



## ECERS-3 and ITERS-3 Activities Subscale Quick Reference

### **Books:**

E3: 20 books for 10 children/30 books for 15 children accessible for at least 1 hour during the observation, and staff show interest when children use books independently. Some books are fantasy and some are factual and are organized in an interest center.

I3: Up to 20 books at the 7 level accessible throughout the observation, and staff provide extended positive interaction with children using books independently. Some books are factual and some are fiction.

### **Fine Motor:**

E3: At least 10 choices including **interlocking building materials, manipulatives, puzzles, and art materials**. Staff show extended interest as children use materials.

I3: More than 10 choices accessible throughout the observation, and staff show extended interest and ask children questions as they play with materials.

### **Art:**

E3: At least 1 material from the following categories accessible for over an hour during an observation: **Drawing materials, paints, 3-d objects, collage materials, and tools**. Most art activities allow children to do art in their own way, and staff have conversations with children about art.

I3: At least 1 drawing materials accessible to children at least 24 months and older, and staff talk to children about the art, including naming colors as children use materials.

### **Music/Movement:**

E3: 10 music materials or 1/child are accessible for 1 hour, and staff are observed singing or dancing with children during free play.

I3: At least 10 music materials accessible throughout the observation, and some music/dance activities are observed.

### **Blocks:**

E3: Enough space, unit blocks, and accessories from 3 categories are accessible for 3 children to build at the same time. A special block interest center is set aside. Staff have many conversations with interested children about their block play.

I3: Enough blocks for each age group are accessible, are organized by type along with accessories, and staff talk with interested children about their block play.



### **Dramatic Play:**

E3: Many and varied dramatic play materials are accessible including **dolls, child sized furniture, play foods and cooking and eating utensils**, and **dress up clothes for boys and girls**. Staff carry on conversations with dramatic play. An interest center is accessible for at least 1 hour and is organized and easy to access.

I3: Many and varied appropriate materials are accessible throughout the observations, including dress ups for toddlers and twos. An interest center is set aside and staff join in children's play to enhance it.

### **Nature/Science**

E3: At least 15 nature/science materials are accessible from the following categories: **Living things, natural objects, factual books/picture games, tools**, and **sand/water with toys**. Staff model concern for the environment and talk about nature/science materials with children.

I3: Outdoor experiences and easily experienced living plants or animals are observed indoors. Sand/water play is available for children 24 months and older. Staff talk about nature and science experiences.

### **Math:**

E3: **Math materials and activities:** At least 10 different appropriate materials are accessible with 3 from the following categories: **Counting/comparing quantities, Measuring/comparing sizes and parts of a hole**, and **familiarity with shapes**. Staff frequently join in children's play with math materials, encourage children to use their fingers to represent numbers, and encourage use of math materials.

**Math in daily events:** Staff encourage math learning as part of the daily routines and encourage conversations about math as children play in non-math areas.

**Understanding written numbers:** At least 3 play materials that help show children the meaning of print numbers are accessible for at least one hour. Staff show children how to use materials and talk about the meaning of written numbers.

I3: Many appropriate materials are accessible throughout the observation. Staff point to items as they count them and count objects in an engaging manner, compare shapes, quantity, or size, and use number songs, chants, nursery rhymes, or finger plays.

### **Diversity:**

E3: At least 2 different types of dramatic play props representing diversity are accessible for an hour. At least 10 positive examples of diversity are easily visible. There should be some in books, pictures, and accessible play materials including race, culture, age ability, and non-traditional gender roles.

I3: At least 10 positive examples of diversity are easily visible. There should be some in books, pictures, and accessible play materials including race, culture, age ability, and non-traditional gender roles.

### **Technology:**

E3 & I3: Technology use should be limited. If it is used, alternative activities should be available and staff should be actively involved.