



ECERS-R Materials List



This list includes items and indicators in the ECERS-R that require specific materials or furnishings¹. Please keep in mind that simply having the materials and furnishings in a classroom does not fulfill all requirements for any item. Other considerations related to amount of time children can use the items, the repair, organization, and arrangement, along with specific types of interactions and planned activities, impact not only an item's score but also the benefit the materials offer to the children.

Within each item and category of materials there are a wide variety of options to meet the requirements. Individualizing the materials based on children's interests and abilities is key when creating a stimulating environment for children.

Below are some common considerations programs use to meet material requirements and other key points to keep in mind when reviewing specific items:

Teacher-made materials: Purchasing all materials may not be necessary. For example, we often see teacher-made, repurposed, or donated materials that meet requirements for many items and indicators.

Materials count in multiple items: Notice that some types of materials can meet the requirements for different items. For example, art materials are considered in one category in the fine motor item and not only the art item. Often math materials or science puzzles and games stimulate fine motor skills and count in that item as well. Likewise, books that represent diversity, science, or math impact all relevant items.

Rotating materials: Swapping materials out regularly helps sustain interest, and can allow for rotation between different classrooms, so materials add value beyond a single classroom in some cases.

Planned activities: Many items require planned activities related to the topic of the item at the 7 level. It is likely that offering planned activities will require at least some additional materials, but since there are so many possibilities it is not possible to list materials for these indicators. Determining what materials are needed will vary for each program and change over the course of the year.

While there are many items that require specific materials, classrooms typically include more than the numbers required, so programs should use this list only for minimum guidance (e.g., most classrooms include more than 20 books or 3 puzzles). Additionally, not every typical early childhood material is included in the ECERS-R, so carefully consider all materials currently included in a classroom when determining how to prioritize and refresh materials to best meet children's needs. Having extra items beyond basic requirements is also wise, as materials may get lost or worn.

There may be times when decisions are made not to offer certain types of materials based on program priorities, available resources, and/or knowledge of the children's needs. These decisions are completely fine, and the ECERS-R overall score is based on the average scores of all items using a 1–7-point range. Ultimately, there is room for some items to score high and others to score lower, while still ending up with an overall good average score (5.0). Choices are encouraged and there is no expectation in our system that a high score will be earned on all items.

ECERS-R Item and Page	3 Level Requirements	5 Level Requirements	7 Level Requirements
Item 2. Furniture for routine care, play, and learning (p. 12-13)	3.1 Enough tables, chairs, cots/mats, cubbies, and shelves for enrolled children 3.3 Adaptive furniture for children with disabilities if enrolled	5.1 Child-sized tables and chairs 5.3 Adaptive furniture to support inclusion for children with disabilities if enrolled	7.2 Sand/water table or easel or woodworking table
Item 3. Furnishings for relaxation and comfort (p. 14)	3.1 At least two soft furnishings 3.2 At least three soft toys	5.1 Cozy area with a substantial amount of softness	7.1 Two additional soft furnishings 7.2 For 2's/3's two soft toys per child; for 4's and older at least 10 soft toys or enough for 1/2 group if 20+ enrolled
Item 4. Room arrangement (p. 15)	n/a	n/a	7.3 Materials to rotate for most centers
Item 8. Gross motor equipment (p. 20-21)	3.1 Enough gross motor equipment for all children to have access (includes indoor equipment if outdoor play does not occur)	5.1 Variety of gross motor equipment to provide meaningful choices and prevent competition 5.2 Gross motor equipment that stimulates 7-9 skills outside and at least five skills indoors on bad weather days	7.1 Examples of both stationary and portable gross motor equipment 7.2 Gross motor equipment that stimulates skills on different levels
Item 15. Books and pictures (p. 34-35)	3.1 Enough books for half of the children allowed to attend	5.1 At least 20 books and if more than 15 children, an extra book for each additional child (with 3-4 examples of fantasy and factual topics, stories about peoples, animals, nature/science, and that reflect different cultures and abilities) 5.2 Two language materials beyond books	7.1 Books for rotation 7.2 At least three books related to current theme
Item 16. Encouraging children to communicate (p. 36) <i>*Considers materials required in other items</i>	3.2 Two materials that encourage children to communicate	5.2 Materials that encourage children to communicate in several interest centers	n/a
Item 19. Fine motor (p. 39)	3.1 At least two examples from four categories (small building, art materials, manipulatives, puzzles)	5.1 At least three examples from each of the four categories 5.3 Based on enrollment, at least two simpler fine motor materials and two more difficult or complex examples	7.1 Fine motor materials for rotation
Item 20. Art (p. 40)	3.1 One usable art material	5.1 At least three different art materials from 4 of 5 categories (drawing, paints, 3-D, collage, tools)	7.1 3-D art materials 7.2 Art activities that relate to other classroom experiences

Item 21. Music and movement (p. 42-43)	3.1 At least two music materials	5.1 Enough instruments for at least half of the children to use at once plus music to listen to or use independently for older preschoolers	7.2 Planned special music activities
Item 22. Blocks (p. 44-45)	3.1 Sufficient blocks of a specific type (e.g., at least 20) that can be used together to make <u>two</u> sizable structures plus some accessories	5.1 Enough blocks and accessories for <u>three</u> sizeable structures (80 unit blocks=one structure, 40 larger blocks=one structure)	7.1 At least two types of blocks and three types of accessories 7.3 Outdoor block play
Item 23. Sand and water (p. 46-47)	3.1 Provision for sand or water play 3.2 At least two sand/water toys	5.1 Provision for sand and water play 5.2 Variety of sand/water toys	7.1 Provision for sand and water play indoors and outdoors 7.2 Provisions for different activities with sand and/or water (different sensory play materials or activities)
Item 24. Dramatic play (p. 48-49)	3.1 Some dramatic play materials and furniture	5.1 Enough dramatic play materials for three or more children to use at one time including dress up clothes with 2-3 gender role specific examples 5.3 Props for two different pretend play themes	7.1 Dramatic play materials to rotate for different themes 7.2 Two types of props representing diversity 7.3 Props for active dramatic play outdoors
Item 25. Nature/science (p. 50-51)	3.1 At least two materials from two categories (collections of natural objects, living things, nature/science books, games, or toys, nature/science activities)	5.1 At least three examples from 3 of 4 categories	7.1 Planned nature/science activities 7.2 At least two books, pictures, or AV materials that relate to nature/science materials or activities
Item 26. Math/number (p. 52-53)	3.1 At least two materials from three categories (counting, measuring, comparing quantity, recognizing shapes, written numbers)	5.1 At least three examples from all five categories	7.1 Planned nature/science activities 7.2 Math materials for rotation
Item 28. Promoting acceptance of diversity (p. 56-57)	3.1 One example of racial diversity and one example of cultural diversity in classroom materials	5.1 At least three books, three pictures, and three materials showing people and include all diversity categories (race, culture, age, ability, gender roles) 5.2 At least three props representing various cultures for use in dramatic play	7.2 Planned activities to promote understanding and acceptance of diversity
Item 35. Free play (p. 64) <i>*Considers all materials including those required for other items</i>	3.3 Adequate toys, materials, and equipment for free play	5.3 Ample and varied toys, materials, and equipment for free play	7.2 Toys for rotation

Harms, T., Clifford, R., & Cryer, D. (2005). *Early childhood environment rating scale*. (Revised edition). New York, NY: Teachers College Press.

ⁱ There is also a technology item, but it is optional and not required to use TV, video, computers, or any device with a screen. If the choice is made to use technology with children, review item 27 to see the requirements.