Instructional Support

Concept Development	The use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than rote instruction
Analysis and Reasoning	Why/How Questions, Problem solving, Prediction, Experimentation, Classification/Comparison, Evaluation
Creating	Brainstorming, Planning, Producing
Integration	Connects Concepts, Integrates with previous knowledge
Connections to the Real World	Real-world applications, Related to students' lives

Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation
Scaffolding	Hints, Assistance
Feedback Loops	Back and forth exchanges, Persistence by teacher, Follow-up questions
Prompting Thought Processes	Ask students to explain thinking, Queries responses and actions
Providing Information	Expansion, Clarification, Specific Feedback
Encouragement and Affirmation	Recognition, Reinforcement, Student Persistence

Language Modeling	Captures the quality and amount of the teachers use of language-stimulation and language-facilitation techniques
Frequent Conversation	Back and forth exchanges, Contingent responding, Peer conversations
Open-Ended Questions	Questions require more than a one-word response, Students respond
Repetition and Extension	Repeats, Extends/Elaborates
Self and Parallel Talk	Maps own actions with language, Maps student action with language
Advanced Language	Variety of words, Connected to familiar words and/or ideas

Resource:
Teachstone (2013). *Classroom Assessment Scoring System Manual: Pre-K:* Baltimore, Maryland: Brookes Publishing Co.