

## Breadth of Learning Opportunities Policy Tool

### **Breadth of Learning Opportunities – Instructions for Administrator (Delete this sheet prior to administration)**

*These administrator instructions are intended solely for the Breadth of Learning Opportunities (BOLO) policy tool. For more information on the BOLO project, please see <https://www.brookings.edu/research/breadth-of-learning-opportunities/>*

This Breadth of Learning Opportunities (BOLO) policy tool targets curriculum at the policy level. Before administering this tool:

- Read the Breadth of Learning Opportunities Overview document and relevant BOLO case studies.
  
- Identify a committee who will complete this tool. It is important that stakeholders from all relevant departments and agencies work together to complete this tool and the results are not based on the perspective of only one policy maker. For more information on who to include in this committee, refer to the BOLO Overview document.
  
- Read this tool closely, noting any language that should be adapted to the context where the tool is being used.
  
- Adapt this tool to the context where it is being used. Each time [EDUCATION MINISTRY] is used in this document, replace with the name of the educational authority in the jurisdiction where the tool is being used. Specific instructions for adaptation for each page are as follows:
  1. Rationale
    - Include any rationale given by the government to conduct this study. For example, "The Ministry of Education is considering revising the curriculum and is using this tool to gather information about the current curriculum policies."
    - If another framework is being used instead of the LMTF Seven Domains of Learning, replace the information about the LMTF with this information and provide a rationale for why this framework is being used.
  
  2. Instructions
    - This tool includes questions related to primary (ISCED 1) and secondary (ISCED 2) education. The LMTF Seven Learning Domains also include early childhood education (ISCED 0). Adapt the language to include the target education levels for the tool.
  
  5. Subjects and Timetable
    - If possible, obtain the list of mandatory and optional subjects in advance of administering the survey and enter them here. This will populate sections 6 and 7 and improve consistency of reporting.
    - If the jurisdiction using this tool is undergoing a policy change, e.g. rolling out a new curriculum, adapt the text at the top of the table to specify for which curriculum the information should be provided.

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### 6. Subject Background

- This section will need close attention to make sure all of the questions are relevant to the context.
- Monitoring: The education ministry may not be the agency that conducts the monitoring. Insert the name of the relevant agency or agencies.
- Examinations: Adapt the language to make clear that this is referring to examinations mandated by the government, such as end-of-cycle examinations. Other assessments and school examinations are covered in the next section.
- Other Assessments: Adapt the response options to include any types of assessments that may be occurring in schools and classrooms.
- Teacher Training and Materials: This section can be expanded if there are other questions of interest to the research.

### A1. LMTF Seven Domains of Learning

- If a framework other than the LMTF Seven Domains of Learning is being used, replace this appendix with a list of the domains and definitions included in the framework used.

### 7 and 8. LMTF Domains

- It is important to have a conversation with the committee completing this tool to develop a common definition of a "Major" and "Minor" emphasis. This definition will also be used on the school and teacher tools. Adapt the language as necessary after the committee decides on a working definition.
- If a framework other than the LMTF Seven Domains of Learning is being used, replace the subdomains listed in the columns with a list of the domains included in the framework used.

### Adaptation for Students with Special Needs

- This tool can be adapted for students with special needs. If a different jurisdictional curriculum is used for students with special needs, a separate policy tool can be completed using the special needs curriculum. If the LMTF domains are viewed as too difficult for students with special needs, the number of subdomains can be reduced or the subdomains from a different educational level can be used (e.g. using the early childhood subdomains for primary students). Alternatively, a different framework can be used that is designed specifically for students with special needs.

# Breadth of Learning Opportunities

## *Policy Tool*

*This tool was created by the Center for Universal Education (CUE) at the Brookings Institution and Education International (EI) as a component of the Breadth of Learning Opportunities (BOLO) tools. It is meant to be used in concert with the two other BOLO tools, the School Tool and the Teacher Tool.*

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Sources for questions include:

*TIMSS & PIRLS 2011 Curriculum Questionnaire* and *OECD Policy Questionnaire on Curriculum Redesign*

## Breadth of Learning Opportunities Policy Tool

### **Breadth of Learning Opportunities – Policy Tool Rationale**

*This one-page rationale is intended solely for the Breadth of Learning Opportunities (BOLO) policy tool. For more information on the BOLO project, please see <https://www.brookings.edu/research/breadth-of-learning-opportunities/>*

This BOLO policy tool targets curriculum at the policy level. The data from the completed questionnaire will help answer these two questions: 1) Does the curriculum offer breadth of learning opportunities?; and 2) Are the various components of the education system aligned to support breadth of learning opportunities? To examine the breadth of the intended curriculum and to connect the three levels of the system (policy, school, and classroom), we have used the global framework of the Seven Domains of Learning developed by the Learning Metrics Task Force (LMTF).

The LMTF Seven Domains of Learning are used as the definition of "breadth" for the purpose of this tool. These domains were identified by a global task force and in consultation with more than 1700 people in 118 countries. As such, the domains are broad enough to provide a general framework for different education systems. This framework is meant to be a means for analyzing breadth, but its use does not imply that these exact domains should appear in a curriculum, or that other domains important to a country should not be included. Therefore, how "breadth" is defined and the specific framework used to examine the curriculum should be tailored to a country's education system.

This policy tool is designed to be used as a diagnostic tool which allows users to review their curriculum and policy in relation to how well it supports broader domains of learning. The ultimate goal of this tool is to provide whomever completes it with an overview of breadth within the relevant education system's curriculum. This tool however, does not stand alone, but operates in concert with the BOLO School and Teacher Tools. These tools together will provide insight on the implementation of curriculum in schools as well as potential influence of policies on classroom practice.

## Breadth of Learning Opportunities Policy Tool

### **Instructions for Completing the Policy Tool**

This tool should be completed by a committee comprised of stakeholders involved in making and implementing education policies at the jurisdictional level (national, state, province, etc.). This may include stakeholders from the ministry of education, curriculum development agency, examination agency, teacher training institutions, teachers unions, and other key stakeholder groups. The group should come to an agreement on the responses to items in this tool in respect to the written policies in their jurisdiction.

Completing this questionnaire mainly involves filling out a series of tables. The tool has specific instructions provided in italics at the start of each section and sometimes for specific questions. There are two types of questions: (1) ones that you will need to write in responses for; and (2) ones that have options provided and that you will answer by marking a checkbox. Unless otherwise specified, you should only mark one checkbox per question.

The International Standard Classification of Education (ISCED) levels contribute to the structure of this questionnaire. The levels included in this version are as follows:

ISCED 1 - Primary education or first stage of basic education

ISCED 2 - Lower secondary education or second stage of basic education

You will designate the last grade in each ISCED level to answer Sections 5, 6, 7, and 8. Additional ISCED levels can be added and included in the questionnaire.

The questionnaire does not need to be completed in a set sequence. It is possible to skip sections or questions and return to them later. An exception is the information on mandatory subjects in Section 5, which must be completed before Sections 6, 7, and 8 can be completed. Please make sure that, throughout the questionnaire, subjects are in the same order as defined in Section 5 (if Section 5 is completed in Excel before administering the survey, the subjects will prepopulate and this will not be an issue).

Please note that the wording of the questions and answers corresponds to those in the School and Teacher Tools. Please answer only in the way the instructions request.

Appendix 1 contains definitions of the Learning Metrics Task Force subdomains for ISCED 1 and 2. You will refer to this appendix to answer Sections 7 and 8. Appendix 2 contains a blank page for unfamiliar terms - if you come across unfamiliar terms while completing the questionnaire, please write them there and define them to the best of your ability. If you have never encountered the term before, you may leave the definition blank.

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### User Information

*This information provides overall context for the tool and its completion. Please complete the table by filling in the "Response" section below. Some questions will require answers to be written in and others have selection options provided.*

Topics	Question	Response Options	Response
[EDUCATION MINISTRY]	1. Name of [EDUCATION MINISTRY] (country, city, province, etc.).	Please write the name of the [EDUCATION MINISTRY]. If the [EDUCATION MINISTRY] is sub-national (e.g. a province within a country), please note the national level [EDUCATION MINISTRY] as well.	
Lead committee/team member contact information	2. Name	Please write your name.	
	3. Position	Please write your position title.	
	4. Affiliation	Please write the organization with which you are affiliated.	
	5. Phone	Please write your phone number.	
	6. Email	Please write your email address (if available).	
Committee/team members information	7. Name/position (1)	If assisted by a team or committee, please write team member's name.	
	8. Affiliation (1)	Please write his or her affiliated organization.	
	9. Name/position (2)	If assisted by a team or committee, please write team member's name.	
	10. Affiliation (2)	Please write his or her affiliated organization.	
	11. Name/position (3)	If assisted by a team or committee, please write team member's name.	
	12. Affiliation (3)	Please write his or her affiliated organization.	

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Topics	Question	Response Options	Response
Committee/team members information	13. Name/position (4)	If assisted by a team or committee, please write team member's name.	
	14. Affiliation (4)	Please write his or her affiliated organization.	
	15. Name/position (5)	If assisted by a team or committee, please write team member's name.	
	16. Affiliation (5)	Please write his or her affiliated organization.	
	17. Name/position (6)	If assisted by a team or committee, please write team member's name.	
	18. Affiliation (6)	Please write his or her affiliated organization.	
	19. Name/position (7)	If assisted by a team or committee, please write team member's name.	
	20. Affiliation (7)	Please write his or her affiliated organization.	
	21. Name/position (8)	If assisted by a team or committee, please write team member's name.	
	22. Affiliation (8)	Please write his or her affiliated organization.	
	23. Name/position (9)	If assisted by a team or committee, please write team member's name.	
	24. Affiliation (9)	Please write his or her affiliated organization.	
	25. Name/position (10)	If assisted by a team or committee, please write team member's name.	
	26. Affiliation (10)	Please write his or her affiliated organization.	
	27. Name/position (11)	If assisted by a team or committee, please write team member's name.	
	28. Affiliation (11)	Please write his or her affiliated organization.	

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### System Information

*This table will provide a brief overview of the education system and the curriculum by ISCED levels. The grades noted below will be the focus through the rest of the tool. See the details on how each ISCED level is classified in "Appendix 1: LMTF Subdomain Descriptions." Please answer the questions below by referencing written policies pertaining to each topic.*

Topic	Question	Response Options	ISCED 1 Response	ISCED 2 Response
ISCED Level Background	1. What is the [EDUCATION MINISTRY] term for this ISCED level?	Please write in the relevant term the [EDUCATION MINISTRY] uses for each level.		
	2. What grades are included in this ISCED level?	Enter the entire grade range for each level.		
	3. Which grade is the final grade of this ISCED level?	Identify the final grade for each level. <b>Note that these are the two grades you will examine in this tool.</b>		
	4. When was the curriculum for this ISCED level last officially revised?	In this academic year	<input type="checkbox"/>	<input type="checkbox"/>
		In the previous academic year	<input type="checkbox"/>	<input type="checkbox"/>
		In the last 2-5 academic years	<input type="checkbox"/>	<input type="checkbox"/>
		Over 5 academic years ago	<input type="checkbox"/>	<input type="checkbox"/>
5a. Is there separating of students into different academic levels (e.g. streams, tracks, sections) within grades at this ISCED level?	Please write yes or no			
5b. <b>If yes:</b> What are the streams/tracks?	Please write the different streams/tracks and describe briefly.			



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Topic	Question	Response Options	ISCED 1 Response	ISCED 2 Response
Education Policies	6. What are the requirements for a school to register as a school with the [EDUCATION MINISTRY]?	Please write in requirements as briefly as possible. If there are no requirements, leave answer cells blank.		
	7a. Is the school schedule mandated by [EDUCATION MINISTRY] organized by weeks?	Please write yes or no		
	7b. <b>If no:</b> What unit of time is it organized by (e.g., days, fortnights, months)?	Please write what timetable the school goes by. Answer the the next three questions using your best estimate of how the relevant timetable maps onto a weekly schedule.		
	8. How many weeks are in the school year at this ISCED level?	Please write in the number of weeks.		
	9. How many days is the typical school week at this ISCED level?	Please write in the number of days.		
	10. How many instructional hours are in a typical school week at this ISCED level?	Please write in the mandated number of hours in a typical week. Please indicate partial hours by the minutes (for example, ":30" to indicate a half hour).		
	11. What is the [EDUCATION MINISTRY]'s mandated class size range (if this is mandated)?	Please write minimum and maximum numbers.		
	12. What is the minimum level of education required to become a teacher for each level?	Primary Education	<input type="checkbox"/>	<input type="checkbox"/>
		Lower secondary education	<input type="checkbox"/>	<input type="checkbox"/>
		Upper secondary education	<input type="checkbox"/>	<input type="checkbox"/>
		Tertiary education (including certificates)	<input type="checkbox"/>	<input type="checkbox"/>
	13. Does the [EDUCATION MINISTRY] offer specialized in-service training in the curriculum?	For school heads	<input type="checkbox"/>	<input type="checkbox"/>
		For teachers	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable		<input type="checkbox"/>	<input type="checkbox"/>	

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**Subjects and Timetable**

**For each grade level, what are the mandatory and optional subjects in the [EDUCATION MINISTRY] curriculum?**

*For the tables below, please select the mandatory or core subjects which schools are required to offer to their students in their relevant grades according to written policies. If the grade has less than 10 subjects, leave the remaining cells blank. In the "Hours per Week" column, write in the number of hours a subject is scheduled for in a typical week according to the [EDUCATION MINISTRY] written policy. Please indicate partial hours by the minutes (for example, ":30" to indicate a half hour). If the school schedule is not primarily organized by a weekly timetable, please fill in the tables using your best estimate of how the relevant timetable maps onto a weekly schedule.*

ISCED 1		
Mandatory Subjects	Subject Name	Hours per Week
M1.1		
M1.2		
M1.3		
M1.4		
M1.5		
M1.6		
M1.7		
M1.8		
M1.9		
M1.10		

ISCED 2		
Mandatory Subjects	Subject Name	Hours per Week
M2.1		
M2.2		
M2.3		
M2.4		
M2.5		
M2.6		
M2.7		
M2.8		
M2.9		
M2.10		

*For the tables below, please write in the optional or voluntary subjects which schools may offer their students in the relevant grades. In the "Hours per Week" column, write in a recommended number of hours if the [EDUCATION MINISTRY] has a recommendation; otherwise leave blank.*

ISCED 1		
Optional Subjects	Subject Name	Hours per Week
O1.1		
O1.2		
O1.3		
O1.4		
O1.5		
O1.6		
O1.7		
O1.8		
O1.9		
O1.10		

ISCED 2		
Optional Subjects	Subject Name	Hours per Week
O2.1		
O2.2		
O2.3		
O2.4		
O2.5		
O2.6		
O2.7		
O2.8		
O2.9		
O2.10		

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**Subject Background - Curriculum Policies for Mandatory Subjects Only**

For each mandatory subject listed in "Section 5. Subjects and Timetable," please answer all of the questions in the "Questions" column below for the final grade of both ISCED 1 and 2. Please refer to what is in the written policies. The codes M1.1 - M1.10 and M2.1 - M2.10 in the first row of each ISCED table refer to the subjects listed in Section 5. Please make sure the subjects are in the same order as defined in Section 5. If you don't know the answer to a question, please leave it blank.

Topic	Question	Response options	M1.1	M1.2	M1.3	M1.4	M1.5	M1.6	M1.7	M1.8	M1.9	M1.10	Sample	
<b>ISCED 1 - Mandatory Subjects</b>														
Monitoring	1. Does the [EDUCATION MINISTRY] policy require monitoring of the teaching of this subject, i.e., do ministry officials, coaches, subject advisors or inspectors visit schools to observe instruction or review lesson planning for this subject?	Yes, multiple times every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Yes, once every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes, regularly but less often than every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No or not regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinations	2a. Is there a policy for mandatory examinations for students on this subject?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2b. <b>If there are mandatory examinations:</b> Do student examination results have high-stakes consequences for teachers, such as determining their employment status or working conditions?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	2c. <b>If there are mandatory examinations:</b> Do student examination results have high-stakes consequences for the students who take them, such as determining whether they progress to the next level of education?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Topic	Question	Response options	M1.1	M1.2	M1.3	M1.4	M1.5	M1.6	M1.7	M1.8	M1.9	M1.10	Sample	
Other Assessments	3. Please mark other assessments and examinations for which the [EDUCATION MINISTRY] has a formal policy. For example, the [EDUCATION MINISTRY] may have an official guide for school and teachers on formative assessments at the classroom level, or it may periodically conduct a national assessment on a representative sample of students.	Formative classroom assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		Summative classroom/school assessments (for grades/marks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		National and/or regional competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		National assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training and Materials	4. Does the [EDUCATION MINISTRY] policy require that teachers complete a certain level of pre-service training to teach this subject?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Does the [EDUCATION MINISTRY] policy state that the government provides required teaching materials (textbooks, workbooks, etc.) to the teachers for this subject?	Yes, all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes, some	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Does the [EDUCATION MINISTRY] policy stipulate formal in-service training for teachers for this subject?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Topic	Question	Response options	M1.1	M1.2	M1.3	M1.4	M1.5	M1.6	M1.7	M1.8	M1.9	M1.10	Sample	
<b>ISCED 2 - Mandatory Subjects</b>														
Monitoring	7. Does the [EDUCATION MINISTRY] policy require monitoring of the teaching of this subject, i.e., do official coaches or inspectors visit schools to observe instruction or review lesson planning for this subject?	Yes, multiple times every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Yes, once every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes, regularly but less often than every academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No or not regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinations	8a. Is there a policy for mandatory examinations for students on this subject administered by a government agency?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8b. <i>If there are mandatory examinations:</i> Do student examination results have high-stakes consequences for teachers, such as determining their employment status or working conditions?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	8c. <i>If there are mandatory examinations:</i> Do student examination results have high-stakes consequences for the students who take them, such as determining whether they progress to the next level of education?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Breadth of Learning Opportunities  
Policy Tool

Geometry

Topic	Question	Response options	M1.1	M1.2	M1.3	M1.4	M1.5	M1.6	M1.7	M1.8	M1.9	M1.10	Sample	
Other Assessments	9. Please mark other assessments and examinations for which the [EDUCATION MINISTRY] has a formal policy. For example, the [EDUCATION MINISTRY] may have an official guide for school and teachers on formative assessments at the classroom level, or it may participate in regional examinations carried out by external organizations.	Class assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		School assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		National and/or regional competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		National assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training and Materials	10. Does the [EDUCATION MINISTRY] policy require that teachers complete a certain level of training to teach this subject?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Does the [EDUCATION MINISTRY] policy state that the government provides required teaching materials (textbooks, workbooks, etc.) to the teachers for this subject?	Yes, all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes, some	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. Does the [EDUCATION MINISTRY] policy stipulate formal in-service training for teachers for this subject?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**Learning Metrics Task Force (LMTF) Seven Domains of Learning**

*Please familiarize yourself with the domains and subdomains on this sheet before completing sections 7 and 8. For more information on these descriptions and the LMTF domains, see the LMTF's Towards Universal Learning report series.*

ISCED Level	Domain	Subdomain	Definition
<b>ISCED 1</b>	Physical well-being	Physical health and hygiene	Physical health and hygiene includes knowing how to prevent infectious diseases through hygiene, water and sanitation practices and noninfectious diseases through health and behavioral choices.
		Food and nutrition	Food and nutrition involves recognizing how food has an impact on mind and body functions.
		Physical activity	Physical activity includes exercise and developing individual talents through sports and games.
		Sexual Health	Sexual health at the primary level varies by context, but includes understanding basic concepts of human reproduction.
	Social and emotional	Social and community values	Social and community values refers to knowledge and use of life skills, including communication, decision-making, assertiveness, peer resistance, self-awareness, negotiation, friendship, self-esteem, advocacy for inclusiveness and nondiscrimination, and emotional intelligence.
		Civic values	Civic values refer to knowledge and understanding of social and political concepts, such as democracy, justice, equality and citizenship. It may also include the ability to defend respect for rules and guidelines and propose modification appropriate to contexts in school, home and community.
		Mental health and well-being	Mental health and well-being refers to developing confidence and resilience.
	Culture and the arts	Creative arts	Creative arts refers to an understanding of different artistic processes, and learn how to create, perform, respond to, or evaluate works in one or more artistic forms: dance, music, theater, and visual or media arts.
		Cultural knowledge	Cultural knowledge includes knowledge of other cultures, as well as one's own culture, and an appreciation of the similarities and differences that exist between oneself and other cultures and how to respect, honor and live peacefully with others from diverse backgrounds.

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<b>ISCED 1</b>	Literacy and communication	Oral fluency	Oral fluency is the extent to which a child speaks in the language(s) used in his/her environment.
		Oral comprehension	Oral comprehension the extent to which a child understands the language(s) used in his/her environment.
		Reading fluency	Reading fluency refers to how easily a child can read, it includes speed, accuracy, and prosody (expression).
		Reading comprehension	Reading comprehension refers to how well a child understands what he or she is reading.
		Receptive vocabulary	Receptive vocabulary describes the words a child knows well enough to understand when reading or hearing them.
		Expressive vocabulary	Expressive vocabulary describes the words a child knows well enough to feel comfortable using when speaking or writing.
		Written expression/ composition	Written expression and composition refers to how a child captures ideas through writing.
	Learning approaches and cognition	Persistence and attention	Persistence and attention includes beginning and completing activities, especially challenging tasks, and includes study skills.
		Cooperation	Cooperation involves engaging in and completing tasks that require more than one person to complete.
		Autonomy	Autonomy includes the ability to work alone, knowing when and how to seek out resources to complete a task and persisting at that task.
		Knowledge	Knowledge includes factual, procedural and conceptual knowledge. Children recall previously learned facts, problem-solving procedures and draw on their conceptual understanding of a problem or topic.
		Comprehension	Comprehension refers to constructing meaning from data and material, including interpreting, classifying, summarizing and comparing.
		Application	Application involves applying prior knowledge to solve new and/or challenging problems.
		Critical thinking	Critical thinking requires reasoning or judgment resulting from interpretation, analysis, or inference.



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<b>ISCED 1</b>	Numeracy and mathematics	Number concepts and operations	Number concepts and operations includes understanding how numbers work to represent magnitude, that they can be ordered and counted, and that numbers are organized in systems (e.g., natural numbers, whole numbers, integers, and rational numbers). This also involves knowing how to compute with different number systems with fluency and whether the outcomes of these computations are reasonable. The four operations (addition, subtraction, multiplication and division) are emphasized in this subdomain.
		Geometry and patterns	Geometry and patterns focuses on the recognition of geometric shapes and on the recognition and development of patterns.
		Mathematics application	Mathematics application focuses on application of number knowledge and operations to solve problems across a range of content domains. In addition, it requires that students be able to communicate their understanding of problems, interpret data and data displays, and reason in problem solving.
	Science and technology	Scientific inquiry	Scientific inquiry is the ability to ask questions, identify what knowledge is lacking and know how to acquire it. This includes knowledge of basic problem solving perspectives of science (including the scientific method) and the ways they can be applied.
		Life science	Life science is the study of living things, life cycles, reproduction, heredity and interaction. Life science also covers interaction with the environment and ecosystems.
		Physical science	Physical science includes domains such as matter, motion and energy. Physical science is the study of what things are made of, how they interact with one another and how energy may move from place to place.
		Earth science	Earth science is the study of the earth in the solar system, geology, oceanography, weather and climate and resources.
		Awareness and use of digital technology	Digital technology refers to the variety of ways children interact with available information and communication technologies. At the primary level, children may have access to cellular telephones, computers, tablets, etc.

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ISCED 2	Physical well being	Health and hygiene	Health and hygiene includes knowing and applying healthy behaviors and hygiene practices, including those that are related to positive mental health outcomes.
		Sexual and reproductive health	Sexual and reproductive health refers to understanding basic concepts of sexual health, family planning, pregnancy and childbirth.
		Illness and disease prevention	Illness and disease prevention involves knowing how health conditions are acquired or transmitted and implementing strategies for prevention, including nutrition and exercise choices.
	Social and emotional	Social awareness	Social awareness is the ability to understand and respond appropriately to the social environment.
		Leadership	Leadership is the ability to make decisions and act on those decisions autonomously or collaboratively as appropriate.
		Civil engagement	Civic engagement is taking a responsible role in the management of society at the community level and beyond.
		Positive view of self and others	Positive view of self and others reflects the aspiration to a high quality of life for individuals, their families and their community.
		Resilience and grit	Resilience refers to the ability to overcome failures and persist, even when it is difficult to do so. It refers to having a positive attitude and understanding that one can learn from failures and mistakes.
		Moral and ethical values	Moral values are attributed to a system of beliefs, either political, religious or cultural. Ethical values refers to the actions one takes in response to his or her values.
	Culture and the arts	Social sciences	Social science is the understanding of society and the manner in which people behave and influence the world around them. It refers to the ability to analyze ourselves, values, beliefs and belonging, and culture relevant to others.
		Creative arts	Creative arts is understanding and expressing, creating, perceiving and responding in personal, social, cultural and historical contexts.
Cultural studies		Cultural studies allows people to have a common understanding of the interconnectedness between identity, society and culture. It relates to the artistic contexts of culture and history, and environment contexts.	

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ISCED 2	Literacy and communication	Speaking and listening	Speaking and listening is understanding and expressing ideas effectively in the appropriate language or languages.
		Writing	Writing refers to the ability to produce meaningful written text for a variety of purposes.
		Reading	Reading skills include understanding written texts, their construction and the effect the texts are trying to achieve. Written texts may include books and other paper materials and computer/digital media.
	Learning approaches and cognition	Collaboration	Collaboration refers to the ability to work with others to address matters of shared concern.
		Self-direction	Self-direction reflects the ability to act autonomously to collect and understand information.
		Learning orientation	Learning orientation refers to the individual's commitment to using learning to respond to evolving demands.
		Persistence	Persistence in learning captures the ability of individuals to begin and complete activities with attention.
		Problem-solving	Problem solving involves researching problems and finding innovative and effective solutions.
		Critical decision-making	Critical decision-making refers to the process of finding and weighing evidence in assessing possible solutions to questions.
		Flexibility	Flexibility is the ability to analyze and respond to changing life circumstances in a way that reflects resilience and commitment to achieving success.
	Numeracy and mathematics	Creativity	Creativity is the capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes, including aesthetic and pragmatic considerations.
		Number concepts	Number concepts include ways of understanding numbers, the relationships between them and number systems, covering skills in relation to whole numbers, fractions and decimals, integers, and ratios and percentages.
Algebra		Algebra includes recognizing patterns, using algebraic symbols to represent mathematical situations, solving linear equations and using algebraic models to solve real-world problems.	

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ISCED 2	Numeracy and mathematics	Geometry	Geometry is understanding the properties of geometric shapes, using geometric properties to solve problems, understanding and use of geometric measurement, understanding coordinate points and the use of geometric transformations.
		Everyday calculations	Everyday calculations refers to applying understanding of numbers effectively in a variety of common settings.
		Personal finance	Personal finance includes managing individual and family financial decisions in an informed way.
		Informed consumer	Informed consumer is the ability to select products and assess benefits on the basis of numerical information.
		Data and statistics	Data and statistics includes methods of organizing and displaying data graphically, the calculation of means, medians, modes and ranges, and the skill of reading statistical graphs.
	Science and technology	Biology	Biology refers to understanding the structure, life processes, diversity and interdependence of living organisms.
		Chemistry	Chemistry refers to understanding of concepts related to the classification and composition of matter, the properties of matter and chemical change.
		Physics	Physics refers to understanding of concepts related to physical states and changes in matter, energy transformations, heat and temperature, light and sound, electricity and magnetism and forces and motion.
		Earth science	Earth science is study of the Earth and its place in the solar system and the universe.
		Scientific approaches	Scientific approaches includes knowledge of the basic problem-solving perspectives of science and the ways they can be applied.
		Environmental awareness	Environmental awareness is knowledge of ecological and other natural factors and the ability to respond to them. This also includes understanding of the sustainability of the planet.
		Digital learning	Digital learning is the ability to engage effectively with digital communication technologies in each step of the learning process.



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Question and Response Areas		Learning approaches and cognition												Numeracy and mathematics				Science and technology													
		Persistence and attention		Cooperation		Autonomy		Knowledge		Comprehension		Application		Critical thinking		Number concepts and operations		Geometry and patterns		Mathematics application		Scientific inquiry		Life science		Physical science		Earth science		Awareness and use of digital technology	
1a. Does any subject in the curriculum cover this subdomain?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b. <i>If one or more subjects cover this subdomain:</i>	Importance of subdomain to subject	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Which subject(s) have a major focus on the subdomain? (i.e. emphasized most of the time throughout the year).	M1.1:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.2:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.3:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.4:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M1.5:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.6:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.7:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.8:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M1.9:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M1.10:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Breadth of Learning Opportunities Policy Tool

### Are the LMTF subdomains represented in the curriculum for mandatory subjects at this ISCED level? To what extent?

This section documents to what extent the LMTF Seven Domains of Learning are covered by any subjects in the final grade of ISCED 2 in [EDUCATION MINISTRY]'s curriculum policies. To complete this section, refer to the written curriculum policies and the Learning Domains descriptions for ISCED 2 found in the Appendix A1. Although the section can be completed in any order you choose, we recommend first reviewing the definition for a subdomain (e.g., Health and hygiene) then marking whether it is covered in the [EDUCATION MINISTRY]'s curriculum. If you mark "yes," it is covered; then indicate which subjects have a major focus on the subdomain and which have minor focus on the subdomain and then move to the next subdomain. If you mark "no," it is not covered, then move immediately to the next subdomain. "Major" means the subdomain is an important component of the subject, for example, it is emphasized in the curriculum policy for the subject for a substantial amount of time over the course of the school year. "Minor" means the subdomain is included in the subject, but, for example, only emphasized in the curriculum policy a few times per year. If neither "Major" or "Minor" is checked, it means that this subdomain is not emphasized in this subject at all. The codes M2.1 - M2.10 in the second column refer to the subjects listed in Section 5 (Subjects and Timetable). Please make sure the subjects are in the same order as defined in Section 5.

Question and Response Areas		Physical well-being			Social and emotional										Culture and the arts		Literacy and communication												
		Health and hygiene	Sexual and reproductive health	Illness and disease prevention	Social awareness	Leadership	Civil engagement	Positive view of self and others	Resilience and grit	Moral and ethical values	Social sciences	Creative arts	Cultural studies	Speaking and listening	Writing	Reading													
1a. Does any subject in the curriculum cover this subdomain?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. If one or more subjects cover this subdomain:	Importance of subdomain to subject	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Which subject(s) have a major focus on the subdomain? (i.e. emphasized most of the time throughout the year).	M2.1:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.2:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.3:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.4:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M2.5:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.6:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.7:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M2.8:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.9:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.10:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Question and Response Areas		Learning approaches and cognition														Numeracy and mathematics																			
		Collaboration		Self-direction		Learning orientation		Persistence		Problem-solving		Critical decision-making		Flexibility		Creativity		Number concepts		Algebra		Geometry		Everyday calculations		Personal finance		Informed consumer		Data and statistics					
1a. Does any subject in the curriculum cover this subdomain?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. <i>If one or more subjects cover this subdomain:</i>	Importance of subdomain to subject	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Which subject(s) have a major focus on the subdomain? (i.e. emphasized most of the time throughout the year).	M2.1:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.2:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.3:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.4:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M2.5:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.6:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.7:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M2.8:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.9:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	M2.10:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Question and Response Areas		Science and technology													
		Biology		Chemistry		Physics		Earth science		Scientific approaches		Environmental awareness		Digital learning	
1a. Does any subject in the curriculum cover this subdomain?	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. <i>If one or more subjects cover this subdomain:</i>	Importance of subdomain to subject	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Which subject(s) have a major focus on the subdomain? (i.e. emphasized most of the time throughout the year).	M2.1:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.2:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.3:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.4:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M2.5:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.6:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.7:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M2.8:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.9:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M2.10:	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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**Notes for Unfamiliar Terms**

*This is a space for the person completing the tool to note unfamiliar terms in this tool, and to note how they were interpreted for the purpose of completing the tool.*

TERM	DEFINITION