Classroom Assessment Scoring System Behavioral Markers

The CLASS structure is designed from broad to narrow - Domain→Dimension→Indicator→Behavioral Marker. The Behavioral Markers help to define each indicator. When observing we look for both the presence and absence of these behaviors.

There are 123 Behavioral Markers and they are briefly described below:

1. **Physical Proximity** – This is where the teacher is at in comparison to the children. For example does he/she sit on the rug with the children or on a chair next to a child at the table? Etc.
2. **Shared Activities** – The teacher interacts with the children and shares in their activities.
3. **Peer Assistance** – The teacher has fostered an environment where children help each other. There is a classroom community.
4. **Matched Affect** – Does the affect of the teacher and children match? If the children show excitement does the teacher respond with excitement, etc?
5. **Social Conversation** – Teachers frequently have meaningful conversations with children.
6. **Smiling** – There is smiling in the classroom.
7. **Laughter** – There is laughter in the classroom.
8. **Enthusiasm** – There is enthusiasm in the classroom. Children and teachers excited about what is going on.
9. **Verbal Affection** – When talking occurs there is affection in the tone and the words.
10. **Physical Affection** – Is the teacher supportive with physical affection such as hugs or a helping hand, etc.?
11. **Positive Expectations** – The teacher fosters a positive environment and expects good things from the children.
12. **Eye Contact** – The teacher will make eye contact with children and get down on their level to communicate.
13. **Warm, Calm Voice** – The teacher uses a warm, calm voice.
14. **Respectful Language** – Does the classroom foster respectful language using words such as please and thank you, etc.?
15. **Cooperation and/or Sharing** – Has a classroom community been fostered that assists children in learning to share and cooperate? Do children cooperate, wait patiently in line and share materials?
16. **Irritability** – The classroom should be free of irritability from children and adults.
17. **Anger** – The classroom should be void of anger and children should be provided with emotional supports that assist if anger is present.
18. **Harsh Voices** – Tone of voice is important in a classroom and the use of a harsh voice should not occur.
19. **Peer Aggression** – The goal in the classroom is to create a community. Peer aggression should be minimal and addressed appropriately when it becomes a concern.
20. **Disconnected or escalating negativity** – This relates to negative affect, peers and teachers should not be disconnected and escalating negativity should not occur.
21. **Yelling** – Yelling should not be used as a way to communicate or control the classroom.
22. **Threats** – The teacher does not use threats to establish control over the classroom.
23. **Physical Control** – The teacher does not use physical control.
24. **Harsh Punishment** – The Classroom is void of any harsh punishments.

25. **Sarcastic Voice/Statement** – The classroom should be respectful and teachers should not use a sarcastic tone nor should sarcastic statements be utilized.

26. **Teasing** – The classroom is void of teasing.

27. **Humiliation** – Teachers do not humiliate children nor do they allow children to humiliate each other.

28. **Victimization** – The classroom is completely free of any victimization.

29. **Bullying** – Teachers do not bully children nor do they allow bullying among children.

30. **Physical Punishment** – There is no physical punishment used within the classroom.

31. **Anticipates problems and Plans Appropriately** – The teacher is aware of what is going on in the classroom and identifies potential problems and reacts proactively?

32. **Notices lack of understanding and/or difficulties** – The teacher is aware of children that might not understand something (emotionally or cognitively). The teacher is aware of children that might be having difficulty in accomplishing a task. The teacher takes action to assist when needed.

33. **Acknowledges emotions** – The teacher will acknowledge the children’s emotions.

34. **Provides Comfort and Assistance** – The teacher will provide comfort and match her support to children’s needs and abilities.

35. **Provides Individualized Support** – The teacher will respond to a child’s individual needs and will not address all children the same.

36. **Helps in an effective and timely Manner** – When addressing problems the teacher’s solutions should be effective and responsiveness should occur in a timely manner.

37. **Helps resolve Problems** – The teacher will help children be problem solvers.

38. **Seeks Support and Guidance** – The teacher has fostered an environment where children will seek support and guidance. Children appear comfortable approaching the teacher for support/guidance.

39. **Freely Participates** – The teacher has fostered an environment where children will freely participate.

40. **Takes Risks** – The teacher has fostered an environment where children are willing to share ideas and take risks.

41. **Shows Flexibility** – The teacher is flexible in his or her plans and adjusts the daily activities as needed.

42. **Incorporates Students’ Ideas** – The teacher goes along with student’s ideas when appropriate and welcomes children’s input.

43. **Follows Students’ Lead** – The teacher will organize instruction around student’s interests following their lead.

44. **Allows Choice** – The teacher gives the children many opportunities to make choices to build leadership and autonomy.

45. **Allows Students to Lead Lessons** – In this classroom you will see leadership from children as they are partners in learning and leading lessons.

46. **Gives Students Responsibilities** – Children are given authentic responsibilities to assist and support the workings of the classroom community.

47. **Encourages Student Talk** – Children are encouraged to talk and share.
48. **Elicits Ideas and/or Perspectives** – Teachers seek children’s input and ideas and encourage student expression on an ongoing basis.

49. **Allows Movement** – Children are free to move and teachers are not controlling in movement and placement situations.

50. **Is not Rigid** – The teacher is not controlling and/or rigid in his or her approach.

51. **Clear Expectations** – Behavior expectations are clear.

52. **Consistency** – Behavior expectations are consistently enforced.

53. **Clarity of Rules** – Rules are clear.

54. **Anticipates of Problem behavior or escalation** – The teacher plans ahead and prevents problems or escalation of behavior by being proactive.

55. **Low Reactivity** – The teacher is not reactive to problems but rather proactive.

56. **Monitors** – The teacher monitors the classroom is observant of problems that can be prevented.

57. **Effective Reduction of Misbehavior** – The teacher consistently uses methods to prevent and redirect misbehavior.

58. **Attention to the Positive** – The teacher focuses on what works and gives attention to positive behaviors.

59. **Uses Subtle Cues to Redirect** – The teacher uses opportunities to cue children and redirect behaviors so they do not take time away from learning.

60. **Efficient Redirection** – The teacher’s attempts to redirect behavior are effective.

61. **Frequent Compliance** – Children are frequently compliant and there are few if any instances of student misbehavior in the classroom.

62. **Little Aggression and Defiance** – There is very minimal aggression and/or defiance displayed by children.

63. **Provision of Activities** – The teacher has something for the children to do and has ensured there are plenty of activities to avoid loss of instructional time.

64. **Choice when Finished** – Children have choices when they finish an activity, children are not required to wait for long periods of time while others finish.

65. **Few Disruptions** – The teachers manage disruptions efficiently to ensure that learning time is maximized.

66. **Effective completion of Managerial Tasks** – The teacher effectively completes managerial tasks and does not spend an excessive amount of time addressing managerial tasks that take away from maximizing a child’s learning time.

67. **Pacing** – The teacher paces activities and ensures that learning time is maximized to the fullest extent possible.

68. **Students know What to Do** – Children know what is expected from them and the classroom runs like a “well oiled machine”.

69. **Clear Instructions** – The teacher is clear in his/her instructions.

70. **Little Wandering** – Children are engaged in activities and there is very little wandering.

71. **Brief** – Transitions are quick and efficient.

72. **Explicit Follow-through** – In completing a transition there is explicit follow-through.

73. **Learning Opportunities Within** – There will be learning opportunities incorporated within transitions.
74. **Materials Ready and Accessible** – The teacher is fully prepared there is no searching for materials and/or equipment to implement activities and time isn’t taken away from instruction for preparation.

75. **Knows Lessons** – The teacher knows the lesson.

76. **Teacher Involvement** – The teacher is actively involved in facilitating children’s engagement in activities and lessons.

77. **Effective questioning** – The teacher uses effective questioning to encourage participation and expand children’s involvement.

78. **Expanding Children's Involvement** – The teacher facilitates activities to expand children’s involvement.

79. **Range of Auditory, Visual and Movement Opportunities** – The teacher uses a variety of modalities including auditory, visual and movement to gain children’s interest and participation.

80. **Interesting and Creative materials** – The teacher uses a variety of materials that are creative and interesting to children.

81. **Hands-On Opportunities** – The teachers provide opportunities that are hands-on.

82. **Active Participation** – Children actively participate in activities and lessons.

83. **Listening** – Children are interested and involved in activities.

84. **Focused Attention** – Children are attentive and involved in activities and lessons.

85. **Advanced Organizers** – The teacher effectively focuses children’s attention towards learning objectives before starting or at the beginning of an activity.

86. **Summaries** – The teachers summarizes the learning and/or objectives of the lesson.

87. **Reorientation Statements** – The teacher provides re-orientation statements to help keep the lesson focused on his/her learning objectives.

88. **Why and/or How Questions** – The teachers use why and/or how questions to encourage analysis and reasoning.

89. **Problem Solving** – The teachers encourage problem solving to promote higher order thinking skills.

90. **Prediction / Experimentation** – The teacher identifies ways to have children predict and experiment in order to encourage analysis and reasoning.

91. **Classification/Comparison** – The teacher identifies ways to have children classify and compare during activities and lessons in order to encourage analysis and reasoning that leads to higher order thinking.

92. **Evaluation** – Opportunities for evaluation should be present during lessons and activities.

93. **Brainstorming** – Children should have opportunities to brainstorm and generate their own ideas.

94. **Planning** – Children are encouraged to plan throughout their daily routines.

95. **Producing** – Children are given opportunities to be creative and generate their own ideas and products.

96. **Connects Concepts** – The teacher links concepts and activities to one another.

97. **Integrates with Previous Knowledge** – The teacher integrates concepts and activities to previous learning.

98. **Real World Applications** – The teacher relates concepts that apply to the real world.

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<tr>
<td>100. <strong>Hints</strong> – The teacher often scaffolds for students who are having a hard time understanding a concept or answering a question by providing hints.</td>
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<td>101. <strong>Assistance</strong> – The teacher often scaffolds for students who are having a hard time understanding a concept or answering a question by providing assistance.</td>
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<td>102. <strong>Back-and-forth Exchanges</strong> – Teachers and children have back-and-forth conversations to create feedback loops.</td>
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<td>103. <strong>Persistence by Teacher</strong> – The teacher is persistent in having conversations with children and creating feedback loops.</td>
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<td>104. <strong>Follow-Up Questions</strong> – The teacher uses follow up questions to promote feedback loops.</td>
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<td>105. <strong>Asks Students to Explain Thinking</strong> – The teacher prompts the children to explain their thinking.</td>
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<td>106. <strong>Queries Responses and Actions</strong> – The teacher queries (questions) students to explain their thinking and/or rationale for responses and actions.</td>
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<td>107. <strong>Expansion</strong> – The teacher provides additional information to expand on students understanding or actions.</td>
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<td>108. <strong>Clarification</strong> – The teacher provides information to clarify children’s understanding or actions.</td>
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<td>109. <strong>Specific Feedback</strong> – The teacher uses specific feedback when providing information to expand children’s understanding and actions.</td>
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<td>110. <strong>Recognition</strong> – The teacher offers recognition of student’s efforts to increase student’s involvement and persistence.</td>
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<td>111. <strong>Reinforcement</strong> – The teacher offers reinforcement to help increase children’s involvement and persistence.</td>
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<td>112. <strong>Student Persistence</strong> – Children are persistence as teacher’s use feedback to promote continued participation.</td>
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<td>113. <strong>Back-and-Forth Exchanges</strong> – There are frequent conversations in the classroom.</td>
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<td>114. <strong>Contingent Responding</strong> – The teacher responds based on the conversation a child has started.</td>
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<td>115. <strong>Peer Conversations</strong> – Peer conversations are fostered in the classroom and there is evidence of frequent interactions between children.</td>
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<td>116. <strong>Questions require more than a one-word response</strong> – The teacher asks questions that require more than a one-word response (open-ended).</td>
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<td>117. <strong>Students Respond</strong> – Children respond to open ended questions.</td>
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<td>118. <strong>Repeats</strong> – The teacher repeats student responses.</td>
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<td>119. <strong>Extends/Elaborates</strong> – The teacher extends or elaborates on student responses.</td>
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<td>120. <strong>Maps Own Actions with Language</strong> – The teacher maps his or her own actions through language and description. The teacher states out loud what he or she is doing.</td>
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<tr>
<td>121. <strong>Maps Student Action with Language</strong> – The teacher maps the children’s actions through language and description. The teacher states out loud what children are doing.</td>
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<td>122. <strong>Variety of Words</strong> – The teacher uses a variety of words with the children.</td>
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<td>123. <strong>Connected to Familiar Words/and or Ideas</strong> – The teacher uses advanced language with children ensuring that it is connected to familiar words and/or ideas.</td>
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