



Environment Rating Scale Self-Assessment

The Environment Rating Scale Self-Assessment is a tool to support reflection on the quality of the learning environment and is not meant to be a substitute for an On-Site Observation. The completed Environment Rating Scales Self-Assessment can be uploaded to the Self-Reflection as evidence for indicator CIL11: *Program has completed the Environment Rating Scale (ERS-3) or Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment for every age group/classroom.* Completing a Self-Assessment with the Environment Rating Scale can also help you identify areas in the program or classroom that you would like to improve. These results can also be discussed with your Quality Improvement Coach, to help you focus efforts on changes within the program to improve quality. If you would like to learn more about the [Environment Rating Scales](#), including the various items and indicators, refer to the appropriate Environment Rating Scale book: [ITERS-3 \(Infant/Toddler ERS\)](#), [ECERS-3 \(Early Childhood ERS\)](#), or [FCCERS-3 \(Family Child Care ERS\)](#).

Program Name:

Classroom/Group Name:

Age range:

Date:

Staff/Provider conducting the Self-Assessment:

Choose one*:

FCCERS

Home-Based Child Care

ITERS

Infant/Toddler Classroom

ECERS

Early Childhood/Preschool Classroom

***Complete a separate Self-Assessment for every age group/classroom**

| Space and Furnishings | YES | NO | N/A |
|---|-----|----|-----|
| 1. Indoor space and furnishings for children and adults are sufficient. Space is in good repair, clean and well-maintained. | | | |
| 2. Some adult seating is available for routine care. ITERS only | | | |
| 3. 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. Furnishings built for specific purposes accessible. | | | |
| 4. 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. | | | |
| 5. Three to five interest areas OR experiences and/or routine care areas are defined and conveniently equipped. ITERS & ECERS only | | | |
| 6. Areas for quiet and active play are separated. ITERS & ECERS only | | | |
| 7. Space is provided to allow different kinds of play to go on at the same time. FCCERS only | | | |
| 8. Toys are stored for easy access by children. | | | |
| 9. Space is set aside for privacy. ECERS only | | | |
| 10. Space is arranged to provide visual supervision of children at all times. | | | |
| 11. Pictures, photos, posters, and children's work are displayed at child's eye-level where children can see them, and staff/provider talk with children about display materials. Most of the display is work done by the children, is rotated frequently, and reflects recent activities, interests, and developmental levels of the children. | | | |
| 12. Sufficient outdoor space is easily accessible for children in the group. Gross motor spaces are generally safe, indoor & outdoor. Children play outside daily, weather permitting. ECERS only | | | |
| 13. 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 stationery and portable equipment is used. ECERS only | | | |
| NOTES | | | |

| Personal Care Routines | YES | NO | N/A |
|--|-----|----|-----|
| 1. Well-balanced and scheduled meals/snacks are served appropriate to the age group. Meals and snacks meet the USDA guidelines. Water is offered or available to all children, 12 months and older, who are eating solid food, between meals. Sanitary procedures are maintained, food allergies are posted, and food/beverage substitutes are posted. | | | |
| 2. Staff/provider 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. | | | |
| 3. 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. Cots and mats are covered with a clean blanket or sheet. Crib mattresses are covered with a tight-fitting sheet. | | | |
| 4. Diapering/toileting schedules meet the individual needs of children. Sanitary conditions are maintained. The stand-up and lay down procedures are used when appropriate. | | | |
| 5. Adults and children consistently follow hand washing procedures at all required times. Non-antibacterial soap and running water or acceptable alternative are used. | | | |
| 6. No major safety hazards are present indoors or outdoors. | | | |
| <p>NOTES</p> | | | |

| Language and Literacy/Language and Books | YES | NO | N/A |
|---|-----|----|-----|
| 1. A wide selection of books is accessible: More than 20 appropriate books are accessible with at least 6 for each age group. FCCERS only More than 20 books are accessible throughout the observation for infants and toddlers. ITERS only At least 30 books appropriate for preschool children are accessible daily. ECERS only | | | |
| 2. Book times are warm and interactive. Staff/provider informally read books to children daily. | | | |
| 3. Staff/provider 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/provider use words that name and describe people, places, things, and actions as children experience them in their daily routines and play. | | | |
| 6. Staff/provider use opportunities from the materials, displays, and other experiences frequently to introduce and define words to children. | | | |
| 7. Staff/provider add information to expand on ideas presented by children. | | | |
| 8. Staff/provider add words to the actions they take in responding to children throughout the day. Staff/provider respond in a timely manner. | | | |
| 9. Staff/provider 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 & FCCERS | | | |
| NOTES | | | |

| Activities/Learning 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/provider facilitate appropriate use of materials. | | | |
| 3. Many and varied music materials, including instruments 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. Blocks must be stackable (legos, duplos, magnatiles, etc. are considered fine motor). | | | |
| 5. A special block area is set aside out of traffic, with enough space, storage, and a suitable building surface. | | | |
| 6. Sand and/or water activities are provided regularly, and a variety of accessories are accessible when age appropriate. Supervision is close. | | | |
| 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. | | | |
| 10. Books, props, pictures, and materials used to represent diversity are accessible, developmentally appropriate, non-violent, and culturally sensitive and depict gender diversity. | | | |
| 11. All media screen time/technology (if used) follows recommended guidelines. Children under 2 do not have access. Adults are engaged in technology time. All content is developmentally appropriate. | | | |
| 12. Safe gross motor space is available indoors and outdoors and is ample enough for children to move freely. Space has enough developmentally appropriate portable and stationary equipment for children to be active in a safe manner. ITERS/FCCERS only | | | |
| NOTES | | | |

| Interactions | YES | NO | N/A |
|---|-----|----|-----|
| 1. Staff/provider/child interactions are pleasant, frequent, and helpful. Staff/provider 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 indoors and outdoors occurs in order to assure children's safety of all ages. Staff/provider give children help and encouragement when needed. Arrangement of the space makes it possible for staff/provider to see all children at a glance. Supervision is appropriate based on the materials and the child's development. | | | |
| 3. Expectations are generally realistic and based on age and ability of children. Staff/provider use non-punitive discipline methods effectively and the program is set up to avoid conflict and promote appropriate interaction. Staff/provider do not use physical punishment or severe discipline. | | | |
| 4. Staff/provider 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/provider 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. 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 Michigan, weather permitting means 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. | | | |
| 3. Staff/provider are actively involved in facilitating children's play. Ample and varied toys, games, and equipment are accessible for children to use in free play. | | | |
| 4. 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. | | | |
| 5. Alternative activities are accessible for children not participating in whole group. | | | |
| <p>NOTES</p> | | | |