



# ***Infant***

***(0-17 months)***

## **CLASSROOM ASSESSMENT RECORD FORM**

PROVIDER: \_\_\_\_\_

TRS ASSESSOR: \_\_\_\_\_

DATE: \_\_\_\_\_

CC LICENSING #: \_\_\_\_\_

CAREGIVER NAME(S): \_\_\_\_\_

Age Group of Children:  Infants    Toddlers    Preschool    School-age    All Ages

Number of Children in Class \_\_\_\_\_

Document Version 01.01.19

## CATEGORY 2

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# CAREGIVER-CHILD INTERACTIONS

Group Size and Staff Ratios

Warm and Responsive Style  
Language Facilitation and Support

Play-based Interactions and Guidance

Support for Children's Regulation

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## GROUP SIZE / RATIOS

Age Group	SCORE 1			SCORE 2			SCORE 3		
	Max Group	Ratio	Min. Caregivers	Max Group	Ratio	Min. Caregivers	Max Group	Ratio	Min. Caregivers
<b>0–11 months</b>	n/a	n/a	n/a	9	9:2	2	8	4:1	2
<b>12–17 months</b>	n/a	n/a	n/a	12	6:1	2	12	4:1	3
<b>18–23 months</b>	16	8:1	2	18	6:1	3	15	5:1	3
<b>2 years</b>	20	10:1	2	21	7:1	3	18	6:1	3
<b>3 years</b>	24	12:1	2	27	9:1	3	24	8:1	3
<b>4 years</b>	32	16:1	2	26	13:1	2	27	9:1	3
<b>5 years</b>	32	16:1	2	33	11:1	3	30	10:1	3
<b>6–8 years</b>	34	17:1	2	32	16:1	2	33	11:1	3
<b>9–13 years</b>	34	17:1	2	32	16:1	2	33	11:1	3

Scoring notes:

- For the 0-11 months and 12-17 months age groups, score of 1 is excluded as an allowable score. These age groups can only score 0, 2, or 3.
- A score of 0 is given if the classroom maximum group size, ratios and minimum caregivers are below the score of 1.
- For ratios that fall between the scores provided in the grid, the lower score would apply the classroom. For example, a 2-year-old group size of 21 with 2 caregivers at a 10.5:1 ratio would be a score of 0.

MEASURE		SCORE 0	SCORE 1	SCORE 2	SCORE 3
P-GSSR-01	Group Size and Ratios	<input type="checkbox"/> Score 0	<input type="checkbox"/> Score 1	<input type="checkbox"/> Score 2	<input type="checkbox"/> Score 3
	<b>NOTES</b>				

**Note: The above measure, group sizes, and ratios apply to center and school based care only. The above do not apply to Licensed and Registered Childcare Homes.**

Category 2: Caregiver-Child Interactions

## GROUP SIZE / RATIOS

For reference, the center-based licensing standards for group size and ratios are provided below:

### §746.1601 How many children may one caregiver supervise?

The classroom ratio is the number of children one caregiver may supervise and is shown in the following chart.

The classroom ratio is based on the specified age of the children in the group, unless otherwise stated in this subchapter:

If the specified age of the children in the group is...	Then the maximum number of children one caregiver may supervise is...
0 – 11 months	4
12 – 17 months	5
18 – 23 months	9
2 years	11
3 years	15
4 years	18
5 years	22
6-8 years	26
9-13 years	26

### §746.1609 What is the maximum group size?

The maximum group size and the number of children two or more caregivers may supervise when 13 or more children are in care is specified in the following chart and is based on the specified age of the children in the group:

If the specified age of the children in the group is...	Then the maximum group size and number of children two or more caregivers may supervise is...
0 – 11 months	10
12 – 17 months	13
18 – 23 months	18
2 years	22
3 years	30
4 years	35
5 years	35
6-8 years	35
9 – 13 years	35

## WARM AND RESPONSIVE STYLE

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p>P-WRS-01</p> <p><i>Creates a warm, safe, and nurturing environment.</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver exhibits 1 or more negative behaviors</p>	<p><input type="checkbox"/> Score 1 if behavior can be typically characterized as neutral without negative behaviors; 0 negative behaviors; positive behaviors are infrequent</p>	<p><input type="checkbox"/> Score 2 if caregiver uses a mix of neutral to positive behaviors without negative behaviors.</p>	<p><input type="checkbox"/> Score 3 if behavior is characterized as positive without negative behaviors</p>
	<p>P-WRS-02</p> <p><i>Uses frequent <b>positive nonverbal behaviors</b> to increase feelings of acceptance</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score of 0 if caregiver rarely uses positive non-verbal behavior; Negative non-verbal behavior is observed</p>	<p><input type="checkbox"/> Score 1 if caregiver does not use negative non-verbal behaviors; Caregiver uses a few positive non-verbal behavior behaviors</p>	<p><input type="checkbox"/> Score 2 if caregiver uses several positive non-verbal behaviors, but multiple missed opportunities are observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently uses positive non-verbal behaviors</p>
	<p>P-WRS-03</p> <p><i>Has a <b>patient, relaxed style</b> that helps maintain calmness in the classroom</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver behavior is characterized as rushed, overwhelmed, or impatient, which may be contributing to anxiety or stress in the classroom</p>	<p><input type="checkbox"/> Score 1 if caregiver behavior is mixed with periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this caregiver style</p>	<p><input type="checkbox"/> Score 2 if caregiver typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety</p>	<p><input type="checkbox"/> Score 3 if caregiver style is relaxed and calm, responds to children's signs of stress or rising tension among children in a calm manner</p>

## WARM AND RESPONSIVE STYLE

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>P-WRS-04</b></p> <p><i>Notices and attends to children's needs and signals (i.e., very few missed signals)</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver is rarely aware of the signals and needs of the children; 0-1 instances of awareness and response are observed</p>	<p><input type="checkbox"/> Score 1 if caregiver is observed being aware of few children's signals and needs; 2-3 instances of awareness and response are observed</p>	<p><input type="checkbox"/> Score 2 if caregiver is observed being aware of several children's signals and needs; 4-5 instances of awareness and response are observed</p>	<p><input type="checkbox"/> Score 3 if caregiver is frequently aware of signals and needs; 6 or more instances of awareness and response are observed</p>
	<p><b>P-WRS-05</b></p> <p><i>Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver responds negatively to children's cognitive or affective signals, one or more instances of negative language or non-verbal behavior in response to a child(ren), responses typically characterized as cold or flat</p>	<p><input type="checkbox"/> Score 1 if caregiver responses are generally neutral with no negative behaviors, rare instances of sensitive responses may be noted</p>	<p><input type="checkbox"/> Score 2 if caregiver response style is typically warm and positive with no evidence of negative responses</p>	<p><input type="checkbox"/> Score 3 if caregiver response style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals</p>
	<p><b>P-WRS-06</b></p> <p><i>Ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver shows little tolerance for individual differences, caregiver exhibits one or more behaviors that show strong rejection of a particular child(ren) or an inability to adjust to child(ren) needs</p>	<p><input type="checkbox"/> Score 1 if caregiver generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted</p>	<p><input type="checkbox"/> Score 2 if caregiver consistently demonstrated fairness, acceptance, and ability to adjust though a few opportunities for improvement were noted</p>	<p><input type="checkbox"/> Score 3 if caregiver responds well to individual differences and needs among children; no instances of rejection or unfairness are noted</p>

# LANGUAGE FACILITATION AND SUPPORT

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>P-LFS-01</b></p> <p><b>Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication.</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver is observed rarely responding to children’s attempts at verbal and non-verbal communication, 0-1 instances listening and responding observed</p>	<p><input type="checkbox"/> Score 1 if caregiver is observed on few occasions responding positively to children’s attempts at communication; 2-3 instances of listening and responding observed</p>	<p><input type="checkbox"/> Score 2 if caregiver is observed on several occasions responding positively to children’s attempts at communication; 4-5 instances of listening and responding observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently responds to children’s attempts at communication; 6 or more instances of listening and responding observed</p>
	<p><b>P-LFS-02</b></p> <p><b>Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver is rarely observed using positive language to provide positive reinforcement or encouragement, 0-1 instances observed</p>	<p><input type="checkbox"/> Score 1 if caregiver is observed on few occasions using positive language to provide positive reinforcement or encouragement, 2-3 instances observed</p>	<p><input type="checkbox"/> Score 2 if caregiver is observed on several occasions using positive language to provide positive reinforcement or encouragement, 4-5 instances observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently provides positive verbal responses and encouragement, 6 or more instances observed</p>
	<p><b>P-LFS-03</b></p> <p><b>Uses language to add meaning/expand on child(ren)’s interests or agenda</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely uses language to build on child(ren)’s interest or agenda, 0-1 instances observed</p>	<p><input type="checkbox"/> Score 1 if Caregiver is observed on few occasions using language to build on child(ren)’s interest or agenda, 2-3 instances observed</p>	<p><input type="checkbox"/> Score 2 if Caregiver is observed on several occasions using language to build on child(ren)’s interest or agenda, 4-5 instances observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently uses positive language to build/expand on child(ren)’s interest or agenda; 6 or more instances observed</p>

# LANGUAGE FACILITATION AND SUPPORT

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>Communicates with children throughout the day</b> (in whole group activities, small groups, mealtimes, outdoor play.)</p> <p><i>P-LFS-04</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely observed providing language stimulation; frequent instances of low verbal engagement/withdrawal observed</p>	<p><input type="checkbox"/> Score 1 if caregiver is observed a few times offering language stimulation; several instances of low verbal engagement/withdrawal observed</p>	<p><input type="checkbox"/> Score 2 if caregiver is observed several times offering language stimulation; few instances of low verbal engagement/withdrawal were noted</p>	<p><input type="checkbox"/> Score 3 if caregiver is frequently observed offering language stimulation; rare instances of low verbal engagement/withdrawal</p>
	<p><b>Uses descriptive language</b> (specific labels such as “It’s time to drink your bottle” versus “Here, take this”, or “Hand me the blue marker in that cup” versus “Give me that” [points to marker])</p> <p><i>P-LFS-05</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely uses specific labels and descriptors</p>	<p><input type="checkbox"/> Score 1 caregiver uses a few specific labels and descriptors, but variety/breadth is limited</p>	<p><input type="checkbox"/> Score 2 if caregiver uses several varieties of labels and descriptors; use of specific labels and descriptors is not limited to one or two contexts during the observation period</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently uses a wide variety of labels and descriptors throughout the observation period</p>
	<p><b>Provides children with frequent opportunities to talk with caregivers</b> (small group, whole group, outdoor play, mealtimes)</p> <p><i>P-LFS-06</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely encourages children to communicate; 0-1 instances observed</p>	<p><input type="checkbox"/> Score 1 if caregiver encourages children to communicate; 2-3 instances observed</p>	<p><input type="checkbox"/> Score 2 if caregiver encourages children to communicate several times; 4-5 instances observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently encourages children to use language throughout the observation period; 6 or more instances observed</p>



## LANGUAGE FACILITATION AND SUPPORT

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>Allows children time to respond to questions before providing the answer or asking another question.</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely provides children adequate time to respond to questions before providing the answer or asking another question</p>	<p><input type="checkbox"/> Score 1 if rushed/too brief wait time was sometimes observed, a few instances of providing children time to respond to questions before providing the answer or asking another question were observed</p>	<p><input type="checkbox"/> Score 2 if caregiver typically provides children time to respond to questions before providing the answer or asking another question several times; very few instances of rushed/too brief wait time observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently provides children time to respond to questions before providing the answer or asking another question</p>
	<p><b>Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely or never engages individual children in conversation; 0-1 instances observed</p>	<p><input type="checkbox"/> Score 1 if a few instances of caregiver engaging in conversation with individual children; 2-3 instances observed</p>	<p><input type="checkbox"/> Score 2 if several instances of caregiver engaging in conversation with individual children; 4-5 instances observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently engages in conversation with individual children; 6 or more instances observed</p>

## LANGUAGE FACILITATION AND SUPPORT

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
	<p><b>P-LFS-09</b></p> <p><b>Expands on children's understanding or initiation by elaborating on what children say or draw attention to</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver rarely or never follows up children's initiations with more specific information or background knowledge</p>	<p><input type="checkbox"/> Score 1 if a few instances of following up children's initiations with more specific information or background knowledge were noted; some missed opportunities were observed</p>	<p><input type="checkbox"/> Score 2 if several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities may have been observed</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently follows up children's initiations with more specific information or background knowledge</p>
<p><b>All Ages</b></p> <p><b>P-LFS-10</b></p>	<p><b>Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says ball" and adult says, "you see the red ball.")</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregivers rarely or never extends children's language or models communicating complete ideas/sentences</p>	<p><input type="checkbox"/> Score 1 if a few instances of extending children's language or modeling communicating complete ideas/sentences were noted</p>	<p><input type="checkbox"/> Score 2 if several instances of extending children's language or modeling communicating complete ideas/sentences were noted</p>	<p><input type="checkbox"/> Score 3 if caregiver frequently extends children's language or models communicating complete ideas/sentences</p>

## PLAY-BASED INTERACTIONS AND GUIDANCE

AGE	MEASURE	LOW QUALITY	MODERATELY LOW QUALITY	MODERATELY HIGH QUALITY	HIGH QUALITY
All Ages	<p><b>P-PBIG-01</b></p> <p><b>Supports a playful attitude</b> on an ongoing basis by creating opportunities for children to <b>make believe, make choices, and adjust activities to their own interests</b></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver does not engage children in activities involving songs, books, pretend play, or games; 1 or more instances of caregiver feedback that demeans children’s attempts at these types of play</p>	<p><input type="checkbox"/> Score 1 if caregiver engages children in at least 1 song, book, pretend play, or game; these opportunities are caregiver-directed</p>	<p><input type="checkbox"/> Score 2 if caregiver engages children in at least 2 songs, books, pretend play, or games; these opportunities are typically child-directed</p>	<p><input type="checkbox"/> Score 3 if caregiver engages children in at least 3 songs, books, pretend play, or games; these opportunities are typically child-directed</p>
	<p><b>P-PBIG-02</b></p> <p><b>Participates and expands on play</b> initiated by children to reinforce language, ideas, and social development</p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver does not build on play initiated by the child(ren); caregiver frequently redirects child(ren) rather than building on their agenda/interest</p>	<p><input type="checkbox"/> Score 1 if caregiver participates in at least 1 play initiated by children though language support or expansion is minimal; Caregiver may redirect child(ren) a few times rather than building on their interest</p>	<p><input type="checkbox"/> Score 2 if caregiver participates in at least 2 plays initiated by children and some instances of good language support and expansion were noted; Caregiver rarely redirects child(ren) rather than building on their interest</p>	<p><input type="checkbox"/> Score 3 if caregiver participates in at least 3 plays initiated by children; frequent good language support and expansion; Caregiver rarely redirects child(ren) rather than building on their interest</p>
	<p><b>P-PBIG-03</b></p> <p><b>Provides guidance</b> when children are working to complete a task/play rather than using overly directive strategies</p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> Score 0 if caregiver is frequently overly directive; caregiver does not model, demonstrate, or discuss possible solutions/approaches</p>	<p><input type="checkbox"/> Score 1 caregiver is overly directive in several instances; caregiver provides few instances of guidance that helps children complete a task in a manner that encourages problem solving/flexibility are observed</p>	<p><input type="checkbox"/> Score 2 caregiver is overly directive in a few instances; Caregiver provides several instances of guidance while children are working to complete a task/play</p>	<p><input type="checkbox"/> Score 3 if caregiver is rarely overly directive; Caregiver frequently provides guidance while children are working to complete a task/play rather than using overly directive strategies</p>

## CATEGORY 3

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# CURRICULUM

Lesson Plans and Curriculum

Planning for Special Needs and  
Respecting Diversity

Instructional Formats and Approaches to  
Learning

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# LESSON PLANS AND CURRICULUM

**Compliance Notes:**

For each of the following domains the curriculum/lesson plan includes activities linked to an objective.

Note: If weekly rather than monthly lesson plans are used collect the four most recent lessons plans for review.

AGE	MEASURE	KEY EVIDENCE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
Infants and Toddlers	P-LPC-02	<p><i>Social and Emotional Development</i></p> <p>Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers / staff to promote social and emotional development are well described with information on how to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers</p> <p><b><u>NOTES</u></b></p>	<input type="checkbox"/> < 3 per month	<input type="checkbox"/> 1-2 per week	<input type="checkbox"/> 3-4 per week	<input type="checkbox"/> daily
	P-LPC-03	<p><i>Language and Communication Development</i></p> <p>Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers / staff to promote language and communication development are well described with information including questioning techniques and ways to provide child friendly explanations to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers</p> <p><b><u>NOTES</u></b></p>	<input type="checkbox"/> < 3 per month	<input type="checkbox"/> 1-2 per week	<input type="checkbox"/> 3-4 per week	<input type="checkbox"/> daily

# LESSON PLANS AND CURRICULUM

AGE	MEASURE	KEY EVIDENCE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
Infants and Toddlers	Cognitive Development P-LPC-04	Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers/staff to promote cognitive development are well described with information on how to encourage involvement including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers.	<input type="checkbox"/> < 3 per month	<input type="checkbox"/> 1-2 per week	<input type="checkbox"/> 3-4 per week	<input type="checkbox"/> daily
		<b>NOTES</b>				

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
Infants	Physical Activity and Motor Development P-LPC-15	<input type="checkbox"/> < 2 activities scheduled per month	<input type="checkbox"/> Infants have supervised tummy time daily.  Evidence in curriculum that infants spend, while awake, less than 30 minutes an hour in any confining equipment such as a crib, infant seat, swing, high chair or play pen	<input type="checkbox"/> Infants have supervised tummy time daily at least 2-3 times per day for short periods or as tolerated  Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)	<input type="checkbox"/> Infants have supervised tummy time daily (3-5 min and gradually increased) at least 2-3 times per day for short periods or as tolerated  Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)
		<b>NOTES</b>			

## PLANNING FOR SPECIAL NEEDS AND RESPECTING DIVERSITY

AGE	MEASURE	KEY EVIDENCE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	P-PSNRD-01 <i>Consideration for children in a Bilingual program.</i>	Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning.	<input type="checkbox"/> < 2 strategies per month	<input type="checkbox"/> 2-3 strategies per month	<input type="checkbox"/> 1 strategy per week	<input type="checkbox"/> 2 strategies per week
	<b>NOTES</b>					
	<input type="checkbox"/> N/A					
	P-PSNRD-02 <i>Consideration for children with disabilities</i>	Plan includes specifications on how to make accommodations for children with disabilities. Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.	<input type="checkbox"/> < 2 strategies per month	<input type="checkbox"/> 2-3 strategies per month	<input type="checkbox"/> 1 strategy per week	<input type="checkbox"/> 2 strategies per week
	<b>NOTES</b>					
	<input type="checkbox"/> N/A					
	P-PSNRD-03 <i>Consideration for children from culturally diverse backgrounds</i>	Caregiver strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods)	<input type="checkbox"/> < 2 strategies per month	<input type="checkbox"/> 2-3 strategies per month	<input type="checkbox"/> 1 strategy per week	<input type="checkbox"/> 2 strategies per week
	<b>NOTES</b>					
	<input type="checkbox"/> N/A					

# INSTRUCTIONAL FORMATS AND APPROACHES TO LEARNING

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3	
All Ages	P-IFAL-02	<p><b>Intentional instructional activities</b> <i>that are both caregiver and child initiated are balanced throughout the planned daily activities</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence	<input type="checkbox"/> There is some evidence of a balance of instructional activities being either directed by the caregiver or child; however, may be many times when caregiver is directing, or lack of learning activities being implemented	<input type="checkbox"/> There is moderate evidence of a balance of instructional activities being either directed by the caregiver or child; however, there may be sometimes when the balance is not apparent	<input type="checkbox"/> Instructional activities are consistently balanced between caregiver directed and child initiated
	P-IFAL-03	<p><b>Routine and transition times</b> <i>are used as opportunities for incidental learning.</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence	<input type="checkbox"/> There is some (at least 1) evidence of routine and transition times being used for incidental learning; however, caregiver often misses the opportunity to make effective use of these times for learning.	<input type="checkbox"/> There is moderate (at least 2) evidence of routine and transition times being used for incidental learning; however, caregiver may sometimes miss the opportunity to make effective use of these times for learning.	<input type="checkbox"/> Routine and transition times are consistently (at least 3) used as time for incidental learning.
	P-IFAL-04	<p><b>Transition times</b> <i>are planned to avoid frequent disruption of children's activities and long waits between activities</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence	<input type="checkbox"/> Caregiver shows some evidence of organization and preparation; however, there are frequent disruptions and long waits between children's learning activities	<input type="checkbox"/> Caregiver shows moderate evidence of organization and preparation; however, there are a few disruptions and long waits between children's learning activities.	<input type="checkbox"/> Caregiver is consistently well organized and prepared resulting in rare disruptions and long waits between children's learning activities.



# INSTRUCTIONAL FORMATS AND APPROACHES TO LEARNING

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
	<p><b>Repeated exposure of a new concept</b> (e.g. vocabulary word) <b>in different learning contexts</b> (e.g. lunch, circle time, outdoors) <i>across the day.</i></p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> No evidence</p>	<p><input type="checkbox"/> There is some evidence that the staff is using repeated exposure of a new concept in different learning contexts; however, there are many times throughout the day when learning opportunities are missed.</p>	<p><input type="checkbox"/> There is moderate evidence that the staff is using repeated exposure of a new concept in different learning contexts; however, there are some times throughout the day when learning opportunities are missed.</p>	<p><input type="checkbox"/> There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts.</p>
<p>All Ages</p>	<p><b>Implemented learning activities</b> are organized to progressively <b>build skills and knowledge</b> by moving the child from current developmental levels to the targeted developmental benchmarks</p> <p><b>NOTES</b></p>	<p><input type="checkbox"/> No evidence</p>	<p><input type="checkbox"/> There is some evidence that the staff implement the activities in ways that build on the child's current developmental level. There often may be times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.</p>	<p><input type="checkbox"/> There is moderate evidence that the staff implement the activities in ways that build on the child's current developmental level. There are few times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.</p>	<p><input type="checkbox"/> There is strong evidence the staff consistently implements the activities in ways that build on the child's current developmental level. Staff is observed to do this by asking children questions they can respond to, providing problems or tasks (e.g. building a block structure) that the child can successfully solve with support.</p>

## CATEGORY 4

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# **NUTRITION AND INDOOR/OUTDOOR ENVIRONMENT**

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Nutrition Points-based Measures

Indoor Learning Environment Required Measures

Indoor Learning Environment Points-based Measures

Outdoor Learning Environment

Category 4: Nutrition and Indoor / Outdoor Environment

**NUTRITION (points-based measures)**

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All ages	<p><b>Items to Observe: Yes/No Indicators</b></p> <ul style="list-style-type: none"> <li>-Drinks are offered with food</li> <li>-Seconds of healthy options are available</li> <li>-Children are not hurried to finish eating</li> <li>-Children are not viewing television during mealtime</li> <li>-Children are encouraged to engage in conversation during meal time</li> <li>-Children have the opportunity to feed themselves consistent with their developmental levels</li> </ul> <p><b>NOTES</b></p>	<input type="checkbox"/> 0 items observed	<input type="checkbox"/> 1-2 items observed	<input type="checkbox"/> 3-4 items observed	<input type="checkbox"/> 5-6 items observed
		P-N-01			
Infants (0-12 months)	<p><b>Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.</b></p> <p><b>NOTES</b></p> <p><input type="checkbox"/> N/A is allowed if all infants in the classroom receive the majority of their nutrition from solid foods.</p>	<input type="checkbox"/> No evidence	<input type="checkbox"/> Some infants were held during feeding, but no positive speech directed at the infant was observed; score 0 if negative speech or handling was observed	<input type="checkbox"/> All infants were held during bottle feeding. However, there was limited speech or reassuring tones observed; no negative speech or tone used	<input type="checkbox"/> All infants were held during bottle feeding and were talked to in reassuring tones.
P-N-03					

## NUTRITION (points-based measures)

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
Infants (0-12 months)	P-N-04  <b>Caregivers feed infants on the infant's cue, such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child's physician give written instructions otherwise. The caregivers also stop feeding upon satiety.</b> Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings	<input type="checkbox"/> No evidence	<input type="checkbox"/> Caregivers often use pacifiers when they observe some infant feeding cues. In some instances, they begin feeding infants. Feeding is not consistently discontinued when there are signs of satiety.	<input type="checkbox"/> Caregivers are patient and responsive when observing infant cues, and when observing signs of satiety. Pacifiers are rarely used in place of feeding when cues are observed. Feeding is regularly discontinued when infants turn away from the bottle, have increased awareness of surroundings, begin to close the mouth, or say "no".	<input type="checkbox"/> As often as possible, the same caregiver works with the same infant and becomes familiar with his feeding cues. The caregivers are patient, gentle, and responsive to cues and signs of satiety. Pacifiers are not used in place of feeding when cues are presented.
<p><b><u>NOTES</u></b></p>					

## INDOOR LEARNING ENVIRONMENT (required measures)

AGE	MEASURE	NOTES	MET/NOT MET
All Ages	<p><b>S-ILE-01</b></p> <ol style="list-style-type: none"> <li>Indoor environment is arranged to <b>facilitate a distinct division</b> of active and quiet spaces</li> <li><b>Nap/rest space</b> is conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children</li> <li>Indoor environment includes space where children can <b>play protected from interference</b> by other children, yet be supervised by the caregiver</li> <li>Equipment/materials are <b>clean and in good repair</b>. Providers supply a checklist of cleaning and maintenance tasks they use to ensure a safe and sanitary environment for children.</li> <li>Equipment/materials are readily available and adapted to allow for <b>equal participation by all children</b></li> </ol>		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Infants	<p><b>S-ILE-02</b></p> <ol style="list-style-type: none"> <li>Indoor environment includes sufficient quantity of <b>sleeping, diapering and feeding equipment</b> to accommodate the number of children served</li> <li>Indoor environment includes sufficient space to <b>allow for different kinds of experiences</b> such as tummy time, active play, quiet play, and messy play</li> <li><b>Diapering areas</b> include items that <b>enhance cognitive and communication skills</b></li> <li>Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breast feeding</li> </ol>		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A

## INDOOR LEARNING ENVIRONMENT (points-based measures)

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>P-ILE-01</b></p> <p><i>Indoor environment is arranged to <b>facilitate division of interest areas for play</b> (as developmentally appropriate) and allow children to move easily from one area to another. For infants, a variety of stimulating opportunities for learning that may change throughout the day</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence of division of play space into interest areas or fewer than three areas are arranged.	<input type="checkbox"/> At least three different kinds of interest areas with appropriate equipment/materials and sufficient space that allows for active, quiet, and messy play areas.	<input type="checkbox"/> Developmentally appropriate equipment/materials arranged to facilitate play in 4 interest areas materials and sufficient space that allows for active, quiet, and messy play areas.	<input type="checkbox"/> At least 5 interest areas arranged in the classroom which provide for Different kinds of learning experiences. Developmentally appropriate equipment/materials are arranged for independent use. Interest centers are routinely changed to add variety.
	<p><b>P-ILE-02</b></p> <p><i>Equipment/materials portray people in a manner that is <b>non-stereotypical and culturally sensitive</b></i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No artifacts/key indicators visible	<input type="checkbox"/> 1-2 types artifacts/key indicators visible	<input type="checkbox"/> 3-4 types artifacts/key indicators visible	<input type="checkbox"/> 5 or more types artifacts/ key indicators visible

## INDOOR LEARNING ENVIRONMENT (points-based measures)

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	P-ILE-03 <i>Developmentally appropriate visual caregiver- and children-created materials are displayed at children's eye level</i>	<input type="checkbox"/> Print materials are not displayed at child's eye level and do not include realistic pictures or child created work	<input type="checkbox"/> Colorful realistic pictures reflecting nature, people, and objects are displayed but are not at the children's eye level	<input type="checkbox"/> Realistic pictures of children's family members, pets, and other familiar people and places or arts or crafts created by the children are displayed at the children's eye level	<input type="checkbox"/> Realistic pictures of children's family members, pets, and other familiar people and places and arts or crafts created by the children are displayed at the children's eye level
	<b>NOTES</b>				
	P-ILE-04 <i>Equipment/ materials reflect children's interest, appear inviting to children, and are arranged so children know where to find things and may easily select and return items</i>	<input type="checkbox"/> Equipment/ materials are not displayed on low open shelving within children's reach or available materials do not spark children's interest in play; may result in behavior issues.	<input type="checkbox"/> Shelving is open and available at a height accessible to children, but materials are limited	<input type="checkbox"/> Open shelving/ containers are distributed throughout the classroom at an appropriate height for children; all shelves / containers are labeled; children are welcome to retrieve materials	<input type="checkbox"/> All interest areas, shelving/containers are labeled with words and pictures of materials at an appropriate height that encourages children to retrieve materials and place them back in their correct place.
	<b>NOTES</b>				
	P-ILE-05 <i>Equipment/ materials encourage hands on manipulation of real objects</i>	<input type="checkbox"/> No evidence of real objects accessible to children for play.	<input type="checkbox"/> Minimal evidence of age appropriate real objects accessible in the classroom.	<input type="checkbox"/> Moderate evidence of age appropriate real objects accessible in the classroom.	<input type="checkbox"/> High/consistent evidence of age appropriate real objects accessible and evident in various interest areas in the classroom.
	<b>NOTES</b>				

## OUTDOOR LEARNING ENVIRONMENT (points-based measures)

So AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3	
All Ages	P-OLE-01	<p><i>Outdoor environment and activities are linked to and reinforce indoor learning.</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence	<input type="checkbox"/> 1 activity is observed	<input type="checkbox"/> 2 activities are observed	<input type="checkbox"/> 3 or more activities are observed
	P-OLE-02	<p><i>The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No evidence of natural elements present in the outdoor environment	<input type="checkbox"/> 1-2 living/ natural elements present in the outdoor environment	<input type="checkbox"/> 3-4 living/ natural elements present in the outdoor environment	<input type="checkbox"/> 5 or more living/natural elements present in the outdoor environment
	P-OLE-03	<p><i>Outdoor environment and natural and manufactured equipment/materials, provides partial shade, motivates children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> Outdoor environment lacks variety and interest. Insufficient equipment/materials result in boredom; behavior challenges or injuries result from misuse of equipment	<input type="checkbox"/> Some outdoor equipment/materials are available for all children to use without undue competition or long delays	<input type="checkbox"/> A variety of outdoor equipment and materials are available for all children to use without undue competition or long delays	<input type="checkbox"/> Many outdoor equipment and materials are readily accessible for all children to use without undue competition or long delays. Sufficient variety allows children to make choices. Equipment/materials are rotated to maintain children's interest



## OUTDOOR LEARNING ENVIRONMENT (points-based measures)

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3
All Ages	<p><b>P-OLE-04</b></p> <p><i>Natural outdoor environment supports social emotional development including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> No natural design elements or interest areas; OR outdoor environment does not support play in large and small groups; OR there is no space for privacy	<input type="checkbox"/> 1 natural design element or interest area that support social emotional development	<input type="checkbox"/> 2 natural design elements and interest areas that support social emotional development	<input type="checkbox"/> 3 natural design elements and interest areas that support social emotional development
		<hr/>			
Infants	<p><b>P-OLE-05</b></p> <p><i>Outdoor equipment/materials encourage infants to experience the environment</i></p> <p><b>NOTES</b></p>	<input type="checkbox"/> Equipment and materials lack variety, are not age appropriate	<input type="checkbox"/> Equipment may include strollers or buggy to facilitate exploring outdoors	<input type="checkbox"/> Design elements and equipment include areas for blankets, balls, pillows, blocks, infant swings	<input type="checkbox"/> Design elements and equipment include climbing, crawling and natural elements for observation