileting/diapering		1
13. Health practices		2
14. Safety Practices		2

Language-Reasoning		Score
Subscale Score: 4.8		(1-7)
15. Books and pictures		4
16. Encouraging children to communicate		7
17. Using language to develop reasoning skills		4
18. Informal use of language		4

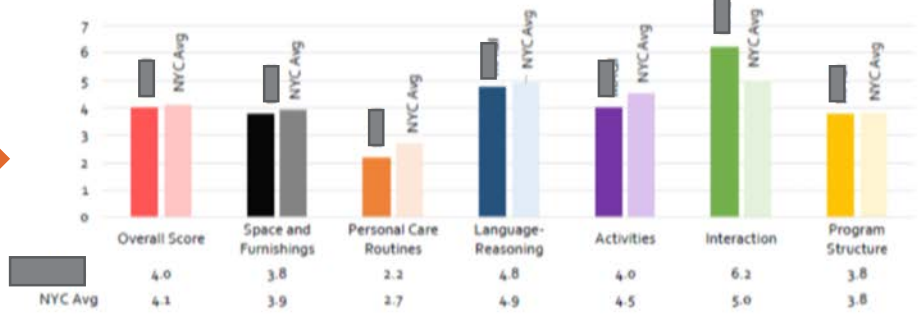
Activities		Score
Subscale Score: 4.0		(1-7)
19. Fine motor		4
20. Art		4
21. Music/movement		4
22. Blocks		3
23. Sand/water		4
24. Dramatic play		4
25. Nature/science		4
26. Math/number		4
27. Use of TV, video, and/or computers		2
28. Promoting acceptance of diversity		7

Interaction		Score
Subscale Score: 6.2		(1-7)
29. Supervision of gross motor activities		6
30. General supervision of children		4
31. Discipline		7
32. Staff-child interactions		7
33. Interactions among children		7

Program Structure		Score
Subscale Score: 3.8		(1-7)
34. Schedule		2
35. Free play		2
36. Group time		4
37. Provisions for children with disabilities		7

Program's scores on all subscales

Your program's subscale level scores with NYC DOE averages



## Information on:

- How the ECERS-R is scored
- How the assessment was conducted
- How to read the report

### How the ECERS-R is scored

Each ECERS-R subscale is comprised of items that are individually scored on a scale between 1 and 7, with higher scores indicating higher quality. Subscale and average scores are calculated by averaging all of the item scores.

Each item has its own indicators that the assessor looks for throughout the observation. When scoring, the assessor starts with the lowest indicators of the item, and then progresses through the rubric until one of the indicators is not observed. The scale is designed so that a higher score cannot be given if the more basic indicators are not met. This means that if a program meets the higher-level indicators on the rubric but has not met the more basic indicators for a given item, then credit will not be given for the higher-level provision. This is because the ECERS-R was designed according to the idea that children will not fully benefit from the higher-level indicators unless the basic indicators of the item are also met.<sup>4</sup>

### How the ECERS-R assessments are conducted

ECERS-R reliable evaluators observe a randomly chosen classroom of children for at least three hours and use information from the entire observation to score each *item* on the scale. During this time, the evaluator observes the physical environment as well as the interactions all staff members have with students. Although for most *items* the observed evidence is used over staff reports about typical practices, for any indicators that are not observed during an assessment, a short interview is scheduled with the teacher in order to gather this information. ECERS-R uses the length of the program to calculate "substantial portion of the day" (1/3 of the program day) requirements. Program time refers to the amount of time that is funded by the DECE. That is either 6 hours and 20 minutes or 2 hours and 30 minutes for most programs, with some variation. Programming that occurs outside of Pre-K for All hours is not accounted for in the ECERS-R assessment.

ECERS-R assessments are conducted by Pre-K Program Evaluators, who undergo a standardized training facilitated by the authors of the tool. In order to become a certified assessor, evaluators must observe and score alongside the master scorers who rate and determine each evaluator's reliability.

### How to read your ECERS report

At the beginning of the report are recommendations from the observation that are intended to identify broader trends in the program that likely impacted scores for multiple items.

After that, each ECERS-R subscale has its own color-coded section in the report. When identifying areas for coaching support, the DECE typically uses items from three of these subscales as an area of focus: Language-Reasoning, Activities, and Interactions. Although it is the overall average that relates to child outcomes and all of the subscales look at things that affect children's experiences, these will appear first in the report and evaluators look for an item scoring 5 or higher to identify as an item of strength. An explanation of this item of strength appears after the introductory graph on each of the subscale introduction page.

The end of the report has an appendix that includes an expanded schedule outlining what the evaluator saw on the day of the observation and a chart outlining how the schedule contributed to scores on time-related portions of the tool.

**For questions regarding the scores within this report, please contact the DECE by emailing your questions to [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)**

<sup>4</sup>For more information about the ECERS-R scale and ECERS-R item requirements, please see the All About the ECERS-R book, and the ECERS-R spiral bound scale.



## Recommendations Section

### Recommendations

Based upon the overall subscale scores received during the ECERS-R observation, please note the following recommendations.

\_\_\_\_\_ scored above the NYC average in the subscale(s) of Interaction. \_\_\_\_\_ scored below the NYC average in the subscale of Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, and Program Structure. Site leaders and principals are encouraged to consider specific indicators (individually numbered) under each item within the Personal Care Routines subscale in conjunction with other data to determine how this can support program goals.

The recommendations below reflect broader trends seen during the observation that may have impacted scores across multiple items and could be considered for programmatic changes:

- Create opportunities for children to be outdoors on a daily basis. Outdoor play provides fresh air and a space for children to be active and noisy. Even on colder days, as long as there is not a lot of ice on the playground, an effort should be made to take children outside. While it is preferred that children can play freely on a playground, on days when the weather is more challenging, consider taking neighborhood walks or playing group games outside. Clearing snow and dressing children for cold weather can be a challenge, but the experiences that children gain from being outside enhance their overall learning and development across the domains of the PKFCC.
- Pay more attention to children as they are toileting to ensure that sanitary procedures (e.g., hand washing) are carried out and that children are developing good personal care and hygiene skills. In bathrooms with stalls, an adult should be present to make sure children are safe, supervise hand washing, and make sure that the toilets are flushed. If the bathroom is located outside of the classroom, make sure an adult is always present when children use the bathroom. Younger children need careful supervision to make sure that they are using the bathroom correctly and safely.
- Consider removing some materials from the block area that are interfering with block play. More complex block play, in which children are weighing and comparing sizes of blocks and experimenting with balance, can take place when there is a protected area to enable children to focus on their construction. The path to the center chart should not be through the construction area. Some accessories, such as small people toys, animal sets, and vehicles can enhance block play and are encouraged, however, materials such as puzzles, too many writing materials, and art supplies (among others) can interfere with block play if stored in the block area or are brought there during center time. Observe children use materials in the block area, and consider removing any that pull children's attention away from building, balancing, comparing, and weighing materials.
- Improve handwashing practices. Improper handwashing procedures were observed during the assessment and this affected scoring for one or more items in the report, as previously mentioned. For more information about specific handwashing requirements, please see the handwashing instructional resource on the DECE website.

# Page 5 Onward: Information for Each Subscale

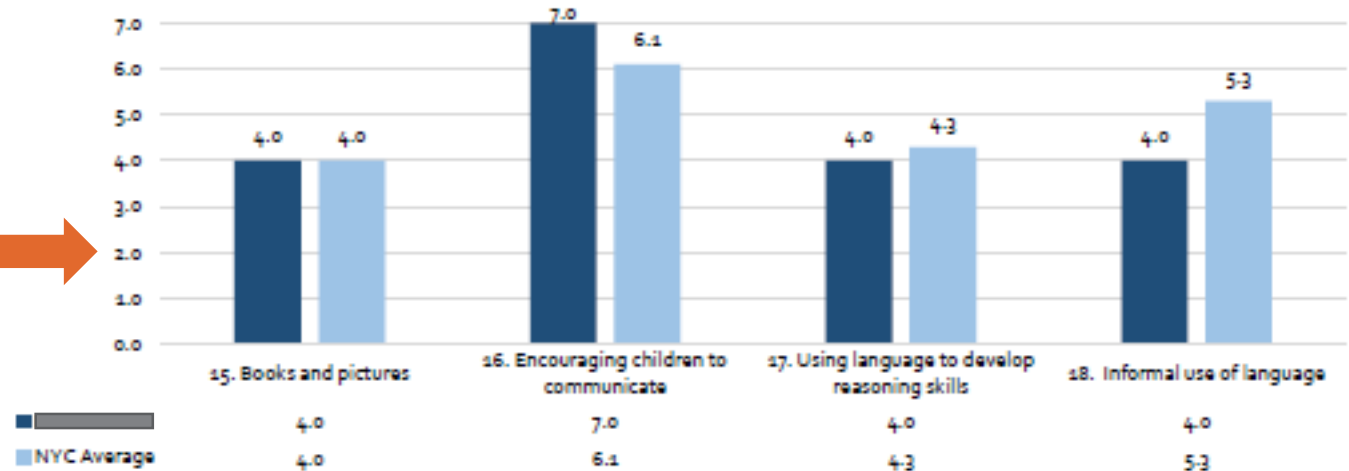
## Subscale

### Language – Reasoning

## Subscale description and connection to the PQS

Children's language, literacy, and reasoning skills are supported through meaningful interactions with staff and peers and developmentally appropriate resources. Staff should select materials for children and plan lessons and learning centers based on what will support each child's language and reasoning development. By encouraging meaningful dialogue around children's use of the classroom materials throughout the day, teachers can intentionally develop children's communication, reasoning and problem-solving skills. Specifically, staff may model or scaffold language for reasoning, or use questioning techniques to encourage peer discussion and complex concept development (PQS 8: Engaging Children in Meaningful Activity).

## Item scores with citywide averages



# Page 5 Onward: Item(s) of Strength

## Selected Item of Strength: Language - Reasoning

### Observed Evidence

Although there is some room for improvement under this subscale, several promising practices were observed. In the library area, there was a wide selection of books categorized and organized by various topics. During free play, staff read books to children informally. There were communication activities during both free play and group time such as morning meeting. Children were asked what they have been learning. Children were asked what the 5 senses are and what the weather was like on the day of the assessment. Questions such as, "What are you making? Can you tell me what color that is?" were heard as well. For these reasons, this subscale was highlighted as a strength.

# Page 5 Onward: Items scored below 5

Item number,  
name, and  
your score

## Item 17: Using language to develop reasoning skills

Score: 4

Indicator that  
was not met

Indicator 5.2

ECERS-R Indicator of Quality: Children encouraged to talk through or explain their reasoning when solving problems (Ex. Why they sorted objects into different groups; in what way are two pictures the same or different).

Information  
about the  
indicator

### Indicator Description

This indicator requires at least two instances of staff encouraging children to explain their thinking about logical concepts when using materials designed to stimulate reasoning. For example, a staff member might ask a child: why different objects were sorted into separate groups; why a written number matches a picture of objects; why items balance; why one group of objects is more or less; or how many there are. By listening to the child's explanation, a staff member can assess his or her understanding of the concept. For more information about this indicator's requirements, please see the All About the ECERS-R book (p.173).

What was  
observed.  
Explains why  
credit was not  
given

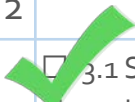
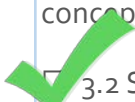

### Observed Evidence

There were no instances of this throughout the observation, although several missed opportunities for these kind of interactions were observed. During free play, a staff member and a child played with counting bears. A child was heard saying, "There are a lot of red bears!" The staff member responded, "Yes there are 6 bears!" If the staff member asked, "How do you know there are a lot? How many do you see?" Credit could have been given. At table toys, a child was playing with pattern blocks. A staff member could have asked, "How are these two shapes similar/different?" Since there were fewer than two instances of staff encouraging children to explain their reasoning when solving logical problems, credit could not be given.



# How the ECERS-R is scored

- The report contains information about the indicator that was scored unfavorably
- This is so you can understand what happened during the observation and what the scores are based on

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
<div><input type="checkbox"/> 1.1 Staff do not talk about logical relationships</div> <div><input type="checkbox"/> 1.2 Concepts are introduced inappropriately</div>	<div><input type="checkbox"/> 3.1 Staff sometimes talk about logical relationships or concepts</div> <div><input type="checkbox"/> 3.2 Some concepts are introduced...using words and concrete examples</div>		<div><input type="checkbox"/> 5.1: Staff talk about logical relationships while children play with materials</div> <div><input checked="" type="checkbox"/> 5.2 Children encouraged to explain reasoning when solving problems</div>		<div><input type="checkbox"/> 7.1 Staff encourage children to reason using actual events and experiences</div> <div><input type="checkbox"/> 7.2 Concepts are introduced in response to children's interests or needs</div>	

\* This table is an abridged version of item 17 in the ECERS-R scale

# Appendix

Last two pages of report

Classroom  
schedule on  
day of  
observation

Classroom Schedule on Day of Observation			
Below is the schedule observed and reported on the day of the observation. Components marked as "Observed" were seen and noted by the evaluator while they were in the classroom. Components marked as "Reported" were input based upon feedback from the teacher interview and the posted classroom schedule.			
Component	Time	Observed or Reported	Notes
Arrival	08:15 AM - 08:38 AM	Observed	Upon arrival, children washed hands, signed in, and chose a table toy.
			Clean up was announced and when children finished cleaning, they went to the rug while 2 staff members set up breakfast. On the rug, children did not

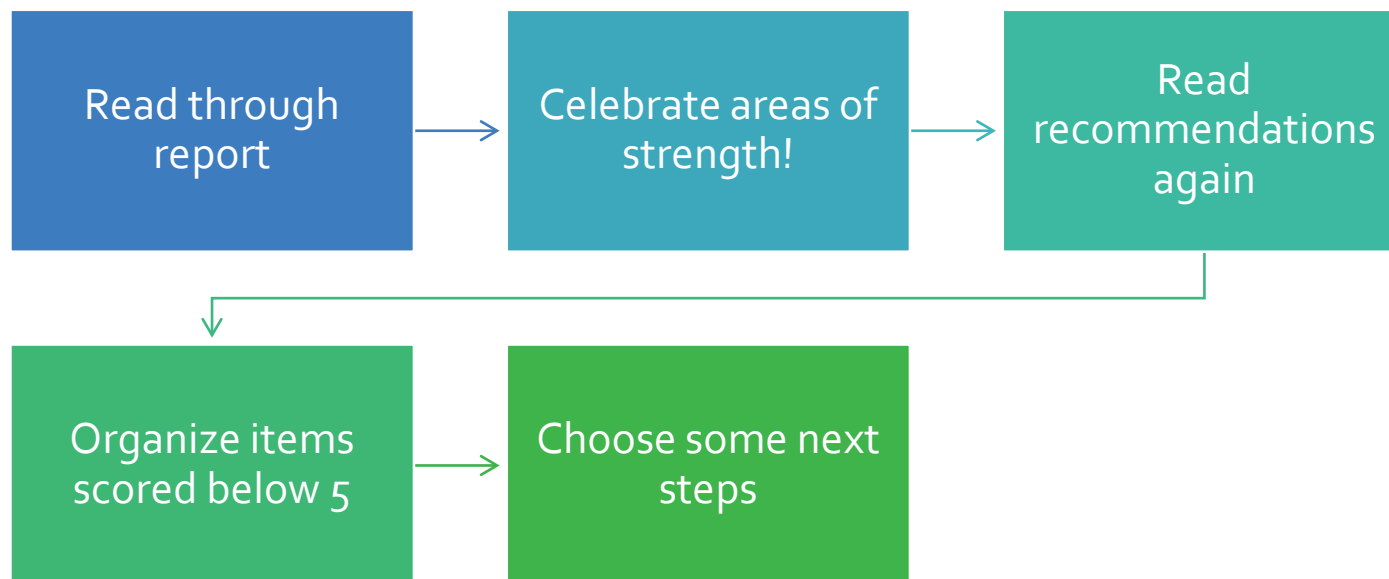
Items that  
have time  
requirements,  
and when  
those materials  
were accessible  
to children

Time Related Items				
Within the ECERS-R scale, 15 items require specific information about the amount of time materials or activities are available. The table below contains specific information about when materials were available or activities took place at your site related to time requirements. If an item met the time requirement for an indicator, but did not meet the materials requirement, specific information about this is included earlier in the report. Please see that portion of the report for more information.				
Item	Amount of Time Observed	Minimal Requirement Met? (materials accessible for at least 47 minutes)	Higher Level Requirement Met? (materials accessible for at least 2 hours, 7 minutes)	Times Accessible
3. Furnishings for relaxation	1:40	Yes	No	Centers/Choice, Centers/Choice
5. Space for Privacy	1:40	Yes	No	Centers/Choice, Centers/Choice
7. Gross Motor Space	0:31	No	N/A	Gross, Motor/, Recess, Gross, Motor/, Recess, Gross, Motor/, Recess
8. Gross Motor Equipment	0:00	No	N/A	

## Part 2

# How to interpret an ECERS-R report and use the Planning Template

# Interpreting your ECERS-R report



## PQS Connection: Program Quality Improvement

“Leaders collaborate with program staff to regularly analyze data, providing the program with an accurate representation of the program’s strengths and challenges and ensuring that conclusions are arrived at systematically and equitably.”

# Organizing items scored below 5

## How to use the planning template:

1. Identify reasons for the score
2. Organize these items into one of three categories:
  - Short term goal/task
  - Medium term goal
  - Long-term goal
3. Create next steps

# Planning Template



## Using Your ECERS-R Report to Plan Changes

- For detailed instructions on how to complete this form, please view the ECERS-R 104 webinar, here: <http://schools.nyc.gov/Academics/EarlyChildhood/educators/ProgramAssessments.htm>
- First row is completed as an example, only



ECERS-R Item	ECERS-R Indicator	What was observed	Short-term goal, mid-term goal, not feasible goal	Next Steps
EXAMPLE 20. Art	EXAMPLE 5.2 Many and varied art materials accessible for a substantial portion of the day	EXAMPLE Not enough materials: missing from either the 3-D category or the paint category	EXAMPLE Short-term	EXAMPLE <ul style="list-style-type: none"><li>• Review activities that are planned in the art center</li><li>• Decide what materials to add so that enough varied materials are available, without overwhelming children with too many options</li><li>• Decide if any materials should be removed (are children using them? Do they support the current theme?)</li><li>• Take inventory of art center supplies across classrooms</li><li>• Order materials, or collect recyclable collage materials from families or local businesses</li></ul>

# Items scored below 5 – Art

Let's look at the report, keeping the following in mind:

1. Identify reasons for the score.
2. Is this a short-term, mid-term, or not feasible goal?
3. What are some next steps that could be taken?

# Items scored below 5 – Art

## Item 20: Art

Score: 4

### Indicator 5.1

ECERS-R Indicator of Quality: Many and varied art materials accessible a substantial portion of the day.

### Indicator Description

This indicator requires that three to five different art materials from at least four of five categories (drawing, paint, three-dimensional, collage, and tools) be accessible to the children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements and examples of materials for each of the five categories, please see the All About the ECERS-R book (p. 203).

### Observed Evidence

The requirement for at least three different art materials was only met in three of the five categories: drawing, collage, and tools. The paints category had only tempera paint, the three-dimensional category had only play dough, and the collage category only had glue and various papers. Furthermore, time requirements for this indicator were not met. For more information about this, please see the appendices at the end of this report.

### ✓ Drawing materials observed:

Crayons; Markers; Pencils; Chalk; Chalk boards.

### Paint materials observed:

Tempera.

### 3-Dimensional materials observed:

Play Dough.

### ✓ Collage materials observed:

Paste / Glue; Various Papers; Feathers.


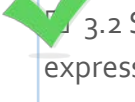

### ✓ Tools observed:

Scissors; Play Dough Tools; Stencils.



# How the ECERS-R is scored

Abridged version of item 20, Art in the ECERS-R scale

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
<input type="checkbox"/> 1.1 Art activities are rarely available  <input type="checkbox"/> 1.2 No individual expression in activities		<input checked="" type="checkbox"/> 3.1 Some art materials available for at least 47 minutes   <input checked="" type="checkbox"/> 3.2 Some individual expression allowed		<input checked="" type="checkbox"/> 5.1: Many and varied art materials accessible for 1/3 of day  <input checked="" type="checkbox"/> 5.2 Much individual expression in use of art materials		<input type="checkbox"/> 7.1 3D art materials included monthly  <input type="checkbox"/> 7.2 Some art activities related to learning units  <input type="checkbox"/> 7.3 Provisions made for children to extend projects over multiple days

# Items scored below 5 – Art

1. Identify reasons for the score.
  - Not enough materials: missing from either the 3-D category or the paint category
  - Not enough time
2. Is this a short-term, mid-term, or not feasible goal?
  - Materials: short-term
  - Time: mid-term
3. What are some next steps that could be taken?
  - Decide what materials to add
  - Decide if any materials should be removed
  - Take inventory of art center supplies across classrooms
  - Order materials, or collect recyclable collage materials from families or local businesses

# Items scored below 5 – Music and Movement

## Item 21: Music/movement

Score: 4

### Indicator 5.1

ECERS-R Indicator of Quality: Many music materials accessible for children's use (Ex. Music center with instruments, tape player, dance props, adaptations made for children with disabilities).

### Indicator Description

This indicator requires that enough musical instruments for at least half the children to use at once. It also requires that 4 year-olds be able to independently access recorded music. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 215).

### Observed Evidence

There was a bin with various instruments and enough for all the children in the classroom, and also a CD player; however, all of these materials were located on a high shelf out of reach of children. A staff member was observed using it during music and movement. No other music materials were accessible to children. Although the time requirement was met, since children could not access the music materials, credit could not be given.

# Items scored below 5 – Music and Movement

1. Identify reasons for the score.
  - “There was a bin with various instruments and enough for all the children in the classroom, and also a CD player; however, these were located on a high shelf out of reach of children.”
2. Is this a short-term, mid-term, or not feasible goal?
  - Short-term
3. What are some next steps that could be taken?
  - Create a music center and put materials at a height accessible to children; or
  - Take basket of musical instruments to the gross motor space

# Items scored below 5 – Language Reasoning

## Item 17: Using language to develop reasoning skills

Score: 4

### Indicator 5.2

ECERS-R Indicator of Quality: Children encouraged to talk through or explain their reasoning when solving problems (Ex. Why they sorted objects into different groups; in what way are two pictures the same or different).

### Indicator Description

This indicator requires at least two instances of staff encouraging children to explain their thinking about logical concepts when using materials designed to stimulate reasoning. For example, a staff member might ask a child: why different objects were sorted into separate groups; why a written number matches a picture of objects; why items balance; why one group of objects is more or less; or how many there are. By listening to the child's explanation, a staff member can assess his or her understanding of the concept. For more information about this indicator's requirements, please see the All About the ECERS-R book (p.173).

### Observed Evidence

There were no instances of this throughout the observation, although several missed opportunities for these kind of interactions were observed. During free play, a staff member and a child played with counting bears. A child was heard saying, "There are a lot of red bears!" The staff member responded, "Yes there are 6 bears!" If the staff member asked, "How do you know there are a lot? How many do you see?" Credit could have been given. At table toys, a child was playing with pattern blocks. A staff member could have asked, "How are these two shapes similar/different?" Since there were fewer than two instances of staff encouraging children to explain their reasoning when solving logical problems, credit could not be given.

# Items scored below 5 – Language Reasoning

1. Identify reasons for the score.
  - There were no instances of children being encouraged to talk through or explain their reasoning when solving problems
2. Is this a short-term, mid-term, or not feasible goal?
  - Mid-term
3. What are some next steps that could be taken?
  - If you're not sure: turn to the All About the ECERS-R book or your instructional coordinator or social worker for more information
  - Review [DECE's Interdisciplinary Units](#) online for sentence starters for each center
  - Observe and look for examples of staff encouraging children to talk throughout the day
  - Adjust or try another strategy if that one doesn't work

# All time related items

- 11 items require that children have time to play with materials for at least  $\frac{1}{3}$  of the day (2 hours, 7 minutes)
- Sometimes there are structural challenges to making this happen (e.g., larger school schedule)
- Look at the appendix to find out more about how time was actually spent on the day of the assessment

# Last page of report – All time related items

## Time Related Items

Within the ECERS-R scale, 15 items require specific information about the amount of time materials or activities are available. The table below contains specific information about when materials were available or activities took place at your site related to time requirements. If an item met the time requirement for an indicator, but did not meet the materials requirement, specific information about this is included earlier in the report. Please see that portion of the report for more information.

Item	Amount of Time Observed	Minimal Requirement Met? (materials accessible for at least 47 minutes)	Higher Level Requirement Met? (materials accessible for at least 2 hours, 7 minutes)	Times Accessible
3. Furnishings for relaxation	1:40	Yes	No	Centers/Choice, Centers/Choice
5. Space for Privacy	1:40	Yes	No	Centers/Choice, Centers/Choice
7. Gross Motor Space	0:31	No	N/A	Gross, Motor/, Recess, Gross, Motor/, Recess, Gross, Motor/, Recess
8. Gross Motor Equipment	0:00	No	N/A	
15. Books and pictures	1:46	Yes	No	Centers/Choice, Transition, Centers/Choice
19. Fine Motor	2:03	Yes	No	Arrival, Centers/Choice, Centers/Choice
20. Art	1:40	Yes	No	Centers/Choice, Centers/Choice
21. Music and Movement	1:40	Yes	N/A	Centers/Choice, Centers/Choice
22. Blocks	1:40	Yes	No	Centers/Choice, Centers/Choice
23. Sand/Water	1:40	Yes	N/A	Centers/Choice, Centers/Choice
24. Dramatic Play	1:40	Yes	No	Centers/Choice, Centers/Choice
25. Nature Science	2:03	Yes	No	Arrival, Centers/Choice, Centers/Choice
26. Math/Number	2:03	Yes	No	Arrival, Centers/Choice, Centers/Choice
34. Schedule	2:14	Yes	Yes	Arrival, Centers/Choice, Gross, Motor/, Recess, Centers/Choice
35. Free Play	2:03	Yes	No	Arrival, Centers/Choice, Centers/Choice





# Second to Last Page - Schedule

## Classroom Schedule on Day of Observation

Below is the schedule observed and reported on the day of the observation. Components marked as "Observed" were seen and noted by the evaluator while they were in the classroom. Components marked as "Reported" were input based upon feedback from the teacher interview and the posted classroom schedule.

Component	Time	Observed or Reported	Notes
Arrival	08:15 AM - 08:38 AM	Observed	Upon arrival, children washed hands, signed in, and chose a table toy.
Transition	08:38 AM - 08:45 AM	Observed	Clean up was announced and when children finished cleaning, they went to the rug while 2 staff members set up breakfast. On the rug, children did not have an activity (i.e. read a book, music time, etc.). Instead they spoke with a staff member who asked questions at times. However this staff stopped the conversation at times to greet other children and parents upon arrival.
Transition	08:45 AM - 08:57 AM	Observed	Children took turns washing hands and then sat at a table waiting for others to finish. Once everyone finished washing hands, they took turns placed food onto their plates. Staff assisted as needed.
Breakfast	08:57 AM - 09:10 AM	Observed	For breakfast, there was cereal, peaches, and milk.
Transition	09:10 AM - 09:14 AM	Observed	Breakfast finished at 9:10 and a staff asked children to go to the rug for morning meeting.
Circle/Whole Group	09:14 AM - 09:27 AM	Observed	During morning meeting, children sang various songs, reviewed the calendar, and counted the numbers of the rug.
Transition	09:27 AM - 09:31 AM	Observed	Children chose centers.
Centers/Choice	09:31 AM - 10:31 AM	Observed	All centers were open for children to play from. A staff member did a small group activity on the 5 senses with children. During the interview, the staff member reported that children do not have to participate in the small group if they do not want to.

# Meeting higher-level play requirements

1. Identify reasons for the score.
  - Not enough time for children to play
2. Is this a short-term, mid-term, or not feasible goal?
  - Mid-term
3. What are some next steps that could be taken?
  - Review schedule to determine how time is spent
  - Look for times when a lot of time is spent on transitions
  - Discuss and identify strategies for minimizing transitions
  - Try strategy to see if it works, paying attention to the time that it takes
  - Adjust or try another strategy if that one doesn't work
  - Look at other times in the day to determine if small transitions could be eliminated, too.
  - Review the DECE's [Tools of Autonomy](#) document for suggestions

# ECERS-R Webinar Series

Title	Description
ECERS-R 101	<ul style="list-style-type: none"><li>• Why the DECE uses the ECERS-R tool</li><li>• What the ECERS-R tool measures, broadly</li><li>• What to expect before, during, and after an ECERS-R assessment</li><li>• What resources are available to support you</li></ul>
ECERS-R 102	<ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Space and Furnishings</i> subscale</li></ul>
ECERS-R 103	<ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Personal Care Routines</i> subscale</li></ul>
ECERS-R 104	<ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Language-Reasoning</i> and <i>Interaction</i> subscales.</li></ul>
ECERS-R 105	<ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Activities</i> subscale.</li></ul>
ECERS-R 106	<ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Program Structure</i> subscale</li></ul>
ECERS-R 107	<ul style="list-style-type: none"><li>• How to read and interpret your ECERS-R report</li><li>• How to use ECERS-R data and recommendations to inform pre-K program goals</li></ul>

# Thank you!

For any further questions to:

[programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)

