



# Thinking More about Learning Materials ECERS-R WORKSHEET

**Purpose:** This document is intended to assist programs in understanding many requirements of the Activities Subscale, particularly at the “good” level, in order to ensure that they are providing children with developmentally appropriate care. This worksheet does not cover every indicator related to the activities items; therefore, relying on this worksheet alone to prepare for an assessment will not be sufficient. This is a supplementary and optional activity that is intended to highlight some of the areas that are frequently missed. It is important to review the entire item, however, in order to ensure that no indicators at the 1 or “inadequate” level apply to the classroom, and that other requirements at the 3 or “minimal” and 7 “excellent” levels are met.

The Activities Subscale considers the many aspects of the early child care classroom pertaining to children’s play. The items in this subscale focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, and the interactions that occur while children are engaged in play with learning materials. The weight given to this subscale in calculating an average score supports the idea that free play with a variety of appropriate materials is critically important in fostering positive developmental outcomes for young children.

**Preparation:** In using the scale to promote best practices or to prepare for a Rated License Assessment visit, a basic understanding of the Rating Scale format is essential. Providers should ensure that teachers review the instructions on pages 5–6 in the ECERS-R and the definitions of common terms on pages 6–7. In addition, a copy of the most current NC Additional Notes (available at [www.ncrlap.org](http://www.ncrlap.org)) should be printed out and read along with each item while you fill out the worksheet.

As you document materials in the classroom, remember that assessors look at what is provided for children’s independent use. Having additional materials for rotation can help meet requirements at the highest level, but these are not considered in scoring the lower levels. Using the worksheet can help classify materials so that you can ensure that the required types and categories of materials are present as you rotate. If you are confused about a question in the worksheet, look at the item and notes and try to identify the requirement it relates to. Also, remember that assessors consider all materials in the classroom that fit into a specific category; not all materials have to be in a single area. For example, some math materials might be with fine motor materials, and others might be included with nature/science materials. You may also want to contact your Division of Child Development and Early Education licensing consultant or Child Care Resource & Referral and/or Smart Start Partnership technical assistance specialist for additional information.

**Other questions to consider:**

What topics are the children in your group most interested in? In what ways can you connect these interests to their play experiences in the various activity areas?

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Which areas are the most popular? Why? Are there any areas that children tend not to use? Why? Can you make changes to these areas to make them more interesting to the children?

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As you use the worksheet, answer the questions based on the specific schedule and materials in your classroom. Use the appropriate Rating Scale and NC Additional Notes as you go to help increase your understanding of the requirements.

**ITEM 15 (P. 34–35)**

The number of children enrolled in my class is \_\_\_\_\_.

My classroom includes \_\_\_\_\_ books that the children can independently use.

The children can use books during these times:

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The total amount of time children can use books in a day is:

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According to the Note for Clarification, I need \_\_\_\_\_ appropriate books out, including the following topics:

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I read informally to individuals and/or small groups at the following times:

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**ITEM 19 (P. 39)**

Here is a chart to track required materials in this item. Write the 4 categories across the top. List the materials in the classroom that the children use below each category.



The children can use fine motor materials during these times:

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The total amount of time children can use fine motor materials in a day is:

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**ITEM 20 (P. 40–41)**

Here is a chart to track required materials in this item. Write the 5 categories across the top. List the materials in the classroom that the children use below each category.



The children can use art materials during these times:

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The total amount of time children can use art materials in a day is:

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I facilitate the children expressing their own creativity in the following ways:

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We use 3-D art materials in the following ways:

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I connect art to other themes in the following ways:

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**ITEM 21 (P. 42–43)**

Because of the age of the children in my group, the following music materials are out and can be used:

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Types of music (CDs, tapes, etc.) used on a regular basis:

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We plan music activities \_\_\_\_\_ times/week.

We do more special music activities in the following ways:

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**ITEM 22 (P. 44–45)**

Types of blocks:

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Types of block accessories:

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I have space for \_\_\_\_\_ children to build in the block area.

The children can use blocks during these times:

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The total amount of time children can use blocks in a day is:

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When in the block area, children engage in the following types of play:

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**ITEM 23 (P. 46–47)**

Describe the following, including provisions, frequency, types of accessories, and activities done.

Indoor sand play:

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Outdoor sand play:

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Indoor water play:

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Outdoor water play:

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**ITEM 24 (P. 48–49)**

List dramatic play materials indoors:

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The children can use dramatic play materials during these times:

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The total amount of time children can use dramatic play materials in a day is:

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List dramatic play outdoors:

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I enhance dramatic play in the following ways:

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**ITEM 25 (P. 50–51)**

Here is a chart to track required materials in this item. Write the 4 categories across the top. List the materials in the classroom that the children use below each category.


The children can use nature/science materials during these times:

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The total amount of time children can use nature/science materials in a day is:

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I use practical events to teach about nature and science in the following ways:

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I plan and implement special nature/science activities including the following:

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**ITEM 26 (P. 52-53)**

Here is a chart to track required materials in this item. Write the 5 categories across the top. List the materials in the classroom that the children use below each category.


The children can use math/number materials during these times:

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The total amount of time children can use math/number materials in a day is:

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I use practical events to teach about math/numbers in the following ways:

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I plan and implement special math/number activities including the following:

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**ITEM 27 (P. 54-55)**

Television/video programs used:

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Computer programs used:

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The total amount of time children can watch/use these programs is

TV/video \_\_\_\_\_

Computer \_\_\_\_\_

While using TV, videos, or the computer, children participate in the following ways

TV/video: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Computer: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Children who are not interested can:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I enhance these activities by:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

These programs are connected to other themes in the following ways

TV/video: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Computer: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### ITEM 28 (P. 56-57)

Here is a chart to track required materials in this item. Write the 3 types of classroom materials across the top, and the required categories along the side.

<b>MATERIALS</b> →			
<b>CATEGORIES</b> ↓			



I promote diversity in dramatic play in the following ways:

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I include diversity in other areas in the following ways:

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I plan and implement special activities to promote diversity, including the following:

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**RESOURCES**

Harms, T., Jacobs, E., & White, D. (2014). *School-age care environment rating scale* (updated). New York, NY: Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.



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