



Environment Rating Scale Self-Assessment

Facility Name:

Date:

Staff:

Circle all that apply: ITERS ECERS FCCERS

Consider using this Environment Rating Scale self-assessment form after the program lead designee attends the Introduction to the Environment Rating Scale training. Complete the following Environment Rating Scale self-assessment in all or almost all classrooms. If you do not complete the self-assessment for all classrooms make sure that at least one classroom of each age group served is observed.

The completed Environment Rating Scales self-assessment will guide next steps for a Quality Action Plan (with help from a Step Up to Quality coach, if applicable) and help to focus efforts on changes for improved child outcomes. The Environment Rating Scale Self-Assessment is a tool to assess minimal classroom quality and is not meant to be all inclusive. For indicators of excellent classroom quality, refer to the appropriate Environment Rating Scale book manual: ITERS, ECERS, or FCCERS.

Space and Furnishings	YES	NO	N/A
Indoor space and furnishings for children and adults are sufficient. Space is in good repair, clean and well-maintained.			
1. Some adult seating is available for routine care. ITERS/FCCERS only			
2. Individual space for storage of children’s individual belongings which do not touch other children’s belongings is made available. Most furniture is child-sized, sturdy and in good repair. Some storage used for extra toys and supplies is available.			
3. Furnishings and toys providing a substantial amount of softness are accessible to children. Toys are clean and in good repair. A protected cozy area is provided for one or two children to play without intrusion by others.			
4. 3-5 interest areas OR experiences and/or routine care areas are defined and conveniently equipped.			
5. Areas for quiet and active play are separated and toys are stored for easy access by children.			
6. Space is set aside for privacy. ECERS & FCCERS only			
7. Items are displayed at child’s eye-level where children can see them and staff talk with children about display materials. Most of the display is work done by the children.			
8. Sufficient outdoor space is easily accessible for children in group. Gross motor spaces are generally safe, indoor & outdoor. Children play outside daily weather permitting.			
9. Gross motor equipment is age-appropriate for children. Ample materials and equipment for vigorous physical activity are available so children have access without long periods of waiting. Both stationary and portable equipment is used. ECERS only			

NOTES

Personal Care Routines	YES	NO	N/A
1. Children are greeted individually with pleasant arrivals and departures. Children are helped to become involved in activities, if needed. Separation is handled sensitively. Parents are greeted warmly.			
2. Daily written record of children’s routines is available to parents (children under 12 months). ITERS only			
3. Well-balanced and scheduled meals are served appropriate to the age group. Water is offered or available to all children, who are eating solid food, between meals. Sanitary procedures are maintained, food allergies are posted and food/beverage substitutes are posted.			
4. Staff provide a pleasant and relaxed meal time by sitting and talking with the children. Independent eating is encouraged as appropriate for the age and ability of the children in the group.			
5. Nap/rest is appropriately scheduled to meet the needs of the children. Nap space conducive to resting is well supervised and children are aided in relaxing as needed. All cots, mats and/or cribs are 3 feet apart and sleep surfaces are covered with a clean sheet.			
6. Diapering/toileting schedules meet the individual needs of children. Sanitary conditions are maintained.			
7. Adults and children consistently follow hand washing procedures at all required times. Non-antibacterial soap and running water or acceptable alternative are used.			
8. No major safety hazards are present indoor or outdoor.			

NOTES

Language and Literacy / Listening and Talking	YES	NO	N/A
1. A wide selection of books is accessible: At least 12 books appropriate for infant/toddlers are accessible daily. ITERS/FCCERS only At least 30 books appropriate for preschool children are accessible daily. ECERS only			
2. Book times are warm and interactive. Staff informally read books to children daily.			
3. Staff have conversations with all children frequently throughout the day during routines and free play. Verbal communication is positive, encouraging and personalized.			
4. Materials and activities that encourage children to communicate are appropriate and accessible during free play and routines.			
5. Staff use words that name and describe people, places, things and actions as children experience them in their daily routines and play. ECERS only			
6. Staff use opportunities from the materials, displays, and other experiences frequently to introduce and define words to children. ECERS only			
7. Staff add information to expand on ideas presented by children. ECERS only			
8. Staff add words to the actions they take in responding to children throughout the day. Staff generally respond in a timely manner.			
9. Staff talk about logical relationships while children use materials that simulate reasoning. Children are encouraged to talk through or explain their reasoning when solving problems. Concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences. ECERS only			

NOTES

Activities	YES	NO	N/A
1. Many and varied developmentally appropriate fine motor materials of each type are accessible to children. Materials are stored separately, at child level, are well-organized with similar toys stored together.			
2. Many and varied art materials, which are safe and non-toxic, are accessible to children. Individual expression and use of art material is encouraged for all ages. Staff facilitate appropriate use of materials.			
3. Many and varied music materials, including instruments and dance props, are accessible to children. Various types of music are used.			
4. A variety of blocks and accessories are accessible to children. Blocks and accessories are organized according to type.			
5. A special block area is set aside out of traffic, with storage and a suitable building surface. ECERS only			
6. Sand and/or water activities are provided regularly and a variety of accessories are accessible.			
7. Many and varied age-appropriate dramatic play materials are accessible to children. A dramatic play area is clearly defined with organized storage.			
8. Developmentally appropriate nature/ science games, materials or activities are accessible to children. Daily events are used as a basis for learning about nature/science.			
9. Many developmentally appropriate math/number materials of various types are accessible to children. ECERS/FCCERS			
10. Books, props, pictures and materials used are developmentally appropriate, non-violent and culturally sensitive and depict gender diversity.			
11. All screen time use follows recommended guidelines.			

NOTES

Interactions	YES	NO	N/A
1. Staff/child interactions are pleasant and helpful. Staff show awareness of the whole group, react quickly to solve problems in a comforting and supportive way, and act to prevent dangerous situations before they occur.			
2. Careful supervision occurs in order to assure children’s safety of all ages. Staff give children help and encouragement when needed. Arrangement of the room makes it possible for staff to see all children at a glance.			
3. Expectations are generally realistic and based on age and ability of children. Staff use non-punitive discipline methods effectively and the program is set up to avoid conflict and promote appropriate interaction. Staff do not use physical punishment or severe discipline.			
4. Staff respond to children in a warm, supportive manner through the use of appropriate verbal and physical contact that is respectful and sympathetic to children who are upset, hurt or angry.			
5. Staff facilitate positive peer interactions among children. This includes stopping negative or hurtful interactions and modeling positive social skills.			
6. Children are provided many open-ended activities daily. Teaching is individualized often during the day. ECERS only			

NOTES

Program Structure	YES	NO	N/A
1. The schedule provides a balance of structure and flexibility with a variety of play activities, indoor and outdoor weather permitting daily. Children should not wait longer than 3 minutes with nothing to do during transitions.			
2. A daily schedule is written and posted in classrooms. ECERS only			
3. Indoor and outdoor free play occurs daily, weather permitting with supervision that protects children’s health and safety. For the purposes of ERS observations in Nebraska, weather permitting means almost every day, unless there is active precipitation, extremely hot (90° or above) or cold (10° or below) feels like temperature, or public announcements that advise people to remain indoors due to weather conditions or high levels of pollution that might cause health problems.			
4. Staff are actively involved in facilitating children’s play. Ample and varied toys, games, and equipment are accessible for children to use in free play.			
5. Whole group gatherings are limited to short periods suitable for the age and individual needs of children. Some routines are done in small groups or individually. Children are never forced to participate in whole group.			
6. Alternative activities are accessible for children not participating in whole group. ITERS/FCCERS only			
7. Provisions for children with disabilities include: minor modifications made to meet the needs of children with disabilities, parents are involved in sharing information with staff almost daily, setting goals and giving feedback about how the program is working. ITERS/FCCERS only			

NOTES