



Coding FAQs

How do I find out the code for a particular exemplar video?

The exemplar videos illustrate behaviors that are highly characteristic of some or all of the indicators within a particular dimension. The videos are too short to provide enough information about classroom interactions to be coded using the CLASS™ measure. They are, however, useful for identifying effective behaviors within each CLASS dimension.

Can I see evidence of other dimensions in exemplar videos?

As you start to learn more about interactions associated with each dimension, it's possible that you will see evidence of more than one dimension in an exemplar. For example, while watching an exemplar for Quality of Feedback, you may notice that the students and teachers are smiling together—a behavior associated with Positive Climate. The focus text that accompanies each video describes aspects of the dimension that are highlighted in the exemplar.

What should I include in my notes during my observation?

Note the specific behaviors of adults and students within the classroom. Notes may include both general observations and more specific observations that might include exact quotes. For example, an observer may note within the dimension of Negative Climate that as she reads with the students, she notices that some students aren't attending and snaps, "Why don't you ever pay attention? How many times do I have to tell you?"

Do I look at the behaviors that are absent as well as those that are present?

When determining the code for a dimension, it's important to consider the presence and absence of indicators. Because codes are based on holistic scoring, noting when one or two indicators were not observed can significantly affect the code for the dimension overall.

All of the behavioral markers for a specific indicator may or may not be seen during the twenty-minute observation period, so, observers should not use behavioral markers as a checklist.

When thinking about range, should I start with high and work my way back?

The general recommendation for identifying the range that best fits the interactions within an observation cycle is to look at the face page for each dimension and read the detailed range descriptions for each indicator.

- If all of the applicable indicators within the dimension were present at the high level, an observer should read the high-range description for that dimension.
- If all the applicable indicators within the dimension were present at a low level, the observer should read the low-range description.
- When the applicable indicators were present at a variable level, the observer should read the mid-range description.

To confirm the range that is most appropriate for the observation, it is often helpful to read the range above or the range below.

What happens if I observe an exemplary teacher, but the assistant is less effective?

The CLASS measure was created to assess classroom-level effectiveness, which includes interactions among all of the adults and students within the classroom. In situations where the interactions occurring between one adult and the students are highly characteristic of the dimension and the students' interactions occurring with another adult are less characteristic, it's likely to impact the code. If the adults are interacting equally with students, it may result in a mid-range score. If only a few students are with one adult and most of the students are with another, it will shift the score lower or higher depending on which teacher is providing the bulk of the interactions.

Should I code things I hear but don't see?

In order to accurately code a classroom, observers must focus on the interactions that they see and hear. Without the benefit of seeing actual behaviors, evidence that is only heard may be incorrectly understood by an observer.

How do I distinguish between a 1 and a 2?

Determine the code within a range based upon the presence and absence of the applicable indicators within the dimension. Using the scoring rubric in the CLASS manual, coders will select a 1 when the indicators all fall within the low range. A score of a 2 is selected when one or two of the indicators are observed as slightly higher than the low-range description.

Do I need to see evidence of all of the behavioral markers to code a classroom at 7 on a dimension?

It is not necessary to see all of the behavioral markers in an observation to assign a code of 7. If all the indicators for that dimension meet the description of the high range in the CLASS manual, a classroom would score a 7.

How do I code if there are two indicators in the mid range and two in the high range? How do I decide if it is a 5 or a 6?

It can be challenging to determine which score best represents the classroom interactions when they fall between ranges. To help determine a code, an observer determines which range overall best fits the classroom. If the mid-range description best fits, with one or two indicators fitting in the high range, the score would be a 5. If the high-range description best fits, with one or two indicators present at a lower level, a score of a 6 would be more appropriate.