PreSchool Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)
This instrument aligns age groups with the CLASS tools.
Preschoolers are 3-5 years old.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	Learning environment is arranged so children have adequate space to move freely around interest areas.	
	There is space for large and small grouping.	
	Learning environment arrangement allows for staff to see all children at a glance.	
	All quiet and loud areas are separated.	
Materials	Materials are sufficient, accessible, and in good condition.	
	Learning environment has labels for materials.	
Storage	Each child's individual cubby is labeled with name and picture of child and located inside the learning environment.	
	There are sufficient shelves to store all needed materials throughout the learning environment, without clutter or overcrowding	
	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	
Interest Areas	At least five interest areas are identified and clearly defined.	
	There is a variety of materials for children to utilize in the interest areas. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.)	
	There is adequate space for children to work and explore in the interest areas with peers and/or teacher	
Diversity	Diversity is represented throughout the learning environment in a positive way, including race, culture, age, and ability (at least one example of each).	
	Diversity is shown in displays, books, and accessible play materials	
Art	Art is a clearly defined interest area that consists of a variety of materias including collage materials (glue, yarn, pom poms, pipe cleaners, etc.), playdough, and tools (scissors, hole punch, stencils, tape, etc.), paint, paint brushes, crayons, and markers.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
	Children's artwork is displayed in the learning environment at children's eye level	
	Children's displayed art should include 3D or sculptural artwork	
Sensory	At least three interest areas offer a variety of sensory experiences related to sight, sound, and touch.	
	The learning environment has a sensory table/tub that includes sensory materials such as sand, water, textured materials.	
Dramatic Play	The learning environment has a variety of materials in good condition organized into an interest area for dramatic play.	
	Items in the dramatic play are varied and allow for expanded use; items are accessible to the children.	
Language & Literacy	Book area is clearly defined and accessible to children.	
	Books are accessible in multiple interest areas.	
	Books are developmentally appropriate and in good repair.	
	Examples of meaningful print are present in the classroom and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.)	
	Printed names of children are used in multiple areas of the learning environment.	
	All of the children's home language is represented in print and accessible to children (Mark yes if a child's home languague is represented in books - if all children have English as a home language mark yes if all books are in English)	
Fine Motor	There are a variety of materials accessible to children that encourage fine motor play. Materials may include puzzles, busy gears, large pop beads, pegboards, large beads and strings, squeeze toys, stacking tower, connecting blocks, shape sorters, play dough, matching games, drawing and painting implements, etc.	
	At least 5 different types of materials present in the learning environment.	
	The materials are complete and in good condition.	
Gross Motor (Indoor Accessibility)	There are at least 2 different types of gross motor materials accessible to children. (Examples may include: activity mats, pull up bar, push/pull toys, stepping stones, parachute, etc.)	
	The indoor learning environment has an area that is large enough to encourage/accommodate gross motor movement.	
Math	There are a variety of accessible materials that encourage awareness of numbers, quantity, counting, shapes, or measurement accessible to the children. (Examples may include: sequencing toys, puzzles, sorting activities, cause-and-effect games, shape sorters, blocks, connecting blocks, linking toys, ball drop toys, magnetic toys, etc.)	
	At least 5 different types of materials are present, unique to math and number skills.	

Science	There are a variety of accessible materials in the learning environment for science exploration. (Examples may include: colored viewers; magnifying lenses; binoculars; flashlights; magnets; toy insects or reptiles; a simple body parts puzzle; nonfiction books about science/nature topics; sensory table (water, sand) with toys for scooping, pouring, measuring, using funnels; natural materials such as non-toxic plants or pets, etc.)		
	At least 5 different types of materials present, unique to scientific exploration.		
Natural Materials	Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.).		
Self-Regulation	There is at least one age-appropriate area that promotes children's self-regulation with soft pillows or furniture AND other materials such as: feelings books, soft toys or dolls, posters, etc.		
	This area must be distinct from other areas of the classroom.		
Blocks	There are enough blocks, space, and at least three different types of accessories for three or more children to build a sizeable structure.		
	Space is designed as a stand-alone center.		
SCORING	Total "Yes"		0
	Score is % Yes/Total		0