

**Classroom Assessment Scoring System® (CLASS®)**

**Infant Tool Summary**

**Responsive Caregiving**

Captures the amount and quality of teachers’ use of language stimulation and language-facilitation techniques to encourage infants’ early language development.

**EARLY**

**LANGUAGE**

**SUPPORT**

Considers teachers’ facilitation of experiences and interactions in routine care and playtime to support infants’ engagement and development.

**FACILITATED EXPLORATION**

Encompasses 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**

Reflects the connections, emotions and respect conveyed by teachers, as well as the infants’ responses to these interactions.

Encompasses teachers’ awareness of and responsivity to students’ individual academic and social-emotional needs.

**Dimension**

**Description**

**Domain**

**RELATIONAL**

**CLIMATE**

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| RELATIONAL CLIMATE | Teachers and/or infants:   * Create positive relationships, with behaviors including physical closeness, eye contact, and showing affection. * Express positive emotions and show genuine happiness.   Teachers:   * Respect infants’ states with calm, gentle and respectful communications. * Are not negative, irritable, frustrated, or rough. |
| TEACHER SENSITIVITY | Teachers:   * Are **aware** of infants’ cues and acknowledge them verbally and non-verbally. * Are **responsive** to infants’ needs and adjust their approach in response to infants’ cues.   Infants   * **Demonstrate their comfort** by looking to teachers for supportive responses when trying new things and seeking them out when upset. |
| FACILITATED EXPLORATION | Teachers:   * Are **consistently involved**, joining or mirroring interactions. * **Are infant-centered,** following infants’ leads and encouraging safe exploration. * **Expand infants’ experience** through encouragement and enthusiasm. |
| EARLY LANGUAGE SUPPORT | Teachers:   * **Consistently describe** their own and infants’ actions and events happening around the room. * **Support infant communication** by initiating and imitating sounds and words. * **Extend infant communication** by pairing words with actions and sounds and encouraging back and forth verbal exchanges. |

**Examples**

**Dimension**