

5.1 Rating Rubric for Portfolios

Points for Child Care Centers and Family Child Care Homes with More Than One Staff Member

Structural Quality (Portfolio Documentation)			
<i>Items or practices in a program that create a framework or foundation that potentially allows for children to experience high quality of care</i>			
Standards	Total Score Achieved for Each Standard	Portfolio Score to Structural Quality Points Conversion	
1. Director and Teacher Qualifications (Parts A & B)		<u>Portfolio Score</u>	<u>Structural Quality Points</u>
2. Child Health, Nutrition, and Physical Activity		0-14	0
3. Family Engagement		15-44	5
4. Intentional Teaching Practices		45-74	10
5. Teacher: Student Ratios		75-104	15
Total Standards (Portfolio) Score			

Process Quality (On-Site ERS Observation)*	
<i>Practices, interactions, and environment directly experienced by children that can be easily observed and measured</i>	
ERS Score Range <i>Note: This is the program ERS average score</i>	Process Quality Points for ERS Score
0.0 – 2.99	0
3.0 – 3.99	10
4.0 – 4.99	20
5.0 – 7.00	30

*See section 3.2 in the Program Manual for full scoring details.

Accreditation Bonus Points**	
Accreditation	Points for Each Accreditation
NAEYC, NAFCC, AMI, AMS, COA	2
NECPA, AdvancED/SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1

**A program can earn a maximum of 4 bonus points. For verification of bonus points, upload your accreditation certificate to the “National Accreditation” section in Section 1 of the online portfolio.

TQRIS Components	Points Awarded	Total Points	Star Level
Structural Quality		0-14	No Stars
Process Quality		15-24	★
Bonus Points		25-35	★★
Total Points		36-45	★★★

Points for Child Care Centers and Family Child Care Providers with No Additional Staff Members

Structural Quality (Portfolio Documentation)		
<i>Items or practices in a program that create a framework or foundation that potentially allows for children to experience high quality of care</i>		
Standards	Total Score Achieved for Each Standard	Portfolio Score to Structural Quality Points Conversion
1. Director and Teacher Qualifications (Part A only)		<u>Portfolio Score</u> <u>Structural Quality Points</u>
2. Child Health, Nutrition, and Physical Activity		0-14 0
3. Family Engagement		15-38 5
4. Intentional Teaching Practices		39-62 10
5. Teacher: Student Ratios		63-86 15
Total Standards (Portfolio) Score		

Process Quality (On-Site ERS Observation)*	
<i>Practices, interactions, and environment directly experienced by children that can be easily observed and measured</i>	
ERS Score Range	Process Quality Points for ERS Score
0.0 – 2.99	0
3.0 – 3.99	10
4.0 – 4.99	20
5.0 – 7.00	30

*See section 3.2 in the Program Manual for full scoring details.

Accreditation Bonus Points**	
Accreditation	Points for Each Accreditation
NAEYC, NAFCC, AMI, AMS, COA	2
NECPA, AdvancED/SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1

**A program can earn a maximum of 4 bonus points. For verification of bonus points, upload your accreditation certificate to the “National Accreditation” section in Section 1 of the online portfolio.

TQRIS Components	Points Awarded	Total Points	Star Level
Structural Quality		0-14	No Stars
Process Quality		15-24	★
Bonus Points		25-35	★★
Total Points		36-45	★★★

Portfolio Standard 1: Director(s) and Teacher Qualifications as Verified in the Georgia Professional Development System

Points awarded in meeting Standard 1 require all administrators, including co-directors and assistant directors (if any), and instructional staff to register their education and training in the Georgia Professional Development System (GaPDS). In this system, education and training are verified, and registrants are assigned a “Career Level.” Verification may take up to 90 days. Quality Rated points are based on the education and professional development criteria listed below as verified in the GaPDS. For more information regarding the GaPDS, go to www.gapds.DECAL.ga.gov or call 1-866-258-7737. Family child care providers with no additional staff only complete Part A of Standard 1. For Quality Rated scoring purposes, teachers must have a career level designated by the GaPDS.

Standard 1, Part A: Director(s)/Program Administrator Education and Professional Development – 18 Points Possible

Read all descriptors and award points based on the highest level of criteria met for each section.

1.1 Center Director(s) or Family Provider Education Level	Points Possible
1.1.0 Criteria not met.	0
1.1.1 The director(s)/family provider meets the criteria for Career Level 4 or higher in the Georgia Professional Development System and has completed a state approved 40-hour Director Course, or an equivalent course that is a minimum of 40 hours which covers <i>administration of early childhood programs</i> and has 5 years of experience as a program director or family child care provider.	2
1.1.2 The director(s)/family provider meets the criteria for Career Level 7 or higher in the Georgia Professional Development System. The director(s)/family care provider may also earn these points if he/she holds an associate degree or higher in business, management, or a related degree and has earned at least six semester hours in early childhood education or a related field.	4
1.1.3 The director(s)/family provider meets the criteria for Career Level 8 or higher in the Georgia Professional Development System. The director(s)/family care provider may also earn these points if he/she holds a bachelor’s degree or higher in business, management, or a related degree and has earned at least nine semester hours in early childhood education or a related field.	6
<p style="text-align: center;"><u>What to Submit for Standard 1.1</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission. Any academic coursework that will be evaluated to meet the semester hour requirement for 1.1.2 and 1.1.3 must be entered into the GaPDS under ECE-Related coursework. (Note: Only the 40-hour Director Course that is approved by DECAL is accepted by licensing and accepted in the GaPDS.) 	

1.2 Center Director(s) or Family Provider Professional Learning Plan (PLP)	Points Possible
1.2.0 Criteria not met.	0
1.2.1 The director(s)/family provider has a written Professional Learning Plan that includes administrative training in at least one Administrative (ADM) Competency area with a goal of completing a minimum of two hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	2
1.2.2 The director(s)/family provider has a written Professional Learning Plan that includes training in at least one ECE Competency area and one Administrative (ADM) Competency area with a goal of completing four hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	4
1.2.3 The director(s)/family provider has a written Professional Learning Plan that includes training in at least one ECE Competency area and two different Administrative (ADM) Competency areas with a goal of completing six hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.2</u></p> <p>Initial Application:</p> <ul style="list-style-type: none"> ○ Copy of a Professional Learning Plan <p>Reassessment:</p> <ul style="list-style-type: none"> ○ Documentation of completing the previous year's PLP training (verified through the GaPDS) ○ New PLP <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

1.3 Center Director(s) or Family Provider Annual Training	Points Possible
1.3.0 Criteria not met.	0
1.3.1 The director(s)/family provider has completed 14 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	2
1.3.2 The director(s)/family provider has completed 16 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	4
1.3.3 The director(s)/family provider has completed 18 hours of DECAL-approved training during the past 12 months prior to portfolio-submission (Ready to Submit).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.3</u></p> <p>Initial Assessment and Reassessment:</p> <ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission (Ready to Submit). 	

Standard 1, Part B: Teacher Education and Professional Development – 18 Points Possible (36 Total Points Possible for Parts A and B of Standard 1)

Read all descriptors and award points based on the highest level of criteria met for each section.

See Appendix 9.7 for an example of how Standard 1, Part B is scored.

**Child Care Learning Centers and Family Child Care Providers with no additional staff do not complete this section.*

1.4 Teacher Education	Points Possible
1.4.0 Criteria not met.	0
1.4.1 At least fifty percent (50%) of all lead teachers <u>and</u> fifty percent (50%) of assistant teachers meet the criteria for Career Level 3 or higher.	2
1.4.2 At least fifty percent (50%) of all lead teachers <u>and</u> fifty percent (50%) of assistant teachers meet the criteria for Career Level 4 or higher.	4
1.4.3 At least seventy-five percent (75%) of all lead teachers <u>and</u> fifty percent (50%) of assistant teachers meet the criteria for Career Level 5 or higher.	6
<u>What to Submit for Standard 1.4</u>	
Initial Application and Reassessment:	
<ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission. 	

1.5 Teacher Professional Learning Plan (PLP)	Points Possible
1.5.0 Criteria not met.	0
1.5.1 At least eighty percent (80%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training in one ECE Competency in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	2
1.5.2 Has completed all of criteria 1.5.1, and at least seventy-five percent (75%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training in two different ECE Competencies in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	4
1.5.3 Has completed all of criteria 1.5.2, and at least fifty percent (50%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training three different ECE Competencies in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	6
<u>What to Submit for Standard 1.5</u>	
Initial Application:	
<ul style="list-style-type: none"> ○ Copy of each staff member's individual PLP with competency codes and training levels noted 	
Reassessment:	
<ul style="list-style-type: none"> ○ Completion of the previous year's PLP training (verified through the GaPDS) ○ New PLP for each staff member for the current year 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

1.6 Teacher Annual Training	Points Possible
1.6.0 Criteria not met.	0
1.6.1 Twenty-five percent (25%) of all lead and assistant teachers have completed 14 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	2
1.6.2 Fifty percent (50%) of all lead and assistant teachers have completed 16 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	4
1.6.3 Seventy-five percent (75%) of all lead and assistant teachers have completed 18 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.6</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission (Ready to Submit). <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Note: Program employees who have not met the minimum educational requirement for Child Care Licensing should be enrolled in a program of study leading to the award of a credential or degree in early childhood education.

Portfolio Standard 2: Child Health, Nutrition, and Physical Activity – 18 Points Possible

For this standard, program staff will reflect on their program’s current health, safety, and nutrition standards and identify areas that can be improved. Points are assigned based on the completion of the Nutrition and Physical Activity Self-Assessment, a written improvement plan, documentation of actions taken to complete the plan, and evidence that the program has met each of the requirements listed.

2.1 Nutrition and Physical Activity Assessment and Improvement Plan	Points Possible
2.1.0 Criteria not met.	0
2.1.1 The program has conducted the Nutrition and Physical Activity Self-Assessment and has developed a written improvement plan addressing 1 criterion for each of the two domains (nutrition and physical activity).	2
2.1.2 The program has conducted the Nutrition and Physical Activity Self-Assessment and has developed a written improvement plan addressing 2 criteria for each of the two domains .	4
2.1.3 The program has conducted the Nutrition and Physical Activity Self-Assessment and has developed a written improvement plan addressing 3 or more criteria for each of the two domains .	6
<u>What to Submit for Standard 2.1</u>	
Initial Application:	
<ul style="list-style-type: none"> ○ Completed the Nutrition and Physical Activity Self-Assessment ○ Completed improvement plan with evidence of addressing 1, 2, or 3 criteria for each of the two domains (nutrition and physical activity) 	
Reassessment:	
<ul style="list-style-type: none"> ○ Documentation of implementing the previous year’s improvement plan and of creating a new improvement plan 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

2.2 First Aid/CPR Certification	Points Possible
2.2.0 Criteria not met.	0
2.2.1 Sixty percent (60%) of staff have a current First Aid/CPR certification.	2
2.2.2 Seventy percent (70%) of staff have a current First Aid/CPR certification.	4
2.2.3 Eighty percent (80%) of staff have a current First Aid/CPR certification.	6
<u>What to Submit for Standard 2.2</u>	
Initial Application and Reassessment:	
<ul style="list-style-type: none"> ○ First Aid/CPR certifications are entered into the GaPDS and are posted on the “Other Career Data” tab. Points will be awarded based on the information in the GaPDS at the time of portfolio submission (Ready to Submit). 	

2.3 Written Health Information/Family Resources	Points Possible
2.3.0 Criteria not met.	0
2.3.1 In the past year, the program has provided culturally responsive written materials to families about the importance of immunizations, oral hygiene, and vision and hearing screenings .	2
2.3.2 Has completed all of criteria 2.3.1, and has established a policy to encourage families to submit vision, hearing, nutrition, and dental screenings for all four-year-old children within 90 days of enrollment or within 90 days of reaching their fourth birthday.	4
2.3.3 Has completed all of criteria 2.3.2, and developmental monitoring tools are used to provide early detection of health-related issues and developmental delays to support early intervention.	6
<p style="text-align: center;"><u>What to Submit for Standard 2.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ 2.3.1: Samples of written material shared with families ○ 2.3.2: Sample of health screening policies for four-year-old children from your program’s Parent/Family Handbook. If four-year-old children are not enrolled in your program, and none of the enrolled three-year-old children will turn four years of age while attending, upload a statement indicating this (in lieu of the policy). ○ 2.3.3: Description and evidence of developmental monitoring tools used to detect health related issues and developmental delays (sample tools and narrative of how they are used). Do not upload children’s confidential health data. For information about developmental monitoring, contact your Inclusion Specialist at inclusion@decal.ga.gov. <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Portfolio Standard 3: Family Engagement – 18 Points Possible

Family Engagement is the shared responsibility of families, schools and communities to actively promote, support, and sustain family wellbeing, healthy child development, strong family child relationships and lifelong learning for all children and families. Programs can play a key role in equipping families to best support their children’s early learning experiences.

For this standard, points are assigned based on the percentage of program staff that have completed Strengthening Families training, the completion of the Family Engagement Self-Assessment, a written family engagement improvement plan, documentation of actions taken to complete the plan, and evidence that the program has met each of the requirements listed.

For **Initial**, **Re-Application**, and **Request for Reassessment** portfolios, credit is given for Strengthening Families training that has been completed no more than five (5) years before the portfolio submission date (Ready to Submit). For **Required Reassessment** portfolios, a different Strengthening Families course should be taken in the three-year window between the previous rating date and the date of the reassessment submission, as credit is not given for repeating the same course that was counted in the previous portfolio. A different Strengthening Families course is not required for a Re-Application or a Request for Reassessment, due to the shorter timeframe between the rating date and the submission date.

3.1 Overview of Five Protective Factors	Points Possible
3.1.0 Criteria not met.	0
3.1.1 Fifty percent (50%) of the staff have completed the Strengthening Families training.	2
3.1.2 Seventy-five percent (75%) of the staff have completed the Strengthening Families training.	4
3.1.3 Eighty percent (80%) of the staff have completed the Strengthening Families training.	6
<p style="text-align: center;"><u>What to Submit for Standard 3.1</u></p> <p>Initial Application:</p> <ul style="list-style-type: none"> ○ Strengthening Families training will be verified for all staff in the GaPDS. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission. <p>Reassessment:</p> <ul style="list-style-type: none"> ○ Strengthening Families training will be verified for all staff. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission. <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

3.2 Family Engagement Self-Assessment	Points Possible
3.2.0 Criteria not met.	0
3.2.1 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address one goal from one of the protective factors stated in the Family Engagement Self-Assessment.	2
3.2.2 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address three goals . Each goal should be from a different protective factor stated in the Family Engagement Self-Assessment.	4
3.2.3 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address four goals . Each goal should be from a different protective factor stated in the Family Engagement Self-Assessment.	6
<p style="text-align: center;"><u>What to Submit for Standard 3.2</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ A completed Family Engagement Self-Assessment and written improvement plan addressing either 1, 3, or 4 goals. The self-assessment is located in Standard 3 of the online portfolio. <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

3.3 Family Engagement Written Evidence	Points Possible
3.3.0 Criteria not met.	0
3.3.1 The program has policies and practices in place addressing inclusion, confidentiality of child records, and family engagement.	2
3.3.2 Has completed all of criteria 3.3.1, and has policies and practices that promote healthy transitions as children transition to another room or setting and offers family conferences at least twice a year.	4
3.3.3 Has completed all of criteria 3.3.2, and shows evidence that the program provides a role to strengthen family connections and the program receives ongoing input from families and incorporates family voice in ongoing quality improvement efforts.	6
<p style="text-align: center;"><u>What to Submit for Standard 3.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ If reassessment, evidence of implementing the prior improvement plan ○ 3.3.1: Evidence of written policy on inclusion and confidentiality of children’s records; Evidence of policies and practices that encourage family engagement (policy, volunteer opportunities in classrooms, translated open classroom policy) ○ 3.3.2: Evidence of policies and practices that demonstrate transition activities (policy, special events, site visits, guest speaker agenda, etc.); Evidence of family conferences twice yearly (conference forms, policy, etc.) ○ 3.3.3: Evidence of family connection activities (family workshop or intergenerational event description and sign-in sheet, link to classroom website, copies of newsletters/handouts, photo of lending library, examples of community partnerships, and/or examples of at-home educational activities given to families); Evidence of ongoing family input (family advisory committee/board meetings, copies of program surveys distributed to families, evidence of suggestion box for families) <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Portfolio Standard 4: Intentional Teaching Practices – 12 Points Possible

This standard respects the right for programs to choose the curriculum they implement. Points are earned in this area based on the program’s ability to show a direct alignment between a developmentally appropriate curriculum, Georgia’s Early Learning and Development Standards (GELDS), lesson planning, and assessment. It is critical that programs show intention and responsiveness to the holistic developmental needs of children at each age level. Evidence for this standard must be descriptive and address all learning domains. Definitions of curriculum and the GELDS are in Sections 8.2 and 8.3 of the Glossary, respectively. School-Age classrooms identified in Standard 1 must upload one week of lesson plans.

4.1 Curriculum	Points Possible
4.1.0 Criteria not met.	0
4.1.1 The program uses an age appropriate curriculum that supports development across all five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge) and is culturally, linguistically, and developmentally appropriate.	2
4.1.2 Has completed all of criteria 4.1.1, and the program curriculum is aligned with the Georgia Early Learning and Development Standards (GELDS).	4
<u>What to Submit for Standard 4.1</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> ○ Description of your program’s curriculum used at each age level including the following: <ul style="list-style-type: none"> ○ Evidence of how curriculum supports the five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge) ○ Evidence of how curriculum is culturally, linguistically, and developmentally appropriate (lesson plans, photos, newsletters, incorporation of children’s home language, etc.) ○ Evidence of how curriculum is aligned with the GELDS (narratives of how curriculum is aligned) 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

4.2 Lesson Plans and Accommodations for Every Child	Points Possible
4.2.0 Criteria not met.	0
4.2.1 Lesson plans are used for all age groups and include evidence of adaptations to meet children’s individual needs.	2
4.2.2 Has completed all of criteria 4.2.1, and the program lesson plans are aligned with the Georgia Early Learning and Development Standards (GELDS) for birth to five classrooms.	4
<u>What to Submit for Standard 4.2</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> ○ One week (five full days) of lesson plans per age group that show accommodations to meet children’s individual needs (equipment, materials, communication tools, visual supports, etc.) and that show alignment, when applicable, with the GELDS (GELDS codes used with the correct age correlations). For GELDS lesson plan templates, visit http://gelds.decal.ga.gov/Resources.aspx. 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

4.3 Assessments	Points Possible
4.3.0 Criteria not met.	0
4.3.1 The program gathers instructional assessment data on at least one age group.	2
4.3.2 The program gathers instructional assessment data on more than one age group.	4
<p style="text-align: center;"><u>What to Submit for Standard 4.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ Submit a paragraph describing how the program uses instructional assessments (an on-going process that informs planning and instruction) with each age group to measure child outcomes. Include how instructional assessment data is collected, how often the data is collected, how the data is used, and indicate the applicable age groups. <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Portfolio Standard 5: Teacher: Student Ratios and Group Size – 20 Points Possible

Early care and education research indicates that smaller numbers of children per adult are associated with more positive outcomes and that crowded environments associated with large group sizes may interfere with learning. This section requires a program to submit evidence for each classroom of ratios and group sizes throughout the entire day at the program. We recognize that individual programs must consider many variables when determining how to manage ratios and group sizes. This standard recognizes that a variance of both ratio and group size may be based on the time of day and staff schedules. *Ratios are scored based on the youngest age served in multi-age group settings and those ratios are used to determine the Level Rating. A program is assigned points based on which ratio level they maintain for 75% or more of the classroom hours and/or program day.* Definitions of ratios and group size are in Sections 8.2 and 8.3 of the Glossary, respectively.

5.1 Teacher: Student Ratios – Level Rating Scale			
Classroom Age Groups	Level 1 Ratios	Level 2 Ratios	Level 3 Ratios
Infants (6 weeks to 12 months)	1:6	1:5	1:4
Toddlers (12 months to 23 months)	1:7	1:6	1:4
Two's	1:9	1:8	1:6
Three's	1:14	1:13	1:8
Four's	1:17	1:15	1:11
Five's	1:19	1:16	1:13
School Age	1:20	1:18	1:15

Teacher: Student Ratios – Points Awarded Calculation			
Classroom Age Groups	Number of Classrooms Per Age Group Meeting Level 1	Number of Classrooms Per Age Group Meeting Level 2	Number of Classrooms Per Age Group Meeting Level 3
Infants (6 weeks to 12 months)			
Toddlers (12 months to 23 months)			
Two's			
Three's			
Four's			
Five's			
School Age			
Number of Classrooms Per Type			

Note: For programs serving children in mixed-age groups, ratios will be based on the ages of the youngest children in the group. In two-year-old classrooms, identify if the majority age range is 2 to 2 ½ years or 2 ½ to 3 years.

Percentage of Classrooms Per Level	Level 1	Level 2	Level 3
$(\text{Total Number of Classrooms Per Level Type} \div \text{Total Number of Classrooms}) \times 100$			

Highest Percentage Level Determines Overall Level
Level 1 Ratios = 8 Total Points
Level 2 Ratios = 14 Total Points
Level 3 Ratios = 20 Points

What to Submit for Standard 5

Initial Application and Reassessment:

- Teacher: Student ratio charts for one day for each classroom within 30 calendar days of portfolio submission

Required information must be completed, saved, and uploaded before this standard will be marked as complete.