



Oregon's
Quality
Recognition &
Improvement
System



Program Name: _____

License Number: _____

Portfolio for **Early Learning** Programs





Oregon's Quality Recognition & Improvement System

Portfolio Cover Sheet

This page must be included when submitting the portfolio.

Date _____		Program License # _____ <input type="checkbox"/> Not Licensed
Seeking Star Rating: <input type="checkbox"/> 3-Star <input type="checkbox"/> 4-Star <input type="checkbox"/> 5-Star		
Program/Provider Name _____		Name of person completing portfolio, if different _____
Email Address _____		Contact Number _____

Age Groups Served			
Check Groups Served	Number Enrolled	Check Groups Served	Number Enrolled
<input type="checkbox"/> 6 weeks – 17 months		<input type="checkbox"/> 4 year olds	
<input type="checkbox"/> 18 months – 35 months		<input type="checkbox"/> 5 year olds	
<input type="checkbox"/> 3 year olds		<input type="checkbox"/> 6–12 year olds	

Total number of staff that work with children and are counted in staff/child ratio: _____

Number of children served that are receiving Special Education services (on an IFSP or IEP): _____

Number of children with disabilities in the program: _____

Number of Classrooms in the program: _____

Home languages of children in program: _____

If there are multiple classrooms, complete the table below

Name of Classroom	Ages Served	Name of Classroom	Ages Served

Before submitting the portfolio, make sure you have:

- Included this cover sheet with the portfolio
 - Checked and included all evidence required for the star rating you are seeking
 - Made a copy of everything you are submitting for your records
 - Clearly marked all evidence with the standard number and star level
 - Copy of policy or procedure manuals or handbooks with relevant sections marked or highlighted
-

For portfolio or general Spark questions:

Spark Helpline: 877-768-8290 / qrishelp@wou.edu
or visit: oregonspark.org

Mail or deliver portfolio to:

Spark/Oregon's QRIS

The Research Institute at Western Oregon University
Todd Hall / 345 N. Monmouth Ave
Monmouth, OR 97361



Oregon's Quality Recognition & Improvement System

Overview of the Spark Tiers

Spark uses a building block approach consisting of 5 tiers:

1. **Eligibility:** Program is licensed with the Office of Child Care or meets other Spark eligibility requirements
2. **Commitment to Quality (C2Q):** Program applies to Spark and achieves the Commitment to Quality designation
3. **3-Star Rating:** Program prepares and submits a portfolio to provide evidence meeting the required number of quality indicators at star level 3.
4. **4-Star Rating:** Program prepares and submits a portfolio to provide evidence meeting the required number of quality indicators of star level 3 as well as additional criteria in star level 4.
5. **5-Star Level:** Program prepares and submits a portfolio to provide evidence meeting the required number of quality indicators at star levels 3, 4, and 5.

Portfolio Structure

Domains: The Spark portfolio consists of five domains: Children's Learning and Development, Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices.

Standards: Each of the five domains consists of standards which establish criteria for quality within each domain.

Indicator: Each standard is broken down into indicators for each star level. Indicators are markers that demonstrate the program has met the standard.

Evidence: Programs provide this for each indicator to demonstrate that the indicator is being met.

2022 Spark Portfolio Update

The Spark standards have not changed from the original portfolio. The 2022 portfolio update has incorporated changes to increase clarity and ease of completion. These changes include combining the center and family portfolios, clarifying some instructions and adding some tips and definitions.

Some words and phrases used within the portfolio are in **bold type**. This indicates that these words and phrases are further explained and/or defined on the Portfolio Tips page found on the other side of that standard.

How the Portfolio is Scored

Domain	Number of Standards	Number needed to pass (at any star level)
Children's Learning and Development (LD)	12	10
Health and Safety (HS)	6	5
Personnel Qualifications (PQ)	5	5
Family Partnerships (FP)	4	3
Administration and Business Practices (AB)	6	5

As shown in the above table, most domains do not require that you pass 100% of the standards to achieve a rating.

Portfolio Review and Feedback

The review team carefully reviews the portfolio and provides detailed feedback including guidance if there are areas where the evidence does not support that the standards are met. If a program does not achieve their desired rating, they are encouraged to make changes and re-submit their portfolio so it can be reviewed again. The process is intended to be supportive and encouraging and not a criticism of program quality. When programs resubmit their portfolio after making suggested changes, they often achieve the rating desired.

Providing Evidence in the Portfolio

1. When completing the portfolio, mark the indicator check boxes to indicate you have met the indicator and have included the evidence.
2. Paper copies of evidence (schedules, policies, lesson plans, certificates, assessments, observation forms, etc.) should be 3-hole punched and placed after the evidence page immediately following the standard. Make sure the evidence, including any program handbooks, is secure.
3. Clearly label each piece of evidence with the standard number and the star level to which it is tied (e.g., LD4, 4-star). Be sure that descriptions and labels are on the same side of the page as photographs and clearly indicate which criteria is being displayed in the picture.
4. If seeking a higher star level, all the evidence for the lower star levels must also be provided in the portfolio.

5. The review team is only able to consider evidence included in the portfolio. For example, the review team cannot visit websites that have been referenced in the portfolio, but they can review evidence such as a printed page from the website if it is correctly labeled and included within the appropriate standard. It is the responsibility of the program to provide complete and concise evidence for review.

Programs with Multiple Locations

Spark has a streamlined portfolio option available to programs with multiple physical locations. If a program has multiple locations, each with a separate license, they may qualify for the multi-site process which would enable sites to complete an abbreviated version of the portfolio. Contact the Helpline for more information.

Programs with Multiple Classrooms

If a program has multiple classrooms at one licensed location, certain indicators will require items of evidence be submitted for each classroom. In other words, the program will be asked to submit evidence of having met the indicator from each of the classrooms serving children at that location/site. The portfolio will state when you need to submit multiple pieces of evidence.

Clearly label each description or photo with the name of the classroom it represents. You may feel it necessary to describe differences in classrooms. For example, one program may have four preschool classrooms at their program location, while another program has one preschool class and one after-school care classroom at their facility. In the second example, there may need to be some description included so reviewers understand the circumstances.

Please note that under the Personnel Qualifications domain, the indicators reference all personnel at the program location, regardless of which classroom(s) they serve.

For questions, contact:
Spark/QRIS Helpline: 877-768-8290 or qrishelp@wou.edu

For more information about the portfolio and tips on providing evidence, visit our website at <https://oregonspark.org/>.

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Domain - Children's Learning and Development (LD)

An overview of the Standards (10/12 needed to pass at any star level):

- LD1: The program is guided by a written statement of philosophy.
- LD2: The program uses a curriculum that supports all children's learning and development.
- LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.
- LD4: The program provides appropriate indoor furnishings that support children's learning and development.
- LD5: The program provides appropriate and well-maintained outdoor gross motor area with equipment.
- LD6: The program uses materials that support children's learning and development.
- LD7: The program uses planned curriculum activities that support children's learning and development.
- LD8: The program uses daily routines that support children's learning and development.
- LD9: The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.
- LD10: Group size, child-staff ratios, and staffing patterns are appropriate for the children's age and positively affect children's emotional development, cognitive development, safety, and health.
- LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.
- LD12: The program facilitates and supports children's positive social and emotional development.

Tips Specific to Children's Learning and Development (LD) Domain

Family Survey

The Spark Family Survey serves as evidence for standard LD1 in the Children's Learning and Development domain and all standards in the Family Partnerships domain. To facilitate the review process, place the completed Family Survey score sheet after the LD1 evidence page.

The 50% return rate applies to families regularly enrolled in the program, not families who do drop-in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.

Multiple Classrooms

Programs with multiple classrooms/age groups should include clearly labeled evidence for each classroom and/or age group. Though a separate piece of evidence (e.g., a written description and photo) is not required for space or equipment that is shared by all classrooms/age groups, the portfolio should explain how that shared space or equipment is used by each classroom/age group in an age-appropriate way.

Programs with multiple classrooms may find it helpful to have the teachers in each classroom create the portfolio evidence for classroom-specific standards (i.e., LD3 through LD6), as they clearly understand how their individual classrooms may meet the portfolio criteria.

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Standard LD1 The program is guided by a written statement of philosophy.

★ The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for: (requires both criteria to be included to pass)

- ☐ children
- ☐ families

Evidence:

- ☐ Copy of the program's philosophy, which demonstrates the criteria above.
- ☐ Average score of 3 or higher on question #1 on the **Spark Family Survey**.

★ The program's philosophy explicitly ensures the inclusion of all children.

Evidence:

- ☐ Copy of program's philosophy that ensures the inclusion of all children.
- ☐ **Written example** of how the program has implemented its inclusive philosophy.

★ The program's philosophy is used to guide decisions, including decisions related to: (requires 3 of 4 criteria listed below to pass)

- ☐ curricular activities
- ☐ activities to promote partnerships with families
- ☐ professional development
- ☐ hiring of staff, if applicable

Evidence:

- ☐ **Written description** of how the program uses its philosophy to guide program decisions in the areas listed above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD1 Tips

- Philosophy must include both children and families to pass and must be available to staff, families, and visitors.
- **Written examples** should address specific and concrete examples rather than general practices.
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- The **Spark Family Survey** is located in the Appendix.

Standard LD2

The program uses a curriculum that supports all children's learning and development.

★ The program uses a curriculum that supports all children's learning and development that:

- ★
- ★
- ☐ is based on theory and research
 - ☐ produces positive child outcomes
 - ☐ specifies outcomes for key areas of development
 - ☐ specifies instructional details for care and education provider/teacher to follow
 - ☐ specifies adult-child interaction details for care and education provider/teacher to follow
 - ☐ balances adult-directed and child-initiated activities

Evidence: (Choose A or B)

☐ **A.** Complete the Curriculum Description Worksheet in the Appendix and insert after this page
or

☐ **B.** Answer the following two questions about the curriculum.

1. The curriculum used by the program is: (choose one)

- ☐ A published curriculum Name: _____
- ☐ Developed by using aspects of different curriculums
- ☐ Created by the program
- ☐ Other Describe: _____

2. The curriculum supports the learning and development of children in these age groups:

	Group not served	Fully	Partially
Infant-Toddler 6 weeks – 30 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool 30 months – Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-Age 1 st grade – 12 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ None

★

★

★

★

★ None

★

★

★

★

★

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD2 Tips

- Evidence A:
 - The Curriculum Description Worksheet, located in the Appendix, can be filled out separately for each age group/classroom, if applicable.
 - The worksheet includes a list of pre-approved curriculums that have documented impact on overall classroom quality, teacher-child interactions, and instruction. If the program is using one of these pre-approved curriculums, simply state that on the worksheet. You will not need to complete the remainder of the worksheet.
- Evidence B: Both question 1 & 2 must be answered for Evidence B to be complete.

Standard LD3

The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

- ★ The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that: (requires 5 of 6 criteria listed below to pass)

- ☐ is accessible to all children enrolled in the program
- ☐ is divided or arranged into interest or play areas
- ☐ can be arranged into quiet and active play areas as needed
- ☐ has a place for children to be alone
- ☐ allows children and adults to move around freely
- ☐ has enough room for equipment needed by children with disabilities

Evidence:

- ☐ **Written description** of the indoor environmental arrangement that demonstrates the criteria above and accounts for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom in the program supporting the written description.

- ★ The program's indoor environment includes at least one place to display materials related to learning. These **displays**: (requires 4 of 5 criteria listed below to pass)

- ☐ are at child's eye level
- ☐ reflect current activities
- ☐ are age appropriate
- ☐ reflect primarily work created by children (not commercially-or adult-created) materials
- ☐ contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles)

Evidence:

- ☐ **Written description** of the indoor environmental arrangement that demonstrates the criteria above for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom in the program supporting the written description.

- ★ The program's indoor environment includes **displays** that: (requires 3 of 3 criteria listed below to pass)

- ☐ represent various **cultures**, ethnic groups, and races
- ☐ represent different ages, genders, and abilities
- ☐ show people in non-**stereotypical** roles

Evidence:

- ☐ **Written description** of the indoor environmental arrangement that demonstrates the criteria above and accounts for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom in the program supporting the written description.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD3 Tips

- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- **Written description** and **captioned photographs** need to work together to demonstrate the criteria.
- Programs with multiple classrooms/age groups need to include clearly labeled evidence for each classroom/age group. You must explain how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

Standard LD3 Definition

- **Displays** include children's art and other projects they have engaged in as well as posters and other materials that may be present on walls or other surfaces.
- **Culture** Refers to how particular groups of people live. It is the way we eat, sleep, talk, play, care for the sick, relate to one another, think about work, arrange our kitchens, and remember our dead. It includes the languages we speak, the religion or spirituality we practice (or do not), and the clothing, housing, food, and rituals/ holidays with which we feel most comfortable." Derman-Sparks & Edwards. (2010). *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children: Washington, D.C. p. 55.
- A **stereotype** considers everyone in a particular group as having the same traits and ignores individual differences. They are often inaccurate and offensive and can lead to prejudice and discrimination. Some examples of stereotypes are that all girls like to play with dolls and all boys like to play with trucks or all people of Mexican descent wear sombreros. Stereotypes can be based on race, ethnicity, ability, age, gender, body image, family structure, class (socioeconomic status) and other characteristics of a group.

Standard LD4

The program provides appropriate indoor furnishings that support children's learning and development.

★ The program uses basic indoor furnishings that support children's learning and development, including: (requires 5 of 7 criteria listed below to pass)

★

- ☐ sufficient furnishings available for routine care
- ☐ sufficient furnishings available for play
- ☐ sufficient furnishings available for relaxation/comfort
- ☐ sufficient furnishings available for learning
- ☐ furnishings in good repair
- ☐ shelves or containers with toys, books, etc., organized and within the reach of children
- ☐ shelves or containers with toys, books, etc., labeled with words

Evidence:

- ☐ **Written description** of the indoor furnishings that demonstrates the criteria above that accounts for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom supporting the written description.

★ The program uses indoor furnishings that support children's learning and development, including:

★

★

★

★

- ☐ shelves or containers with toys, books, etc., labeled with words in the **languages of all children in the classroom**, as appropriate.

Evidence:

- ☐ **Written description** of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom supporting the written description.

★ The program uses indoor furnishings that support children's learning and development, including:

★

★

★

★

★

- ☐ shelves and/or containers with toys, books, etc., labeled with words in the **languages of all the children in the program**, as appropriate
- ☐ shelves and containers labeled with pictures

Evidence:

- ☐ **Written description** of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ **Captioned photograph(s)** from each classroom supporting the written description.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD4 Tips

- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- **Written description** and **captioned photographs** need to work together to demonstrate the criteria.
- Programs with multiple classrooms/age groups need to include clearly labeled evidence for each classroom/age group. You should explain how any shared space or equipment is used by each classroom/age group in an age- appropriate way.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., “LD6, 3-star”). You may also add additional information for clarity (e.g., “This is the closet where we store the toys we rotate as children’s interests change”).
- Please be sure to indicate the home **languages of the children** on the cover sheet of the portfolio

Standard LD5

The program provides an appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

★ Outdoor gross motor equipment: (requires 2 of 2 criteria listed below to pass)



- ☐ addresses a variety of skills (for example, climbing, balancing, throwing, catching, pedaling, and steering)
- ☐ is appropriate for the ages and abilities of all children in the program

Evidence:

- ☐ **Written description** of outdoor gross motor equipment that demonstrates the criteria above.
- ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.

★ Portable gross motor equipment for play is available (for example, balls, sports equipment, tricycles, jump ropes, hula hoops, etc.).



Evidence:

- ☐ **Written description** of portable equipment.
- ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.

★ The program has adequate space for indoor gross motor activities when weather doesn't permit going outdoors.



Evidence:

- ☐ **Written description** of indoor space.
- ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD5 Tips

- Evidence needs to demonstrate how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- **Written description** and **captioned photographs** need to work together to demonstrate the criteria.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., "LD6, 3 star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change.").

Standard LD6

The program uses materials that support children's learning and development.

- ★ The program uses basic materials that support children's learning and development. These materials: (requires 5 of 6 criteria listed below to pass)
- ★
- ★
- ☐ support children's development (including cognitive, language, motor, social, and emotional)
 - ☐ are accessible
 - ☐ are in sufficient quantity
 - ☐ are rotated periodically
 - ☐ include a variety of books
 - ☐ include writing utensils and materials (for example, pencils, markers, chalk, paper, chalkboards, small dry erase boards, etc.)
- Evidence:**
- ☐ **Written description** of materials that demonstrates the criteria above.
 - ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.
- ★ The program uses a variety of materials that support children's learning and development. These materials (for example, play figures, puzzles, visuals, and pictures): (requires 3 of 3 criteria listed below to pass)
- ★
- ★
- ★
- ★
- ☐ show ethnic groups in non-**stereotypical** roles
 - ☐ represent the **culture of the community**
 - ☐ provide opportunities for self-direction and choice
- Evidence:**
- ☐ **Written description** of materials that demonstrates all the criteria above.
 - ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.
- ★ The program uses a wide selection of materials that support children's learning and development. These materials (for example, dress-up clothes, play foods, pictures, and other displays): (requires 3 of 3 criteria listed below to pass)
- ★
- ★
- ★
- ★
- ★
- ☐ represent two or more **cultures**
 - ☐ show similarities in **day-to-day routines and activities**
 - ☐ include some written materials in the children's home **language**
- Evidence:**
- ☐ **Written description** of materials that demonstrates all the criteria above.
 - ☐ **Captioned photograph(s)** supporting the written description for all age groups and classrooms, if applicable.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD6 Tips

- Evidence needs to demonstrate how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").
- **Written description** and **captioned photographs** need to work together to demonstrate the criteria.
- Please be sure to indicate the home **languages of the children** on the cover sheet of the portfolio

Standard LD6 Definitions

- A **stereotype** considers everyone in a particular group as having the same traits and ignores individual differences. They are often inaccurate and offensive and can lead to prejudice and discrimination. Some examples of stereotypes are that all girls like to play with dolls and all boys like to play with trucks or all people of Mexican descent wear sombreros. Stereotypes can be based on race, ethnicity, ability, age, gender, body image, family structure, class (socioeconomic status) and other characteristics of a group.
- **Culture of the community** describes the cultures of the children and families in the program as well as the surrounding community.
- **Culture** Refers to how particular groups of people live. It is the way we eat, sleep, talk, play, care for the sick, relate to one another, think about work, arrange our kitchens, and remember our dead. It includes the languages we speak, the religion or spirituality we practice (or do not), and the clothing, housing, food, and rituals/ holidays with which we feel most comfortable." Derman-Sparks & Edwards. (2010). *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children: Washington, D.C. p. 55.
- **Day to day routines** include activities such as eating, dressing, home keeping, caring for children, family celebrations.

Standard LD7

The program uses planned curriculum activities that support children's learning and development.

★ The program uses basic curriculum activities that support children's learning and development that include: (requires 4 of 5 criteria listed below to pass)

- ☐ adaptations that allow all children, including those with disabilities, to participate
- ☐ activities designed to promote understanding of **cultures** represented in the program
- ☐ opportunities for children to use books independently
- ☐ reading by adults to groups of children daily
- ☐ opportunities for children to use writing materials

Evidence:

- ☐ **Written description** of activities that demonstrates the criteria above.
- ☐ **Copy of lesson plan or schedule** that supports the written description for all age groups and classrooms, if applicable.
- ☐ If a child with disabilities attends the program, written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.

★ The program uses a variety of curriculum activities that support children's learning and development that include: (requires 3 of 4 criteria listed below to pass)

- ☐ activities that promote understanding of **cultures** beyond those represented in program
- ☐ activities that address content areas (math, science, social studies, etc.)
- ☐ adults reading one-to-one with children daily
- ☐ adults writing what children say and taking dictation from children

Evidence:

- ☐ **Written description** of activities that demonstrates the criteria above.
- ☐ **Copy of lesson plan or schedule** that supports the written description for all age groups and classrooms, if applicable.

★ The program uses a wide selection of curriculum activities that support children's learning and development that include: (requires 2 of 2 criteria listed below to pass)

- ☐ interactions with persons who are culturally or linguistically diverse (these can be program staff, parents, or community members invited into the program)
- ☐ some activities in children's home languages, such as singing or storytelling

Evidence:

- ☐ **Written description** of activities that demonstrates all the criteria above.
- ☐ **Copy of lesson plan or schedule** that supports the written description for all age groups and classrooms, if applicable.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD7 Tips

- The **written description** should explain any criteria that aren't adequately explained on the schedule or lesson plan.
- Evidence will be reviewed with age groups and classrooms in mind. Programs with multiple classrooms and/or age groups may need to submit multiple lessons plans or schedules.
- If a **schedule or lesson plan** does not adequately indicate the above criteria, program must submit a written description or indicate on their schedule or lesson plan when these daily routines occur.

Standard LD7 Definitions

- **Culture** Refers to how particular groups of people live. It is the way we eat, sleep, talk, play, care for the sick, relate to one another, think about work, arrange our kitchens, and remember our dead. It includes the languages we speak, the religion or spirituality we practice (or do not), and the clothing, housing, food, and rituals/ holidays with which we feel most comfortable." Derman-Sparks & Edwards. (2010). Anti-Bias Education for Young Children and Ourselves. National Association for the Education of Young Children: Washington, D.C. p. 55.

Standard LD8

The program uses daily routines that support children's learning and development.

★ The program uses basic daily routines, including: (requires 3 of 4 criteria listed below to pass)



- ☐ child-initiated activities balanced with adult-directed activities
- ☐ one-on-one activities
- ☐ activities that are done in small groups of children
- ☐ daily planned activities for outdoor play, or similar activities indoors when weather or air quality does not permit outdoor play

Evidence:

- ☐ **Copy of lesson plan or schedule** that demonstrates the criteria above for all age groups and classrooms.

★ The program uses a variety of daily routines, including: (requires 2 of 2 criteria listed below to pass)



- ☐ whole-group activities (gatherings such as circle time) that are held for short periods of time appropriate for the age and individual needs of children
- ☐ opportunities for children to be part of self-selected small groups

Evidence:

- ☐ **Copy of lesson plan or schedule** that demonstrates all the criteria above for all age groups and classrooms.

★ The program uses a wide selection of daily routines, including: (requires 3 of 4 criteria listed below to pass)



- ☐ extended blocks of time for children to engage in sustained interactions and explorations with adults and peers
- ☐ few whole-group transitions
- ☐ minimal waiting time
- ☐ planning for outdoor activities

Evidence:

- ☐ **Copy of daily schedule** that demonstrates the criteria above for all age groups and classrooms.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD8 Tips

- Whole-group activities (like circle time) should be age-appropriate.
- If a **schedule or lesson plan** does not adequately indicate the above criteria, program must submit a written description or indicate on their schedule or lesson plan when these daily routines occur.
- Evidence will be reviewed with age groups and classrooms in mind. Programs with multiple classrooms and/or multiple age groups may need to submit multiple lesson plans or schedules.

Standard LD9

The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.

☐ Not applicable. The program only serves school-age children.

★ A developmental screening, using the Ages and Stages Questionnaire (ASQ), is conducted on each child. (requires 3 of 3 criteria listed below to pass)

- ★ ☐ within 45 days of when the child enters the program
- ★ ☐ on an annual basis
- ★ ☐ includes information to refer children for specialized assessment when indicated.

Evidence:

- ☐ **Program policy** on conducting screening and referring children for additional, specialized assessment that addresses the criteria above.
- ☐ Copy of one completed ASQ screening with child's name removed.

★ The program conducts assessment of learning and development for each child at least two times during the year and plans learning activities based on assessment information.

Evidence:

If different assessment tools are used in different classrooms or for different age groups, please provide the following evidence for each tool.

- ☐ Copy of one completed assessment with child's name removed.
- ☐ Written description of how the daily schedule and weekly plan are tied to assessment information.

Check assessment(s) used:

- ☐ Teaching Strategies Gold
- ☐ The Creative Curriculum Developmental Continuum
- ☐ Assessment, Evaluation and Programming System (AEPS)

or

- ☐ If the assessment used is not listed above, a completed **Assessment Worksheet** of how the assessment aligns with Oregon's Early Learning and Kindergarten Guidelines and/or Head Start Early Learning Outcomes, which are available in the Appendix.

★ Samples of children's work, written accounts of specific observations, and information from family members are collected on an ongoing basis to supplement assessment.

Evidence:

- ★ ☐ Written description of supplemental assessment information collected on children.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD9 Tips

- More information about the ASQ is available in the Appendix.
- Please note that the ASQ and the ASQ-SE are two different screenings. Although the ASQ-SE is a valuable resource, it will not be accepted as evidence for this standard.
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- 4-Star: If different assessment tools are used in different classrooms or for different age groups, provide the evidence for each tool.
- 4-Star: Daily schedule or weekly plan should be from the same classroom as the assessment information.
- **Oregon's Early Learning and kindergarten Guidelines and Head Start Early Learning Outcomes are available in the Appendix.**
- The Assessment Worksheets are found in the Appendix.

Standard LD10

Group size, child-staff ratios, and staffing patterns are appropriate for the children's ages and positively affect children's emotional development, cognitive development, safety, and health.



Children spend a majority of their day with a **consistent care provider**.

Evidence: (Choose A or B)

☐ **A. Program policy or written description** of how the program establishes and maintains a consistent caregiver for children.

or

☐ **B. Program only has one provider on site.**



The program's enrollment practices exceed licensing standards.

Evidence:

☐ **Program policy or written description** of the program's ratios that demonstrate how the program's staffing and enrollment practices **consistently exceed licensing standards**.



None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD10 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Standard LD10 Definitions

- **Consistent care provider** indicates that the same adult is with the children for the majority of the day, most days the child is present.
- **Consistently exceed licensing standards** - to meet this criteria, a program does not need to exceed all licensing standards at all times. A program may exceed licensing standards in one classroom only, and/or during specific times. For example, the preschool classroom may exceed licensing standards each day from 9-noon. .

Standard LD11

The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior and instructional support.

★ The program has a written policy for adult-child interactions that support children's social and emotional needs and that specifically encourage adults to: (requires 5 of 6 criteria listed below to pass)

- ☐ use open-ended questions to engage in frequent conversations with children
- ☐ be in close physical proximity to children
- ☐ join children's activities
- ☐ use positive comments and encouragement with children
- ☐ acknowledge and validate children's emotions
- ☐ focus interactions on children's activities and interests

Evidence:

- ☐ **Program's policy** for adult-child interactions that demonstrates all the criteria above.

★ The program has a written policy for adult-child interactions that support children's learning, language, and concept development and that specifically encourage adults to: (requires 3 of 4 criteria listed below to pass)

- ☐ provide feedback on children's ideas, comments, and work
- ☐ use **repetition and extension**
- ☐ use **self-talk and parallel talk**
- ☐ use **scaffolding** to help children understand concepts, answer questions, or complete activities

Evidence:

- ☐ **Program's policy** for adult-child interactions that demonstrates all the criteria above.

★ Adults who interact with children make use of appropriate emotional support, classroom organization, and instructional support.

Evidence:

On-site observation(s) will be conducted by The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD11 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

Standard LD11 Definitions

- **Repetition and extension** – repeating what the child has said and adding to the language. For example, a child might point to a dog in a book and say “doggy!” The adult using repetition and extension might respond by saying “Yes, that is a doggy. It has brown fur and a long tail.”
- **Self-talk** is saying what you see or hear or describing what you are doing out loud, for example “I am putting on my coat.”
- **Parallel talk** is saying what the child may be seeing, hearing or doing out loud “You are taking off your socks.”
- **Scaffolding** is supporting a child’s learning by providing enough assistance or information for the child to complete a task. For example, scaffolding with a child who is attempting to complete a puzzle might be done by prompting “It looks like you might be looking for a red piece that is straight on one side.”

Standard LD12 The program facilitates and supports children's positive social and emotional development.

★ The program has a written policy on children's behavior management that encourages the use of: (requires 3 of 3 criteria listed below to pass)

- ★
- ☐ clear expectations
 - ☐ **proactive/preventative strategies**
 - ☐ redirection of misbehavior

Evidence:

- ☐ **Program's policy** on child behavior management that demonstrates all the criteria above.

★ The program provides direct instruction and support on children's social skills, including: (requires 3 of 3 criteria listed below to pass)

- ★
- ☐ empathy
 - ☐ self-regulation
 - ☐ problem solving

Evidence:

- ☐ **Written description** of how the program provides instruction on social skills.

★ Adults who interact with children make use of appropriate adult-child interactions that support children's positive social and emotional development.

Evidence:

★ On-site observation(s) will be conducted by The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD12 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

Standard LD12 Definition

- ***Proactive/preventative strategies*** would include being prepared for situations that may result in challenging behavior with children and taking steps such as having multiples of a popular toy or having one child at a time wash their hands rather than having children wait in line.

Domain - Health and Safety (HS)

An overview of the Standards (5/6 needed to pass at any star level):

- HS1: Children are provided instruction and support to independently manage health and hygiene practices.
- HS2: Children are provided instruction and support on safety rules and expectations.
- HS3: Healthy eating habits are supported and encouraged.
- HS4: Healthy fitness habits are supported and encouraged.
- HS5: Program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable.
- HS6: Program uses screen time appropriately. Screen time includes all electronic media such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices.

Tips Specific to Health and Safety (HS) Domain

Health and Safety

The Health and Safety Domain goes beyond licensing standards and focuses on providing instruction on health and safety practices to children in positive and meaningful ways.

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Standard HS1

Children are provided instruction and support to independently manage health and hygiene practices.

★ Children are provided positive support and instruction at the individual ability level of the child during toileting. Instruction is provided: (requires 3 of 3 criteria listed below to pass)

★

- ☐ in a positive manner
- ☐ using **naturally occurring opportunities**
- ☐ on an **individual basis**

Evidence:

- ☐ **Written description** or **program policy** explaining how and when instruction is provided to children on toileting.

★ Children are provided instruction on preventing germ transmission (for example, instruction on frequent and thorough hand washing, using a tissue to wipe nose, sneezing and coughing in elbow, and not sharing drinks). Instruction is provided: (requires 3 of 4 criteria listed below to pass)

★

- ☐ in a positive manner
- ☐ using **naturally occurring opportunities**
- ☐ on an **individual basis**
- ☐ during group activities

Evidence:

- ☐ **Written description** or **program policy** explaining how and when instruction is provided to children on germ transmission.

★ At least once per year, children are provided instruction on how and when to brush teeth (for example, staff or dental hygienist demonstrating techniques, providing brushes and having children practice technique, etc.) and have opportunities to practice tooth brushing.

★

★

★

★

Evidence:

- ☐ **Written description** or **program policy** explaining how and when instruction is provided to children on tooth brushing.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS1 Tips

- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

Standard HS1 Definitions

- **Naturally occurring opportunities** are instances in which support and/or information can be shared with a child during situation which is unplanned. For example, a child coughing into their hands would be a naturally occurring opportunity to demonstrate handwashing.
- An **individual basis** would be providing support and or information to a single child based on their needs. For example, taking an individual child to use the toilet at regular intervals would be providing toileting instruction on an individual basis.

Standard HS2

Children are provided instruction and support on safety rules and expectations.

★ The program has a set of safety rules for children that is posted in a visible place.



Evidence:

- ☐ Copy of the program's child safety rules.
- ☐ **Captioned photograph** of program's child safety rules **displayed in an age appropriate manner** posted in the program.

★ Program personnel use both: (requires 2 of 2 criteria listed below to pass)



- ☐ formal instruction
- ☐ **naturally occurring opportunities** to teach safety rules and expectations that apply both in the program and in the community

Evidence:

- ☐ **Written description** of instruction provided to children on safety rules and expectations that demonstrates the criteria above.
- ☐ **Written example** of an incidence of naturally occurring instruction on safety rules and expectations.

★ None



Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS2 Tips

- **3-Star:** The copy of rules may be presented in any form (e.g., excerpt from handbook, written copy, photograph or posted rules, etc.). Evidence must clearly show or explain where the rules are posted.
- The safety rules must be child-focused, not adult-focused.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- **Written examples** should address specific and concrete examples rather than general practices.

Standard HS2 Definitions

- ***Naturally occurring opportunities*** are instances in which support and/or information can be shared with a child during a situation which is unplanned. For example, a child coughing into their hands would be a naturally occurring opportunity to demonstrate handwashing.
- ***Displayed in an age appropriate*** manner means the rules are posted in a way that can be understood by the children present. For example, using photos/pictures, very simple words, posted at a child's eye level.

Standard HS3 Healthy eating habits are supported and encouraged.

★ Program personnel encourage healthy eating habits during mealtime by: (requires 3 of 4 criteria listed below to pass)

- ☐ sitting with children during meals and snacks
- ☐ engaging in conversations with children
- ☐ encouraging conversations between children
- ☐ providing appropriate portion sizes

Evidence:

- ☐ **Program policy** for meals and snacks that demonstrates the criteria above.

★ Program personnel encourage healthy eating habits during mealtime by: (requires 5 of 6 criteria listed below to pass)

- ☐ encouraging children to try foods but not requiring them to eat specified foods or amounts
- ☐ providing information about good nutrition and eating habits
- ☐ dividing children into small groups
- ☐ providing child size serving utensils for children to use
- ☐ having children help during meals (setting the table, serving themselves, clearing the table or their place setting)
- ☐ offering fresh fruit and vegetables at least twice a week

Evidence:

- ☐ **Program policy** for meals and snacks that demonstrates the criteria above.

★ Program personnel provide instruction about healthy nutrition, including instruction on eating from the USDA guidelines, how foods help bodies grow (preschool), and how good nutrition helps keep bodies healthy (school-age). Instruction is delivered: (requires 3 of 4 criteria listed below to pass)

- ☐ in a positive manner
- ☐ using **naturally occurring opportunities**
- ☐ on an **individual basis**
- ☐ during group activities

Evidence:

- ☐ **Written description** of how and when instruction is provided on nutrition that demonstrates the criteria above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS3 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- Mealtime includes breakfast, lunch, snack, and/or dinner, whichever are applicable to the program.
- If the program indicates it uses USDA guidelines or children bring meals from home, “appropriate portion size” is implied
- 4-Star: “Dividing children into small groups” is not applicable in small programs.
- 5-Star: The USDA guidelines can be found at www.ChooseMyPlate.gov.

Standard HS3 Definitions

- ***Naturally occurring opportunities*** are instances in which support and/or information can be shared with a child during a situation which is unplanned. For example, a child coughing into their hands would be a naturally occurring opportunity to demonstrate handwashing.
- An ***individual basis*** would be providing support and or information to a single child based on their needs. For example, taking an individual child to use the toilet at regular intervals would be providing toileting instruction on an individual basis.

Standard HS4 Healthy fitness habits are supported and encouraged.

★ Program personnel support children's physical activity by (requires 2 of 2 criteria listed below to pass):



- ☐ Using **naturally occurring opportunities** to increase physical activity
- ☐ plan daily **moderate-to-vigorous** physical activity

Evidence:

- ☐ **Written description** of how and when program personnel use natural opportunities and planning to encourage **moderate-to-vigorous** physical activity.

★ Program personnel provide instruction on the importance of physical activity.



Evidence:

- ☐ **Written description** of instruction provided to children on the importance of physical activity.

★ None



Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS4 Tips

- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Standard HS4 Definitions

- ***Naturally occurring opportunities*** are instances in which support and/or information can be shared with a child during a situation which is unplanned. For example, a child coughing into their hands would be a naturally occurring opportunity to demonstrate handwashing.
- ***Moderate to vigorous physical activity*** would include running or jumping.

Standard HS5

Program personnel collaborate with health and related service professionals to address the individual health needs of children, as applicable.

- ★ The program's policy indicates willingness to include children with **special health needs** (temporary or ongoing) and to make the necessary exceptions and accommodations.



Evidence:

- ☐ **Program policy** on including children with special health needs that demonstrates the criteria above.

- ★ Program personnel consult and collaborate with health care and related service professionals to meet children's **special health care needs**, as applicable.



Evidence:

- ☐ **Program policy** on consultation and collaboration with other professionals to meet a child's special health care needs.
- ☐ If a child with special health needs participates in the program, a **written description** of a consultation with health care or related service personnel.

★ None



Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS5 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Standard HS5 Definitions

- Some examples of ***special health needs*** include asthma, allergies, feeding issues, and chronic illnesses.

Standard HS6

Program uses screen time appropriately. Screen time includes all electronic media, such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices. This does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.

★ Appropriate screen time use includes: (requires 5 of 7 criteria listed below to pass)

- ★ ☐ parents are informed if electronic media are used in the program
- ★ ☐ screen content is appropriate for ages of children, nonviolent, and **culturally sensitive**
- ☐ at least one alternative activity is available while electronic media is used
- ☐ program's use of screen viewing encourages active child involvement
- ☐ electronic media is not on during non-viewing time and is not allowed during meals or snack time
- ☐ no screen time for children younger than two years of age
- ☐ adults do not use electronic media for personal use during the care day

Evidence:

- ☐ **Program policy** on screen time that demonstrates the criteria above or **program policy** indicating there is **no screen time** in the program.

★ None

★ Appropriate screen time use includes: (requires 3 of 4 criteria listed below to pass)

- ★ ☐ program uses screen time intentionally
- ★ ☐ screen time is related to instructional goals (i.e., supports and extends children's current interests and experiences, content is discussed with children, etc.)
- ★ ☐ screen media is free of advertisement and brand placement
- ★ ☐ screen time is limited to no more than one hour per day

Evidence:

- ☐ **Program policy** on screen time that demonstrates the criteria above.
- ☐ **Written description** of how the program uses screen time in an intentional manner.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS6 Tips

- If a program doesn't use screen time, this must be stated in the form of a policy. A policy for adult media use must also be included.
- In some cases, two different policies (one about child screen time and one about adult media use) must be submitted to meet this standard.
- "Screen time" does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.
- Be aware that "screens" and "TV" are not always the same thing. Evidence should clearly address both television and non-TV screens (e.g., phones, iPads, computers, etc.).
- 3-Star: "Adults do not use electronic media for personal use during the care day" excludes essential business use (e.g., texting parents).
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Standard HS6 Definitions

- **No screen use** indicates that the program does not use screens at any time.
- **Culturally sensitive** screen content represents all people and groups respectfully, and without stereotypes or negative images.

Domain – Personnel Qualifications (PQ)

An overview of the Standards (5/5 needed to pass at any star level; please note PQ2 is not applicable to Family Child Care Programs and counts as a pass):

- PQ1: The program's leader is presently qualified through education, training, and experience.
- PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (Applies to Center based programs only)
- PQ3: The program's aide II (s) and/or assistant II(s) are presently qualified to serve in their positions through education, training, and experience.
- PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.
- PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

Tips Specific to Personnel Qualifications (PQ)

QRIS Personnel Qualifications Report

A QRIS Personnel Qualifications Report (PQ Report) was sent to you with the Welcome Kit. The report is generated using information from the Office of Child Care and the Oregon Registry Online. We use the information from this report to evaluate the PQ Domain. The PQ Report includes a list of program staff, their titles according to licensing, their Steps on the Oregon Registry, and the number of training hours they have from the previous calendar year.

Staff Step Levels & Training Hours

Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org/).

Using myORO

To use myORO: First, create an account. Once your account is created, log in to myORO. To navigate to the Professional Development Statement, click on the top header that says "My Training," then click on "Professional Development Statement." Look at the column on the left and click "Save as PDF." This will pop up a dialogue box that will allow you to either open or save as a pdf file of your Professional Development Statement. Save that file on your computer in a place you'll remember later. Once the file has been saved, open it. All training submitted and verified through ORO will be there, ready to print.

Staff List & Licensing Titles

Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List (oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612) and submitting it to the Office of Child Care.

For additional support, please contact your Quality Improvement Specialist.

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Standard PQ1

The program's leader is presently qualified through education, training, and experience.

- | | |
|---|--|
| <ul style="list-style-type: none">★ Center Program: Director has achieved an★ Oregon Registry Step 8.0 or is currently at a★ Step 7.0 and working on achieving a Step 8.0 or above | Family Program: Provider has achieved an Oregon Registry Step 7.5 or is currently at a Step 7.0 and is working on achieving a Step 7.5 or above |
|---|--|

Evidence:

- ☐ Current Step level of director/provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report verifying step level

- | | |
|---|---|
| <ul style="list-style-type: none">★ Center Program: Director has:★ achieved an Oregon Registry Step 9.0 or is★ currently at a Step 8.0 and is working on achieving★ a Step 9.0 or above | Family Program: Provider has: achieved an Oregon Registry Step 8.5 or is currently at a Step 8.0 and is working on achieving a Step 8.5 or above |
|---|---|

BOTH: Director/Provider has:

- received or is working on receiving 30 clock hours of community-based training or college course credit (3 quarter credits/2 semester credits) in the core knowledge category of Program Management

Evidence:

- ☐ Current Step level of director/provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above.

- | | |
|--|--|
| <ul style="list-style-type: none">★ Center Program: Director has:★ achieved an Oregon Registry Step 10 or above★ or is currently at a Step 8.5 and is working on★ achieving a Step 10 or above★ | Family Program: Provider has: achieved an Oregon Registry Step 9.0 or above or is currently at a Step 8.5 and is working on achieving a Step 9.0 or above |
|--|--|

BOTH: Director/Provider has:

- received or is working on receiving 60 clock hours of community-based training or college course credit (6 quarter credits/4 semester credits) in the core knowledge category of Program Management

Evidence:

- ☐ Current Step level of director/provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ1 Tips

- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List (oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612) and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.
- A program Director/Provider is considered to be "Working on 30 hours in Program Management" if they have received training in Program Management within the previous 12 months.
- Programs who are unlicensed should complete **the QRIS Personnel Qualifications SELF REPORT** and include it as evidence for this domain.

Standard PQ2

The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience.

☐ Family-based program. Skip and proceed to Standard PQ3.

★ All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and
★ 50% of head teachers and teachers have achieved a Step 7.0 or above.
★

Evidence:

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above

or

☐ If the program does not meet the criteria above, please explain what is being done to meet them in the future:

★ All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and
★ 50% of head teachers and teachers have achieved a Step 8.0 or above.
★
★

Evidence:

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above

or

☐ If the program does not meet the criteria above, please explain what is being done to meet them in the future:

★ All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and
★ 50% of head teachers and teachers have achieved a Step 9.0 or above.
★
★
★

Evidence:

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above

or

☐ If the program does not meet the criteria above, please explain what is being done to meet them in the future:

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ2 Tips

- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List (oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612) and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.
- Programs who are unlicensed should complete **the QRIS Personnel Qualifications SELF REPORT** and include it as evidence for this domain.

Standard PQ3

The program's aide/assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

☐ Program does not have aide/assistant II(s). Proceed to Standard PQ4.

★ All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 3 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide/assistant IIs are at a Step 3 or above.

or

☐ **B.** Indicate the qualification level of the aide/assistant IIs in the program:

Full
☐

Partial
☐

★ All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 5 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide/assistant IIs are at a Step 5 or above.

or

☐ **B.** Indicate the qualification level of the aide/assistant IIs in the program:

Full
☐

Partial
☐

★ All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 7 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide/assistant IIs are at a Step 7 or above.

or

☐ **B.** Indicate the qualification level of the aide/assistant IIs in the program:

Full
☐

Partial
☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ3 Tips

- If the program does not have aide/assistant IIs, check the box and move to the next standard.
- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List which can be found at oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612 and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.
- Programs who are unlicensed should complete **the QRIS Personnel Qualifications SELF REPORT** and include it as evidence for this domain.

Standard PQ4

Program personnel continue to advance their knowledge and skills through participation in training and/or college course credit annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.

- ★ Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional
- ★ development plan and have received or are working toward receiving 18 or more clock hours of
- ★ training and/or equivalent college course credit annually.

Evidence:

- ☐ Copy of one professional development plan.
- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

- ★ Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional
- ★ development plan and have received or are working toward receiving 20 or more clock hours of
- ★ training and/or equivalent college course credit annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

- ★ Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional
- ★ development plan and have received or are working toward receiving 24 or more clock hours of
- ★ training and/or equivalent college course credit annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ4 Tips

- The OCCD Professional Development Plan is available at <https://www.pdx.edu/occd/oregon-registry-educators>.
- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List which can be found at oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612 and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.
- Programs who are unlicensed should complete the **QRIS Personnel Qualifications SELF REPORT** and include it as evidence for this domain.

Standard PQ5

Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

- ★ Program personnel receive training in ethics and professional responsibility.
- ★
- ★
- Evidence: Choose A, B, C or D**
- ☐ **A. Program policy** stating how and when ethics training is given.
- or**
- ☐ **B.** A signed certificate, syllabus, or transcript showing participation in ethics training.
- or**
- ☐ **C.** Professional Enhancement for Code of Ethical Conduct statement is checked on the Oregon Registry Professional Development Statement.
- or**
- ☐ **D.** I commit to ensuring that staff receive training in ethics and professional responsibility.

- ★ Program personnel follow a clearly defined plan to maintain child and family confidentiality.
- ★
- ★
- ★
- Evidence: Choose A or B**
- ☐ **A. Written example** showing how the practice to maintain confidentiality is implemented.
- or**
- ☐ **B.** I commit to ensuring that staff follow established procedures to maintain child and family confidentiality.

★ None

★

★

★

★

★

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ5 Tips

- 3-Star: For programs with multiple employees, recommended evidence is a program policy stating how and when ethics training is given.
- If Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement, it will appear on the PQ Report.
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- **Written examples** should address specific and concrete examples rather than general practices.
- Programs who are unlicensed should complete the **QRIS Personnel Qualifications SELF REPORT** and include it as evidence for this domain.

Domain - Family Partnerships (FP)

An overview of the Standards (3/4 needed to pass at any star level):

- FP1: The program uses family input and feedback to guide program planning and policy decisions.
- FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.
- FP3: Families are encouraged to be regular and frequent participants in the program.
- FP4: The program provides support and information to assist families in meeting their child's needs and goals.

Tips Specific to Family Partnerships (FP)

Family Survey Score Sheet

The Spark Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet at the beginning of the FP evidence. It is not necessary to include completed Family Surveys. The complete Family Survey can be found in the Appendix.

Summary Scores

For the FP Domain, scores are meant to be a summary of the entire program, not divided out by classroom.

50% Return Rate

The 50% return rate applies to families regularly enrolled in the program, not families who do drop-in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.

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Standard FP1

The program uses family input and feedback to guide program planning and policy decisions.

- ★ The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.

Evidence:

- ☐ **Spark Family Survey** Scoresheet, on which responses from 50% or more of the families have been summarized.
- ☐ **Written example** of how the program responded to family input from the Spark Family Survey.

- ★ The program collects information on an ongoing basis to make program and policy decisions, using email, suggestion box, notebooks, etc.

Evidence:

- ☐ Average score of 3 or higher on question #2 on the **Spark Family Survey**.
- ☐ **Written example** of how the program responded to family input from information collected.

- ★ Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.

Evidence:

- ☐ **Program policy** for including families in program advisory groups, meetings, or other opportunities to provide input on program and policy decisions.
- ☐ **Written example** of how the program responded to family input from meetings or advisory groups.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP1 Tips

- The **Spark Family Survey** score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- The 50% return rate applies to families regularly enrolled in the program, not families who do drop-in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.
- **Written examples** should address specific and concrete examples rather than general practices.
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

Standard FP2

The program meets the individual needs of children through mutually respectful, two-way communication with families.

- ★ The program collects information from families upon enrollment and provides a method for communicating changes.

Evidence:

- ☐ Average score of 3 or higher on question #3 on the **Spark Family Survey**.
- ☐ **Written description** of how changes in family information are updated.

- ★ Families are consulted about their child's interests and preferences, informed about their child's progress, and encouraged to contribute to learning and development goals, at least once a year.

Evidence:

- ☐ Average score of 3 or higher on question #4 on the **Spark Family Survey**.
- ☐ **Program policy** on how families contribute to child's learning and development goals and share child interests at least once a year.

- ★ The program provides forms and essential program information in a manner that is understandable to all families in the program, regardless of differences in language, literacy, or ability. This may be accomplished by using community resources, including other families.

Evidence:

- ☐ Average score of 3 or higher on question #5 on the **Spark Family Survey**.
- ☐ **Program policy** on connecting families to resources they may need to understand information.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP2 Tips

- The **Spark Family Survey score sheet**, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

Standard FP3

Families are encouraged to be regular and frequent participants in the program.

★ The program encourages all families to visit and observe at any time.



Evidence:

- ☐ Average score of 3 or higher on question #6 on the **Spark Family Survey**.

★ The program learns about all families' cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.



Evidence:

- ☐ Average score of 3 or higher on question #7 on the **Spark Family Survey**.

★ The program encourages families to assist or lead in planning and conducting special activities to share their cultural backgrounds, traditions, beliefs, home language, interests, and abilities.



Evidence:

- ☐ Average score of 3 or higher on question #8 on the **Spark Family Survey**.
- ☐ **Written example** of an activity suggested or led by a family.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP3 Tips

- The **Spark Family Survey** score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- **Written examples** should address specific and concrete examples rather than general practices.

Standard FP4

The program provides support and information to assist families in meeting their child's needs and goals.

- ★ The program provides basic information about resources in the community, including those
- ★ focusing on health, mental health, services for children with disabilities, and social services.
- ★

Evidence:

- ☐ Average score of 3 or higher on question #9 on the **Spark Family Survey**.

- ★ The program helps families to locate and use specific community resources as needed.
- ★
- ★
- ★

Evidence:

- ☐ **Written example** of helping families in accessing resources.

- ★ The program provides current information for families about opportunities and resources
- ★ available in the community.
- ★
- ★
- ★

Evidence:

- ☐ Average score of 3 or higher on question #10 on the **Spark Family Survey**.
- ☐ Copy of a newsletter, bulletin, poster, flyer, fact sheet, website, or other communication that informs families about opportunities and resources available in the community.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP4 Tips

- The **Spark Family Survey** score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- **Written examples** should address specific and concrete examples rather than general practices.

Domain - Administration and Business Practices (AB)

An overview of the Standards (5/6 needed to pass at any star level):

- AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.
- AB2: The program assures a professional working climate.
- AB3: Personnel are evaluated on their performance.
- AB4: The program promotes positive working relationships and professionalism.
- AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.
- AB6: Benefits are offered to encourage retention.

Tips Specific to Administration and Business Practices (AB)

Written Descriptions

Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Written Policies

A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

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Standard AB1

The program follows sound business practices, policies, and procedures that support financial sustainability.

★ The program maintains business records that include: (requires 3 of 3 criteria listed below to pass)

★
★

- ☐ income
- ☐ expenses
- ☐ tax records

Evidence: Choose A or B

☐ **A. Written description** of three types of business records used.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

★ The program's business practices include planning activities such as business projections, a business plan, a budget, etc.

★
★
★

Evidence: Choose A (1&2) or B

☐ **A1. Written description** of planning activities performed.

☐ **A2.** Copy of a business record used for planning.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

None

★
★
★
★
★

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB1 Tips

- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Standard AB2

The program assures a professional working climate.

★ The program has written personnel policies addressing (requires 6 of 8 criteria listed below to pass):

- ★ ☐ scheduling
- ★ ☐ preparation and planning time
- ☐ meals and breaks
- ☐ procedures for program planning and establishing routines
- ☐ guidance and discipline
- ☐ professional ethics
- ☐ grievance procedures
- ☐ written job descriptions for each employee

Evidence: Choose A or B

☐ **A. Program policies** demonstrating the criteria above.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

★ Space away from children is provided for planning, administrative activities, relaxation, and personal care.

★ **Evidence: Choose A or B**

☐ **A. Captioned photographs** of space provided to employees.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

★ None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB2 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.
- At a minimum, **captioned photographs** must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

Standard AB3

In programs where there are multiple employees, personnel are evaluated on their performance, including:

- adherence to program procedures
- adult-child interactions
- interactions with families
- interactions with staff and other professionals
- professionalism
- adherence to ethical standards

☐ Program does not have multiple employees. Proceed to Standard AB4



Employees are evaluated using a personnel performance rating tool.

Evidence: Choose A (1&2) or B

- ☐ **A1. Program policy** for evaluating personnel performance that indicates how the **Spark Family Survey** results are incorporated.
- ☐ **A2.** Copy of personnel performance rating tool that addresses all the criteria in the standard.
- or**
- ☐ **B.** Indicate the level at which this practice is implemented:
- | Fully | Partially |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |



Employees evaluations include a self-assessment.

Evidence: Choose A (1&2) or B

- ☐ **A1. Program policy** for evaluating personnel performance that includes the process for employees to self-assess their job performance.
- ☐ **A2.** Copy of self-assessment rating tool, if different from personnel performance rating tool (see AB3, 3-Star) that addresses the criteria in the standard.
- or**
- B.** Indicate the level at which this practice is implemented:
- | Fully | Partially |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |



Employees evaluations include observations of adult-child interactions.

Evidence: Choose A (1&2) or B

- ☐ **A1. Program policy** for evaluating employee performance that outlines how observations are conducted and incorporated into the evaluation.
- ☐ **A2.** Copy of observation tool that addresses the criteria in the standard.
- or**
- ☐ **B.** Indicate the level at which this practice is implemented:
- | Fully | Partially |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB3 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.
- 5-Star: If you are using the CLASS or Environment Rating Scales, or a similarly published observation tools, and clearly indicate the name of the tool in the policy, you do not need to submit a copy of the tool.

Standard AB4

In programs where there are multiple employees, the program promotes positive working relationships and professionalism.

☐ Program does not have multiple employees. Proceed to Standard AB5

★ Staff meetings are scheduled regularly and include team-building activities.



Evidence: Choose A (1&2) or B

☐ **A1. Written description** of frequency of staff meetings.

☐ **A2. Written example** of a team-building activity.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

★ Activities are scheduled regularly to build and maintain morale and cohesiveness. Activities may include peer-to-peer collaboration, teaching teams, support by colleagues, and mentoring.



Evidence: Choose A or B

☐ **A. Written description** of types of support provided and frequency of their occurrence.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

★ Participation by program personnel in professional organizations/advocacy groups.



Evidence: Choose A or B

☐ **A.** List of memberships in professional organizations/advocacy groups.

or

☐ **B** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB4 Tips

- **Written description** needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- **Written examples** should address specific and concrete examples rather than general practices.

Standard AB5

A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices. Evaluation sources include:

- Family input / Spark Family Survey
- Program personnel feedback/input (or provider self-evaluation)
- **Rating scales or evaluation instruments**
- **Child outcome data from assessments**
- **Outside evaluators**

★ Sources for the program evaluation include information from three of the five sources listed.



Evidence: Choose A (1&2) or B

- ☐ **A1. Written description** of the annual process for program evaluation using three of the five sources.
- ☐ **A2. Written example** of a modification made to the program's policies and procedures, environment, curriculum, or administration and business practices in response to an evaluation.
- or**
- ☐ **B.** Indicate the level at which the program is evaluated:

Fully

Partially

☐☐

★ Sources for the program evaluation include information from four of the five sources listed.



Evidence: Choose A or B

- ☐ **A. Written description** of the annual process for program evaluation using four of the five sources.
- or**
- ☐ **B.** Indicate the level at which the program is evaluated:

Fully

Partially

☐☐

★ Sources for the program evaluation include information from five of the five sources listed.



Evidence: Choose A or B

- ☐ **A. Written description** of the annual process for program evaluation using five of the five sources.
- or**
- ☐ **B.** Indicate the level at which the program is evaluated:

Fully

Partially

☐☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB5 Tips

- **Written description** needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- **Written examples** should address specific and concrete examples rather than general practices.

Standard AB5 Definitions

- **Rating scales or evaluation instruments** (for example, ERS tools, Preschool Program Quality Assessment, USDA annual evaluation, etc.)
- **Child outcome data from assessments** would include using information from child assessments to inform program decisions such as curriculum, environmental changes, etc.
- **Outside evaluators** might include a Quality Improvement Specialist, USDA reviewer, ERS Assessor, or Office of Child Care Licensur.

Standard AB6

In programs where there are multiple employees, the following benefits are offered to encourage retention:

- ☐ health insurance (medical, dental, vision, or supplemental)
- ☐ retirement option
- ☐ free or discounted child care
- ☐ paid time off (vacation, sick, personal)
- ☐ financial supports for training and/or education
- ☐ paid membership to a professional organization (NAEYC/OAEYC/NAFCC)

★ Program offers one of the benefits listed above.



Evidence: Choose A or B

☐ **A. Program policy** indicating one benefit listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full

Partial

☐☐

★ Program offers two of the benefits listed above.



Evidence: Choose A or B

☐ **A. Program policy** indicating two benefits listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full

Partial

☐☐

★ Program offers three of the benefits listed above.



Evidence: Choose A or B

☐ **A. Program policy** indicating three benefits listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full

Partial

☐☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB6 Tips

- A **policy** is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy in the portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.

Spark Portfolio Appendix

(revised 2021)

- Family Survey
- Curriculum Description Worksheet
- ASQ Information
- Assessment Alignment Worksheet – Head Start Early Learning Outcomes Framework (for LD9, 4-star)
- Assessment Alignment Worksheet – Oregon's Early Learning and Kindergarten Guidelines (for LD9, 4-star)



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. <i>Have you seen or been given our program philosophy statement?</i>	1	2	3	4
2. We want to know your thoughts and ideas about our programs. <i>Do regularly we ask for and listen to your ideas?</i>	1	2	3	4
3. We want you to feel free to share information about anything that might be affecting your child. <i>Do we encourage you to share information with us about your child?</i>	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. <i>Do we schedule time to meet with you to talk about your child's learning?</i>	1	2	3	4
5. We want you to understand the forms and other program information we give you. <i>Do we give you forms and program information in a way that you understand or provide assistance when you need it?</i>	1	2	3	4
6. We want you to feel welcome in our program. <i>Do you feel welcome and encouraged to visit and participate in activities at any time?</i>	1	2	3	4
7. We want your family's culture to be respected, accepted and welcome in our program. <i>Does your family feel respected, accepted, and invited to share your family culture, home language, and interests here?</i>	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. <i>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?</i>	1	2	3	4
9. We want you to know about resources and services that are available in the community. <i>Do we give you information about community resources and services (in our newsletter, on our bulletin board or some other source?)</i>	1	2	3	4
10. We want to share information about local educational opportunities with you. <i>Do we share local educational opportunities with you (in our newsletter, on our bulletin board or some other source?)</i>	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		Avg Score
1. We want you to be familiar with our program's philosophy.	1	2	3	4	TOTAL	(d) 3.48
# of responses (a)	1	2	8	18		
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.



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.

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

☐ Arts

☐ Science

☐ Health Education

☐ Social Sciences

☐ Physical Education

☐ Mathematics

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 qrishelp@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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cognitive Self-Regulation (Executive Function)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative and Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationships with Other Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emotional Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sense of Identity and Belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicating and Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergent Literacy (infant/toddler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Print and Alphabet Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comprehension and Text Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reasoning and Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergent Mathematical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Imitation and Symbolic Representation Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Operations and Algebraic Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geometry and Spatial Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reasoning and Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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)
	<i>None</i>	<i>Some</i>	<i>Fully</i>	
Perception (infant/toddler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gross Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fine Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health, Safety, and Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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)*

<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cognitive Self-Regulation (Executive Function)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative and Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emotional Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationships with A Trusted Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationships with Other Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicating and Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergent Literacy (infant/toddler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Print and Alphabet Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comprehension and Text Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Operations and Algebraic Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Numbers and Operations in Base Ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measurement and Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geometry and Spatial Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	