

Program ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Class Name: _____ Class Number: _____

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

Max # of Children: _____

Age category(ies) of children in this group:

of Staff with max # of Children: _____

☐ Infant ☐ Toddler/Two

☐ Preschool ☐ Kindergarten

☐ School-Age

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

Are there children with identified special needs in the group today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Speech & language <input type="checkbox"/> Neurological disorders <input type="checkbox"/> Down Syndrome <input type="checkbox"/> Learning disabilities	<input type="checkbox"/> Orthopedic handicaps <input type="checkbox"/> ADHD <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Visual Impairment
Are there children with special needs enrolled in the group, although not here today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Autism, spectrum disorders <input type="checkbox"/> Mentally disabled /Developmentally delayed <input type="checkbox"/> Other, specify _____	<input type="checkbox"/> Behavioral <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) <input type="checkbox"/> Other, specify _____

Teaching Staff during Observation: Write one name on each line below. If staff entered or left (more than 5 min.) during the observation, note time in or out.

Other staff present during Observation:

Reliability Check?
Yes ☐ No ☐

General Rating Guidelines:
“Have Chances” - Conversations, materials, equipment, or activities that allow for children to engage in a particular concept or area of development. At least 2 examples, in some combination must be observed.

Standard 1 – Relationships

1.B: Building Positive Relationships between Teachers and Children.

22	1.B.05	I, T, P, K, S	Teachers respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Opp
Rate No Opp if no negative emotions are observed. Developmentally appropriate: based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.				
26	1.B.07	I, T, P, K, S	Teachers take into account children's differing temperaments when relating to each child.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).				
27	1.B.07	P, K, S	Teachers take into account children's differing activity levels when relating to each child.	<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No
Watch for teaching staff's sensitivity to individual children (versus treating all children basically the same way).				
31	1.B.09	I, T, P, K, S	Staff never use physical punishment and do not engage in psychological abuse or coercion.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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. 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. Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); 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).				
37	1.B.11	I	Infant teachers talk, coo, and sing to infants and repeat infants' sounds.	<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No
40	1.B.13	I, T	Teachers are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly.	<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No
42	1.B.13	I, T	Teachers can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress.	<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No <input type="checkbox"/> No Opp
Rate No Opp if no cries or other signs of distress are observed.				

1.C: Helping Children Make Friends

461.C.01I

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

☐Yes☐Not Age

☐No

551.C.04T, P, K, S

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

☐Yes☐Not Age

☐No☐No Opp

Rate No Opp if no evidence of conflicts is observed.

561.C.04T, P, K, S

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

☐Yes☐Not Age

☐No☐No Opp

Rate No Opp if no evidence of conflicts is observed.

571.C.04T, P, K, S

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

☐Yes☐Not Age

☐No☐No Opp

Rate No Opp if no evidence of conflicts is observed.

581.C.04T, P, K, S

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

☐Yes☐Not Age

☐No☐No Opp

Rate No Opp if no evidence of conflicts is observed.

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

661.D.01I, T, P, K, S

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

☐Yes

☐No

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.

671.D.01I, T, P, K, S

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

☐Yes

☐No

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.

751.D.02T, P, K, S

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

☐Yes☐Not Age☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

771.D.03T, P, K, S

Teachers anticipate problematic behavior and take steps to prevent it.

☐Yes☐Not Age☐No

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.

891.D.05T, P, K, S

Teachers use narration and description of ongoing interactions to identify prosocial behaviors.

☐Yes☐Not Age☐No

1.F: Promoting Self-Regulation

1021.F.01T, P, K, S

Teachers help children learn emotional regulation skills.

☐Yes☐Not Age☐No

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

1081.F.02T, P, K, S

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

☐Yes☐Not Age☐No

1101.F.02T, P, K, S

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

☐Yes☐Not Age☐No

Standard 2 – Curriculum

2.A: Curriculum: Essential Characteristics

1572.A.10T, 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☐Not Age☐No

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.

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

1722.B.02T, P, K, S

Children have chances to recognize and name other people’s feelings.☐Yes☐Not Age
☐No

1732.B.02I

For infants, teachers show and name their own feelings and the feelings of other children.☐Yes☐Not Age
☐No

1852.B.06T, P, K, S

Children have chances to learn how to resolve conflicts in constructive ways.☐Yes☐Not Age
☐No☐No Opp

Rate No Opp if there are no opportunities to observe conflict resolution.

1862.B.07T, P, K, S

Children have chances to understand that other people may have different thoughts and opinions than theirs.☐Yes☐Not Age
☐No☐No Opp

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.

1872.B.07T, P, K, S

Children have chances to learn that other people may have different feelings than they do.☐Yes☐Not Age
☐No☐No Opp

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.

2.D: Areas of Development: Language Development

2292.D.06P, K, S

Children have discussions with each other or with staff to solve problems related to the physical world.☐Yes☐Not Age
☐No☐No Opp

Rate 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.

6773.F.07T, P, K, S

Teachers use words that children may not understand and provide explanations or examples of these words.☐Yes☐Not Age
☐No

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

2352.E.01I, T

Teachers play individually with infants, toddlers, and twos by singing songs.☐Yes☐Not Age
☐No

2552.E.03T, P, K, S

Teachers help children connect print to spoken word.

☐ Yes

☐ Not Age

☐ No

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

2712.E.04P, K, S

Some of the books available to children relate to current learning topics, themes, or activities.

☐ Yes

☐ Not Age

☐ No

2832.E.05P, K, S

Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.

☐ Yes

☐ Not Age

☐ No

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.

2852.E.05P, K, S

Teachers help children write the words and messages they are trying to communicate.

☐ Yes

☐ Not Age

☐ No

☐ No Opp

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.

2872.E.05P, K, S

Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.

☐ Yes

☐ Not Age

☐ No

2882.E.05P, K, S

Teachers model the process of print writing.

☐ Yes

☐ Not Age

☐ No

☐ No Opp

Rate No Opp if there are no opportunities for teachers to model the functional use of writing during the observation. Rate No if there are missed opportunities for teachers 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.

2892.E.05P, K, S

Teachers talk about the many ways writing is used in daily life.

☐ Yes

☐ Not Age

☐ No

☐ No Opp

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.

Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, notes, e-mail, online-posts.

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

3252.F.01I, T

Infants, toddlers, and twos have chances to play with toys in a variety of shapes. ☐Yes ☐Not Age ☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

3262.F.01I, T

Infants, toddlers, and twos have chances to play with toys in graduated sizes. ☐Yes ☐Not Age ☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

3272.F.01I, T

Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors. ☐Yes ☐Not Age ☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

3282.F.01I, T

Infants, toddlers, and twos have chances to play with a variety of patterned toys and other objects. ☐Yes ☐Not Age ☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

Examples of patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley.

3372.F.02T, P, K, S

Children have chances to see and learn about number concepts. ☐Yes ☐Not Age ☐No

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.

3432.F.03T, P, K, S

There are toys and other objects in the learning environment that children can categorize by shape, size, and color. ☐Yes ☐Not Age ☐No

3502.F.06P, K, S

There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes. ☐Yes ☐Not Age ☐No

3552.F.08P

Children have chances to recognize and name repeating patterns. ☐Yes ☐Not Age ☐No

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...

3572.F.09K, S

Kindergartners and school-agers have chances to make and record measurements of things.

☐Yes☐Not Age

☐No

3592.F.10K, 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☐Not Age

☐No

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

3632.F.12K, S

Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment.

☐Yes☐Not Age

☐No

2.G: Curriculum Content Area for Cognitive Development: Science

3682.G.01I, T

Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.

☐Yes☐Not Age

☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

3692.G.01I, T

Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems.

☐Yes☐Not Age

☐No

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

3902.G.05P, K, S

There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.

☐Yes☐Not Age

☐No

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

3942.G.06P, K, S

Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.

☐Yes☐Not Age

☐No

Phenomena: Facts or occurrences directly observable by the senses.

2.J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

4082.J.01I, 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.

4102.J.01I, 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.

4162.J.02I, T

Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.

☐Yes☐Not Age☐No

4302.J.05T, P, K, S

Children have chances to develop and practice art skills such as cutting, gluing, and caring for tools and supplies.

☐Yes☐Not Age☐No

4352.J.06P, K, S

Children have chances to create both two- and three-dimensional art.

☐Yes☐Not Age☐No

Rate Yes if at least one opportunity of both types of art (two-dimensional AND three-dimensional) are observed.

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

4692.L.03T, P, K, S

Children have chances to learn that families have a variety of family structures.

☐Yes☐Not Age☐No

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.

4842.L.05T, P, K, S

Children have chances to learn specific details about the actual community in which they live.

☐Yes☐Not Age☐No

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.

4962.L.07P, K, S

Children have chances to learn about the physical and geographic characteristics of their local environment.

☐Yes☐Not Age☐No

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

5052.L.10P, K, S

Children have chances to build a basic understanding of economic concepts.

☐Yes☐Not Age☐No

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

Standard 3 – Teaching

3.A: Designing Enriched Learning Environments

517 3.A.02 I, T, P, K, S

Teachers have arranged their classrooms in a way that protects children’s health and safety. ☐Yes
☐No

532 3.A.06 T, P, K, S

At least half of the classroom displays show children’s works of writing, art, graphs or other creations. ☐Yes ☐Not Age
☐No

3.C: Supervising Children

577 3.C.02 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 teaching staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision. ☐Yes ☐Not Age
☐No

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.

578 3.C.02 I, T

If one or more infant, toddler, or young two year olds 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. ☐Yes ☐Not Age
☐No ☐No Opp

*Rating Note: If item 3C-577 (above) has been rated “Yes”, then you must rate this item “No Opp”.
If item 3C-577 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.
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.
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.*

5833.C.03I, T

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

☐Yes

☐Not Age

☐No

☐No Opp

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

5873.C.04P

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.

☐Yes

☐Not Age

☐No

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.

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.

5883.C.04P

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.

☐Yes

☐Not Age

☐No

☐No Opp

Rating Note: If item 3C.587 (above) has been rated Yes, then you must rate this item No Opp.
If item 3C.587 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. Also rate NO if any child is out of sight or sound supervision for any amount of time in an unsafe environment.

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.

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.

5913.C.05K, S

Teachers of kindergartners and school-age children keep these children within sight and/or hearing most of the time. A teacher 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

☐Not Age

☐No

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.

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.

1543	3.C.02	I, T
If one or more infant, toddler, or young two-year olds 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.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<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> <p><i>Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.</i></p> <p><i>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.</i></p> <p><i>Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.</i></p>		

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.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<p><i>Rating Note: If item 3C-587 (above) has been rated Yes, then you must rate this item No Opp.</i></p> <p><i>If item 3C-587 has been rated No, then you must rate this item Yes or No.</i></p> <p><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></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> <p><i>Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.</i></p> <p><i>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.</i></p> <p><i>Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.</i></p>		

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

616	3.D.08	T, P, K, S
Teachers show children how to perform daily cleanup and maintenance jobs in the classroom.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<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>		
617	3.D.09	T, P, K, S
Teachers allow the right amount of time for children to smoothly transition from one activity to the next.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<p><i>Rate No Opp if no opportunity for transitions is present during the observation.</i></p>		

3.E: Responding To Children’s Interests and Needs

635 3.E.01 I, T, P, K, S

Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics. ☐Yes
☐No ☐No Opp

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.

Examples of rearranging the classroom: Staff 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.

636 3.E.01 I, T, P, K, S

Teachers rearrange the classroom, when necessary, so children can continue doing an activity. ☐Yes
☐No ☐No Opp

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.

Examples of rearranging the classroom: Staff 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.

645 3.E.03 I, T, P, K, S

Teachers depart from planned activities if children show interest in a different topic or activity. ☐Yes
☐No ☐No Opp

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.

647 3.E.04 I, T, P, K, S

Teachers adapt their teaching strategies to best fit each child’s learning style. ☐Yes
☐No

*Rate Yes if you see that children are engaged in activities and are not frustrated by the activities.
Examples of teaching strategies: Small and large group activities, teacher-or child-directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities.
Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.*

648 3.E.04 I, T, P, K, S

Teachers modify classroom materials when necessary to fit each child’s learning style. ☐Yes
☐No ☐No Opp

*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.
Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.*

653 3.E.06 I

When an infant shows interest or pleasure in an activity, teachers help prolong the activity through encouragement or active involvement. ☐Yes ☐Not Age
☐No

656	3.E.08	T, P, K, S
Teachers sometimes customize learning experiences based on their knowledge of the children’s social relationships.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<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>		
<i>Examples of learning experiences: Experiments, performing arts, conversations, field trips.</i>		

3.F: Making Learning Meaningful for All Children

678	3.F.07	P, K, S
Teachers have conversations with the children about their experiences.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No</div>		

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

691	3.G.03	I, T, P, K, S
As a child refines skills or gains a new skill, teachers fine-tune their teaching support to advance that child’s further learning (scaffolding).		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<i>Rate No Opp if there are no opportunities for children to refine or learn new skills.</i>		
<i>Rate No if there are missed opportunities for teachers to fine-tune their teaching support as children refine or learn new skills.</i>		
<i>Examples of teaching supports related to scaffolding: Teaching staff 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.</i>		
<i>Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally appropriate Practice, 3rd Edition Page 154.</i>		

692	3.G.03	I, T, P, K, S
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).		
<div><input type="checkbox"/>Yes</div> <div><input type="checkbox"/>No<input type="checkbox"/>No Opp</div>		
<i>Rate No Opp if there are no opportunities for children to refine or learn new skills.</i>		
<i>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>		
<i>Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally appropriate Practice, 3rd Edition Page 154.</i>		

702	3.G.07	T, P, K, S
Teachers use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No</div>		

703	3.G.07	T, P, K, S
Teachers help children express their ideas about curriculum content and build on the meaning of their experiences.		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No</div>		

704	3.G.08	T, P, K, S
Teachers help children identify and use what they already know (prior knowledge).		
<div><input type="checkbox"/>Yes<input type="checkbox"/>Not Age</div> <div><input type="checkbox"/>No</div>		

7053.G.08T, P, K, S

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

☐Yes☐Not Age☐No

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

Standard 5 – Health

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

8355.A.08I, T, P, K, S

☐N/A

Program staff change diapers or training pants when wet or soiled.

☐Yes☐No☐No Opp

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. Rate NOpp if there are no obvious signs of wet or soiled diapers or training pants during the observation.

8375.A.08I, 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.

8425.A.08I, T, P, K, S

☐N/A

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

☐Yes☐No

Rate N/A if the group does not include children in diapers or disposable training pants.
Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.

8445.A.08I, T, P, K, S

☐N/A

Children cannot access diaper bins.

☐Yes☐No

Rate N/A 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.

Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.

8705.A.09I, T, P, K, S

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 No Opp if no meals or snacks are consumed during the observation.

8735.A.09I, T, P, K, S

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

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

8755.A.09I, T, P, K, S

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

☐Yes☐No☐No Opp

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

8775.A.09I, T, P, K, S☐N/A

Adults wash or sanitize their hands before and after feeding a child.
☐Yes
☐No☐No Opp

Rate N/A 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.

8825.A.09I, T, P, K, S

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.
☐Yes
☐No☐No Opp

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.

9205.A.12I

Teaching staff place infants on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician.
☐Yes☐Not Age
☐No☐No Opp

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.

Infant sleep positioners: Devices intended to keep an infant in a desired position while sleeping. Examples of sleep positioners: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant or crib mattress.

9215.A.12I

Teachers place infants to sleep in infant sleep equipment that meets current standards of the United States Consumer Product Safety Commission.
☐Yes☐Not Age
☐No☐No Opp

Rate No Opp if no infants are observed being placed to sleep.
Examples of sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

9225.A.12I

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.
☐Yes☐Not Age
☐No☐No Opp

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.

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

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

5.B: Ensuring Children’s Nutritional Well-being

9795.B.10I

Staff discard any formula or breast milk that has been unrefrigerated for one hour or more.
☐Yes☐Not Age
☐No☐No Opp

Rate No Opp if no unrefrigerated formula or breast milk is seen during the observation.

9965.B.12I

Staff do not feed infants in place of other forms of comfort.
☐Yes☐Not Age
☐No

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

10085.C.01I, T, P, K, S

Food-serving tables and high chairs are cleaned and sanitized after each use.☐ Yes
☐ No☐ No Opp
Rate No Opp if no food is served during the observation.

10095.C.01I, T, P, K, S

When strong odors occur in the air, they are controlled using ventilation (not air-freshening sprays).☐ Yes
☐ No☐ No Opp
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.

10225.C.03I, T, P, K, S

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 other location created for that purpose.☐ Yes
☐ No☐ No Opp
*Rate 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 – Professional Competencies and Supports6.A: Supportive Work Environment

1546NEWI, T, P, K, S

There is suitably sized seating available to adults in the classroom.☐ Yes
☐ No
Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.

6.B: Professional Identity and Recognition

10406.A.02I, T, P, K, S

Teachers’ communication with families is culturally sensitive and professional.☐ Yes
☐ No☐ No Opp
Rate No Opp if no communication between teachers and family members is observed.

Standard 7 – Families7.A: Knowing and Understanding the Program’s Families

11037.A.10I, T, P, K, S

If needed, teachers assist families in handling difficult separations during drop-off and pick-up times.☐ Yes
☐ No☐ No Opp
Rate No Opp if no difficult separations are observed.

Standard 9 – Physical Environment9.A: Indoor and Outdoor Equipment, Materials, and Furnishings

11779.A.05I, T, P, K, S

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

11979.A.12I, T, P, K, S

Classrooms are arranged to provide children with semiprivate areas.☐ Yes
☐ No

Semiprivate: A place designed to invite children to play or work alone or with a friend. Examples of semiprivate areas: Easel, loft, playhouse, book nook, cozy corner, tent.

11989.A.12I, T, P, K, SN/A

Classrooms are arranged to provide full access (as needed) to children with physical special needs.☐ Yes
☐ No

Rate N/A if there are no children with physical special needs enrolled in the class.
Special needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports.

9.C: Building and Physical Design

12539.C.08I, T, P, K, S

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.

12619.C.10I, T, P, K, S

There is a well-marked, readily accessible, fully equipped first aid kit outside during outdoor play.☐ Yes
☐ No☐ No Opp

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.

12789.C.16I, T

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 any item that might be too small when observing in infant, toddler, and young two year old rooms.

9.D: Environment Health

12989.D.09I, T, P, K, S

Toxic substances are inaccessible to children.☐ Yes
☐ No

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

10.B: Management Policies and Procedures

10.B.12	I, T, P, K, S	ItemID	Age Category	Ratio		
Program staff maintain Developmentally appropriate staff-to-child ratios in classrooms and other indoor settings.		1359	Infant	1:4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1519	Toddler/Two	1:6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1520	Preschool	1:10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1521	Kindergarten	1:12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1537	School-Age	1:15	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

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.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

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

10.B.12	I, T, P, K, S	ItemID	Age Category	Group Size		
Program staff maintain a Developmentally appropriate group size in classrooms and other indoor settings.		1360	Infant	8	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1522	Toddler/Two	12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1523	Preschool	20	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1524	Kindergarten	24	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1538	School-Age	30	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

Rate as 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.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

10.B.12	I, T, P, K, S	ItemID	Age Category	Ratio		
Program staff maintain Developmentally appropriate staff- to-child ratios in outdoor settings.		1361	Infant	1:4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1525	Toddler/Two	1:6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1526	Preschool	1:10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1527	Kindergarten	1:12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		1539	School-Age	1:15	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

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.

Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

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

Global Ratings				
Make the following global ratings of observation quality. Before rating, consider the specific mid-point and end-point descriptions for each scale. For each item, circle the number that most accurately describes this observation.				
Interactions among the group (teacher: child, child: child)	Few/none; or many negative 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Average; neutral tones 3 <input type="checkbox"/>	Many, positive interactions 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
Furnishings & materials in the room	Poor quantity, quality & variety 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Sufficient type and amount 3 <input type="checkbox"/>	Rich quantity, quality & variety 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
Room layout for this age group	Age-inappropriate or dangerous 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Appropriate, safe 3 <input type="checkbox"/>	Optimal or uniquely suitable 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
Notes				
Notes are NOT optional for this tool. In one or two sentences, 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. 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.				