

Tips for Reading your CLASS report: Frequency, Depth, and Duration

So what are **Frequency**, **Depth**, and **Duration**?

When determining the score for each dimension in CLASS, evaluators first weigh the evidence for each indicator within that dimension and assign each indicator a range of low, mid, or high. Ranges are given based on **frequency**, **depth**, and **duration** of the observed evidence for each indicator. It is also important to note that evaluators look at all adults in the classroom when considering frequency, depth, and duration in their interactions with children. A high score will be given when programs demonstrate high evidence of frequency, depth, and duration for all of the indicators within each of the 10 dimensions.

For example, in the **Regard for Student Perspectives** dimension, CLASS evaluators are looking to see with what frequency, depth, and duration adults in the classroom encouraged *Flexibility and Student Focus*, *Support for Autonomy and Leadership*, *Student Expression*, and *Freedom of Movement* (p.10 in the Dimensions Guide).

FREQUENCY

How many opportunities does the teacher actually provide for children to analyze and reason?

Example: *The teacher asked 17 "how" and "why" questions.*

Non-example: *Throughout the observation, staff asked children one "why" question: "Why do you think we're going to have pancakes for breakfast today?"*

Some examples of FREQUENCY words in CLASS reports

High	Mid	Low
<ul style="list-style-type: none">• Many• Regularly• Often• Frequent• Always• Consistently• Most of the time	<ul style="list-style-type: none">• Sometimes• Generally• Occasional• Less• Limited• Inconsistent• Some• On a few occasions• At times	<ul style="list-style-type: none">• No• None• Seldom• Absent• Rarely• Never• There were few• Not seen• Did not

DEPTH

To what extent is the social interaction perfunctory/rote versus very **impactful/powerful/genuine**?

Non-Example: *"Will it turn purple or green when we mix them together? Green, right?"*

Example: *"What do you think will happen if we mix red and yellow together?"*

Example: *"I see that Jon is sad because he doesn't have any Magna-tiles. What can we do to make him feel better?"*

Some examples of DEPTH words in CLASS reports

High	Mid	Low
Staff asks children questions, allows them think-time to respond, accepts multiple responses, and has a back-and-forth exchange (as opposed to asking rapid fire questions)	Staff sometimes asks questions that allow children to think and respond and other times, asks the question and moves on or answers the question for children	Staff mostly asks closed-ended questions that do not allow children to apply high-order/deeper thinking. Staff also offers children the answers and/or quickly moves on to the next question

DURATION

How long does an interaction or set of interactions last, in proportion to the total amount of time observed?

Example: *Staff consistently allowed children to make their own decision throughout the observation.*

Non-example: *There was one instance when staff asked children to select their own centers. However, during other times in the day, staff directed children what to do and did not allow children to make any choices.*

Some examples of DURATION words in CLASS reports

High	Mid	Low
<ul style="list-style-type: none">• Were sustained• Throughout the observation	<ul style="list-style-type: none">• Sometimes• At times	<ul style="list-style-type: none">• Were not sustained• Did not last long

**Please note that all examples in this document provide a brief snippet of what each of these could look like in a classroom. If a program were to use this phrasing, it doesn't guarantee a high score.*