

## **Environment Rating Scale Resources**

Members of EEC's Program Quality Specialist Unit will be reviewing current QRIS policies and procedures for the use and implementation of the Environment Rating Scales (ERS). We will share challenges that have been presented as a result of the current system, along with proposed policy changes that address these challenges.

The resources listed below will provide you with some context on the ERS, along with information regarding how other states are interacting with the Environment Rating Scales (ERS) in connection with QRIS.

[http://www.acf.hhs.gov/sites/default/files/opre/five\\_childcare.pdf](http://www.acf.hhs.gov/sites/default/files/opre/five_childcare.pdf) - This document is a study of 5 state's QRIS systems. This is a large document, but if you refer to page 26 of the document, you will find a chart referencing score expectations in connection to QRIS levels and Environment Rating Scales.

[http://www.acf.hhs.gov/sites/default/files/opre/observe\\_measures.pdf](http://www.acf.hhs.gov/sites/default/files/opre/observe_measures.pdf) - This document contains information regarding the purpose behind utilizing measurement tools, the value of an independent reliable rater observing programs and also the potential costs associated with using a reliable rater.

[http://www.acf.hhs.gov/sites/default/files/opre/program\\_observation.pdf](http://www.acf.hhs.gov/sites/default/files/opre/program_observation.pdf) - This document discusses best practices to be used when conducting independent classroom observations (not program self-assessment). Within this document, you will also see some typical score ranges states have determined to be indicators of quality.

Environmental Rating Scales Institute: <http://www.ersi.info/index.html>

# SCORE SHEET—EXPANDED VERSION

## Infant/Toddler Environment Rating Scale—Revised

Thelma Harms, Debby Cryer, and Richard M. Clifford

Observer: \_\_\_\_\_ Observer Code: \_\_\_\_\_ Date of Observation: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Center/School: \_\_\_\_\_ Center Code: \_\_\_\_\_ Number of children with identified disabilities: \_\_\_\_\_  
 Room: \_\_\_\_\_ Room Code: \_\_\_\_\_ Check type(s) of disability: ☐ physical/sensory ☐ cognitive/language  
 Teacher(s): \_\_\_\_\_ Teacher Code: \_\_\_\_\_ ☐ social/emotional ☐ other: \_\_\_\_\_  
 Birthdates of children enrolled: youngest \_\_\_\_/\_\_\_\_/\_\_\_\_  
 oldest \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Number of staff present: \_\_\_\_\_  
 Number of children enrolled in class: \_\_\_\_\_  
 Highest number center allows in class at one time: \_\_\_\_\_  
 Highest number of children present during observation: \_\_\_\_\_  
 Time observation began: \_\_\_\_\_ : \_\_\_\_\_ □ AM □ PM  
 Time observation ended: \_\_\_\_\_ : \_\_\_\_\_ □ AM □ PM  
 Time interview began: \_\_\_\_\_ : \_\_\_\_\_ □ AM □ PM  
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<b>5. Display for children</b>  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N NA</td> </tr> <tr> <td>1.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>3.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>5.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.1 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>1.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>3.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>5.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.2 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>5.3 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.3 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td>5.4 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.4 <input type="checkbox"/> <input type="checkbox"/></td> </tr> </table>	Y N	Y N	Y N	Y N NA	1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>	1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>			5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>			5.4 <input type="checkbox"/> <input type="checkbox"/>	7.4 <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	5.4. Staff talk about display? (Observe 1 example)				
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<div style="display: flex; justify-content: space-between;"> <span>A. Subscale (Items 1–5) Score ____</span> <span>B. Number of items scored ____</span> <span>SPACE AND FURNISHINGS Average Score (A ÷ B) ____</span> </div>																										

PERSONAL CARE ROUTINES																																																	
<b>6. Greeting/departing</b>  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N NA</td> <td style="width: 25%;">Y N NA</td> </tr> <tr> <td>1.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>3.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>5.1 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.1 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>1.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>3.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>5.2 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.2 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>1.3 <input type="checkbox"/> <input type="checkbox"/></td> <td>3.3 <input type="checkbox"/> <input type="checkbox"/></td> <td>5.3 <input type="checkbox"/> <input type="checkbox"/></td> <td>7.3 <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td></td> <td>3.4 <input type="checkbox"/> <input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	Y N	Y N	Y N NA	Y N NA	1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>	1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>	1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>		3.4 <input type="checkbox"/> <input type="checkbox"/>			1 2 3 4 5 6 7	1.1, 3.1, 3.4, 5.1, 7.2. Greetings observed (√ = yes, X = no, W = warm) <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Child</th> <th style="width: 33%;">Parent</th> <th style="width: 33%;">Info. shared</th> </tr> <tr><td>1. _____</td><td>_____</td><td>_____</td></tr> <tr><td>2. _____</td><td>_____</td><td>_____</td></tr> <tr><td>3. _____</td><td>_____</td><td>_____</td></tr> <tr><td>4. _____</td><td>_____</td><td>_____</td></tr> <tr><td>5. _____</td><td>_____</td><td>_____</td></tr> <tr><td>6. _____</td><td>_____</td><td>_____</td></tr> <tr><td>7. _____</td><td>_____</td><td>_____</td></tr> <tr><td>8. _____</td><td>_____</td><td>_____</td></tr> </table>	Child	Parent	Info. shared	1. _____	_____	_____	2. _____	_____	_____	3. _____	_____	_____	4. _____	_____	_____	5. _____	_____	_____	6. _____	_____	_____	7. _____	_____	_____	8. _____	_____	_____
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## **MA QRIS Policy Revisions for the Environment Rating Scales**

*Some of the ERS policies conflict with EEC Licensing requirements. Below is a summary of policies that are currently in development to address this issue. EEC Licensing Requirements will always supersede ERS requirements.*

### **Policy Statement: Addressing Weather Permitting when using Environment Rating Scales**

The term, "Weather Permitting" is used frequently throughout the Environment Rating Scales used to support QRIS applications at level 2 or higher. This policy will address the appropriate interpretation of the term, "Weather Permitting" to remain aligned with EEC licensing regulations.

The definition of Weather Permitting as noted by, Harms, Clifford and Cryer in the Environment Rating Scales reads as follows, "'Weather permitting' means *almost every day*, unless there is active precipitation, extremely hot or cold conditions, or public announcements that advise people to remain indoors due to weather conditions such as high levels of pollution and extreme cold or heat that might cause health problems" (7).

EEC licensing regulations follow the recommendations on the chart noted below when determining whether or not it is appropriate for children to participate in outdoor activities:

<http://www.mycccc.org/Weather%20Watch.pdf>

When administering the Environment Rating Scales in any program type; programs, educators and reliable raters will adhere to the EEC licensing regulations concerning appropriate outdoor climate found here:

<http://www.mycccc.org/Weather%20Watch.pdf>

A program/educator will not be kept from receiving a score of, "yes" on an indicator noting, "Weather permitting" if they do not participate in outdoor activities as a result of following EEC licensing regulations.

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### **Policy Statement: Addressing the term, Adequate Supervision, in connection with the use of the Environment Rating Scales**

The term, Adequate Supervision, is used frequently throughout the Environment Rating Scales, a tool used to support QRIS applications at level 2 or higher. This policy will address the appropriate interpretation of the term, "Adequate supervision" to remain aligned with EEC licensing regulations.

In connection with the Environment Rating Scales, the term, "Adequate supervision" does not address teacher/child ratios.

EEC regulations around teacher/child ratios can be found in section, 7.10, of licensing regulations. Programs and educators must meet these licensing requirements at all times for supervision of children to be considered adequate.

When administering the Environment Rating Scales in any program type; programs, educators and reliable raters will adhere to the EEC licensing regulations concerning teacher/child ratios when determining whether or not supervision is adequate.

If it is observed by the reliable rater that a classroom is out of ratio in accordance with EEC licensing regulations, the classroom would not be able to receive a score of, "yes" on any indicator requiring, "Adequate supervision."

## **Policy Statement: Administering the Environment Rating Scales in half day programs serving 2 meals**

When applying for Level 3 or higher for the MA QRIS, preschool programs must meet the requirements for specific materials being accessible “substantial portion of the day”, as defined by the ECCERS.

EEC acknowledges the challenges this might present for half day programs that provide both breakfast and lunch, due to the allocation of time that meals can require. EEC also recognizes the importance of providing children with both a healthy breakfast and lunch. To accommodate half day program serving both breakfast and lunch, “hours of operation (program time)” as measured for an ECCERS observation will be counted as beginning at the end of the first meal, as opposed to children’s arrival into the classroom. This action will shorten the “program” day and reduce the time expectation for substantial portion of the day. Therefore, half day programs serving 2 meals will be given credit for substantial portion of the day on the ECERS, if children have free access to specified classroom materials 1/3 of the program time, as measured from the conclusion of breakfast until departure.

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## **Policy Statement: Addressing substantially separate classrooms when applying for QRIS level 2 or higher**

When applying for QRIS level 2 or higher, programs are expected to self-administer the appropriate Environment Rating Scale on each classroom in operation. When applying for level 3 or higher a reliable rater will also administer the Environment Rating Scale on all/a sample of the classrooms in operation depending on program size. The Environment Rating Scales are not intended to be used in substantially separate classrooms serving children with severe disabilities. This policy will address the alternative method to assessing these classrooms if a program is applying for QRIS level 2 or higher.

Programs operating substantially separate classrooms along with inclusion/typically developing classrooms will not be expected to administer the Environment Rating Scale in their substantially separate classrooms when applying for Level 2 or higher in QRIS. The reliable rater will not administer the Environment Rating Scale in substantially separate classrooms.

The reliable raters will complete the special needs item on ERS to assess center practices as related to special needs. In addition, programs will need to submit documentation of their IEP process and policies, regarding children with special needs and children placed in substantially separate classrooms. Programs will also need to provide documentation of the qualifications of educators working with substantially separate children, including classroom teachers and therapists employed by the program. This will be reviewed by the QRIS Specialist.

## **Policy Statement: Requirement for TB testing in the School Age Environment Rating Scale (SACERS)**

This policy will address SACERS item: 12, indicator 3.4 – Staff have had physical exam and TB test within last 2 years.

TB testing every 2 years is no longer considered best practices according to DPH, both program staff and reliable raters administering the SACERS for participation in QRIS at levels 2 or higher will score this indicator yes as long as the staff member's physical exams are up to date.

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## **Policy Statement: Use of Hand Sanitizer**

This policy will address the use of hand sanitizer in childcare settings.

According to the Environment Rating Scales used by programs applying for QRIS levels 2 or higher, programs may use hand sanitizer in place of running water and soap to wash hands for children over the age of 2 and all adults as long as the hands are not visibly soiled.

According to EEC licensing regulations, hand sanitizer may not be used in place of running water and soap to clean hands as long as running water and soap are accessible. Programs applying for levels 2 or higher in QRIS and administering the Environment Rating Scales should adhere to EEC's licensing regulations and only make use of hand sanitizer in the event that soap and running water are inaccessible.

## **Policy Statement: Walking safely to and making use of offsite playgrounds**

For programs utilizing offsite playgrounds for gross motor time, the following procedures must be followed:

- More than one adult should be present, if group size is larger than 4 children. When possible, more than one adult should be present.
- Travel should be limited to sidewalks only.
- A buddy system (children holding hands in line) must be employed.
- Children should always be positioned between adults (adult at front and end of the line).
- If a street has cross walks, crossing should only take place at the cross walk (this may require walking additional blocks).
- If traffic and walk signals are present, they should always be followed, regardless of the volume of traffic.
- When preparing to cross the street, adults must look left, right and left again to check for oncoming traffic.
- The street should be crossed as one cohesive group, with no substantial gaps between children.
- Children should NOT be permitted to touch dangerous debris and/or objects on sidewalk (e.g., glass, petting animals).
- Teachers should check public playground space for unsafe objects and materials before children are permitted to access the space.
- Public playgrounds must meet the safety standards as outlined by the ERS. This includes:
  - Well-maintained and safe equipment.
  - An absence of dangerous objects and debris (broken glass, bottles, etc.).
  - Children limited only to the use of age-appropriate equipment (toddlers use toddler equipment, preschool children access preschool sized equipment).
  - Complete fence.
  - Adequate cushioning and fall zones.

If a playground does not meet the above safety standards, it will be rated as unsafe.

## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (Center Based) QRIS Level 3

**Program Name:** Sample

**Program Number:** 1234

**Number of Classrooms Observed:** 3

**Date of Visit:** 10/4/13

**Measurement Tools Used:** ECERS-R and ITES

**Average Overall Score:**

\*While the subscale score requirements listed below represent the minimum score expectations for attaining level 3, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 4.5

	SUBSCALE	Score requirement	Program Score
1.	Space and Furnishings	3	5
2.	Personal Care Routines	3	3
3.	Language and Reasoning/Listening and Talking	4	5
4.	Activities	4	4
5.	Interaction	4	5
6.	Program Structure	3	4
7.	Parents and Staff	3	6

*	Overall ERS score	4.5	4.6
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### Areas of Strength (Subscales scoring 4 or higher)

Space and Furnishings – Furniture appropriately sized, room well organized with ample space for movement. Multiple spaces for privacy available.

Language and Reasoning – Educators balance listening and talking with children and link children's communication to the written word. Individual conversations are had with most children in the group.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

Parents and Staff – Parents involved and welcome in program, most professional needs of staff are met, educators are given the opportunity to plan on a regular basis and receive annual evaluation.

#### **Areas for Potential Growth (Subscales scoring below 4)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within the classroom. Please also review your programs daily schedules and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date \_\_\_\_\_

Program director/administrator \_\_\_\_\_

Date \_\_\_\_\_



## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (Family Child Care) QRIS Level 3

**Program Name:** Sample

**Program Number:** 1234

**Number of Classrooms Observed:** 3

**Date of Visit:** 10/4/13

**Measurement Tools Used:** FCCERS

**Average Overall Score:**

\*While the subscale score requirements listed below represent the minimum score expectations for attaining level 3, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 4.5

	SUBSCALE	Score requirement	Program Score
1.	Space and Furnishings	3	5
2.	Personal Care Routines	3	3
3.	Listening and Talking	4	5
4.	Activities	4	4
5.	Interaction	4	5
6.	Program Structure	3	4
7.	Parents and Provider	3	6

*	Overall ERS score	4.5	4.6
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### Areas of Strength (Subscales scoring 4 or higher)

Space and Furnishings – Furniture appropriately sized, space well organized with ample space for movement. Multiple spaces for privacy available.

Listening and Talking – Provider balances listening and talking with children and links children's communication to the written word. Individual conversations are had with most children in the group.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

Parents and Provider – Parents involved and welcome in program. Provider spends time planning curriculum regularly.

#### **Areas for Potential Growth (Subscales scoring below 4)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within the child care space. Please also review your programs daily schedule and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date \_\_\_\_\_

Program director/administrator \_\_\_\_\_

Date \_\_\_\_\_

## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (After School) QRIS Level 3

**Program Name:** Sample

**Program Number:** 1234

**Number of Classrooms Observed:** 3

**Date of Visit:** 10/4/13

**Measurement Tools Used:** SACERS

**Average Overall Score:**

\*While the subscale score requirements listed below represent the minimum score expectations for attaining level 3, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 4.5

	SUBSCALE	Score requirement	Program Score
1.	Space and Furnishings	3	5
2.	Health and Safety	3	3
3.	Activities	4	5
4.	Interactions	4	4
5.	Program Structure	3	5
6.	Staff Development	3	4
7.	Special Needs Supplementary Items	4	6

*	Overall ERS score	4.5	4.6
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### Areas of Strength (Subscales scoring 4 or higher)

Space and Furnishings – Furniture appropriately sized, room well organized with ample space for movement. Multiple spaces for privacy available.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

#### **Areas for Potential Growth (Subscales scoring below 4)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within the classroom. Please also review your programs daily schedules and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date \_\_\_\_\_

Program director/administrator \_\_\_\_\_

Date \_\_\_\_\_

## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (Center Based) QRIS Level 4

**Program Name:** Sample

**Program Number:** 1234

**Number of Classrooms Observed:** 3

**Date of Visit:** 10/4/13

**Measurement Tools Used:** ECERS-R and ITERS

**Average Overall Score:**

\* While the subscale score requirements listed below represent the minimum score expectations for attaining level 4, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 5.5

	SUBSCALE	Score requirement	Reliable Rater Score
1.	Space and Furnishings	4	6
2.	Personal Care Routines	4	4.8
3.	Language and Reasoning/Listening and Talking	5	5.5
4.	Activities	5	7
5.	Interaction	5	5.5
6.	Program Structure	4	5
7.	Parents and Staff	4	6

*	Overall ERS score	5.5	5.7
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### Areas of Strength (Subscales scoring 5 or higher)

Space and Furnishings – Furniture appropriately sized, room well organized with ample space for movement. Multiple spaces for privacy available.

Language and Reasoning – Educators balance listening and talking with children and link children's communication to the written word. Individual conversations are had with most children in the group.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

Parents and Staff – Parents involved and welcome in program, most professional needs of staff are met, educators are given the opportunity to plan on a regular basis and receive annual evaluation.

#### **Areas for Potential Growth (Subscales scoring below 5)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within the classroom. Please also review your programs daily schedules and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date \_\_\_\_\_

Program director/administrator \_\_\_\_\_

Date \_\_\_\_\_

## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (Family Child Care) QRIS Level 4

**Program Name:** Sample

**Program Number:** 1234

**Date of Visit:** 10/4/13

**Measurement Tools Used:** FCCERS

**Average Overall Score:** 5.7

\* While the subscale score requirements listed below represent the minimum score expectations for attaining level 4, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 5.5

	SUBSCALE	Score requirement	Reliable Rater Score
1.	Space and Furnishings	4	6
2.	Personal Care Routines	4	4.8
3.	Listening and Talking	5	5.5
4.	Activities	5	7
5.	Interaction	5	5.5
6.	Program Structure	4	5
7.	Parents and Staff	4	6

*	Overall ERS score	5.5	5.7
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### Areas of Strength (Subscales scoring 5 or higher)

Space and Furnishings – Furniture appropriately sized, room well organized with ample space for movement. Multiple spaces for privacy available.

Listening and Talking – Provider balances listening and talking with children and links children's communication to the written word. Individual conversations are had with most children in the group.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

Parents and Provider – Parents involved and welcome in program. Provider spends time planning curriculum regularly.

#### **Areas for Potential Growth (Subscales scoring below 5)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within child care space. Please also review your programs daily schedules and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date\_\_\_\_\_

Program director/administrator\_\_\_\_\_

Date\_\_\_\_\_



## Massachusetts QRIS Environment Rating Scale Reliable Rater Visit Report (After School) QRIS Level 4

**Program Name:** Sample

**Program Number:** 1234

**Number of Classrooms Observed:** 3

**Date of Visit:** 10/4/13

**Measurement Tools Used:** SACERS

**Average Overall Score:**

\* While the subscale score requirements listed below represent the minimum score expectations for attaining level 4, if your program only scores the minimum score on all of the subscales, you will not be able to attain the required Overall ERS score of 5.5

	SUBSCALE	Score requirement	Reliable Rater Score
1.	Space and Furnishings	4	6
2.	Personal Care Routines	4	4.8
3.	Activities	5	5.5
4.	Interactions	5	7
5.	Program Structure	4	5.5
6.	Staff Development	4	5
7.	Special Needs Supplementary Items	5	6

*	Overall ERS score	5.5	5.7
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### Areas of Strength (Subscales scoring 5 or higher)

Space and Furnishings – Furniture appropriately sized, room well organized with ample space for movement. Multiple spaces for privacy available.

Activities – Sand and water activities readily available and well equipped. Many and varied materials available across most activity types

Interaction – Careful supervision of children, educator to child and child to child interaction predominantly pleasant, educators model and encourage appropriate social interaction, needs of individual children taken into account.

Program Structure – Daily schedule and routines developmentally appropriate for children in the group. Substantial opportunity for free play and allowance for children to work in self-selected small groups.

#### **Areas for Potential Growth (Subscales scoring below 5)**

Personal Care Routines – Sanitary conditions during meals/snacks and diapering/toileting not usually maintained. Electrical outlets left uncovered. Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

#### **Additional Comments**

While the activities subscale score is sufficient for level 3 requirements, please make an internal plan for improvement to allow children free access to music materials within the classroom. Please also review your programs daily schedules and make a plan to ensure that children have access to activity materials for a substantial portion of the day as well as ensuring children have access to gross motor equipment for at least 30 minutes. A chart outlining the time requirements for substantial portion of the day will be provided to you by your Program Quality Specialist.

#### **Program Improvement Plan Recommendations**

Please review Hand washing/Sanitizing/Toileting procedures documents provided by your Program Quality Specialist and develop an internal action plan for improvement.

Program Quality Specialist \_\_\_\_\_

Date \_\_\_\_\_

Program director/administrator \_\_\_\_\_

Date \_\_\_\_\_