CLASS Domain and Dimension Scores

The Classroom Assessment Scoring System (CLASS) is an observation tool developed at the University of Virginia's Curry School of Education and managed by Teachstone. It is designed to help analyze the interactions between teachers and their students in order to boost the effectiveness of teaching and learning. Research shows that students in classrooms where teachers earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores[1].

The CLASS tool organizes teacher-student interactions into three broad domains: **Emotional Support**, **Classroom Organization**, and **Instructional Support**. The upper elementary (grades 4–5) and secondary tool include a fourth domain: **Student Engagement**. Dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges.

CLASS observations were conducted in Math classes throughout the 2017-18 school year at all grade levels. Observers conducted one 30-minute observation for each observed teacher. **Table 1** shows the percentage of teachers observed by level and arts discipline.

Table 1: Sample Size of CLASS Observations

Teacher Group	Number of Teachers	Number of Observations	Percent Observed	Margin of Error (95% Confidence Level)
Elementary Teachers	935	305	33%	4.6%
Secondary Middle School Teachers	93	77	83%	4.7%
Secondary High School Teachers	88	75	85%	4.4%

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[1] Observations of effective teacher-student interactions in secondary school classrooms: predicting student achievement with the classroom assessment scoring system – Secondary (http://files.eric.ed.gov/fulltext/ED556047.pdf)

Table 2: Average Math Lower Elementary CLASS Scores

Average Domain and Dimension Scores	Lower Elementary		
	N	Mean	Std. Deviation
Emotional Support	209	5.5	0.6
Positive Climate	209	5.3	0.9
Negative Climate[2]	209	1.0	0.2
Teacher Sensitivity	209	5.6	0.9
Regard for Student Perspectives	209	4.2	1.0
Classroom Organization	209	5.9	0.7
Behavior Management	209	5.9	0.9
Productivity	209	6.0	0.9
Instructional Learning Formats	209	5.7	0.8
Instructional Support	209	3.7	0.9
Concept Development	209	3.4	1.0
Quality of Feedback	209	3.9	1.1
Language Modeling	209	3.8	1.1

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[2] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 3: Average Math Upper Elementary CLASS Scores

Average Domain and Dimension Scores	Upper Elementary		
	N	Mean	Std. Deviation
Emotional Support	96	5.0	0.7
Positive Climate	96	5.3	0.8
Teacher Sensitivity	96	5.5	1.0
Regard for Student Perspectives	96	4.1	1.0
Classroom Organization	96	6.4	0.5
Behavior Management	96	6.0	0.9
Productivity	96	6.1	0.7
Negative Climate[3]	96	1.0	0.2
Instructional Support	96	4.5	0.8
Instructional Learning Formats	96	5.6	0.8
Content Understanding	96	4.8	1.1
Analysis and Inquiry	96	3.7	1.2
Quality of Feedback	96	4.3	1.1
Instructional Dialogue	96	4.3	1.2
Student Engagement	96	6.0	0.7

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[3] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 4: Average Math Middle School Secondary CLASS Scores

Average Domain and Dimension Scores	Secondary		
	N	Mean	Std. Deviation
Emotional Support	77	4.9	1.0
Positive Climate	77	5.5	1.2
Teacher Sensitivity	77	5.7	1.2
Regard for Adolescent Perspectives	77	3.4	1.0
Classroom Organization	77	6.7	0.5
Behavior Management	77	6.5	0.8
Productivity	77	6.6	0.7
Negative Climate[4]	77	1.1	0.3
Instructional Support	77	4.3	0.9
Instructional Learning Formats	77	5.4	0.9
Content Understanding	77	5.3	1.2
Analysis and Inquiry	77	2.6	0.8
Quality of Feedback	77	4.0	1.2
Instructional Dialogue	77	4.2	1.4
Student Engagement	77	5.8	1.0

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[4] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 5: Average Math High School Secondary CLASS Scores

Average Domain and Dimension Scores	Secondary		
	N	Mean	Std. Deviation
Emotional Support	75	4.8	0.7
Positive Climate	75	5.5	0.9
Teacher Sensitivity	75	5.9	0.9
Regard for Adolescent Perspectives	75	3.1	0.9
Classroom Organization	75	6.7	0.5
Behavior Management	75	6.5	0.9
Productivity	75	6.5	0.6
Negative Climate[5]	75	1.1	0.3
Instructional Support	75	4.2	0.7
Instructional Learning Formats	75	5.2	0.7
Content Understanding	75	4.9	1.1
Analysis and Inquiry	75	2.6	1.0
Quality of Feedback	75	4.5	0.9
Instructional Dialogue	75	4.0	1.2
Student Engagement	75	5.2	0.8

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[5] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.