

Indoor Play Materials Checklist for ITERS-3

This document is intended to be a resource for the types and quantities of indoor play materials required by the ITERS-3 scale within the Books and Activities subscales. It does not include other types of items like indoor furnishings, gross motor equipment, or non-material indicators within the Activity items such as space requirements and interactions. (Please note: This guide only covers the quantities/types required for each indicator and does not include guidance for Access; some indicators have been combined because their only scoring difference is the level of access provided.) Materials should be age-appropriate for the enrolled age groups; most items in the scale book provide examples of age-appropriate materials for each type.

Item 14: Encouraging children's use of books			
<i>Books should be age-appropriate and in good condition (not torn or missing covers, etc.). Duplicates of the same book will only be counted as one book. Electronic books (e-books) can be considered at higher levels of quality if children can use them independently; an electronic device counts as one book only. E-books should not have animation or sound and must be used as a book would be used.</i>			
Checklist	Description	Relevant Indicator(s)	Notes
<input type="checkbox"/> At least 1 book		1.1	
<input type="checkbox"/> At least 5 books		3.1	
<input type="checkbox"/> Some fictional and some factual books	At least two of each type are required. Factual books should have realistic pictures/drawings and provide accurate facts about a topic.	3.2	
<input type="checkbox"/> More than 10 books		5.1	
<input type="checkbox"/> More than 20 books		7.1	

Additional Notes:

Item 15: Fine motor

Materials must be complete, functional, and age appropriate. Sets of toys (e.g. duplos) and duplicates of the same material will only count as one material, but credit can be given for variations (a set of large-sized duplos and a set of small-sized duplos would be considered two materials). Art materials are not counted in this item for the ITERS-3.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 2 different materials		1.1	
<input type="checkbox"/> At least 5 different materials		3.1	
<input type="checkbox"/> At least 10 different materials	More than 10 choices are required for groups of more than 5 children if they show signs that more are needed. The quantity needed here is also based on the max number of children allowed.	5.1	
<input type="checkbox"/> More than 10 different materials		7.1	

Additional Notes:

Item 16: Art

All materials must be accompanied by paper, as needed, or another surface for use when carrying out artwork. To be credited, art materials must be usable (e.g. paint or markers are not dried out) and safe (non-toxic, no choking hazards) for the children. Art materials are only required for children 18 months and older, but the item will also be scored if materials are used with younger children.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 appropriate art material	Required for children 18 months and older. Simple materials should be used, such as crayons, watercolor markers, brush and finger paints, play dough, and collage materials of different textures.	1.1	
<input type="checkbox"/> At least 1 drawing material for two-year-olds	Drawing materials include crayons, nontoxic watercolor markers, pencils, and chalk.	3.1 and 5.1	

Additional Notes:

Item 17: Music and movement

Materials must be in good condition and usable without presenting health issues (such as instruments with mouthpieces). A player of recorded music can be credited as 1 music material. Dance props, such as scarves or ribbons, will not be counted as music materials.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 3 music <i>materials</i>	Music materials include any toy that makes noise, such as rattles, blocks with bells in them, push toys that pop, and the music instruments in 7.1.	3.1	
<input type="checkbox"/> At least 10 music <i>materials</i>	If there are more than 10 children enrolled in the class, there should be enough music materials for one per child enrolled.	5.1	
<input type="checkbox"/> Age-appropriate <i>instruments</i> for two-year-olds	Music instruments may include drums, xylophones, and traditional rhythm instruments such as triangles, maracas, wrist bells, castanets, and cymbals.	7.1	

Additional Notes:

Item 18: Blocks

Blocks are geometric shapes of various sizes and materials that have smooth sides, can be stacked, and are easily pushed over or fall, if they are not balanced properly. This Item does not consider interlocking block materials of any type or size. Types of blocks include soft blocks, lightweight blocks of various sizes/shapes/colors, large cardboard blocks, unit blocks, and smaller blocks such as table blocks or alphabet blocks. Materials that might be choking hazards, such as inch cubes, will not be credited.

The numbers of blocks required to be considered “some” and “enough” will vary depending on the ages and developmental abilities of the children in the group. For example, very young infants who are unable to grasp toys should have access to just a few blocks, so they can experience the characteristics of a block, while infants who can reach and grasp toys will need more blocks.

“Accessories” should enhance, rather than detract from, the block play (for example, train tracks are generally not an appropriate accessory due to the amount of space used). Accessories must be stored with blocks in a way that gives children the message that they are to be used as part of block play. Types of accessories include (1) small people, (2) vehicles, (3) animals, (4) other accessories such as road signs, fences, trees, and small buildings. The accessories should be in sufficient quantities to prevent sharing issues.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least some blocks (enough for meaningful play)	To receive credit at this level, there must be enough blocks for at least one child (based on the ages, abilities, and interests).	1.1	
<input type="checkbox"/> Some blocks accessible	For mobile children or children who are observed to be able to stack or line up blocks, 6 or more blocks of the same type are required.	3.1	
<input type="checkbox"/> At least 5 accessories for 2-year-olds	This indicator requires 5 individual accessories (not 5 types).	3.2	
<input type="checkbox"/> Enough blocks for each age group	For 2-year-olds, blocks should be plentiful enough so children can build independent structures per their ability, with no competition or frustration due to shortage of blocks.	5.1/7.1	

<input type="checkbox"/> Large hollow blocks in a suitably large area	At least one set of hollow blocks in sufficient quantities. Appropriate large hollow blocks for toddlers and two-year olds are those made of lightweight materials, such as cardboard or plastic.	7.2	
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Additional Notes:

Item 19: Dramatic Play

Dramatic play occurs when children use materials to act out roles and manipulate figures such as small toy people in a doll house. "Soft dolls" require a soft body on the doll, but head and limbs could be hard plastic. Dolls must represent humans; mermaids or other half-human representations do not count.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least some dramatic play materials		1.1	
<input type="checkbox"/> At least two dolls and two stuffed animals	Soft stuffed animal puppets can count as soft animals here.	3.1	
<input type="checkbox"/> Many and varied dramatic play materials	"Many" is based on amount needed for play appropriate to the age of children. "Varied" means children have a variety of options, and materials represent all but 2 of the examples listed on page 52 in the scale book.	5.1	
<input type="checkbox"/> Dress-up clothing for toddlers and two-year-olds	At least 5 dress-ups are required. They should be simple to put on and take off, and unlikely to cause safety problems (e.g. purses should not have straps long enough to pose a choking hazard).	5.2	
<input type="checkbox"/> Four contrasting examples of diversity in materials are observed	Examples include dolls of different races or cultures, play foods of different cultures, and play items representing equipment used by people with disabilities.	7.1	
<input type="checkbox"/> Materials for more active meaningful dramatic play outdoors or in another large area for toddlers and two's	There should be enough props so that they can be combined for complex dramatic play, in a large area that allows for active play.	7.3	

Item 20: Nature/science

This item looks for materials that promote nature and science learning through a variety of categories. The nature/science categories are: (1) living things, (2) natural objects, (3) books/picture games, (4) tools, (5) sand/water with toys.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 picture, book, or toy that represents nature realistically	Credit will only be given here for display items, books, and realistic toys. Other nature/science materials such as plants and animals, nature science tools, and natural objects will not be considered.	1.1	
<input type="checkbox"/> At least one example of experience with the natural world or natural objects	A low window can count if nature is easily seen through the window. "Natural objects" include items like rocks, leaves, seashells, etc.	1.2/3.2	
<input type="checkbox"/> At least 2 pictures, books, or toys that represent nature realistically	(See note at 1.1)	3.1	
<input type="checkbox"/> At least one living plant or animal	Must be within easy view and easily experienced by the children.	5.2	
<input type="checkbox"/> Sand or water with appropriate toys accessible to two-year-olds.	Kinetic sand is an acceptable substitute. Toys for sand/water must promote meaningful and experimental experiences such as scooping and pouring.	5.4	

Additional Notes:

Item 21: Math materials

This item looks for age-appropriate math materials accessible in the classroom, including books, and focusing on those that show size, shape, and number concepts.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 appropriate math/number material		1.1	
<input type="checkbox"/> Some math/number play materials that show size, shape, or number	"Some" means, for each age group, more than 1 play material that shows size, shape or number is accessible to children.	3.1	
<input type="checkbox"/> Many math materials	"Many" means that there are plenty of materials, with little to no competing, and a wide range of types are offered for many kinds of math/number experiences.	5.1	

Additional Notes:

Item 23: Promoting acceptance of diversity

This item looks for examples of race, culture, age, ability, and gender diversity in materials, books, and display items. Please refer to the scale book for more detailed information on how diversity examples are credited. Although display items are considered in this item, photographs of enrolled children are not. The diversity example(s) must be easily visible and observable to the children.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 example of racial or cultural diversity	Only examples of racial and/or cultural diversity are credited here.	1.1	
<input type="checkbox"/> At least 3 examples of racial or cultural diversity	(See note at 1.1) Since dolls are required to show race in 3.3, they cannot be counted here.	3.1	
<input type="checkbox"/> Dolls representing at least 3 races	Small toy people may be used to represent the three races here if it is not observed in dolls.	3.3	
<input type="checkbox"/> At least 10 examples, with at least one each in books, display, and play materials.	The examples credited here can include race, culture, age, ability, and gender diversity. Since dolls are required to show race in 3.3, they cannot be counted here.	5.1	

Additional Notes: