



## **INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS-3)**

### **Birth – 3 Years**

The ITERS-3 is a classroom assessment tool designed to measure the quality of the environment and interactions provided to infant and toddler children, up to 36 months of age. Data is collected through a brief interview and a 3-hour block of time for classroom observations. The observation should take place during the most active part of the day. This is typically scheduled from 9:00AM to 12:00PM. The 3 hours are a “time sample” in which all that is observed and documented during that timeframe will determine the score for each item on the rating scale.

**The ITERS-3 assessment consists of 33 items organized into 6 subscales:**

- Space and Furnishings (Items 1-4)
- Personal Care Routines (Items 5-8)
- Language and Books (Items 9-14)
- Activities (Items 15-24)
- Interaction (Items 25-30)
- Program Structure (Items 31-33)

Each item is divided into indicators ranked from 1 to 7. A ranking of 1 describes care that does not meet custodial care needs while a ranking of 7 describes excellent, high-quality personalized care.

The ITERS-3 can be used by teachers for self-assessment of the quality of their classrooms, and to determine the areas of high quality and areas that may need additional attention. ITERS-3 may also be used by directors and supervisors to determine action plans for working with programs, or to examine the quality of programs over time.

**The ITSN program will conduct the ITERS observation twice for each classroom:**

- Pre-ITERS-3
- Trainings and meetings with ITSN
- Post-ITERS-3

The scores will be used to help create goals for each teacher and/or classroom. The score can also determine if materials can be provided for quality improvement. The difference between the pre-ITERS and post-ITERS scores will help to measure the effectiveness of the ITSN program and show you how your hard work has created a high-quality learning environment for your children.

### **Space and Furnishings**

1. Indoor space
2. Furnishings for care, play, and learning
3. Room arrangement
4. Display for children

### **Personal Care Routines**

5. Meals/snacks
6. Diapering/toileting
7. Health practices
8. Safety practices

### **Language and Books**

9. Talking with children
10. Encouraging vocabulary development
11. Responding to children's communication
12. Encouraging children to communicate
13. Staff use of books with children
14. Encouraging children's use of books

### **Activities**

15. Fine motor
16. Art
17. Music and Movement
18. Blocks
19. Dramatic Play
20. Nature/Science
21. Math/Number
22. Appropriate Use of Technology
23. Promoting Acceptance of Diversity
24. Gross Motor

### **Interaction**

25. Supervision of Gross Motor Play
26. Supervision of Play and Learning (non-gross motor)
27. Peer Interaction
28. Staff-Child Interaction
29. Providing Physical Warmth/Touch
30. Guiding Children's Behavior

### **Program Structure**

31. Schedule and Transitions
32. Free play
33. Group play activities