

Differences To Note Between ITERS-R and ITERS-3

ITERS-R	ITERS-3
Age range: Birth through 30 months Infants: Children from birth through 11 months of age Toddlers: Children 12 months through 23 months of age Two-year-olds (twos): Children 24 through 35 months of age	Age range: Birth through 35 months Young infants: Children birth through 5 months of age (or who cannot sit unsupported) Older infants: Children 6 through 11 months of age, able to sit unsupported. Young toddlers: Children 12 through 17 months of age Older toddlers: Children 18 through 23 months of age Younger twos: Children 24 through 29 months of age Older twos: Children 30 through 35 months of age. <i>Note that some children 36 months or older may be included in the group observed and should be considered whenever the older children in the group are specified.</i>
Scoring is based on what is observed during the 3-hour observation AND questions asked during a teacher interview following the observation	ALL scoring is based only on what is observed during the 3- hour observation (scoring not supplemented by teacher interview questions)
Greater emphasis on counting specific materials	Less emphasis on counting materials and more attention to how materials are used in appropriate teaching interactions
Requirements for access to materials is the same for all children, non-mobile and mobile	Requirements for access to materials are based on the age and development of the children with separate considerations for young infants who cannot sit unsupported, older infants who can sit unsupported but are not yet mobile, and all mobile children (crawlers, walkers)
Minimal inclusion of staff interaction requirements outside of the Language and Interaction subscales	Substantial emphasis on staff interactions throughout the scale
Strict scoring of access to materials: Access required throughout the observation with very few lapses at the minimal level of quality (“much of the day”). No more than 20 minutes of lapses in access to materials allowed for any child when they are “ready to play” (awake, not involved in necessary routine care, and calm and content)	Better scaling of indicators related to access to materials to more accurately reflect levels of quality: Minimal level- some reasonable access Good level- access throughout the observation with some short lapses allowed. Excellent level- access throughout the observation with no lapses for mobile children who are “ready to play.”

ITERS-R	ITERS-3
Strict scoring of safety hazards: 1 level: 4 major or 6 minor hazards outdoors or indoors 3 level: Up to 3 major and 5 minor hazards allowed indoors and outdoors combined. 5 level: No major and only 1 minor hazard allowed indoors/outdoors	Better scaling of safety hazards across levels of quality: 1 level: Many major hazards outdoors or indoors 3 level: Up to 3 major hazards allowed outdoors or indoors 5 level: Up to 2 major hazards allowed indoors/outdoors combined. 7 level: No major and only a few minor hazards allowed
Less emphasis on language/literacy: 3 language items. Additional language/literacy indicators not included in other items	More emphasis on language and literacy: 6 items in the Language and Books subscale. Language/literacy indicators are also included in other scale items
No math item included	Emphasis on appropriate math learning with the addition of a Math/number item and additional math indicators included in other scale items
Less emphasis on interaction: only 4 items in the Interaction subscale	Greater emphasis on Interaction: 6 items in the Interaction subscale, including 2 supervision items and a new item on physical warmth/touch
ITERS-R Items no longer in the ITERS-3: • Provision for relaxation and comfort • Greeting/departing • Nap • Sand and water play • Provisions for children with disabilities • The entire Parents and Staff subscale	Now in ITERS-3: • Requirements for soft furnishings included in the furniture and room arrangement items. • Greeting/departing eliminated because not usually observable. • Nap requirements included in Health practices. • Sand/water requirements included in Nature/science. • Disabilities item eliminated because many indicators were not observable; considerations for children with disabilities embedded throughout the scale.

For use in ExceleRate Illinois QRIS. Adapted from Key Differences to consider when moving from ITERS-R to ITERS-3, © ERSI, 2025.