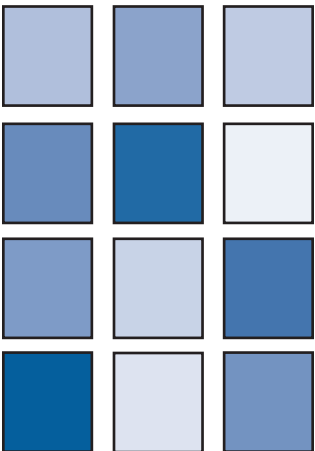


CLASSROOM ASSESSMENT SCORING SYSTEM™

DIMENSIONS OVERVIEW



CLASSROOM
ASSESSMENT
SCORING
SYSTEM™

Baltimore • London • Sydney

Positive Climate

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
Relationships <ul style="list-style-type: none"> • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation 	There are few, if any, indications that the teacher and students enjoy warm, supportive relationships with one another.	There are some indications that the teacher and students enjoy warm, supportive relationships with one another.	There are many indications that the teacher and students enjoy warm, supportive relationships with one another.
Positive Affect <ul style="list-style-type: none"> • Smiling • Laughter • Enthusiasm 	There are no or few displays of positive affect by the teacher and/or students.	There are sometimes displays of positive affect by the teacher and/or students.	There are frequent displays of positive affect by the teacher and/or students.
Positive Communication <ul style="list-style-type: none"> • Verbal affection • Physical affection • Positive expectations 	There are rarely positive communications, verbal or physical, among teachers and students.	There are sometimes positive communications, verbal or physical, among teachers and students.	There are frequently positive communications, verbal or physical, among teachers and students.
Respect <ul style="list-style-type: none"> • Eye contact • Warm, calm voice • Respectful language • Cooperation and/or sharing 	The teacher and students rarely, if ever, demonstrate respect for one another.	The teacher and students sometimes demonstrate respect for one another.	The teacher and students consistently demonstrate respect for one another.

Negative Climate

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
Negative Affect <ul style="list-style-type: none"> • Irritability • Anger • Harsh voice • Peer aggression • Disconnected or escalating negativity 	The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity.	The classroom is characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or the students.	The classroom is characterized by consistent irritability, anger, or other negative affect by the teacher and/or the students.
Punitive Control <ul style="list-style-type: none"> • Yelling • Threats • Physical control • Harsh punishment 	The teacher does not yell or make threats to establish control.	The teacher occasionally uses expressed negativity such as threats or yelling to establish control.	The teacher repeatedly yells at students or makes threats to establish control.
Sarcasm/Disrespect <ul style="list-style-type: none"> • Sarcastic voice/statement • Teasing • Humiliation 	The teacher and students are not sarcastic or disrespectful.	The teacher and/or students are occasionally sarcastic or disrespectful.	The teacher and/or students are repeatedly sarcastic or disrespectful.
Severe Negativity <ul style="list-style-type: none"> • Victimization • Bullying • Physical punishment 	There are no instances of severe negativity between the teacher and students.	There are no instances of severe negativity between the teacher and students.	There are instances of severe negativity between the teacher and students or among the students.

Teacher Sensitivity

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Awareness</p> <ul style="list-style-type: none"> Anticipates problems and plans appropriately Notices lack of understanding and/or difficulties 	<p>The teacher consistently fails to be aware of students who need extra support, assistance, or attention.</p>	<p>The teacher is sometimes aware of students who need extra support, assistance, or attention.</p>	<p>The teacher is consistently aware of students who need extra support, assistance, or attention.</p>
<p>Responsiveness</p> <ul style="list-style-type: none"> Acknowledges emotions Provides comfort and assistance Provides individualized support 	<p>The teacher is unresponsive to or dismissive of students and provides the same level of assistance to all students, regardless of their individual needs.</p>	<p>The teacher is responsive to students sometimes but at other times is more dismissive or unresponsive, matching her support to the needs and abilities of some students but not others.</p>	<p>The teacher is consistently responsive to students and matches her support to their needs and abilities.</p>
<p>Addresses Problems</p> <ul style="list-style-type: none"> Helps in an effective and timely manner Helps resolve problems 	<p>The teacher is ineffective at addressing students' problems and concerns.</p>	<p>The teacher is sometimes effective at addressing students' problems and concerns.</p>	<p>The teacher is consistently effective at addressing students' problems and concerns.</p>
<p>Student Comfort</p> <ul style="list-style-type: none"> Seeks support and guidance Freely participates Takes risks 	<p>The students rarely seek support, share their ideas with, or respond to questions from the teacher.</p>	<p>The students sometimes seek support from, share their ideas with, or respond to questions from the teacher.</p>	<p>The students appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.</p>

Regard for Student Perspectives

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Flexibility and Student Focus</p> <ul style="list-style-type: none"> Shows flexibility Incorporates student's ideas Follows lead 	<p>The teacher is rigid, inflexible, and controlling in his plans and/or rarely goes along with students' ideas; most classroom activities are teacher-driven.</p>	<p>The teacher may follow the students' lead during some periods and be more controlling during others.</p>	<p>The teacher is flexible in his plans, goes along with students' ideas, and organizes instruction around students' interests.</p>
<p>Support for Autonomy and Leadership</p> <ul style="list-style-type: none"> Allows choice Allows students to lead lessons Gives students responsibilities 	<p>The teacher does not support student autonomy and leadership.</p>	<p>The teacher sometimes provides support for student autonomy and leadership but at other times fails to do so.</p>	<p>The teacher provides consistent support for student autonomy and leadership.</p>
<p>Student Expression</p> <ul style="list-style-type: none"> Encourages student talk Elicits ideas and/or perspectives 	<p>There are few opportunities for student talk and expression.</p>	<p>There are periods during which there is a lot of student talk and expression but other times when teacher talk predominates.</p>	<p>There are many opportunities for student talk and expression.</p>
<p>Restriction of Movement</p> <ul style="list-style-type: none"> Allows movement Is not rigid 	<p>The teacher is highly controlling of students' movement and placement during activities.</p>	<p>The teacher is somewhat controlling of students' movement and placement during activities.</p>	<p>Students have freedom of movement and placement during activities.</p>

Behavior Management

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Clear Behavior Expectations</p> <ul style="list-style-type: none"> • Clear expectations • Consistency • Clarity of rules 	Rules and expectations are absent, unclear, or inconsistently enforced.	Rules and expectations may be stated clearly but are inconsistently enforced.	Rules and expectations for behavior are clear and consistently enforced.
<p>Proactive</p> <ul style="list-style-type: none"> • Anticipates of problem behavior or escalation • Low reactivity • Monitors 	The teacher is reactive, and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive responses; sometimes she monitors and reacts to early indicators of behavior problems but other times misses or ignores them.	The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing.
<p>Redirection of Misbehavior</p> <ul style="list-style-type: none"> • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection 	Attempts to redirect misbehavior are ineffective; the teacher rarely focuses on positives or uses subtle cues. As a result, misbehavior continues and/or escalates and takes time away from learning.	Some of the teacher's attempts to redirect misbehavior are effective, particularly when he or she focuses on positives and uses subtle cues. As a result, misbehavior rarely continues, escalates, or takes time away from learning.	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take time away from learning.
<p>Student Behavior</p> <ul style="list-style-type: none"> • Frequent compliance • Little aggression and defiance 	There are frequent instances of misbehavior in the classroom.	There are periodic episodes of misbehavior in the classroom.	There are few, if any, instances of student misbehavior in the classroom.

Productivity

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Maximizing Learning Time</p> <ul style="list-style-type: none"> • Provision of activities • Choice when finished • Few disruptions • Effective completion of managerial tasks • Pacing 	Few, if any, activities are provided for students, and an excessive amount of time is spent addressing disruptions and completing managerial tasks.	The teacher provides activities for the students most of the time, but some learning time is lost in dealing with disruptions and the completion of managerial tasks.	The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.
<p>Routines</p> <ul style="list-style-type: none"> • Students know what to do • Clear instructions • Little wandering 	The classroom routines are unclear; most students do not know what is expected of them.	There is some evidence of classroom routines that allow everyone to know what is expected of them.	The classroom resembles a "well-oiled machine"; everybody knows what is expected of them and how to go about doing it.
<p>Transitions</p> <ul style="list-style-type: none"> • Brief • Explicit follow-through • Learning opportunities within 	Transitions are too long, too frequent, and/or inefficient.	Transitions sometimes take too long or are too frequent and inefficient.	Transitions are quick and efficient.
<p>Preparation</p> <ul style="list-style-type: none"> • Materials ready and accessible • Knows lessons 	The teacher does not have activities prepared and ready for the students.	The teacher is mostly prepared for activities but takes some time away from instruction to take care of last-minute preparations.	The teacher is fully prepared for activities and lessons.

Instructional Learning Formats

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Effective Facilitation</p> <ul style="list-style-type: none"> Teacher involvement Effective questioning Expanding children's involvement 	<p>The teacher does not actively facilitate activities and lessons to encourage students' interest and expanded involvement.</p>	<p>At times, the teacher actively facilitates activities and lessons to encourage interest and expanded involvement, but at other times she merely provides activities for the students.</p>	<p>The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement.</p>
<p>Variety of Modalities and Materials</p> <ul style="list-style-type: none"> Range of auditory, visual, and movement opportunities Interesting and creative materials Hands-on opportunities 	<p>The teacher does not use a variety of modalities or materials to gain students' interest and participation during activities and lessons.</p>	<p>The teacher is inconsistent in her use of a variety of modalities and materials to gain students' interest and participation during activities and lessons.</p>	<p>The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons.</p>
<p>Student Interest</p> <ul style="list-style-type: none"> Active participation Listening Focused attention 	<p>The students do not appear interested and/or involved in the lesson or activities.</p>	<p>Students may be engaged and/or interested for periods of time, but at other times their interest wanes and they are not involved the activity or lesson.</p>	<p>Students are consistently interested and involved in activities and lessons.</p>
<p>Clarity of Learning Objectives</p> <ul style="list-style-type: none"> Advanced organizers Summaries Reorientation statements 	<p>The teacher makes no attempt to or is unsuccessful at orienting and guiding students toward learning objectives.</p>	<p>The teacher orients students somewhat to learning objectives, or the learning objectives may be clear during some periods but less so during others.</p>	<p>The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.</p>

Concept Development

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Analysis and Reasoning</p> <ul style="list-style-type: none"> Why and/or how questions Problem solving Prediction/experimentation Classification/comparison Evaluation 	<p>The teacher rarely uses discussions and activities that encourage analysis and reasoning.</p>	<p>The teacher occasionally uses discussions and activities that encourage analysis and reasoning.</p>	<p>The teacher often uses discussions and activities that encourage analysis and reasoning.</p>
<p>Creating</p> <ul style="list-style-type: none"> Brainstorming Planning Producing 	<p>The teacher rarely provides opportunities for students to be creative and/or generate their own ideas and products.</p>	<p>The teacher sometimes provides opportunities for students to be creative and/or generate their own ideas and products.</p>	<p>The teacher often provides opportunities for students to be creative and/or generate their own ideas and products.</p>
<p>Integration</p> <ul style="list-style-type: none"> Connect concepts Integrates with previous knowledge 	<p>Concepts and activities are presented independent of one another, and students are not asked to apply previous learning.</p>	<p>The teacher sometimes links concepts and activities to one another and to previous learning.</p>	<p>The teacher consistently links concepts and activities to one another and to previous learning.</p>
<p>Connections to the Real World</p> <ul style="list-style-type: none"> Real-world applications Related to students' lives 	<p>The teacher does not relate concepts to the students' actual lives.</p>	<p>The teacher makes some attempts to relate concepts to the students' actual lives.</p>	<p>The teacher consistently relates concepts to the students' actual lives.</p>

Quality of Feedback

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Scaffolding</p> <ul style="list-style-type: none"> • Hints • Assistance 	The teacher rarely provides scaffolding to students but rather dismisses responses or actions as incorrect or ignores problems in understanding.	The teacher occasionally provides scaffolding to students but at other times simply dismisses responses as incorrect or ignores problems in students' understanding.	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.
<p>Feedback Loops</p> <ul style="list-style-type: none"> • Back-and-forth exchanges • Persistence by teacher • Follow-up questions 	The teacher gives only perfunctory feedback to students.	There are occasional feedback loops—back-and-forth exchanges—between the teacher and students; other times, however, feedback is more perfunctory.	There are frequent feedback loops—back-and-forth exchanges—between the teacher and students.
<p>Prompting Thought Processes</p> <ul style="list-style-type: none"> • Asks students to explain thinking • Queries responses and actions 	The teacher rarely queries the students or prompts students to explain their thinking and rationale for responses and actions.	The teacher occasionally queries the students or prompts students to explain their thinking and rationale for responses and actions.	The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions.
<p>Providing Information</p> <ul style="list-style-type: none"> • Expansion • Clarification • Specific feedback 	The teacher rarely provides additional information to expand on the students' understanding or actions.	The teacher occasionally provides additional information to expand on the students' understanding or actions.	The teacher often provides additional information to expand on students' understanding or actions.
<p>Encouragement and Affirmation</p> <ul style="list-style-type: none"> • Recognition • Reinforcement • Student persistence 	The teacher rarely offers encouragement of students' efforts that increases students' involvement and persistence.	The teacher occasionally offers encouragement of students' efforts that increases students' involvement and persistence.	The teacher often offers encouragement of students' efforts that increases students' involvement and persistence.

Language Modeling

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<p>Frequent Conversations</p> <ul style="list-style-type: none"> • Back-and-forth exchanges • Contingent responding • Peer conversations 	There are few if any conversations in the classroom.	There are limited conversations in the classroom..	There are frequent conversations in the classroom.
<p>Open-Ended Questions</p> <ul style="list-style-type: none"> • Questions require more than a one-word response • Students respond 	The majority of the teacher's questions are closed-ended.	The teacher asks a mix of closed-ended and open-ended questions.	The teacher asks many open-ended questions.
<p>Repetition and Extension</p> <ul style="list-style-type: none"> • Repeats • Extends/elaborates 	The teacher rarely, if ever, repeats or extends the students' responses.	The teacher sometimes repeats or extends the students' responses.	The teacher often repeats or extends the students' responses.
<p>Self- and Parallel Talk</p> <ul style="list-style-type: none"> • Maps own actions with language • Maps student action with language 	The teacher rarely maps his or her own actions and the students' actions through language and description.	The teacher occasionally maps his or her own actions and the students' actions through language and description.	The teacher consistently maps his or her own actions and the students' actions through language and description.
<p>Advanced Language</p> <ul style="list-style-type: none"> • Variety of words • Connected to familiar words and/or ideas 	The teacher does not use advanced language with students.	The teacher sometimes uses advanced language with students.	The teacher often uses advanced language with students.