

The CLASS™ Rubric: Secondary Level

The Classroom Assessment Scoring System™ (CLASS™) measures the quality, intensity, and frequency of teacher-student interactions that are proven to support and extend student learning. These interactions are organized into three domains:

- **Emotional Support** refers to specific teaching behaviors that help students and teachers develop supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of independence.
- **Classroom Organization** describes specific teaching behaviors that help students develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.
- **Instructional Support** refers to specific teaching behaviors that enhance the ability of students to engage in higher-level thinking, to integrate knowledge across disciplines, and to apply knowledge in real-world contexts.

Each CLASS™ domain is made up of several dimensions. The dimensions included for the secondary level are shown below. The Student Engagement dimension is scored separately from the three domains.

| Grade Level | Emotional Support Domain | Classroom Organization Domain | Instructional Support Domain | Student Engagement |
|-------------|---|---|--|--------------------|
| Secondary | <ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Adolescent Perspectives | <ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Formats | <ul style="list-style-type: none"> • Content Understanding • Analysis and Problem Solving • Quality of Feedback • Instructional Dialogue | Student Engagement |

Note: CLASS™ observers, trained and certified to score reliably using the CLASS™ tool, use specific, evidence-based indicators and protocols to score each dimension.