



## Provisional Ratings Observation Process (PROP) Rating Requirements for Star Ratings 3 & 4

Due to COVID-19, onsite, in-person classroom assessments using Environmental Rating Scale (ERS) tools cannot occur. In an effort to continue ratings for center-based programs (non-Head Start; non-NAEYC), the Provisional Ratings Observation Process (PROP) was developed. Programs can apply for a PROP Rating 3 or 4. PROP ratings are facilitated by Grow NJ Kids Rating and your score will be determined by your center/school-wide average on the PROP components. PROP scores are determined by averaging points for each PROP component by program, and, as was the case in pre-COVID-19 circumstances, reviewing evidence of implementation of a selected research-based curriculum **and** the number of points you earn for documentation from meeting standards across all five categories. When Grow NJ Kids Rating can resume onsite, in-person observations, programs need to request observations within six months of this date, and will only need classroom observations to complete the ratings process (documentation and formal curriculum training will remain valid and will not need to be re-submitted). **Once these onsite, in-person observations are completed and score requirements are met, then the ERS observation scores will replace the PROP components and the program will receive their official Star Rating 3 or 4 which is good for three years.**

- Maximum PROP rating attainable is a Star Rating 3 or 4
- PROP Ratings are good for 1 year after onsite, in-person observations begin

| <b>Requirements for Star Ratings by Grow NJ Kids Rating</b> |   |   |   |
|---|---|---|---|
| <b>Star Rating</b>  | <b>PROP Components<br/>Point Averages</b>   | <b>Implementation of<br/>Curriculum<br/>(GNJK Standard: 2.4.1)</b>  | <b>Range of Points for<br/>required<br/>documentation</b> |
|   | <p style="color: #E67E22;">PROP for Preschool<br/>Program Average of 3.0 – 5.9 Points</p> <hr style="border: 1px solid black;"/> <p style="color: #0070C0;">PROP for Infant/Toddler<br/>Program Average of 3.5 – 4.9 Points</p> | <p>Staff have attended minimum of<br/><b>5 hours</b> of training on selected research-<br/>based curriculum.</p>  | <b>30-59</b>  |
|   | <p style="color: #E67E22;">PROP for Preschool<br/>Program Average of 6.0 – 9.2 Points</p> <hr style="border: 1px solid black;"/> <p style="color: #0070C0;">PROP for Infant/Toddler<br/>Program Average of 5.0 – 9.0 Points</p> | <p>Staff have attended minimum of<br/><b>10 hours</b> of training on selected research-<br/>based curriculum.</p> | <b>60-85</b>  |

**PROP Component Scoring:** The scoring rubric for each component is included below to demonstrate how quality will be assessed at each level for each item. PROP averages are determined by averaging points for each PROP component by program using completed PROP packets and submitted photos and videos (videos are required for Star Rating 4 only).

## PROP Components – Rubrics & Scores

### Preschool / ECERS-3

| <b>PROP Component – Checklists – ECERS-3</b>   |   |   |  |  |   |   |
|--|---|---|--|--|---|---|
| <b>Public Scoring Rubric</b>   |   |   |  |  |   |   |
| <b>Checklists: Materials, Space &amp; Furnishings; and Diversity</b>   |   |   |  |  |   |   |
| Checklists   | Good<br><i>Max Total = 5 points</i>                                     | Minimal<br><i>Max Total = 3 points</i>  | Inadequate<br><i>Max Total = 1 point</i>                               |  |   |   |
| <b>Materials Checklist:</b><br>Check-Box Items<br>(Max Total = 5)<br><br><b>Space &amp; Furnishings Checklist:</b><br>Check-Box Items<br>(Max Total = 5) | ✓   | Almost all checked items meet ECERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(5)</b>  | ✓  | Some checked items meet ECERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(3)</b>   | ✓ | Very few or no checked items meet ECERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(1)</b>  |
|  | <b>Diversity Only (+ 5)<br/>Open-Ended Questions<br/>Max Total = 10</b> | <b>Diversity Only (+ 3)<br/>Open-Ended Questions<br/>Max Total = 6</b>  | <b>Diversity Only (+ 1)<br/>Open-Ended Questions<br/>Max Total = 2</b> |  |   |   |
| <b>Diversity Checklist:</b><br>Check-Box Items + Open-ended questions<br>(Max Total = 10)  | ✓   | Almost all checked items meet ECERS-3 criteria requirements; responses show <i>mostly</i> clear relation to questions; <i>many</i> examples of teaching practice provided within response; <i>many</i> responses are a minimum of 2-4 sentences. <b>(5)</b> | ✓  | Some checked items meet ECERS-3 criteria requirements; responses show <i>some</i> relation to questions; <i>some</i> examples of teaching practice are provided within responses; <i>some</i> responses are a minimum of 2-4 sentences. <b>(3)</b> | ✓ | Very few or no checked items meet ECERS-3 criteria requirements; responses show <i>almost no</i> clear relation to questions; <i>very few or no</i> examples of teaching practice are provided within responses; <i>Very few</i> responses are a minimum of 2-4 sentences. <b>(1)</b> |

| <b>PROP Component – Star Ratings 3 &amp; 4 Interaction Self-Assessments – ECERS-3</b> |   |  |  |   |   |  |
|---|---|--|--|---|---|--|
| <b>Public Scoring Rubric</b>  |   |  |  |   |   |  |
| Interactions Self-Assessments   | Good<br><i>(Max Average – 5 points)</i>     | Minimal<br><i>(Max Average – 3 points)</i>   | Inadequate<br><i>(Max Average – 1 point)</i> |   |   |  |
| <b>Star Rating 3 Interactions Self-Assessment</b><br>(Max Total = 5)                  | ✓   | Responses show <i>mostly</i> clear relation to questions; <i>many</i> examples of teaching practice are provided within responses; <i>many</i> responses are a minimum of 2-4 sentences. <b>(5)</b>  | ✓  | Responses show <i>some</i> relation to questions; <i>some</i> examples of teaching practice are provided within responses; <i>some</i> responses are a minimum of 2-4 sentences. <b>(3)</b> | ✓ | Responses show <i>almost no</i> clear relation to questions; <i>very few or no</i> examples of teaching practice are provided within responses; <i>Very few</i> responses are a minimum of 2-4 sentences. <b>(1)</b> |
| <b>Good<br/>(Max Average – 10 points)</b>   | <b>Minimal<br/>(Max Average – 5 points)</b> | <b>Inadequate<br/>(Max Average – 3 points)</b>   |  |   |   |  |
| <b>Star Rating 4 Interactions Self-Assessment</b><br>(Max Total = 10)                 | ✓   | Responses show <i>mostly</i> clear relation to questions; <i>many</i> examples of teaching practice are provided within responses; <i>many</i> responses are a minimum of 2-4 sentences. <b>(10)</b> | ✓  | Responses show <i>some</i> relation to questions; <i>some</i> examples of teaching practice are provided within responses; <i>some</i> responses are a minimum of 2-4 sentences. <b>(5)</b> | ✓ | Responses show <i>almost no</i> clear relation to questions; <i>very few or no</i> examples of teaching practice are provided within responses; <i>Very few</i> responses are a minimum of 2-4 sentences. <b>(3)</b> |

**PROP Component – Daily Classroom Schedules – ECERS-3**

**Public Scoring Rubric**

| <b>Classroom Schedules</b>                        | <b>Good<br/>(Max Average – 5 points)</b>   | <b>Minimal<br/>(Max Average – 3 points)</b>  | <b>Inadequate<br/>(Max Average – 1 point)</b>  |
|---|--|--|--|
| Daily classroom schedules<br><b>Max Total = 5</b> | ✓ <i>Almost all</i> required daily routines that support learning and development occur within daily schedule and meet ECERS-3 criteria (e.g., time requirements met) <b>(5)</b> | ✓ <i>Some</i> required daily routines that support learning and development occur within daily schedule and meet ECERS-3 criteria (e.g., time requirements met) <b>(3)</b> | ✓ <i>Very few to no</i> required daily routines that support learning and development occur within daily schedule and meet ECERS-3 criteria (e.g., time requirements met) <b>(1)</b> |

**PROP Component – Video Clips with Group Time – ECERS-3**

**Public Scoring Rubric**

**Star Rating 4 only**

| <b>Video Clips of Group Times</b>                       | <b>Good<br/>(Max Average – 20 points)</b>   | <b>Minimal<br/>(Max Average – 12 points)</b>   | <b>Inadequate<br/>(Max Average – 4 points)</b>  |
|---|---|--|---|
| Self-taped video of Group Time<br><b>Max Total = 20</b> | <ul style="list-style-type: none"> <li>✓ <b>Content:</b> Content of video is interesting and developmentally appropriate to many children in group <b>(5)</b></li> <li>✓ <b>Child-Engagement:</b> <i>Many children</i> engaged in group activity (<i>appropriate to children in group</i>) <b>(5)</b></li> <li>✓ <b>Staff Interactions:</b> <i>Many</i> positive interactions throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(5)</b></li> <li>✓ <b>Language:</b> Staff <i>frequently</i> ask questions children are interested in answering; <i>frequent</i> use of and introduction of specific vocabulary throughout group activity <b>(5)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Content:</b> Content of video is interesting and developmentally appropriate to some children in group <b>(3)</b></li> <li>✓ <b>Child-Engagement:</b> <i>Most</i> children engaged in group activity (<i>appropriate to children in group</i>) <b>(3)</b></li> <li>✓ <b>Staff Interactions:</b> <i>Some</i> positive interactions throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(3)</b></li> <li>✓ <b>Language:</b> Staff <i>sometimes</i> ask questions children are interested in answering; <i>sometimes</i> use and introduce specific vocabulary throughout group activity <b>(3)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Content:</b> Content of video is interesting and developmentally appropriate to few or no children in group <b>(1)</b></li> <li>✓ <b>Child Engagement:</b> <i>A few</i> children engaged in group activity (<i>appropriate to children in group</i>) <b>(1)</b></li> <li>✓ <b>Staff Interactions:</b> <i>Little or no</i> positive interaction throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(1)</b></li> <li>✓ <b>Language:</b> Staff ask <i>few or no</i> questions children are interested in answering; <i>little or no</i> use of and introduction of specific vocabulary throughout group activity <b>(1)</b></li> </ul> |

## PROP Components – Rubrics & Scores Infant/Toddler – ITERS-3

| <b>PROP Component – Checklists - ITERS-3</b>   |   |   |   |
|--|---|---|---|
| <b>Public Scoring Rubric</b>   |   |   |   |
| <b>Checklists: Materials + Space &amp; Furnishings</b>                                 |   |   |   |
| Checklists   | Good<br><i>Max Total = 5 points</i>   | Minimal<br><i>Max Total = 3 points</i>  | Inadequate<br><i>Max Total = 1 point</i>  |
| <b>Materials Checklist:</b><br>Check-Box Items<br><b>(Max Total = 5)</b>               | ✓ <i>Almost all</i> checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(5)</b> | ✓ <i>Some</i> checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(3)</b> | ✓ <i>Very few</i> or no checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(1)</b> |
| <b>Space &amp; Furnishings Checklist:</b><br>Check-Box Items<br><b>(Max Total = 5)</b> | ✓ <i>Almost all</i> checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(5)</b> | ✓ <i>Some</i> checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(3)</b> | ✓ <i>Very few</i> or no checked items meet ITERS-3 criteria requirements and quantities for each item as appropriate to enrolled # of children <b>(1)</b> |

| <b>PROP Component – Star Ratings 3 &amp; 4 Interaction Self-Assessments – ITERS-3</b> |  |   |  |
|---|--|---|--|
| <b>Public Scoring Rubric</b>  |  |   |  |
| Interactions Self-Assessments   | Good<br><i>(Max Average – 5 points)</i>  | Minimal<br><i>(Max Average – 3 points)</i>  | Inadequate<br><i>(Max Average – 1 point)</i>   |
| <b>Star Rating 3 Interactions Self-Assessment</b><br><b>(Max Total = 5)</b>           | ✓ Responses show <i>mostly</i> clear relation to questions; <i>many</i> examples of teaching practice are provided within responses; <i>many</i> responses are a minimum of 2-4 sentences <b>(5)</b>   | ✓ Responses show <i>some</i> relation to questions; <i>some</i> examples of teaching practice are provided within responses; <i>some</i> responses are a minimum of 2-4 sentences <b>(3)</b>  | ✓ Responses show <i>almost no</i> clear relation to questions; <i>very few</i> or <i>no</i> examples of teaching practice are provided within responses; <i>Very few</i> responses are a minimum of 2-4 sentences <b>(1)</b>   |
| <b>Star Rating 4 Interactions Self-Assessment</b><br><b>(Max Total = 10)</b>          | <b>Good</b><br><i>(Max Average – 10 points)</i><br>✓ Responses show <i>mostly</i> clear relation to questions; <i>many</i> examples of teaching practice are provided within responses; <i>many</i> responses are a minimum of 2-4 sentences <b>(10)</b> | <b>Minimal</b><br><i>(Max Average – 5 points)</i><br>✓ Responses show <i>some</i> relation to questions; <i>some</i> examples of teaching practice are provided within responses; <i>some</i> responses are a minimum of 2-4 sentences <b>(5)</b> | <b>Inadequate</b><br><i>(Max Average – 3 points)</i><br>✓ Responses show <i>almost no</i> clear relation to questions; <i>very few</i> or <i>no</i> examples of teaching practice are provided within responses; <i>Very few</i> responses are a minimum of 2-4 sentences <b>(3)</b> |

**PROP Component – Daily Classroom Schedules– ITERS-3**

**Public Scoring Rubric**

| <b>Classroom Schedules</b>                        | <b>Good<br/>(Max Average – 5 points)</b>   | <b>Minimal<br/>(Max Average – 3 points)</b>  | <b>Inadequate<br/>(Max Average – 1 point)</b>  |
|---|--|--|--|
| Daily classroom schedules<br><b>Max Total = 5</b> | ✓ <i>Almost all</i> required daily routines that support learning and development occur within daily schedule and meet ITERS-3 criteria (e.g., time requirements met) <b>(5)</b> | ✓ <i>Some</i> required daily routines that support learning and development occur within daily schedule and meet ITERS-3 criteria (e.g., time requirements met) <b>(3)</b> | ✓ <i>Very few to no</i> required daily routines that support learning and development occur within daily schedule and meet ITERS-3 criteria (e.g., time requirements met) <b>(1)</b> |

**PROP Component – Video Clips with Group Time – ITERS-3**

**Public Scoring Rubric**

**Star Rating 4 only**

| <b>Video Clip of Group Time</b>                         | <b>Good<br/>(Max Average – 20 points)</b>  | <b>Minimal<br/>(Max Average – 12 points)</b>  | <b>Inadequate<br/>(Max Average – 4 points)</b>   |
|---|--|---|--|
| Self-taped video of Group Time<br><b>Max Total = 20</b> | <ul style="list-style-type: none"> <li>✓ Content: Content of video is interesting for and developmentally appropriate to <i>many</i> children in group <b>(5)</b></li> <li>✓ Child-Engagement: <i>Many</i> children engaged in group activity (<i>appropriate to children in group</i>) <b>(5)</b></li> <li>✓ Staff Interactions: <i>Many</i> positive interactions throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(5)</b></li> <li>✓ Language: Staff <i>frequently</i> ask questions children are interested in answering; <i>frequent</i> use of and introduction of specific vocabulary throughout group activity <b>(5)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Content: Content of video is interesting for and developmentally appropriate to <i>some</i> children in group <b>(3)</b></li> <li>✓ Child-Engagement: <i>Most</i> children engaged in group activity (<i>appropriate to children in group</i>) <b>(3)</b></li> <li>✓ Staff Interactions: <i>Some</i> positive interactions throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(3)</b></li> <li>✓ Language: Staff <i>sometimes</i> ask questions children are interested in answering; <i>sometimes</i> use and introduce specific vocabulary throughout group activity <b>(3)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Content: Content of video is interesting for and developmentally appropriate to <i>few or no</i> children in group <b>(1)</b></li> <li>✓ Child Engagement: <i>A few</i> children engaged in group activity (<i>appropriate to children in group</i>) <b>(1)</b></li> <li>✓ Staff Interactions: <i>Little or no</i> positive interaction throughout group activity (e.g., provide support when needed; aware and responsive to child engagement; flexible) <b>(1)</b></li> <li>✓ Language: Staff ask <i>few or no</i> questions children are interested in answering; <i>little or no</i> use of and introduction of specific vocabulary throughout group activity <b>(1)</b></li> </ul> |