

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 responsiveness 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	<ul style="list-style-type: none"> ▪ 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	<p>Teachers and/or children display:</p> <ul style="list-style-type: none"> ▪ 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	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ 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	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Promote and incorporate children’s ideas. ▪ Support independence and leadership ▪ Create a child-focused classroom environment.
BEHAVIOR MANAGEMENT	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Establish clear behavior expectations. ▪ Are proactive. ▪ Effectively redirect misbehavior.
PRODUCTIVITY	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Maximize learning time. ▪ Establish clear and efficient routines. ▪ Make transitions brief and engaging.
INSTRUCTIONAL LEARNING FORMATS	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ Effectively facilitate to maximize child engagement. ▪ Vary their teaching approaches. ▪ Provide clear learning objectives.
CONCEPT DEVELOPMENT	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ 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	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ 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	<p>Teachers:</p> <ul style="list-style-type: none"> ▪ 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.