

# ECERS-R → ECERS-3

## MAKING THE TRANSITION

### What stays the same?

- ECERS-3 looks similar to ECERS-R with indicators grouped into items and subscales, and levels of quality indicators in levels 1, 3, 5, and 7
- ECERS-3 is scored in exactly the same manner as the ECERS-R
- ECERS-3 continues the primary intent to measure global quality of learning environments for preschool-aged children
- Both scales cover the broad range of developmental needs of children including language and cognitive, social-emotional and physical development, as well as concern for children's health and safety
- ECERS-3 continues to focus on the productive use of time (with greatly simplified time calculations)

### What is New in the ECERS-3?

#### Five New Language & Literacy Items

1. **Helping children to expand vocabulary** - Helping children learn new words through a variety of interactions and experiences
2. **Encouraging children to use language** - Fostering communication skills through interactions with staff and one another
3. **Staff use of books with children** - Stimulating the desire to read by engaging children in the use of books for enjoyment and information
4. **Encouraging children's use of books** - Providing and encouraging the use of a wide range of interesting books for children to use on their own
5. **Becoming familiar with print** – Making the connection between the spoken and printed word in meaningful ways throughout the day

#### Three New Math Items

1. **Math materials and activities** - Not just about access to materials, but instead about how staff use and teach with the materials in a way that engages children
2. **Math in daily events** - Making children aware of how math is useful in daily life and activities
3. **Understanding written numbers** – Introducing printed numbers to children in a meaningful way

### Key Differences between ECERS-R and ECERS-3

#### The ECERS-3:

- Assesses programs for three through five year olds
- Places more emphasis on interactions and the teacher's role
- Decreases emphasis on counting materials, more on how they are used in teaching activities
- Places greater reliance on observation of ongoing classroom activity
- Eliminates need for teacher interview
- Eliminates Parents and Staff subscale to allow more time to focus on actual classroom practices
- Utilizes current research to determine where the indicators lie on the spectrum of quality (improved scaling)
- Increases emphasis on engaging language, literacy, and math experiences with many new items and indicators



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### What Resources Are Available?

On-site technical assistance and coaching; you can find your Quality Coach by [clicking here](#)

Free Online Training: [Kentucky All STARS: Introduction to the Environment Rating Scales \(ERS\)](#)

[Video: Brief Introduction to the ECERS-3](#)

Visit the Environment Rating Scales Institute (ERSI) [website](#)

ERSI online training [ECERS-3 101](#) (for a fee)

### Recommendations for a Successful Rating

- Work with your Quality Coach to receive technical assistance; you can find your Quality Coach by [clicking here](#)
- Allow your Quality Coach to conduct a practice observation and develop an improvement plan
- Implement the recommended changes
- Obtain an ECERS-3 book and familiarize yourself with it

