

# DESIRED RESULTS

for Children and Families



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## Desired Results for Children and Families

### Session V: Environment Rating Scales

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Desired Results Training & Technical Assistance Project

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In this part of the training, participants will receive an introduction to the Environment Rating Scales to measure program quality in classrooms, child care homes, and centers.

There are four scales:

- Infant/Toddler Environment Rating Scale (ITERS-R)
- Early Childhood Environment Rating Scale (ECERS-R)
- School-Age Care Environment Rating Scale (SACERS)
- Family Child Care Environment Rating Scale (FCCERS)

## The Environment Rating Scales

The Environment Rating Scales (ERS) are designed to assess process quality in an early childhood or school-age care group:

- Interactions
- Space
- Schedule
- Materials

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The Environment Rating Scales have good inter-rater reliability and validity and have been part of many research studies.

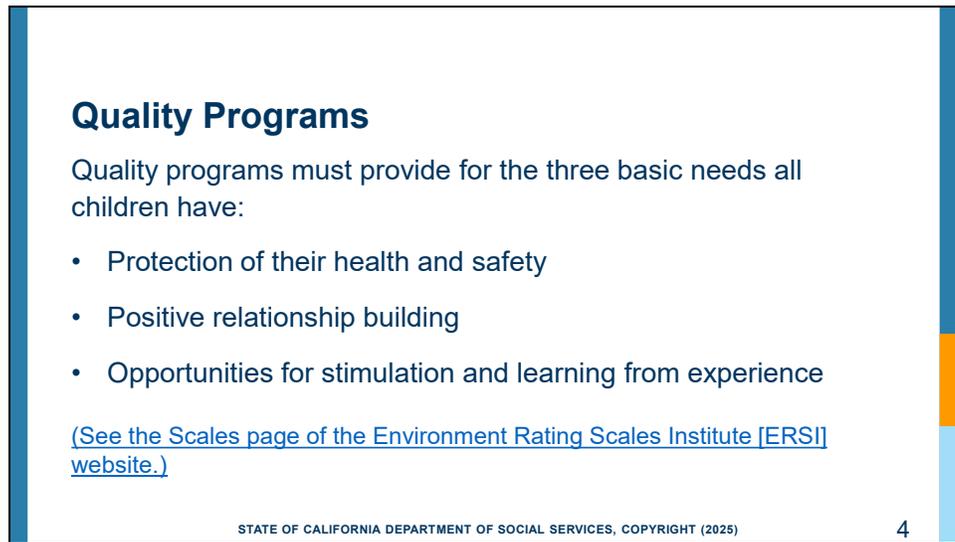
The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, among the children themselves, and the interactions children have with the many materials and activities in the environment—as well as those features such as space, schedule, and materials that support these interactions.

Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators, such as staff to child ratio, group size, cost of care, and even type of care (e.g., child care center or family child care home).

(See the Scales page of the Environment Rating Scales Institute [ERSI] website.)

Slide text: The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.

- Interactions
- Space
- Schedule
- Materials



## Quality Programs

Quality programs must provide for the three basic needs all children have:

- Protection of their health and safety
- Positive relationship building
- Opportunities for stimulation and learning from experience

[\(See the Scales page of the Environment Rating Scales Institute \[ERSI\] website.\)](#)

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To provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs of all children:

- Protection of their health and safety
- Positive relationship building
- Opportunities for stimulation and learning from experience

No one component is more important than the others, nor can one substitute for another. It takes all three to create quality education.

Each of the three basic components or qualities manifests in tangible forms within a program's environment, curriculum, schedule, supervision, and interactions; and the components can be observed. These are the key aspects of process quality that are included in our environment rating scales.

[\(See the Scales page of the Environment Rating Scales Institute \[ERSI\] website.\)](#)

## Quality Matrix and the Desired Results System

The Quality Continuum Framework – Measured Quality Elements (QCF) (formerly called the Rating Matrix) includes elements that are research-based indicators of quality. It provides a recommended framework, or structure, for quality improvement.

[Quality Counts California, Quality Continuum Framework – Measured Quality Elements document, July 2023](#)

The Environment Ratings scale is also a part of the Quality Continuum Framework. The Quality Continuum Framework – Measured Quality Elements (QCF) (formerly called the Rating Matrix) includes elements that are research-based indicators of quality. It provides a recommended framework, or structure, for quality improvement.

This year, there is no rating happening from the quality program; however, ERS observations are necessary to help us see what has happened to the quality of programs as they shift priorities. If programs are open and serving children, we cannot stop completing ERS observations: this would make us blind to what is happening to children in programs.

It is still relevant to examine how well the range of children’s developmental needs are being met.

**Environment Rating Scales**

The Environment Rating Scales are required tools for the Program Self-Evaluation and the ongoing continuous improvement process.

The image displays four covers for Environment Rating Scales, each with a distinct color and illustration. Each cover includes the title, 'REVISED EDITION', and the authors' names. Small circular callouts on each cover indicate updates to the scales.

- Infant/Toddler Environment Rating Scale (Blue):** Updated with additional notes and a new expanded assessment. Authors: Thelma Harms, Debby Cryer, Richard M. Clifford.
- Early Childhood Environment Rating Scale (Yellow):** Updated with additional notes and a new expanded assessment. Authors: Thelma Harms, Richard M. Clifford, Debby Cryer.
- Family Child Care Environment Rating Scale (Green):** Updated with additional notes and a new expanded assessment. Authors: Thelma Harms, Debby Cryer, Richard M. Clifford.
- School-Age Care Environment Rating Scale (Purple):** Updated with additional notes and a new expanded assessment. Authors: Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White.

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California adopted the Environment Rating Scales in 2001 as part of the Desired Results system.

The Environment Rating Scales are required tools for the Program Self-Evaluation and the ongoing continuous improvement process.

Circle the age-level instrument you are using in your program.

Slide 7

**Items and Subscales for Early Childhood and Infant/Toddler**

**EARLY CHILDHOOD ENVIRONMENT RATING SCALE**  
REVISED EDITION  
Thelma Harms Richard M. Clifford Debby Cryer  
7 subscales and 43 items

**INFANT/TODDLER ENVIRONMENT RATING SCALE**  
REVISED EDITION  
Thelma Harms Debby Cryer Richard M. Clifford  
7 subscales and 39 items

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The Early Childhood Environment Rating Scale has seven subscales and 43 items; the Infant/Toddler Environment Rating Scale has seven subscales and 39 items.

Slide 8

**SCHOOL-AGE CARE ENVIRONMENT RATING SCALE**  
Updated with additional items and a new subscale

**Items and Subscales for School-Age and Family Child Care (FCC)**

7 subscales and 43 items

Theima Harms Ellen Vineberg Jacobs Donna Romano White

**FAMILY CHILD CARE ENVIRONMENT RATING SCALE®**  
REVISED EDITION  
Updated with additional items and a new subscale

7 subscales and 38 items

Theima Harms Debby Cryer Richard M. Clifford

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The School-Age Environment Rating Scale has seven subscales and 43 items; the Family Child Care Environment Rating Scale has seven subscales and 38 items.

## Requirements

Agencies are required to complete an ERS for each of the following:

- Classroom
- Site
- Contract



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No matter the size of a program or agency, data is compiled at the classroom level for the Environment Rating Scale. Each program is responsible for the ERS data to be grouped by the following:

- 1st—Classroom/FFCHEN home
- 2nd—Site/FFCHEN home
- 3rd—Program or agency compiled by age group and contract

Compile all the ITERS, ECERS, FCCERS, and SACERS. Fill out the Summary of Findings form or write/type it on one sheet of paper.

### Slide text:

Agencies are required to complete an ERS for each of the following:

- Classroom
- Site
- Contract

## ERS Profile and Summary of Findings

**ECERS-R Profile**

Center/School: \_\_\_\_\_ Observation 1:   /  /   Observer: \_\_\_\_\_  
 Teacher(s)/Classroom: \_\_\_\_\_ Observation 2:   /  /   Observer: \_\_\_\_\_

	1	2	3	4	5	6	7	
I. Space & Furnishings (1-8)								1. Indoor space
Obs. 1 <input type="text"/>								2. Furnishings for routine care, play & learning
Obs. 2 <input type="text"/>								3. Furnishings for relaxation & comfort
average subscale score <input type="text"/>								4. Room arrangement for play
								5. Space for privacy
								6. Child-related display
								7. Space for gross motor play
								8. Gross motor equipment

**Environment Rating Scale – Summary of Findings**

**Contractor Legal Name:** [Enter Contractor Legal Name]

**Center-based CSPP and/or Family Child Care Home Education Network:** [Enter CSPP and/or Family Child Care Home Education Network]

**Planning Date:** [Enter Planning Date]

Complete one per classroom

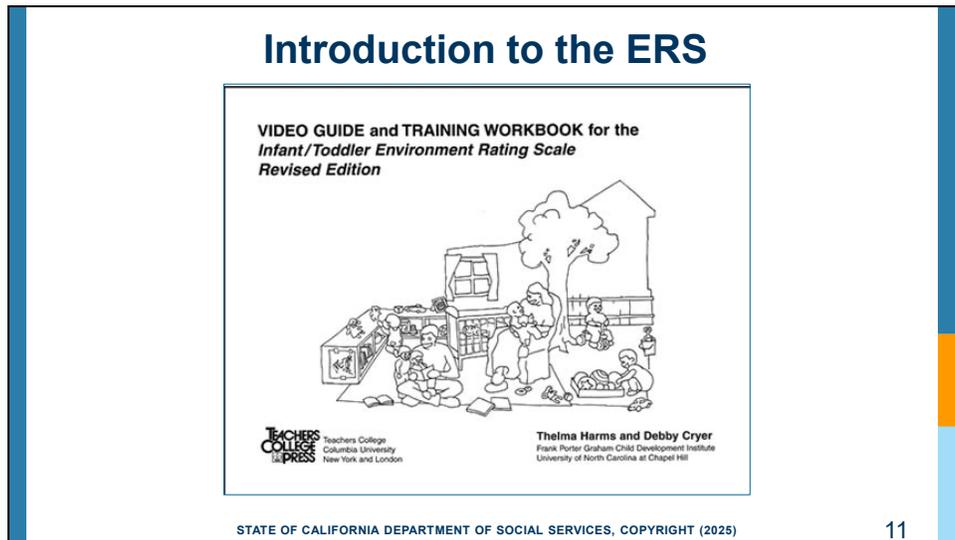
Complete one per classroom, site, and contract

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At the end of your age-appropriate ERS booklet, there is a profile sheet used to summarize scores across the assessment. (Complete one per classroom.)

After calculating the classroom score, classrooms will then complete an ERS Summary of Findings. (Complete on per classroom, site, and contract.)



### Activity: Introduction to the ERS

The video for this activity training workbook can be found on the [Vimeo website](#) under the [Early Childhood Environment Rating Scale](#) title.

Bring up the Video Guide and explain the scoring. (Show page 3 and the scoring rules.) Provide 8 minutes to read through the guide.

Turn to page 7 of the Video Guide and do a sample of scoring using item 2.

### ERS Inter-Rater Reliability

**Example:**

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

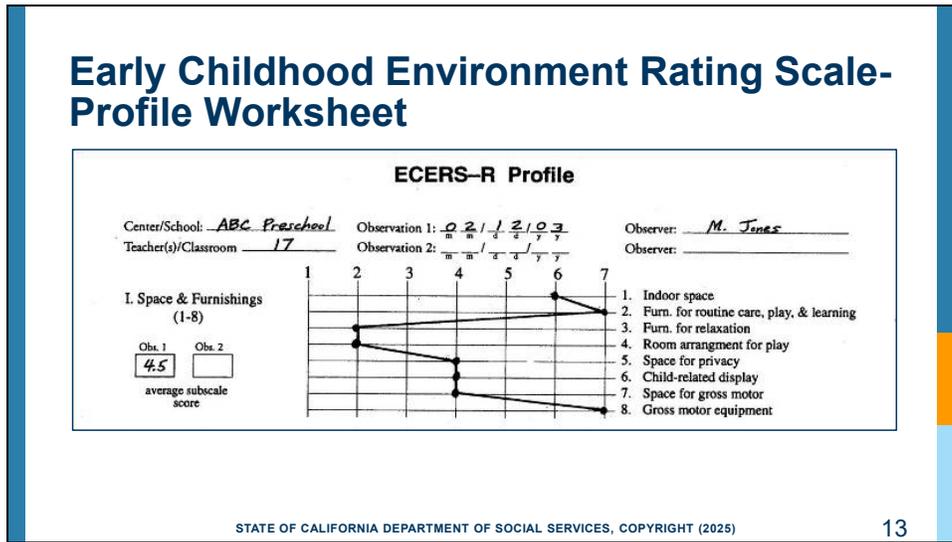
**Sample Summary Score Sheet**

*Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley*

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Inter-Rater Reliability is an activity found in the binder that you can do with your staff. Have each teacher score an item and discuss how they scored it.



After teachers and administrators finish administering the ECERS, they plot the scores on this simple graph. This visual graph helps programs see which items and subscales fall below a score of “5.”

Any item score below a “5” in classrooms requires identification and action steps on the classroom ERS Summary of Findings.

Agency ERS Summary of Findings will identify subscale score averages (for all classrooms/Family Child Care [FCC] homes) below a “5” in the contract summary.

Trainer note: Ask participants to compute the average score for subscale II personal care routines. (Add the scores for each item and divide the sum by the number of items to compute the average subscale score.)

## ERS Summary of Findings Sample

List the items that score below a 5.0.

**Subscales and Average Scores:**

Item 22—Blocks (1)

Item 24—Dramatic Play (4)

**Key Findings from Environment Rating Scale (ERS Items):**

The blocks in the classroom are not accessible to children. The classroom has an insufficient number of blocks for two children to build a structure.

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### **Activity: ERS Summary of Findings**

Make sure activities are at the classroom level.

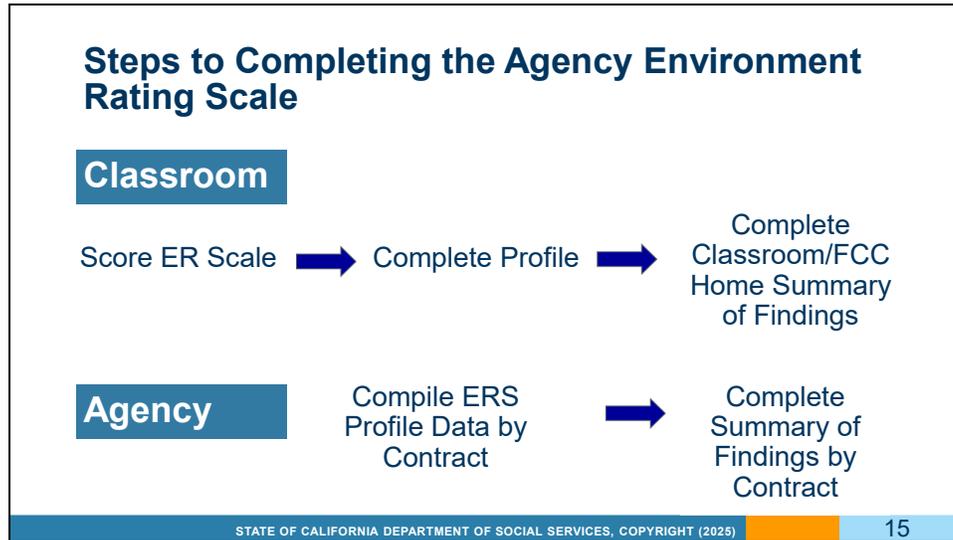
#### **Slide Text:**

List items that score below a 5.0.

Subscales and Average Scores:

- Item 22—Blocks (1)
- Item 24—Dramatic Play (4)

Key Findings from Environment Rating Scale (ERS Items): The blocks in the classroom are not accessible to children. The classroom has an insufficient number of blocks for two children to build a structure.

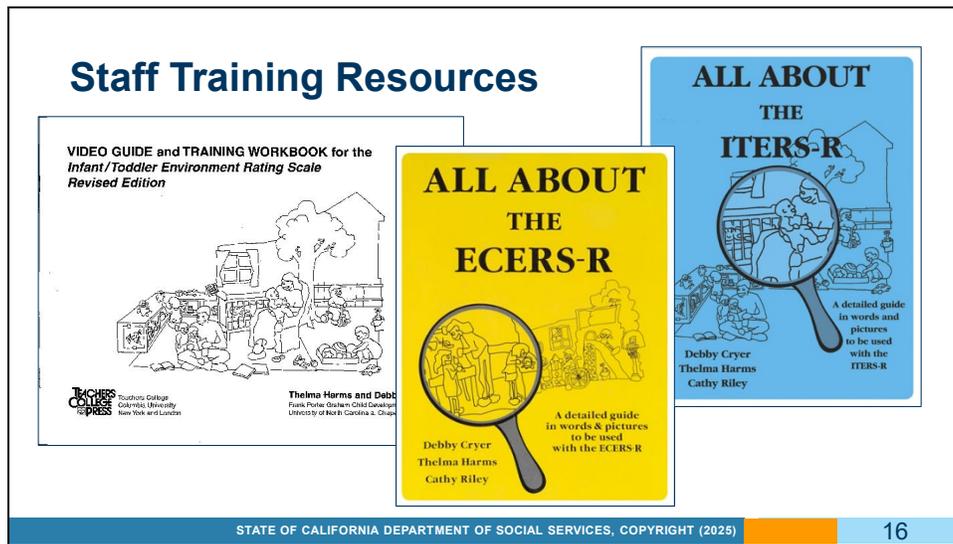


**Trainer note:** Review the steps to complete the ERS process.

- Classroom: Score ER Scale; Complete Profile; Complete Classroom/FCC Home Summary of Findings
- Agency: Compile ERS Profile Data by Contract; Complete Summary of Findings by Contract

Emphasize the following:

- Agencies need to compile the classroom profiles data into one document and find the subscale average.
- They then need to address all subscale averages that fall below a “5.”
- One comprehensive ERS Summary of Findings per contract goes to CDE with the agency’s annual report.



The VIDEO GUIDE and TRAINING WORKBOOK resources are excellent for are training staff. Many of the Resource and Referral agencies (R&R) include them in their lending libraries.

The *All About the ECERS-R* and *All About the ITERS-R* books are also invaluable resources for staff. Many agencies provide training in California on the ERS.

The *All About* resource guides interpret each item and indicator on the scale and provide photographs of real-world settings. It helps users use the ERS to accurately assess their early learning environment in the areas of cognitive, social-emotional, and physical development—as well as health and safety standards.

**ERS Cards**



**Blocks**

Item 22. Blocks are materials suitable for building sizable structures. Types of blocks are **unit blocks** (wooden or plastic, including shapes such as rectangles, squares, triangles, and cylinders); **large hollow blocks** (wooden, plastic, or cardboard; **homemade blocks** (materials such as food boxes and plastic containers). At least 2 types of blocks and a variety of accessories are accessible daily for 3 or more children at the same time.

3.1 Accessories enrich block play. Examples are toy people, animals, vehicles, and road signs.

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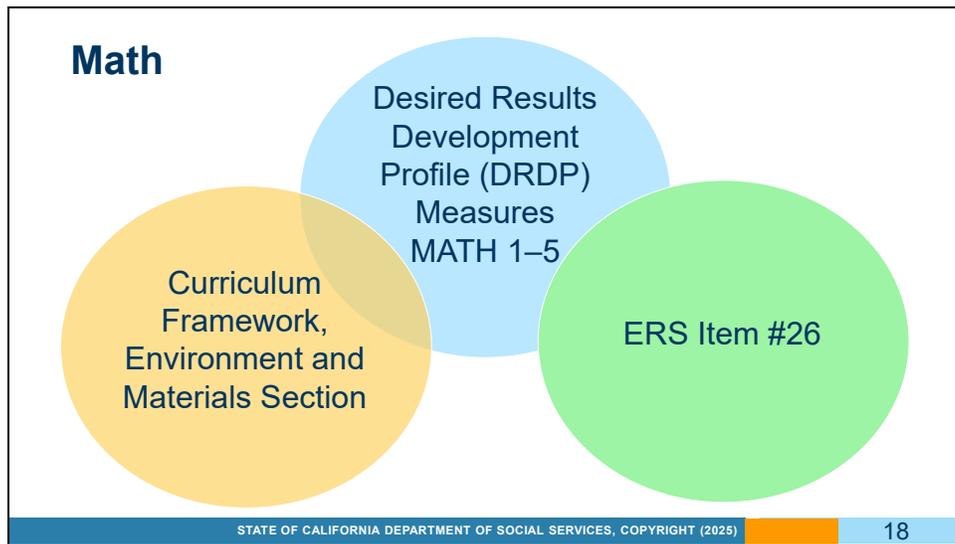
ERS cards are available on the Desired Results website to download and print for free. This is an example of the Blocks card:

Item 22. Blocks are materials suitable for building sizable structures. Types of blocks are unit blocks (wooden or plastic, including shapes such as rectangles, squares, triangles, and cylinders); large hollow blocks (wooden, plastic or cardboard; homemade blocks (materials such as food boxes and plastic containers). At least 2 types of blocks and a variety of accessories are accessible daily for 3 or more children at the same time.

3.1 Accessories enrich block play. Examples are toey people, animals, vehicles, and road signs.

**Trainer note:**

Take participants to the website and show them where to get the ERS cards.



**Script:**

When making connections to the DRDP and ERS, don't forget that the Curriculum Framework is a companion document; it has an Environment and Materials section for every domain that offers ideas to support environment modifications and changing your ERS score.

Also, the Curriculum Framework includes vignettes that provide concrete classroom scenarios. These scenarios help to guide teaching strategies that support learning and development.

For example, DRDP Math Measures (1-5); ERS Item #26; and the Curriculum Framework, Environment and Materials Section are connected.

**Questions for Reflection**

**MATHEMATICS**

1. How do you, or could you, organize your classroom environment to facilitate classification skills?
2. How could you integrate sorting and patterning experiences into children's current topic of study?
3. What sorting or patterning activities would you, or do you, offer children who are just beginning to grasp these concepts?
4. How do you engage children in exploring and describing patterns?
5. How do you, or could you, use classification and patterning experiences to develop?

Source: California Department of Education. (2010). *California Preschool Curriculum Framework, Volume 1*, p. 171.

How would you use the Questions for Reflection from the Curriculum Framework to change, or justify, your ERS scores?

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How would you use the Questions for Reflection from the Curriculum Framework to change, or justify, your ERS scores?

### Questions for Reflection

- How do you, or could you, organize your classroom environment to facilitate classification skills?
- How could you integrate sorting and patterning experiences into children's current topic of study?
- What sorting or patterning activities would you, or do you, offer children who are just beginning to grasp these concepts?
- How do you engage children in exploring and describing patterns?
- How do you, or could you, use classification and patterning experiences to develop?

Source: California Department of Education. (2010). *California Preschool Curriculum Framework, Volume 1*, p. 171.

**Environment Rating Scale Institute (ERSI)**



**Welcome to ERSI**

Children thrive when they are safe, supported, and engaged at school.  
At ERSI, we help improve the quality of childcare so that all children  
can achieve their fullest potential.

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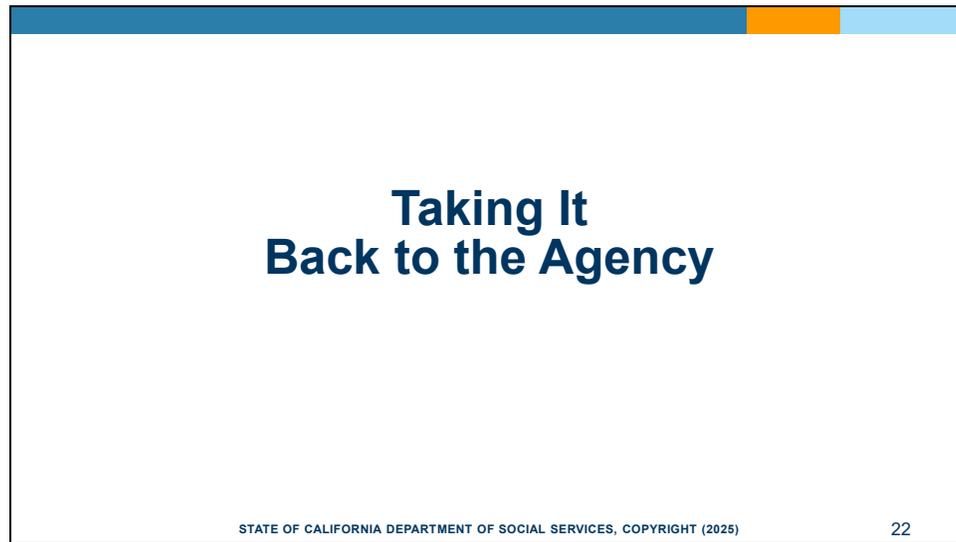
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The Environment Rating Scale Institute (ERSI) website provides many more resources to support implementation of the Environment Rating Scales.

The “Substantial Portion of the Day” chart can be found in the booklet on the last page of the score sheet.



The “Conducting a Realistic Self-Assessment with the Environment Rating Scale” article by Thelma Harris is from the September/October 2009 issue of Exchange Magazine.



The slide features a title box with a blue header bar containing three segments: dark blue, orange, and light blue. The main content area is white with the title "Taking It Back to the Agency" centered in a bold, dark blue font. At the bottom, there is a thin black border containing the text "STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025)" on the left and the number "22" on the right.

## Taking It Back to the Agency

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Participants may now use the calendar pages to plan when they will do the following:

- Complete the ERS for the classroom
- Group the ERS data
- Complete the ERS Summary of Findings per classroom and agency

Slide 1



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Slide 2

### Desired Results for Children and Families

Session V: Environment Rating Scales



EARLY CHILDHOOD ENVIRONMENT RATING SCALE REVISED EDITION

FAMILY CHILD CARE ENVIRONMENT RATING SCALE REVISED EDITION

INFANT/TODDLER ENVIRONMENT RATING SCALE REVISED EDITION

SCHOOL-AGE CARE ENVIRONMENT RATING SCALE REVISED EDITION

A Project of the California Department of Social Services with the Desired Results Training & Technical Assistance Project

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Slide 3

### The Environment Rating Scales

The Environment Rating Scales (ERS) are designed to assess process quality in an early childhood or school-age care group:

- Interactions
- Space
- Schedule
- Materials

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Slide 4

**Quality Programs**

Quality programs must provide for the three basic needs all children have:

- Protection of their health and safety
- Positive relationship building
- Opportunities for stimulation and learning from experience

[\(See the Scales page of the Environment Rating Scales Institute \[ERSI\] website.\)](#)

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Slide 5

**Quality Matrix and the Desired Results System**

The Quality Continuum Framework – Measured Quality Elements (QCF) (formerly called the Rating Matrix) includes elements that are research-based indicators of quality. It provides a recommended framework, or structure, for quality improvement.

[Quality Counts California, Quality Continuum Framework – Measured Quality Elements document, July 2023](#)

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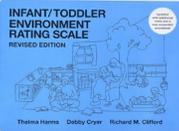
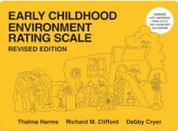
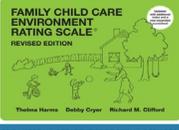
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Slide 6

**Environment Rating Scales**

The Environment Rating Scales are required tools for the Program Self-Evaluation and the ongoing continuous improvement process.

 <p><b>INFANT/TODDLER ENVIRONMENT RATING SCALE</b> REVISED EDITION</p> <p>Thelma Harms, Dobby Cray, Richard M. Clifford</p>	 <p><b>EARLY CHILDHOOD ENVIRONMENT RATING SCALE</b> REVISED EDITION</p> <p>Thelma Harms, Richard M. Clifford, Dobby Cray</p>
 <p><b>FAMILY CHILD CARE ENVIRONMENT RATING SCALE</b> REVISED EDITION</p> <p>Thelma Harms, Dobby Cray, Richard M. Clifford</p>	 <p><b>SCHOOL-AGE CARE ENVIRONMENT RATING SCALE</b> REVISED EDITION</p> <p>Thelma Harms, Ellen Strubberg Jacsó, Diana Roberts White</p>

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Slide 7

**EARLY CHILDHOOD ENVIRONMENT RATING SCALE**  
REVISED EDITION  
Thelma Horne Richard M. Clifford Debby Cryer  
7 subscales and 43 items

**INFANT/TODDLER ENVIRONMENT RATING SCALE**  
REVISED EDITION  
Thelma Horne Debby Cryer Richard M. Clifford  
7 subscales and 39 items

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Slide 8

**SCHOOL-AGE CARE ENVIRONMENT RATING SCALE**  
Thelma Horne Ellen Verdberg Jacobs Donna Rosemary White  
7 subscales and 43 items

**FAMILY CHILD CARE ENVIRONMENT RATING SCALE**  
REVISED EDITION  
Thelma Horne Debby Cryer Richard M. Clifford  
7 subscales and 38 items

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Slide 9

**Requirements**

Agencies are required to complete an ERS for each of the following:

- Classroom
- Site
- Contract

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Slide 16

**Staff Training Resources**

VIDEO GUIDE and TRAINING WORKBOOK for the Infant/Toddler Environment Rating Scale Revised Edition

THANKS NAME and DATE

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Slide 17

**ERS Cards**

**Blocks**

Item 22. Blocks are materials suitable for building sizable structures. Types of blocks are **unit blocks** (wooden or plastic, including shapes such as rectangles, squares, triangles, and cylinders); **large hollow blocks** (wooden, plastic, or cardboard); **homemade blocks** (materials such as food boxes and plastic containers). At least 2 types of blocks and a variety of accessories are accessible daily for 3 or more children at the same time.

3.1 Accessories enrich block play. Examples are toy people, animals, vehicles, and road signs.

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Slide 18

**Math**

Desired Results Development Profile (DRDP) Measures MATH 1-5

ERS Item #26

Curriculum Framework, Environment and Materials Section

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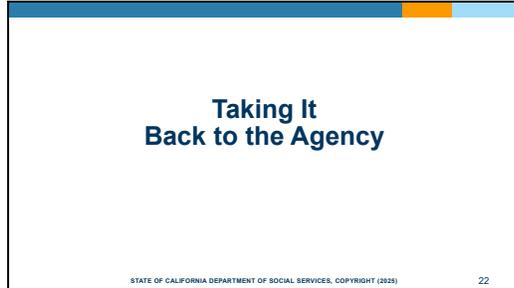
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Slide 22



**Taking It  
Back to the Agency**

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## Introduction to the ERS

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**GOAL:**

The goal of this activity is to familiarize participants with the structure of the Environmental Rating Scales.



**MATERIALS REQUIRED:**

- *Early Childhood Environment Rating Scale* video
- *Video Guide and Training Workbook for the Early Childhood Environment Rating Scale* booklet
- California playground safety regulations
- Substantial Portion of the Day handout



**TIME:** 20-30 minutes



**PROCESS:**

- Explain that for this session, the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* will be the only scale used.
- Ask participants to read the introduction in the ECERS-R book
- Direct participants to the *Video Guide and Training Workbook for the ECERS-Revised*.
- Start the video - *Video Observation for the Early Childhood Environment Rates Scale-Revised* edition. Stop the video at the screen prompt.
- Have participants complete the “Scramble” activity on pages five and six in the *Video Guide and Training Workbook for the ECERS-Revised* with partners or table groups.
- Groups can share out answers.
- If time allows, show two selected video segments and have groups reach a score for each item.



**REFLECTION:**

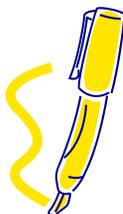
- Advise participants that ERS materials may be ordered from Teacher College Press.

## Checking for Inter-rater Reliability



### GOALS:

The goal of this activity is to give participants the opportunity to practice observing using the ERS and to notice the possibility of subjectivity between observers.



### MATERIALS REQUIRED:

- *Early Childhood Environment Rating Scale* video
- *Early Childhood Environment Rating Scale* training workbook



TIME: 35-45 MINUTES



### PROCESS:

- Cue up, play ERS training video to Part II. Ask participants to watch carefully while viewing the scene.
- Ask participants to rate the scene using the subscale found on page 24, item 10, of the training workbook. Participants should not talk to each about the scene until scoring is completed.
- Three to six participants should now work in a small group to compare and discuss the ratings, using the Inter-rater Reliability Chart found on page 19 of the workbook.
- Participants should pay particular attention to instances of scores that had discrepancies of more than one point, discussing various points of view, in an attempt to try to reach consensus on a small group score.
- NOTE: If time permits, show the "Space & Furnishings" clip.



### REFLECTION:

- Return to the large group.
- Ask one member of each small group to tell the large group about discussions and score(s). What were the challenges in scoring? How might it be easier or more difficult to observe a real group of children that you know?
- Repeat this process, watching more video scenes as time allows. The more practice participants receive the better they will be prepared to try this at back at the agency.

## Determining Inter-Rater Reliability

### To complete the information portion of the Inter-rater Reliability Summary Score Sheet Form

Complete the information section of the form including: date, center/FCC home room, teachers/provider, and observers.

List the names of the observers in separate observer columns.

List all of the scores given to the items from the ERS score sheet in the corresponding column.

### To decide on the score

Discuss the ratings with the other observers. If the observers' scores for each item are the same or within one point above or below each other, proceed to the next scored item. If the difference between scores is greater than one point above or below, have each observer describe the reasons for the differences in the ratings. Strive to reach consensus on the score that most accurately describes each item.

### To calculate the percent agreement

Count the number of raters with the same score.

Decide which score is agreed upon by most of the raters.

Divide the largest number of raters agreeing on a single score by the total number of raters.

Multiply that number by 100.

List the percentage in the percentage agreement column.

#### Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

### Sample Summary Score Sheet

*Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley.*

## Developing an ERS Summary of Findings



### GOALS:

Participants will have a better understanding of the Environment Ratings Scales and practice creating an ERS Summary of Findings.



### MATERIALS REQUIRED:



- *Early Childhood Environment Rating Scale-Revised* Edition Book
- ECERS Summary of Findings form
- ECERS Profile worksheet (example)



**TIME:** 45 – 60 minutes



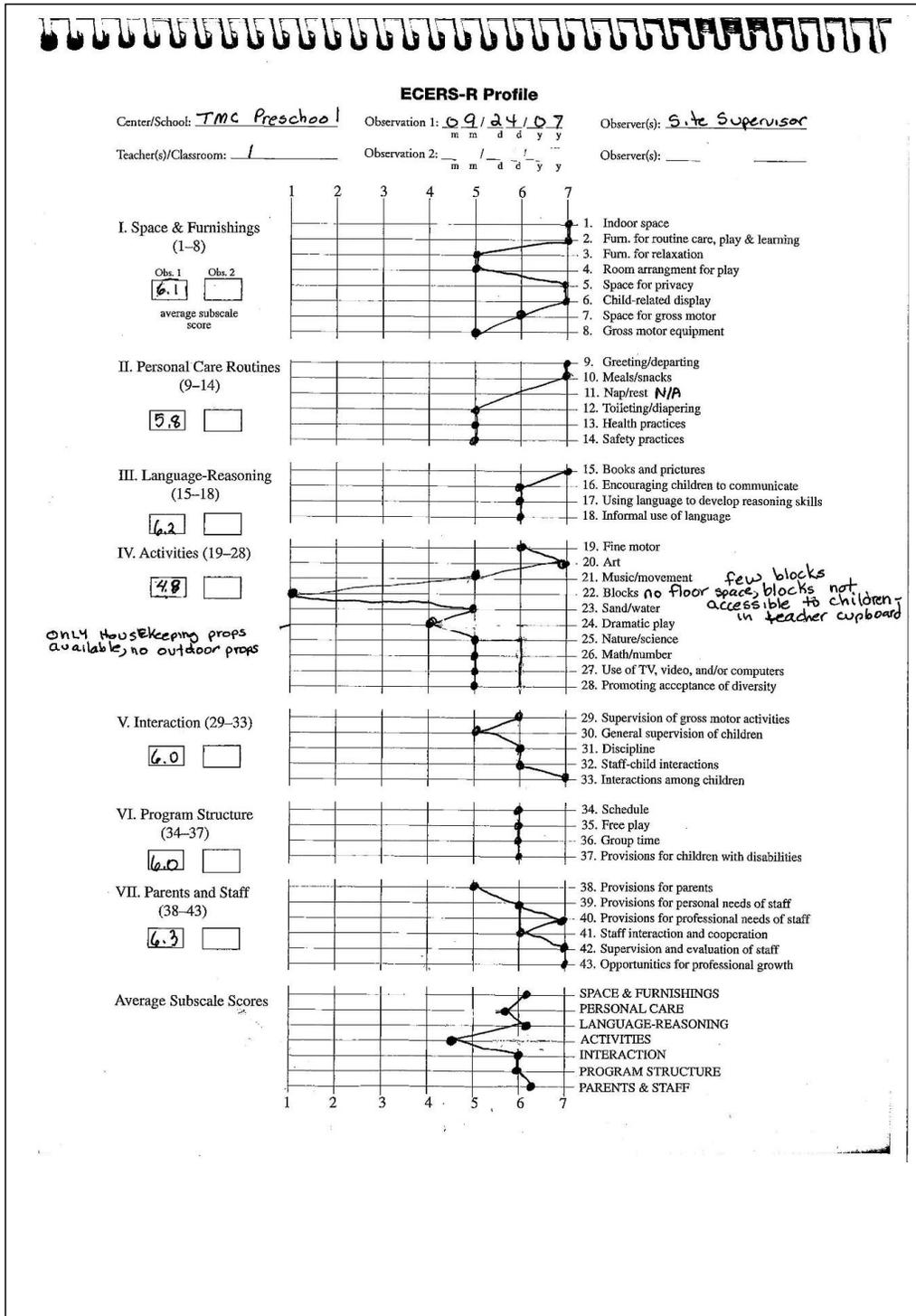
### PROCESS:

1. Review the ECERS Profile worksheet. Allow the participants to find the scale items in section IV, *Activities*, in which the classroom was rated below five. [Answer: #22 Blocks and #24 Dramatic Play]
2. Review the “Case Study”, section IV, *Activities*. Note items related to #22 Blocks and #24 Dramatic Play. Discuss how these impact the quality of an early childhood classroom. How might the children be affected?
3. Divide the group into two smaller groups.
4. Ask one small group to open their ECERS books to #22 and the other group to open to #24.
5. Guide participants to refer to page 6 for an explanation of scoring.
6. Ask each group to review their assigned *subscale* and to create a summary of findings (distribute the form) to help the classroom in the case study achieve a higher score. What specific changes are necessary to improve this program?

### REFLECTION:



- Call for the groups’ attention and ask volunteers to share their key findings and action steps.
- Point out that each classroom will list items with a score below “5.” Agencies will list subscale averages (for all classrooms) with a score below “5.”



# Instructions and Template for Completing the Environment Rating Scales – Summary of Findings

California Department of Education  
Early Education Division  
EED-4002, March 2022

## Environment Rating Scale (ERS) Instructions

Complete the Early Childhood Environment Rating Scale-Revised (ECERS-R) for each California State Preschool Program (CSPP) center-based classroom and/or the Family Childcare Environment Rating Scale-Revised (FCCERS-R) Family Child Care Home Education Network (FCCHEN) home.

### Contractor Information Instructions

- Contractor Legal Name
- Center-Based CSPP and/or FCCHEN home
- Planning Date—this is the date the first four columns of the form are completed
- Lead Planner Name and Position
- Record the Follow-up Date(s)—these dates indicate when the Action Steps have been reviewed
  - The Follow-up Date(s) will also indicate when reflections are recorded (see Follow-up and Reflection below)

### Subscale and Average Score Instructions

- Each classroom or FCCHEN home is to complete the entire ERS
- Average the ERS subscale scores for all of the classrooms and/or FCCHEN homes
- If the contract has multiple sites, average subscale scores by:
  - Site, and program level
- CSPP, FCCHEN contractors will average subscale scores for family child care homes in the network

### Key Findings from the Environment Rating Subscales Instructions

- Select the items that indicate a need for improvement in each subscale with an average score below *five (5)*
  - These Items are the key findings or trends identified as needing improvement after a review of all completed environment rating scales

- For those contractors with only subscale averages of *five (5)* or higher
  - Select one item that indicates a need for improvement from each of the two lowest scoring subscales

### **Action Steps Instructions**

- Develop and write attainable Action Steps to improve each key finding, or item
  - Include multiple action steps, such as modifications and/or changes to instructional materials, training, schedules, space, supervision, etc.

### **Expected Completion Date and Persons Responsible Instructions**

- Enter the date when the Action Steps will be completed
- Identify the person(s) who will be responsible for each Action Step

### **Follow-Up and Reflection Instructions**

- This column will be blank when the Summary of Findings is first completed
- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up
- Record modifications or changes needed to complete the Action Steps, and expected completion dates
- Reflect on the results and record progress or changes made to the key finding(s)

## Environment Rating Scale – Summary of Findings

**Contractor Legal Name:** [Enter Contractor Legal Name]

**Center-based CSPP and/or Family Child Care Home Education Network:** [Enter CSPP and/or Family Child Care Home Education Network]

**Planning Date:** [Enter Planning Date]

**Lead Planner Name and Position:** [Enter Lead Planner Name and Position]

**Follow-up Date(s):** [Enter Follow-up Date(s)]

**Follow-up Lead Planner Name and Position:** [Enter Lead Follow-up Planner Name and Position]

**Subscales and Average Scores:**

[Enter Scores]

**Key Findings from Environment Rating Scale (ERS Items):**

[Enter Key Findings from ERS items]

**Action Steps (Include instructional materials, training needs, change to schedules, space, supervision, etc.)**

[Enter Action Steps]

**Expected Completion Date and Persons Responsible:**

[Enter Expected Date and Persons Responsible]

**Follow-Up and Reflection (Changes made, date completed, and time extended.)**

[Enter Follow-up and Reflection]

## Environment Rating Scale – Summary of Findings

**Contractor Legal Name:** Wonder Kids Inc

**Center-based CSPP and/or Family Child Care Home Education Network:** CSPP and CCTR

**Planning Date:** January 6, 2023

**Lead Planner Name and Position:** Ms. Osborne- Director

**Follow-up Date(s):** March 2023, April 2023, May 2023, , (monthly )

**Follow-up Lead Planner Name and Position:** Ms. Cabeza- Assistant Director

### Subscales and Average Scores:

Subscale 1- Space and Furnishings; 5.4

Subscale 2- Personal Care Routines; 5.0

Subscale 3- Language Reasoning; 4.3

Subscale 4- Activities; 4.8

Subscale 5- Interactions; 4.8

Subscale 6; Program Structure; 6.0

Subscale 7: Parents and Staff; 5.3

### Key Findings from Environment Rating Scale (ERS Items):

Subscales 3, 4 and 5 are below a 5-

In 8 of our 9 sites the following items scored below a 4 in (subscale 3) Language and Reasoning

Item 16 – Encouraging children to communicate

Item 17- Using language to develop reasoning skills

### Action Steps (Include instructional materials, training needs, change to schedules, space, supervision, etc.)

Agency will adopt and train staff on POLL strategies

All staff will attend “Classroom Language Building Strategies” workshop series and be expected to infuse a new strategy every month

Include anchor charts into all classrooms

Remove all worksheets from the program. (Professional Development and Coaching series on appropriate introduction of abstract concepts)

**Expected Completion Date and Persons Responsible:**

Ongoing with check ins every two months for progress- Site directors will report on how individual teachers are implementing the new strategies and knowledge on a monthly basis to the assistant director.

Expected to be completed April 2023

**Follow-Up and Reflection (Changes made, date completed, and time extended.)**

[Enter Follow-Up and Reflection]



Home / Specialized Programs / Child Development / Contractor Information

## Management Bulletin 16-08

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### Early Education and Support Division

**Subject:** Early Childhood Environment Rating Scale, Revised Edition

**Number:** 16-08

**Date:** July 2016

**Expires:** Until Rescinded

**Authority:** *California Education Code*, Section 8203 and *California Code of Regulations*, Title 5 sections 18270.5(f)(1) and 18281.

**Attention: Executive Officers and Program Directors of any early education and support program or entity interested in applying for California State Preschool Program funding**

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### Purpose

The purpose of this Management Bulletin (MB) is to clarify the use of *the Early Childhood Environment Rating Scale, Revised Edition* (ECERS-R) for California Department of Education (CDE), Early Education and Support Division (EESD) contractors. This MB only applies to contractors providing center-based services to preschool age children.

### Authority

*California Code of Regulations*, Title 5 Section 18281, require contractors operating center-based programs to use the environment rating scale as defined in subsection 18270.5. Subsection 18270.5(f)(1) defines the early childhood environment rating scale as the ECERS-R.

## Background

The ECERS-R is a tool that is used by the EESD to assess the classroom environment of center-based programs as part of the requirements for quality elements of CDE subsidized child care contracts. The tool is also used by the California Quality Rating and Improvement System (CA-QRIS) as one of the elements rated for quality.

A new tool, *Early Childhood Environment Rating Scale, Third Edition* (ECERS-3), has emerged, and the EESD has evaluated it and reached some conclusions about its use by EESD. ECERS-3 is significantly different from the ECERS-R in both content and administration. The use of the ECERS-3 will require training and regulatory changes.

## Directives

The EESD is requiring CDE/EESD contractors to continue using the ECERS-R as specified in regulation until further notice.

The reason for continued use of ECERS-R is to align our practices with the CA-QRIS.

Additionally, the EESD has trained and ensured that Field Services Office (FSO) staff are reliable raters on the ECERS-R tool. Each classroom they rate may be shared with the local CA-QRIS administering agency and should be used for rating purposes. Likewise, FSO staff will utilize current ECER-R scores issued by reliable assessors in CA-QRIS counties for program compliance reviews. This will reduce duplication of ratings by multiple observers and will align EESD's practices with those of other pertinent entities.

If you have any questions regarding the information in this management bulletin, please contact your assigned Early Education and Support, Field Services Consultant at <http://www.cde.ca.gov/sp/cd/ci/assignments.asp> or by phone at 916-322-6233.

## Return to Top

**This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.**

**Questions: Early Education and Support Division | 916-322-6233**

Last Reviewed: Friday, January 24, 2025

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## KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM ECERS-R TO ECERS-3

ECERS-R	ECERS-3
Age range: 2 ½ - 5 years	Age range: 3 – 5 years
Scoring is based on what is observed during the 3-hour observation AND questions asked during a teacher interview following the observation	ALL scoring is based <u>only</u> on what is observed during the 3-hour observation (scoring not supplemented by teacher interview questions)
Greater emphasis on counting specific materials	Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions
Requirements for access to materials are based on the entire length that a program operates: Minimal access = 1 hour in a full-day program of 8 hours or more Good level access = 1/3 of the operating hours of the program (“substantial portion of the day”)	Requirements for access to materials are based on what is observed during the 3-hour time sample: Minimal access = 25 minutes Good level access = 1 hour
Minimal inclusion of staff interaction requirements outside of the Language and Interaction subscales	Substantial emphasis on staff interactions throughout the scale
Strict scoring of sanitary practices in the Personal Care Routines subscale: Sanitary practices required to be done correctly with few if any lapses at the minimal level	Better scaling of sanitation indicators in the Personal Care Routines subscale to more accurately reflect levels quality: Minimal level- some effort Good level- much effort, but many minor lapses are allowed Excellent level- done correctly with only a few minor lapses
Strict scoring of safety hazards: 1 level: 2 major or 6 minor hazards outdoors or indoors 3 level: No major and no more than 5 minor hazards allowed indoors and outdoors combined	Better scaling of safety hazards across levels of quality: 1 level: Many major hazards outdoors or indoors 3 level: Up to 3 major hazards allowed outdoors or indoors 5 level: Up to 2 major hazards allowed outdoors or indoors 7 level: No major and only a few minor hazards allowed
Less emphasis on language/literacy: one item related to book use and 3 additional language items. Additional language/literacy indicators not included in other items	More emphasis on language and literacy with new items added, including two items related to book use and a new item related to appropriate use of print. Language/literacy indicators are also included in other items throughout the scale
Less emphasis on math with only one math item in the Activities subscale and no additional math indicators included in other items	More emphasis on appropriate math learning with 3 math-related items in the Activities subscale and additional math indicators included in other items throughout the scale
ECERS-R Items no longer in the ECERS-3: - Furnishings for relaxation and comfort - Greeting/departing - Nap/rest - Sand/water - General supervision - Schedule - Provisions for children with disabilities - The entire Parents and Staff subscale	Now in ECERS-3: - Requirements for soft furnishings included in the furniture and room arrangement items - Greeting/departing eliminated because not usually observable - Nap/rest requirements included in Health practices - Sand/water requirements included in Nature/science - General supervision eliminated; replaced by a new item, Individualized teaching and learning - Schedule item replaced by a new item, Transitions and waiting times - Disabilities item eliminated because many indicators were not observable; considerations for children with disabilities embedded throughout the scale - Parents and Staff subscale removed because scoring of these items was based solely on teacher interview questions and not on observable classroom practices

## KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM FCCERS-R TO FCCERS-3

FCCERS-R	FCCERS-3
<p><b>Age ranges:</b>            Infants- birth – 11 months            Toddlers- 12 months to 2 ½ years            Preschoolers- 2 ½ to 5 years            School-agers- 1<sup>st</sup> grade and older</p>	<p><b>Age ranges:</b>            Infants- birth – 11 months            Toddlers/Twos- 12 months through 35 months            Preschoolers- 3 to 5 years            School-agers- 6 to 12 years</p>
<p>Scoring is based on what is observed during the 3-hour observation AND questions asked during a provider interview following the observation</p>	<p>ALL scoring is based <u>only</u> on what is observed during the 3-hour observation (scoring not supplemented by provider interview questions)</p>
<p>Greater emphasis on counting specific materials</p>	<p>Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions</p>
<p>Requirements for access to materials is the same for all children, non-mobile and mobile</p>	<p>Requirements for access to materials are based on the age and development of the children with separate considerations for young infants who cannot sit unsupported, older infants who can sit unsupported but are not yet mobile, and all mobile children (crawlers, walkers)</p>
<p>Minimal inclusion of provider interaction requirements outside of the Language and Interaction subscales</p>	<p>Substantial emphasis on provider interactions throughout the scale</p>
<p>The requirement for access to materials at the minimal level is 1 hour across the full day of a program that operates for 8 hours or more. Access to materials at the good level is required for “much of the day” (throughout the observation) with no more than 20 minutes of lapses in access to materials allowed for any child when they are “ready to play” (awake, not involved in necessary routine care, and calm and content)</p>	<p>Requirements for access to materials are based on what is observed during the 3-hour time sample, with better scaling of indicators to more accurately reflect levels of quality:            Minimal level- some reasonable access            Good level- access throughout the observation with some short lapses allowed when children are “ready to play” Excellent level- access throughout the observation with no lapses for mobile children who are “ready to play”</p>
<p>Strict scoring of sanitary practices in the Personal Care Routines subscale:            Sanitary practices required to be done correctly with few if any lapses at the minimal or good level</p>	<p>Better scaling of sanitation indicators in the Personal Care Routines subscale to more accurately reflect levels quality:            Minimal level- some effort            Good level- much effort, but many minor lapses are allowed            Excellent level- done correctly with only a few minor lapses</p>
<p>Strict scoring of safety hazards:            1 level: 4 major hazards outdoors or indoors            3 level: Up to 3 major hazards indoors/outdoors combined            5 level: No major hazards indoors/outdoors combined</p>	<p>Better scaling of safety hazards across levels of quality:            1 level: Many major hazards outdoors or indoors            3 level: Up to 3 major hazards allowed outdoors or indoors            5 level: Up to 2 major hazards indoors/outdoors combined            7 level: No major and only a few minor hazards allowed</p>
<p>Less emphasis on language/literacy: 3 language items. Additional language/literacy indicators not included in other items</p>	<p>More emphasis on language and literacy: 6 items in the Language and Books subscale. Language/literacy indicators are also included in other scale items</p>
<p>Less emphasis on interaction: only 4 items in the Interaction subscale</p>	<p>Greater emphasis on Interaction: 6 items in the Interaction subscale, including 2 supervision items and a new item on physical warmth/touch</p>
<p>FCCERS-R Items no longer in the FCCERS-3:            - Provision for relaxation and comfort            - Space for privacy            - Greeting/departing            - Nap/rest            - Sand and water play            - Provisions for children with disabilities            - the entire Parents and Provider subscale</p>	<p>Now in FCCERS-3:            - Requirements for soft furnishings included in the furniture and indoor space arrangement items            - Greeting/departing eliminated because not usually observable            - Nap requirements included in Health practices            - Sand/water requirements included in Nature/science            - Disabilities item eliminated because many indicators were not observable; considerations for children with disabilities embedded throughout the scale            - Parents and Provider subscale removed because scoring of these items was based solely on provider interview questions and not on observable classroom practices</p>

## KEY DIFFERENCES TO CONSIDER WHEN MOVING FROM ITERS-R TO ITERS-3

ITERS-R	ITERS-3
Age range: Birth through 30 months	Age range: Birth through 35 months
Scoring is based on what is observed during the 3-hour observation AND questions asked during a teacher interview following the observation	ALL scoring is based <u>only</u> on what is observed during the 3-hour observation (scoring not supplemented by teacher interview questions)
Greater emphasis on counting specific materials	Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions
Requirements for access to materials is the same for all children, non-mobile and mobile	Requirements for access to materials are based on the age and development of the children with separate considerations for young infants who cannot sit unsupported, older infants who can sit unsupported but are not yet mobile, and all mobile children (crawlers, walkers)
Minimal inclusion of staff interaction requirements outside of the Language and Interaction subscales	Substantial emphasis on staff interactions throughout the scale
Strict scoring of access to materials: Access required throughout the observation with very few lapses at the minimal level of quality (“much of the day”). No more than 20 minutes of lapses in access to materials allowed for any child when they are “ready to play” (awake, not involved in necessary routine care, and calm and content)	Better scaling of indicators related to access to materials to more accurately reflect levels of quality: Minimal level- some reasonable access Good level- access throughout the observation with some short lapses allowed Excellent level- access throughout the observation with no lapses for mobile children who are “ready to play.”
Strict scoring of sanitary practices in the Personal Care Routines subscale: Sanitary practices required to be done correctly with few if any lapses at the minimal or good level	Better scaling of sanitation indicators in the Personal Care Routines subscale to more accurately reflect levels quality: Minimal level- some effort Good level- much effort, but many minor lapses are allowed Excellent level- done correctly with only a few minor lapses
Strict scoring of safety hazards: 1 level: 4 major or 6 minor hazards outdoors or indoors 3 level: Up to 3 major and 5 minor hazards allowed indoors and outdoors combined 5 level: No major and only 1 minor hazard allowed indoors/outdoors	Better scaling of safety hazards across levels of quality: 1 level: Many major hazards outdoors or indoors 3 level: Up to 3 major hazards allowed outdoors or indoors 5 level: Up to 2 major hazards allowed indoors/outdoors combined 7 level: No major and only a few minor hazards allowed
Less emphasis on language/literacy: 3 language items. Additional language/literacy indicators not included in other items	More emphasis on language and literacy: 6 items in the Language and Books subscale. Language/literacy indicators are also included in other scale items
No math item included	Emphasis on appropriate math learning with the addition of a Math/number item and additional math indicators included in other scale items
Less emphasis on interaction: only 4 items in the Interaction subscale	Greater emphasis on Interaction: 6 items in the Interaction subscale, including 2 supervision items and a new item on physical warmth/touch
ITERS-R Items no longer in the ITERS-3: - Provision for relaxation and comfort - Greeting/departing - Nap - Sand and water play - Provisions for children with disabilities - the entire Parents and Staff subscale	Now in ITERS-3: - Requirements for soft furnishings included in the furniture and room arrangement items - Greeting/departing eliminated because not usually observable - Nap requirements included in Health practices - Sand/water requirements included in Nature/science - Disabilities item eliminated because many indicators were not observable; considerations for children with disabilities embedded throughout the scale - Parents and Staff subscale removed because scoring of these items was based solely on teacher interview questions and not on observable classroom practices