Classroom Assessment Scoring System® (CLASS®)
Pre-K Tool Summary

Domain	Dimension	Description
Emotional Support	**POSITIVE CLIMATE**	Considers the comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities.
	NEGATIVE CLIMATE	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	TEACHER SENSITIVITY	Encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs.
	REGARD FOR STUDENT PERSPECTIVES	The degree to which teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed.
Classroom Organization	**BEHAVIOR MANAGEMENT**	Encompasses teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
	PRODUCTIVITY	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
	INSTRUCTIONAL LEARNING FORMATS	The degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation.
Instructional Support	**CONCEPT DEVELOPMENT**	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus rote learning.
	QUALITY OF FEEDBACK	Involves how teachers provide feedback focused on expanding children's learning and understanding versus correctness.
	LANGUAGE MODELING	Involves teachers using language-facilitation techniques including: self- and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.

Dimension	Examples
POSITIVE CLIMATE	**Relationships** that are warm and supportive. **Positive emotions** that are genuine. **Positive communication** that encourages and applauds effort. **Respect** in the classroom between teachers and peers.
NEGATIVE CLIMATE	Teachers and/or children display: **Negative emotions**, like anger or irritability. **Sarcasm/disrespectful** interactions such as teasing. **Severe negativity** including bullying or physical punishment. - Teachers use **punitive control** such as yelling or threats.
TEACHER SENSITIVITY	Teachers: - Are **aware** of children who need extra support or attention. - Are **responsive** to those needs. **Address problems** in a timely and thoughtful manner. - Provide a space where **children are comfortable** taking risks and seeking out help.
REGARD FOR STUDENT PERSPECTIVES	Teachers: **Promote and incorporate children's ideas**. **Support independence and leadership** - Create a **child-focused** classroom environment.
BEHAVIOR MANAGEMENT	Teachers: - Establish **clear behavior expectations**. - Are **proactive**. - Effectively **redirect misbehavior.**
PRODUCTIVITY	Teachers: **Maximize learning time.** - Establish clear and efficient **routines**. - Make **transitions** brief and engaging.
INSTRUCTIONAL LEARNING FORMATS	Teachers: - Effectively **facilitate to maximize child engagement**. **Vary their teaching approaches**. - Provide **clear learning objectives**.
CONCEPT DEVELOPMENT	Teachers: **Teach information clearly** to support children as they work to understand new information. **Integrate knowledge** to help children build stronger connections. **Make learning meaningful** by helping children apply their thinking to the world around them. **Encourage children to think** deeply.
QUALITY OF FEEDBACK	Teachers: **Scaffold** children's learning to help them arrive at an answer or response. **Build on children's responses** to help them better understand information. - Provide **encouragement and affirmation** so children feel supported and motivated to keep learning.
LANGUAGE MODELING	Teachers: **Promote child talk** when they give children opportunities to talk. **Repeat and extend** to encourage children to keep talking. - Use **advanced language** to build children's vocabulary and exposure to language.