Spark Portfolio Appendix

(revised 2021)

- Family Survey
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Oregon's QRIS

Family Survey

Instructions

The 10 questions on the following family survey will serve as evidence for some of the indicators in your Spark portfolio. You may choose to give the survey to families in your program with just these 10 questions, or add more questions of your own.

A Family Survey Score Sheet has been provided to calculate responses. A completed copy is required to be submitted with your portfolio.

For assistance with the family survey, call your Quality Improvement Specialist or the Spark helpline at 877-768-8290 or qrishelp@wou.edu

Family Survey

Date: _____ Your name: (optional): _____

Your child's classroom/teacher: _____

Based on your experience, please circle your level of agreement with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. We want you to be familiar with our program's philosophy. *Have you seen or been given our program philosophy statement?*	1	2	3	4
2. We want to know your thoughts and ideas about our programs. *Do regularly we ask for and listen to your ideas?*	1	2	3	4
3. We want you to feel free to share information about anythingthat might be affecting your child. *Do we encourage you to share information with us about yourchild?*	1	2	3	4
4. We want to meet with you to talk about your child's learning goals, interests and progress at least once a year. *Do we schedule time to meet with you to talk about your child's learning?*	1	2	3	4
5. We want you to understand the forms and other program information we give you. *Do we give you forms and program information in a way that you understand or provide assistance when you need it?*	1	2	3	4
6. We want you to feel welcome in our program. *Do you feel welcome and encouraged to visit and participate inactivities at any time?*	1	2	3	4
7. We want your family's culture to be respected, accepted and welcome in our program. *Does your family feel respected, accepted, and invited to shareyour family culture, home language, and interests here?*	1	2	3	4
8. We want to encourage you to share, assist, and/or lead special activities to introduce your family's culture, home language, beliefs and interests to our program. *Do you feel welcome to share, assist, and/or lead special activities to introduce your family's culture, home language, beliefs and interests to our program?*	1	2	3	4
9. We want you to know about resources and services that are available in the community. *Do we give you information about community resources and services (in our newsletter, on our bulletin board or some other source?)*	1	2	3	4
10. We want to share information about local educational opportunities with you. *Do we share local educational opportunities with you (in our newsletter, on our bulletin board or some other source?)*	1	2	3	4

Thank you for taking the time to complete this survey. Your input is important.

Family Survey Score sheet

Instructions

The Family Survey Score Sheet has been developed to help you calculate and report responses to the Family Survey. After surveying families in your program, you can use the score sheet to tabulate responses. The numbers have been cross-referenced with evidence in the portfolio. If you choose to add additional questions, you do not need to report those results.

A copy of this score sheet should be submitted with your portfolio. All question responses must achieve a minimum average score of 3.0 (out of 4) to be used for evidence. Programs must also achieve a minimum of 50% return rate.

To calculate the return rate: First, write the number of families in your program/surveys sent in the appropriate space. That number is "S". Then count the number of surveys completed and write that number in "N". Divide "N" by the number of surveys sent "S" and that is your return rate.

To calculate the average score for each question: Count and write the total number of responses in each **response column (a)**. *(it may be helpful to use a copy of this form as a rough draft and make hash marks to count the responses)*. Next, multiply the number of responses in each column by the number value of the response and write the product in the shaded row below **(b)**. Add the numbers in the shaded row together to get the total and write it in the **total box (c)**. Divide that number **(c)** by "**R**" to get the **average score (d)**.

Portfolio evidence: Include a copy of the score sheet in your portfolio at the beginning of the Family Partnerships (FP) domain.

Example:

Number of families in program/surveys sent (S): 37
Number returned **(B)**: 29
Return rate = 78% *(29 ÷ 37 = .78)*

	Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL	Avg Score
1. We want you to be familiar with our program's philosophy.	1	2	3	4		
# of responses (a)	**1**	**2**	**8**	**18**		(d) **3.48**
Have you seen or been given our program philosophy statement?	**1**	**4**	**24**	**72**	(c)**101**	

Note: 101 ÷ 29 = 3.48
(C)÷(R)=(d)

Family Survey Score Sheet

Program Name: _____ Date administered: _____

Number of families in program/surveys sent (S): _____ Number returned (R): _____

Return rate = _____ (R÷ S)

	Strongly Disagree	Disagree	Agree	Strongly Agree		Avg Score
1. We want you to be familiar with our program's philosophy.	1	2	3	4	TOTAL	
# of responses:						
Have you seen or been given our program philosophy statement?						
2. We want to know your thoughts and ideas about our programs.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do regularly we ask for and listen to your ideas?						
3. We want you to feel free to share information about anything that might be affecting your child.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do we encourage you to share information with us about your child?						
4. We want to meet with you to talk about your child's learning goals, interests and progress at least once a year.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do we schedule time to meet with you to talk about your child's learning?						
5. We want you to understand the forms and other program information we give you.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do we give you forms and program information in a way that you understand or provide assistance when you need it?						
6. We want you to feel welcome in our program.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do you feel welcome and encouraged to visit and participate in activities at any time?						
7. We want your family's culture to be respected, accepted and welcome in our program.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Does your family feel respected, accepted, and invited to share your family culture, home language, and interests here?						
8. We want to encourage you to share, assist, and/or lead special activities to introduce your family's culture, home language, beliefs and interests to our program.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do you feel welcome to share, assist, and/or lead special activities to introduce your family's culture, home language, beliefs and interests to our program?						
9. We want you to know about resources and services that are available in the community.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do we give you information about community resources and services (in our newsletter, on our bulletin board or some other source?)						
10. We want to share information about local educational opportunities with you.	1	2	3	4	TOTAL	Avg Score
# of responses:						
Do we share local educational opportunities with you (in our newsletter, on our bulletin board or some other source?)						

Curriculum Description Worksheet

More About the Standard

Programs may approach the use of curriculum in a variety of ways while meeting this standard. Programs may use a published curriculum, different aspects of a variety of published curriculums and materials, or a curriculum created by the program. Curriculums must align with the ages of children being served. Curriculum categories used in this standard are: infant–toddler (infant through 30 months), preschool (30 months through kindergarten), school-age (first grade through age 12), and mixed age groups.

Curriculum Description Worksheet

for Infant-Toddler Curriculum

(Infant–30 Months)

1. Indicate which of the following most accurately describes the curriculum used in your program:

☐ Primarily use a commercially available published curriculum

Curriculum title and publisher: _____

☐ Use parts of several published curriculums and/or other resource materials

Curriculum/materials titles and publishers: _____

_____

_____

_____

☐ Use a curriculum created by the program

2. Describe the theory and research (i.e., name of theory and author/theorist) from which the curriculum is based, including evidence of why the curriculum is likely to produce positive child outcomes. This could include a direct quote from the curriculum or a reference from another body of work that illustrates both 1) the theory and research driving the program's curriculum and 2) the impact it has had on children.

_____

_____

_____

_____

_____

3. Indicate which of the following key areas of development are addressed in the curriculum and have associated outcomes for children's learning.

☐ Social and Emotional Development

☐ Approaches to Learning

☐ Physical Education and Health

☐ Language and Literacy Development

☐ Mathematics

☐ Science

☐ Social Science

☐ Arts

State two specific outcomes for each of two of the key areas of development listed above or attach a copy of child outcomes from the curriculum that addresses the key areas of development above.

3.1. _____

_____

_____

3.2. _____

_____

_____

4. An effective curriculum actively engages children in activities that balance intentional adult-directed activities and child-initiated activities supported by adults. Describe how the curriculum balances adult-directed and child-initiated activities. To provide clear evidence that the curriculum balances adult-directed and child-initiated activities, you may attach a copy of a suggested schedule or a lesson plan form provided in the curriculum.

_____

_____

_____

_____

_____

5. In effective early childhood curriculums, children learn content through investigation and focused, intentional teaching. Describe materials and/or resources included in the curriculum that specify instructional details for the care and education provider/teacher to follow, including details on adult-child interactions. To provide clear evidence that the curriculum includes these materials, you may attach a copy of the instructional details from the curriculum.

_____

_____

_____

_____

_____

Developmental Screening: What it means for early learning providers



As an early learning provider, you have the unique and exciting opportunity to make sure every child in your program can participate in developmental screening. You are an important resource for parents, and you play a big role in giving children in your community the best chance at success.

That's why developmental screening is one of Oregon's Quality Rating and Improvement System (QRIS) standards for early learning programs to reach a 3-star quality rating. But what is developmental screening and what is your role? More information and resources will be coming soon, but here's a brief overview to get you started.

What is developmental screening?

Developmental screening is an ongoing process used to identify children at risk for possible developmental, behavioral or social delays. Screening tools do not diagnose delays or disabilities, but they can help identify children who may need further evaluation and support services.

Why is developmental screening important?

By identifying delays as early as possible, children can be connected to the support they need, when they need it. Early intervention is critical for supporting children with developmental delays or disabilities to reach kindergarten ready to succeed. When formal screening isn't used, only 20–30% of children with delays are identified before they enter school.

Which screening tool should I use?

You know that children learn skills at different speeds. But how do you know what's normal and what's not? By using a screening tool that's standardized, valid and highly sensitive, you can avoid much of that guesswork.

ASQ
Ages & Stages Questionnaires®, Third Edition (ASQ-3)

Many screening tools exist, but it's important that everyone uses the same tool so it's easy to measure and share results. Oregon's Early Learning Council has adopted the **Ages & Stages Questionnaire (ASQ)** as the statewide developmental screening tool. The ASQ is already the most-used screening tool in Oregon health care settings, and it's available in several languages.

What is my role in developmental screening?

The ASQ is a series of brief questionnaires completed by parents or caregivers when their child reaches specific ages. As an early learning provider, you may partner with parents to complete the questionnaires if you know the child well. In general, the screening process looks like this:

1. Parent or caregiver completes a questionnaire about their child's abilities
2. Early learning provider scores the questionnaire
3. Parent and early learning provider discuss strengths and needs, and/or parent reviews screening results with health care provider
4. Provider refers child for further evaluation and community-based support as needed
5. Screening is repeated at specific intervals or when concerns are identified

What resources will be available?

- **ASQ Oregon online screening tool** – We recommend using the online tool, but hard copies are also available:
  - **Online –** It's free at asqoregon.com. Look for enhancements coming in 2014.
  - **Kits –** You can also buy kits containing hard copies.

- Contact your local Child Care Resource and Referral Agency or the Spark helpline for assistance.

Who can I contact for more information?

Spark Helpline
877-768-8290
qrishelp@wou
.edu

Thanks for all you do for children in your community!

Curriculum Description Worksheet
for Preschool Curriculum
(30 Months–Kindergarten)

1. Indicate which of the following most accurately describes the curriculum used in your program:

☐ Primarily use a commercially available published curriculum

Curriculum title and publisher: _____

☐ Use parts of several published curriculums and/or other resource materials

Curriculum/materials titles and publishers: _____

_____

_____

_____

☐ Use a curriculum created by the program

2. Describe the theory and research (i.e., name of theory and author/theorist) from which the curriculum is based, including evidence of why the curriculum is likely to produce positive child outcomes. This could include a direct quote from the curriculum or a reference from another body of work that illustrates both 1) the theory and research driving the program's curriculum and 2) the impact it has had on children.

_____

_____

_____

_____

_____

3. Indicate which of the following key areas of development are addressed in the curriculum and have associated outcomes for children's learning.

☐ Physical Development & Health

☐ Social and Emotional Development

☐ Approaches to Learning

☐ Language Development

☐ Literacy Knowledge and Skills

☐ Mathematics Knowledge and Skills

☐ Science Knowledge and Skills

☐ Creative Arts Expression

☐ Logic and Reasoning

☐ Social Studies Knowledge and Skills

☐ English Language Development (for children that speak a language other than English at home)

State two specific outcomes for each of two of the key areas of development listed above or attach a copy of child outcomes from the curriculum that addresses the key areas of development above.

3.1. _____

_____

_____

3.2. _____

_____

_____

4. An effective curriculum actively engages children in activities that balance intentional adult-directed activities and child-initiated activities supported by adults. Describe how the curriculum balances adult-directed and child-initiated activities. To provide clear evidence that the curriculum balances adult-directed and child-initiated activities, you may attach a copy of a suggested schedule or a lesson plan form provided in the curriculum.

_____

_____

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_____

_____

5. In effective early childhood curriculums, children learn content through investigation and focused, intentional teaching. Describe materials and/or resources included in the curriculum that specify instructional details for the care and education provider/teacher to follow, including details on adult-child interactions. To provide clear evidence that the curriculum includes these materials, you may attach a copy of the instructional details from the curriculum.

_____

_____

_____

_____

_____

Curriculum Description Worksheet
for Multi-Age Curriculum

1. Indicate which of the following most accurately describes the curriculum used in your program:

☐ Primarily use a commercially available published curriculum

Curriculum title and publisher: _____

☐ Use parts of several published curriculums and/or other resource materials

Curriculum/materials titles and publishers: _____

_____

_____

_____

☐ Use a curriculum created by the program

2. Describe the theory and research (i.e., name of theory and author/theorist) from which the curriculum is based, including evidence of why the curriculum is likely to produce positive child outcomes. This could include a direct quote from the curriculum or a reference from another body of work that illustrates both 1) the theory and research driving the program's curriculum and 2) the impact it has had on children.

_____

_____

_____

_____

_____

3. Indicate which of the following key areas of development are addressed in the curriculum and have associated outcomes for children's learning.

☐ Physical Development and Health

☐ Social and Emotional Development

☐ Approaches to Learning

☐ Language Development

☐ Literacy Knowledge and Skills

☐ Mathematics Knowledge and Skills

☐ Science Knowledge and Skills

☐ Creative Arts Expression

☐ Logic and Reasoning

☐ Social Studies Knowledge and Skills

☐ English Language Development (for children that speak a language other than English at home)

State two specific outcomes for each of two of the key areas of development listed above or attach a copy of child outcomes from the curriculum that addresses the key areas of development above.

3.1. _____

_____

_____

3.2. _____

_____

_____

4. An effective curriculum actively engages children in activities that balance intentional adult-directed activities and child-initiated activities supported by adults. Describe how the curriculum balances adult-directed and child-initiated activities. To provide clear evidence that the curriculum balances adult-directed and child-initiated activities, you may attach a copy of a suggested schedule or a lesson plan form provided in the curriculum.

_____

_____

_____

_____

_____

5. In effective early childhood curriculums, children learn content through investigation and focused, intentional teaching. Describe materials and/or resources included in the curriculum that specify instructional details for the care and education provider/teacher to follow, including details on adult-child interactions. To provide clear evidence that the curriculum includes these materials, you may attach a copy of the instructional details from the curriculum.

_____

_____

_____

_____

_____

Curriculum Description Worksheet

for School Age Curriculum

(First Grade–Age 12)

1. Indicate which of the following most accurately describes the curriculum used in your program:

☐ Primarily use a commercially available published curriculum

Curriculum title and publisher: _____

☐ Use parts of several published curriculums and/or other resource materials

Curriculum/materials titles and publishers: _____

_____

_____

_____

☐ Use a curriculum created by the program

2. Indicate which of the following content areas are addressed within the curriculum:

☐ English Language Arts and Literacy

☐ Science

☐ Social Sciences

☐ Mathematics

☐ Arts

☐ Health Education

☐ Physical Education

State two specific outcomes for each of two of the key areas of development listed above or attach a copy of child outcomes from the curriculum that addresses the key areas of development above.

2.1. _____

_____

_____

2.2. _____

_____

_____

3. Describe how the curriculum addresses completion of homework activities and builds on homework topics to expand children's learning opportunities within the program.

4. Effective school-age curriculums engage children in skill development, enrichment, recreational and academic activities. Please provide a brief description of the scope of activities supported by the curriculum. To provide clear evidence that the curriculum addresses these activities, you may attach a copy of a schedule or lesson plan form from the curriculum.

Assessment Alignment Worksheet
For Head Start Early Learning Outcomes (Ages Birth to Five) Framework
(LD9 – 4-Star)

This form can be used when using a customized assessment in your program to show evidence for meeting standard LD9 at the 4-star level. It provides an outline for describing how the assessment aligns with the domains/sub-domains in the Head Start Early Outcomes Framework (Birth to Five). ***Not all domains or sub-domains must be addressed to pass****. If your program does not serve the age group in the domain or address the sub-domain, indicate "none" in the level addressed and "N/A" in the description column. You can obtain the full Head Start Early Outcomes Framework (Birth to Five) here https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework or by scanning the QR code.*

Email grishelp@wou.edu for further assistance.

Name of Assessment:_____

Instructions: Indicate the level and where each sub-domain is addressed in the assessment. Not all domains or sub-domains must be addressed to pass.

Domain: Approaches to Learning (Birth to Five)

Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.

Sub-Domains	Level addressed			Where is this addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Emotional and Behavioral Self-Regulation	☐	☐	☐	
Cognitive Self-Regulation (Executive Function)	☐	☐	☐	
Initiative and Curiosity	☐	☐	☐	
Creativity	☐	☐	☐	

Domain: Social and Emotional Development (Birth to Five)

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Relationships with Adults	☐	☐	☐	
Relationships with Other Children	☐	☐	☐	
Emotional Functioning	☐	☐	☐	
Sense of Identity and Belonging	☐	☐	☐	

Domain: Language and Communication (Birth to Five)

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Attending and Understanding	☐	☐	☐	
Communicating and Speaking	☐	☐	☐	
Vocabulary	☐	☐	☐	
Emergent Literacy (infant/toddler)	☐	☐	☐	

Domain: Literacy (preschool)

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Phonological Awareness	☐	☐	☐	
Print and Alphabet Knowledge	☐	☐	☐	
Comprehension and Text Structure	☐	☐	☐	
Writing	☐	☐	☐	

Domain: Cognition (Birth to Three)

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Exploration and Discovery	☐	☐	☐	
Memory	☐	☐	☐	
Reasoning and Problem Solving	☐	☐	☐	
Emergent Mathematical Thinking	☐	☐	☐	
Imitation and Symbolic Representation Play	☐	☐	☐	

Domain: Mathematics Development (Preschool)

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Counting and Cardinality	☐	☐	☐	
Operations and Algebraic Thinking	☐	☐	☐	
Measurement	☐	☐	☐	
Geometry and Spatial Sense	☐	☐	☐	

Domain: Scientific Reasoning (Preschool)

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Sub-Domains	Level addressed			Describe how this sub-domain is addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Scientific Inquiry	☐	☐	☐	
Reasoning and Problem Solving	☐	☐	☐	

Domain: Perceptual, Motor, and Physical Development (Birth to Five)

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

Sub-Domains	Level addressed			Describe how this sub-domain is addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Perception (infant/toddler)	☐	☐	☐	
Gross Motor	☐	☐	☐	
Fine Motor	☐	☐	☐	
Health, Safety, and Nutrition	☐	☐	☐	

Assessment Alignment Worksheet

Oregon's Early Learning and Kindergarten Guidelines (Pre-k through 3rd grade)

(LD9 – 4-Star)

This form can be used when using a customized assessment in your program to show evidence for meeting standard LD9 at the 4-star level. It provides an outline for describing how the assessment aligns with the domains/sub-domains in Oregon's Early Learning and Kindergarten Guidelines (Pre-k through 3rd grade). ***Not all domains or sub-domains must be addressed to pass****. If your program's assessment does not address the sub-domain, indicate "none" in the level addressed and "N/A" in the description column. You can obtain the full text of Oregon's Early Learning and Kindergarten Guidelines here* https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx *or by scanning the QR code.*

Email grishelp@wou.edu for further assistance.

Name of Assessment:_____

Instructions: Indicate the level and where each sub-domain is addressed in the assessment. Not all domains or sub-domains must be addressed to pass.

Domain: Approaches to Learning

Approaches to Learning refers to the skills and behaviors that children use to engage in learning, including initiative, curiosity, and creativity. These may vary across cultures.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Emotional and Behavioral Self-Regulation	☐	☐	☐	
Cognitive Self-Regulation (Executive Function)	☐	☐	☐	
Initiative and Curiosity	☐	☐	☐	
Creativity	☐	☐	☐	

Domain: Social and Emotional Development

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond to others' emotions.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Sense of Identity and Belonging	☐	☐	☐	
Emotional Functioning	☐	☐	☐	
Relationships with A Trusted Adult	☐	☐	☐	
Relationships with Other Children	☐	☐	☐	

Domain: Language and Communication

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). These skills develop through hearing words repeatedly, understanding what familiar words represent, and then using these words to convey meaning to others.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Attending and Understanding	☐	☐	☐	
Communicating and Speaking	☐	☐	☐	
Vocabulary	☐	☐	☐	
Emergent Literacy (infant/toddler)	☐	☐	☐	

Domain: Literacy

Early literacy refers to "the knowledge, skills, and dispositions that precede learning to read and write" (NAEYC, 2003). These emergent literacy skills lay the foundation for young children learning the more conventional literacy skills (decoding, oral reading fluency, reading comprehension, writing, and spelling) that are critical for acquiring knowledge and functioning in school, career, and life.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Phonological Awareness	☐	☐	☐	
Print and Alphabet Knowledge	☐	☐	☐	
Comprehension and Text Structure	☐	☐	☐	
Writing	☐	☐	☐	

Domain: Mathematics

Mathematics development in young children refers to understanding numbers and quantities, their relationships, and their operations, such as what it means to add to and take away from. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns.

Sub-Domains	Level addressed			Where is this item addressed in the assessment? (or N/A)
	None	*Some*	*Fully*	
Counting and Cardinality	☐	☐	☐	
Operations and Algebraic Thinking	☐	☐	☐	
Numbers and Operations in Base Ten	☐	☐	☐	
Measurement and Data	☐	☐	☐	
Geometry and Spatial Sense	☐	☐	☐	