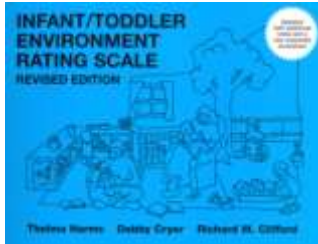


## Quality Rating and Improvement System (QRIS) List of Measurement Tools

### Measurement Tools: Environment Rating Scale (ERS)

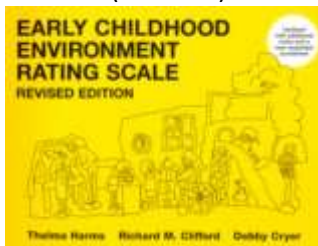
#### Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R)



ITERS-R is a revision of the original ITERS, designed to assess center-based child care programs for infants and toddlers up to 30 months of age. The scale consists of 39 items organized into 7 subscales. This resource is also available Spanish.

The MA QRIS is using the ITERS-R as a measurement tool for all center-based/ school-based programs that serve infants and toddlers at Level 2, Level 3, and Level 4. For updates and additional clarifications for the ITERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

#### Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)



ECERS-R is designed to assess group programs for children in preschool through kindergarten, and ages 2½ through 5. The scale consists of 43 items. This resource is also available Spanish.

The MA QRIS is using the ECERS-R as a measurement tool for all center-based/ school-based programs serving preschool-age children at Level 2, Level 3, and Level 4. For updates and additional clarifications for the ECERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

#### Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R)



FCCERS-R is designed to assess family child care programs conducted in a provider's home for children from infancy through school-age. This resource is also available Spanish.

All family child care homes participating in QRIS are required to use FCCERS-R as a measurement tool at Level 2, Level 3, and Level 4. For updates and additional clarifications for the FCCERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

#### The School-Age Care Environment Rating Scale (SACERS)



SACERS is a scale designed to assess group-care programs for children of school age, 5 to 12.

The MA QRIS is using the SACERS as a measurement tool for all After school/ Out of School Time programs participating in QRIS at Level 2, Level 3, and Level 4. For updates and additional clarifications for the SACER, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>



## Measurement Tools:

### Program Administration Scale

(PAS)



**PAS** is a reliable and easy-to-administer tool designed to assess quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

The MA QRIS is using the PAS as a measurement tool which is required for all center-based/ school-based programs participating in QRIS at Level 2, Level 3, and Level 4. For more Info about PAS:

<http://cecl.nl.edu/evaluation/pas.htm>

### Business Administration Scale

(BAS)



**BAS** is a reliable tool for measuring the overall quality of business and professional practices in family child care settings. When used with FCCERS-R these instruments provide a comprehensive picture of the quality of the family child care learning environment and the business practices that support the program.

The BAS is required for all family child care homes participating in QRIS at Level 2, Level 3, and Level 4. For more info about BAS:

<http://cecl.nl.edu/evaluation/bas.htm>

### The Assessing Afterschool Program Practices Tool

(APT)



**APT** is designed for programs serving children from kindergarten through middle school. It includes two tools. The APT Observation Tool (APT O) focuses on observable program practices; and the APT Program Questionnaire (APT Q), a self-assessment tool which examines other aspects of program quality, such as program planning and connections with schools and parents.

In the MA QRIS the APT is required for all Afterschool / Out-school Time programs participating in QRIS. For more info about APT:

<http://www.niost.org/content/view/1652/282/>

### Strengthening Families Program Self-Assessment



**Strengthening Families Self-Assessment** offers tools to help programs make small but significant changes in their day-to-day practice to build Protective Factors with families. Structured around the Strengthening Families Program Strategies, the tool also includes surveys to gauge changes in behaviors and attitudes among parents and staff in programs doing Strengthening Families.

Strengthening Families Program Self Assessment should be used by all programs participating in QRIS at Level 2. For more Info about the Strengthening Families Self Assessment Tools:

[http://www.strengtheningfamilies.net/index.php/online\\_resources/guide\\_assess/category/self\\_assessment/](http://www.strengtheningfamilies.net/index.php/online_resources/guide_assess/category/self_assessment/)



## Measurement Tools: Teacher-Child Interactions and Relationships

\* Programs and FCCs participating in QRIS should **select one** of the tools below

### Arnett-Caregiver Interaction Scale (Arnett/ CIS)

**Arnett-Caregiver Interaction Scale** has 26 items and is designed to measure the emotional tone, discipline style, and responsiveness of the caregiver in the classroom. The items are usually organized into the following four sub-scales: (1) positive interaction (warm, enthusiastic, and developmentally appropriate behavior), (2) punitiveness (hostility, harshness, and use of threat), (3) detachment (uninvolvement and disinterest), and (4) permissiveness.

The Arnett should be completed for each individual educator and may be downloaded as a PDF is through EEC website. [Download: Arnett PDF](#)

### The Classroom Assessment Scoring System (CLASS)



**The CLASS** is a tool for observing and assessing the qualities of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that are known from research to contribute to children’s social development and academic achievement.

Programs participating in QRIS should conduct a CLASS observation for each classroom or group setting. All Educators present should be included in the observation process that leads to creating CLASS scores for teacher-child interactions

For more info about the CLASS <http://www.teachstone.org/about-the-class/>

A free webinar developed by AFC offers additional information: [http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Classroom%20Assessment%20Scoring%20System%20\(CLASS\)/ClassroomAssessm.htm](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Classroom%20Assessment%20Scoring%20System%20(CLASS)/ClassroomAssessm.htm)

### The APT Self Assessment Observation Tool (APT-O)



**APT-O** is a self assessment observation tool, that is part of the APT. The APT-O is designed to offer a “snapshot” of your program’s quality in areas linked to SAYO outcome areas and focuses on observable program practices.

For more info about APT-O: <http://www.niost.org/content/view/1652/282/>