

## CLASS<sup>®</sup> Age Levels

CLASS is used in classrooms of all ages (birth–secondary) to measure and improve teacher-child interactions—the single most important influence on children’s learning and development.

Birth–18 Months	15–36 Months	3–5 Years	5–8 Years	4th–6th Grade	7th–12th Grade
INFANT	TODDLER	PRE-K	K-3	UPPER ELEMENTARY	SECONDARY
RESPONSIVE CAREGIVING	EMOTIONAL & BEHAVIORAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT
Relational Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate
Teacher Sensitivity	Negative Climate	Negative Climate	Negative Climate	Teacher Sensitivity	Teacher Sensitivity
Facilitated Exploration	Regard for Child Perspectives	Teacher Sensitivity	Teacher Sensitivity	Regard for Child Perspectives	Regard for Adolescent Perspectives
Early Language Support	Behavior Guidance	Regard for Child Perspectives	Regard for Child Perspectives	CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION
	Teacher Sensitivity	CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION	Behavior Management	Behavior Management
	ENGAGED SUPPORT FOR LEARNING	Behavior Management	Behavior Management	Productivity	Productivity
	Facilitation of Learning & Development	Productivity	Productivity	Negative Climate	Negative Climate
	Quality of Feedback	Instructional Learning Formats	Instructional Learning Formats	INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT
	Language Modeling	INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT	Instructional Learning Formats	Instructional Learning Formats
		Concept Development	Concept Development	Content Understanding	Content Understanding
		Quality of Feedback	Quality of Feedback	Analysis & Inquiry	Analysis & Inquiry
		Language Modeling	Language Modeling	Quality of Feedback	Quality of Feedback
				Instructional Dialogue	Instructional Dialogue
				* Student Engagement	* Student Engagement

**Infant CLASS** Birth–18 months



**Unique Needs of Infants**

- Dependence on adults
- Sensorimotor learning
- Face-to-face interaction
- Other-regulation

**CLASS Intervention**

*Includes a focus on how caregivers:*

- Provide infants a secure base for exploration
- Respond to infants' needs in developmentally appropriate ways
- Encourage early language development

**Toddler CLASS** 15–36 months



**Unique Needs of Toddlers**

- Exponential growth
- Dependence on adults
- Self-regulation
- Whole-body learning

**CLASS Intervention**

*Includes a focus on how caregivers:*

- Help children establish autonomy
- Support children as they make connections between things they learn
- Guide children as they learn to regulate behavior

**Pre-K CLASS** 3–5 Years



**Unique Needs of Preschool Children**

- Greater independence
- Gross & fine motor skills
- Language/creativity
- Emergent literacy & math
- Observations of the world

**CLASS Intervention**

*Includes a focus on how teachers:*

- Foster a secure, supportive base for children's learning and exploration
- Help children develop language and cognitive skills
- Construct environments and experiences that help children develop their abilities

**K-3 CLASS** 5–8 Years



**Unique Needs of Elementary School Children**

- Connection to teacher
- Self-regulated learning
- Interesting & engaging activities
- Development of metacognitive skills

**CLASS Intervention**

*Includes a focus on how teachers:*

- Develop warm, supportive relationships with children
- Manage children's time, attention, and behavior
- Use high quality learning formats
- Provide opportunities to express existing skills & scaffold more complex skills

**UE CLASS** 4th–6th Grade



**Unique Needs of Upper Elementary School Students**

- School motivation
- Greater autonomy
- Engagement with learning
- Additional skill development

**CLASS Intervention**

*Includes a focus on how teachers:*

- Develop strong relationships with students
- Provide meaningful choices
- Present activities and directions to maximize learning time
- Guide learning through modeling, multiple examples, and practice

**Secondary CLASS** 7th–12th Grade



**Unique Needs of Secondary Students**

- Positive academic performance
- Peer relationships & cooperation
- Goal-setting
- Deeper understanding of material

**CLASS Intervention**

*Includes a focus on how teachers:*

- Create a challenging yet supportive environment
- Build opportunities for collaborative work
- Provide a well-regulated classroom environment
- Help students see how information is organized and interconnected