



**SIG 5 Symposium**  
**Measuring classroom quality with the**  
**Classroom Assessment Scoring System**  
**(CLASS) in four different European countries**

*EARLI SIG 5 Conference*

*Jyväskylä*

*25-27 August 2014*

# Measuring classroom quality with the Classroom Assessment Scoring System (CLASS) in four different European countries

Organizer: Pauline Slot, Utrecht University, The Netherlands

Chair: Joana Cadima, University of Porto, Portugal

Discussant: Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

## Integrative Statement:

Measures of quality in early childhood settings have been extensively used in research and program evaluation studies, and are increasingly used in the development of quality monitoring and improvement systems at the policy level, aimed at accountability and professionalization (Martinez-Beck, 2011). A relatively new observation system is the Classroom Assessment Scoring System (CLASS; Hamre, Pianta, Mashburn, & Downer, 2007) of which different versions have been developed covering classrooms from early childhood up until secondary school. Several US studies have investigated the reliability and validity of the CLASS Pre-K version. However, for more recently developed Infant and Toddler versions evidence on reliability and validity is still very limited (Thomason & La Paro, 2009). There is a clear need to establish the reliability, validity, and cultural-appropriateness of the CLASS. Therefore, this symposium brings together evidence on the reliability and validity of the CLASS covering infant, toddler, and preschool classrooms from four European countries. The first study reports on the reliability and validity of the CLASS Infant version used in Portuguese classrooms. The second study investigated the psychometric properties of the CLASS Toddler version in Dutch day care and preschool settings. The third and fourth study both examined the reliability and validity of the CLASS Pre-K in German and Finnish preschool classrooms, respectively. Altogether these studies provide more insight into the applicability of classroom quality/observation measures developed in the US in other contexts and reveal possible cultural differences.

Keywords: Classroom quality; Quality assessment; Classroom Assessment Scoring System

## **The Classroom Assessment Scoring System for infant classrooms in Portugal**

Joana Cadima, Carla Peixoto, Vera Coelho, Sílvia Barros, Portugal

## **Psychometric properties of the CLASS Toddler in Dutch early childhood education and care**

Pauline Slot, Jan Boom, Josje Verhagen Paul Leseman, The Netherlands

## **Observing Teacher-Child Interactions Using the CLASS Pre-K in German Preschool Classrooms**

Antje von Suchodoletz, Anika Fasche, Catherine Gunzenhauser, Bridget K. Hamre, Germany

## **The Validity and Reliability of the CLASS Pre-K in Finland**

Eija Pakarinen, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Finland