



Texas Rising Star

All Ages

(Birth to 12 years)

CLASSROOM ASSESSMENT RECORD FORM

FACILITY: _____

DATE: _____

CHILD CARE LICENSING #: _____

TEACHER NAME(S): _____

Age Group of Children: _____ Number of Children in Class _____

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CATEGORY 2

TEACHER-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

Instructional Formats and Approaches to Learning

GROUP SIZE AND STAFF RATIOS

P-GSSR-01 Group Size

Age Group	Score of 0	Score of 1	Score of 2	Score of 3
0–11 months	10	n/a	9	8
12–17 months	13	n/a	12	8
18–23 months	18	16	12	10
2 years	22	20	14	12
3 years	30	24	18	16
4 years	35	32	26	18
5 years	35	32	28	20
6–8 years	35	34	32	22
9–13 years	35	34	32	22

P-GSSR-02 Staff to Child Ratio

Age Group	Score of 0	Score of 1	Score of 2	Score of 3
0–11 months	10:2	n/a	9:2	4:1
12–17 months	5:1	n/a	4:1	3:1
18–23 months	9:1	8:1	6:1	5:1
2 years	11:1	10:1	7:1	6:1
3 years	15:1	12:1	9:1	8:1
4 years	18:1	16:1	13:1	9:1
5 years	18:1	16:1	14:1	10:1
6–8 years	18:1	17:1	16:1	11:1
9–13 years	18:1	17:1	16:1	11:1

Scoring notes:

- For the 0–11 months and 12–17 months age groups, a 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 teachers are below the score of 1.
- For ratios that fall between the scores provided in the grid, the lower score would apply to the classroom.
- The above measures for group sizes and ratios apply to center- and school-based care only. These measures do not apply to licensed and registered child care homes.

GROUP SIZE AND STAFF 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

Category 2: Teacher-Child Interactions

WARM AND RESPONSIVE STYLE

Warm and Responsive Style

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-WRS-01 <i>Creates a warm, safe, and nurturing environment</i>	Teacher exhibits 1 or more harsh negative behaviors.	Teacher exhibits 0 harsh, negative behaviors; typically, teacher exhibits neutral behaviors, some minor negative behaviors, and infrequent positive behaviors.	Teacher exhibits 0 negative behaviors (mild or harsh); typically, teacher exhibits a mix of neutral to positive behaviors.	Teacher exhibits 0 negative behaviors (mild or harsh); typically, teacher exhibits positive behaviors.
All Ages	P-WRS-02 <i>Uses frequent positive nonverbal behaviors to increase feelings of acceptance</i>	Teacher uses harsh, negative nonverbal behavior.	Teacher does not use harsh, negative nonverbal behaviors but may use minor negative nonverbal behaviors. Teacher rarely displays positive nonverbal behaviors.	Teacher sometimes uses positive nonverbal behaviors, but misses multiple opportunities.	Teacher consistently uses positive nonverbal behaviors to increase acceptance of or calm children.
All Ages	P-WRS-03 <i>Has a patient, relaxed style that helps maintain calmness in the classroom</i>	Teacher behavior is characterized as rushed, overwhelmed, or impatient, which may contribute to anxiety or stress in the classroom.	Teacher behavior is mixed, with periods of rushed, overwhelmed, or impatient behavior. Children may not appear to be affected by this teacher style.	Teacher typically maintains calm demeanor or only during periods of stress or conflict shows signs of stress or anxiety.	Teacher style is consistently relaxed and calm; teacher responds to signs of stress or rising tension among children in a calm manner.

Category 2: Teacher-Child Interactions

WARM AND RESPONSIVE STYLE

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-WRS-04 <i>Notices and attends to children's needs and signals</i>	Teacher consistently ignores or is unaware of the signals and needs of the children.	Teacher sometimes misses children's signals and needs, although sometimes exhibits instances of awareness and response.	Teacher consistently attends to children's signals and needs, although sometimes misses.	Teacher is consistently aware of children's signals and needs and can be characterized as keenly aware or highly tuned-in to the children.
All Ages	P-WRS-05 <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>	Teacher responds negatively to children's cognitive or affective signals; 1 or more instances of negative language or nonverbal behavior in response to children; responses are typically characterized as cold or flat.	Teacher responses are generally neutral with no negative behaviors; rare instances of sensitive responses may be noted.	Teacher response style is typically warm and positive, with no evidence of negative responses.	Teacher response style is highly supportive, with children typically receiving warm and sensitive responses to affective and cognitive signals.
All Ages	P-WRS-06 <i>Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children</i>	Teacher shows little tolerance for individual differences; teacher exhibits 1 or more behaviors that show strong rejection of particular children or an inability to adjust to the children's needs.	Teacher generally shows tolerance for individual children, with 1 or more mild instances of rejection/failure to adjust.	Teacher consistently demonstrates fairness, acceptance, and ability to adjust, with a few opportunities for improvement.	Teacher responds well to individual differences and needs among children, with no instances of rejection or unfairness.

Category 2: Teacher-Child Interactions

LANGUAGE FACILITATION AND SUPPORT

Language Facilitation and Support

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-LFS-01 <i>Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication</i>	Teacher consistently ignores or is unaware of children's attempts at verbal and nonverbal communication, or teacher exhibits 1 or more instances of harsh, negative behavior in response to attempts at communication.	Teacher sometimes misses children's attempts at communication, with instances of neutral or positive responses to language initiation.	Teacher sometimes responds positively to children's attempts at communication; with very few missed opportunities to respond to children's attempts at communication.	Teacher consistently responds to children's attempts at communication; can be characterized as highly responsive.
All Ages	P-LFS-02 <i>Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior or accomplishments</i>	There is an absence of positive language to provide positive reinforcement or encouragement.	Teacher rarely uses positive language to provide positive reinforcement or encouragement; praise, encouragement, or delivery may seem flat or disinterested.	Teacher sometimes uses positive language to provide general and/or descriptive positive reinforcement and encouragement; praise or encouragement is generally characterized as warm and supportive.	Teacher consistently provides frequent, positive verbal responses and encouragement, which can be characterized as warm and supportive, and provides children with more descriptive praise and encouragement.
All Ages	P-LFS-03 <i>Uses language to add meaning or expand on children's interests or agenda</i>	Teacher does not use language to expand or build on children's interests or agenda; when language is used to expand or build on children's interests or agenda, it is of very poor quality.	Teacher rarely uses language to build on or expand children's interests or agenda.	Teacher sometimes uses language to build on or expand children's interests or agenda.	Teacher consistently uses positive language to build on or expand children's interests or agenda.

Category 2: Teacher-Child Interactions

LANGUAGE FACILITATION AND SUPPORT

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-LFS-04 <i>Communicates with children throughout the day (in whole group activities, small groups, mealtimes, and outdoor play)</i>	Teacher rarely provides language stimulation; teacher's language may be limited to providing required directions or discipline; there are frequent instances of low verbal engagement/withdrawal observed.	Teacher typically uses language to provide directions or behavioral support/guidance as needed, and/or there are several additional instances of language support.	Teacher provides frequent language stimulation across a variety of activities/contexts, and/or there are some instances of low verbal engagement/withdrawal.	Teacher consistently provides language stimulation and support throughout the observation, and there are no instances of low verbal engagement/withdrawal.
All Ages	P-LFS-05 <i>Uses descriptive language (specific labels and descriptors)</i>	Teacher rarely uses specific labels and descriptors.	Teacher sometimes uses specific labels and descriptors, but variety/breadth is limited and/or the use of specific labels may be confined to limited periods.	Teacher uses a variety of labels and descriptors; the use of specific labels and descriptors is not limited to 1 or 2 contexts.	Teacher consistently uses a wide variety of labels and descriptors.
All Ages	P-LFS-06 <i>Provides children with frequent opportunities to talk with teachers (in small group, whole group, outdoor play, and mealtimes)</i>	Teacher rarely encourages children to communicate.	Teacher sometimes attempts to elicit language, but attempts were confined to a limited period; the teacher may encourage only brief or limited language use.	Teacher encourages language across a variety of settings/activities; with some instances of encouraging children to use expanded language.	Teacher consistently encourages children to use language; with many instances of encouraging children to use expanded language.

Category 2: Teacher-Child Interactions

LANGUAGE FACILITATION AND SUPPORT

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages P-LFS-07	<i>Allows children time to respond to questions before providing the answer or asking another question</i>	Teacher rarely provides children adequate time to respond to questions before providing the answer or asking another question.	Teacher sometimes provides rushed/too brief wait time; with some instances of providing children time to respond to questions before providing the answer or asking another question.	Teacher typically provides children time to respond to questions before providing the answer or asking another question; with very few instances of rushed/too brief wait time.	Teacher consistently provides children time to respond to questions before providing the answer or asking another question.
All Ages P-LFS-08	<i>Engages children in conversations (3–5 turns) about a variety of topics or provides commentary and encourages back-and-forth vocalization/gestures with infants and toddlers</i>	Teacher never engages in conversation with individual children.	Teacher rarely engages in conversation with individual children, and/or most conversations are focused on behavior or direction.	Teacher sometimes engages in conversation with individual children.	Teacher consistently engages in conversation with individual children; many conversations can be characterized as rich in nature.

Category 2: Teacher-Child Interactions

LANGUAGE FACILITATION AND SUPPORT

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-LFS-09 <i>Expands on children's understanding or initiation by elaborating on what children say or draw attention to</i>	Teacher never follows up on children's initiations with more specific information or background knowledge.	Teacher rarely follows up on children's initiations with more specific information or background knowledge; teacher missed opportunities.	Teacher sometimes follows up on children's initiations with more specific information or background knowledge; teacher missed a few opportunities.	Teacher consistently follows up on children's initiations with more specific information or background knowledge.
		Teacher never extends children's language or models communicating complete ideas/sentences.	Teacher rarely extends children's language or models communicating complete ideas/sentences; teacher missed opportunities.	Teacher sometimes extends children's language or models communicating complete ideas/sentences; teacher missed a few opportunities.	Teacher consistently extends children's language or models communicating complete ideas/sentences.
All Ages	P-LFS-10 <i>Extends children's language and/or models for children how to express complete ideas or sentences</i>	Teacher never extends children's language or models communicating complete ideas/sentences.	Teacher rarely extends children's language or models communicating complete ideas/sentences; teacher missed opportunities.	Teacher sometimes extends children's language or models communicating complete ideas/sentences; teacher missed a few opportunities.	Teacher consistently extends children's language or models communicating complete ideas/sentences.

Category 2: Teacher-Child Interactions

PLAY-BASED INTERACTIONS AND GUIDANCE

Play-Based Interactions and Guidance

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-PBIG-01 <i>Supports a playful attitude on an ongoing basis by creating opportunities for children to make believe, make choices, and adjust activities to their own interests</i>	Teacher does not engage children in activities involving songs, books, pretend play, or games; teacher gives feedback that demeans children's attempts at these types of play.	Teacher rarely engages children in songs, books, pretend play, or games, and some of these opportunities allow children the chance to be playful and make choices about how to engage.	Teacher sometimes engages children in songs, books, pretend play, or games; these opportunities are typically child-directed.	Teacher consistently engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage.
All Ages	P-PBIG-02 <i>Participates and expands on play initiated by children to reinforce language, ideas, and social development</i>	Teacher does not build on play initiated by children; teacher consistently redirects children rather than building on their agenda/interests.	Teacher rarely participates in play initiated by children; language support or expansion is minimal; teacher may redirect children a few times rather than building on their interests.	Teacher sometimes participates in play initiated by children, with some instances of good language support and expansion; teacher rarely redirects children rather than building on their interests.	Teacher consistently participates in play initiated by children; there is consistent good language support and expansion; teacher rarely redirects children rather than building on their interests.
All Ages	P-PBIG-03 <i>Provides guidance when children are working, in order to progressively build skills and knowledge rather than using overly directive strategies</i>	Teacher is consistently overly directive; teacher does not model, demonstrate, or discuss possible solutions or approaches.	Teacher is sometimes overly directive; teacher rarely provides guidance that helps children complete a task in a manner that encourages problem-solving or flexibility.	Teacher is rarely overly directive; teacher sometimes provides guidance while children are working to complete a task or playing.	Teacher is never overly directive; teacher consistently provides guidance while children are working to complete a task or playing, rather than using overly directive strategies.
All Ages	P-PBIG-04 <i>Provides opportunities for and/or facilitates children's social interactions with their peers</i>	Teacher never provides opportunities for children to move freely so that natural groupings and interactions occur.	Teacher rarely provides opportunities for children to move freely so that natural groupings and interactions occur; teacher rarely facilitates social interactions between children and their peers.	Teacher sometimes provides opportunities for children to move freely so that natural groupings and interactions and/or chances for children to work together or alone occur; teacher sometimes facilitates social interactions between children and their peers.	Teacher consistently provides opportunities for children that allow them to make choices to work and play in large and small groups or alone; teacher consistently facilitates social interactions between children and their peers.

Category 2: Teacher-Child Interactions

SUPPORT FOR CHILDREN'S REGULATION

Support for Children's Regulation

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
Toddler, Preschool, and School Age	P-SCR-01 <i>Models or encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions; makes connections between actions and emotional reactions)</i>	Teacher rarely or never models or encourages emotional expression, with no instances of engaging children in intentional activities aimed at increasing emotional awareness or understanding.	Teacher sometimes models or encourages emotional expression, but there are no instances of engaging children in an intentional activity aimed at increasing emotional awareness or understanding.	Teacher sometimes models or encourages emotional expression, and there is at least 1 intentional activity aimed at increasing emotional awareness or understanding.	Teacher consistently models or encourages emotional expression, and there is at least 1 intentional activity aimed at increasing emotional awareness or understanding.
Toddler, Preschool, and School Age	P-SCR-02 <i>Provides children with short explanations that help them understand why they are feeling a certain way</i>	Teacher never provides children with short explanations to help them understand why they are feeling a certain way; teacher provides negative reinforcement or feedback when children attempt to express emotions.	Teacher rarely provides explanations to help children understand why they are feeling a certain way; explanations can be characterized as too lengthy, overly complex, or difficult for children to understand.	Teacher sometimes provides short explanations that are simple and clear enough for children to understand, with rare observations of weaker explanations.	Teacher consistently provides short explanations that are simple and clear enough to help children understand how they are feeling.
Toddler, Preschool, and School Age	P-SCR-03 <i>Explains logical consequences for behaviors rather than providing arbitrary consequences</i>	Teacher rarely verbalizes consequences, which are typically illogical, and/or teacher verbalizes punitive or harsh consequences for behavior.	Teacher sometimes explains consequences, although those consequences are typically illogical; rare instances of explaining logical consequences occur.	Teacher sometimes explains logical consequences; rare instances of explaining illogical consequences occur.	Teacher consistently verbalizes logical consequences.

SUPPORT FOR CHILDREN'S REGULATION

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
Toddler, Preschool, and School Age	P-SCR-04 <i>Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day and balancing structured and unstructured playing and learning opportunities)</i>	Teacher never refers to or encourages children to follow rules and routines that help them learn to regulate their own behavior, and/or referencing or implementing harsh or developmentally inappropriate rules and routines occurs.	Teacher rarely refers to or encourages children to follow rules and routines that help them learn to regulate their own behavior and/or implementing or referencing developmentally inappropriate rules or occurs, but there are no instances of implementing or referencing harsh rules or routines.	Teacher sometimes refers to or encourages children to follow rules and routines that help them learn to regulate their own behavior, and there are no instances of implementing or referencing developmentally inappropriate or harsh rules or routines.	Teacher consistently refers to or encourages children to follow rules and routines that help them learn to regulate their own behavior, and there are no instances of implementing or referencing developmentally inappropriate or harsh rules or routines.
Toddler, Preschool, and School Age	P-SCR-05 <i>Demonstrates flexibility and tolerance for minor mishaps and misbehaviors</i>	Teacher consistently demonstrates intolerant responses to minor mishaps and misbehaviors, and/or teacher responds negatively/harshly responses to such behaviors.	Teacher sometimes demonstrates intolerant responses to minor mishaps and misbehaviors, with no negative responses to such behaviors.	Teacher rarely demonstrates intolerant responses to minor mishaps and misbehaviors, with no negative/harsh responses to such behaviors.	Teacher never demonstrates intolerant or negative responses to minor mishaps and misbehaviors, with no negative/harsh responses to such behaviors.
Toddler, Preschool, and School Age	P-SCR-06 <i>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</i>	Teacher does not help children understand logical consequences before problem behaviors occur.	Teacher rarely helps children understand logical consequences before problem behaviors occur.	Teacher sometimes helps children understand logical consequences before problem behaviors occur.	Teacher consistently helps children understand logical consequences before problem behaviors occur.

Category 2: Teacher-Child Interactions

SUPPORT FOR CHILDREN'S REGULATION

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
Toddler, Preschool, and School Age	<p><i>Assists children in their communications and interactions with peers</i></p> <p><input type="checkbox"/> <i>N/A (if assistance is not necessary)</i></p> <p>P-SCR-07</p>	Teacher never or rarely assists children in their communications and interactions with peers, and/or assistance that encourages negative or hurtful behavior among peers occurs.	Teacher sometimes assists children in their communications and interactions with peers, and the assistance is alternately poor and good.	Teacher assists children in their communications and interactions with peers several times, and the assistance is consistently good.	Teacher consistently assists children in their communications and interactions with peers, and the assistance is consistently good.
Toddler, Preschool, and School Age	<p><i>Encourages children to assist with routines and procedures that help build self-help skills</i></p> <p>P-SCR-08</p>	Teacher never encourages children to participate in a routine or procedure that helps build self-help skills.	Teacher rarely encourages children to participate in a routine or procedure that helps build self-help skills.	Teacher sometimes encourages children to participate in a routine or procedure that helps build self-help skills.	Teacher consistently encourages children to participate in a routine or procedure that helps build self-help skills.

INSTRUCTIONAL FORMATS AND APPROACHES TO LEARNING

Instructional Formats and Approaches to Learning

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	<i>Intentional instructional activities are balanced</i>	Teacher exhibits no evidence of intentional instructional activities, and/or the activities observed are all teacher-directed.	Teacher rarely demonstrates a balance of instructional activities being directed either by the teacher or by the children, and there may be times when there is a lack of learning activities being implemented.	Teacher sometimes demonstrates a balance of instructional activities being directed either by the teacher or by the children; however, there may be times when the balance is not apparent.	Teacher consistently demonstrates a balance of teacher-directed and child-directed activities.
All Ages	<i>The daily schedule demonstrates a balance of both teacher- and child-initiated planned daily activities</i>	There is no evidence of a balance on the daily schedule.	There is some evidence of a balance on the daily schedule, but the observation does not match the schedule.	There is consistent evidence of a balance on the daily schedule, but the observation does not match the schedule.	There is consistent evidence of a balance of instructional activities on the daily schedule and the observation matches the schedule.
All Ages	<i>Routine and transition times are used as opportunities for incidental learning</i>	Teacher never uses routine and/or transition times as an opportunity for incidental learning.	Teacher rarely uses routine and transition times for incidental learning; therefore, teacher often misses the opportunity to make effective use of these times for learning.	Teacher sometimes uses routine and transition times for incidental learning; therefore, teacher may sometimes miss the opportunity to make effective use of these times for learning.	Teacher consistently uses routine and transition times as opportunities for incidental learning.

INSTRUCTIONAL FORMATS AND APPROACHES TO LEARNING

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-IFAL-04 <i>Transition times are planned to avoid frequent disruption of children's activities and long waits between activities</i>	Teacher shows no evidence of organization and preparation for transition times.	Teacher shows some evidence of organization and preparation; however, there are frequent disruptions and long waits between children's learning activities.	Teacher shows moderate evidence of organization and preparation; however, there are a few disruptions and long waits between children's learning activities.	Teacher is consistently well organized and prepared, which infrequently results in disruptions and long waits between children's learning activities.
All Ages	P-IFAL-05 <i>Repeated exposure of a new concept is used in different learning contexts across the day</i>	There is no evidence of repeated exposure of new concepts.	There is some evidence that staff is using repeated exposure of a new concept in different learning contexts; however, there are many contexts throughout the day when learning opportunities are missed.	There is moderate evidence that staff is using repeated exposure of a new concept in different learning contexts; however, there are some contexts throughout the day when learning opportunities are missed.	There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts.

CATEGORY 4

INDOOR/OUTDOOR ENVIRONMENT

Indoor Learning Environment

Outdoor Learning Environment

Category 4: Indoor/Outdoor Environment

INDOOR LEARNING ENVIRONMENT

Indoor Learning Environment

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	<p>P-ILE-01</p> <p><i>Indoor environment is arranged to facilitate division of interest areas for play (as developmentally appropriate) and allow children to move easily from one area to another; for infants, a variety of stimulating opportunities for learning is provided that may change throughout the day</i></p>	There is no evidence of division of play space into interest areas, or teacher arranges fewer than 3 areas.	Teacher arranges at least 3 different kinds of interest areas with appropriate equipment and materials and sufficient space to allow for active, quiet, and messy play areas.	Teacher arranges developmentally appropriate equipment and materials to facilitate play in 4 interest areas with sufficient space to allow for active, quiet, and messy play areas.	Teacher arranges at least 5 interest areas providing for different kinds of learning experiences. Teacher arranges developmentally appropriate equipment and materials for independent use. Interest centers are routinely changed to add variety.
		<p>P-ILE-02</p> <p><i>Equipment and materials portray people in a manner that is non-stereotypical and culturally sensitive</i></p>	No artifacts/key indicators are visible.	1–2 types of artifacts/key indicators are visible.	3–4 types of artifacts/key indicators are visible.

INDOOR LEARNING ENVIRONMENT

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages P-ILE-03	<i>Developmentally appropriate teacher- and children-created visual materials and realistic pictures are displayed at children's eye level</i>	Visual materials are not displayed at child's eye level and do not include realistic pictures or child-created work.	Colorful realistic pictures of nature, people, and objects are displayed but are not at the children's eye level.	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.	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.
All Ages P-ILE-04	<i>Equipment and materials reflect children's interests, appear inviting to children, and are arranged so children know where to find things and may easily select and return items</i>	Equipment and materials are not displayed on low, open shelving within children's reach, or available materials do not spark children's interest in play; uninteresting or not easily accessible equipment and materials may result in behavior issues.	Shelving is open and available at a height accessible to children, but materials are limited.	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.	All interest areas and shelving/containers are labeled with words and pictures of materials at an appropriate height that encourages children to retrieve materials and return them to their correct place.
All Ages P-ILE-05	<i>Equipment and materials encourage hands-on manipulation of real objects</i>	There is no evidence of real objects accessible to children for play.	There is minimal evidence of age-appropriate real objects accessible in the classroom.	There is moderate evidence of age-appropriate real objects accessible in the classroom.	There is high/consistent evidence of age-appropriate real objects accessible and evident in various interest areas in the classroom.

Category 4: Indoor/Outdoor Environment

OUTDOOR LEARNING ENVIRONMENT

Outdoor Learning Environment

Age	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Ages	P-OLE-01 <i>Outdoor environment allows children to engage in natural small groupings with activities that are linked to and reinforce indoor learning</i>	There is no evidence of areas for small groupings and activities that link to indoor learning.	There is evidence of areas for small groupings, but no activities are provided that link to indoor learning.	There is evidence of areas for small groupings, and at least 1 activity is provided that links to indoor learning.	There is evidence of numerous areas for small groupings and 2 or more activities that link to indoor learning.
All Ages	P-OLE-02 <i>Outdoor environment provides children with the opportunity to care for living things and appreciate nature</i>	Living/natural elements are not present in the outdoor environment.	1–2 living/natural elements are present in the outdoor environment.	3–4 living/natural elements are present in the outdoor environment.	5 or more living/natural elements are present in the outdoor environment.
All Ages	P-OLE-03 <i>Outdoor environment and natural and manufactured equipment and materials provide partial shade and motivate children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running</i>	Outdoor environment lacks variety and interest; insufficient equipment and materials result in boredom; behavior challenges or injuries result from misuse of equipment.	Some outdoor equipment and materials are available for all children to use without undue competition or long delays.	A variety of outdoor equipment and materials are available for all children to use without undue competition or long delays.	Much of the outdoor equipment and many materials are readily accessible for all children to use without undue competition or long delays; sufficient variety allows children to make choices. Equipment and materials are rotated to maintain children's interest.
Infants	P-OLE-05 <i>Outdoor equipment and materials encourage infants to experience the environment</i>	Equipment and materials lack variety and are not age appropriate.	Equipment may include strollers or buggies to facilitate exploring outdoors.	Layout of environment and equipment include areas for blankets, balls, pillows, blocks, and infant swings.	Layout of environment and equipment include areas for climbing and crawling and natural elements for observation.