

Texas Rising Star and CLASS® Crosswalk: Category 2

The CLASS® (Classroom Assessment Scoring System) is a program quality assessment and professional development system for measuring and improving teacher-child interactions. Each age group of CLASS® is structured with developmentally appropriate domains and dimensions.

Infants	
Responsive Caregiving	Relational Climate
	Teacher Sensitivity
	Facilitated Exploration
	Early Language Support

Toddlers	
Emotional and Behavioral Support	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Child Perspectives
	Behavior Guidance
Engaged Support for Learning	Facilitation of Learning and Development
	Quality of Feedback
	Language Modeling

Pre-K	
Emotional and Behavioral Support	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Student Perspectives
Classroom Organization	Behavior Guidance
	Productivity
	Instructional Learning Formats
Instructional Support	Concept Development
	Quality of Feedback
	Language Modeling

The Texas Rising Star program is a voluntary quality rating and improvement system for child care programs participating in the Texas Workforce Commission’s child care services program. The Texas Rising Star program offers three levels of quality certification (Two-Star, Three-Star, and Four-Star) to encourage child care and early learning programs to attain progressively higher levels of quality. The sub-categories of Warm and Responsive Style, Language Facilitation and Support, Play-Based Guidance and Interaction, and Instructional Formats and Approaches to Learning apply to all ages. The sub-category of Support for Children’s Regulation applies to Toddler and Pre-K.

This document compares the Texas Rising Star Classroom Assessment tool items to the CLASS® Infant, Toddler and Pre-K domains, dimensions, and indicators to identify alignment across CLASS® and Texas Rising Star.

Table 1: Texas Rising Star—Warm and Responsive Style

Texas Rising Star Measure	CLASS® — Positive Climate	CLASS® — Negative Climate	CLASS® — Relational Climate (Infants only)	CLASS® — Teacher Sensitivity	CLASS® — Regard for Student Perspective	CLASS® — Behavior Guidance/ Management	CLASS® — Facilitation of Learning and Development/ Instructional Learning Formats	CLASS® — Concept Development	CLASS® — Facilitated Exploration (Infants Only)	CLASS® — Quality of Feedback	CLASS® — Early Language Support/ Language Modeling
<i>Creates a warm, safe, and nurturing environment</i>	Toddler Pre-K		Infant	Infant Toddler		Toddler					
<i>Uses frequent nonverbal behaviors to increase feelings of acceptance</i>	Toddler Pre-K		Infant	Infant Toddler	Toddler						
<i>Has a patient, relaxed style that helps maintain calmness in the classroom</i>	Toddler Pre-K	Pre-K	Infant	Infant Toddler Pre-K	Toddler	Toddler Pre-K			Infant	Toddler	
<i>Notices and attends to children needs and signals</i>			Infant	Infant Toddler Pre-K			Toddler		Infant	Toddler	Infant
<i>Responds promptly and sensitively to children’s cognitive and affective signals</i>	Toddler		Infant	Infant Toddler Pre-K			Toddler		Infant		Infant Toddler
<i>Demonstrates an ability to adjust one’s own behavior to meet the needs, interests, and abilities of individuals / groups of children</i>		Toddler		Infant Pre-K	Toddler Pre-K				Infant		

Table 2: Texas Rising Star—Language and Facilitation Support

Texas Rising Star Measure	CLASS® — Positive Climate	CLASS® — Negative Climate	CLASS® — Relational Climate (Infants only)	CLASS® — Teacher Sensitivity	CLASS® — Regard for Student Perspective	CLASS® — Behavior Guidance/ Management	CLASS® — Facilitation of Learning and Development/ Instructional Learning Formats	CLASS® — Concept Development	CLASS® — Facilitated Exploration (Infants Only)	CLASS® — Quality of Feedback	CLASS® — Early Language Support/ Language Modeling
<i>Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication</i>											Infant Toddler Pre-K
<i>Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior or accomplishments</i>						Toddler Pre-K			Infant	Toddler Pre-K	
<i>Uses language to add meaning or expand on children’s interests or agenda</i>							Toddler		Infant		Toddler Pre-K
<i>Communicates with children throughout the day</i>	Toddler		Infant	Infant	Toddler	Toddler	Toddler		Infant	Toddler	Infant Toddler Pre-K
<i>Uses descriptive language (specific labels and descriptors)</i>									Infant		Infant Toddler Pre-K
<i>Provides children with frequent opportunities to talk with teachers</i>	Pre-K										Infant Toddler Pre-K
<i>Allows children time to respond to questions before providing the answer or asking another question</i>				Pre-K			Toddler		Infant	Toddler	Infant Toddler Pre-K

<i>Engages children in conversations about a variety of topics or provides commentary and encourages back-and-forth vocalization/gestures with infants and toddlers</i>	Pre-K							Toddler				Infant Toddler Pre-K
<i>Expands on children's understanding or initiation by elaborating on what children say or draw attention to</i>								Toddler		Infant	Toddler Pre-K	Infant Toddler Pre-K
<i>Extends children's language and/or models for children how to express complete ideas or sentences</i>											Pre-K	Infant Toddler

Table 3: Texas Rising Star—Play-Based Interactions and Guidance

Texas Rising Star Measure	CLASS® — Positive Climate	CLASS® — Negative Climate	CLASS® — Relational Climate (Infants only)	CLASS® — Teacher Sensitivity	CLASS® — Regard for Student Perspective	CLASS® — Behavior Guidance/ Management	CLASS® — Facilitation of Learning and Development/ Instructional Learning Formats	CLASS® — Concept Development	CLASS® — Facilitated Exploration (Infants Only)	CLASS® — Quality of Feedback	CLASS® — Early Language Support/ Language Modeling
<i>Supports a playful attitude on an ongoing basis by creating opportunities for children to make believe, make choices, and adjust activities to their own interests</i>					Toddler		Infant Toddler Pre-K				
<i>Participates and expands on play initiated by children to reinforce language, ideas, and social development</i>	Toddler Pre-K						Infant Toddler Pre-K			Toddler	Infant Toddler
<i>Provides guidance when children are working in order to progressively build skills and knowledge rather than using overly directive strategies</i>							Infant Toddler Pre-K			Toddler Pre-K	
<i>Provides opportunities for and/or facilitates children’s social interactions with their peers</i>	Toddler Pre-K			Toddler							Infant

Table 4: Texas Rising Star—Support for Children’s Regulation

Texas Rising Star Measure	CLASS® — Positive Climate	CLASS® — Negative Climate	CLASS® — Teacher Sensitivity	CLASS® — Regard for Student Perspective	CLASS® — Behavior Guidance/ Management	CLASS® — Productivity	CLASS® — Facilitation of Learning and Development/ Instructional Learning Formats	CLASS® — Concept Development	CLASS® — Quality of Feedback	CLASS® — Early Language Support/ Language Modeling
<i>Models or encourages emotional expression</i>	Pre-K		Toddler Pre-K	Toddler						Toddler
<i>Provides children with short explanations that help them understand why they are feeling a certain way</i>			Toddler Pre-K	Toddler						Toddler
<i>Explains logical consequences for behaviors rather than providing arbitrary consequences</i>					Toddler Pre-K					
<i>Encourages self-regulation by consistently implementing program rules and routines</i>					Toddler Pre-K	Pre-K	Toddler			
<i>Demonstrates flexibility and tolerance for minor mishaps and misbehavior</i>		Pre-K		Toddler	Toddler Pre-K					
<i>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</i>			Pre-K		Toddler Pre-K					
<i>Assists children in their communications and interactions with peers</i>				Toddler Pre-K						Toddler
<i>Encourages children to assist with routines and procedures that help build self-help skills</i>			Toddler	Pre-K		Pre-K	Toddler			

Table 5: Texas Rising Star—Instructional Formats and Approaches to Learning

Texas Rising Star Measure	CLASS® — Positive Climate	CLASS® — Negative Climate	CLASS® — Relational Climate (Infants only)	CLASS® — Teacher Sensitivity	CLASS® — Regard for Student Perspective	CLASS® — Behavior Guidance/ Management	CLASS® — Facilitation of Learning and Development/ Instructional Learning Formats	CLASS® — Productivity	CLASS® — Facilitated Exploration (Infants Only)	CLASS® — Concept Development	CLASS® — Early Language Support/ Language Modeling
<i>Intentional instructional activities are balanced</i>					Toddlers		Toddlers Pre-K		Infants		
<i>The daily schedule demonstrates a balance of both teacher- and child-initiated planned activities</i>					Toddlers Pre-K				Infants		
<i>Routines and transition times are used as opportunities for incidental learning</i>								Pre-K	Infants		
<i>Transition times are planned to avoid frequent disruption of children’s activities and long waits between activities</i>						Toddlers		Pre-K			
<i>Repeated exposure of a new concept is used in different learning contexts across the day</i>							Toddlers		Infants	Pre-K	