

CLASS™ Scoring Guide

CLASS scoring can feel overwhelming at first, but don't worry—it gets easier with practice. This scoring guide outlines basic scoring procedures and provides you with tips and reminders to help you become more fluent in CLASS scoring.

Observing

Reading and consistently referring to your CLASS manual throughout the observation process is the key to accurately scoring using the CLASS measure. During the observation, take note of the behaviors and interactions captured by the CLASS measure that you see taking place in the classroom. Make sure that your notes are specific and rooted in behavioral evidence, as well as concise.

During your observation, resist the temptation to:

- ❖ Infer what the teacher is thinking or feeling. You should only record directly observable behaviors.
- ❖ Develop an initial impression (good or bad) and then look for evidence to support it.
- ❖ Assign scores based on a visceral reaction you have to a teacher or students (based on your own personal biases or for reasons unexplained).
- ❖ Let outside knowledge or experience factor into your observations. Remember that the CLASS measure is an assessment of classroom interactions only. For example, if you are a curriculum expert and a teacher uses a curriculum you especially like or dislike, do not let this factor into your scoring of classroom interactions.

Instead, document directly observable interactions among the teacher and students. Consider these three features of interactions that will help you determine scores.

- ❖ Frequency: how often an interaction occurs
- ❖ Duration: how long an interaction lasts, in proportion to the total amount of time you are observing
- ❖ Depth: the quality and effectiveness of the interaction

Other considerations:

- ❖ Remember that the CLASS measure aims to describe the experience of an average student in the classroom. It might be helpful to jot down how many students you are observing and what percentage of the students is engaged in the particular interactions you are documenting.
- ❖ Likewise, it is important to document how many teachers or adults offering instruction are present during the observation cycle. If multiple adults are present, weigh their behaviors and interactions according to the number of students with whom they are working, the amount of time they spend with the students, and their responsibility for the activities.

Scoring

After the observation is complete, follow this four-step process for assigning scores:

1. Review your notes to ensure that the interactions and behaviors you noted are sorted into the correct dimension and indicator.
2. Turn to the face page of the dimension you are scoring to determine the appropriate range for each indicator within the dimension. Consider the extent to which the interactions you have documented are highly characteristic of the descriptions that fall into the low, mid, or high range for each indicator.
3. Turn to the range description pages following the face page to verify the ranges you selected. If the description for the range you originally selected does not match up with what you saw, read over the descriptions for the other ranges to determine which fits the classroom best and adjust your range accordingly.
4. Use the scoring guide table in Chapter 2 of your CLASS manual to help you assign a numerical code to the dimension.

When assigning scores, keep the following in mind:

- ❖ Remember that some interactions are appropriate to score in more than one dimension.
- ❖ Try to avoid letting scores for other dimensions or other cycles influence your scores for the cycle and dimension you are currently scoring.

- ❖ Resist the temptation to seek perfection. If all the indicators within a dimension are highly characteristic of descriptions that fall in the high range, it is appropriate to assign a score of 7. A score of 7 represents high quality interactions but does not mean perfection.
- ❖ Remember that the CLASS is not a checklist. You are not merely looking for the presence or absence of interactions. You should be sure to consider frequency, duration, and depth of the interactions you observe, as well as a more holistic or global view of the classroom when determining your codes.