

Classroom Assessment Scoring System® (CLASS®) Toddler Tool Summary

Domain	Dimension	Description
Emotional and Behavioral Support	POSITIVE CLIMATE	Reflects the connection between the teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
	NEGATIVE CLIMATE	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	TEACHER SENSITIVITY	Encompasses the teacher’s awareness and responsiveness to children’s individual needs and emotional functioning and availability to provide comfort, reassurance, and encouragement.
	REGARD FOR CHILD PERSPECTIVES	The degree to which teachers’ interactions with children and classroom activities emphasize children’s interest, motivations, and points of view and encourage child responsibility and independence.
	BEHAVIOR GUIDANCE	Encompasses the teacher’s ability to promote behavioral self-regulation by using proactive approaches, providing clear behavioral expectations, and preventing and redirecting problem behavior.
Engaged Support for Learning	FACILITATION OF LEARNING AND DEVELOPMENT	Considers how well teachers facilitate activities to support children’s learning and understanding.
	QUALITY OF FEEDBACK	Assesses the degree to which teachers’ responses to what children say and/or do promotes learning and understanding and expands children’s participation.
	LANGUAGE MODELING	Captures the quality and amount of the teacher’s use of language-stimulation and language-facilitation techniques to encourage children’s language development.

Dimension	Examples
POSITIVE CLIMATE	Teachers and/or children display: <ul style="list-style-type: none"> ▪ Evidence of relationships that are warm and supportive. ▪ Positive emotions that genuinely convey affection and enthusiasm. ▪ Respect through verbal and nonverbal communications.
NEGATIVE CLIMATE	Teachers display: <ul style="list-style-type: none"> ▪ Negative emotions, like anger or irritability. ▪ Punitive control such as yelling, threats, or physical punishment. ▪ Negativity including sarcasm or humiliation. Children display: <ul style="list-style-type: none"> ▪ Negativity such as peer disputes and escalating frustration.
TEACHER SENSITIVITY	Teachers display: <ul style="list-style-type: none"> ▪ Awareness and attentiveness to children’s difficulties and needs. ▪ Responsiveness to those needs and bids for attention. Children display: <ul style="list-style-type: none"> ▪ Comfort by seeking support and interacting/participating.
REGARD FOR CHILD PERSPECTIVES	Teachers: <ul style="list-style-type: none"> ▪ Provide activities that are child-focused, eliciting children’s ideas and providing choices. ▪ Are flexible in plans and within activities. ▪ Support children’s independence in setting up activities, providing meaningful roles, and serving as a facilitator as children negotiate peer conflicts.
BEHAVIOR GUIDANCE	Teachers: <ul style="list-style-type: none"> ▪ Are proactive by monitoring and providing clear expectations. ▪ Use effective redirections, reminders, and positive phrasing to support positive behaviors. ▪ Ensure children are involved in activities and tasks to reduce problem behaviors.
FACILITATION OF LEARNING AND DEVELOPMENT	Teachers: <ul style="list-style-type: none"> ▪ Actively facilitate exploration and learning throughout the day. ▪ Expand children’s thinking by connecting information to children’s lives, integrating concepts, and promoting problem-solving and prediction. ▪ Ensure children are actively engaged in activities and routines.
QUALITY OF FEEDBACK	Teachers: <ul style="list-style-type: none"> ▪ Follow up on children’s actions or comments with hints, assistance, or prompting that scaffolds their understanding. ▪ Provide information that clarifies or expands children’s understanding. ▪ Provide encouragement and affirmation so children feel supported and motivated to persist in activities and tasks.
LANGUAGE MODELING	Teachers: <ul style="list-style-type: none"> ▪ Support language use by using conversational language and giving children opportunities to talk. ▪ Repeat and extend children’s communications to encourage them to keep talking. ▪ Describe their own actions and narrate children’s actions using self- and parallel talk. ▪ Introduce advanced language to build children’s vocabulary and exposure to a variety of words, linking new words with familiar concepts.