

What is CLASS®?

The Classroom Assessment Scoring System (**CLASS®**) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. **CLASS®** includes domains or categories of teacher-child interactions that support children's learning and development. Within each domain are dimensions that capture more specific details about teachers' interactions with children.

Why is it important to assess the quality of teacher-child interactions?

The **CLASS®** dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

Are there things that CLASS® does not measure?

Yes, effective interactions are critical and form the foundation for children's school success, however, they are only one piece of an effective early childhood program. **CLASS®** does not measure other important components of high quality teaching and learning such as the curriculum used, the process of the ongoing assessment of child progress, health and safety, or individualized teaching.

How is CLASS® scored and what do those scores mean?

CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, **CLASS®** observers rate each dimension on a 7-point scale, from low to high.

CLASS Assessment Score	Meaning
1.00-2.00	Scores within this range indicate quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children.
3.00-5.00	Scores within this range, the mid-range, are indications given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.
6.00-7.00	Scores within this range indicate that effective teacher-child interactions are consistently observed throughout the observation period.