



CLASS® Observation Documentation Guidelines

A. Pre-K Second Edition- Observation Booklet (must be filled out entirely):

CLASS® Score Sheets (4 complete cycles):		
Top Portion:	<ul style="list-style-type: none"> • Cycle Number • Start Time • End Time • Number of Adults/Children 	<ul style="list-style-type: none"> • 1-4 • Cycle start time (ex. 9:00 AM) • Cycle end time (ex. 9:20 AM) • Number of adults/children (ex: Adults 2 Children 20)
Initial Ranges		Write L, M, H next to each indicator to indicate initial range
Confirm Ranges		Circle confirmed range for each indicator
Dimension Score		Circle dimension score
Activity Setting (pg. 112 Field Guide)	<ul style="list-style-type: none"> • Format 	Mark all that apply with corresponding content area
	<ul style="list-style-type: none"> • Relative Time Spent 	Circle the relative time spent in a particular content area
	<ul style="list-style-type: none"> • Relative number of children involved 	Circle the relative number of children involved in a particular content area
	<ul style="list-style-type: none"> • Degree of Engagement 	Circle the degree of engagement of children in a particular content area
CLASS® Observation Summary (pgs. 2-3)		
Summary Scoring Sheet (pg. 2)	<ul style="list-style-type: none"> • Cycle Information • Scores 	Transfer all individual cycle information to summary scoring sheet.
Observation Summary (pg. 3)	<ul style="list-style-type: none"> • Date • Age/Grade Level • Observer • School/Classroom • Educator(s) • Language(s) 	<ul style="list-style-type: none"> • Date of observation • Pre-K • Observer reliability code • Classroom code • Educator initials • Language spoken



Arrival & Departure Time	<ul style="list-style-type: none"> • Time arrived at the site. • Time departed the site (ensure your end time includes 10 minutes scoring of last cycle) 	<ul style="list-style-type: none"> • Write arrival and departure times next to Classroom code at top of Observation Summary Sheet (pg. 3)
Dimension/Domain Averages	<ul style="list-style-type: none"> • Dimension Averages • Domain Averages 	<ul style="list-style-type: none"> • Indicate the two highest (H1 & H2) and lowest (L1 & L2) scoring dimensions next to dimension averages
Overall Scores from Portal		<ul style="list-style-type: none"> • Write overall scores with AND without Negative Climate under dimension averages chart

B. Toddler & Infant – Observation Booklet (must be filled out entirely)

CLASS® Observation Sheets (4 complete cycles):		
Top Portion:	<ul style="list-style-type: none"> • Teacher • Observer • Start Time • End time • Number of Adults/Children 	<ul style="list-style-type: none"> • Teacher initials • Observer reliability code • Cycle start time • Cycle end time • Number of adults/Children
Activity, Physical Setting, Grouping, Content	For infant observations there are additional fields to complete (ex. walkers vs. non-walkers_	Circle all; Check Majority
Dimension Ranges		Write L, M, H next to each indicator on Observation Sheet
Dimension Score		Circle Dimension Score on Observation Sheet
CLASS® Scoring Summary Sheet		
Top Portion		Transfer all information to scoring summary sheet.



Arrival & Departure Time	<ul style="list-style-type: none"> Time arrived at the site. Time departed the site (ensure your end time includes 10 minutes scoring of last cycle) 	Write arrival and departure times underneath Start and End Times
Summary Chart		Transfer ALL individual cycle information to summary chart
Dimension/Domain Averages	<ul style="list-style-type: none"> Dimension Averages Domain Averages 	Indicate the two highest (H1 & H2) and lowest (L1 & L2) scoring dimensions next to dimension averages for toddler. For infant, the highest (H1) and lowest (L1).
Overall Scores from Portal		Write overall scores with AND without Negative Climate under domain average boxes.

- Any time periods that deviate from the 20 minutes observing and 10 minutes scoring (pre-K and toddler) or 15 minutes observing, and 10 minutes scoring (infant observations only) should be documented on the blank area at the bottom of page 3 of your observation booklet for pre-K and on last notes page after the scoring summary sheet for toddler and infant observations. Provide detailed information describing the reason for the deviation.
- A simplified observation ticket/label must be securely taped to the back of the observation booklet. Include observer code, classroom code and date completed.

Observation Notes, Summary Statements and Highest/Lowest Feedback for all Age Types (Infant, Toddler, Pre-K)

C. Observation Notes

- All observation notes should be written or typed on the required/approved notes pages and attached to the observation booklet next to each corresponding cycle.
 - All altered notes pages must be approved by Picard Center.
 - If longer quotes or back-and-forth exchanges are provided on a separate page, please indicate the dimension(s) in an organized manner.
- All dimension boxes must contain specific evidence to support the dimension score.
 - Never leave a dimension box blank
- All indicators must be addressed in notes.
- Provide a sufficient number of exact quotes, when applicable.
- A context or clarification statement should be added to support the numerical score.



- a. Ex.). Small group activity coloring or matching butterflies; educator provides activity but time loss due to preparation or behavioral issues; educator asked many how/why questions but failed to provide adequate wait time for children to respond.
6. If notes/examples fit in more than one dimension, you must reference the example or direct quote in both dimension boxes.
7. Provide enough evidence to support the numerical score. For example, the evidence provided should indicate why the overall score is a “6” and not a “7”.

D. Summary Statements

1. Write summary statements that address each indicator with the following:
 - a. **A lead-in statement that addresses the indicator and frequency (past tense)**
 - i. Ex). *The educator and children consistently demonstrated genuine connected relationships with one another.*
 - b. **Specific examples unique to the observation**
 - ii. Ex). *The lead educator got down on the children’s level while playing with blocks during center time and had a social conversation with one child about a sibling’s birthday party. The educators and children collaborated during morning routine discussions and smiled together while singing and dancing to Good Morning Song.*
2. The number of specific examples provided must match the frequency term for the **indicator**.

Dimension Average Range	Frequency Terminology	Number of Examples for Summary Statements
High Range (6.0 - 7.0)	Many, frequently, always	4 or 5 examples
Mid-Range (5.9 – 3.0)	Sometimes, occasionally, at times	2-3 stronger examples with 1 lower quality example OR
		2 stronger examples and 2 lower quality examples OR
		2 lower quality examples with 1 stronger example
Low- Range (1 – 2.99)	Rarely, Few, Does Not	1 example or clarification statement <ul style="list-style-type: none"> • Ex.) <i>The teacher asked rote questions throughout the observation identifying shapes, colors, or numbers.</i>



**The number of examples for each range (H, M, L) are a guide for reporting purposes ONLY and should not be used as a guide when scoring interactions.*

3. The specific examples must be written in one of two ways:
 - a. Written in grammatically correct sentences after the lead-in statement.
 - i. Ex.). *For example, the educator provided leadership roles for several children during the morning routine including calendar helper, attendance taker, and weather helper.*
 - b. Provided in parentheses and separated by semicolons after the lead-in statement.
 - i. Ex. 1). *(Sitting all together on rug with children; shared activities with matching game; social conversation about weekend plans)*
 - ii. Ex. 2). *(“Thank you for helping.”; “I appreciate you sharing with your friends.”; “I love the way you are being good listeners.”)*
4. Choose the strongest examples (including non-examples) that support the numerical score.
5. The number of examples provided should include the examples and non-examples (low quality examples). Ex.). The educator sometimes engaged in respectful behaviors when interacting with the children (“Good job for putting your food up M.”; used polite language such as “Thank you.”). At other times, the educator demonstrated less respect for children (moved children without first informing them to move them into a rocking seat or lift in the air).
6. The examples should include specific details and/or context when necessary.

Summary Statement Examples:

1. Positive Climate Example (Pre-K): *The educator and children consistently demonstrated connected relationships with one another. The educator sat with the children playing with the blocks and collaborated with the children in picture matching and sorting. The children engaged in social conversations during centers and whole group and with their educators about favorite colors and dinosaurs. There were some displays of positive enjoyment by the educators and children. During music and movement, the children laughed and were excited as they imitated animal sounds and movements. They also showed contentment during the morning routine of attendance but displayed flatter affect in a small group counting activity. There was frequent positive communication, indications of care, between the educator and children. The educators held and patted children’s hands, hugged them, and some children leaned closely against the second educator. The lead educator told the children, “You are all great listeners.” and “You are so smart.” The educators and children often demonstrated respect for one another. Both educators used a calm voice and the children’s names. The children were typically cooperative and shared materials with one another in centers. Respectful language was heard throughout the observation with “please” and “thank you.”*
2. Behavior Guidance Example (Toddler): *The teacher sometimes actively monitored children's behavior. Most children showed some awareness of the classroom expectations (the teacher let*



children know her expectations as she said, "We have to use gentle hands." At other times, the children were unable to meet classroom expectations (reminders to share; respecting that another child was using a material were needed). The teacher's support of positive behavior was inconsistent. The teachers sometimes effectively redirected misbehavior ("Can we share?"). At other times, the teacher's redirections were focused on what not to do and did not change children's behavior ("No hitting."; "That was not nice. You threw the baby across the room."). In this classroom, children were involved in activities and tasks at times (children were engaged with toys such as animals, Legos, and connectors). At other times, the children engaged in disruptive behaviors (as the children threw toys across the room; as the children took toys from one another).

3. Facilitated Exploration Example (Infant): *There were some occasions when the teachers were actively involved with some of the infants and initiated activities with them (Initiated activities such as blowing bubbles; asked questions such as "What does the duck say?"). At other times, the teachers were not actively involved with infants to support their exploration (the lead teacher interacted primarily with the infants who were nearest to her and less with infants who sat quietly in the seats or activity centers). There was some evidence that the teachers watched infants and followed their interests and leads (the lead teacher went along with an infant's interest in toy phones by pretending to call and talk to her; the lead teacher noticed an infant's interest in putting toys in a crate and stated, "Good job L! I see you cleaning up!"). At other times, the teachers were controlling or overstimulating in their interactions with the infants (the lead teacher was controlling of a snack activity in which she provided one food "puff" to each child individually while telling some to "wait" as they reached). The teachers sometimes expanded infants' experiences; however, this was not evident across all cycles (the lead teacher moved back-and-forth as an infant clapped and moved to the Baby Shark song; during a bubble activity, the lead teacher stated encouragingly, "Pop it! Get it!", and the second teacher helped an infant reach up to pop a bubble).*

E. Guidelines for Selecting Feedback:

Highest Scoring Dimensions (Pre-K and Toddler Observations)

1. Once the observation scoring summary sheet is filled out completely, review the dimension score averages and select the **highest** two averages (indicate which two you have selected with H1 and H2).



2. If you have multiple dimensions with the same average score, select no more than 1 dimension in each **domain** (This only occurs if you have three or more dimensions with the same average score. If you have only two dimensions with the same score those should be chosen).

Dimension Averages		
H1	7.0	Positive Climate
	1.0	Negative Climate
	6.75	Educator Sensitivity
	7.0	Regard for Child Perspectives
	6.0	Behavior Management
H2	7.0	Productivity
	6.75	Instructional Learning Formats
L2	3.75	Concept Development
L1	3.25	Quality of Feedback
	5.0	Language Modeling

Example (Pre-K) - Positive Climate (PC), Regard for Child Perspectives (RSP) and Productivity (P) are all assigned a score of a 7. You would address one dimension in Emotional Support (either PC or RCP) and P in Classroom Organization.

3. If more than 1 dimension is assigned the same score in the same domain, use your judgment to determine which dimension was most strongly supported by **higher-level behaviors**.

4. If all dimensions are scored below a 3, there is no highest scoring dimension to address.

NOTE: We are **excluding** Negative Climate when selecting the highest scoring dimension.

Lowest Scoring Dimensions (Pre-K and Toddler Observations)

H1	PC	4.5
	NC	1.0
H2	TS	4.5
	RCP	4.0
L1	BG	3.0
	FLD	4.0
	QF	3.0
L2	LM	3.0

1. Review the dimension score averages and select the **lowest** two dimension averages (indicate which two you have selected with L1 and L2). If you have multiple dimensions with the same average score, select no more than 1 dimension in each domain (This only occurs if you have three or more dimensions with the same average score. If you have only two dimensions with the same score those should be chosen).

Example (Toddler) - Quality of Feedback (QF), Behavior Guidance (BG), and Language Modeling (LM) are all assigned a score of a 3. You would address one dimension in Engaged Support for Learning (either LM or QF) and BG in Emotional and Behavioral Support.



2. If more than 1 dimension is assigned the same score in the same domain, use your judgment to determine which dimension was most strongly supported by **lower-level behaviors**.
3. If dimension averages are a 6 or higher, there is no lowest scoring dimension to address.

NOTE: ***Always** address Negative Climate in your lowest scoring dimension summary if the average score is a 3.5 or higher and notify the Picard Center immediately.*

Infant Observations:

1. You will select the **highest** and **lowest** scoring dimension averages. If multiple dimensions are assigned the same score, use your judgement to determine which dimension was supported by **higher or lower-level behaviors**.
2. If all dimensions are scored below a 3, there is no highest scoring dimension to address.
3. If all dimension averages are a 6 or higher, there is no lowest scoring dimension to address.

Before submitting your feedback into the Louisiana Department of Education's Early Childhood Portal ensure you have reviewed your writing for the following:

1. Proper spelling, punctuation, and grammar,
2. Uniformity of spacing and font throughout my summary statements,
3. Addressing each indicator in all summary statements with specific examples and frequency terminology; and
4. Providing only the number of examples for each indicator that **MATCHES** the frequency term assigned.