



North Carolina Rated License Assessment Project
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A Comparison of Quality Assessment Tools Research Project

This document contains general information on the observation measures piloted in the Comparison of Quality Assessment Tools research project. It includes details about scoring, administration, and the psychometrics for each measure.

Early Childhood Environment Rating Scale-Extension

Preschool (3-5 years)

What does it measure?

Specific curricular materials, activities, and interactions in literacy, math, science, and diversity (18 items)

Administration: Total 2 to 3 hours of observation including teacher interview, often in conjunction with ECERS-R

Scoring: For each item, classrooms can score between and 1 (inadequate) to 7 (excellent). The total score is created by averaging all items.

Psychometric Information:

Subscale	Mean	Range	S.D.	Internal Consistency
Literacy	3.50	2.00 – 5.67	.743	.71
Math	2.36	1.00 – 4.33	.835	.639
Science	1.96	1.00 – 4.00	.693	.801
Diversity	2.72	1.00 – 4.00	.689	.585
<i>Total Scale</i>	2.81	1.73-4.33	.533	.860

Preschool Outdoor Environment Measurement Scale

Preschool (3-5 years)

What does it measure?

Physical Environment, Interactions, Play and Learning Settings, Program, and Caregiver Role (56 items)

Administration: Total 45 minutes; 30 minutes for observation and 15 minutes for teacher interview

Scoring: For each item, classrooms can score a Yes (Y) or No (N). The total score is calculated by summing the number of Yes's across domains.

Psychometric Information:

Subscale	Mean	Range	S.D.	Internal Consistency
Physical Environment	7.99	2 – 11	2.04	.462
Interactions	7.56	2 - 13	2.53	.583
Play and Learning Settings	6.67	1 - 13	2.24	.604
Program	3.94	1 - 8	1.42	.405
Caregiver Role	4.78	1 - 8	1.81	.577
<i>Total Scale</i>	30.94	15-48	6.93	.799

Out of School Time (OST)

School Age (5 - 12 years)

What does it measure?

Youth Relationship Building, Relationship Building Among Youth and Staff, Youth Participation in Activities,

Activity Content and Structure, and Instructional Strategies (28 items)

Administration: Total 1 to 2 hours of observation ; minimum 4 cycles (15 minutes of observation, 5 – 10 minutes for recording)

Scoring: The OST is scored from a 1 (not evident) to 7 (highly evident). The total score is calculated by creating an average for each item across cycles and then averaging these item scores to compute the total score.

Psychometric Information:

Subscale	Mean	Range	S.D.	Internal Consistency
Youth relationship building	3.97	2.30-5.55	.721	.867
Relationship building among youth and staff	3.65	1.71-5.00	.727	.899
Youth participation in activities	3.74	2.20-4.75	.61	.750
Activity content and structure	3.60	2.06-5.25	.74	.861
Instructional strategies	2.63	1.54-4.00	.556	.810
<i>Total Scale</i>	3.46	1.99-4.51	.559	.964

Classroom Assessment Scoring System

Toddlers (15-36 months) and preschoolers (3-5 years)*

What does it measure?

Pre-K: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspective, Quality of Feedback, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling

Toddler: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspective, Behavior Guidance, Facilitation of Learning and Development, and Language Modeling

Administration: Total 2 hours of observation and recording; minimum 4 cycles (20 minutes of observation, 10 minutes of recording)

Scoring: Each dimension is scored from 1 (low) to 7 (high). There is no total score for the CLASS; domain scores are calculated by averaging the relevant dimensions across the observation cycles.

Psychometric Information: *Preschool*

Domain Dimension	Mean	Range	S.D.	Internal Consistency (across cycles)
Emotional Support	5.32	2.62 – 6.69	.87	.876
Positive Climate	5.31	2.25 - 7	1.21	.865
Negative Climate*	1.43	1 – 5.5	.730	.886
Teacher Sensitivity	4.79	2 – 6.5	1.06	.871
Regard for Student Perspectives	4.61	2 – 6.5	1.01	.743
Classroom Organization	4.45	1.75 – 6.25	1.01	.865
Behavior Management	4.92	1.75 - 7	1.26	.899
Productivity	4.77	2 – 6.75	.965	.699
Instructional Learning Formats	3.65	1 – 5.75	1.17	.788
Instructional Support	1.64	1 – 3.42	.56	.876
Concept Development	1.70	1 – 4.25	.671	.723
Quality of Feedback	1.56	1 – 3.25	.556	.684
Language Modeling	1.66	1 – 3.50	.648	.782

*Negative climate is reverse coded for domain mean

Psychometric Information: *Toddler*[†]

Domain Dimension	Mean	Range	S.D.	Internal Consistency (across cycles)
Emotional Climate	5.03	1.81 – 6.88	.978	.897
Positive Climate	5.05	1.75 – 7.00	1.24	.873
Negative Climate*	1.69	1.00 – 6.25	.894	.857
Teacher Sensitivity	4.37	2.00 – 7.00	1.19	.848
Regard for Child Perspectives	4.38	1.50 – 6.75	1.12	.793
Behavior Guidance**	4.10	1.75 – 7.00	1.32	.882
Instructional Support	2.85	1.12 – 5.38	1.08	.846
Facilitation of Learning and Development	3.47	1.00 – 6.75	1.25	.835
Language Modeling	2.23	1.00 – 5.00	1.07	.857

* Negative Climate is reverse coded for domain mean

**Behavior Guidance is the only dimension; classroom organization is not a domain for the Toddler CLASS.

[†]The Toddler CLASS used in this study was in draft form. The Toddler CLASS has been revised to include Quality of Feedback and revised scales for Behavior Guidance and Facilitation of Learning and Development.