Understanding Your Coding Tendencies
Did you tend to overcode? If so, did you tend to overcode for certain domains, dimensions, or videos, or did you overcode in general?

If you are overcoding in general, review the scoring guidelines table presented in Chapter 2 of the CLASS™ Manual and compare the descriptor language for each numerical code with the indicators listed on the face pages (the first page of each dimension). This will help give you a concrete idea of what types of interactions to look for in a classroom.

If you are overcoding a specific domain, review the discussion about the domains in Chapter 1 of the manual before reading the detailed information about each dimension. If you are overcoding the Instructional Support domain (a common tendency), remember not to give too much credit to occasional interactions within this domain.

If you are overcoding a specific dimension, review the information on the face page and then read the detailed descriptions in the manual. Consider the possibility that you may be giving credit for behaviors that belong in other dimensions or that are not factored into the CLASS measure. Also consider whether you might be overrating the duration, depth, effectiveness, or consistency of observed interactions. If you tend to assign mid-range scores that are master coded in the low range, pay particular attention to the differences between these ranges to help calibrate your scores.

If you overcoded a certain video, you may have had a positive reaction to either the teacher or the activity that caused you to lose objectivity. Remember that accurate use of the CLASS measure requires that the user be objective and focused on the specific teacher-student interactions it defines.

Avoid overcorrecting your coding and swinging too far in the opposite direction so that you begin undercoding interactions. Use the manual and the scoring guidelines table presented in Chapter 2 of the CLASS manual as your scoring guide.

Did you tend to undercode? If so, did you tend to undercode in general or only for certain domains, dimensions, or videos?

If you are undercoding in general, please review the scoring guidelines table presented in Chapter 2 of the CLASS manual in great depth. As you review the table, compare the descriptor language for each numerical code with the indicators listed on the face page for any dimension. This will give you a concrete idea of the types of interactions to look for in a classroom.

If you are undercoding a specific domain, review the discussion about the
domains in the first chapter of the CLASS manual before reading the detailed information about each dimension in the manual. Consider the possibility that you are looking for behaviors that are not part of the CLASS measure or consistently underrating the effectiveness or depth of the interactions as described in the CLASS manual.

If you are undercoding a specific dimension, review the information on the face page (the first page of each dimension) and then read the detailed descriptions in the manual. Consider the possibility that you may not be giving credit for some of the behaviors included in the CLASS manual for that dimension. Also consider whether you might be underrating the duration, depth, effectiveness, or consistency of observed interactions. If you tend to assign mid-range scores that are master coded in the high range, pay particular attention to the differences between these ranges to help calibrate your scores.

If you undercoded a certain video, you may have had a negative reaction to either the teacher or the activity which caused you to lose objectivity. Remember that accurate use of the CLASS measure requires that the user remain objective and focused on the specific teacher-student interactions it defines. Avoid overcorrecting your coding and swinging too far in the opposite direction so that you begin overcoding interactions. Use the manual and the scoring guideline table presented in Chapter 2 of the CLASS manual as your scoring guide.

**Was there a particular dimension that gave you difficulty?**

If you had difficulty with a particular dimension, closely review all of the written information about that dimension in your CLASS manual. Read both the face page and the more detailed descriptions to better understand the kinds of teacher-student interactions that illustrate that dimension.

Once you have reviewed the written information, visit the Video Library to view exemplar videos for that dimension. Be sure to read the focus text accompanying each video to understand what interactions to look for in the video.

**Was there a certain video that gave you difficulty?**

Consider the possibility that you may have lost your objectivity and let your feelings about the teacher or the activity interfere with your ability to view the video using the CLASS lens. In order to remain objective, focus on the indicators, behavioral markers, and range descriptions that illustrate each dimension and don’t let things that fall outside of the CLASS framework influence your codes.
Did you code all of the recertification videos on the same day?

Coding all five videos in a day can lead to coder fatigue which tends to interfere with a coder’s objectivity. We recommend that coders complete two or three videos on one day and then complete the remaining videos on the second day.

Did you spend significantly more than 10-15 minutes assigning codes to each of the segments?

It is important to keep within the scoring guidelines recommended in the manual. Taking more time often leads people to either overthink or second-guess their codes.

As a reminder, you still have access to the training videos from your initial CLASS Observation Training. Taking the time to rewatch and code these videos can be particularly helpful, especially if you still have copies of the justifications and can compare your codes with the master codes.