

There are 3 versions of the CLASS® tool used in Virginia’s birth-to-five classrooms: **Infant, Toddler, and PreK**. As a program leader or educator in a multi-age setting, it can be helpful to see what’s similar and different across the tools. You may be using CLASS® data from multiple versions, or may want a sense of what is measured in versions that apply to older or younger children in your care. In the 3 tables below, we provide (1) a snapshot of each version, (2) dimension alignment across the versions, and (3) side-by-side dimensions descriptions for each version.

Snapshot of CLASS® Domains and Dimensions for the CLASS® Infant, Toddler, and PreK Tools

CLASS-Infant	CLASS-Toddler	CLASS-PreK
4 Dimensions in 1 Domain	8 Dimensions in 2 Domains	10 Dimensions in 3 Domains
Responsive Caregiving (RC) <ul style="list-style-type: none"> • Relational Climate (RC) • Teacher Sensitivity (TS) • Facilitated Exploration (FE) • Early Language Support (ELS) 	Emotional and Behavioral Support (EBS) <ul style="list-style-type: none"> • Positive Climate (PC) • Negative Climate (NC) • Teacher Sensitivity (TS) • Regard for Child Perspectives (RCP) • Behavior Guidance (BG) Engaged Support for Learning (ESL) <ul style="list-style-type: none"> • Facilitation of Learning and Development (FLD) • Quality of Feedback (QF) • Language Modeling (LM) 	Emotional Support (ES) <ul style="list-style-type: none"> • Positive Climate (PC) • Negative Climate (NC) • Teacher Sensitivity (TS) • Regard for Student Perspectives (RSP) Classroom Organization (CO) <ul style="list-style-type: none"> • Behavior Management (BM) • Productivity (P) • Instructional Learning Formats (ILF) Instructional Support (IS) <ul style="list-style-type: none"> • Concept Development (CD) • Quality of Feedback (QF) • Language Modeling (LM)

Dimension Alignment (At-a-Glance) for CLASS® Infant, Toddler, and PreK

Dimensions on the same row measure similar kinds of interactions. (See highlighted row 1 below for example).

CLASS-Infant	CLASS-Toddler	CLASS-PreK
• Relational Climate (RC)	• Positive Climate (PC)	• Positive Climate (PC)
• Teacher Sensitivity (TS)	• Teacher Sensitivity (TS)	• Teacher Sensitivity (TS)
• Facilitated Exploration (FE)	• Facilitation of Learning and Development (FLD)	• Instructional Learning Formats (ILF)*
• Early Language Support (ELS)	• Language Modeling (LM)	• Language Modeling (LM)
	• Negative Climate (NC)	• Negative Climate (NC)
	• Regard for Child Perspectives (RCP)	• Regard for Student Perspectives (RSP)
	• Behavior Guidance (BG)	• Behavior Management (BM)
	• Quality of Feedback (QF)	• Quality of Feedback (QF)
		• Productivity (P)
		• *Concept Development (CD)

Descriptions of CLASS® Infant, Toddler, and PreK Dimensions That Recur Across Age Ranges

These Dimension descriptions for the dimensions that are repeated across all three age ranges come from the 3 CLASS® Tool Summaries. For more information, including examples of what the interactions look like with different ages, see the [CLASS®- Infant Summary](#), [CLASS®- Toddler Summary](#), and/or [CLASS®-PreK Summary](#).

CLASS-Infant	CLASS-Toddler	CLASS-PreK
Relational Climate (RC) connections, emotions, and respect conveyed by teachers, as well as the infants' responses to these interactions	Positive Climate (PC) connection between the teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions	Positive Climate (PC) comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities
Teacher Sensitivity (TS) teachers' awareness of and responsiveness to infants' verbal and nonverbal cues, including availability to provide comfort, skill in resolving distress, and timeliness and contingency of responses	Teacher Sensitivity (TS) the teacher's awareness and responsiveness to children's individual needs and emotional functioning and availability to provide comfort, reassurance, and encouragement	Teacher Sensitivity (TS) teachers' awareness of and responsiveness to students' individual academic and social-emotional needs
Facilitated Exploration (FE) teachers' facilitation of experiences and interactions in routine care and playtime to support infants' engagement and development	Facilitation of Learning and Development (FLD) how well teachers facilitate activities to support children's learning and understanding	Instructional Learning Formats (ILF) degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation <i>*Note: Some aspects of the PreK dimension Concept Development (CD) partially align with the Toddler dimension of Facilitation of Learning and Development (FLD)</i>
Early Language Support (ELS) the amount and quality of teachers' use of language stimulation and language-facilitation techniques to encourage infants' early language development	Language Modeling (LM) the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques to encourage children's language development	Language Modeling (LM) teachers using language-facilitation techniques including self- and parallel talk, open-ended questions, repetition, and extension, and use of advanced vocabulary

Comparison of Dimensions for CLASS® Toddler and CLASS® PreK

Dimension descriptions from the CLASS® Toddler and CLASS® PK Tool Summaries and are synthesized below to allow you to see where there is overlap and where the two scales are distinct.

CLASS-Toddler	CLASS-PreK
<p>Positive Climate (PC)</p> <ul style="list-style-type: none"> connection between the teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions 	<p>Positive Climate (PC)</p> <p>comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities</p>
<p>Teacher Sensitivity (TS)</p> <p>the teacher's awareness and responsiveness to children's individual needs and emotional functioning and availability to provide comfort, reassurance, and encouragement</p>	<p>Teacher Sensitivity (TS)</p> <p>teachers' awareness of and responsivity to students' individual academic and social-emotional needs</p>
<p>Facilitation of Learning and Development (FLD)</p> <p>how well teachers facilitate activities to support children's learning and understanding</p>	<p>Instructional Learning Formats (ILF)</p> <p>degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation</p> <p><i>*Note: Some aspects of Concept Development (CD) align with the Facilitation of Learning and Development (FLD)</i></p>
<p>Language Modeling (LM)</p> <p>the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques to encourage children's language development</p>	<p>Language Modeling (LM)</p> <p>teachers using language-facilitation techniques including self- and parallel talk, open-ended questions, repetition, and extension, and use of advanced vocabulary</p>
<p>Negative Climate (NC)</p> <p>level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children</p>	<p>Negative Climate (NC)</p> <p>level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children</p>
<p>Regard for Child Perspectives (RCP)</p> <p>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</p>	<p>Regard for Student Perspectives (RSP)</p> <p>degree to which teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed</p>
<p>Behavior Guidance (BG)</p> <p>the teacher's ability to promote behavioral self-regulation by using proactive approaches, providing clear behavioral expectations, and preventing and redirecting problem behavior</p>	<p>Behavior Management (BM)</p> <p>teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues</p>
<p>Quality of Feedback (QF)</p> <p>the degree to which teachers' responses to what children say and/or do promotes learning and understanding and expands children's participation</p>	<p>Quality of Feedback (QF)</p> <p>how teachers provide feedback focused on expanding children's learning and understanding versus correctness</p>
	<p>Productivity (P)</p> <p>how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn</p> <p><i>*Concept Development (CD)</i></p> <p>degree to which instructional discussions and activities promote students' higher order thinking skills versus rote learning</p> <p><i>*As noted above: Some aspects of Concept Development (CD) partially align with Facilitation of Learning and Development (FLD)</i></p>