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) teacher 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) teacher tool targets curriculum at the teacher and classroom level. Before administering this tool:

-Read the Breadth of Learning Opportunities Overview document and relevant BOLO case studies:
https://www.brookings.edu/research/breadth-of-learning-opportunities/
-Identify a small group of 3-5 teachers to assist with adaptation and do an initial pilot of the tool.
-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. A version of the tool should be created for each grade level on which the study focuses. For example, if the grade levels selected at the policy level are Grade 6 in primary and Grade 9 in lower secondary, a separate tool should be created for each and [NAME FOR TARGET GRADE AND LEVEL] should be replaced on each section of this tool with the corresponding grade.

Specific instructions for adaptation for each page are as follows:
1. Rationale and Consent
-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.
-In the last two paragraphs of this page, replace [Name for ISCED 1 Target Grade and Level] with the target grade identified in the policy tool. For example, "This survey is being conducted in Standard 6 at the primary level and Form 4 at the secondary level."
-replace [ORGANIZATION] with the name of the organization conducting the study, and [EDUCATION MINISTRY] with the name of the appropriate education authority.

2. Instructions
-Adapt [NAME FOR TARGET GRADE AND LEVEL] to include the target education levels for the tool.

3. Background Information
-Consider creating a drop-down list of schools and school codes included in the study to ensure the school name and code is exactly the same in each version of the tool. This will make data analysis easier.
-Replace [NAME FOR TARGET GRADE AND LEVEL] with the name of the grade level

4. Teacher information
-For item 2a, modify the responses to the specific terms for education levels in the country.

6. 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 7 and 8 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.

7. Subject Background
-This section will need close attention to make sure all of the questions are relevant to the context.
-replace the term "learners" with the term most relevant in the context: students, children, youth etc.
-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 refering 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 occuring in schools and classrooms.
-Teacher Training and Materials: This section can be expanded if there are other questions of interest to the research.

8. LMTF Domains
-Include only the ISCED level for which the teachers are responding (delete the additional sheets as necessary)
-It is important to ensure the respondent understands the defintion of a "Major" and "Minor" emphasis. This definition will also be used on the policy and school tools. Adapt the language as necessary to reflect the working definition stated in the policy tool.
-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.

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.

Adaptation for Students with Special Needs
-This tool can be adapted for students with special needs. If a different curriculum is used for students with special needs, a separate teacher tool can be completed using the special needs curriculum.

Completer: Jurisdiction: Level:

Breadth of Learning Opportunities

Teacher Tool

This tool was created by Education International (EI) with support from the Center for Univerrsal Education (CUE) at the Brookings Institution and FHI360 as a component of the Breadth of Learning Opportunities (BOLO) tools. It is meant to be used in concert with two other BOLO tools, the Policy Tool and the School Tool.

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Rationale for the Teacher Tool

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

This Teacher Tool is designed to assess the breadth of learning opportunities that learners are exposed to in schools and classrooms using the Learning Metrics Task Force (LMTF) Seven Domains of Learning framework 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. The domains, which are defined in detail in Appendix 1 of this questionnaire, are: physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology.

This tool collects information from teachers on (a) the breadth of learning opportunities within schools' curricula; and (b) the teaching and learning resources available to support the implementation of the curriculum. The tool is designed to be used together with a Policy Tool, which looks at official policy plans for the curriculum and school resources, and a School Tool, which--like this Teacher Tool--looks at how the curriculum is implemented in practice and what resources are actually available in schools.

This tool is designed to be used only as a diagnostic tool to allow users to review their curriculum and resources in relation to how well they support the broader domains of learning. The LMTF Seven Domains of Learning are not intended to act as recommendations for the content of education systems. This tool does not prescribe actions to teachers.

This survey is being conducted in [NAME FOR ISCED 1 TARGET GRADE AND LEVEL] and [NAME FOR ISCED 2 TARGET GRADE AND LEVEL]. The questionnaire may sometimes refer to [NAME FOR ISCED 1] as ISCED 1, which corresponds to primary education or the first stage of basic education, and [NAME FOR ISCED 2] as ISCED 2, which corresponds to lower secondary education or the second stage of basic education. ISCED stands for International Standard Classification of Education.

The data from this questionnaire is intended for use by your education system to study the breadth of learning opportunities available in [NAME FOR ISCED 1] and [NAME FOR ISCED 2] in this country. The data will be aggregated and analyzed with responses from many other schools and used in conjunction with the results from the Policy Tool and the School Tool.

Consent for Participation in the Survey

The statement below provides additional information about the survey and requests the permission of the teacher to participate in the survey. The statement is designed to be read to the teacher by the enumerator.

This survey is being conducted by [ORGANIZATION] to collect information on breadth of learning opportunities within the curriculum and teaching and learning resources available to support the implementation of the curriculum. The data is intended for use by your education system to examine the breadth of learning opportunities available. Permission for this work has been received from the [EDUCATION MINISTRY]. We would like to include you in this survey by having you complete this questionnaire, which we will guide you through, with information about you and your instruction. Please ask us if you have questions now or at any point during the survey. Your participation is fully voluntary, and you are free to decide if you want to be in this study or not. If you decide not to participate, your decision will not get you into trouble with your employer. You may also choose to stop the survey at any point.

Confidentiality
Any information we collect that clearly identifies you will be kept confidential to the best of our ability. This information will only be shared with those working on this study. Other information you provide that does not directly identify you may be shared with others.

Possible Risks
The main risk in this study is concerned with confidentiality of the information you give us. We will try to ensure confidentiality by protecting information about you as much as we can and storing all data securely. We will not use your name or the name of your school in any reports or other publications that result from this study, and we will only share aggregated results that analyze results from many schools together.

Possible Benefits
There is no direct benefit to you. The benefit of this study is to help educators, like yourself, policy makers, and researchers better understand the breadth of learning opportunities in the curriculum in your country and the resources available--and those needed--to implement that curriculum.

Do you agree to participate in this study? If you do, let's continue. Please note that by completing this questionnaire, you consent to participate in this study.

Instructions for Completing the Teacher Tool

This section has general instructions for completing the tool. It is designed to be read to the school representative by an enumerator.

We will guide you through the tool, which will mainly involve filling out a series of tables.

In addition to these general instructions, the tool has specific instructions provided in *italics* at the start of each section and sometimes for specific question items. There are two common types of questions used: (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. For the first type, you will be instructed to write in a response in an empty cell where there are no pre-defined options to choose from. For the second type, options and corresponding checkboxes are provided.

The first section of the tool pertains to you, as well as the school. After that, the remaining sections of the questionnaire pertain only to [NAME FOR TARGET GRADE AND LEVEL]. The instructions for each section will remind you whether questions should be answered with the whole school in mind or just for [NAME FOR TARGET GRADE AND LEVEL].

Most of the tool does not need to be completed in a set sequence but we will guide you through the tool sequentially. If you want, we can skip sections or items and return to them later. An exception is the information on mandatory subjects in Section 6, which must be completed before Sections 7 and 8 can be completed. Please make sure to refer to the codes for each subject from Section 6 consistently throughout the tool.

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

At certain points when completing the form, we will refer to the LMTF Seven Domains of Learning, which are provided in Appendix A1. We have also provided a blank page for unfamiliar terms in Appendix A2--if you come across unfamiliar terms, please list them there and note your understanding of the term even if you are uncertain of it. If you have never encountered the term before, you may leave the definition blank. Additionally, there is a User Notes section you may use to provide any comments on your experience with the survey or any other additional information you would like us to note.

In addition to these reference materials provided in the tool, it will be helpful to have the following materials on hand to look at during the interview: the class schedule or timetable for [NAME FOR TARGET GRADE AND LEVEL]. We can take a break now before we begin if you would like to collect these materials.

Background Information

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. Where selection options are provided, mark the box that corresponds to the school representative's response. Mark only one response unless otherwise stated in the "Question" section. The "Sample" column shows an example response for each item.

Topics	Question	Response Options	Response	Sample
Information	1. Enumerator ID	Please write unique enumerator ID		*3*
	2. Country Name	Please write the country name		*Kenya*
	3. What grade level does the teacher teach?	Please write the grade level of the teacher. If you teach more than one grade, plase write the grade level for which you will be filling out this questionnaire.		*Grade 6*
	4. What is the name of the school?	Please write the school name.		*ABC Primary School*
	5. What is the school code for the school?	Please write the school code. This must be the same as the code used in the School Tool.		*1028465789*

Teacher Information

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. Where selection options are provided, mark the box that corresponds to the school representative's response. Mark only one response unless otherwise stated in the "Question" section. The "Sample" column shows an example response for each item.

Topics	Question	Response Options	Response	Sample
Teacher Information	1a. What grades do you teach?	Please write all of the grade levels you teach.		*Grades 4, 5, and 6*
	1b. How many classes do you teach at [NAME FOR TARGET GRADE AND LEVEL]?	Please write the number of classes you teach		*3 classes at Grade 6*
	2a. What is the highest level of education you have achieved?	Primary education or equivalent or less than complete primary education	☐	☐
		Lower secondary or equivalent	☐	☐
		Upper secondary or equivalent	☐	☐
		Post-secondary or tertiary education unrelated to teaching	☐	☒
		Post-secondary or tertiary education teaching certificate or diploma	☐	☐
	2b. If your education background includes a subject specialty, please note the subject(s).	Please write the subject(s) in which you have teaching expertise.		*Biology, chemistry*
	3. What is your gender?	Please write your gender.		*Female*
	4. Are you a permanent teacher (not temporary, contract, or student teacher)?	Please write "yes" or "no", indicating whether you are a permanent teacher or not.		*Yes*
Facilities	5. What facilities do you have access to and use at your school? *Mark all that apply. Spaces have been provided to optionally write in up to two additional facilities.*	Agricultural/vegetable garden	☐	☒
		Art room, music room, or industrial arts workshop	☐	☐
		Auditorium or theater	☐	☒
		Computer lab or computers available for learners	☐	☐
		Home economics room	☐	☐
		Library	☐	☐
		Science lab	☐	☒
		Sport hall, field, or playground	☐	☐
		Other (1)	☐ Facility (1):	☐
		Other (2)	☐ Facility (2):	☐

Class Information

The remainder of the questionnaire pertains only to [NAME FOR TARGET GRADE AND LEVEL] . *Please answer the following questions for that grade.*

Topic	Question	Response Options	Sample	Response
Learners	1. What is your average class size?	Please write the average class size for the classes you teach.	50	
Learners	2a. At your school, are students separated into academic and non-academic tracks (e.g. technical and vocational education) at this grade level?	Please write yes or no.	Yes	
Learners	2b. **If yes,** do you teach a certain track or level? Which track or level?	Please answer yes or no to whether you teach a certain track, and identify the track.	Yes, advanced academic placement	
Schedule	3. How many days do you teach in a typical school week?	Please write in the number of days.	5	
Schedule	4. How many hours do you teach in a typical school week in [NAME FOR TARGET GRADE]?	Please write in the number of hours you teach in a typical week. Please indicate partial hours by the minutes (for example, ":30" to indicate a half hour).	38:30	

Subjects and Timetable

What mandatory and optional subjects are offered in [NAME FOR TARGET GRADE AND LEVEL]?

A) In the "Subjects" column, please enter the names of the subjects that you teach in [NAME FOR TARGET GRADE AND LEVEL]. If there are fewer than 10 subjects, leave the remaining cells blank. If the grade has more than 10 subjects, please select the subjects which are most encouraged by the school.

B) In the "Hours per Week" column, please write in the number of hours a subject is taught in a typical week. Please indicate partial hours by the minutes (for example, ":30" to indicate a half hour). If your class does not run on a weekly timetable, please fill in the tables using your best estimate of how your timetable maps onto a weekly schedule.

C) In the "Lessons per Week" column, please write in the number of lessons per week in which you teach this subject.

Mandatory Subjects	Subject Name	Hours per Week	Lessons Per Week
Sample entry	*Geometry*	*2:15*	*2*
M1			
M2			
M3			
M4			
M5			
M6			
M7			
M8			
M9			
M10			

Optional Subjects	Subject Name	Hours per Week	Lessons Per Week
Sample entry	*Chorus*	*0:30*	*1*
O1			
O2			
O3			
O4			
O5			
O6			
O7			
O8			
O9			
O10			

Breadth of Learning Opportunities
Teacher Tool

Information on Mandatory Subjects Only

For each mandatory subject listed in Section 6 (Subjects and Timetable), *please answer all of the questions in the "Questions" column below for* [NAME FOR TARGET GRADE AND LEVEL] .
The codes M1- M10 in the first row refer to the subjects listed in Section 6. *Please be careful to refer to the same subject listed with each code previously. If you don't know the answer to a question, please leave it blank.*

Topic	Question	Response options	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sample (Geometry)
Monitoring	1. Does the [EDUCATION MINISTRY] monitor your teaching of this subject, i.e., do ministry officials, coaches, subject advisors or inspectors visit your class to observe instruction or review lesson planning for this subject?	Yes, multiple times every academic year	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Yes, once every academic year	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		Yes, regularly but less often than every academic year	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Yes, but not regularly	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Examinations	2a. Are there mandatory examinations for students on this subject?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	2b. *If there are mandatory examinations:* Do student examination results have high-stakes consequences for teachers, such as determining their employment status or working conditions?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
	2c. *If there are mandatory examinations:* 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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Topic	Question	Response options	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sample (Geometry)
Other Assessments	3. Please mark other assessments you use in class or in which your students participate. For example, you might use formative assessments in class to determine children's learning within the subject, and the students may participate in subject-based competitions at the school or district.	Formative classroom assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	⊠
		Summative classroom or school assessments (for marks/grades)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		National and/or regional competitions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	⊠
		National assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Other: _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Other: _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Training	4a. Did you receive any pre-service training for this subject?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	⊠
	4b. **If you received pre-service training:** Was the training provided by the [EDUCATION MINISTRY]?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	5a. Have you received any formal in-service training or professional development for this subject in the past 3 years?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	⊠
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	5b. **If you have received formal in-service training or professional development:** Was the training provided by the [EDUCATION MINISTRY]?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	⊠
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Topic	Question	Response options	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sample
Teacher Training	6. Have you had the opportunity to learn from other teachers of this subject in the past year? Examples of opportunities include observing other teachers or discussing teaching in pairs or groups during planned meetings. The other teachers could be from this school or another school.	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	7. Do you follow [EDUCATION MINISTRY] supplied materials when teaching this subject?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Learning Materials	8a. What is the ratio of textbooks or workbooks to learners for this subject? (1:2 equals 1 textbook/workbook for every 2 learners) Round your answer to the nearest given ratio.	1:1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		1:2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		1:3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Less than 1:3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		None available	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Not applicable	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	8b. If any textbooks or workbooks are available for learners: Were they provided by the [EDUCATION MINISTRY]?	Yes, all of them	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Yes, some of them	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		I don't know	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	9a. Besides textbooks or workbooks, are adequate subject-specific learning materials (for example, sports equipment, musical instruments, or lab equipment) available to ensure learners can participate in learning activities?	Enough available for all or most learners (more than half of learners)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Enough available for some learners (less than half of learners)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
		None available	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Not applicable	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Geometry

Topic	Question	Responses	
		Subject	Material(s) needed
Learning Materials	9b. *If you indicated above that there are subject-specific learning materials available for some learners ("Enough available for some learners ") or no learners ("None available"):* What materials are needed for that subject? Please write the subject code and materials needed in the table to the right. Space has been provided for up to 10 subjects.	*M1 Geometry*	*Compasses and protractors*

Learning Metrics Task Force (LMTF) Seven Domains of Learning

This sheet provides descriptions of the learning domains and subdomains covered in this tool for reference when completing the Teacher Tool. See Toward Universal Learning report series for more information.

ISCED Level	Domain	Subdomain	Definition
[NAME FOR ISCED 1] ISCED 1	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.

[NAME FOR ISCED 1] ISCED 1	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.

[NAME FOR ISCED 1] ISCED 1	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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Are the LMTF subdomains represented in mandatory subjects at this grade level? To what extent?

This section documents to what extent the LMTF seven domains of learning are covered by any subjects in [NAME FOR TARGET GRADE OF ISCED 1] in your classroom. To complete this section, refer to the curriculum you use and the Learning Domains descriptions for [NAME FOR ISCED 1] 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., Physical health and hygiene) then marking whether it is covered in your curriculum. If you mark "yes," it is covered; 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, move immediately to the next subdomain. "Major" means the subdomain is an important component of the subject, for example, you spend a substantial amount of time over the course of the school year teaching this subdomain in this subject. "Minor" means the subdomain is included in the subject, but, for example, only taught a few times per year. If neither "Major" nor "Minor" is checked, it means that this subdomain is not emphasized when you teach this subject at all. The codes M1 - M10 in the second column refer to the subjects listed in Section 6 (Subjects and Timetable). Please be careful to refer to the same subject listed with each code previously. Space is provided for you to optionally note the subject name to the left of the code for your reference.

Question and Response Areas		Physical well-being (Physical health and hygiene)	(Food and nutrition)	(Physical activity)	(Sexual health)	Social and emotional (Social and community values)	(Civic values)	(Mental health and well-being)	Culture and the arts (Creative arts)	(Cultural knowledge)	Literacy and communication (Oral fluency)	(Oral comprehension)	(Reading fluency)	(Reading comprehension)	(Receptive vocabulary)	(Expressive vocabulary)	(Written expression/ composition)
1a. Does any subject that you teach cover this subdomain?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1b. *If one or more subjects covers this subdomain:*	Degree of emphasis on subdomain	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).	M1:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M2:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M3:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M4:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M5:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M6:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M7:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M8:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M9:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	M10:	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐

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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 that you teach cover this subdomain?	Yes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1b. *If one or more subjects covers this subdomain:*	Degree of emphasis on subdomain	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:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M2:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M3:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M4:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M5:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M6:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M7:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M8:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M9:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M10:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Learning Metrics Task Force (LMTF) Seven Domains of Learning

This sheet provides descriptions of the learning domains and subdomains covered in this tool for reference when completing the Teacher Tool. See Toward Universal Learning *report series for more information.*

	Domain	Subdomain	Definition
[NAME FOR ISCED 2] (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.
		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.
	Culture and the arts	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.

[NAME FOR ISCED 2] (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.
		Creativity	Creativity is the capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes, including aesthetic and pragmatic considerations.
	Numeracy and mathematics	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.
		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.

[NAME FOR ISCED 2] (ISCED 2)	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.

Are the LMTF subdomains represented in mandatory subjects at this grade level? To what extent?

This section documents to what extent the LMTF seven domains of learning are covered by any subjects in [NAME FOR TARGET GRADE OF ISCED 2] in your classroom. To complete this section, refer to the curriculum you use and the Learning Domains descriptions for [NAME FOR ISCED 2] found in 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 your curriculum. If you mark "yes," it is covered; 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, move immediately to the next subdomain. "Major" means the subdomain is an important component of the subject, for example, you spend a substantial amount of time over the course of the school year teaching this subdomain in this subject. "Minor" means the subdomain is included in the subject, but, for example, only taught a few times per year. If neither "Major" nor "Minor" is checked, it means that this subdomain is not emphasized when you teach this subject at all. The codes M1 - M10 in the second column refer to the subjects listed in Section 6 (Subjects and Timetable). Please be careful to refer to the same subject listed with each code previously. Space is provided for you to optionally note the subject name to the left of the code for your reference.

Question and Response Areas		Physical well-being (Health and hygiene / Sexual and reproductive health / Illness and disease prevention)						Social and emotional (Social awareness / Leadership / Civil engagement / Positive view of self and others / Resilience and grit / Moral and ethical values / Social sciences)														Culture and the arts (Creative arts / Cultural studies)				Literacy and communication (Speaking and listening / Writing / Reading)					
1a. Does any subject that you teach cover this subdomain?	Yes	☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐	
	No	☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐	
1b. If one or more subjects covers this subdomain:	Degree of emphasis on subdomain	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:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M2:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M3:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M4:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M5:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M6:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Select all that apply. Leave blank if the subdomain is not emphasized at all..	M7:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M8:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M9:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M10:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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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 that you teach cover this subdomain?	Yes	☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐	
	No	☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐		☐	
1b. If one or more subjects covers this subdomain:	Degree of emphasis on subdomain	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:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M2:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M3:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M4:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M5:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M6:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M7:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M8:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M9:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M10:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Question and Response Areas		Science and technology													
		Biology		Chemistry		Physics		Earth science		Scientific approaches		Environmental awareness		Digital learning	
1a. Does any subject that you teach cover this subdomain?	Yes	☐		☐		☐		☐		☐		☐		☐	
	No	☐		☐		☐		☐		☐		☐		☐	
1b. *If one or more subjects covers this subdomain:*	Degree of emphasis on subdomain	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:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M2:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M3:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Which subject(s) have a minor focus on the subdomain? (i.e. emphasized a few times throughout the year).	M4:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M5:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M6:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Select all that apply. Leave blank if the subdomain is not emphasized at all.	M7:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M8:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M9:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M10:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

User Notes

Use this space to note any additional information you would like to share. Use of this section is optional.

Unfamiliar Terms

If you come across unfamiliar terms in this tool, please list them here and note your understanding of the term for the purpose of completing the tool even if you are uncertain of it. If you have never encountered the term before, you may leave the definition blank.

TERM	DEFINITION