The Classroom Environment Scale

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The purpose of the Classroom Environment Scale (CES) is to assess learning environments and compare teacher/student responses in order to determine areas of growth and foster positive change within the classroom.
The Test

The test itself is part of a larger assessment tool in measuring Social Climate.

Classroom environment is measured by the following nine domains:

- Involvement
- Affiliation
- Teacher Support
- Task Orientation
- Competition
- Order and Organization
- Rule Clarity
- Teacher Control
- Innovation
The CES is intended for junior high and high school levels and must be given to both the students and the participating teacher(s).
Versions of the Test

There are three forms of the CES:

- **The Real-Form (Form R)**
- **The Expectations-Form (Form E)**
- **The Ideal-Form (Form I)**

Form R measures one’s perception on what is actually going on in the classroom.

Form E encompasses what one expects out of their learning environment.

Form I indicates a person’s preferred learning environment.

Using the three measures, classrooms are altered in a way that is most suitable for learning.
The CES was developed from teachers, students, and administrators’ perceptions and observations of different learning environments. Each of the items correspond with interpersonal relationships, classroom goals, or classroom structure and change.
The CES originally consisted of 242 true or false items, labeled Form A, and was administered in 26 high-school classrooms.

The subsequent forms, Form B and Form C, were developed by omitting irrelevant items.

The final version of the CES was created from the modifications made to Form C.
Reliability & Validity

Reliability:
- The CES was administered in two-week, four-week, and six-week intervals.
- The findings suggested average to high positive correlations for each interval, indicating high stability over time.

Validity:
- In order to ensure validity for this test, 10-items were prepared for each domain. “Items were chosen on the basis of empirical criteria such as item intercorrelations, item-subscale correlations, and internal consistency analyses” (Trickett & Moos, 2002, 19). Out of the 90-item measure, 80 items had a correlation of .40 or above with their subscale.
The normative sample for Form R was developed from students in 382 classrooms and teachers from 295 classrooms. The sample consisted of a variety of classes and high schools across the nation. The majority of the classrooms had 20-30 students in it.
### Table 1. Form R Subscale Means and Standard Deviations for the Total Normative Sample

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Students (N = 382 rooms)</th>
<th>Teachers (N = 295 rooms)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Involvement</td>
<td>5.17</td>
<td>1.88</td>
</tr>
<tr>
<td>Affiliation</td>
<td>6.51</td>
<td>1.22</td>
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<tr>
<td>Teacher Support</td>
<td>6.74</td>
<td>1.65</td>
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<tr>
<td>Task Orientation</td>
<td>6.32</td>
<td>1.61</td>
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<tr>
<td>Competition</td>
<td>5.24</td>
<td>1.25</td>
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<tr>
<td>Order/Organization</td>
<td>5.88</td>
<td>1.89</td>
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<tr>
<td>Rule Clarity</td>
<td>5.92</td>
<td>1.41</td>
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<tr>
<td>Teacher Control</td>
<td>3.76</td>
<td>1.65</td>
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<tr>
<td>Innovation</td>
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<td>1.73</td>
</tr>
</tbody>
</table>
Test Administration

Shhh!

Please do not disturb.

We are testing.