

CLASS - STAR 3 and 4 Program Observation Score Thresholds

Score Meets or Exceeds CQI Goal: Yes No

Score Meets or Exceeds threshold set for: STAR 3 Yes No STAR 4 Yes No

CLASS – 1/3 of all classrooms assessed including one in each age group				
STAR	Infant CLASS (Birth-1 year)	Toddler CLASS (1-3 years of age)	Pre-K CLASS (3-5 years of age)	K-3 CLASS (School-Age children)
3	<p>Minimum averaged score* of 4.0 in Responsive Caregiving</p> <p>* When multiple Infant classrooms are visited.</p>	<p>Minimum averaged score* of 4.0 in Emotional and Behavioral Support</p> <p>Minimum averaged score* of 3.0 in Engaged Support for Learning.</p> <p>* When multiple Toddler classrooms are visited.</p>	<p>Minimum averaged score* of 4.0 in Emotional Support.</p> <p>Minimum averaged score* of 4.0 in Classroom Organization.</p> <p>Minimum averaged score* of 3.0 in Instructional Support.</p> <p>* When multiple Preschool/Pre-K classrooms are visited.</p>	<p>Minimum averaged score* of 4.0 in Emotional Support</p> <p>Minimum averaged score* of 4.0 in Classroom Organization</p> <p>Minimum averaged score* of 3.0 in Instructional Support</p> <p>* When multiple School-age classrooms are visited.</p>
4	<p>Minimum averaged score* of 5.0 in Responsive Caregiving</p> <p>* When multiple Infant classrooms are visited.</p>	<p>Minimum averaged score* of 5.0 in Emotional and Behavioral Support</p> <p>Minimum averaged score* of 4.0 in Engaged Support for Learning.</p> <p>* When multiple Toddler classrooms are visited.</p>	<p>Minimum averaged score* of 5.0 in Emotional Support.</p> <p>Minimum averaged score* of 5.0 in Classroom Organization.</p> <p>Minimum averaged score* of 4.0 in Instructional Support.</p> <p>* When multiple Preschool/Pre-K classrooms are visited.</p>	<p>Minimum averaged score* of 5.0 in Emotional Support</p> <p>Minimum averaged score* of 5.0 in Classroom Organization</p> <p>Minimum averaged score* of 4.0 in Instructional Support</p> <p>* When multiple school-age classrooms are visited.</p>
Scoring Levels Defined by Instrument	<p>Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.</p> <p>Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.</p> <p>Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.</p>			

ERS - Point Allocation for STAR 3 and 4 Program Observation for Designation Completed by an OCDEL Approved Assessor

Observational Rating Meets or Exceeds CQI Goal Yes No

Observational Rating Meets or Exceeds threshold set for STAR 3 Yes No STAR 4 Yes No

STAR	ERS – 1/3 of all classrooms observed including one in each age group
3	Minimum score of 3.5 in all classrooms, with a program average of 4.00
4	Minimum score of 4.25 in all classrooms, with a program average of 5.00
Scoring Levels Defined by Instrument	1 Inadequate – Describes a lack of care which can actually compromise children's development and/or health and safety 3 Minimal – Describes basic custodial care (minimal level of care generally required by state licensing) 5 Good – Describes the basic dimensions of developmental appropriate care 7 Excellent – Describes high quality personalized care, expands children's experiences, extends their learning, and provides warm and caring support