Program ID#:  
Org. ID#:  
Visit Date:  
MM/DD/YYYY  

Assessor ID#:  
Assessor Last Name:  

Class Name:  
Class Number:  

Age category(s) of children in this class: 
☐ Infant  
☐ Toddler  
☐ Preschool  
☐ Kindergarten  
☐ School Age  

Educators present during observation: Write only one name in each space. Additional staff can be added to the end-notes.  
1.  
2.  
3.  
4.  

Other adults present during observation: Write only one name in each space. Additional staff can be added to the end-notes.  
1.  
2.  
3.  

Class Observation  
Start Time:  
End Time:  

Environmental Time Exception  
Start Time:  
End Time:  
☐ Indoors  
☐ N/A  

Infant Sleep Time Exception  
Start Time:  
End Time:  
☐ N/A  

Enter whole number counts only for the maximum number of staff and children at any time during the observation. Additional notes and observations about the number of staff and children may be provided in the notes section at the end of tool.  
Max # of children:  
Total # staff with max # children:  
Expected # of staff:  

The answers to the following two questions must be provided by the educators or Program Administrator.  

Are there children with disabilities in the class today?  
Yes ☐  
No ☐  

☐ Specific learning disability  
☐ Other health impairment  
☐ Autism spectrum disorder  
☐ Emotional disturbance  

☐ Autism, spectrum disorders  
☐ Speech/language impairment  
☐ Visual impairment/blindness  
☐ Other:  

Are there children with disabilities enrolled in the class, although not here today?  
Yes ☐  
No ☐  

☐ Deafness  
☐ Hearing impairment  
☐ Deaf-blindness  
☐ Orthopedic impairment  

☐ Intellectual disability  
☐ Traumatic brain injury  
☐ Multiple disabilities  
☐ Other:  

Reliability Check? Yes ☐  
No ☐
Standard 1 – Relationships

1B: Building Positive Relationships between Teachers and Children.

1B.1  I T P K S  NEW ITEM LANGUAGE 2022

Educators respond to children’s negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance.

Rate as No Opp if no negative emotions are observed.

☐ Yes  ☐ No  ☐ No Opp

1B.2  I T P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

Educators take into account children’s differing temperaments when relating to each child.

Watch for educators’ sensitivity to individual children (versus treating all children basically the same way).

☐ Yes  ☐ No

1B.3  P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

Educators take into account children’s differing activity levels when relating to each child.

Watch for educators’ sensitivity to individual children (versus treating all children basically the same way).

☐ Yes  ☐ Not Age  ☐ No
This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Staff never use physical punishment and do not engage in psychological abuse or coercion.

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 NAEYC Accreditation of Early Learning Programs staff.

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.

Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion.

Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); physical or mechanical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

NOTE: The use of a “physical escort” as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.

Mechanical restraint: “the use of devices as a means of restricting a student’s freedom of movement.” (H.R. 7124, 2018)

Physical escort: “the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.” (H.R. 7124, 2018)

Physical restraint: “a personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.” (H.R. 7124, 2018)

Seclusion: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.” (H.R. 7124, 2018)

Infant educators talk, coo, and sing to infants and repeat infants' sounds.

Educators are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly.

Educators can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress.

Rate as No Opp if no cries or other signs of distress are observed.

Educators facilitate infants' interest in looking at, touching, or vocalizing to other people.

Educators give children a chance to resolve their own conflicts without immediate teacher intervention.

Rate as No Opp if no evidence of conflicts is observed.
1C.3 T P K S

When children are in conflict, educators help them identify their feelings.

Rate as No Opp if no evidence of conflicts is observed.

1C.4 T P K S

When children are in conflict, educators help them identify and describe the problem.

Rate as No Opp if no evidence of conflicts is observed.

1C.5 T P K S

When children are in conflict, educators help them think of alternative solutions.

Rate as No Opp if no evidence of conflicts is observed.

1D: Creating a Predictable, Consistent, and Harmonious Classroom

1D.1 I T P K S

Classroom materials show persons with differing abilities engaged in activities that counteract stereotypical limitations.

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.2 I T P K S

Classroom materials show persons of different ethnic or cultural backgrounds engaged in activities that counteract stereotypical limitations.

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.3 T P K S

Educators offer children the chance to choose activities, materials, and areas in which to play.

1D.4 T P K S

Educators anticipate problematic behavior and take steps to prevent it.

Rate Yes if no problematic behavior is observed.

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

1D.5 T P K S

Educators use narration and description of ongoing interactions to identify prosocial behaviors.
### 1F: Promoting Self-Regulation

**1F.1 T P K S**

Educators help children learn emotional regulation skills.

- Yes
- No
- Not Age

*Examples of emotional regulation skills:* Persisting when frustrated, gaining control of physical impulses, expressing emotions in non-harmful ways, learning about self and others.

**1F.2 T P K S**

Educators guide and support children to use language to communicate needs.

- Yes
- No
- Not Age

**1F.3 T P K S**

Educators guide and support children to gain control of physical impulses.

- Yes
- No
- Not Age

### Standard 2 – Curriculum

**2A: Curriculum: Essential Characteristics**

**2A.1 T P K S**

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.

- Yes
- No
- Not Age

*Examples of learning experiences:* experiments, performing arts, conversations, field trips.

*Technology:* Equipment and machinery developed from scientific knowledge.

*Examples of technology:* Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

*Examples of social studies:* Family, friends, community, social roles, social rules, geography, money, businesses, governments.

### 2B: Areas of Development: Social-Emotional Development

**2B.1 T P K S**

Children have chances to recognize and name other people’s feelings.

- Yes
- No
- Not Age

**2B.2 I**

For infants, educators show and name their own feelings and the feelings of other children.

- Yes
- No
- Not Age

**2B.3 T P K S**

Children have chances to learn how to resolve conflicts in constructive ways.

- Yes
- No
- Not Age

**2B.4 T P K S**

Children have chances to understand that other people may have different thoughts and opinions than theirs.

- Yes
- No
- Not Age
- No Opp

*Rate as 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.*
2B.5 T P K S
Children have chances to learn that other people may have different feelings than they do.

Rate as 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.

2D: Areas of Development: Language Development

2D.1 P K S
Children have discussions with each other or with educators to solve problems related to the physical world.

Rate as No Opp if no such problems are observed. Rate No if there are missed opportunities to discuss problems related to the physical world.

Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.

2D.2 T P K S
Educators use words that children may not understand and provide explanations or examples of these words.

2E: Curriculum Content Area for Cognitive Development: Early Literacy

2E.1 I T
Educators play individually with infants, toddlers, and twos by singing songs.

2E.2 T P K S
Educators help children connect print to spoken word.

Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

2E.3 P K S
Some of the books available to children relate to current learning topics, themes, or activities.

2E.4 P K S
Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.

Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

2E.5 P K S
Educators help children write the words and messages they are trying to communicate.

Rate as 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 educators do not offer to help.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
</table>
| **2E.6** PKS | Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.  
☐ Yes ☐ No ☐ Not Age |
| **2E.7** PKS | Educators model the process of print writing.  
Rate as No Opp if there are no opportunities for educators to model the functional use of writing during the observation. Rate No if there are missed opportunities for educators to model the functional use of writing during the observation.  
**Writing:** The act of communicating thoughts, ideas, and information to others through use of print.  
**Examples of writing:** Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.  
☐ Yes ☐ No ☐ Not Age |

**2F: Curriculum Content Area for Cognitive Development: Early Mathematics**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
</table>
| **2F.1** IT | Infants, toddlers, and twos have chances to play with toys in a variety of shapes.  
☐ Yes ☐ No ☐ Not Age |
| **2F.2** IT | Infants, toddlers, and twos have chances to play with toys in graduated sizes.  
☐ Yes ☐ No ☐ Not Age |
| **2F.3** IT | Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors.  
☐ Yes ☐ No ☐ Not Age |
| **2F.4** IT | Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects.  
Examples of visual patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley, animal print.  
☐ Yes ☐ No ☐ Not Age |
| **2F.5** TKPS | Children have chances to see and learn about number concepts.  
Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.  
Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.  
☐ Yes ☐ No ☐ Not Age |
| **2F.6** TKPS | There are toys and other objects in the learning environment that children can categorize by shape, size, and color.  
☐ Yes ☐ No ☐ Not Age |
| **2F.7** PKS | There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.  
☐ Yes ☐ No ☐ Not Age |
2F.8  |  P
---|---
Children have chances to recognize and name repeating patterns.

☐ Yes  ☐ No  ☐ Not Age

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.

Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red...

2F.9  |  K S
---|---
Kindergartners and school-agers have chances to make and record measurements of things.

☐ Yes  ☐ No  ☐ Not Age

2F.10  |  K S
---|---
There are toys and other materials in the learning environment that allow kindergartners and school-agers to create or explore repeating and growing patterns.

☐ Yes  ☐ No  ☐ Not Age

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.

Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red, red...

Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...

2F.11  |  K S
---|---
Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment.

☐ Yes  ☐ No  ☐ Not Age

2F.20  |  I
---|---
Infants have chances (2 or more) to look at high contrast visual stimuli.

☐ Yes  ☐ No  ☐ Not Age

High contrast visual stimuli: Simple, engaging arrangements of black and white (or other high contrast) geometric shapes and patterns.

2G: Curriculum Content Area for Cognitive Development: Science

2G.1  |  I T
---|---
Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.

☐ Yes  ☐ No  ☐ Not Age

2G.2  |  I T
---|---
Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems.

☐ Yes  ☐ No  ☐ Not Age

2G.3  |  P K S
---|---
There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.

☐ Yes  ☐ No  ☐ Not Age

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

2G.4  |  P K S
---|---
Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.

☐ Yes  ☐ No  ☐ Not Age

Phenomena: Facts or occurrences directly observable by the senses.
2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2J.1 I T P K S
Children have chances to appreciate culturally diverse visual arts in their learning environment. ☐ Yes ☐ No

Visual arts: creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.

2J.2 I T P K S
Children have chances to appreciate culturally diverse dramatic arts in their learning environment. ☐ Yes ☐ No

If children witness dramatic performances or interact with materials related to dramatic arts, these are chances to gain appreciation of dramatic arts.
Dramatic arts: Arts created for the purpose of public performance. Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.

2J.3 I T
Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials. ☐ Yes ☐ No ☐ Not Age

2J.4 T P K S
Children have chances to develop and practice art skills. ☐ Yes ☐ No ☐ Not Age

Examples of art skills: Cutting, gluing, painting, sculpting, drawing, caring for tools and supplies.

2J.5 P K S
Children have chances to create both two- and three-dimensional art. ☐ Yes ☐ No ☐ Not Age

Rate Yes if at least one opportunity of both types of art (two-dimensional AND three-dimensional) are observed.
Art (or “the arts”): The expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power. (https://en.oxforddictionaries.com/definition/art).
Examples of creative arts curriculum topics: Painting, drawing, sculpting, and use of other visual media; participating in music, movement, dramatic play, and puppetry; appreciation of art created by others; learning vocabulary related to the arts.

2L: Curriculum Content Area for Cognitive Development: Social Studies

2L.1 T P K S
Children have chances to learn that families have a variety of family structures. ☐ Yes ☐ No ☐ Not Age

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.
2L.2  P K S  T
Children have chances to learn specific details about the actual community in which they live.

☐ Yes  ☐ No  ☐ Not Age

*Generic books and posters about community resources or community helpers are insufficient to meet this item.*

*Community:* The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

*Examples of community:* Military bases; workplaces; academic campuses; local business, towns, neighborhoods; residential, and recreational areas or landmarks.

2L.3  P K S
Children have chances to learn about the physical and geographic characteristics of their local environment.

☐ Yes  ☐ No  ☐ Not Age

*Examples of geographic characteristics:* Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

2L.4  P K S
Children have chances to build a basic understanding of economic concepts.

☐ Yes  ☐ No  ☐ Not Age

*Examples of economic concepts:* Money, buying and selling, wants and needs, the value of things.

---

**Standard 3 – Teaching**

3A: Designing Enriched Learning Environments

3A.1  I T P K S

**Educators** have arranged their classrooms in a way that protects children’s health and safety.

☐ Yes  ☐ No

3A.2  T P K S

At least half of the classroom displays show children’s works of writing, art, graphs, or other creations.

☐ Yes  ☐ No  ☐ Not Age

---

**3C: Supervising Children**

**Infant and Toddler Supervision**

3C.1  I T

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 staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision.

☐ Yes  ☐ No  ☐ Not Age
Rate the next two items NO OPP if Required Item 3C.1 is rated YES

### 3C.2

**NEW ITEM LANGUAGE 2022**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

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 staff, the child(ren) is/are in a safe environment.

Rating Note: If item 3C.1 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.1 has been rated “No”, then you must rate this item “Yes” or “No”.

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.

**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.

### 3C.3

**NEW ITEM LANGUAGE 2022**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If one or more infant, toddler, or young two year old is out of the direct sight or sound supervision of all staff while in a safe environment, it is for no more than five minutes.

Rating Note: If item 3C.1 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.1 has been rated “No”, then you must rate this item “Yes” or “No”.

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.

**Safe environment:** A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

**Unsafe environment:** Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

**Examples of unsafe environments:** Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

### 3C.4

If any infant, toddler, or young two year old is sleeping, staff position themselves so someone can always hear and see them.

**Rate as No Opp if no infants, toddlers, or young twos are sleeping during the observation.**

### Preschool Supervision

### 3C.5

**NEW ITEM LANGUAGE 2022**

Preschoolers **are kept** 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.
Rate the next two items NO OPP if Required Item 3C.5 is rated YES

### 3C.6

**NEW ITEM LANGUAGE 2022**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of the direct sight **AND** sound supervision of all staff, it is for no more than 1 minute, and the child is in a safe environment.

- [ ] Yes
- [ ] No
- [ ] Not Age
- [ ] No Opp

**Rate Note:** If item 3C.5 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.5 has been rated “No”, then you must rate this item “Yes” or “No”.

Rate **NO** if one or more preschoolers are out of direct sight **AND** sound supervision for more than one minute.

### 3C.7

**NEW ITEM LANGUAGE 2022**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of direct sight **OR** sound supervision of all staff, it is for no more than ten minutes and the child is in a safe environment.

- [ ] Yes
- [ ] No
- [ ] Not Age
- [ ] No Opp

**Rate Note:** If item 3C.5 (above) has been rated “Yes”, then you must rate this item “No Opp”. If item 3C.5 has been rated “No”, then you must rate this item “Yes” or “No”.

Rate **No** if one or more preschoolers are out of direct sight **OR** sound supervision for more than 10 minutes.

**Safe environment:** A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

**Unsafe environment:** Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

**Examples of unsafe environments:** Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

### Kindergarten and School-Age Supervision

### 3C.8

**NEW ITEM LANGUAGE 2022**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Kindergartners and school-age children are kept within sight and/or hearing most of the time. Staff may allow kindergarteners 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).

- [ ] Yes
- [ ] No
- [ ] Not Age

**Safe environment:** A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

**Unsafe environment:** Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

**Examples of unsafe environments:** Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

### 3D: Using Time, Grouping, and Routine to Achieve Learning Goals

### 3D.1

**NEW ITEM LANGUAGE & GUIDANCE 2022**

When needed, educators support children in performing daily cleanup and maintenance jobs in the classroom.

- [ ] Yes
- [ ] No
- [ ] Not Age
- [ ] No Opp

**Rate as No Opp** if daily cleanup and maintenance jobs do not take place during the observation. Rate **No** if there are missed opportunities for children to be engaged in these tasks or if daily cleanup and maintenance jobs are observed and educators do not support children in these tasks, when needed.
3D.2  T P K S  NEW ITEM LANGUAGE 2022

**Educators** allow the right amount of time for children to smoothly transition from one activity to the next.

Rate as No Opp if no opportunity for transitions is present during the observation.

---

3E: Responding to Children’s Interests and Needs

3E.1  I T P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

**Educators** rearrange the classroom, when necessary, to help children explore new concepts or topics.

Rate as No Opp if it is not necessary for educators to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for educators to rearrange the classroom to help children explore new concepts or topics during the observation and educators do not do so.

*Examples of rearranging the classroom: Educators expand learning centers or move furniture.*

*Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.*

*Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.*

3E.2  I T P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

**Educators** rearrange the classroom, when necessary, so children can continue doing an activity.

Rate as No Opp if it is not necessary for educators to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for educators to rearrange the classroom so children can continue doing an activity and educators do not do so.

*Examples of rearranging the classroom: Educators expand learning centers or move furniture.*

*Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.*

*Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.*

3E.3  I T P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

**Educators** depart from planned activities if children show interest in a different topic or activity.

Rate as 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 educators do not depart from the planned activities for the day during the observation.

3E.6  I  NEW ITEM LANGUAGE 2022

When an infant shows interest or pleasure in an activity, **educators** help prolong the activity through encouragement or active involvement.

3E.7  T P K S  NEW ITEM LANGUAGE & GUIDANCE 2022

**Educators** sometimes customize learning experiences, based on their knowledge of the children’s social relationships.

Rate as No Opp unless there is clear evidence of an opportunity for educators to do this. Look for evidence that educators have knowledge of the children and adapt teaching to meet the specific needs of each child and the class.

*Examples of learning experiences: Experiments, performing arts, conversations, field trips.*
### 3E.15 I

In infant groups, schedules, routines, and learning experiences are flexible and follow babies’ needs and interests.

- Yes
- No

### 3E.16 I

Infant educators recognize and respond to babies’ nonverbal cues.

- Yes
- No
- No

*Rate No if infants’ non-verbal cues are consistently ignored or unanswered.

Examples of non-verbal cues: lifting arms, offering items, wiggling, rocking, pointing, waving, smiling, frowning, grimacing.

### 3F: Making Learning Meaningful for All Children

### 3F.1 PKS

Educators have conversations with the children about their experiences.

- Yes
- No
- Not Age

### 3G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

#### 3G.1 ITPKS

As a child refines skills or gains a new skill, educators fine-tune their teaching support to advance that child’s further learning (scaffolding).

- Yes
- No
- No
- No

*Rate as No Opp if there are no opportunities for children to refine or learn new skills.

*Rate No if there are missed opportunities for educators to fine-tune their teaching support as children refine or learn new skills.

Examples of teaching supports related to scaffolding: Educators assist in making a plan to attempt new tasks, divide tasks into simpler tasks, or ask prompting questions to promote thinking about the task and problem solving.

Scaffolding: Educators “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The educator gradually reduces the support as the child is able to proceed independently.” Adapted from Developmentally Appropriate Practice, 3rd Edition Page 154.

#### 3G.2 ITPKS

As a child refines skills or gains a new skill, educators advance that child’s further learning by making the activity a little more difficult (scaffolding).

- Yes
- No
- No
- No

*Rate as No Opp if there are no opportunities for children to refine or learn new skills.

*Rate No if there are missed opportunities for educators to advance a child’s learning by making the activity a little more difficult as children refine or learn new skills.

Scaffolding: Educators “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The educator gradually reduces the support as the child is able to proceed independently.” Adapted from Developmentally Appropriate Practice, 3rd Edition Page 154.

#### 3G.3 TPKS

Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.

- Yes
- No
- Not Age

#### 3G.4 TPKS

Educators help children express their ideas about curriculum content and build on the meaning of their experiences.

- Yes
- No
- Not Age
### Class Observation Tool: All Ages

**3G.5** T P K S

**New Item Language 2022**

**Educators** help children identify and use what they already know (prior knowledge).

- ☐ Yes
- ☐ No
- ☐ Not Age

**Examples of learning experiences:** Experiments, performing arts, conversations, field trips.

---

**3G.6** T P K S

**New Item Language 2022**

**Educators** provide learning experiences that extend and challenge children’s current understanding of the world.

- ☐ Yes
- ☐ No
- ☐ Not Age

---

**3G.11** I T

**New Item 2022**

**Educators** listen and respond to what infant and toddlers say by providing additional information.

- ☐ Yes
- ☐ No
- ☐ Not Age

**Examples of providing additional information:** “Flower”; “The pink flower smells nice”; “Doggie”; “It’s a big brown dog”.

---

### Standard 5 – Health

#### 5A: Promoting and Protecting Children’s Health and Controlling Infectious Disease

**5A.1** I T P K S

**New Item Language 2022**

**Staff** change diapers or training pants when wet or soiled.

- ☐ Yes
- ☐ N/A
- ☐ No
- ☐ No Opp

*Do not rate how family members change diapers, if observed. Rate N/A if the class does not include children in diapers or training pants. Rate No if wet or soiled diapers were not changed during the observation. Rate as No Opp if there are no obvious signs of wet or soiled diapers or training pants during the observation.*

---

**5A.2** I T P K S

Each designated changing area is separated by a partial wall OR is located at least three feet from other areas that children use.

- ☐ Yes
- ☐ No

*Designated changing area: An area or space prepared for the purpose of changing soiled diapers, training pants, or underwear and in which all changing related materials are readily available.*

*Examples of designated changing areas:** Changing tables, bathrooms, curtained/semi-private nooks or corners.

---

**5A.3** I T P K S

All diaper bins have a lid that opens and closes tightly using a hands-free device (e.g., step can).

- ☐ Yes
- ☐ N/A
- ☐ No

*Rate N/A if the class does not include children in diapers or disposable training pants. Rate YES if the class has an “in-counter drop-in” diaper bin that allows for hands-free disposal of soiled diapers. Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.*

---

**5A.4** I T P K S

Children cannot access diaper bins.

- ☐ Yes
- ☐ N/A
- ☐ No

*Rate N/A if the class does not dispose of diapers in their room. Rate YES if the class has an “in-counter drop-in” diaper bin that is fully enclosed and cannot be accessed by the children. Rate NO if diapers are disposed in an accessible trash can used for multiple purposes. Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.*

---

**5A.5** I T P K S

**New Guidance 2022**

Both children and adults wash or sanitize their hands before meals and snacks.

- ☐ Yes
- ☐ No
- ☐ No Opp

*For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Rate as No Opp if no meals or snacks are consumed during the observation. Bottle feedings are rated in item 5A.8.*

---

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### 5A.6 ITPKS

Both children and adults wash or sanitize their hands after playing in water that is shared by two or more people.

For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.

Rate as No Opp if water play does not take place during the observation.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

### 5A.7 ITPKS

Both children and adults wash their hands after touching sand or dirt.

Rate as No Opp if neither children nor adults touch sand or dirt during the observation.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

### 5A.8 ITPKS

NEW GUIDANCE 2022

Adults wash or sanitize their hands before and after feeding a child.

Rate N/A when observing meal or snack time in classes where all children are capable of independently feeding themselves. Rate as No Opp if no bottles, meals, or snacks are served during the observation.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>N/A</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5A.9 ITPKS

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.

ALL elements must be observed in MOST of the adults and children MOST of the time to rate Yes for this indicator. Rate as No Opp if no handwashing takes place during the observation.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5A.10 I

NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Staff place infants on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician.

Rate as No Opp if no infants are observed being placed to sleep. During the Orientation Meeting at the beginning of the Site Visit, the assessor will ask if any enrolled infants younger than 12 months have a physician’s authorization to be placed to sleep in any position other than back. If so, documentation must be shown to the assessor prior to scheduled class observations.

Infant sleep positioners: Devices intended to keep an infant in a desired position while sleeping.

Examples of infant sleep positioners: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, elevated crib mattresses.

### 5A.11 I

NEW ITEM LANGUAGE 2022

Staff only place infants to sleep in equipment that is specifically designed for infant sleep.

Rate as No Opp if no infants are observed being placed to sleep.

Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Examples of infant sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

### 5A.12 I

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.

Rate as No Opp if no infants arrive to the program asleep, or fall asleep during the observation, in equipment not specifically designed for infant sleep.

Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Examples of infant sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.
### 5B: Ensuring Children’s Nutritional Well-being

#### 5B.2

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff do not feed infants in place of other forms of comfort.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

### 5C: Promoting and Protecting Children’s Health and Controlling Infectious Disease

#### 5C.1

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food-serving tables and high chairs are cleaned and sanitized after each use.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

*Rate as No Opp if no food is served during the observation.*

#### 5C.2

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>When strong odors occur in the air, they are controlled using ventilation (not air-freshening sprays).</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

*Rate as No Opp if no strong airborne odors occur during the observation. Rate No if odors persist and staff have not attempted to control them.*

#### 5C.3

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

*Rate as No Opp if no toy becomes contaminated during the observation period. Examples of body secretions or excretions: Blood, saliva, urine, feces, vomit, or mucous.*

### Standard 6 – Staff Competencies, Preparation, and Support

#### 6A: Supportive Work Environment

#### 6A.1

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is suitably sized seating available to adults in the classroom.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

*Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.*

### Standard 7 – Families

#### 7A: Knowing and Understanding the Program’s Families

#### 7A.1

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>If needed, teachers assist families in handling difficult separations during drop-off and pickup times.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

*Rate as No Opp if no difficult separations are observed.*
# Standard 9 – Physical Environment

## 9A: Indoor and Outdoor Equipment, Materials, and Furnishings

### 9A.1 ITPKS

Classrooms are designed so staff can supervise children by sight and sound at all times, without relying on mirrors, cameras, or sound monitors.

- ☐ Yes
- ☐ No

### 9A.2 ITPKS

Classrooms are arranged to provide children with semiprivate areas.

- ☐ Yes
- ☐ No

**Semiprivate:** A space designed for a small number of people.

Examples of semiprivate areas in classrooms: Easel, loft, playhouse, book nook, cozy corner, tent.

### 9A.6 ITPKS

Posted daily schedules, lesson plans, and other notices in the classroom are current and up to date.

- ☐ Yes
- ☐ No

### 9A.7 ITPKS

NEW ITEM 2022

Classrooms have clear pathways that allow children to move from one area to another without disturbing other children’s work and play.

- ☐ Yes
- ☐ No

## 9C: Building and Physical Design

### 9C.1 ITPKS

The classroom is free of hazards that could lead to electrical shock, burns or scalding, slipping, tripping, or falling.

- ☐ Yes
- ☐ No

*Tamper resistant outlets may be difficult to see. Assessors ask about use of tamper resistant outlets during the Orientation Meeting.*

### 9C.2 ITPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

There is a well-marked first aid kit accessible during indoor and/or outdoor gross motor play.

- ☐ Yes
- ☐ No
- ☐ No Opp

Rate as No Opp if the class does not go outside or use an indoor gross motor space during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.

### 9C.3 ITPS

NEW GUIDANCE 2022

There are no choking hazards within the reach of infants, toddlers, or young two year olds.

- ☐ Yes
- ☐ Not Age
- ☐ No

*Use a choke tube to measure classroom items that might be too small when observing in infant, toddler, and young two year old rooms. Natural items in outdoor learning environments (e.g., acorns) and art/sensory materials (e.g., pompoms) that are explored under close supervision are not rated as choking hazards.*

### 9C.9 TPKS

Children can reach the hand-washing sinks without staff assistance (step stools are available if needed).

- ☐ Yes
- ☐ N/A
- ☐ No

Rate N/A if no hand-washing is observed.
### 9D: Environment Health

#### 9D.1 I T P K S

Toxic substances are inaccessible to children.

**Toxic substances:** Any substance that is potentially harmful if ingested, inhaled, or absorbed through the skin.

**Examples of toxic substances:** Cleaners, detergents, bleach, hand sanitizer, paint, pesticides, herbicides, floor and furniture polish.

### Standard 10 – Leadership and Management


**NEW ITEM LANGUAGE & GUIDANCE 2022**

<table>
<thead>
<tr>
<th>Indoor Ratios</th>
<th>I T P K S</th>
<th>ItemID</th>
<th>Age Category</th>
<th>Ratio</th>
<th>☐ Yes</th>
<th>☐ No</th>
<th>☐ Not Age</th>
<th>☐ No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Ratios</td>
<td>I T P K S</td>
<td>10B.1</td>
<td>Infant 0 to 15 months</td>
<td>1:4</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Ratios</td>
<td>I T P K S</td>
<td>10B.2</td>
<td>Toddler/Two 12 to 36 months</td>
<td>1:6</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Ratios</td>
<td>I T P K S</td>
<td>10B.3</td>
<td>Preschool 30 months to 5 years</td>
<td>1:10</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Ratios</td>
<td>I T P K S</td>
<td>10B.4</td>
<td>Kindergarten public/private K to 1st grade</td>
<td>1:12</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Ratios</td>
<td>I T P K S</td>
<td>10B.5</td>
<td>School-Age public/private 1st grade or higher</td>
<td>1:15</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
</tbody>
</table>

**Staff** maintain developmentally appropriate staff-to-child ratios in classrooms and other indoor settings.

Rate as **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.

**Mixed age class:** a class that includes children whose ages range beyond the overlapping portion of two age categories.

**Example:** A class of children aged 9 months to 24 months is a mixed age infant-toddler class.

**Staff-to-child ratio:** The number of children compared to the number of staff.

---

**NEW ITEM LANGUAGE & GUIDANCE 2022**

<table>
<thead>
<tr>
<th>Indoor Class Size</th>
<th>I T P K S</th>
<th>ItemID</th>
<th>Age Category</th>
<th>Class Size</th>
<th>☐ Yes</th>
<th>☐ No</th>
<th>☐ Not Age</th>
<th>☐ No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Class Size</td>
<td>I T P K S</td>
<td>10B.6</td>
<td>Infant 0 to 15 months</td>
<td>8</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Class Size</td>
<td>I T P K S</td>
<td>10B.7</td>
<td>Toddler/Two 12 to 36 months</td>
<td>12</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Class Size</td>
<td>I T P K S</td>
<td>10B.8</td>
<td>Preschool 30 months to 5 years</td>
<td>20</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Class Size</td>
<td>I T P K S</td>
<td>10B.9</td>
<td>Kindergarten public/private K to 1st grade</td>
<td>24</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
<tr>
<td>Indoor Class Size</td>
<td>I T P K S</td>
<td>10B.10</td>
<td>School-Age public/private 1st grade or higher</td>
<td>30</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Not Age</td>
<td>☐ No Opp</td>
</tr>
</tbody>
</table>

**Staff** maintain a developmentally appropriate class size in classrooms and other indoor settings.

Rate as **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.

**Mixed age class:** a class that includes children whose ages range beyond the overlapping portion of two age categories.

**Example:** A class of children aged 9 months to 24 months is a mixed age infant-toddler class.
<table>
<thead>
<tr>
<th>Outdoor Ratios</th>
<th>ITPKS</th>
<th>ItemID</th>
<th>Age Category</th>
<th>Ratio</th>
<th>Yes</th>
<th>No</th>
<th>Not Age</th>
<th>No Opp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10B.11</td>
<td>Infant</td>
<td>1:4</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 to 15 months</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10B.12</td>
<td>Toddler/Two</td>
<td>1:6</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 to 36 months</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10B.13</td>
<td>Preschool</td>
<td>1:10</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30 months to 5 years</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10B.14</td>
<td>Kindergarten</td>
<td>1:12</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>public/private K to 1st grade</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10B.15</td>
<td>School-Age</td>
<td>1:15</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>public/private 1st grade or higher</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Staff** maintain developmentally appropriate staff-to-child ratios in outdoor settings.

Rate as 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.

**Mixed age class:** a class that includes children whose ages range beyond the overlapping portion of two age categories.

**Example:** A class of children aged 9 months to 24 months is a mixed age infant-toddler class.

**Staff-to-child ratio:** The number of children compared to the number of staff.
### Global Ratings

*Indicate your level agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were many positive interactions between children and staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The furnishings in the room are rich in quantity, quality, and variety.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The materials in the room are rich in quantity, quality, and variety.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The indoor learning space is optimally and uniquely suitable for the age and developmental level of the children.</td>
<td>☐</td>
<td>☐</td>
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### Notes

*Notes are NOT optional for this tool. Describe what was happening with the class during the observation period: indoor vs. outdoor play, free play, routines, transitions, snacks or meals, arrival times, etc. If staff entered or left during the observation, note time in or out. Note anything unusual or challenging. You may also use this page optionally to record comments about particular ratings, questions, issues, procedural irregularities, or anything else you think NAEYC should know about this class assessment or this tool. Write item numbers if applicable.*

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Class Observation Tool

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