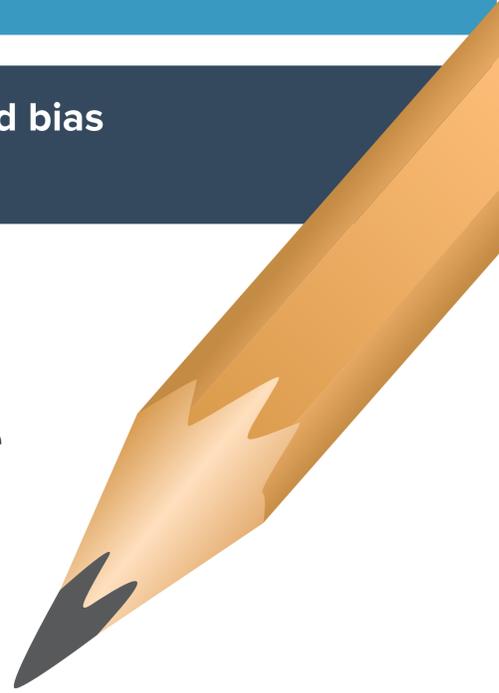


! Frequently check in with yourself to ensure you remain objective and avoid bias while collecting behavioral notes and assigning value to interactions.

E
A
C
H
C
Y
C
L
E

N otetaking

Observe classroom interactions and **note the behaviors** of both educators and children on your score sheet, **sorting** evidence into the correct dimension as you record what you see and hear during the cycle.



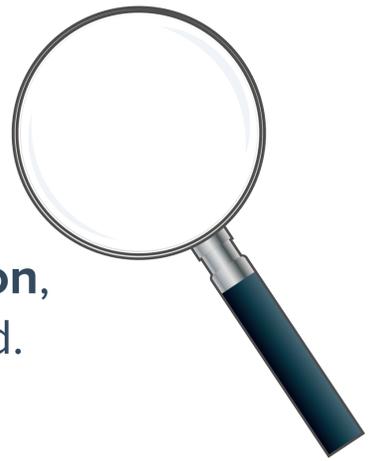
After observing the cycle, repeat the steps below to code each dimension.

E
A
C
H
D
I
M
E
N
S
I
O
N

I

Identify “Soft Range”

Refer to the face page in the *CLASS Manual*. Read the **dimension definition** and consider the low-, mid-, and high-range **indicator summaries** to make initial range predictions for each indicator based on the **depth, duration,** and **frequency** of relevant behaviors observed.



C

Confirm Ranges

Reflect on each “soft range” by reading the corresponding **detailed description** in the manual. Read the “next best fit” range description to determine the **most characteristic** range, then mark the indicator L, M, or H on the score sheet.



E

Evaluate and Code

Using the table in Chapter 2 of the manual, align your confirmed indicator ranges with the **scoring guidelines**. Reflect on the **holistic nature** of the dimension and the average experience of the child to assign a score for the dimension.



? Time for a self-check! Did you observe and measure “just the facts” without emotion in order to assign an objective score?