



# Early Childhood Environment Rating Scale (ECERS-R) 105



- Review the *Activities* subscale
- Some of the requirements for items under this subscale
- Scoring Refinements

# 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 <i>the 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>

# The ECERS-R Subscales

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
1. Indoor space 2. Furniture for 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	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	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 computers 28. Promoting acceptance of diversity	29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children	34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities

It is the average of all of these factors that relate to children's outcomes

# ECERS-R 105 Objectives

- Understand key requirements for the Activities subscale.
- Understand some scoring revisions that have been made by the DECE.
  - Throughout this webinar, you will see any scoring refinements in red text.



# Materials and resources that will be helpful during this webinar

- The *All About the ECERS-R* book
- ECERS-R spiral-bound scale (if you have one)
  - To request a copy, email [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)
- **NYCDOE DECE Additional Notes for the ECERS-R**
  - Available on the DECE website under Program Assessment
  - This document is inclusive of Environmental Rating Scale Institute (ERSI) Additional Notes for Clarification

# Activities

*All About the  
ECERS-R  
p. 189*

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

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## **PQS Connection:**

- 8) Engaging Children in Meaningful Activities
- 13) Resource Management

## **PKFCC Connection:**

- Domain 1: Approaches to Learning
- Domain 4: Communication, Language, Literacy
- Domain 5: Cognition and Knowledge of the World

# Learning Centers and the *Activities* subscale

- Play is an important vehicle for developing a variety of skills outlined in the PKFCC
- Children are more likely to be engaged and learn when they can select their own materials
- All children should be able to access and choose from the materials in the *Activities* subscale for at least one-third of the pre-K hours (2 hours, 7 minutes)
  - Does not include transitions
  - Does not include clean-up
  - Does not include small groups if children do not have a choice to be in them
- “Access” means that children can reach and use materials, and there is time in the schedule for them to do that
- During Center Time, staff model language through initiating, joining and extending conversations, using self- and parallel-talk, and asking open-ended questions
- Materials are rotated throughout the year to maintain children’s interest

## Item 19: Fine motor (*All About the ECERS-R* p.189)

- There are 3-5 materials in each of these categories:

<b>Examples</b>	<b>Small building toys</b>	<b>Art materials</b>	<b>Manipulatives</b>	<b>Puzzles</b>
	<ul style="list-style-type: none"><li>• Interlocking blocks</li><li>• Small blocks, inch cubes</li><li>• Magnetic blocks</li><li>• Tinker toys</li></ul>	<ul style="list-style-type: none"><li>• Crayons, markers</li><li>• Pencils</li><li>• Paints</li><li>• Tools (e.g., hole punches, tape)</li><li>• Clay</li></ul>	<ul style="list-style-type: none"><li>• Beads/string</li><li>• Lacing cards/string</li><li>• Peg boards</li><li>• Parquet shapes</li><li>• Zip, snap, and button toys</li></ul>	<ul style="list-style-type: none"><li>• Floor puzzles</li><li>• Wooden tables with pegs</li></ul>

- Materials are rotated to maintain children's interest
- Containers are labeled and available for children
- Puzzles and sets of materials are complete (i.e., not missing parts)
- Available for play for 2 hours, 7 minutes for full-day pre-K



# Item 20: Art (*All About the ECERS-R* p.199)

- There are at least 3-5 materials from at least 4 out of the 5 categories below:

## Examples

Drawing	Painting	3-Dimensional	Collage	Tools
<ul style="list-style-type: none"><li>• Paper</li><li>• Crayons</li><li>• Markers</li><li>• Colored pencils</li><li>• Pens</li><li>• Chalk</li></ul>	<ul style="list-style-type: none"><li>• Easel paint</li><li>• Finger paint</li><li>• Watercolors</li></ul>	<ul style="list-style-type: none"><li>• Play dough</li><li>• Clay</li><li>• Craft sticks</li><li>• Wood</li><li>• Pipe cleaners</li></ul>	<ul style="list-style-type: none"><li>• Glue</li><li>• Pom-poms</li><li>• Sequins</li><li>• Feathers</li><li>• Yarn/string</li></ul>	<ul style="list-style-type: none"><li>• Safe scissors</li><li>• Staplers</li><li>• Hole punches</li><li>• Tape</li><li>• Brushes</li><li>• <b>Dot Markers*</b></li></ul>

- Individualized expression is encouraged when materials are used
- Some art activities are related to instructional units
- Materials are rotated to maintain children's interest
- Available for play for 2 hours, 7 minutes for full-day pre-K

\*Dot markers (also called Bingo markers, or dot paints) are counted in the "tools" category of art materials. They do not allow the control provided by the materials in the drawing category, nor do they fit the paint category, in terms of how they can be used.

## Item 21: Music/movement (*All About ECERS-R* p.211)

- There are many music materials available for at least 47 minutes daily (at least enough for half of the class)
- Movement/Dance activity happens at least once a week
- Music activities happen daily (i.e. sing songs during morning circle)
- Creativity is encouraged during music activities (e.g., give leadership opportunities, allow for made-up words)
- There is a way for children to independently play recorded music in the classroom (e.g., MP3 player and speakers, CD player and CDs)
- At least three types of music are used in the classroom (e.g., jazz, reggae, lullabies, classical)

# Item 22: Blocks (*All About ECERS-R* p.219)

## Block area

- Enough space for at least three children to build independent structures at the same time
- Out of the way of foot traffic
- Floor surface should allow for balancing
- Blocks and accessories should be stored on open, labeled shelves

## Materials

- At least two kinds of blocks (e.g., large wooden blocks, homemade “blocks” like empty food containers)
- Enough blocks for at least three children to build
- **Accessories from at least three categories should be available (e.g., transportation, people, zoo animals, farm animals)**
- Enough accessories for at least three children to use
- Accessories to enrich block play (e.g., toy animals and people, road signs), **not** to distract from block play
- Available for play for 2 hours, 7 minutes for full-day pre-K

# Item 23: Sand/water (*All About ECERS-R* p.231)

Examples	Options for holding sand/water	Sand Toys/accessories	Water Toys/accessories	Sand Substitutes	Sand/water Activities
	<ul style="list-style-type: none"><li>• Sand boxes</li><li>• Sand pits</li><li>• Sand / Water tables</li><li>• Dishpans</li><li>• Plastic bins</li><li>• Tubs</li><li>• Buckets</li></ul>	<ul style="list-style-type: none"><li>• Measuring cups</li><li>• Shovels</li><li>• Scoops</li><li>• Rakes</li><li>• Sifters</li><li>• Funnels</li><li>• Sand-wheels</li><li>• Molds</li><li>• Cars, trucks</li><li>• Small people figurines</li><li>• Toy animals</li></ul>	<ul style="list-style-type: none"><li>• Measuring Cups</li><li>• Shovels</li><li>• Scoops</li><li>• Sponges</li><li>• Spray bottles</li><li>• Small water droppers</li><li>• Turkey baster</li><li>• Things that sink/float</li><li>• Buckets</li><li>• Shovels</li><li>• Toy water animals</li></ul>	<ul style="list-style-type: none"><li>• Corn meal</li><li>• Bird seeds</li><li>• Soil</li><li>• Flour</li><li>• Rice</li><li>• Lentils</li></ul>	<ul style="list-style-type: none"><li>• Wet sand used instead of dry</li><li>• Bubbles/ color added to water</li></ul>

- Offer **both** water and sand-like material for children
  - Appropriate sand substitutes are materials that can easily be poured
- A variety of accessories should also be available
- Sand/water should be accessible for at least 47 minutes per day
- If possible, offer sand and water activities outside, too

## Item 24: Dramatic play (*All About ECERS-R* p.237)

- The dramatic play area should have clear boundaries
- There are many materials available for at least three children to use them at a given time
- There are materials that represent two different “themes” at any time
- There should be a variety of dress-up items that are “gender specific,” meaning that they allow children to express gender in ways that are socially defined as either masculine or feminine.
  - Uniforms (e.g. construction worker, police officer, nurse, etc.) no longer qualify as “gender specific” clothing items
- There should also be materials in this area that relate to a variety of cultures

## Item 25: Nature/science (*All About ECERS-R* p.253)

- There are at least 3 items from at least three of the categories below:

Examples	Collections of Natural Objects	Living Things	Nature/science Books, Games, or Toys	Nature/science Activities
	<ul style="list-style-type: none"><li>• Leaves</li><li>• Rocks</li><li>• Shells</li><li>• Pinecones</li></ul>	<ul style="list-style-type: none"><li>• Class pet (e.g., fish)</li><li>• Window bird feeder</li><li>• Living plants</li></ul>	<ul style="list-style-type: none"><li>• Non-fiction books about items in science center</li><li>• Nature picture matching cards</li><li>• Realistic plastic sets of animals</li></ul>	<ul style="list-style-type: none"><li>• Magnet set</li><li>• Magnifying glasses with items to look at</li><li>• Shaking cans with different items</li><li>• Cooking activities</li></ul>

- Encourage children to bring in natural things to add to collections (e.g., bring leaves that were found on the way to Pre-K)
- Organize materials by type to allow for easier clean-up and organization
- Use everyday events to teach scientific concepts (e.g., weather, shadows, observing insects, melting snow)
- There are books and pictures available to help extend children's hands-on experiences

## Item 26: Math/Number (*All About ECERS-R* p.267)

- There is at least 3 items from the following categories:

<b>Examples</b>	<b>Counting</b>	<b>Measuring</b>	<b>Comparing amounts</b>	<b>Recognizing shapes</b>	<b>Becoming familiar with written numbers</b>
	<ul style="list-style-type: none"><li>• Collections of small objects to count</li><li>• Puzzles in which number are matched to items</li><li>• Beads and bead pattern activities</li></ul>	<ul style="list-style-type: none"><li>• Balance scale with items to weigh</li><li>• Rulers and tape measures</li><li>• Thermometers</li></ul>	<ul style="list-style-type: none"><li>• Cubes that stack to different heights</li><li>• Chart and graph activities</li><li>• Dominos</li><li>• Playing cards</li></ul>	<ul style="list-style-type: none"><li>• Parquetry (shape) blocks</li><li>• Magnetic shapes</li><li>• Puzzles with different geometric shapes</li></ul>	<ul style="list-style-type: none"><li>• Number puzzles</li><li>• Cash register with play money</li><li>• Calendar</li><li>• Play telephone</li></ul>

- Organize materials by type to allow for easier clean-up and organization (e.g., all pieces needed for games are stored together)
- Use everyday events to teach mathematical concepts (e.g., counting while climbing steps, using timers to take turns)
- There are books and pictures available to help support math learning

## Item 27: Use of TV, video, and/or computers

- For each child, computer/screen time is limited to 30 minutes in a week, and no more than 15 minutes per day in total
  - Includes computers, tablets, interactive whiteboards, mobile devices, and cameras and recording devices
- Alternative activities are given while TV/computers are used (i.e., not during large group time)
- Media screen time should not be allowed during meals/snacks
- Information presented on screen encourages active involvement (e.g., dancing, active thinking) and creativity
- Staff are actively involved in the use of TV/computers (e.g., sit with children and ask questions or offer encouragement)
- Information presented supports units of study or other activities



## Item 28: Promoting Acceptance of Diversity ( 287)

- Many books, pictures, and materials that show people of different races, cultures, ages, abilities, and gender in different ways that are **positive and non-stereotyping**.
- Many pictures refer to at least 3-5 pictures displayed in the classroom that have been selected intentionally by staff to clearly show diversity.
- Some props related to various cultures in the dramatic play area
- Staff intervene if prejudice is shown by children or adults

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# Thank you!

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