

## **Alignment of the Classroom Assessment Scoring System (CLASS) for Preschool With HighScope's Preschool Program Quality Assessment (PQA)**

The following chart shows how items from the **Classroom Assessment Scoring System (CLASS)**<sup>1</sup> correspond to items from HighScope's **Preschool Program Quality Assessment (PQA)**.

The **Preschool Program Quality Assessment (PQA)** is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. The **Preschool PQA** is reliable and valid and is appropriate for use in all center-based early childhood programs. The **Preschool PQA** covers 63 dimensions of program quality in 7 domains: *learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management*. The **Preschool PQA** can be used as a basis for program accreditation, reporting, monitoring, and training.

The **Classroom Assessment Scoring System (CLASS)** is an observation instrument developed to assess classroom quality in preschool through third-grade classrooms. The **CLASS** consists of 3 domains — *emotional support, classroom organization, and instructional support* — that incorporate 10 dimensions of teacher-student interactions.

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<sup>1</sup> Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2009). *Classroom Assessment Scoring System Scoring Manual*. Baltimore: Paul H. Brookes Publishing Co.

<i>Emotional Support</i>	
<p><b>Positive Climate</b></p> <p>Relationships</p> <ul style="list-style-type: none"> <li>• Physical proximity</li> <li>• Shared activities</li> <li>• Peer assistance</li> <li>• Matched affect</li> <li>• Social conversation</li> </ul> <p>Positive affect</p> <ul style="list-style-type: none"> <li>• Smiling</li> <li>• Laughter</li> <li>• Enthusiasm</li> </ul> <p>Positive communication</p> <ul style="list-style-type: none"> <li>• Verbal affection</li> <li>• Physical affection</li> <li>• Positive expectations</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Warm, calm voice</li> <li>• Respectful language</li> <li>• Cooperation and/or sharing</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p>

## Classroom Assessment Scoring System

## Preschool Program Quality Assessment

<p><b>Negative Climate</b></p> <p>Negative affect</p> <ul style="list-style-type: none"> <li>• Irritability</li> <li>• Anger</li> <li>• Harsh voice</li> <li>• Peer aggression</li> <li>• Disconnected or escalating negativity</li> </ul> <p>Punitive control</p> <ul style="list-style-type: none"> <li>• Yelling</li> <li>• Threats</li> <li>• Physical control</li> <li>• Harsh punishment</li> </ul> <p>Sarcasm/disrespect</p> <ul style="list-style-type: none"> <li>• Sarcastic voice/statement</li> <li>• Teasing</li> <li>• Humiliation</li> </ul> <p>Severe negativity</p> <ul style="list-style-type: none"> <li>• Victimization</li> <li>• Bullying</li> <li>• Physical punishment</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p>
<p><b>Teacher Sensitivity</b></p> <p>Awareness</p> <ul style="list-style-type: none"> <li>• Anticipates problems and plans appropriately</li> <li>• Notices lack of understanding and/or difficulties</li> </ul> <p>Responsiveness</p> <ul style="list-style-type: none"> <li>• Acknowledges emotions</li> <li>• Provides comfort and assistance</li> <li>• Provides individualized support</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p>

<p><b>Teacher Sensitivity (cont.)</b></p> <p>Addresses problems</p> <ul style="list-style-type: none"> <li>Helps in an effective and timely manner</li> <li>Helps resolve problems</li> </ul> <p>Student comfort</p> <ul style="list-style-type: none"> <li>Seeks support and guidance</li> <li>Freely participates</li> <li>Takes risks</li> </ul>	<p><b>III. Adult-Child Interaction</b> III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b> III-M. Adults involve children in resolving conflicts.</p> <p><b>III. Adult-Child Interaction</b> III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b> III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p><b>III. Adult-Child Interaction</b> III-M. Adults involve children in resolving conflicts.</p> <p><b>III. Adult-Child Interaction</b> III-C. Adults create a warm and caring atmosphere for children.</p>
<p><b>Regard for Student Perspectives</b></p> <p>Flexibility and student focus</p> <ul style="list-style-type: none"> <li>Shows flexibility</li> <li>Incorporates students' ideas</li> <li>Follows students' lead</li> </ul> <p>Support for autonomy and leadership</p> <ul style="list-style-type: none"> <li>Allows choice</li> <li>Allows students to lead lessons</li> <li>Gives students responsibility</li> </ul>	<p><b>II. Daily Routine</b> II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>II. Daily Routine</b> II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.</p> <p><b>II. Daily Routine</b> II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.</p> <p><b>II. Daily Routine</b> II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p> <p><b>IV. Curriculum Planning and Assessment</b> IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p> <p><b>II. Daily Routine</b> II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p>

<p><b>Regard for Student Perspectives</b> (cont.)</p> <p>Student expression</p> <ul style="list-style-type: none"> <li>• Encourages student talk</li> <li>• Elicits ideas and/or perspectives</li> </ul> <p>Restriction of movement</p> <ul style="list-style-type: none"> <li>• Allows movement</li> <li>• Is not rigid</li> </ul>	<p><b>II. Daily Routine</b></p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>II. Daily Routine</b></p> <p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p> <p><b>II. Daily Routine</b></p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.</p> <p><b>II. Daily Routine</b></p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.</p>
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<b>Classroom Organization</b>	
<p><b>Behavior Management</b></p> <p>Clear behavior expectations</p> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Consistency</li> <li>• Clarity of rules</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-M. Adults involve children in resolving conflicts.</p>

# Preschool Program Quality Assessment

## Behavior Management (cont.)

## Proactive

- Anticipates problem behavior or escalation
- Low reactivity
- Monitors

## Redirection of misbehavior

- Effective reduction of misbehavior
- Attention to the positive
- Uses subtle cues to redirect
- Efficient redirection

## Student behavior

- Frequent compliance
- Little aggression and defiance

### I. Learning Environment

I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.

### I. Learning Environment

I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.

### I. Learning Environment

I-G. Materials are plentiful.

## II. Daily Routine

II-A. Adults establish a consistent daily routine. Children are aware of the routine.

### III. Adult-Child Interaction

III-F. Adults participate as partners in children's play.

### III. Adult-Child Interaction

III-M. Adults involve children in resolving conflicts.

#### ***IV. Curriculum Planning and Assessment***

IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.

### III. Adult-Child Interaction

### III-C. Adults create a warm and caring atmosphere for children.

### III. Adult-Child Interaction

**III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).**

### III. Adult-Child Interaction

### III-J. Adults acknowledge individual children's accomplishments.

### III. Adult-Child Interaction

III-M. Adults involve children in resolving conflicts.

## II. Daily Routine

II-C. An appropriate amount of time is allotted for each part of the daily routine.

### III. Adult-Child Interaction

III-C. Adults create a warm and caring atmosphere for children.

### III. Adult-Child Interaction

III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.

### III. Adult-Child Interaction

### III-M. Adults involve children in resolving conflicts.

<p><b>Productivity</b></p> <p>Maximizing learning time</p> <ul style="list-style-type: none"> <li>• Provision of activities</li> <li>• Choice when finished</li> <li>• Few disruptions</li> <li>• Effective completion of managerial tasks</li> <li>• Pacing</li> </ul> <p>Routines</p> <ul style="list-style-type: none"> <li>• Students know what to do</li> <li>• Clear instructions</li> <li>• Little wandering</li> </ul> <p>Transitions</p> <ul style="list-style-type: none"> <li>• Brief</li> <li>• Explicit follow-through</li> <li>• Learning opportunities within</li> </ul>	<p><b>II. Daily Routine</b></p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine.</p> <p><b>II. Daily Routine</b></p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p> <p><b>IV. Curriculum Planning and Assessment</b></p> <p>IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.</p> <p><b>I. Learning Environment</b></p> <p>I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.</p> <p><b>I. Learning Environment</b></p> <p>I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play.</p> <p><b>I. Learning Environment</b></p> <p>I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.</p> <p><b>II. Daily Routine</b></p> <p>II-A. Adults establish a consistent daily routine. Children are aware of the routine.</p> <p><b>II. Daily Routine</b></p> <p>II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable — i.e., full-day programs).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p><b>II. Daily Routine</b></p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p>
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## Classroom Assessment Scoring System

## Preschool Program Quality Assessment

### Productivity (cont.)

## Preparation

- Materials ready and accessible
- Knows lessons

### I. Learning Environment

I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.

#### ***IV. Curriculum Planning and Assessment***

IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.

#### IV. Curriculum Planning and Assessment

IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.

## Instructional Learning Formats

## Effective facilitation

- Teacher involvement
- Effective questioning
- Expanding children's involvement

### III. Adult-Child Interaction

### III-D. Adults use a variety of strategies to encourage and support child language and communication.

### ***III. Adult-Child Interaction***

III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.

### III. Adult-Child Interaction

### III-F. Adults participate as partners in children's play.

### ***III. Adult-Child Interaction***

III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).

### III. Adult-Child Interaction

III-H. Adults support and extend children's ideas and learning during group times.

### III. Adult-Child Interaction

III-J. Adults acknowledge individual children's accomplishments.

### I. Learning Environment

I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses (sight, hearing, touch, smell, taste).

## II. Daily Routine

II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable — i.e., full-day programs).

## Variety of modalities and materials

- Range of auditory, visual, and movement opportunities
- Interesting and creative materials
- Hands-on opportunities



## Preschool Program Quality Assessment

## II. Daily Routine

## II. Daily Routine

## II. Daily Routine

### III. Adult-Child Interaction

## II. Daily Routine

### III. Adult-Child Interaction

### III. Adult-Child Interaction

### III. Adult-Child Interaction

### III. Adult-Child Interaction

### III. Adult-Child Interaction

## II. Daily Routine

## II. Daily Routine

### III. Adult-Child Interaction

## Student interest

- Active participation
- Listening
- Focused attention

### Clarity of learning objectives

- Advanced organizers
- Summaries
- Reorientation statements

<b>Instructional Learning Formats (cont.)</b>	<p><b>III. Adult-Child Interaction</b>          III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b>          III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b>          III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p>
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<b>Instructional Support</b>	
<p><b>Concept Development</b></p> <p>Analysis and reasoning</p> <ul style="list-style-type: none"> <li>• Why and/or how questions</li> <li>• Problem solving</li> <li>• Prediction/experimentation</li> <li>• Classification/comparison</li> <li>• Evaluation</li> </ul> <p>Creating</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Planning</li> <li>• Producing</li> </ul>	<p><b>III. Adult-Child Interaction</b>          III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b>          III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b>          III-F. Adults participate as partners in children's play.</p> <p><b>III. Adult-Child Interaction</b>          III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b>          III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b>          III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p><b>II. Daily Routine</b>          II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b>          II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.</p> <p><b>II. Daily Routine</b>          II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.</p> <p><b>III. Adult-Child Interaction</b>          III-F. Adults participate as partners in children's play.</p>

## Classroom Assessment Scoring System

## Preschool Program Quality Assessment

<p><b>Concept Development (cont.)</b></p> <p>Integration</p> <ul style="list-style-type: none"> <li>• Connects concepts</li> <li>• Integrates with previous knowledge</li> </ul> <p>Connections to the real world</p> <ul style="list-style-type: none"> <li>• Real-world applications</li> <li>• Related to students' lives</li> </ul>	<p><b>III. Adult-Child Interaction</b> III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p><b>III. Adult-Child Interaction</b> III-M. Adults involve children in resolving conflicts.</p> <p><b>III. Adult-Child Interaction</b> III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b> III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>IV. Curriculum Planning and Assessment</b> IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p> <p><b>III. Adult-Child Interaction</b> III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b> III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>IV. Curriculum Planning and Assessment</b> IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>
<p><b>Quality of Feedback</b></p> <p>Scaffolding</p> <ul style="list-style-type: none"> <li>• Hints</li> <li>• Assistance</li> </ul> <p>Feedback loops</p> <ul style="list-style-type: none"> <li>• Back-and-forth exchanges</li> <li>• Persistence by teacher</li> <li>• Follow-up questions</li> </ul>	<p><b>III. Adult-Child Interaction</b> III-F. Adults participate as partners in children's play.</p> <p><b>III. Adult-Child Interaction</b> III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b> III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b> III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p><b>II. Daily Routine</b> II-D. The program has time each day during which children make plans and indicate their plans to adults.</p>

<p><b>Quality of Feedback</b> (cont.)</p>          <p>Prompting thought processes</p> <ul style="list-style-type: none"> <li>• Asks students to explain thinking</li> <li>• Queries responses and actions</li> </ul>	<p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>II. Daily Routine</b></p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-H. Adults support and extend children's ideas and learning during group times.</p>
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## Classroom Assessment Scoring System

## Preschool Program Quality Assessment

<p><b>Quality of Feedback (cont.)</b></p> <p>Providing information</p> <ul style="list-style-type: none"> <li>• Expansion</li> <li>• Clarification</li> <li>• Specific feedback</li> </ul> <p>Encouragement and affirmation</p> <ul style="list-style-type: none"> <li>• Recognition</li> <li>• Reinforcement</li> <li>• Student persistence</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-F. Adults participate as partners in children's play.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-J. Adults acknowledge individual children's accomplishments.</p>
<p><b>Language Modeling</b></p> <p>Frequent conversation</p> <ul style="list-style-type: none"> <li>• Back-and-forth exchanges</li> <li>• Contingent responding</li> <li>• Peer conversations</li> </ul>	<p><b>II. Daily Routine</b></p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>II. Daily Routine</b></p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p>

<p><b>Language Modeling (cont.)</b></p> <p>Open-ended questions</p> <ul style="list-style-type: none"> <li>• Questions require more than a one-word response</li> <li>• Students respond</li> </ul> <p>Repetition and extension</p> <ul style="list-style-type: none"> <li>• Repeats</li> <li>• Extends/elaborates</li> </ul> <p>Self- and parallel talk</p> <ul style="list-style-type: none"> <li>• Maps own actions with language</li> <li>• Maps student action with language</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p><b>II. Daily Routine</b></p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>II. Daily Routine</b></p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>II. Daily Routine</b></p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>II. Daily Routine</b></p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction.</p>
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<p><b>Language Modeling</b> (cont.)</p>     <p>Advanced language</p> <ul style="list-style-type: none"> <li>Variety of words</li> <li>Connected to familiar words and/or ideas</li> </ul>	<p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-F. Adults participate as partners in children's play.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-H. Adults support and extend children's ideas and learning during group times.</p> <p><b>II. Daily Routine</b></p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p><b>II. Daily Routine</b></p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p><b>II. Daily Routine</b></p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p><b>III. Adult-Child Interaction</b></p> <p>III-H. Adults support and extend children's ideas and learning during group times.</p>
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