

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
01B	22	1.B.05	Teachers respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance. <i>Rate No Opp if no negative emotions are observed.</i>	CO	Always	I, T, P, K, S
01B	26	1.B.07	Teachers take into account children's differing temperaments when relating to each child. <i>Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).</i>	CO	Always	I, T, P, K, S
01B	27	1.B.07	Teachers take into account children's differing activity levels when relating to each child. <i>Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).</i>	CO	Always	P, K, S
01B	31	1.B.09	Staff never use physical punishment and do not engage in psychological abuse or coercion. <i>Rate No if any person employed by or volunteering for the program physically punishes, psychologically abuses, or coerces a child. This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Accreditation of Early Learning Programs.</i>	CO	Required	I, T, P, K, S
01B	33	1.B.09	Show how your guidance/discipline policy is communicated to all staff.	PP	Emerging (New)	I, T, P, K, S
01B	32	1.B.09	Show that your guidance/discipline policy states that staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. The policy must include examples of prohibited staff practices.	PP	Required	I, T, P, K, S
01B	37	1.B.11	Infant teachers talk, coo, and sing to infants and repeat infants' sounds.	CO	Always	I
01B	40	1.B.13	Teachers are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly.	CO	Always	I, T
01B	42	1.B.14	Teachers can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress. <i>Rate No Opp if no cries or other signs of distress are observed.</i>	CO	Always	I, T
01C	46	1.C.01	Teachers facilitate infants' interest in looking at, touching, or vocalizing to other people.	CO	Always	I
01C	54	1.C.03	Show or describe two examples of how you help make children's play more complex.	CP	Always	I, T, P, K, S
01C	55	1.C.04	Teachers give children a chance to resolve their own conflicts without immediate teacher intervention. <i>Rate No Opp if no evidence of conflicts is observed.</i>	CO	Always, Emerging (New)	T, P, K, S

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01C	58	1.C.04	When children are in conflict, teachers help them think of alternative solutions. <i>Rate No Opp if no evidence of conflicts is observed.</i>	CO	Always	T, P, K, S
01C	56	1.C.04	When children are in conflict, teachers help them identify their feelings. <i>Rate No Opp if no evidence of conflicts is observed.</i>	CO	Always	T, P, K, S
01C	57	1.C.04	When children are in conflict, teachers help them identify and describe the problem. <i>Rate No Opp if no evidence of conflicts is observed.</i>	CO	Always	T, P, K, S
01D	71	1.D.01	Show two models or visual images within your classroom that depict men and women in work, family, and personal roles.	CP	Always	I, T, P, K, S
01D	67	1.D.01	Classroom materials show persons of different ethnic or cultural backgrounds engaged in activities that counteract stereotypical limitations.	CO	Always	I, T, P, K, S
01D	66	1.D.01	Classroom materials show persons with differing abilities engaged in activities that counteract stereotypical limitations.	CO	Always	I, T, P, K, S
01D	75	1.D.02	Teachers offer children the chance to choose activities, materials, and areas in which to play.	CO	Always	T, P, K, S
01D	76	1.D.02	Show or describe one example of how children have opportunities to participate in decision making about class plans.	CP	Always	T, P, K, S
01D	77	1.D.03	Teachers anticipate problematic behavior and take steps to prevent it. <i>Rate Yes if no problematic behavior is observed.</i>	CO	Always	T, P, K, S
01D	78	1.D.03	Show or describe one example of how you have anticipated problematic behavior and taken steps to prevent it.	CP	Always	T, P, K, S
01D	89	1.D.05	Teachers use narration and description of ongoing interactions to identify prosocial behaviors.	CO	Always	T, P, K, S
01F	102	1.F.01	Teachers help children learn emotional regulation skills.	CO	Always	T, P, K, S
01F	108	1.F.02	Teachers guide and support children to use language to communicate needs.	CO	Always	T, P, K, S
01F	110	1.F.02	Teachers guide and support children to gain control of physical impulses.	CO	Always	T, P, K, S
02A	124	2.A.04	Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program.	PP	Always	I, T, P, K, S
02A	125	2.A.04	Show one example of how your written curriculum or curriculum framework can be modified to reflect the languages spoken by families in the program.	PP	Always	I, T, P, K, S
02A	127	2.A.06	Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans.	PP	Always	I, T, P, K, S

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02A	153	2.A.08	Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.	CP	Always	I, T, P, K, S
02A	152	2.A.08	Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.	CP	Always	I, T, P, K, S
02A	157	2.A.10	The class's learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.	CO	Always	T, P, K, S
02A	159	2.A.10	Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.	CP	Always	T, P, K, S
02A	166	2.A.12	Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.	CP	Always	P, K, S
02B	172	2.B.02	Children have chances to recognize and name other people's feelings.	CO	Always	T, P, K, S
02B	173	2.B.02	For infants, teachers show and name their own feelings and the feelings of other children.	CO	Always	I
02B	185	2.B.06	Children have chances to learn how to resolve conflicts in constructive ways. <i>Rate No Opp if there are no opportunities to observe conflict resolution.</i>	CO	Always	T, P, K, S
02B	186	2.B.07	Children have chances to understand that other people may have different thoughts and opinions than theirs. <i>Rate No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.</i>	CO	Always	T, P, K, S
02B	187	2.B.07	Children have chances to learn that other people may have different feelings than they do. <i>Rate No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.</i>	CO	Always	T, P, K, S
02C	207	2.C.04	Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.	CP	Always	P, K, S
02D	210	2.D.01	Show or describe how your curriculum related to language acquisition considers community perspectives.	PP	Always	I, T, P, K, S
02D	209	2.D.01	Show or describe how you incorporate family language preferences into the curriculum.	PP	Always	I, T, P, K, S
02D	231	2.D.06	Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.	CP	Always	P, K, S

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02D	229	2.D.06	Children have discussions with each other or with staff to solve problems related to the physical world. <i>Rate No Opp if no such problems are observed. Rate No if there are missed opportunities to discuss problems related to the physical world.</i>	CO	Always	P, K, S
02D	230	2.D.06	Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.	CP	Always	P, K, S
02D	677	3.F.07	Teachers use words that children may not understand and provide explanations or examples of these words.	CO	Always	T, P, K, S
02E	245	2.E.01	Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.	CP	Always	I, T
02E	235	2.E.01	Teachers play individually with infants, toddlers, and twos by singing songs.	CO	Always	I, T
02E	241	2.E.01	Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.	CP	Always	I, T
02E	243	2.E.01	Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play.	CP	Always	I
02E	242	2.E.01	Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.	CP	Always	I, T
02E	249	2.E.02	Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play.	CP	Always	T
02E	250	2.E.02	Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.	CP	Always	T
02E	258	2.E.03	Show or describe two examples of ways you help children connect print to spoken word.	CP	Always	T, P, K, S
02E	255	2.E.03	Teachers help children connect print to spoken word.	CO	Always	T, P, K, S
02E	280	2.E.04	Show or describe how children have chances to retell or reenact events in storybooks.	CP	Always	P, K, S
02E	282	2.E.04	Show two examples of lesson plans that link books to current learning topics, themes, or activities.	CP	Always	P, K, S
02E	271	2.E.04	Some of the books available to children relate to current learning topics, themes, or activities.	CO	Always	P, K, S
02E	283	2.E.05	Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.	CO	Always	P, K, S
02E	288	2.E.05	Teachers model the process of print writing. <i>Rate No Opp if there are no opportunities for teachers to model the process of print writing during the observation. Rate No if there are missed opportunities for teachers to model the process of print writing during the observation.</i>	CO	Always	P, K, S

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02E	287	2.E.05	Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	CO	Always	P, K, S
02E	295	2.E.05	Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	CP	Always	P, K, S
02E	289	2.E.05	Teachers talk about the many ways writing is used in daily life. <i>Rate No Opp if there are no opportunities for teachers to talk about the ways writing is used in daily life during the observation. Rate No if there are missed opportunities for teachers to talk about the ways writing is used in daily life during the observation.</i>	CO	Always	P, K, S
02E	290	2.E.05	Show that writing materials or activities are readily available in three learning centers other than the writing center.	CP	Always	P, K, S
02E	293	2.E.05	Show or describe how you help children write the words and messages they are trying to communicate.	CP	Always	P, K, S
02E	297	2.E.05	Show one example of a lesson plan about how writing is used in daily life.	CP	Always	P, K, S
02E	292	2.E.05	Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas.	CP	Always	P, K, S
02E	285	2.E.05	Teachers help children write the words and messages they are trying to communicate. <i>Rate No Opp if children are not observed to need help writing words and messages during the observation. Rate No if children are observed needing help writing words and messages and staff do not offer to help.</i>	CO	Always	P, K, S
02E	296	2.E.05	Show and describe two examples of how you model the process of print writing.	CP	Always	P, K, S
02E	320	2.E.10	Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.	CP	Always	K, S
02E	322	2.E.11	Show that kindergarteners' and school-agers' schedules allow for time to write independently each day.	CP	Always	K, S
02F	334	2.F.01	Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).	CP	Always	I, T, P, K, S
02F	325	2.F.01	Infants, toddlers, and twos have chances to play with toys in a variety of shapes.	CO	Always	I, T
02F	326	2.F.01	Infants, toddlers, and twos have chances to play with toys in graduated sizes.	CO	Always	I, T
02F	327	2.F.01	Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors.	CO	Always	I, T
02F	328	2.F.01	Infants, toddlers, and twos have chances to play with a variety of patterned toys and other objects.	CO	Always	I, T

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02F	340	2.F.02	Show or describe two examples of experiences or materials you provide that help children learn about number concepts.	CP	Always	T, P, K, S
02F	337	2.F.02	Children have chances to see and learn about number concepts.	CO	Always	T, P, K, S
02F	343	2.F.03	There are toys and other objects in the learning environment that children can categorize by shape, size, and color.	CO	Always	T, P, K, S
02F	350	2.F.06	There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.	CO	Always	P, K, S
02F	351	2.F.06	Show two lesson plans in which children learn to understand basic concepts of geometry.	CP	Always	P, K, S
02F	355	2.F.08	Children have chances to recognize and name repeating patterns.	CO	Always	P
02F	356	2.F.08	Show two lesson plans in which children learn to understand repeating patterns.	CP	Always	P
02F	357	2.F.09	Kindergartners and school-agers have chances to make and record measurements of things.	CO	Always	K, S
02F	358	2.F.09	Show two lesson plans in which kindergartners and school-agers make and record measurements of things.	CP	Always	K, S
02F	360	2.F.10	Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns.	CP	Always	K, S
02F	359	2.F.10	There are toys and other materials in the learning environment that allow kindergartners and school-agers to create or explore repeating and growing patterns.	CO	Always	K, S
02F	364	2.F.12	Show or describe two examples of materials or experiences that encourage kindergartners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators.	CP	Always	K, S
02F	363	2.F.12	Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment.	CO	Always	K, S
02G	369	2.G.01	Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems.	CO	Always	I, T
02G	370	2.G.01	Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).	CP	Always	I, T, P, K, S
02G	371	2.G.01	Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.	CP	Always	I, T
02G	372	2.G.01	Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.	CP	Always	I, T
02G	368	2.G.01	Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.	CO	Always	I, T

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02G	381	2.G.02	Show two lesson plans that teach children about the structure and properties of matter.	CP	Always	P, K, S
02G	390	2.G.05	There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.	CO	Always	P, K, S
02G	392	2.G.05	Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).	CP	Always	P, K, S
02G	396	2.G.06	Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.	CP	Always	P, K, S
02G	394	2.G.06	Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.	CO	Always	P, K, S
02G	399	2.G.08	Show or describe two ways you teach children to learn and use science-related vocabulary.	CP	Always	P, K, S
02H	407	2.H.03	Show two lesson plans in which you use technology to enrich your curriculum.	CP	Always	P, K, S
02J	414	2.J.01	Show two lessons plans that help children appreciate dramatic arts from different cultures.	CP	Always	I, T, P, K, S
02J	412	2.J.01	Show two lessons plans that help children appreciate visual arts from different cultures.	CP	Always	I, T, P, K, S
02J	410	2.J.01	Children have chances to appreciate culturally diverse dramatic arts in their learning environment. <i>If children witness dramatic performances or interact with materials related to dramatic arts, these are chances to gain appreciation of dramatic arts.</i>	CO	Always	I, T, P, K, S
02J	408	2.J.01	Children have chances to appreciate culturally diverse visual arts in their learning environment.	CO	Always	I, T, P, K, S
02J	417	2.J.02	Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.	CP	Always	I, T
02J	416	2.J.02	Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.	CO	Always	I, T
02J	426	2.J.04	Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.	CP	Always	T, P, K, S
02J	427	2.J.04	Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.	CP	Always	T, P, K, S
02J	428	2.J.04	Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.	CP	Always	T, P, K, S
02J	429	2.J.04	Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.	CP	Always	T, P, K, S
02J	430	2.J.05	Children have chances to develop and practice art skills such as cutting, gluing, and caring for tools and supplies.	CO	Always	T, P, K, S

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02J	1554	2.J.06	Show three examples of opportunities and materials you provide for children to create three-dimensional art.	CP	Always	P, K, S
02J	435	2.J.06	Children have chances to create both two- and three-dimensional art. <i>Rate Yes if at least one opportunity of both types of art (two-dimensional AND three-dimensional) are observed.</i>	CO	Always	P, K, S
02L	476	2.L.03	Show or describe two ways you help children learn about people with differing abilities.	CP	Always	T, P, K, S
02L	475	2.L.03	Show or describe two ways you help children learn about the diversity of family structure in society.	CP	Always	T, P, K, S
02L	478	2.L.03	Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.	CP	Always	T, P, K, S
02L	469	2.L.03	Children have chances to learn that families have a variety of family structures.	CO	Always	T, P, K, S
02L	485	2.L.05	Show or describe two ways you help children learn specific details about the actual community in which they live. <i>Generic books and posters about community resources or community helpers are insufficient to meet this item.</i>	CP	Always	T, P, K, S
02L	484	2.L.05	Children have chances to learn specific details about the actual community in which they live. <i>Generic books and posters about community resources or community helpers are insufficient to meet this item.</i>	CO	Always	T, P, K, S
02L	496	2.L.07	Children have chances to learn about the physical and geographic characteristics of their local environment.	CO	Always	P, K, S
02L	497	2.L.07	Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.	CP	Always	P, K, S
02L	1556	2.L.08	Show one example of information or resources about eco-healthy practices the program provides to families.	CP	Emerging (New)	P, K, S
02L	506	2.L.10	Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.	CP	Always	P, K, S
02L	505	2.L.10	Children have chances to build a basic understanding of economic concepts.	CO	Always	P, K, S
03A	516	3.A.01	Show or describe two ways in which teaching staff, program staff, and/or consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).	CP	Always	I, T, P, K, S
03A	517	3.A.02	Teachers have arranged their classrooms in a way that protects children's health and safety.	CO	Always	I, T, P, K, S
03A	534	3.A.06	Show two classroom displays that have been created to help children reflect on and extend their learning.	CP	Always	I, T, P, K, S

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03A	532	3.A.06	At least half of the classroom displays show children’s works of writing, art, graphs, or other creations.	CO	Always	T, P, K, S
03B	569	3.B.11	Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.	CP	Always	T, P, K, S
03B	572	3.B.12	When a child’s ongoing challenging behavior must be addressed, show a written policy including these steps: <ul style="list-style-type: none"> • Assess the function of the behavior • Work with families and professionals to develop an individualized plan to address the behavior • Include positive behavior support strategies as part of the plan 	PP	Always	I, T, P, K, S
03B	1513	3.B.12	Show or describe one example of how your written policy for addressing ongoing challenging behavior has been implemented and followed.	PP	Always	I, T, P, K, S
03C	590		Show and describe how staff monitor and document the appropriate supervision of children throughout the day.	PP	Emerging (New)	I, T, P, K, S
03C	578	3.C.02	<p>If one or more infant, toddler, or young two year old is out of the direct sight or sound supervision of all teaching staff while in a safe environment, it is for no more than five minutes.</p> <p><i>Rating Note: If item 3C-577 (above) has been rated “Yes”, then you must rate this item “No Opp”.</i></p> <p><i>If item 3C-577 has been rated “No”, then you must rate this item “Yes” or “No”.</i></p> <p><i>Rate “No” if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for more than 5 minutes, even in a safe environment.</i></p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC’s Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) failure of this item and automatic failure of the entire site visit assessment; or (2) the item is ruled to be passing.</i></p>	CO	Required	I, T
03C	579	3.C.02	Show that your written supervision policy for infants, toddlers and young twos states that teachers must be able to see and hear all of the children at all times.	PP	Required	I, T

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03C	1543	3.C.02	<p>If one or more infant, toddler, or young two year old cannot be easily heard and seen at all times by at least one member of the teaching staff, the child(ren) is/are in a safe environment.</p> <p><i>Rating Note: If item 3C-577 (above) has been rated “Yes”, then you must rate this item “No Opp”.</i></p> <p><i>If item 3C-577 has been rated “No”, then you must rate this item “Yes” or “No”.</i></p> <p><i>Rate “No” if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for any length of time, AND this is taking place in an unsafe environment.</i></p> <p><i>Examples of situations leading to “Yes” ratings: (1) child is behind a structure in an adult-occupied, enclosed classroom; (2) child is not visible behind a utility shed on a securely enclosed playground at the program facility when staff are present.</i></p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program’s documentation is then reviewed by NAEYC’s Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) failure of this item and automatic failure of the entire site visit assessment; or (2) the item is ruled to be passing.</i></p>	CO	Required	I, T
03C	577	3.C.02	<p>All infants, toddlers, and young twos can be easily heard and seen (if not in the direct line of sight, then by looking up or turning in place) at all times—including when children are sleeping—by at least one member of the teaching staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision.</p> <p><i>A single observed failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. Upon NAEYC’s review and approval of the requested documentation, this item will remain unmet but will not automatically cause failure of the entire site visit assessment.</i></p> <p><i>Multiple observed failures of this item during a site visit will result in review of all instances by NAEYC’s Scope and Severity Committee.</i></p>	CO	Required	I, T
03C	583	3.C.03	<p>If any infant, toddler, or young two year old is sleeping, staff position themselves so someone can always hear and see them.</p> <p><i>Rate No Opp if no infants, toddlers, or young twos are sleeping during the observation.</i></p>	CO	Always	I, T
03C	586	3.C.03	<p>Your program's written supervision policy requires staff to position themselves so someone can always hear and see any sleeping infants, toddlers or twos, including when staff are engaged with other children who are awake.</p>	PP	Always	I, T
03C	584	3.C.03	<p>If your program uses mirrors, video, or sound monitors to make it easier to see and hear sleeping infants, toddlers or twos, show or describe what staff procedures are in place to assure that these devices DO NOT REPLACE the direct sight and sound supervision required at all times for children of this age.</p> <p><i>Rate NA if the program shows that mirrors, video, or sound monitors are not used or permitted within the program.</i></p>	PP	Always	I, T

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03C	587	3.C.04	<p>Teachers of preschoolers keep these children in sight most of the time, with the exception of brief periods (up to five minutes, in a safe environment -- such as child's use of the toilet) when a child cannot be seen but can still be heard.</p> <p><i>A single observed failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. Upon NAEYC's review and approval of the requested documentation, this item will remain unmet but will not automatically cause failure of the entire site visit assessment. Multiple observed failures of this item during a site visit will result in review of all instances by NAEYC's Scope and Severity Committee.</i></p>	CO	Required	P
03C	589	3.C.04	<p>Show that your written supervision policy requires that teachers supervise preschoolers, kindergartners, and school-age children by keeping them in sight most of the time. Supervision for short intervals by sound is permissible as long as teachers frequently check on children who are out of sight.</p>	PP	Required	P, K, S
03C	588	3.C.04	<p>If a preschooler is out of direct sight or sound supervision of all teaching staff, it is for no more than ten minutes and the child is in a safe environment.</p> <p><i>Rating Note: If item 3C.587 (above) has been rated "Yes", then you must rate this item "No Opp".</i> <i>If item 3C.587 has been rated "No", then you must rate this item "Yes" or "No".</i> <i>Rate "No" if one or more preschoolers are out of direct sight or sound supervision for more than 10 minutes. Also rate NO if any child is out of sight or sound supervision for any amount of time in an unsafe environment.</i> <i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i></p>	CO	Required	P
03C	1601	3.C.04	<p>If a preschooler is out of the direct sight and sound supervision of all teaching staff, it is for no more than 1 minute, and the child is in a safe environment.</p> <p><i>Rating Note: If item 3C-587 (above) has been rated "Yes", then you must rate this item "No Opp".</i> <i>If item 3C-587 has been rated "No", then you must rate this item "Yes" or "No".</i> <i>Rate "No" if one or more preschoolers are out of direct sight and sound supervision for more than one minute. Also rate NO if any child is out of sight AND sound supervision for any amount of time in an unsafe environment.</i> <i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i></p>	CO	Always, Required	P

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
03C	591	3.C.05	<p>Teachers of kindergartners and school-age children keep these children within sight and/or hearing most of the time. A teacher may allow kindergartners and school-agers to leave their supervision (out of sight and sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office).</p> <p><i>Failure of this item triggers an assessor write-up on the Required Item Report Form (RIRF1). The program is required to respond following the visit, including submission of a corrective action plan. The program documentation is then reviewed by NAEYC's Scope and Severity Committee. The outcome of Scope and Severity Committee review might be (1) item is ruled to be failing, and causes automatic failure of the entire assessment; or (2) the item is ruled to be passing.</i></p>	CO	Required	K, S
03C	593	3.C.05	<p>Show that your written supervision policy states that:</p> <ul style="list-style-type: none"> • Staff may permit kindergartners and school-age children to leave the teacher's supervision (out of sight and sound) for no more than 10 minutes so long as the children are in a safe environment (e.g., go to hall bathroom; report to school nurse office). • The teacher checks on any children who do not promptly (within 10 minutes) return to the group as expected or if an adult at the child's destination doesn't confirm his or her arrival. 	PP	Always	K, S
03D	1600	3.D.05	Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.	CP	Always	I, T
03D	603	3.D.05	Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several days.	CP	Always	P, K, S
03D	1598	3.D.05	Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks.	CP	Always	P, K, S
03D	1599	3.D.05	Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of months.	CP	Always	P, K, S
03D	616	3.D.08	<p>Teachers show children how to perform daily cleanup and maintenance jobs in the classroom.</p> <p><i>Rate No Opp if daily cleanup and maintenance jobs do not take place during the observation. Rate No if daily cleanup and maintenance jobs are observed and staff do not demonstrate these tasks to children.</i></p>	CO	Always	T, P, K, S
03D	617	3.D.09	<p>Teachers allow the right amount of time for children to smoothly transition from one activity to the next.</p> <p><i>Rate No Opp if no opportunity for transitions is present during the observation.</i></p>	CO	Always	T, P, K, S
03D	623	3.D.10	Show or describe two examples of how you organize time or space so children can play or work alone.	CP	Always	T, P, K, S
03D	630	3.D.11	Show two lesson plans that provide children with opportunities to learn from one another.	CP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
03D	629	3.D.11	Show two lesson plans that provide children with opportunities to engage in group projects.	CP	Always	I, T, P, K, S
03E	635	3.E.01	Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics. <i>Rate No Opp if it is not necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom to help children explore new concepts or topics during the observation and teachers do not do so.</i>	CO	Always	I, T, P, K, S
03E	636	3.E.01	Teachers rearrange the classroom, when necessary, so children can continue doing an activity. <i>Rate No Opp if it is not necessary for teachers to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for teachers to rearrange the classroom so children can continue doing an activity and teachers do not do so.</i>	CO	Always	I, T, P, K, S
03E	643	3.E.02	Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.	CP	Always	I, T, P, K, S
03E	642	3.E.02	Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children's learning.	CP	Always	I, T, P, K, S
03E	645	3.E.03	Teachers depart from planned activities if children show interest in a different topic or activity. <i>Rate No Opp if children do not show interest in a different topic or activity than is planned for the day during the observation. Rate No if children do show interest in a different topic or activity and teachers do not depart from the planned activities for the day during the observation.</i>	CO	Always	I, T, P, K, S
03E	646	3.E.03	Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.	CP	Always	I, T, P, K, S
03E	648	3.E.04	Teachers modify classroom materials, when necessary, to fit each child's learning style. <i>Rate No Opp if it is not necessary for teachers to modify classroom materials to fit each child's learning style during the observation. Rate No if it becomes necessary for teachers to modify classroom materials to fit each child's learning stlye and the teachers do not do so.</i>	CO	Always	I, T, P, K, S
03E	649	3.E.04	Show or describe one example of how you adapt your teaching strategies to best fit each child's learning style.	CP	Always	I, T, P, K, S
03E	647	3.E.04	Teachers adapt their teaching strategies to best fit each child's learning style. <i>Rate Yes if you see that children are engaged in activities and are not frustrated by the activities.</i>	CO	Always	I, T, P, K, S
03E	650	3.E.04	Show or describe one example of how you modify classroom materials, when necessary, to best fit each child's learning style.	CP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
03E	653	3.E.06	When an infant shows interest or pleasure in an activity, teachers help prolong the activity through encouragement or active involvement.	CO	Always	I
03E	660	3.E.08	Show or describe one example of how you have customized a learning experience based on your knowledge of a child's ideas and interests.	CP	Always	T, P, K, S
03E	656	3.E.08	Teachers sometimes customize learning experiences, based on their knowledge of the children's social relationships. <i>Rate No Opp unless there is clear evidence of an opportunity for teacher to do this. Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the group.</i>	CO	Always	T, P, K, S
03E	661	3.E.08	Show or describe one example of how you have customized a learning experience, based on your knowledge of a child's skills.	CP	Always	T, P, K, S
03F	676	3.F.06	Show two examples of classroom experiences you have created that involve members of children's families.	CP	Always	I, T, P, K, S
03F	678	3.F.07	Teachers have conversations with the children about their experiences.	CO	Always	P, K, S
03G	692	3.G.03	As a child refines skills or gains a new skill, teachers advance that child's further learning by making the activity a little more difficult (scaffolding). <i>Rate No Opp if there are no opportunities for children to refine or learn new skills. Rate No if there are missed opportunities for teachers to advance a child's learning by making the activity a little more difficult as children refine or learn new skills.</i>	CO	Always	I, T, P, K, S
03G	694	3.G.03	Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child's further learning (scaffolding).	CP	Always	I, T, P, K, S
03G	691	3.G.03	As a child refines skills or gains a new skill, teachers fine-tune their teaching support to advance that child's further learning (scaffolding). <i>Rate No Opp if there are no opportunities for children to refine or learn new skills. Rate No if there are missed opportunities for teachers to fine-tune their teaching support as children refine or learn new skills.</i>	CO	Always	I, T, P, K, S
03G	702	3.G.07	Teachers use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.	CO	Always	T, P, K, S
03G	703	3.G.07	Teachers help children express their ideas about curriculum content and build on the meaning of their experiences.	CO	Always	T, P, K, S
03G	705	3.G.08	Teachers provide learning experiences that extend and challenge children's current understanding of the world.	CO	Always	T, P, K, S
03G	707	3.G.08	Show one lesson plan that extends and challenges children's current understanding of the world.	CP	Always	T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
03G	704	3.G.08	Teachers help children identify and use what they already know (prior knowledge).	CO	Always	T, P, K, S
03G	710	3.G.09	Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.	CP	Always	T, P, K, S
03G	715	3.G.11	Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.	CP	Always	T, P, K, S
04A	728	4.A.02	Show that your written child assessment plan describes how children are assessed (e.g., by whom; in groups or individually; timeline; familiarity with adults involved).	PP	Always	I, T, P, K, S
04A	738	4.A.03	Show that in your written child assessment plan, one stated purpose of assessments is to inform planning for overall program improvements.	PP	Always	I, T, P, K, S
04B	1512	4.B.05	If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with special needs . <i>Rate NA if the program does not use child portfolios as an assessment method.</i>	CP	Always	I, T, P, K, S
04B	750	4.B.05	If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for dual language learners. <i>Rate NA if the program does not use child portfolios as an assessment method.</i>	CP	Always	I, T, P, K, S
04B	751	4.B.05	If child portfolios are used as an assessment method, show or explain how the results are used to create activities or lesson plans. <i>Rate NA if the program does not use child portfolios as an assessment method.</i>	CP	Always	I, T, P, K, S
04C	756	4.C.01	Show that the children receive a vision and hearing screening. <i>Health screenings, such as vision and hearing screenings, may be conducted separately (at separate times, and by different parties) from the other types of developmental screening.</i>	PP	Emerging (Established)	I, T, P, K, S
04C	757	4.C.01	Show that the children receive a developmental screening that evaluates language, cognitive, gross motor, fine motor, and social and emotional development.	PP	Emerging (Established)	I, T, P, K, S
04C	761	4.C.03	Show one example of how you refer to curriculum goals when interpreting assessment data.	CP	Always	I, T, P, K, S
04D	764	4.D.01	Show two examples of how information from an observational assessment you conducted was used to create an individualized teaching approach.	CP	Always	I, T, P, K, S
04D	763	4.D.01	Show two examples of how information from an observational assessment you conducted was used to create an individualized activity.	CP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
04D	767	4.D.02	Show or describe how teaching teams use child assessment outcomes to design activities or lesson plans that meet the needs and interests of the children.	PP	Emerging (Established)	I, T, P, K, S
04D	766	4.D.02	Show that teaching teams are scheduled for planning time at least weekly, during which they do not supervise awake children.	PP	Emerging (New)	I, T, P, K, S
04D	768	4.D.02	Show or describe how teaching teams adjust their teaching strategies to meet the needs and interests of the children based on information gained from child assessment outcomes.	PP	Emerging (Established)	I, T, P, K, S
04D	778	4.D.06	Show or describe two examples of how you modify your interactions and caretaking routines for infants, based on observations or anecdotal notes.	CP	Always	I
04E	783	4.E.01	Show or describe two examples of how you provide ongoing opportunities for families to contribute their observations from home to the child assessment process. <i>Information solicited one time only, at enrollment, is not considered to be ongoing unless there are additional opportunities for families to update such information over time.</i>	CP	Always	I, T, P, K, S
04E	785	4.E.02	Show that your written child assessment plan states that families are provided written reports about their child's development and learning at least two times a year.	PP	Always	I, T, P, K, S
04E	1514	4.E.02	Provide two examples of the written child assessment reports that are shared with families (completed within the past year; identifying information obscured).	PP	Always	I, T, P, K, S
04E	787	4.E.04	Show or describe how you explain your child assessment methods to families, and how you assure that families are comfortable these methods will meet the child's needs.	PP	Always	I, T, P, K, S
04E	792	4.E.06	Show that you provide families with information about how teaching staff or others have been trained to conduct child assessments.	PP	Always	I, T, P, K, S
05A	801	5.A.01	If any child in the program is underimmunized, show one example of a form that documents this and explains why. <i>Rate NA if the program shows evidence that there are no under-immunized children currently enrolled.</i>	PP	Always	I, T, P, K, S
05A	802	5.A.01	Show a written procedure for promptly excluding any underimmunized child if a vaccine-preventable disease to which children are susceptible occurs in the program.	PP	Always	I, T, P, K, S
05A	811	5.A.03	Provide your classroom staffing patterns and staff CPR and first-aid training records that show that at least one staff member currently certified in pediatric first-aid and pediatric CPR is always scheduled to be present with each class of children.	PP	Required	I, T, P, K, S
05A	1558	5.A.06	Show that your program's written policies discourage idling vehicles (buses, families' automobiles) in your parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.	PP	Emerging (New)	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
05A	829	5.A.07	Show how you document that written permission from families is required to allow staff to apply sunscreen to their child(ren). <i>Rate NA if the program documents that they do not apply sunscreen to any children.</i>	PP	Always	I, T, P, K, S
05A	835	5.A.08	Program staff change diapers or training pants when wet or soiled. <i>Do not rate how family members change diapers, if observed. Rate NA if the group does not include children in diapers or training pants. Rate No if wet or soiled diapers were not changed during the observation.</i>	CO	Always	I, T, P, K, S
05A	837	5.A.08	Each designated changing area is separated by a partial wall OR is located at least three feet from other areas that children use.	CO	Emerging (Established)	I, T, P, K, S
05A	842	5.A.08	All diaper bins have a lid that opens and closes tightly using a hands-free device (e.g., step can). <i>Rate NA if the group does not include children in diapers or disposable training pants.</i>	CO	Always	I, T, P, K, S
05A	853	5.A.08	For children in diapers, show that each diaper changing table is used exclusively by one designated class of children. <i>Rate NA if program indicates there are no diaper changing tables in the center.</i>	PP	Emerging (Established)	I, T
05A	849	5.A.08	Show that your diapering policy instructs staff to check for and change wet or soiled diapers or training pants when a child wakes up from a nap. <i>Rate NA if the program indicates that it does not serve children who are not toilet trained.</i>	PP	Always	I, T, P, K, S
05A	844	5.A.08	Children cannot access diaper bins. <i>Rate NA if the group does not dispose of diapers in their room. Rate as No if diapers are disposed in an accessible trash can used for multiple purposes.</i>	CO	Always	I, T, P, K, S
05A	875	5.A.09	Both children and adults wash their hands after touching sand or dirt. <i>Rate as No Opp if neither children nor adults touch sand or dirt during the observation.</i>	CO	Always	I, T, P, K, S
05A	873	5.A.09	Both children and adults wash or sanitize their hands after playing in water that is shared by two or more people. <i>For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Rate No Opp if water play does not take place during the observation.</i>	CO	Always	I, T, P, K, S
05A	870	5.A.09	Both children and adults wash or sanitize their hands before meals and snacks. <i>For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Rate No Opp if no meals or snacks are consumed during the observation.</i>	CO	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
05A	882	5.A.09	<p>When washing their hands, adults and children rub their hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails.</p> <p><i>ALL elements must be observed in MOST of the adults and children MOST of the time to rate Yes for this indicator. Rate No Opp if no handwashing takes place during the observation.</i></p>	CO	Always	I, T, P, K, S
05A	877	5.A.09	<p>Adults wash or sanitize their hands before and after feeding a child.</p> <p><i>Rate NA when observing meal or snack time in classes where all children are capable of independently feeding themselves. Rate No Opp if no meals or snacks are served during the observation.</i></p>	CO	Always	I, T, P, K, S
05A	895	5.A.09	<p>Show that your written hand-hygiene policy instructs adults to wash or sanitize their hands</p> <ul style="list-style-type: none"> • Before and after feeding a child • Before and after administering medication • After handling garbage • After cleaning 	PP	Always	I, T, P, K, S
05A	914	5.A.11	<p>Show that staff who administer medication have completed specific training to do so.</p> <p><i>Rate NA if the program shows that it does not administer any prescription medications.</i></p>	PP	Always	I, T, P, K, S
05A	919	5.A.11	<p>Show or describe how</p> <ul style="list-style-type: none"> • Most medications are kept in a locked container • Medications that must be readily available are stored in a safe manner, inaccessible to children, while allowing for quick access by staff <p><i>Rate NA if the program shows that it does not administer any medications.</i></p>	PP	Always	I, T, P, K, S
05A	920	5.A.12	<p>Teaching staff place infants on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician.</p> <p><i>Rate No Opp if no infants are observed being placed to sleep. Documentation of a physician's authorization will be requested if infants younger than 12 months are observed being placed to sleep in positions other than on their back, are observed being placed to sleep with an infant sleep positioner, or are observed to be sleeping with an infant sleep positioner.</i></p>	CO	Required	I
05A	921	5.A.12	<p>Teachers place infants to sleep in infant sleep equipment that meets current standards of the United States Consumer Product Safety Commission.</p> <p><i>Rate No Opp if no infants are observed being placed to sleep.</i></p>	CO	Required	I
05A	922	5.A.12	<p>When infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment.</p> <p><i>Rate No Opp if no infants arrive to the program asleep, or fall asleep during the observation, in equipment not specifically designed for infant sleep.</i></p>	CO	Required	I

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
05A	928	5.A.12	<p>If all of your infant sleep equipment meets the current standards of the United States Consumer Product Safety Commission, provide a signed copy of NAEYC’s Infant Sleep Equipment Acknowledgement Form in your Program Portfolio.</p> <p>If your program does not serve infants younger than one year old, state this in your Program Portfolio.</p> <p><i>Rate Not Age if only children one year and older are served.</i></p> <p><i>This is a required practice. All programs serving infants younger than one year must complete the Infant Sleep Equipment Acknowledgement Form to meet this item. No other documentation of compliance is needed. If any of your infant sleep equipment DOES NOT MEET the current standards of the United States Consumer Product Safety Commission, you must bring all equipment into compliance before signing NAEYC’s Infant Sleep Equipment Acknowledgement Form.</i></p>	PP	Always, Required	I
05A	929	5.A.12	<p>Show that your written infant sleep policy includes the following elements:</p> <ul style="list-style-type: none"> • Staff must place infants younger than 12 months on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician • If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment 	PP	Required	I
05A	1550	5.A.12	<p>Show that your written infant sleep policy includes all of the following elements:</p> <ul style="list-style-type: none"> • Soft items (e.g. blankets, pillows, quilts, comforters, sheepskins, soft toys) are not allowed in cribs or rest equipment for infants younger than 12 months • Infants’ heads must remain uncovered during sleep. • Although infants under 12 months are placed to sleep on their backs, they are then allowed to assume any comfortable sleep position once they are able to turn themselves over 	PP	Always	I
05A	944	5.A.16	<p>If your program serves two or more meals a day, show that your policies and procedures provide children with the opportunity to brush their teeth or clean their gums at least once daily.</p> <p><i>Rate NA if the program shows evidence that they do not serve two or more meals per day.</i></p>	PP	Always	I, T, P, K, S
05B	1560	5.B.03	<p>Show that your program's food safety policy instructs staff to thoroughly wash all fruits and vegetables prior to eating.</p>	PP	Always, Emerging (New)	I, T, P, K, S
05B	1561	5.B.03	<p>Show that your program’s food safety policy instructs staff to never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children’s food or beverages.</p>	PP	Always, Emerging (New)	I, T, P, K, S
05B	955	5.B.03	<p>Show that your food safety policy instructs staff to discard any foods with expired dates.</p>	PP	Always	I, T, P, K, S
05B	954	5.B.03	<p>Show that your food safety policy is communicated to staff and that it lists steps that staff must take to ensure food safety when providing drinks, meals, and snacks.</p>	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
05B	959	5.B.04	<p>Show that your feeding policy states that for children of any age with special feeding needs, and for all infants, staff must do the following each day:</p> <ul style="list-style-type: none"> • Document the type and quantity of food the child consumes • Provide this information to the child's family <p><i>If the program indicates that it does not serve infants the feeding policy does not need to address infants, but would still need to address children with special feeding needs, whether currently enrolled or not.</i></p>	PP	Always	I, T, P, K, S
05B	972	5.B.09	Show that your written policies and procedures ensure that breast milk is labeled with the infant's full name and the date and time that the milk was expressed.	PP	Always	I
05B	986	5.B.10	Show that your written policies and procedures ensure that staff discard any unfinished and unrefrigerated formula or breast milk after one hour.	PP	Emerging (Established)	I
05B	979	5.B.10	<p>Staff discard any formula or breast milk that has been unrefrigerated for one hour or more.</p> <p><i>Rate No Opp if no unrefrigerated formula or breast milk is seen during the observation.</i></p>	CO	Emerging (Established)	I
05B	996	5.B.12	Staff do not feed infants in place of other forms of comfort.	CO	Always	I
05C	1573	5.C.01	Show or describe how your program selects and uses fragrance-free, 3rd party certified, least-toxic cleaning products for use in your program facility.	PP	Always, Emerging (New)	I, T, P, K, S
05C	1564	5.C.01	Scented or unscented candles and air fresheners are not used anywhere in the facility.	PO	Always, Emerging (New)	I, T, P, K, S
05C	1011	5.C.01	Show that you have procedures in place to assure that cleaning, disinfecting, and sanitizing of the facility is carried out as recommended by NAEYC's "Cleaning, Sanitizing, and Disinfecting Frequency Table."	PP	Always	I, T, P, K, S
05C	1009	5.C.01	<p>When strong odors occur in the air, they are controlled using ventilation (not air-freshening sprays).</p> <p><i>Rate No Opp if no strong airborne odors occur during the observation. Rate No if odors persist and staff have not attempted to control them.</i></p>	CO	Always	I, T, P, K, S
05C	1008	5.C.01	<p>Food-serving tables and high chairs are cleaned and sanitized after each use.</p> <p><i>Rate No Opp if no food is served during the observation.</i></p>	CO	Always	I, T, P, K, S
05C	1022	5.C.03	<p>If a child has contaminated a toy with saliva or other body secretion or excretion, staff set the toy aside for washing in a bin or in another location created for that purpose.</p> <p><i>Rate No Opp if no toy becomes contaminated during the observation period.</i></p>	CO	Always	I, T, P, K, S
06A	1546		There is suitably sized seating available to adults in the classroom.	CO	Emerging (New)	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
06A	1547		There is suitably sized seating available to adults in the outdoor learning environment. <i>When assessing multiple outdoor learning environments, rate Yes if at least one of the outdoor learning environments used by children of each age category provides for suitable seating for adults.</i>	PO	Emerging (New)	I, T, P, K, S
06A	1551		Staff can readily access professional planning and curriculum resources.	PO	Always, Emerging (New)	I, T, P, K, S
06A	1234	9.C.02	Staff have a secure place to store their personal belongings.	PO	Always	I, T, P, K, S
06A	1232	9.C.02	There is private or semi-private adult friendly space in the program facility, where staff can take a break away from children.	PO	Always	I, T, P, K, S
06A	1311	10.A.07	Show or describe two or more examples of staff-related policies, practices, or projects that have promoted a collaborative, inclusive organizational climate.	PP	Always	I, T, P, K, S
06A	1313	10.B.01	Show that the program's employee policies include information about staff planning time.	PP	Always	I, T, P, K, S
06A	1401	10.D.01	Show that your program's written health and safety policy includes rules stating when sick staff members must be excluded from working at the program and when they can return to work.	PP	Always	I, T, P, K, S
06A	1408	10.D.01	Show that your program's staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.	PP	Always	I, T, P, K, S
06A	1414	10.D.04	Show that your staff handbook and parent materials include a written policy and procedure for reporting child abuse and neglect that includes information about how you deal with a staff member who is accused of abusing or neglecting a child in the program. The procedures protect both the rights of the accused staff person and the children in the program.	PP	Always	I, T, P, K, S
06A	1469	10.E.06	Show that your written employee benefits package includes health insurance.	PP	Always	I, T, P, K, S
06A	1470	10.E.06	Show that your written employee benefits package includes holiday leave and sick, vacation, and/or personal leave.	PP	Always	I, T, P, K, S
06A	1471	10.E.06	Show that your written employee benefits package includes education benefits.	PP	Always	I, T, P, K, S
06A	1472	10.E.06	Show that your written employee benefits package includes a retirement plan.	PP	Always	I, T, P, K, S
06A	1478	10.E.07	Show that the program's staff manual states that staff may request a short and immediate break when they are unable to perform their duties.	PP	Always	I, T, P, K, S
06A	1477	10.E.07	Show or describe how the program's staff schedules show that staff who work directly with children for more than four hours receive a 15-minute break for each four-hour period.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
06B	1552		Staff can readily access information about the professional resources available from organization and groups outside the program.	PP	Always, Emerging (New)	I, T, P, K, S
06B	1033	6.A.01	Show two examples of how the program promotes the use of the NAEYC Code of Ethical Conduct in program practices. <i>See www.naeyc.org/positionstatements/ethical_conduct.</i>	PP	Always	I, T, P, K, S
06B	1040	6.A.02	Teachers' communication with families is culturally sensitive and professional. <i>Rate No Opp if no communication between teachers and family members is observed.</i>	CO	Always	I, T, P, K, S
06B	1155	8.C.02	Show or describe an example of how staff have participated in advocacy or professional learning activities that connected with other early learning professionals in your community.	PP	Always	I, T, P, K, S
06B	1492	10.E.12	Show that your written, program-wide professional development plan includes ongoing discussions of ethical issues.	PP	Always	I, T, P, K, S
06C	1061	6.A.05	Show that all lead teachers have, at minimum: <ul style="list-style-type: none"> ● 24 higher education degree in early childhood education, early childhood special education, elementary education, or child development OR they have ● 24 non-early childhood education, early childhood special education, elementary education, or child development higher education degree with ○ 36 higher education credits in early childhood education, child development, elementary education, and/or early childhood special education OR with ○ State certification to practice as a lead teacher in a public school, and the certification is reflective of the age of the children served. 	Other	Pre-Visit (Other)	I, T, P, K, S
06C	1065	6.A.06	Show that all of your assistant teachers/teacher aides have, at minimum: <ul style="list-style-type: none"> ● 24 Child Development Associate Credential (CDA) OR ● 12 higher education credits in early childhood education, early childhood special education, elementary education, and/or child development. 	Other	Pre-Visit (Other)	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
06C	1544	10.A.02	<p>Show that the pedagogical administrator has, at minimum:</p> <ul style="list-style-type: none"> ● A baccalaureate degree in early childhood education, early childhood special education, elementary education, or child development <p>OR</p> <ul style="list-style-type: none"> ● A non-early childhood/child development/early childhood special education higher education degree with: <ul style="list-style-type: none"> ○ 6 higher education credits in early childhood education, child development, elementary education, and/or early childhood special education <p>OR</p> <ul style="list-style-type: none"> ○ State certification to practice as a lead teacher in a public school, and the certification is reflective of the age of the children served. 	Other	Pre-Visit (Other)	I, T, P, K, S
<p><i>This item is not required. NAEYC requires that one administrator be named as the pedagogical administrator for NAEYC accreditation purposes. This person's qualifications are evaluated with respect to this item.</i></p>						
06C	1304	10.A.02	<p>Show that the program employs an operational administrator with the following formal educational qualifications:</p> <ul style="list-style-type: none"> ● Bachelor's degree (in any subject) <p>AND</p> <ul style="list-style-type: none"> ○ higher education credits in business or program administration <p>OR with</p> <ul style="list-style-type: none"> ● Bachelor's degree (in any subject) AND ○ Administrator credentials recognized by NAEYC OR ○ Principal credential issued by a state. 	Other	Pre-Visit (Other)	I, T, P, K, S
<p><i>This item is not required. NAEYC requires that one administrator be named as the operational administrator for NAEYC accreditation purposes. This person's qualifications are evaluated with respect to this item.</i></p>						
06D	1553		Show two examples of staff trainings conducted within the past 12 months, in which topics were driven by the program-wide professional development plan or individual professional development plans.	PP	Always, Emerging (New)	I, T, P, K, S
06D	1053	6.A.03	Show or describe two examples of topics introduced in initial staff orientation that were followed up more thoroughly.	PP	Always	I, T, P, K, S
06D	1046	6.A.03	Show that the initial orientation for new teaching staff includes acceptable (and unacceptable) guidance, discipline, and classroom management techniques.	PP	Always	I, T, P, K, S
06D	1045	6.A.03	Show that the initial orientation for new teaching staff includes a review of information about the individual children they will be caring for.	PP	Always	I, T, P, K, S
06D	1043	6.A.03	Show that the initial orientation for new teaching staff includes expectations for conduct based on the NAEYC Code of Ethical Conduct.	PP	Always	I, T, P, K, S
<p><i>See www.naeyc.org/positionstatements/ethical_conduct.</i></p>						
06D	1047	6.A.03	Show that the initial orientation for new teaching staff includes daily activities and routines of the program.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
06D	1066	6.A.07	Show that your program-wide professional development plan describes how teaching staff have access to trainings that increase their cultural competence and reduce implicit and explicit bias.	PP	Always	I, T, P, K, S
06D	1068	6.A.08	Show that your program-wide professional development plan describes how teaching staff have access to trainings that deepen their understanding and ability to implement the program's curriculum.	PP	Always	I, T, P, K, S
06D	1069	6.A.08	Show that your program-wide professional development describes how teaching staff have access to trainings in communication and collaboration skills to support a positive work environment.	PP	Always	I, T, P, K, S
06D	1071	6.A.10	Show that your program-wide professional development plan describes how teaching staff have access to trainings that are specialized to the developmental stages of the children they teach (infant, toddler/two, preschool, kindergarten, school-age).	PP	Always	I, T, P, K, S
06D	1072	6.A.10	Show that your program-wide professional development describes how teaching staff have access to training relevant to the circumstances of children they teach (e.g., children from military families or migrant families; dual language learners; children who are homeless, require special education, have experienced trauma; children from rural environments or from urban environments, etc.).	PP	Always	I, T, P, K, S
06D	1075	6.B.01	Show two staff evaluations conducted within the last 18 months that include a self-reflection or self-evaluation component.	PP	Always	I, T, P, K, S
06D	1545	10.A.03	Show that the pedagogical administrator has received training or education that covered best practices in adult learning, coaching, mentoring, and/or leadership development.	PP	Always, Emerging (New)	I, T, P, K, S
06D	1306	10.A.03	Show that program administrator(s) have access to training, technical assistance, and/or other forms of support that are specific to their administrative role.	PP	Always	I, T, P, K, S
06D	1488	10.E.11	Show that you update your written, program-wide professional development plan at least annually or as needed.	PP	Always	I, T, P, K, S
06D	1491	10.E.12	Show that mentoring and coaching experiences are included in your written, program-wide professional development plan.	PP	Always	I, T, P, K, S
06D	1490	10.E.12	Show that your written, program-wide professional development plan is shared with staff.	PP	Always	I, T, P, K, S
06D	1495	10.E.12	Show that your written, program-wide professional development plan includes an initial orientation to the curriculum you use.	PP	Always	I, T, P, K, S
06D	1493	10.E.12	Show that your written, program-wide professional development plan includes an initial orientation to the program's policies and procedures.	PP	Always	I, T, P, K, S
07A	1085	7.A.01	Show or describe how your program's staff orientation process helps new program staff understand the diversity of families in your program.	PP	Always	I, T, P, K, S
07A	1090	7.A.03	Show or describe one example of how information about the families you serve has been used to adapt teaching methods.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
07A	1088	7.A.03	Show or describe one example of how information about the families you serve has been used to adapt the program environment.	PP	Always	I, T, P, K, S
07A	1099	7.A.08	Show or describe two examples of how teachers have incorporated family members' knowledge about their children into ongoing classroom planning.	PP	Always	I, T, P, K, S
07A	1103	7.A.10	If needed, teachers assist families in handling difficult separations during drop-off and pickup times. <i>Rate No Opp if no difficult separations are observed.</i>	CO	Always	I, T, P, K, S
07A	1105	7.A.12	Show or describe two examples of how you have helped families to meet with one another on a formal basis and to support the program or each other.	PP	Always	I, T, P, K, S
07A	1109	7.A.14	Show or describe one example of how staff and families have worked together to plan an event.	PP	Always	I, T, P, K, S
07B	1115	7.B.04	Show that when staff suspect that a child has a developmental delay or other special need, your program provides <ul style="list-style-type: none"> • Documentation and explanation for the concern • Suggested next steps • Information about resources for diagnostic evaluation 	PP	Always	I, T, P, K, S
07B	1118	7.B.05	Show or describe two examples of how you communicate daily with the families of infants, toddlers, or twos about each child's developmental milestones, individual activities, and shared caregiving issues.	CP	Always	I, T
07B	1122	7.B.06	Show or describe two examples of how you communicate at least weekly with the families of preschoolers or kindergartners about each child's developmental milestones, individual activities, and shared caregiving issues.	CP	Always	P, K, S
07C	1126	7.C.02	Show or describe an example of how staff have worked with a family to respond to a concern about their child's care or education.	PP	Always	I, T, P, K, S
08A	1138	8.A.01	Show or describe how you assist families with using community child and family support services.	PP	Always	I, T, P, K, S
08A	1140	8.A.03	Show that your program's list of community child and family support services includes culturally and linguistically appropriate services for your community.	PP	Always	I, T, P, K, S
08B	1148	8.B.01	Show two examples of how staff used their knowledge of the community to develop curriculum and create learning experiences for the children.	PP	Always	I, T, P, K, S
08B	1149	8.B.02	Show two examples of how staff used your community's cultural resources to develop curriculum and create learning experiences for the children.	PP	Always	I, T, P, K, S
08B	1150	8.B.03	Show two examples of how you inform families about child-centered community events that are sponsored by local organizations.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
08B	1151	8.B.04	Show one example in the past year when artists or performers were invited by the program to share their interests and talents with the children.	PP	Always	I, T, P, K, S
08B	1152	8.B.05	Show or describe one example of how you worked with another community organization or group to co-sponsor or participate in a cultural event that enriched the experience of children and families in your program.	PP	Always	I, T, P, K, S
08C	1158	8.C.04	Show or describe one example of how you involve close neighbors in your program as appropriate, or cooperate with them on neighborhood interests and needs.	PP	Always	I, T, P, K, S
08C	1160	8.C.06	Show two examples of how your program's leadership stays informed about changes in local, state, tribal, and national government policies related to child care and related family services.	PP	Always	I, T, P, K, S
09A	1177	9.A.05	Classrooms are designed so staff can supervise children by sight and sound at all times, without relying on mirrors, cameras, or sound monitors.	CO	Always	I, T, P, K, S
09A	1198	9.A.12	Classrooms are arranged to provide full access (as needed) to children with physical special needs. <i>Rate NA if there are no children with physical special needs enrolled in the class.</i>	CO	Always	I, T, P, K, S
09A	1197	9.A.12	Classrooms are arranged to provide children with semiprivate areas.	CO	Always	I, T, P, K, S
09A	1204	9.A.15	Nursing mothers have a comfortable, private place to breast-feed and/or pump their breast milk. <i>Rate Not Age if the program does not serve infants.</i>	PO	Always	I
09A	1581	9.A.16	Show that your program receives Consumer Product Safety Commission (CPSC) product recall notices, and that you post relevant notices in the center for both families and staff. <i>Sign up at https://www.cpsc.gov/Newsroom/Subscribe/ ; select "Recalls involving infant/child products".</i>	PP	Emerging (New)	I, T, P, K, S
09B	1209	9.B.01	Outdoor learning environments include three or more natural elements that children can interact with, such as grass, sand, rocks, plants (including gardens), and variations in ground elevation. <i>When assessing multiple outdoor learning environments, rate Yes if the outdoor learning environments together include three or more natural elements. Rate No if the group does not utilize any outdoor learning environment at least once a week (including public spaces and private playgrounds). Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i>	PO	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
09B	1214	9.B.04	<p>Show that your outdoor learning environment(s) provides at least 75 square feet of play space for each child playing outside at any one time.</p> <p><i>Show state licensing law if this is the legal standard in your state. Total required square footage is based on 1/3 the amount of the total program enrollment being outside at one time, unless the program provides evidence that they schedule playground use in such a way that there is always 75 square feet per child (for example, a playground schedule).</i></p>	PP	Always	I, T, P, K, S
09B	1218	9.B.05	<p>Sandboxes are at least half full of sand.</p> <p><i>Rate NA if there are no sandboxes in any outdoor learning environment(s). Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s). Do not rate sensory tables or sand used as safety surfaces or ground cover as sandboxes.</i></p>	PO	Always	I, T, P, K, S
09B	1223	9.B.06	<p>The outdoor learning environment includes one or more elements that protect children from harmful weather conditions common to the area, such as excessive wind or strong direct sunlight.</p> <p><i>When assessing multiple outdoor learning environments, rate Yes if each of the outdoor learning environments offer such protections. Rate NA if the program does not utilize an outdoor learning environment at least once a week. Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area. Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i></p>	PO	Always	I, T, P, K, S
09B	1222	9.B.06	<p>The outdoor learning environment is free from tripping hazards.</p> <p><i>Rate No if there are no opportunities for outdoor play, including walks. Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i></p>	PO	Always	I, T, P, K, S
09C	1230	9.C.01	<p>Show that each classroom includes at least 35 square feet of usable space per child.</p> <p><i>Show state licensing law if this is the legal standard in your state.</i></p>	PP	Always	I, T, P, K, S
09C	1237	9.C.03	<p>The program facility has all of these wheelchair-accessible features:</p> <ul style="list-style-type: none"> •One or more accessible entrances •Accessible routes to classrooms and outdoor learning environments •At least one accessible restroom •If there are any drinking fountains, at least one or more is accessible <p><i>Rate NA if the program is operated by a religious institution (not simply renting space from a religious institution). Rate NA if the program was constructed prior to 1993 AND the program has determined that reasonable accommodations would require an undue burden.</i></p>	PO	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
09C	1236	9.C.03	<p>Show that your facilities meet Americans with Disabilities Act (ADA) accessibility requirements.</p> <p><i>Rate NA if the program is operated by a religious institution (not simply renting space from a religious institution).</i> <i>Rate NA if the program provides evidence that the facility was constructed prior to 1993 AND the program has determined that reasonable accommodations would require an undue burden. If the facility was constructed prior to 1993 and the program has made reasonable accommodations, rate Yes.</i></p>	PP	Always	I, T, P, K, S
09C	1252	9.C.07	The program's building and grounds are free of trash and hazardous items.	PO	Always	I, T, P, K, S
09C	1251	9.C.07	The program's building, grounds, furnishings, and equipment are kept in good repair and are free of hazardous maintenance problems.	PO	Always	I, T, P, K, S
09C	1253	9.C.08	<p>The classroom is free of hazards that could lead to electrical shock, burns or scalding, slipping, tripping, or falling.</p> <p><i>Tamper-resistant outlets may be difficult to see. Assessors ask about use of tamper-resistant outlets during the Orientation Meeting.</i></p>	CO	Always	I, T, P, K, S
09C	1261	9.C.10	<p>There is a well-marked, readily accessible, fully equipped first aid kit outside during outdoor play.</p> <p><i>Rate No Opp if group does not go outside during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.</i></p>	CO	Always	I, T, P, K, S
09C	1278	9.C.16	<p>There are no choking hazards within the reach of infants, toddlers, or young two year olds.</p> <p><i>Use a choke tube to measure any item that might be too small when observing in infant, toddler, and young two-year-old rooms.</i></p>	CO	Always	I, T
09D	1294	9.D.08	Show that you use non-toxic pest management techniques inside and outside the facility whenever possible, including an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures.	PP	Always	I, T, P, K, S
09D	1298	9.D.09	Toxic substances are inaccessible to children.	CO	Always	I, T, P, K, S
09D	1597	9.D.10	Staff, families, and visitors are encouraged to wipe or remove their shoes before entering the program facility.	PO	Emerging (New)	I, T, P, K, S
09D	1596	9.D.10	A rough walk-off mat is supplied at all entrances to the program facility.	PO	Emerging (New)	I, T, P, K, S
10B	1322	10.B.04	<p>Show that your program and your facility has a license to operate or is regulated by an applicable public regulatory system. Your license or regulatory documentation indicates your program is in good standing with your regulatory body.</p> <p><i>If a license has expired, but the program provides evidence that the license has been extended by the licensing or regulatory agency for administrative reasons, the license is considered still valid.</i></p>	PP	Required	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
10B	1327	10.B.07	Show that you have a detailed, written strategic plan that includes what you will do to: <ul style="list-style-type: none"> • Implement the program’s vision and mission • Achieve desired child outcomes • Maintain high-quality services to children and families • Assure adequate funding for future needs 	PP	Always	I, T, P, K, S
10B	1340	10.B.08	Show that your parent handbook includes procedures for negotiating difficulties and differences that arise in interactions between families and program staff. Procedures include two or more techniques for conflict resolution that involve increasing levels of formality.	PP	Always	I, T, P, K, S
10B	1335	10.B.08	Show that your parent handbook includes information about the program’s guidance and discipline policies and procedures.	PP	Always	I, T, P, K, S
10B	1339	10.B.08	Show that your parent handbook includes procedures for these health and safety precautions: <ul style="list-style-type: none"> • Building security and access • Storage and administration of medication • Inclusion or exclusion of ill children • Emergency response plans 	PP	Always	I, T, P, K, S
10B	1357	10.B.11	Show that your staffing policy is to assign specific teaching staff to work with each class of children, day-to-day and stably over time.	PP	Always	P, K, S
10B	1525	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios for toddlers and two year olds during outdoor time. <i>Rate No Opp if no outdoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Always	T
10B	1526	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios for preschoolers during outdoor time. <i>Rate No Opp if no outdoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Always	P
10B	1537	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios in school-age classrooms and other indoor settings. <i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Emerging (New)	S
10B	1538	10.B.12	Program staff maintain developmentally appropriate class size in school-age classrooms and other indoor settings. <i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Emerging (New)	S
10B	1539	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios for school-agers during outdoor time. <i>Rate No Opp if no outdoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Emerging (New)	S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
10B	1359	10.B.12	<p>Program staff maintain developmentally appropriate staff-to-child ratios in infant classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the class. For mixed-aged classes, rate each of the applicable items for the age categories present.</i></p>	CO	Always	I
10B	1527	10.B.12	<p>Program staff maintain developmentally appropriate staff-to-child ratios for kindergarteners during outdoor time.</p> <p><i>Rate No Opp if no outdoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i></p>	CO	Always	K
10B	1520	10.B.12	<p>Program staff maintain developmentally appropriate staff-to-child ratios in preschool classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i></p>	CO	Always	P
10B	1360	10.B.12	<p>Program staff maintain a developmentally appropriate class size in infant classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the class. For mixed-aged classes, rate each of the applicable items for the age categories present.</i></p>	CO	Always	I
10B	1365	10.B.12	<p>Show that you have written procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes:</p> <ul style="list-style-type: none"> • During all hours of operation • In classrooms and other indoor settings • In outdoor learning environments <p><i>For mixed-aged classes, rate according to the youngest age category present in the class.</i></p>	PP	Always	I, T, P, K, S
10B	1523	10.B.12	<p>Program staff maintain a developmentally appropriate class size in preschool classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i></p>	CO	Always	P
10B	1361	10.B.12	<p>Program staff maintain developmentally appropriate staff-to-child ratios for infants during outdoor time.</p> <p><i>Rate No Opp if no outdoor time is observed with the class. For mixed-aged classes, rate each of the applicable items for the age categories present.</i></p>	CO	Always	I
10B	1522	10.B.12	<p>Program staff maintain a developmentally appropriate class size in toddler and two year old classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i></p>	CO	Always	T
10B	1524	10.B.12	<p>Program staff maintain a developmentally appropriate class size in kindergarten classrooms and other indoor settings.</p> <p><i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i></p>	CO	Always	K

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
10B	1521	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios in kindergarten classrooms and other indoor settings. <i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Always	K
10B	1519	10.B.12	Program staff maintain developmentally appropriate staff-to-child ratios in toddler and two year old classrooms and other indoor settings. <i>Rate No Opp if no indoor time is observed with the group. For mixed-aged groups, rate each of the applicable items for the age categories present.</i>	CO	Always	T
10B	1381	10.B.15	Show that written policies encourage keeping infants together with the same teaching staff for nine months or longer.	PP	Always	I
10B	1382	10.B.15	Show that written policies encourage keeping toddlers and twos together with the same teaching staff for nine months or longer.	PP	Always	T
10C	1388	10.C.01	Show a financial audit conducted in the most recent fiscal year.	PP	Always	I, T, P, K, S
10C	1386	10.C.01	Show a quarterly or monthly accounting report, created in the past year, that includes a reconciliation of expenses to budget.	PP	Always	I, T, P, K, S
10C	1390	10.C.02	Show or describe how the person directly responsible for program implementation (for example, director or site manager) helps prepare, review, and reconcile the program's operating budget.	PP	Always	I, T, P, K, S
10C	1393	10.C.03	Show or describe how program leaders (for example, director and other administrative staff, board of directors) work to generate and manage the financial resources needed to support a program of excellence.	PP	Always	I, T, P, K, S
10D	1403	10.D.01	Show that you follow government child nutrition guidelines for the amount and types of food you provide to children for meals and snacks.	PP	Always	I, T, P, K, S
10D	1397	10.D.01	Show two examples of written health and safety procedures meant to reduce staff exposure to environmental hazards.	PP	Always	I, T, P, K, S
10D	1406	10.D.01	Show how you conduct facility and equipment maintenance checks to identify potential health and safety problems.	PP	Always	I, T, P, K, S
10D	1396	10.D.01	Show two examples of written health and safety procedures meant to reduce staff injuries.	PP	Always	I, T, P, K, S
10D	1413	10.D.03	In your staff handbook, your written policy and procedure for reporting child abuse and neglect states that staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
10D	1418	10.D.05	Show that your written policies state that the content of each child's health and safety file is confidential but is immediately available upon request to: <ul style="list-style-type: none"> • Administrators and teaching staff who have consent from a parent or legal guardian to access the records • The child's parents or legal guardians • Regulatory authorities 	PP	Always	I, T, P, K, S
10D	1420	10.D.06	Show or describe how your procedures for managing the arrival, departure, and transportation of children are designed to facilitate family-staff interaction.	PP	Always	I, T, P, K, S
10D	1421	10.D.06	If children are transported during the program day, show or describe your procedures for ensuring that all children are accounted for before, during, and after transport. <i>Rate NA if the program shows evidence that no children are transported during the program day.</i>	PP	Always	I, T, P, K, S
10D	1424	10.D.06	Show that you have written arrival, departure, and transportation policies and procedures that address special circumstances in picking up children at the end of the day.	PP	Always	I, T, P, K, S
10D	1441	10.D.09	Show that you have written medical and dental procedures that specify that if a physician has ordered a special medical management procedure for a child in care, an adult trained in the procedure must be on-site whenever the child is present.	PP	Always	I, T, P, K, S
10E	1041	6.A.03	Show your written policy stating that new teaching staff do not work alone with children until they have received an initial orientation to the program and the job. If your staff are prohibited by law from working alone with children at any time, provide the relevant licensing or regulatory rule in place of a policy. <i>Rate NA if the program has provided the relevant licensing or regulatory rule in place of a policy.</i>	PP	Always	I, T, P, K, S
10E	1056	6.A.04	Show your policy stating that substitutes, support staff, volunteers, and other service providers do not work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times.	PP	Always	I, T, P, K, S
10E	1055	6.A.04	Show that your program's initial orientation for substitutes, support staff, volunteers, and other service providers includes all of the following: <ul style="list-style-type: none"> • Health, safety, and emergency procedures • Acceptable (and unacceptable) guidance, discipline, and classroom management techniques • Child abuse and neglect reporting procedures • A review of pertinent regulatory requirements 	PP	Always	I, T, P, K, S
10E	1516	10.E.01	Show that your written personnel policies include resignation, termination, and grievance procedures.	PP	Always	I, T, P, K, S
10E	1452	10.E.01	Show that you have salary scales with increments based on professional qualification, staff role, length of employment, and performance evaluation.	PP	Always	I, T, P, K, S

Topic Area	Item ID	Criterion of Origin	ItemDescription	SOE	Assessment Category	Age Categories
10E	1461	10.E.03	Show or describe how you hire staff or identify volunteers who speak the same language as the children served.	PP	Always	I, T, P, K, S
10F	1475	10.E.06	If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available to staff, the program's strategic plan should state the conditions under which staff benefits will be improved. <i>Rate NA if all benefits are available to staff.</i>	PP	Always	I, T, P, K, S
10F	1502	10.F.02	Show that when the annual comprehensive program evaluation is completed, program staff, families and advisory or governance board members are given a report of the findings.	PP	Always	I, T, P, K, S
10F	1505	10.F.03	Show or describe two examples of how you have used information from your annual comprehensive program evaluation to plan professional development.	PP	Always	I, T, P, K, S
10F	1506	10.F.03	Show or describe two examples of how you have used information from your annual comprehensive program evaluation to improve program policies, procedures, or activities.	PP	Always	I, T, P, K, S