

# PASSAIC FAMILY HEAD START, INC.



## Annual Report 2025

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**Dr. Lillian M. Ramos, Executive Director**

**Mrs. Tara Jones, Program Director**

### Report of the Director

Do you remember your favorite teacher or a teacher that left a lasting impact in your life? I surely do, and I think most of us in an instant can name that teacher. At Passaic Family Head Start, Inc. our teachers strive to be that memorable teacher for the child and parents. Our teaching staff along with our Social Workers, Management team, directors, admin, cooks and maintenance all play a part in making a child's education a memorable

positive experience. I love entering the classroom or seeing the children in the hallway and they know my name. What's even more special is when our maintenance staff pass by and the children greet them with a smile and know them by name. That lets me know we are making an impact and making our children and families feel special and safe. We truly are a family.

Last year with immense pride and gratitude that we celebrated a monumental milestone in our journey— Passaic Family Head Start 51 years in the community of Passaic, NJ. Last year marked half a century of commitment, growth, and impact in the lives of children and families in our community. As we enter our 52<sup>nd</sup> year we are reminded of the profound work we have accomplished together, and we are inspired by the limitless possibilities that lie ahead.

Since our inception in 1974, Passaic Family Head Start, Inc. has been dedicated to empowering children from low-income families from the City of Passaic, providing them with a strong foundation for lifelong learning and success. Over the years, we have expanded our reach, strengthened our programs, and touched the lives of thousands of children, parents, and educators. This anniversary is not only a time to celebrate how far we've come, but also a time to honor the countless individuals who have contributed to our success—our dedicated staff, community partners, families, and supporters.

Together, we've made a lasting impact. Through early childhood education, family support services, health and wellness programs, and community engagement, we've helped ensure that children begin their academic journey with the tools they need to thrive. But our work does not stop here. The needs of our families continue to evolve, and so too must our programs and initiatives. As we look to the future, we remain steadfast in our mission to break the cycle of poverty, improve educational outcomes, and create opportunities for the next generation of leaders.

The school year 2024-25 marked the completion of 51 years of service to the community and family of Passaic. In 1974, the Passaic Family Head Start, Inc. opened its doors to 30 children from the city of Passaic. In the 2024-25 school year our funded enrollment was 195 preschool children we served 195 children within two sites (Highland and Third) and one collaboration (Children's Day Nursery). Our enrollment includes a total of 13 classrooms, which includes 5 at Children's Day Preschool. For 2024-25 the average monthly enrollment was 180. Our families are all from the lowest economic strata within the city – their income is at or below the Federal Poverty guidelines.

In 2014, our Highland Avenue Site was dedicated and named after former mayor Margie Selmer. Mayor Selmer was a supporter of Head Start when she was in office and was an even greater supporter as a private vocal citizen. Our site is now the Margie Selmer Educational Center. She will be remembered as the champion she was for the City of Passaic and for the Passaic Head Start program.

Passaic Family Head Start, Inc. has built its reputation for excellence throughout all of its varied programming. High quality is seen throughout the education, health, special needs, social services, nutrition, food services, administration, maintenance, home visiting and collaboration components. Our commitment is seen in the joy of our students and the satisfaction of our parents. It is a testament of our success when parents enroll their younger children and refer other family members and friends to our program. Passaic Family Head Start, Inc. is at the forefront of providing

outstanding quality education to its students and services to the families of Passaic. Our last five Federal programmatic reviews have confirmed the quality and excellence of our program.

Children receive screenings throughout the year consisting of hearing, vision, and dental. Parents are given assistance with applying for NJ Family Care medical insurance and are assisted with finding a medical and dental home for their children. Children's immunizations are checked to make sure they are up to date.

Parents also receive a myriad of services through our Social Services component. Parents are informed of program services, services available within the community and family/parenting programs and activities available to them. Information regarding literacy programs within the program and community is also provided, along with an array of workshops throughout the year.

All of the children served received medical and dental exams and were found to have a medical and dental home. Children with known special needs as well as those that demonstrate a need to be evaluated are provided with services on site and referrals as needed.

School Readiness Goals were developed this year with the input of the teaching staff, Education Advisory Committee and parents. Individualized goals are formulated by teachers for each child and are reflected in the method which the teacher utilizes to help the child achieve and meet the goals. These goals are being reviewed and aggregated 3 times a year and are implemented throughout the year. The goals will be revised on an as needed basis. School Readiness Goals, along with our transition process into Kindergarten, make it a smooth process for the child, parent and new Kindergarten teacher to understand and better accommodate the child leaving Head Start.

Parents are offered workshops throughout the year virtually through Google meets. These include: Math in Preschool, The Importance of Daily Routines, Fine Motor Activities, Reading at Home, Helping Children Resolve Social Conflicts, The Value of Outdoor Play, Child Abuse, Nutrition, Education & Children, Immigration, Child Support, Transitioning to Kindergarten, and a host of others.

Parent Involvement activities include a host of activities including monthly meetings with the Center Committees. Parenting Classes have been provided virtually. We had two Male Role model days – each child could invite their dad or a male role model in their life. We had dads, stepdads, granddads, uncles, big brothers and family friends join in the day's activity. Parents participate throughout the year on the Policy Council, Parent Center Committee, workshops and Advisory Committees.

Staff receive training before the start of the school year as well as throughout the year. Staff development is an on-going process. The more trained our employees are the better equipped they will be to serve our children and families. Development needs and training opportunities are reviewed and provided for all staff from maintenance to accounting to the director. Maintaining a staff that is trained, educated and given an opportunity to become leaders in their field is tantamount to the success of the program.

We are committed to provide quality programming, improve services, and meet the ever-present needs of our children and families and to improve the quality of life for those whom we serve, who work for us and the community we serve.

The program consists of 47 staff members who include the executive director, program director, managers, mental health & education specialists, family workers, secretaries, cooks, teachers, teacher assistants, fiscal officer, bookkeeper, substitute assistants, and maintenance. One third of our personnel have been parents of the program. They started as volunteers and then moved into positions they qualified for. Most going back to school to get a degree or certifications for their CDA.

The future for the program is very bright. Staff are qualified and committed to serving our children and families. Half of the staff has been employed with the agency for over 10 years. Funding is steady and promises to increase at both the federal and state levels.

This year completed the twelfth year of programming for the home visitation program funded by the State of New Jersey. This program serves recent mothers and their babies. Families receive support and curriculum based instruction on child development.

This Annual Report reflects our history for the past year. It is an opportunity to celebrate our achievements, remember the challenges we've overcome, and honor the resilience of the children and families we serve from the City of Passaic. It is also a reminder that our work is far from finished. We are inspired by the ongoing dedication of our team, the generous support of our donors, and the unwavering commitment of our community.

As we look ahead to the next 50 years, we invite you to continue walking alongside us in this important work. Together, we will build a brighter future for all children, and we will continue to ensure that every child, no matter their background or circumstance, has the opportunity to reach their fullest potential.

Thank you for your unwavering support, for your belief in our mission, and for being a part of this incredible journey. We look forward to the next 50 years of making a lasting difference in the lives of the children and families from the City of Passaic.

***Dr. Lillian M. Ramos, Executive Director***

**Results from the Last Federal Review and other reviews.**

There are three reviews held within a five-year period that look at different areas of the program. These consist of CLASS (Classroom Assessment Scoring System) which assesses teacher-child interactions. The Environmental Health and Safety area measures the Health and Safety of the program including facilities. The Comprehensive Services/School Readiness area looks at Social Services, Disability, Education, Nutrition, Family and Parent Engagement. The ERSEA area looks at how students are recruited, selected, enrolled and how attendance is monitored. The Fiscal area is reviewed to see how the agency manages its finances.

A FOCUS Area 1 Monitoring Review was held in February 2021. The board of directors, Policy Council, parents, administration and staff participated in the review. The review found the program to be in compliance in its provision of services. There were no areas of non-compliance, areas of concerns or deficiencies found.

Prior to this, we had three Federal reviews from the Administration for Children and Families (ACF). These were held in April 2017, March 2016 and May 2016. The review held in April 2017 was an ERSEA review, which looked at our practices, policies and procedures regarding ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE. We were found to be in compliance with Federal Requirements. No corrective action was required. The review held in March 2016, examined the Environmental Health and Safety of the overall program. The review determined that our Head Start program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements in this area. No areas of noncompliance were found during the review. Accordingly, no corrective action is required in this area.

The review held in May 2016, examined the Comprehensive Services/School Readiness of the overall program. The review determined that our Head Start program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements in this area. All areas were found to be in compliance during the review. Accordingly, no corrective action was required in this area.

In November 2015, our classrooms were evaluated using the CLASS evaluation tool. The results were favorable, with no deficiencies or areas of concern. In 2025, the State Department of Agriculture reviewed our USDA – Child Care Food Program. This review also indicated we were in compliance with program regulations.

Licensing comes in yearly to monitor our program for licensing compliance. In December 2025, they came to check our procedures and compliance with licensing regulations. We were found to be in compliance.

A State Review was completed by OFAC (Office of Fiscal Accountability & Compliance) in 2019. They reviewed our Abbott funding and found us to be in compliance. They made certain recommendations which have already been put in place. Our relationship with the Passaic City school district continues to be a strong one.

### **Building a Strong Program**

We are excited with the work our Program Director – Ms. Tara Jones has been doing in our program. She has brought a depth of experience and energy to the program. She along with other new staff will guide us into the next phase of our program. Over time, we have been able to transform our program to one of the leading agencies within the community. We have shown our ability to meet new opportunities in the midst of challenges. Overall programming, services and program income has increased within the past ten years. This growth has helped our program to develop a strong infrastructure and leadership within the program. Training is essential to develop staff with new skills and strengthening the ones they already have. This year we exited to be fully staffed after facing a few years of open positions.

### **Infrastructure**

Maintaining a solid infrastructure is vital to the existence and growth of the program. We have purposely positioned ourselves to grow in every aspect of the program, including enhancing and developing our current infrastructure.

Our facilities are well maintained and are constantly being reviewed for repairs, upgrade and improvements. Hand in Hand with our facility is the mechanical infrastructure of our facilities which includes heating and air conditioning. These are reviewed for their efficiency and life span. We look not only at this current year's needs but plan for replacement needs for the future which in most cases will be at great financial cost.

This year we replaced the floor's in the hallway on the second floor at our Third Street site and at our Highland site. A wellness room was set up at the Highland Ave site for the staff. We were awarded funds to install an elevator at our Highland site. This project is underway and will be completed within the next month. We upgraded our camera system throughout the building as our old system was no longer upgradeable to meet the new technology needs.

We use and introduce new technology to the program that will improve services, programming, improve overall quality to the program and show a cost savings down the line. We have been awarded technology services through the Federal E-rate program. This program has allowed us to improve our technology infrastructure and to reduce costs at the same time. We received funds to replace our switches and battery backups as well as place wifi extenders throughout our facilities. We will continue to seek funding to build additional classrooms at Highland (Margie Semler Education Center). We will seek to expand into Early Head Start for children 0-3 in the future as funding is available.

### **Non-Discriminatory Policy**

The Passaic Family Head Start, Inc. Program in its operation of program and services does not discriminate against anyone because of race, color, national origin, disability, age or sex.



**Positioning Through Partnerships**

The Passaic Family Head Start, Inc. Program has established itself as a leader and a solid program by developing strategic partnerships within the City of Passaic, at the County level and within the State of New Jersey. We have a strong collaboration with Children's Day Nursery Preschool. This collaboration began in 1998. It has been a solid and successful partnership. During the last review, it was noted that our partnership with Children's Day Nursery was a strong one and that they were compliant with Head Start standards. We have an excellent partnership with the local school district and the State Department of Education. Through both we receive funds which allows us to enhance our services and pay our teaching staff a district wage.

Building strong relationships with our community partners is a key and essential component to our program. Our community partners provide key services and expertise that goes beyond our abilities and enhances the quality of what we do and offer within our program. The result is an enduring partnership which benefits our program, our community partners and best of all our children and families. These relationships and connections continue with our families even after they have left our program. These partnerships also foster a sense of community knowledge and resources our parents can count on.





### **Mission Statement:**

The mission of the Passaic Family Head Start, Inc. Program is to provide an early quality educational opportunity to three and four-year-old children from low-income families within the City of Passaic and neighboring communities. In addition, it is the Passaic Family Head Start's mission to help Head Start eligible families become self-sufficient and productive members of society through educational, health, social services, parent involvement, emergency, and advocacy support.



### **Leadership in Challenging Times**

The Board holds our leaders to a high standard of accountability but also allows room for creativity and for true leadership to take place. Having bold leadership with a strong and clear vision towards the needs of the agency and the direction needed for the future has been critical to the agency's success. Having well educated, capable and trained staff has made the program successful and we are confident we will continue to secure the continued growth of our agency. Ms. Tara Jones joined our Head Start family as it's Program Director in 2022. She has proven to be an asset bringing her knowledge and experience to our program.

As a few board members have retired from the board is excited about the new members that have joined the board this past year.



### Staffing

At the heart of Passaic Family Head Start, Inc. lies a dedicated staff constantly striving to improve the standards and quality of the education provided to children and services provided to families. When improvements are made and goals are reached, the staff does not stop there. They continue with new goals, measures of improvement, ideas, all with the shared commitment to provide a quality program for all who are served including those who work here. Every opportunity is taken to provide training and resources to staff.

Our employees are some of the most qualified and dedicated staff available. All of our teachers have their bachelor's degree and all of our teacher assistants have their CDA's (Child Development Associate Certificate) or higher – AA or BA degree. We were able to find qualified teachers to fill the open teachers positions.

Of 47 staff members, 25 have worked between 10 to 35 years in our program. Twenty-two individuals have been here 9 years or less. Five years ago, our administrative assistant reached the milestone of being the first staff member to have worked at Passaic Family Head Start for 40 years, she has since retired. Our head cook retired after 36 years with the program. She started out as a parent.

As you look at the constitution of our staff, over half are seasoned employees. This shows highly qualified individuals with degrees, experience and continuity despite all the changes throughout the years. The other portion of the staff is young or newly hired. This provides a good balance with our seasoned employees and our younger staff. New ideas, energy, program philosophy and experience are readily shared within our program.

Over a quarter (34%) of our staff have been program parents. Parents are encouraged to develop goals and to volunteer in the program. This has made for a good combination. As parents receive support and are encouraged they are willing to develop goals that will qualify them for new employment opportunities. We have mutually benefited from this philosophy. This year we were able to hire two parents as part of our team.





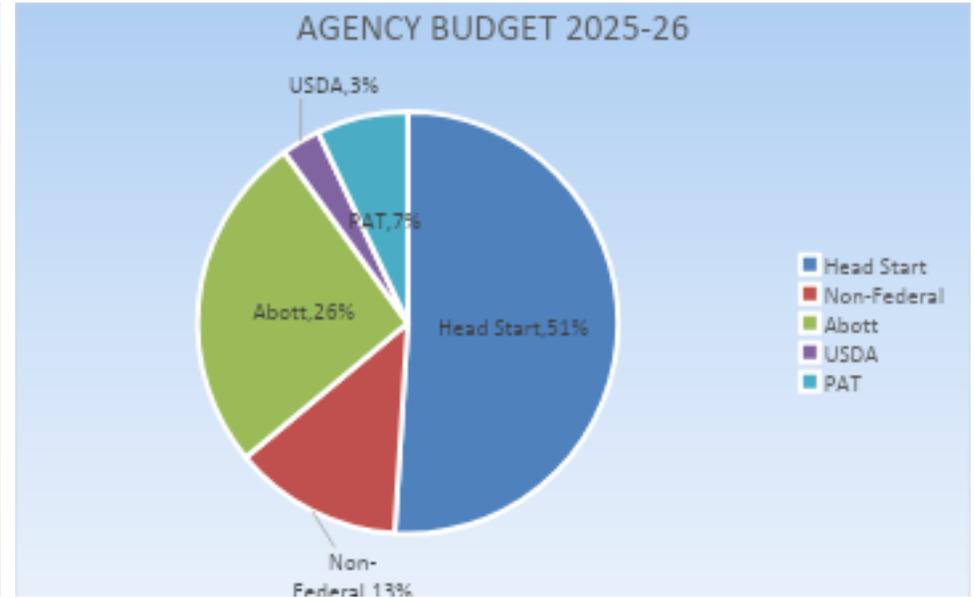
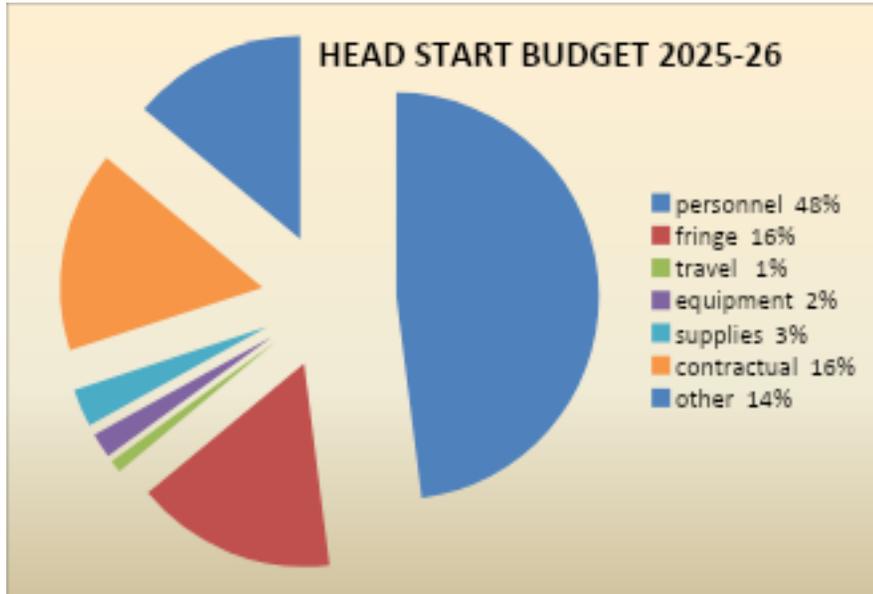
### **Financial Position**

In 2024 – 25 the Passaic Family Head Start, Inc. Program was primarily funded with federal Head Start funds from the Department of Health and Human Services (\$3,062,561.00), (non-federal share) is \$765,640.00, “Abbott” (preschool) funding \$1,357,650.00, USDA (\$165,000.00) for its food program, and \$327,611.00 from the NJ Department of Children and Families. Our anticipated total funding including non-federal share for this year is of \$5,678,462.00.

The anticipated funding for 2025-26 is from the Department of Health and Human Services (\$2,912,561.00), (non-federal share) is \$728,140.00, “Abbott” (preschool) funding \$1,357,650.00, USDA (\$165,000.00) for its food program, and \$327,611.00 from the NJ Department of Children and Families. Our anticipated total funding including non-federal share for this year is of \$5,490,962.00.

The financial position of the agency consists of grant funding. This funding has maintained a solid base during the life of the agency. A yearly audit is completed by the agency to review its financial position, activities, and accounting practices. The completed audit for the fiscal year ending

June 30, 2024 did not show any deficiencies, reportable conditions or material weakness. The audit for fiscal year ending June 30, 2025 is in progress at this time. Internal controls are constantly being reviewed and improved to maintain general accounting standards and practices.



**Vision for the Future**

The Passaic Family Head Start Program has served children and families from the City of Passaic since 1974. Over 8,610 children have been educated within our institution. With excitement and joy we are welcoming new generations of Head Start families into our program.

The program has always seen itself as a leader within the City of Passaic in pre-school education and in providing services to its families. We see our role as educators and as advocates for families in need and for the voiceless. To that end we continue to forge forward looking to meet the needs of our families whatever they may be. In the past our parents went from a home-based program to a part day program to a full day program.

We have established ourselves purposely in the last few years to allow for continued growth of our program. We have accomplished this through the acquisition of properties that lend themselves to continued expansion. In 2006 we purchased a facility with 24000 square feet. We presently are utilizing 12,000 square feet of this facility. Leaving a great deal of room to build additional classrooms as funding becomes available. This mortgage will be paid off in a few years.

In 2009 we purchased the Third Street facility we have been in since 1986. We have made this our facility our own. We have made many enhancements and improvements throughout the years. We will continue in our endeavors to upgrade the facility to make it a better facility for teaching and learning. In 2019 this mortgage was paid off.

We plan to position ourselves to grasp every opportunity that will allow us to continue to grow. We envision adding new classrooms at the Margie Semler Education Center (Highland Avenue). We plan to continue to make improvements to the physical plants to enhance teaching and learning. As funding becomes available we will seek to add additional components to our programs, such as literacy classes, other classes and programs available to our community. We will attempt to bring them to our facility. We will also seek to build our Social Services into a unit that serves families from the community beyond our Head Start Families. Partnering with community and State agencies will make this possible.

In 2013 the State of New Jersey funded the Passaic Family Head Start Program to begin a Home Visitors Program for first time pregnant moms and infants. The program provides educational and support services to 54 families from Passaic County. These services enhance their quality of life and bring new services into our community. We continue into our thirteenth year in this vital program.



## Services to Parents

- ESL classes Referrals
  - Food Distribution Referral
  - Clothing
  - Parenting classes
  - Mental Health Referrals
  - Nutrition Classes
  - Special Needs Referrals
  - Nutrition Referrals
  - Health service Referrals
  - Domestic Violence Screening
  - Dental Home Referrals
  - Fatherhood Program
  - Resume Help/Goal Planning
  - Health Screenings
- GED referral preparation
  - LIHEAP application assistance
  - Legal Services Referrals
  - Job training/employment resource
  - Notarization of documents
  - Parenting & skill training classes
  - Assist thru process of services
  - Board of Social Services Referrals
  - Breast Feeding Initiative
  - Home Safety/Safe Sleep Screening
  - Immigration Legal Information
  - Medical Home Referrals
  - Health Insurance Referrals

**Dr. Lillian M. Ramos** – Executive Director  
(973) 365-5808

**Ms. Tara Jones** – Program Director  
(973) 272-0900

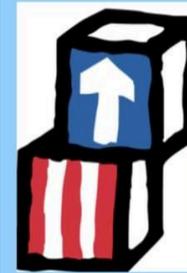
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**Nicolas Avalos** – Education Specialist  
**Jayline Angon** -Special Ed/ Wellness Manager  
**Jennifer Ramos** – Mental Health Coordinator  
(973) 365-5808 Third Street  
(973) 272-0900 Highland Avenue

**Virginia Arroyo** – Health/Family Partnership Manager  
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**Lilianny Ramos** – PAT Supervisor  
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# Passaic Family Head Start

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Inscripción  
abierta

Registro  
¡Ahora!

 91 Highland Avenue  
Passaic, NJ 07055

68 Third Street   
Passaic, NJ 07055







**Passaic Family Head Start, Inc.**  
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**(973) 365-5808**

**Margie Semler Education Center**  
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 [www.passaicheadstart.org](http://www.passaicheadstart.org)

[@passaicfamilyheadstart](#)

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## School Readiness Goals and Results 2024-2025

| COOR Item  | HSELOF Goal  | Goal for 3 year olds  | e  | ar | u  | Goal for 4 year olds   | e  | ar | u  |
|--|--|---|----|----|----|--|----|----|----|
| <p><b>Approaches to Learning</b></p> <p><b>Initiative and Planning</b></p> <p><b>Enfoques del aprendizaje</b></p> <p><b>Iniciativa y Planificación</b></p> | <p><b>DOMAIN: APPROACHES TO LEARNING</b></p> <p><b>Cognitive Self Regulation</b><br/>GOAL P-ATL 6.<br/>Child maintains focus and sustains attention with minimal adult support.</p> <p><b>Initiative and Curiosity</b><br/>GOAL P-ATL 10.<br/>Child demonstrates initiative and independence.<br/>GOAL P-ATL 11.<br/>Child shows interest in and curiosity about the world around them.</p> <p>---</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p> <p><b>Autorregulación cognitiva</b><br/>META P-ATL 6. El niño mantiene el enfoque y mantiene la atención con el apoyo mínimo de un adulto.</p> <p><b>Iniciativa y curiosidad</b><br/>META P-ATL 10. El niño demuestra iniciativa e independencia.<br/>META P-ATL 11. El niño muestra interés y</p> | <p><b>Level 0</b> Child turns toward or away from an object or person./ El niño gira hacia o lejos de un objeto o persona.</p>  | %  | %  | %  | <p><b>Level 0</b> Child turns toward or away from an object or person. /El niño gira hacia o lejos de un objeto o persona.</p>   | %  | %  | %  |
|  |  | <p><b>Level 1</b> Child moves with persistence until reaching a desired object or person./El niño se mueve con persistencia hasta alcanzar un objeto o persona deseada.</p>                   | 9% | %  | %  | <p><b>Level 1</b> Child moves with persistence until reaching a desired object or person./El niño se mueve con persistencia hasta alcanzar un objeto o persona deseada.</p>  | %  | %  | %  |
|  |  | <p><b>Level 2</b> Child indicates an intention with one or two words. El niño indica una intención con una o dos palabras.</p>  | 7% | 3% | %  | <p><b>Level 2</b> Child indicates an intention with one or two words./El niño indica una intención con una o dos palabras.</p>   | 1% | 3% | %  |
|  |  | <p><b>Level 3</b> Child expresses a plan with a simple sentence and follows through./ El niño expresa un plan con una oración simple y lo sigue.</p>  | 2% | 1% | 7% | <p><b>Level 3</b> Child expresses a plan with a simple sentence and follows through./El niño expresa un plan con una oración simple y lo sigue.</p>                          | 4% | 5% | 8% |
|  |  | <p><b>Level 4</b> Child makes and follows through on two or more unrelated plans./El niño hace y sigue dos o más planes no relacionados.</p>  | %  | %  | 0% | <p><b>Level 4</b> Child makes and follows through on two or more unrelated plans./El niño hace y sigue dos o más planes no relacionados.</p>                                 | %  | 0% | 3% |
|  |  | <p><b>Level 5</b> Child stays with his or her plan for a substantial part of work time./El niño se queda con su plan durante una parte sustancial del tiempo de trabajo.</p>                  | %  | %  | 2% | <p><b>Level 5</b> Child stays with his or her plan for a substantial part of work time./El niño se queda con su plan durante una parte sustancial del tiempo de trabajo.</p> | %  | %  | 2% |
|  |  | <p><b>Level 6</b> Child plans and follows through on a project that takes more than two days to complete./El niño planifica y sigue un proyecto que tarda más de dos días en completarse.</p> |    |    |    |  |    |    |    |
| <p><b>Level 7</b> Child uses outside resources to gather information needed to</p>   |  |   |    |    |    |  |    |    |    |

|   |   |   |        |   |   |  |   |   |   |
|---|---|---|--------|---|---|--|---|---|---|
|   | curiosidad por el mundo que lo rodea.   | complete his or her plan./El niño utiliza recursos externos para recopilar la información necesaria para completar su plan.   | %      | % | % | <p><b>Level 6</b> Child plans and follows through on a project that takes more than two days to complete./El niño planifica y sigue un proyecto que tarda más de dos días en completarse.</p> <p><b>Level 7</b> Child uses outside resources to gather information needed to complete his or her plan./El niño utiliza recursos externos para recopilar la información necesaria para completar su plan.</p>   | % | % | % |
| <p><b>A</b><br/>Approaches to Learning</p> <p><b>B</b><br/>Problem Solving with Materials</p> <p><b>E</b><br/>Enfoques del aprendizaje</p> <p><b>B</b><br/>Resolución de problemas con materiales</p> | <p><b>DOMAIN:</b><br/><b>APPROACHES TO LEARNING</b></p> <p><b>Cognitive Self Regulation</b><br/>GOAL P-ATL 7.<br/>Child persists in tasks.<br/>GOAL P-ATL 9.<br/>Child demonstrates flexibility in thinking and behavior</p> <p><b>Creativity</b><br/>GOAL P-ATL 12.<br/>Child expresses creativity in thinking and communication</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b></p> <p><b>Autorregulación cognitiva</b><br/>META P-ATL 7. El niño persiste en las tareas.<br/>META P-ATL 9. El niño demuestra flexibilidad en el pensamiento y el comportamiento</p> <p><b>Creatividad</b></p> | <p><b>Level 0</b> Child moves his or her eyes, head, or hand toward a desired object or person./El niño mueve los ojos, la cabeza o la mano hacia un objeto o persona deseada.</p> <p><b>Level 1</b> Child repeats an action, even when it isn't working, to solve a problem./El niño repite una acción, incluso cuando no funciona, para resolver un problema.</p> <p><b>Level 2</b> Child asks for help in solving a problem with materials./El niño pide ayuda para resolver un problema con materiales.</p> <p><b>Level 3</b> Child verbally identifies a problem with materials./El niño identifica verbalmente un problema con los materiales.</p> <p><b>Level 4</b> Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials./El niño persiste con una idea o intenta varias ideas hasta que logra resolver un problema simple con materiales.</p> | 0<br>% | % | % | <p><b>Level 0</b> Child moves his or her eyes, head, or hand toward a desired object or person./El niño mueve los ojos, la cabeza o la mano hacia un objeto o persona deseada.</p> <p><b>Level 1</b> Child repeats an action, even when it isn't working, to solve a problem./El niño repite una acción, incluso cuando no funciona, para resolver un problema.</p> <p><b>Level 2</b> Child asks for help in solving a problem with materials./El niño pide ayuda para resolver un problema con materiales.</p> <p><b>Level 3</b> Child verbally identifies a problem with materials./El niño identifica verbalmente un problema con los materiales.</p> <p><b>Level 4</b> Child persists with one idea or tries several ideas</p> | % | % | % |



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|   | <p>GOAL P-SE 10.<br/>Child expresses confidence in own skills and positive feelings about self.</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b><br/><b>Autorregulación cognitiva</b></p> <p>META P-ATL 8. El niño retiene información en la mente y la manipula para realizar tareas.</p> <p><b>DOMINIO:</b><br/><b>SOCIAL Y EMOCIONAL</b><br/><b>Sentido de identidad y pertenencia</b></p> <p>META P-SE 10. El niño expresa confianza en sus propias habilidades y sentimientos positivos sobre sí mismo.</p> | <p><b>Level 3</b> Child says one thing he or she did soon after the event./El niño dice una cosa que hizo poco después del evento.</p> <p><b>Level 4</b> Child recalls three or more things that he or she did and/or the details of something that happened./El niño recuerda tres o más cosas que hizo y/o los detalles de algo que sucedió.</p> <p><b>Level 5</b> Child recalls, without prompting, the sequence of three or more things he or she did or that happened./El niño recuerda, sin indicaciones, la secuencia de tres o más cosas que hizo o que sucedieron.</p> <p><b>Level 6</b> Child says the reason why an experience happened to him or her as it did and what he or she would do the same or differently next time./El niño dice la razón por la que una experiencia le sucedió como le sucedió y qué haría igual o diferente la próxima vez.</p> <p><b>Level 7</b> Child recalls another person’s experience and uses what he or she observed in a similar situation./El niño recuerda la experiencia de otra persona y utiliza lo que observó en una situación similar.</p> | <p>9<br/>%</p> <p>0<br/>%</p> <p>8<br/>%</p> <p>6<br/>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>5<br/>%</p> <p>5<br/>%</p> <p>0<br/>%</p> <p>%</p> <p>%</p> | <p>1<br/>%</p> <p>8<br/>%</p> <p>8<br/>%</p> <p>%</p> <p>%</p> | <p>regresa a donde se encuentra algo que quiere o con lo que ha jugado.</p> <p><b>Level 3</b> Child says one thing he or she did soon after the event./El niño dice una cosa que hizo poco después del evento.</p> <p><b>Level 4</b> Child recalls three or more things that he or she did and/or the details of something that happened./El niño recuerda tres o más cosas que hizo y/o los detalles de algo que sucedió.</p> <p><b>Level 5</b> Child recalls, without prompting, the sequence of three or more things he or she did or that happened./El niño recuerda, sin indicaciones, la secuencia de tres o más cosas que hizo o que sucedieron.</p> <p><b>Level 6</b> Child says the reason why an experience happened to him or her as it did and what he or she would do the same or differently next time./El niño dice la razón por la que una experiencia le sucedió como le sucedió y qué haría igual o diferente la próxima vez.</p> <p><b>Level 7</b> Child recalls another person’s experience and uses what he or she observed in a similar situation./El niño recuerda la experiencia de otra persona y utiliza lo que observó en una situación similar.</p> | <p>0<br/>%</p> <p>5<br/>%</p> <p>6<br/>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>0<br/>%</p> <p>8<br/>%</p> <p>8<br/>%</p> <p>%</p> <p>%</p> | <p>1<br/>%</p> <p>8<br/>%</p> <p>8<br/>%</p> <p>%</p> <p>%</p> |
| <p><b>S</b><br/><b>ocial and</b><br/><b>Emotional</b></p> | <p><b>DOMAIN:</b><br/><b>APPROACHES TO LEARNING</b></p>  | <p><b>Level 0</b> Child expresses emotion with his or her face and/or body./El niño expresa emoción con su cara y/o cuerpo</p>  | <p>7<br/>%</p>   | <p>%</p>   | <p>%</p>   | <p><b>Level 0</b> Child expresses emotion with his or her face and/or body./El niño expresa emoción con su cara y/o cuerpo</p>  | <p>%</p>  | <p>%</p>   | <p>%</p>   |

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| <p><b>Development</b></p> <p>D Emotions</p> <p><b>Desarrollo Socioemocional</b></p> <p>D Emociones</p>                                   | <p><b>Emotional and Behavioral Self-Regulation</b></p> <p>GOAL P-ATL 1 Child manages emotions with increasing independence.</p>   | <p><b>Level 1</b> Child initiates physical contact with another person to express an emotion./El niño inicia el contacto físico con otra persona para expresar una emoción.</p>   | 6% | 4% | %  | <p><b>Level 1</b> Child initiates physical contact with another person to express an emotion./El niño inicia el contacto físico con otra persona para expresar una emoción.</p>   | 5% | %  | %  |
|  | <p>GOAL P-ATL 4 Child manages actions, words, and behaviors with increasing independence.</p>   | <p><b>Level 2</b> Child names emotions./El niño nombra emociones.</p>   |    |    |    | <p><b>Level 2</b> Child names emotions./El niño nombra emociones.</p>   |    |    |    |
|  | <p><b>Cognitive Self Regulation</b></p> <p>GOAL P-ATL 5. Child demonstrates an increasing ability to control impulses.</p>  | <p><b>Level 3</b> Child explains the reason behind an emotion. / El niño explica la razón detrás de una emoción.</p>  | 8% | 0% | %  | <p><b>Level 3</b> Child explains the reason behind an emotion. / El niño explica la razón detrás de una emoción.</p>  | 4% | 6% | %  |
|  | <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Emotional Functioning</b></p> <p>GOAL P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in</p> | <p><b>Level 4</b> Child tries at first to control how he or she expresses emotions but then resorts to physical expression./El niño trata al principio de controlar cómo expresa sus emociones, pero luego recurre a la expresión física.</p> | 9% | 6% | 7% | <p><b>Level 4</b> Child tries at first to control how he or she expresses emotions but then resorts to physical expression. / El niño trata al principio de controlar cómo expresa sus emociones, pero luego recurre a la expresión física.</p> | 6% | 9% | 9% |
|  | <p>self and others</p> <p>GOAL P-SE 7. Child expresses care and concern toward others</p>   | <p><b>Level 5</b> Child controls the expression of his or her feelings./El niño controla la expresión de sus sentimientos</p>   | %  |    | 7% | <p><b>Level 5</b> Child controls the expression of his or her feelings./El niño controla la expresión de sus sentimientos.</p>  | %  | 1% | 6% |
|  | <p>GOAL P-SE 8 Child manages emotions with increasing independence.</p>   | <p><b>Level 6</b> Child uses a wider range of words to describe his or her own emotions./El niño usa una gama más amplia de palabras para describir sus propias emociones.</p>  | %  |    | %  | <p><b>Level 6</b> Child uses a wider range of words to describe his or her own emotions./El niño usa una gama más amplia de palabras para describir sus propias emociones.</p>  | %  |    | 2% |
|  | <p>--</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p> <p><b>Autorregulación Emocional y Conductual</b></p> <p>META P-ATL 1 El niño maneja sus emociones con mayor independencia.</p>   | <p><b>Level 7</b> Child describes and gives a reason why people feel differently about the same situation./El niño describe y da una razón por la cual las personas se sienten diferentes acerca de la misma situación.</p>                   | %  |    | %  | <p><b>Level 7</b> Child describes and gives a reason why people feel differently about the same situation./El niño describe y da una razón por la cual las personas se sienten diferentes acerca de la misma situación.</p>                     | %  |    | %  |
| <p>META P-ATL 4 El niño maneja sus acciones, palabras y comportamiento con mayor independencia.</p>                                      |   | %   |    | %  |    | %   |    | %  |    |
| <p><b>Autorregulación cognitiva</b></p> <p>META P-ATL 5. El niño demuestra una capacidad cada vez mayor para controlar los impulsos.</p> |   | %   |    | %  |    | %   |    | %  |    |

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|   | <p><b>DOMINIO:<br/>DESARROLLO SOCIAL Y EMOCIONAL</b><br/><b>Funcionamiento Emocional</b><br/>META P-SE 6. El niño expresa una amplia gama de emociones y reconoce estas emociones en uno mismo y otros<br/>META P-SE 7. El niño expresa cuidado y preocupación por los demás<br/>META P-SE 8. El niño maneja las emociones con mayor independencia.</p>   |   |   | % | % |  |   | % | % |
| <p><b>S</b><br/><b>ocial and Emotional Development</b><br/><b>E</b><br/>Building relationships with adults<br/><b>D</b><br/><b>esarrollo Socioemocional</b><br/><b>E</b><br/>Desarrollar relaciones con adultos</p> | <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b><br/><b>Relationships with Adults</b><br/>GOAL P-SE 1 Child engages in and maintains positive relationships and interactions with adults.<br/>GOAL PS-E 2 Child engages in prosocial and cooperative behavior with adults.<br/><b>DOMAIN: LANGUAGE AND COMMUNICATION</b><br/><b>Attending and Understanding</b><br/>GOAL P-LC 1. Child attends to communication and language from others.<br/>GOAL P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.<br/>--</p> | <p><b>Level 0</b> Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver./El niño mira, sonríe, vocaliza o hace muecas a un cuidador principal<br/><b>Level 1</b> Child uses a familiar adult as a secure base from which to explore, returning periodically./El niño usa a un adulto familiar como una base segura desde la cual explorar, regresando periódicamente.<br/><b>Level 2</b> Child seeks out a familiar adult to communicate a simple need or desire, using at least one word./El niño busca a un adulto familiar para comunicarle una necesidad o deseo simple, usando al menos una palabra.<br/><b>Level 3</b> Child asks an adult to play with him or her or share in an activity. / El niño pide a un adulto que juegue con él o que comparta una actividad.<br/><b>Level 4</b> Child engages in a conversation with an adult and takes two or more turns./El niño entabla una conversación con un adulto y toma dos o más turnos.</p> | % | % | % | <p><b>Level 0</b> Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver/El niño mira, sonríe, vocaliza o hace muecas a un cuidador principal<br/><b>Level 1</b> Child uses a familiar adult as a secure base from which to explore, returning periodically./El niño usa a un adulto familiar como una base segura desde la cual explorar, regresando periódicamente.<br/><b>Level 2</b> Child seeks out a familiar adult to communicate a simple need or desire, using at least one word./El niño busca a un adulto familiar para comunicarle una necesidad o deseo simple, usando al menos una palabra.<br/><b>Level 3</b> Child asks an adult to play with him or her or share in an activity. / El niño pide a un adulto que juegue con él o que comparta una actividad.</p> | % | % | % |

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|                             | <p><b>DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL</b><br/> <b>Relaciones con adultos</b><br/>                 META P-SE 1 El niño participa y mantiene relaciones e interacciones positivas con adultos<br/>                 META P-SE 2 El niño se involucra en un comportamiento prosocial y cooperativo con los adultos.</p> <p><b>DOMINIO: LENGUAJE Y COMUNICACIÓN</b><br/> <b>Atender y Comprender</b><br/>                 META P-LC 1. El niño presta atención a la comunicación y el lenguaje de los demás.<br/>                 META P-LC 4. El niño entiende, sigue y usa las habilidades sociales y conversacionales apropiadas. normas.</p> | <p><b>Level 5</b> Child involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal the child has in mind or leading the adult in a complex pretend-play scenario./El niño involucra a un adulto en una actividad durante un período prolongado de tiempo asignando una tarea o un rol al adulto, trabajando con el adulto hacia una meta que el niño tiene en mente o guiando al adulto en un escenario complejo de juego de simulación.</p> <p><b>Level 6</b> Child asks an adult a question about the adult’s knowledge or experience to learn more than what is covered in a group or classroom discussion./El niño le hace una pregunta a un adulto sobre el conocimiento o la experiencia del adulto para aprender más de lo que se cubre en una discusión grupal o en el salón de clases.</p> <p><b>Level 7</b> Child follows up a conversation with an adult to learn or share more information./El niño sigue una conversación con un adulto para aprender o compartir más información.</p> | <p>%</p> <p>3 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>0 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>Level 4</b> Child engages in a conversation with an adult and takes two or more turns. / El niño entabla una conversación con un adulto y toma dos o más turnos.</p> <p><b>Level 5</b> Child involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal the child has in mind or leading the adult in a complex pretend-play scenario./El niño involucra a un adulto en una actividad durante un período prolongado de tiempo asignando una tarea o un rol al adulto, trabajando con el adulto hacia una meta que el niño tiene en mente o guiando al adulto en un escenario complejo de juego de simulación.</p> <p><b>Level 6</b> Child asks an adult a question about the adult’s knowledge or experience to learn more than what is covered in a group or classroom discussion./El niño le hace una pregunta a un adulto sobre el conocimiento o la experiencia del adulto para aprender más de lo que se cubre en una discusión grupal o en el salón de clases.</p> <p><b>Level 7</b> Child follows up a conversation with an adult to learn or share more information./El niño sigue una conversación con un adulto para aprender o compartir más información.</p> | <p>5 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>7 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>2 %</p> <p>2 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> |
| <p>Social and Emotional</p> | <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>   | <p><b>Level 0</b> Child watches another child./El niño mira a otro niño.</p>  | <p>%</p>  | <p>%</p>   | <p>%</p>   | <p><b>Level 0</b> Child watches another child./El niño mira a otro niño.</p>   | <p>%</p>   | <p>%</p>   | <p>%</p>   |

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| <b>Development</b><br>F Building relationships with other children<br>D <b>Desarrollo Socioemocional</b><br>F Desarrollar relaciones con otros niños | <b>Relationships with Other Children</b><br>GOAL P-SE 3 Child engages in and maintains positive interactions and relationships with other children.<br>GOAL PS-E 4 Child engages in cooperative play with other children.   | <b>Level 1</b> Child spontaneously brings an object or shows affection to another child./El niño trae espontáneamente un objeto o muestra afecto a otro niño.<br><br><b>Level 2</b> Child plays and works alongside other children./El niño juega y trabaja junto con otros niños.  | 9<br>% | %      | % | <b>Level 1</b> Child spontaneously brings an object or shows affection to another child./El niño trae espontáneamente un objeto o muestra afecto a otro niño.   | %      | % | % |
|  | <b>Emotional Functioning</b><br>GOAL P-SE 7. Child expresses care and concern toward others.<br><b>DOMAIN: LANGUAGE AND COMMUNICATION</b><br><b>Attending and Understanding</b><br>GOAL P-LC 1. Child attends to communication and language from others.<br><b>Communicating and Speaking</b><br>GOAL P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.<br>--<br><b>DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL</b><br><b>Relación con otros niños</b><br>META P-SE 3 El niño participa y mantiene interacciones y relaciones positivas con otros niños.<br>META P-SE 4 El niño participa en juegos cooperativos con otros niños.<br><b>Funcionamiento emocional</b> | <b>Level 3</b> Child makes a comment directly to another child. / El niño hace un comentario directamente a otro niño.<br><br><b>Level 4</b> Child shows a preference for one or more friends./El niño muestra preferencia hacia uno o más amigos.<br><br><b>Level 5</b> Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play./El niño juega en colaboración con dos o más niños aportando ideas y/o incorporando ideas de los otros niños en su juego.<br><br><b>Level 6</b> Child engages in a sustained personal and reciprocal conversation with a friend./El niño se involucra en una conversación personal y recíproca sostenida con un amigo.<br><br><b>Level 7</b> Child follows up on (asks about) something personal a friend has previously shared with him or her./El niño sigue (pregunta) algo personal que un amigo ha compartido previamente con él o ella. | 0<br>% | 4<br>% | % | <b>Level 2</b> Child plays and works alongside other children./El niño juega y trabaja junto con otros niños.<br><br><b>Level 3</b> Child makes a comment directly to another child. / El niño hace un comentario directamente a otro niño.<br><br><b>Level 4</b> Child shows a preference for one or more friends. / El niño muestra preferencia hacia uno o más amigos.<br><br><b>Level 5</b> Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play./El niño juega en colaboración con dos o más niños aportando ideas y/o incorporando ideas de los otros niños en su juego.<br><br><b>Level 6</b> Child engages in a sustained personal and reciprocal conversation with a friend./El niño se involucra en una conversación personal y recíproca sostenida con un amigo. | 0<br>% | % | % |

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|  | <p>META P-SE 7. El niño expresa interés y preocupación por los demás.</p> <p><b>DOMINIO:<br/>LENGUAJE Y COMUNICACIÓN</b><br/><b>Atender y Comprender</b><br/>META P-LC 1. El niño presta atención a la comunicación y el lenguaje de los demás.</p> <p><b>Comunicarse y Hablar</b><br/>META P-LC 4. El niño entiende, sigue y usa las habilidades sociales y conversacionales apropiadas. normas.</p>  |  |   | % |   | % | compartido previamente con él o ella.   |   | % | % |
| <p>Social and Emotional Development</p> <p>Community</p> <p>Desarrollo Socioemocional</p> <p>Comunidad</p> | <p><b>DOMAIN:<br/>APPROACHES TO LEARNING</b><br/><b>Emotional and Behavioral Self-Regulation</b><br/>GOAL P-ATL 2 Child follows classroom rules and routines with increasing independence.</p> <p>GOAL P-ATL 3. Child appropriately handles and takes care of classroom materials</p> <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b><br/><b>Relationships with Adults</b><br/>GOAL P-SE 2. Child engages in prosocial and cooperative behavior with adults</p> <p><b>DOMAIN:<br/>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b></p> | <p><b>Level 0</b> Child alerts to what is going on around him or her/El niño alerta de lo que sucede a su alrededor</p> <p><b>Level 1</b> Child participates in a part of the daily routine when led or assisted by an adult./El niño participa en una parte de la rutina diaria cuando lo guía o lo ayuda un adulto.</p> <p><b>Level 2</b> Child attempts, on his or her own, a simple task that is related to part of the daily routine./El niño intenta, por su cuenta, una tarea sencilla que se relaciona con parte de la rutina diaria.</p> <p><b>Level 3</b> Child transitions between parts of the daily routine. / El niño pasa de una parte a otra de la rutina diaria.</p> <p><b>Level 4</b> Child reminds others of classroom routines and social expectations. / El niño recuerda a los demás las rutinas del aula y las expectativas sociales.</p> | % | % | % | % | <p><b>Level 0</b> Child alerts to what is going on around him or her/El niño alerta de lo que sucede a su alrededor</p> <p><b>Level 1</b> Child participates in a part of the daily routine when led or assisted by an adult./El niño participa en una parte de la rutina diaria cuando lo guía o lo ayuda un adulto.</p> <p><b>Level 2</b> Child attempts, on his or her own, a simple task that is related to part of the daily routine./El niño intenta, por su cuenta, una tarea sencilla que se relaciona con parte de la rutina diaria.</p> <p><b>Level 3</b> Child transitions between parts of the daily routine. / El niño pasa de una parte a otra de la rutina diaria.</p> | % | % | % |

|                             |   |  |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------------|---|--|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|
|                             | <p><b>Health, Safety, and Nutrition</b><br/>GOAL P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</p> <p>--</p> <p><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b><br/><b>Autorregulación Emocional y Conductual</b><br/>META P-ATL 2 El niño sigue las reglas y las rutinas del salón con mayor independencia.<br/>META P-ATL 3. El niño maneja y cuida apropiadamente los materiales del salón de clases</p> <p><b>DOMINIO:</b><br/><b>DESARROLLO SOCIAL Y EMOCIONAL</b><br/><b>Relaciones con adultos</b><br/>META P-SE 2. El niño se involucra en un comportamiento prosocial y cooperativo con los adultos</p> <p><b>DOMINIO:</b><br/><b>DESARROLLO PERCEPTUAL, MOTOR Y FÍSICO</b><br/><b>Salud, Seguridad y Nutrición</b><br/>META P-PMP 6 El niño demuestra conocimiento de las prácticas y rutinas de seguridad personal.</p> | <p><b>Level 5</b> Child performs an action on his or her own that is helpful to the classroom community and is done apart from classroom rules, jobs, or routine expectations./El niño realiza una acción por sí mismo que es útil para la comunidad del salón de clases y se hace al margen de las reglas, trabajos o expectativas de rutina del salón de clases.</p> <p><b>Level 6</b> Child distinguishes the actions of others as being purposeful or accidental./El niño distingue las acciones de los demás como intencionales o accidentales.</p> <p><b>Level 7</b> Child acknowledges, on his or her own, how his or her behavior affects others and, as needed, acts to correct it/El niño reconoce, por sí mismo, cómo su comportamiento afecta a los demás y, según sea necesario, actúa para corregirlo.</p> | % | % | 1 % | % | % | % | % | % | % | % | % | % | % | % | % |
| S<br>ocial and<br>Emotional | <p><b>DOMAIN:</b><br/><b>APPROACHES TO LEARNING</b></p>   | <p><b>Level 0</b> Child continues with his or her action in a conflict situation./El niño continúa con su acción en una situación de conflicto.</p>  | % | % | %   | % | % | % | % | % | % | % | % | % | % | % | % |

|  |  |  |    |    |    |   |    |    |    |
|--|--|--|----|----|----|---|----|----|----|
| <p><b>Development</b></p> <p><b>H</b></p> <p><b>Conflict resolution</b></p> <p><b>D</b></p> <p><b>Desarrollo Socioemocional</b></p> <p><b>H</b></p> <p><b>Resolución de conflictos</b></p> | <p><b>Emotional and Behavioral Self Regulation</b></p> <p>GOAL P-ATL 4 Child manages actions, words, and behavior with increasing independence.</p>  | <p><b>Level 1</b> Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting./El niño reacciona ante un conflicto retirándose, llorando, golpeando, pateando o mordiendo.</p>                | 6% | %  | %  | <p><b>Level 1</b> Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting./El niño reacciona ante un conflicto retirándose, llorando, golpeando, pateando o mordiendo.</p>                 | 5% | %  | %  |
|  | <p><b>Cognitive Self Regulation</b></p> <p>GOAL P-ATL 5 Child demonstrates an increasing ability to control impulses.</p>                            | <p><b>Level 2</b> Child attempts to deal with a conflict in a simple way./El niño intenta lidiar con un conflicto de una manera sencilla.</p>  | 5% | 1% | 1% | <p><b>Level 2</b> Child attempts to deal with a conflict in a simple way./El niño intenta lidiar con un conflicto de una manera sencilla.</p>   | 5% | 5% | 3% |
|  | <p>GOAL P-ATL 9 Child demonstrates flexibility in thinking and behavior.</p> <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>                  | <p><b>Level 3</b> Child requests adult help in resolving a conflict with another child / El niño solicita ayuda de un adulto para resolver un conflicto con otro niño.</p>                                       | %  | 9% | 2% | <p><b>Level 3</b> Child requests adult help in resolving a conflict with another child / El niño solicita ayuda de un adulto para resolver un conflicto con otro niño.</p>  | 1% | 5% | 5% |
|  | <p><b>Relationships with Other Children</b></p> <p>GOAL P-SE 5 Child uses basic problem solving skills to resolve conflicts with other children.</p> | <p><b>Level 4</b> Child engages in conflict resolution by offering a solution and agreeing on a solution./ El niño participa en la resolución de un conflicto al ofrecer una solución y acordar una solución</p> | %  | %  | 4% | <p><b>Level 4</b> Child engages in conflict resolution by offering a solution and agreeing on a solution. / El niño participa en la resolución de un conflicto al ofrecer una solución y acordar una solución</p> | %  | 1% | 9% |
|  | <p><b>Emotional Functioning</b></p> <p>GOAL P-SE 8 Child manages emotions with increasing independence.</p>  | <p><b>Level 5</b> Child negotiates a solution to a conflict with another child on his or her own./El niño negocia una solución a un conflicto con otro niño por su cuenta.</p>                                   | %  | %  | %  | <p><b>Level 5</b> Child negotiates a solution to a conflict with another child on his or her own./El niño negocia una solución a un conflicto con otro niño por su cuenta.</p>                                    | %  | %  | 0% |
|  | <p>--</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p>   | <p><b>Level 6</b> Child anticipates whether a solution to a conflict will or will not work and explains why./El niño anticipa si una solución a un conflicto funcionará o no y explica por qué.</p>              | %  | %  | 1% | <p><b>Level 6</b> Child anticipates whether a solution to a conflict will or will not work and explains why./El niño anticipa si una solución a un conflicto funcionará o no y explica por qué.</p>               | %  | %  | %  |
|  | <p><b>Autorregulación emocional y conductual</b></p> <p>META P-ATL 4 El niño maneja acciones, palabras y comportamiento con mayor independencia.</p> | <p><b>Level 7</b> Child helps to mediate conflicts between other children./El niño ayuda a mediar en los conflictos entre otros niños.</p>   | %  | %  | %  | <p><b>Level 7</b> Child helps to mediate conflicts between other children./El niño ayuda a mediar en los conflictos entre otros niños.</p>  | %  | %  | %  |
|  | <p><b>Autorregulación cognitiva</b></p> <p>META P-ATL 5 El niño demuestra una capacidad cada vez mayor para controlar los impulsos.</p>              |  | %  | %  | %  |   | %  | %  | %  |

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|--|---|--|---|---|---------------------------------------|--|---|---------------------------------------|-------------------------------------|
|  | <p>META P-ATL 9 El niño demuestra flexibilidad en el pensamiento y el comportamiento.</p> <p><b>DOMINIO:<br/>DESARROLLO SOCIAL Y EMOCIONAL</b></p> <p><b>Relaciones con otros niños</b></p> <p>META P-SE 5 El niño usa habilidades básicas para resolver problemas para resolver conflictos con otros niños.</p> <p><b>Funcionamiento emocional</b></p> <p>META P-SE 8 El niño maneja las emociones con creciente independencia.</p>  |  |   |   |                                       |  |   |                                       |                                     |
| <p><b>P</b><br/>Physical Development and Health</p> <p><b>I</b><br/>Gross Motor Skills</p> <p><b>D</b><br/>Desarrollo físico y salud</p> <p><b>I</b><br/>Habilidades motoras gruesas</p> | <p><b>DOMAIN:<br/>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b></p> <p><b>Gross Motor</b></p> <p>GOAL P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</p> <p>GOAL P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people.</p> <p>---</p> <p><b>DOMINIO:<br/>DESARROLLO PERCEPTUAL, MOTOR Y FÍSICO</b></p> <p><b>Motricidad gruesa</b></p> <p>META P-PMP 1 El niño demuestra control, fuerza y coordinación de los músculos grandes.</p> | <p><b>Level 0</b> Child moves the whole body./El niño mueve todo el cuerpo.</p> <p><b>Level 1</b> Child walks./Niño camina.</p> <p><b>Level 2</b> Child goes up or down a ladder, runs while navigating around people and objects, or marches./El niño sube o baja una escalera, corre mientras se mueve entre personas y objetos, o marcha.</p> <p><b>Level 3</b> Child walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops./El niño sube o baja escaleras alternando los pies, salta con ambos pies fuera del suelo o galopa.</p> <p><b>Level 4</b> Child strikes a large moving object with his or her hand or foot./El niño golpea un objeto grande en movimiento con la mano o el pie.</p> | <p>%</p> <p>7 %</p> <p>5 %</p> <p>9 %</p> | <p>%</p> <p>%</p> <p>7 %</p> <p>5 %</p> | <p>%</p> <p>%</p> <p>%</p> <p>3 %</p> | <p><b>Level 0</b> Child moves the whole body./El niño mueve todo el cuerpo.</p> <p><b>Level 1</b> Child walks./Niño camina.</p> <p><b>Level 2</b> Child goes up or down a ladder, runs while navigating around people and objects, or marches./El niño sube o baja una escalera, corre mientras se mueve entre personas y objetos, o marcha.</p> <p><b>Level 3</b> Child walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops./El niño sube o baja escaleras alternando los pies, salta con ambos pies fuera del suelo o galopa.</p> | <p>%</p> <p>%</p> <p>4 %</p> <p>3 %</p> | <p>%</p> <p>%</p> <p>%</p> <p>1 %</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> |

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|---|---|---|----------|------------|------------|---|----------|------------|------------|
|   | <p>META P-PMP 2 El niño usa la información perceptiva para guiar los movimientos y las interacciones con objetos y otras personas.</p>  | <p><b>Level 5</b> Child skips for eight or more repetitions./El niño salta durante ocho o más repeticiones.</p> <p><b>Level 6</b> Child strikes a small moving ball with a paddle, racket, or bat./El niño golpea una pequeña pelota en movimiento con una paleta, una raqueta o un bate.</p> <p><b>Level 7</b> Child combines a series of movements in a smooth, sequenced action./El niño combina una serie de movimientos en una acción suave y secuenciada.</p>     | <p>%</p> | <p>3 %</p> | <p>3 %</p> | <p><b>Level 4</b> Child strikes a large moving object with his or her hand or foot./El niño golpea un objeto grande en movimiento con la mano o el pie.</p> <p><b>Level 5</b> Child skips for eight or more repetitions./El niño salta durante ocho o más repeticiones.</p> <p><b>Level 6</b> Child strikes a small moving ball with a paddle, racket, or bat./El niño golpea una pequeña pelota en movimiento con una paleta, una raqueta o un bate.</p> <p><b>Level 7</b> Child combines a series of movements in a smooth, sequenced action./El niño combina una serie de movimientos en una acción suave y secuenciada.</p> | <p>%</p> | <p>5 %</p> | <p>8 %</p> |
| <p>P<br/>Physical Development and Health</p> <p>J<br/>Fine Motor Skills</p> <p>D<br/>Desarrollo físico y salud</p> <p>J<br/>Habilidades</p> | <p><b>DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b></p> <p><b>Fine Motor GOAL P-PMP 3</b></p> <p><b>Child demonstrates increasing control, strength, and coordination of small muscles.</b></p> <p>---</p> <p><b>DOMINIO: DESARROLLO PERCEPTUAL, MOTOR Y FÍSICO</b></p> <p><b>Motoras Finas</b></p> | <p><b>Level 0</b> Child opens and closes his or her hand./El niño abre y cierra su mano.</p> <p><b>Level 1</b> Child uses his or her small muscles to handle or pick up objects./El niño usa sus pequeños músculos para manipular o recoger objetos.</p> <p><b>Level 2</b> Child fits materials together or pulls them apart./El niño une los materiales o los separa.</p> <p><b>Level 3</b> Child uses his or her small muscles with moderate control./El niño usa</p> | <p>%</p> | <p>6 %</p> | <p>6 %</p> | <p><b>Level 0</b> Child opens and closes his or her hand./El niño abre y cierra su mano.</p> <p><b>Level 1</b> Child uses his or her small muscles to handle or pick up objects./El niño usa sus pequeños músculos para manipular o recoger objetos.</p> <p><b>Level 2</b> Child fits materials together or pulls them apart./El niño une los materiales o los separa.</p>  | <p>%</p> | <p>1 %</p> | <p>2 %</p> |

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|--|---|--|---|--|--|--|---|---|---|
| <p>motoras finas</p>   | <p><b>META P-PMP 3 El niño demuestra mayor control, fuerza y coordinación de los músculos pequeños.</b></p>   | <p><b>sus músculos pequeños con control moderado.</b></p> <p><b>Level 4</b> Child manipulates small objects with dexterity and precision./El niño manipula objetos pequeños con destreza y precisión.</p> <p><b>Level 5</b> Child uses a tripod grasp to write or draw a letter, numeral, or closed shape./El niño usa un agarre de trípode para escribir o dibujar una letra, un número o una forma cerrada.</p> <p><b>Level 6</b> Child performs precise actions involving opposing hand movements/El niño realiza acciones precisas que implican movimientos opuestos de las manos.</p> <p><b>Level 7</b> Child uses finger dexterity and strength to complete a multistep task./El niño usa la destreza y la fuerza de los dedos para completar una tarea de varios pasos.</p> | <p>8 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>8 %</p> <p>1 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>8 %</p> <p>0 %</p> <p>8 %</p> <p>1 %</p> <p>%</p> | <p><b>Level 3</b> Child uses his or her small muscles with moderate control./El niño usa sus músculos pequeños con control moderado.</p> <p><b>Level 4</b> Child manipulates small objects with dexterity and precision./El niño manipula objetos pequeños con destreza y precisión.</p> <p><b>Level 5</b> Child uses a tripod grasp to write or draw a letter, numeral, or closed shape./El niño usa un agarre de trípode para escribir o dibujar una letra, un número o una forma cerrada.</p> <p><b>Level 6</b> Child performs precise actions involving opposing hand movements./El niño realiza acciones precisas que implican movimientos opuestos de las manos.</p> <p><b>Level 7</b> Child uses finger dexterity and strength to complete a multistep task./El niño usa la destreza y la fuerza de los dedos para completar una tarea de varios pasos.</p> | <p>4 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>9 %</p> <p>9 %</p> <p>5 %</p> <p>%</p> <p>1 %</p> <p>%</p> | <p>%</p> <p>4 %</p> <p>9 %</p> <p>9 %</p> <p>1 %</p> <p>%</p> |
| <p><b>P</b><br/>Physical Development and Health</p> <p><b>K</b><br/>Personal Care and Healthy Behavior</p> | <p><b>DOMAIN: APPROACHES TO LEARNING Initiative and Curiosity</b><br/>GOAL P-ATL 10 Child demonstrates initiative and independence.</p> <p><b>DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b><br/>Health, Safety, and Nutrition</p> | <p><b>Level 0</b> Child expresses basic physical needs./El niño expresa necesidades físicas básicas.</p> <p><b>Level 1</b> Child feeds him- or herself finger foods./El niño se alimenta a sí mismo con bocadillos.</p>  | <p>%</p> <p>7 %</p>   | <p>%</p> <p>%</p>  | <p>%</p> <p>%</p>                                    | <p><b>Level 0</b> Child expresses basic physical needs./El niño expresa necesidades físicas básicas.</p> <p><b>Level 1</b> Child feeds him- or herself finger foods./El niño se alimenta a sí mismo con bocadillos.</p>  | <p>%</p> <p>%</p>                                       | <p>%</p> <p>%</p>   | <p>%</p> <p>%</p>   |

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|---|--|---|----------------|----------------|----------|---|----------------|----------------|----------------|
| <p><b>Desarrollo físico y salud</b></p> <p><b>Cuidado Personal y Comportamiento Saludable</b></p> | <p>GOAL P-PMP 4 Child demonstrates personal hygiene and self-care skills.</p> <p>GOAL P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p> <p>GOAL P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b><br/><b>Iniciativa y curiosidad</b><br/>META P-ATL 10 El niño demuestra iniciativa e independencia.</p> <p><b>DOMINIO:</b><br/><b>DESARROLLO PERCEPTUAL, MOTOR Y FÍSICO</b><br/><b>Salud, Seguridad y Nutrición</b><br/>META P-PMP 4 El niño demuestra habilidades de higiene personal y cuidado propio.<br/>META P-PMP 5 El niño desarrolla conocimientos y habilidades que ayudan a promover opciones de alimentos y hábitos alimenticios nutritivos.<br/>META P-PMP 6 El niño demuestra conocimiento de las prácticas y rutinas de seguridad personal.</p> | <p><b>Level 2</b> Child names basic body parts./El niño nombra las partes básicas del cuerpo.</p>   | <p>4<br/>%</p> | <p>1<br/>%</p> | <p>%</p> | <p><b>Level 2</b> Child names basic body parts./El niño nombra las partes básicas del cuerpo.</p>   | <p>%</p>       | <p>%</p>       | <p>%</p>       |
|   |  | <p><b>Level 3</b> Child performs a personal care task with assistance./El niño realiza una tarea de cuidado personal con ayuda.</p>   | <p>2<br/>%</p> | <p>6<br/>%</p> | <p>%</p> | <p><b>Level 3</b> Child performs a personal care task with assistance./El niño realiza una tarea de cuidado personal con ayuda.</p>   | <p>1<br/>%</p> | <p>0<br/>%</p> | <p>%</p>       |
|   |  | <p><b>Level 4</b> Child performs a personal care task independently./El niño realiza una tarea de cuidado personal de forma independiente.</p>                                | <p>%</p>       | <p>3<br/>%</p> | <p>%</p> | <p><b>Level 4</b> Child performs a personal care task independently./El niño realiza una tarea de cuidado personal de forma independiente.</p>                                | <p>6<br/>%</p> | <p>3<br/>%</p> | <p>6<br/>%</p> |
|   |  | <p><b>Level 5</b> Child makes a healthy choice and explains why it is good for him or her./El niño hace una elección saludable y explica por qué es bueno para él o ella.</p> | <p>1<br/>%</p> | <p>%</p>       | <p>%</p> | <p><b>Level 5</b> Child makes a healthy choice and explains why it is good for him or her./El niño hace una elección saludable y explica por qué es bueno para él o ella.</p> | <p>%</p>       | <p>%</p>       | <p>%</p>       |
|   |  | <p><b>Level 6</b> Child explains the reason behind a safety rule./El niño explica la razón detrás de una regla de seguridad.</p>  | <p>%</p>       | <p>6<br/>%</p> | <p>%</p> | <p><b>Level 6</b> Child explains the reason behind a safety rule./El niño explica la razón detrás de una regla de seguridad.</p>  | <p>%</p>       | <p>%</p>       | <p>6<br/>%</p> |
|   |  | <p><b>Level 7</b> Child explains how and why people have to take care of their bodies./El niño explica cómo y por qué la gente tiene que cuidar su cuerpo.</p>                | <p>%</p>       | <p>%</p>       | <p>%</p> | <p><b>Level 7</b> Child explains how and why people have to take care of their bodies./El niño explica cómo y por qué la gente tiene que cuidar su cuerpo.</p>                | <p>%</p>       | <p>%</p>       | <p>1<br/>%</p> |
|   |  |   | <p>%</p>       | <p>%</p>       | <p>%</p> |   | <p>%</p>       | <p>%</p>       | <p>%</p>       |

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|--|---|--|----|----|----|----|----|----|----|----|
| <p>L<br/>Language, Literacy and Communication</p> <p>L<br/>Speaking</p> <p>L<br/>Lectoescritura y Comunicación</p> <p>L<br/>Hablar</p> | <p><b>DOMAIN:</b><br/><b>LANGUAGE AND COMMUNICATION</b><br/><b>Communicating and Speaking</b></p> <p>GOAL P-LC 3 Child varies the amount of information provided to meet the demands of the situation.</p> <p>GOAL P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways.</p> <p><b>Vocabulary</b><br/>GOAL P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.</p> <p>--<br/><b>DOMINIO:</b><br/><b>LENGUAJE Y COMUNICACION</b><br/><b>Comunicando y hablando</b></p> <p>META P-LC 3 El niño varía la cantidad de información proporcionada para satisfacer las demandas de la situación.</p> <p>META P-LC 5 El niño se expresa a sí mismo de maneras cada vez más largas, detalladas y sofisticadas.</p> <p><b>Vocabulario</b><br/>META P-LC 6 El niño entiende y usa una amplia variedad de palabras para una variedad de propósitos.</p>  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly./El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> <p><b>Level 7</b> Child participates in a collaborative discussion with another child about specific school-related content/El niño participa en una discusión colaborativa con</p> | %  | %  | %  | %  | %  | %  | %  |    |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | 6%   | 3% | %  | 8% | 0% | %  | 6% | %  | %  |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | 6%   | 3% | %  | 8% | 0% | %  | 6% | %  | %  |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | 9%   | 3% | 8% | 8% | 0% | 2% | 5% | 2% | %  |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | %  | %  | 8% | %  | 8% | 0% | 2% | %  | 2% |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | %  | %  | %  | %  | %  | %  | %  | %  | %  |
|  | <p><b>Level 0</b> Child makes verbal sounds such as cooing and babbling./El niño hace sonidos verbales como arrullos y balbuceos.</p> <p><b>Level 1</b> Child says (or signs) a single word to refer to a person, animal, object, or action./El niño dice (o hace señas) una sola palabra para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 2</b> Child says a two- or three-word phrase to refer to a person, animal, object, or action./El niño dice una frase de dos o tres palabras para referirse a una persona, animal, objeto o acción.</p> <p><b>Level 3</b> Child talks about real people or objects that are not present. / El niño habla de personas u objetos que no están presentes.</p> <p><b>Level 4</b> Child uses the pronouns he, she, him, her, his, and hers correctly. / El niño usa los pronombres “él, ella, y suyo” correctamente.</p> <p><b>Level 5</b> Child uses a clause that starts with when, if, or since in a complex sentence./Child usa una cláusula que comienza con when, if o since en una oración compleja.</p> <p><b>Level 6</b> Child uses “what if” or “suppose” talk to spark a conversation about possibilities./El niño usa "qué pasaría si" o "supongamos" para iniciar una conversación sobre las posibilidades.</p> | %  | %  | %  | %  | %  | %  | %  | %  | %  |

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|--------------------------------------|---|--|---|---|---|--|---|---|---|
|                                      |   | otro niño sobre contenido específico relacionado con la escuela  | % | % | % | Level 7 Child participates in a collaborative discussion with another child about specific school-related content/El niño participa en una discusión colaborativa con otro niño sobre contenido específico relacionado con la escuela  | % | % | % |
| Language, Literacy and Communication | <p><b>DOMAIN: APPROACHES TO LEARNING Cognitive Self Regulation</b><br/>GOAL P-ATL 8 Child holds information in mind and manipulates it to perform tasks.</p> <p><b>DOMAIN: LANGUAGE AND COMMUNICATION Attending and Understanding</b><br/>GOAL P-LC 1 Child attends to communication and language from others.<br/>GOAL P-LC 2 Child understands and responds to increasingly complex communication and language from others.</p> <p><b>Communicating and Speaking</b><br/>GOAL P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.<br/>GOAL P-LC 5 Child expresses himself in increasingly long, detailed, and sophisticated ways.</p> <p><b>Vocabulary</b><br/>GOAL P-LC 6 Child understands and uses a wide variety of words for a variety</p> <p><b>DOMAIN: LITERACY Comprehension and Text Structure</b><br/>GOAL P-LIT 4 Child demonstrates and understanding of</p> | <p><b>Level 0</b> Child responds to a voice by turning his or her head, establishing eye contact, or smiling./El niño responde a una voz girando la cabeza, estableciendo contacto visual o sonriendo.</p> <p><b>Level 1</b> Child responds nonverbally to simple statements or requests./El niño responde de manera no verbal a declaraciones o solicitudes simples.</p> <p><b>Level 2</b> Child responds verbally to simple statements or questions./El niño responde verbalmente a declaraciones o preguntas simples.</p> <p><b>Level 3</b> Child adds to a conversation by connecting the topic to his or her own experience. / El niño aporta una conversación al conectar al tema a su propia experiencia.</p> <p><b>Level 4</b> Child retells (remembers) three or more details in a story or book./El niño vuelve a contar (recuerda) tres o más detalles en una historia o un libro.</p> <p><b>Level 5</b> Child predicts what will happen next in an unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience/El niño predice lo que sucederá a continuación en una historia o libro</p> | % | % | % | <p><b>Level 0</b> Child responds to a voice by turning his or her head, establishing eye contact, or smiling./El niño responde a una voz girando la cabeza, estableciendo contacto visual o sonriendo.</p> <p><b>Level 1</b> Child responds nonverbally to simple statements or requests./El niño responde de manera no verbal a declaraciones o solicitudes simples.</p> <p><b>Level 2</b> Child responds verbally to simple statements or questions./El niño responde verbalmente a declaraciones o preguntas simples.</p> <p><b>Level 3</b> Child adds to a conversation by connecting the topic to his or her own experience. / El niño aporta una conversación al conectar al tema a su propia experiencia.</p> <p><b>Level 4</b> Child retells (remembers) three or more details in a story or book. / El niño vuelve a contar (recuerda) tres o más detalles en una historia o un libro.</p> <p><b>Level 5</b> Child predicts what will happen next in an</p> | % | % | % |

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|---|---|----------|----------|----------|----------|---|----------|----------|----------------|
| <p>narrative structure through storytelling/re-telling.<br/>GOAL P-LIT 5 Child asks and answers questions about a book that was read aloud.</p> <p>--<br/><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b><br/><b>Autoregulación</b><br/><b>cognitiva</b><br/>META P-ATL 8 El niño retiene información en la mente y la manipula para realizar tareas.</p> <p><b>DOMINIO:</b><br/><b>LENGUAJE Y COMUNICACION</b><br/><b>Atender y Entender</b><br/>META P-LC 1 El niño atiende a la comunicación y el lenguaje de los demás.<br/>META P-LC 2 El niño comprende y responde a la comunicación y el lenguaje cada vez más complejos de los demás.<br/><b>Comunicarse y Hablar</b><br/>META P-LC 4 El niño entiende, sigue y usa las reglas sociales y de conversación apropiadas.<br/>META P-LC 5 El niño se expresa en formas cada vez más largas, detalladas y sofisticadas.<br/><b>Vocabulario</b><br/>META P-LC 6 El niño entiende y usa una amplia variedad de palabras para una variedad</p> <p><b>DOMAIN:</b><br/><b>LECTOESCRITURA</b><br/><b>Comprensión y estructura del texto</b><br/>META P-LIT 4 El niño demuestra una comprensión de la estructura narrativa a través de la narración/volviendo a contar cuentos.<br/>META P-LIT 5 El niño hace y responde preguntas sobre un libro que se leyó en voz alta.</p> | <p>desconocido y da una razón basada en lo que sucedió anteriormente en el libro o en su propia experiencia.</p> <p><b>Level 6</b> Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text./El niño muestra una comprensión de la información del contenido (el tema) al hacer y/o responder preguntas aclaratorias sobre los puntos clave presentados oralmente o en un texto.</p> <p><b>Level 7</b> Child compares and contrasts relationships among characters, events, and themes in a book or story./El niño compara y contrasta las relaciones entre personajes, eventos y temas en un libro o cuento.</p> | <p>%</p> | <p>%</p> | <p>%</p> | <p>%</p> | <p>unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience/El niño predice lo que sucederá a continuación en una historia o libro desconocido y da una razón basada en lo que sucedió anteriormente en el libro o en su propia experiencia.</p> <p><b>Level 6</b> Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text./El niño muestra una comprensión de la información del contenido (el tema) al hacer y/o responder preguntas aclaratorias sobre los puntos clave presentados oralmente o en un texto.</p> <p><b>Level 7</b> Child compares and contrasts relationships among characters, events, and themes in a book or story./El niño compara y contrasta las relaciones entre personajes, eventos y temas en un libro o cuento.</p> | <p>%</p> | <p>%</p> | <p>4<br/>%</p> |
|---|---|----------|----------|----------|----------|---|----------|----------|----------------|

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|---|--|--|----------------|----------------|----------------|---|----------------|----------------|----------------|
| <p>L<br/>anguage,<br/>Literacy<br/>and<br/>Communica<br/>tion</p>     | <p><b>DOMAIN:<br/>LITERACY<br/>Phonological<br/>Awareness</b><br/>GOAL P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</p>                     | <p><b>Level 0</b> Child responds to a sound in the environment/El niño responde a un sonido en el ambiente</p> <p><b>Level 1</b> Child makes the sound of an animal, a vehicle, or another familiar object./El niño hace el sonido de un animal, un vehículo u otro objeto familiar.</p> | <p>2<br/>%</p> | <p>%</p>       | <p>%</p>       | <p><b>Level 0</b> Child responds to a sound in the environment/El niño responde a un sonido en el ambiente</p>  | <p>%</p>       | <p>%</p>       | <p>%</p>       |
| <p>N<br/>Phonological<br/>Awarenes</p>                                | <p>---</p>   | <p><b>Level 2</b> Child repeats or joins in saying parts of simple rhymes./El niño repite o se une al decir partes de rimas simples.</p>   | <p>0<br/>%</p> | <p>8<br/>%</p> | <p>%</p>       | <p><b>Level 1</b> Child makes the sound of an animal, a vehicle, or another familiar object./El niño hace el sonido de un animal, un vehículo u otro objeto familiar.</p> | <p>6<br/>%</p> | <p>%</p>       | <p>%</p>       |
| <p>L<br/>enguaje,<br/>Lectoescritu<br/>ra y<br/>Comunicaci<br/>ón</p> | <p><b>DOMINIO:<br/>LECTOESCRITURA<br/>Conocimiento<br/>fonológico</b><br/>META P-LIT 1 El niño demuestra conciencia de que el lenguaje hablado se compone de segmentos de sonido más pequeños.</p> | <p><b>Level 3</b> Child spontaneously says real or made-up rhyming words./El niño dice espontáneamente palabras que riman reales o inventadas.</p>   | <p>3<br/>%</p> | <p>6<br/>%</p> | <p>8<br/>%</p> | <p><b>Level 2</b> Child repeats or joins in saying parts of simple rhymes./El niño repite o se une al decir partes de rimas simples.</p>                                  | <p>9<br/>%</p> | <p>9<br/>%</p> | <p>%</p>       |
| <p>N<br/>Conocimient<br/>o fonológico</p>                             | <p></p>  | <p><b>Level 4</b> Child points out that two words do not rhyme./El niño señala que dos palabras no riman.</p>  | <p>%</p>       | <p>6<br/>%</p> | <p>8<br/>%</p> | <p><b>Level 3</b> Child spontaneously says real or made-up rhyming words./El niño dice espontáneamente palabras que riman reales o inventadas.</p>                        | <p>3<br/>%</p> | <p>9<br/>%</p> | <p>9<br/>%</p> |
| <p></p>   | <p></p>  | <p><b>Level 5</b> Child points out that two words start with the same sound./El niño señala que dos palabras comienzan con el mismo sonido.</p>  | <p>%</p>       | <p>%</p>       | <p>3<br/>%</p> | <p><b>Level 4</b> Child points out that two words do not rhyme./El niño señala que dos palabras no riman.</p>   | <p>%</p>       | <p>%</p>       | <p>9<br/>%</p> |
| <p></p>   | <p></p>  | <p><b>Level 6</b> Child identifies the beginning and ending phonemes in a word./El niño identifica los fonemas iniciales y finales de una palabra.</p>   | <p>%</p>       | <p>%</p>       | <p>3<br/>%</p> | <p><b>Level 5</b> Child points out that two words start with the same sound./El niño señala que dos palabras comienzan con el mismo sonido.</p>                           | <p>%</p>       | <p>%</p>       | <p>3<br/>%</p> |
| <p></p>   | <p></p>  | <p><b>Level 7</b> Child segments or blends a word composed of three or more phonemes./El niño segmenta o combina una palabra compuesta de tres o más fonemas</p>   | <p>%</p>       | <p>%</p>       | <p>%</p>       | <p><b>Level 6</b> Child identifies the beginning and ending phonemes in a word./El niño identifica los fonemas iniciales y finales de una palabra.</p>                    | <p>%</p>       | <p>%</p>       | <p>3<br/>%</p> |
| <p></p>   | <p></p>  | <p></p>  | <p>%</p>       | <p>%</p>       | <p>%</p>       | <p><b>Level 7</b> Child segments or blends a word composed of three or more phonemes./El niño segmenta o combina una palabra compuesta de tres o más fonemas</p>          | <p>%</p>       | <p>%</p>       | <p>%</p>       |





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|  |  | <p><b>Level 7</b> The child decodes (reads) a two-syllable word by breaking the word into syllables./El niño decodifica (lee) una palabra de dos sílabas dividiendo la palabra en sílabas.</p>  | % | % | % | niño lee palabras distintas mientras sigue una línea de texto, lee palabras nuevas usando sonidos de letras, pistas de imágenes, patrones de lenguaje y/o vocabulario.   | % | % | % |
|  |  |   | % | % | % | <p><b>Level 7</b> The child decodes (reads) a two-syllable word by breaking the word into syllables./El niño decodifica (lee) una palabra de dos sílabas dividiendo la palabra en sílabas.</p>   | % | % | % |
|  |  |   | % | % | % |  | % | % | % |
| <p><b>L</b><br/>anguage,<br/>Literacy,<br/>and<br/>Communica<br/>tion</p> <p>Q<br/>Book<br/>enjoyment<br/>and<br/>knowledge</p> <p><b>L</b><br/>enguaje,<br/>Lectoescritu<br/>ra y<br/>Comunicaci<br/>ón</p> <p>Q<br/>Conocimient<br/>o y disfrute<br/>de los libros</p> | <p><b>DOMAIN:<br/>LITERACY<br/>Print and Alphabet<br/>Knowledge</b><br/>GOAL P-LIT 2 Child demonstrates an understanding of how print is used and the rules that govern how print works.</p> <p><b>Comprehension and<br/>Text Structure</b><br/>GOAL P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/retelling.<br/>GOAL P-LIT 5 Child asks and answers questions about a book that was read aloud.</p> <p>--<br/><b>DOMAIN:<br/>LECTOESCRITURA<br/>Conocimiento de la<br/>letra impresa y el alfabeto</b><br/>META P-LIT 2 El niño demuestra comprensión de cómo se usa la letra impresa y las reglas que rigen cómo funciona la letra impresa.</p> | <p><b>Level 0</b> Child touches, grasps, or mouths a book./El niño toca, agarra o se lleva un libro a la boca.</p> <p><b>Level 1</b> Child turns pages of a book./El niño pasa las páginas de un libro.</p> <p><b>Level 2</b> Child looks at a book front to back and turns the pages one at a time./El niño mira un libro de adelante hacia atrás y pasa las páginas una a la vez.</p> <p><b>Level 3</b> Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book./El niño usa una frase u oración para hablar sobre una persona, animal, objeto o evento ilustrado en un libro.</p> <p><b>Level 4</b> Child selects or requests a particular book. / El niño selecciona o solicita un libro particular.</p> <p><b>Level 5</b> Child explains why he or she likes a particular book or series of books./El niño explica por qué le gusta un libro o una serie de libros en particular</p> | % | % | % | <p><b>Level 0</b> Child touches, grasps, or mouths a book./El niño toca, agarra o se lleva un libro a la boca.</p> <p><b>Level 1</b> Child turns pages of a book./El niño pasa las páginas de un libro.</p> <p><b>Level 2</b> Child looks at a book front to back and turns the pages one at a time./El niño mira un libro de adelante hacia atrás y pasa las páginas una a la vez.</p> <p><b>Level 3</b> Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book./El niño usa una frase u oración para hablar sobre una persona, animal, objeto o evento ilustrado en un libro.</p> <p><b>Level 4</b> Child selects or requests a particular book. / El niño selecciona o solicita un libro particular.</p> | % | % | % |

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|   | <p><b>Comprensión y estructura del texto</b><br/>                 META P-LIT 4 El niño demuestra una comprensión de la estructura narrativa a través de la narración/re-narración.<br/>                 META P-LIT 5 El niño pregunta y responde a preguntas sobre un libro que se leyó en voz alta.</p>  | <p><b>Level 6</b> Child retells in sequence four or more events in a story or book./El niño vuelve a contar en secuencia cuatro o más eventos en una historia o libro.</p> <p><b>Level 7</b> Child summarizes a book based on the story elements of character, setting, and events (plot)./El niño resume un libro basado en los elementos de la historia del personaje, el escenario y los eventos (trama).</p>   | % | 2 % | % | 3 % | <p><b>Level 5</b> Child explains why he or she likes a particular book or series of books. / El niño explica por qué le gusta un libro o una serie de libros en particular</p> <p><b>Level 6</b> Child retells in sequence four or more events in a story or book./El niño vuelve a contar en secuencia cuatro o más eventos en una historia o libro.</p> <p><b>Level 7</b> Child summarizes a book based on the story elements of character, setting, and events (plot)./El niño resume un libro basado en los elementos de la historia del personaje, el escenario y los eventos (trama).</p> | % | % | % |
| <p>L<br/>                 Language, Literacy and Communication<br/>                 R<br/>                 Writing</p> <p>L<br/>                 Language, Literacy and Communication<br/>                 R<br/>                 Writing</p> | <p><b>DOMAIN: LITERACY</b><br/> <b>Writing</b><br/>                 GOAL P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</p> <p><b>DOMAIN: COGNITION</b><br/> <b>Counting and Cardinality</b><br/>                 GOAL P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers.</p> <p>---</p> <p><b>DOMINIO: LECTOESCRITURA</b><br/> <b>Escritura</b></p> | <p><b>Level 0</b> Child grasps objects./El niño agarra objetos.</p> <p><b>Level 1</b> Child makes marks on a writing surface./El niño hace marcas en una superficie para escribir.</p> <p><b>Level 2</b> Child scribbles./Niño garabatos.</p> <p><b>Level 3</b> Child writes discrete letterlike forms. / El niño escribe formas discretas con letras.</p> <p><b>Level 4</b> Child writes five or more recognizable letters or numerals./El niño escribe tres o más letras o números reconocibles.</p> | % | %   | % | 2 % | <p><b>Level 0</b> Child grasps objects./El niño agarra objetos.</p> <p><b>Level 1</b> Child makes marks on a writing surface./El niño hace marcas en una superficie para escribir.</p> <p><b>Level 2</b> Child scribbles./Niño garabatos.</p> <p><b>Level 3</b> Child writes discrete letterlike forms. / El niño escribe formas discretas con letras.</p> <p><b>Level 4</b> Child writes five or more recognizable letters or numerals. / El niño escribe tres o más letras o números reconocibles.</p>  | % | % | % |

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|   | <p>META P-LIT 6 El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.</p> <p><b>DOMINIO: COGNICIÓN</b></p> <p><b>Conteo y Cardinalidad</b></p> <p>META P-MATEMÁTICAS 5 El niño asocia una cantidad con números escritos hasta el 5 y comienza a escribir números.</p>   | <p><b>Level 5</b> Child combines letters to form words for a purpose./El niño combina letras para formar palabras con un propósito.</p> <p><b>Level 6</b> Child writes a sentence, separating the words with spaces./El niño escribe una oración, separando las palabras con espacios.</p> <p><b>Level 7</b> Child uses writing conventions by writing several sentences from left to right in horizontal lines./El niño usa convenciones de escritura al escribir varias oraciones de izquierda a derecha en líneas horizontales.</p>   | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p>          | <p>8</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p>                   | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>Level 5</b> Child combines letters to form words for a purpose./El niño combina letras para formar palabras con un propósito.</p> <p><b>Level 6</b> Child writes a sentence, separating the words with spaces./El niño escribe una oración, separando las palabras con espacios.</p> <p><b>Level 7</b> Child uses writing conventions by writing several sentences from left to right in horizontal lines./El niño usa convenciones de escritura al escribir varias oraciones de izquierda a derecha en líneas horizontales.</p>  | <p>3</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>6</p> <p>%</p> <p>%</p> <p>%</p> <p>1</p> <p>%</p> <p>%</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> |
| <p><b>M</b><br/><b>athematics</b><br/><b>S</b><br/>Numbers and counting</p> <p><b>M</b><br/><b>atemáticas</b><br/><b>S</b><br/>Numerar y contar</p> | <p><b>DOMAIN: MATHEMATICS DEVELOPMENT</b></p> <p><b>Counting and Cardinality</b></p> <p>GOAL P-MATH 1 Child knows number names and the count sequence.</p> <p>GOAL P-MATH 2 Child recognizes the number of objects in a small set.</p> <p>GOAL P-MATH 3 Child understands the relationship between numbers and quantities.</p> <p>GOAL P-MATH 4 Child compares numbers.</p> <p>GOAL P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers.</p> <p><b>Operations and Algebraic Thinking</b></p> <p>GOAL P-MATH 6 Child understands addition as adding to and</p> | <p><b>Level 0</b> Child looks at, touches, or handles a single object./El niño mira, toca o manipula un solo objeto.</p> <p><b>Level 1</b> Child uses a word, sign, or phrase to ask for “more.”/El niño usa una palabra, seña o frase para pedir “más”.</p> <p><b>Level 2</b> Child uses a number word or rote counts./El niño usa una palabra numérica o cuenta de memoria.</p> <p><b>Level 3</b> Child consistently counts up to 10 objects. / El niño cuenta de manera sistemática hasta 10 objetos.</p> <p><b>Level 4</b> Child identifies four or more single-digit numerals./El niño identifica cuatro o más numerales de un solo dígito.</p> | <p>%</p> <p>0</p> <p>%</p> <p>3</p> <p>%</p> <p>2</p> <p>%</p> | <p>%</p> <p>%</p> <p>%</p> <p>5</p> <p>%</p> <p>8</p> <p>4</p> <p>%</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>Level 0</b> Child looks at, touches, or handles a single object./El niño mira, toca o manipula un solo objeto.</p> <p><b>Level 1</b> Child uses a word, sign, or phrase to ask for “more.”/El niño usa una palabra, seña o frase para pedir “más”.</p> <p><b>Level 2</b> Child uses a number word or rote counts./El niño usa una palabra numérica o cuenta de memoria.</p> <p><b>Level 3</b> Child consistently counts up to 10 objects. / El niño cuenta de manera sistemática hasta 10 objetos.</p> <p><b>Level 4</b> Child identifies four or more single-digit numerals. /</p> | <p>%</p> <p>%</p> <p>2</p> <p>%</p> <p>2</p> <p>%</p> | <p>%</p> <p>%</p> <p>6</p> <p>%</p> <p>2</p> <p>%</p>          | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> |

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|  | <p>understands subtraction as taking away from.</p> <p>--</p> <p><b>DOMINIO: DESARROLLO DE MATEMATICAS</b></p> <p><b>Conteo y Cardinalidad</b><br/>         META P-MATH 1 El niño conoce el nombre de los números y su secuencia. META P-MATH 3 El niño comprende la relación entre los números y las cantidades.<br/>         META P-MATH 2 El niño reconoce la cantidad de objetos en un conjunto pequeño.<br/>         META P-MATH 3 El niño entiende la relación entre números y cantidades.<br/>         META P-MATH 4 El niño compara números.<br/>         META P-MATH 5 El niño asocia una cantidad con números escritos hasta el 5 y comienza a escribir números.</p> <p><b>Operaciones y pensamiento algebraico</b><br/>         META P-MATH 6 El niño entiende la suma como sumar y entiende la resta como quitar.</p> | <p><b>Level 5</b> Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted tells how many./El niño cuenta (con correspondencia de uno a uno) más de 10 objetos y dice que el último número contado indica cuántos.</p> <p><b>Level 6</b> Child says how many more or fewer are in one set than in another set./El niño dice cuántos más o menos hay en un conjunto que en otro conjunto.</p> <p><b>Level 7</b> Child composes and/or decomposes a number in two or more ways./El niño compone y/o descompone un número de dos o más formas.</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>2 %</p> <p>2 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>El niño identifica cuatro o más numerales de un solo dígito.</b></p> <p><b>Level 5</b> Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted tells how many./El niño cuenta (con correspondencia de uno a uno) más de 10 objetos y dice que el último número contado indica cuántos.</p> <p><b>Level 6</b> Child says how many more or fewer are in one set than in another set./El niño dice cuántos más o menos hay en un conjunto que en otro conjunto.</p> <p><b>Level 7</b> Child composes and/or decomposes a number in two or more ways./El niño compone y/o descompone un número de dos o más formas.</p> | <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>5 %</p> <p>7 %</p> <p>4 %</p> <p>4 %</p> <p>%</p> <p>%</p> | <p>1 %</p> <p>4 %</p> <p>4 %</p> <p>%</p> <p>%</p> <p>%</p> |
| <p><b>M</b><br/> <b>athematics</b><br/>         T<br/>         Geometry:<br/>         Shapes and spatial awareness</p> <p><b>M</b><br/> <b>atemáticas</b><br/>         T<br/>         Geometría:</p> | <p><b>DOMAIN: MATHEMATICS DEVELOPMENT</b></p> <p><b>Geometry and Spatial Sense</b></p> <p>GOAL P-MATH 9 Child identifies, describes, compares, and composes shapes.<br/>         GOAL P-MATH 10 Child explores the positions of objects in space.</p> <p>--</p>   | <p><b>Level 0</b> Child tracks a moving object./El niño rastrea un objeto en movimiento.</p> <p><b>Level 1</b> Child fits an object into an opening that is the correct size./El niño coloca un objeto en una abertura que tiene el tamaño correcto.</p> <p><b>Level 2</b> Child moves him- or herself or objects in response to a simple</p>  | <p>%</p> <p>6 %</p>  | <p>%</p> <p>%</p>  | <p>%</p> <p>%</p>   | <p><b>Level 0</b> Child tracks a moving object./El niño rastrea un objeto en movimiento.</p> <p><b>Level 1</b> Child fits an object into an opening that is the correct size./El niño coloca un objeto en una abertura que tiene el tamaño correcto.</p> <p><b>Level 2</b> Child moves him- or herself or objects in response to a</p>  | <p>%</p> <p>6 %</p>                                   | <p>%</p> <p>%</p>   | <p>%</p> <p>%</p>   |

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| <p>formas y comprensión espacial</p>                               | <p><b>DOMINIO: DESARROLLO DE MATEMATICAS</b><br/> <b>Geometría y Sentido Espacial</b><br/>                 META P-MATH 9 El niño identifica, describe, compara y arma alas figuras geométricas.<br/>                 META P-MATH 10 El niño explora las posiciones de los objetos en el espacio.</p> | <p>position or direction word./El niño se mueve a sí mismo oa objetos en respuesta a una posición simple o palabra de dirección.</p> <p><b>Level 3</b> Child recognizes and names two-dimensional shapes/El niño usa un término de medición.</p> <p><b>Level 4</b> Child transforms shapes and identifies the resulting shape(s)./El niño transforma formas e identifica las formas resultantes</p> <p><b>Level 5</b> Child describes what makes a shape a shape./El niño describe lo que hace que una forma sea una forma.</p> <p><b>Level 6</b> Child names a three-dimensional shape./El niño nombra una forma tridimensional.</p> <p><b>Level 7</b> Child describes three-dimensional shapes to compare their similarities and differences./El niño describe formas tridimensionales para comparar sus similitudes y diferencias.</p> | <p>6 %</p> <p>6 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>3 %</p> <p>6 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>9 %</p> <p>2 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>simple position or direction word./El niño se mueve a sí mismo oa objetos en respuesta a una posición simple o palabra de dirección.</p> <p><b>Level 3</b> Child recognizes and names two-dimensional shapes/El niño usa un término de medición.</p> <p><b>Level 4</b> Child transforms shapes and identifies the resulting shape(s). /El niño transforma formas e identifica las formas resultantes.</p> <p><b>Level 5</b> Child describes what makes a shape a shape./El niño describe lo que hace que una forma sea una forma.</p> <p><b>Level 6</b> Child names a three-dimensional shape./El niño nombra una forma tridimensional.</p> <p><b>Level 7</b> Child describes three-dimensional shapes to compare their similarities and differences./El niño describe formas tridimensionales para comparar sus similitudes y diferencias.</p> | <p>2 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>3 %</p> <p>2 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>9 %</p> <p>5 %</p> <p>6 %</p> <p>0 %</p> <p>%</p> |
| <p>M<br/>athematics<br/>U<br/>Measurement<br/>M<br/>atemáticas</p> | <p><b>DOMAIN: MATHEMATICS DEVELOPMENT</b><br/> <b>Measurement</b><br/>                 GOAL P-MATH 8<br/>                 Child measures objects by their various attributes using standard</p>  | <p><b>Level 0</b> Child explores one or more objects with measurable attributes/El niño explora uno o más objetos con atributos medibles</p>  | <p>%</p>  | <p>%</p>   | <p>%</p>   | <p><b>Level 0</b> Child explores one or more objects with measurable attributes/El niño explora uno o más objetos con atributos medibles</p>   | <p>%</p>   | <p>%</p>   | <p>%</p>   |

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| <p>U<br/>Medidas</p> | <p>and non-standard measurement. Uses differences in attributes to make comparisons.<br/> <b>DOMAIN:</b><br/> <b>SCIENTIFIC REASONING</b><br/> <b>Scientific Inquiry</b><br/>         GOAL P-SCI 3 Child compares and categorizes observable phenomena.<br/>         --<br/> <b>DOMINIO:</b><br/> <b>DESARROLLO DE MATEMATICAS</b><br/> <b>Medidas</b><br/>         META P-MATH 8 El niño mide los objetos por sus diversos atributos utilizando medidas estándar y no estándar. Utiliza diferencias en los atributos para hacer comparaciones.<br/> <b>DOMINIO:</b><br/> <b>RAZONAMIENTO CIENTÍFICO</b><br/> <b>La investigación científica</b><br/>         META P-SCI 3 El niño compara y categoriza fenómenos observables.</p> | <p><b>Level 1</b> Child fills a container./El niño llena un recipiente.<br/> <b>Level 2</b> Child nests or stacks four or more objects by size./El niño anida o apila cuatro o más objetos por tamaño.<br/> <b>Level 3</b> Child uses a measurement term/ El niño usa un término de medición.<br/> <b>Level 4</b> Child directly compares or orders things based on measurable attributes using the word same and words with er and est endings./El niño compara u ordena directamente cosas basado en los atributos medibles y usa la palabra “igual” y palabras como “mayor/menor que” o “más/menos que.”<br/> <b>Level 5</b> Child uses standard measuring procedures./El niño utiliza procedimientos de medición estándar.<br/> <b>Level 6</b> Child measures something using two different units and explains why the outcome is different/El niño mide algo usando dos unidades diferentes y explica por qué el resultado es diferente<br/> <b>Level 7</b> Child, on his or her own, correctly measures using a standard measuring unit and says what the unit measures./El niño, por su cuenta, mide correctamente usando una unidad de medida estándar y dice lo que mide la unidad.</p> | <p>0<br/>%</p> <p>1<br/>%</p> <p>4<br/>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>5<br/>%</p> <p>9<br/>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>%</p> <p>9<br/>%</p> <p>8<br/>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>Level 1</b> Child fills a container./El niño llena un recipiente.<br/> <b>Level 2</b> Child nests or stacks four or more objects by size./El niño anida o apila cuatro o más objetos por tamaño.<br/> <b>Level 3</b> Child uses a measurement term./El niño usa un término de medición.<br/> <b>Level 4</b> Child directly compares or orders things based on measurable attributes using the word same and words with er and est endings./El niño compara u ordena directamente cosas basado en los atributos medibles y usa la palabra “igual” y palabras como “mayor/menor que” o “más/menos que.”<br/> <b>Level 5</b> Child uses standard measuring procedures./El niño utiliza procedimientos de medición estándar.<br/> <b>Level 6</b> Child measures something using two different units and explains why the outcome is different/El niño mide algo usando dos unidades diferentes y explica por qué el resultado es diferente<br/> <b>Level 7</b> Child, on his or her own, correctly measures using a standard measuring unit and says what the unit measures./El niño, por su cuenta, mide correctamente usando una unidad de medida estándar y dice lo que mide la unidad.</p> | <p>0<br/>%</p> <p>2<br/>%</p> <p>1<br/>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>5<br/>%</p> <p>5<br/>%</p> <p>8<br/>%</p> <p>1<br/>%</p> <p>3<br/>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>%</p> <p>8<br/>%</p> <p>1<br/>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> |
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|                 |  |  |   | % | % | %  | the answer/El niño plantea una pregunta de interés y recopila e interpreta información para averiguar la respuesta.   | %  | %  | %  |    |    |    |
|                 |  |  |   | % | % | %  |   |    |    |    |    |    |    |
| Creative Arts   | <p><b>DOMAIN: APPROACHES TO LEARNING</b></p> <p><b>Creativity</b><br/>GOAL P-ATL 12 Child expresses creativity in thinking and communication</p> <p><b>GOAL P-ATL 13</b> Child uses imagination in play and interactions with others.</p> <p>---</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p> <p><b>Creatividad</b><br/>META P-ATL 12 El niño expresa creatividad en el pensamiento y la comunicación</p> <p>META P-ATL 13 El niño usa la imaginación en el juego y las interacciones con los demás.</p> | <p><b>Level 0</b> Child explores materials with different textures and colors./El niño explora materiales con diferentes texturas y colores.</p> <p><b>Level 1</b> Child explores art materials./El niño explora materiales de arte</p> <p><b>Level 2</b> Child uses art materials to build, make discrete marks, or to mold or flatten./El niño usa materiales de arte para construir, hacer marcas discretas o para moldear o aplanar.</p> <p><b>Level 3</b> Child uses art materials, notices an unintended result, and says what it looks like./El niño usa materiales de arte, nota un resultado inesperado y dice cómo se ve.</p> <p><b>Level 4</b> Child makes simple representations with a few details./El niño hace representaciones simples con algunos detalles.</p> <p><b>Level 5</b> Child makes a complex representation with many details./El niño hace una representación compleja con muchos detalles.</p> <p><b>Level 6</b> Child notices how artistic features connect to feelings and ideas./El niño nota cómo las características artísticas se conectan con los sentimientos y las ideas.</p> | % | % | % | 4% | 0%  | 0% | 3% | 7% | 3% |    |    |
| Art             |  |  |   | % | % | %  | <p><b>Level 0</b> Child explores materials with different textures and colors./El niño explora materiales con diferentes texturas y colores.</p> <p><b>Level 1</b> Child explores art materials./El niño explora materiales de arte.</p> <p><b>Level 2</b> Child uses art materials to build, make discrete marks, or to mold or flatten./El niño usa materiales de arte para construir, hacer marcas discretas o para moldear o aplanar.</p> <p><b>Level 3</b> Child uses art materials, notices an unintended result, and says what it looks like./El niño usa materiales de arte, nota un resultado inesperado y dice cómo se ve.</p> <p><b>Level 4</b> Child makes simple representations with a few details./El niño hace representaciones simples con algunos detalles.</p> <p><b>Level 5</b> Child makes a complex representation with many details./El niño hace una representación compleja con muchos detalles.</p> | %  | %  | %  | 5% | 5% | 3% |
| Artes creativas |  |  |   | % | % | %  |   |    |    |    |    |    |    |
| Arte            |  |  |   | % | % | %  |   |    |    |    |    |    |    |

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|--|---|---|---|---|---|--|---|---|---|
|  |   | <p><b>Level 7</b> Child explains how he or she uses an element of art to create artistic effects or express feelings and ideas./El niño explica cómo usa un elemento de arte para crear efectos artísticos o expresar sentimientos e ideas.</p>   | % | % | % | <p><b>Level 6</b> Child notices how artistic features connect to feelings and ideas./El niño nota cómo las características artísticas se conectan con los sentimientos y las ideas.</p> <p><b>Level 7</b> Child explains how he or she uses an element of art to create artistic effects or express feelings and ideas/El niño explica cómo usa un elemento de arte para crear efectos artísticos o expresar sentimientos e ideas.</p>   | % | % | % |
| <p><b>C</b><br/>reative Arts</p> <p><b>A</b><br/>A Pretend Play</p> <p><b>A</b><br/>rtes creativas</p> <p><b>A</b><br/>A El juego de aparentar</p> | <p><b>DOMAIN:</b><br/><b>APPROACHES TO LEARNING</b><br/><b>Creativity</b><br/>GOAL P-ATL 13 Child uses imagination in play and interactions with others.</p> <p><b>DOMINIO:</b><br/><b>ENFOQUES DE APRENDIZAJE</b><br/><b>Creatividad</b><br/>META P-ATL 13 El niño usa la imaginación en el juego y las interacciones con los demás.</p> | <p><b>Level 0</b> Child watches and listens to another person./El niño mira y escucha a otra persona.</p> <p><b>Level 1</b> Child imitates an action of an animal, an object, or a person./El niño imita una acción de un animal, un objeto o una persona.</p> <p><b>Level 2</b> Child uses one object to stand for another object./El niño usa un objeto para representar otro objeto.</p> <p><b>Level 3</b> Child pretends by using words and actions to take on the role of a character or animate a figure./El niño finge usando palabras y acciones para asumir el papel de un personaje o animar una figura.</p> <p><b>Level 4</b> Child engages in repetitive pretend-play scenarios./El niño participa en escenarios repetitivos de juegos de simulación.</p> <p><b>Level 5</b> Child plays with two or more children, stepping out of the pretend play to give directions to another person./El niño juega con dos o más niños, saliendo del</p> | % | % | % | <p><b>Level 0</b> Child watches and listens to another person./El niño mira y escucha a otra persona.</p> <p><b>Level 1</b> Child imitates an action of an animal, an object, or a person./El niño imita una acción de un animal, un objeto o una persona.</p> <p><b>Level 2</b> Child uses one object to stand for another object./El niño usa un objeto para representar otro objeto.</p> <p><b>Level 3</b> Child pretends by using words and actions to take on the role of a character or animate a figure./El niño finge usando palabras y acciones para asumir el papel de un personaje o animar una figura.</p> <p><b>Level 4</b> Child engages in repetitive pretend-play scenarios./El niño participa en escenarios repetitivos de juegos de simulación.</p> <p><b>Level 5</b> Child plays with two or more children, stepping out of the pretend play to give directions</p> | % | % | % |

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|   |   | <p>juego de simulación para dar instrucciones a otra persona.</p> <p><b>Level 6</b> Child creates a specific prop or costume having five or more details to support and extend pretend play./El niño crea un accesorio o disfraz específico que tiene cinco o más detalles para apoyar y extender el juego de simulación.</p> <p><b>Level 7</b> Child performs in a group dramatization of a familiar story, myth, or fable, adding his or her own ideas/El niño representa en grupo una dramatización de una historia familiar, mito o fábula, agregando sus propias ideas</p>                                      | % | % | % | to another person./El niño juega con dos o más niños, saliendo del juego de simulación para dar instrucciones a otra persona. <p><b>Level 6</b> Child creates a specific prop or costume having five or more details to support and extend pretend play./El niño crea un accesorio o disfraz específico que tiene cinco o más detalles para apoyar y extender el juego de simulación.</p> <p><b>Level 7</b> Child performs in a group dramatization of a familiar story, myth, or fable, adding his or her own ideas/El niño representa en grupo una dramatización de una historia familiar, mito o fábula, agregando sus propias ideas</p> | % | % | 7<br>% |
| <p><b>S</b><br/>cience and<br/>Technology</p> <p><b>B</b><br/>B Observing<br/>and<br/>Classifying</p> <p><b>C</b><br/>iencia y<br/>Tecnología</p> <p><b>B</b><br/>B Observando<br/>y<br/>Clasificando</p> | <p><b>DOMAIN:</b><br/><b>LANGUAGE AND<br/>COMMUNICATION</b><br/><b>Vocabulary</b><br/>GOAL P-LC 7 Child<br/>shows understanding of word<br/>categories and relationships<br/>among words.</p> <p><b>DOMAIN:</b><br/><b>SCIENTIFIC REASONING</b><br/><b>Scientify Inquiry</b><br/>GOAL P-SCI 3 Child<br/>compares and categorizes<br/>observable phenomena.</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>LENGUAJE Y<br/>COMUNICACIÓN</b><br/><b>Vocabulario</b><br/>META P-LC 7 El niño<br/>muestra comprensión de</p> | <p><b>Level 0</b> Child explores objects using different senses./El niño explora objetos usando diferentes sentidos.</p> <p><b>Level 1</b> Child uses a sound or hand sign to name an object./El niño usa un sonido o una señal con la mano para nombrar un objeto.</p> <p><b>Level 2</b> Child uses the same word to name more than one object./El niño usa la misma palabra para nombrar más de un objeto.</p> <p><b>Level 3</b> Child sorts or matches things and may identify things as being the same or different./El niño clasifica o empareja cosas y puede identificar cosas como iguales o diferentes.</p> | % | % | % | <p><b>Level 0</b> Child explores objects using different senses./El niño explora objetos usando diferentes sentidos.</p> <p><b>Level 1</b> Child uses a sound or hand sign to name an object./El niño usa un sonido o una señal con la mano para nombrar un objeto.</p> <p><b>Level 2</b> Child uses the same word to name more than one object./El niño usa la misma palabra para nombrar más de un objeto.</p> <p><b>Level 3</b> Child sorts or matches things and may identify things as being the same or different./El niño clasifica o</p>  | % | % | %      |

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|  | <p>categorías de palabras y relaciones entre palabras.<br/> <b>DOMINIO: RAZONAMIENTO CIENTÍFICO</b><br/> <b>Investigación científica</b><br/>                 META P-SCI 3 El niño compara y categoriza fenómenos observables.</p>   | <p><b>Level 4</b> Child sorts things based on one characteristic and describes the reason./El niño clasifica las cosas según una característica y describe la razón.</p> <p><b>Level 5</b> Child sorts based on two characteristics and gives the reason./El niño clasifica en función de dos características y da la razón.</p> <p><b>Level 6</b> Child intently or repeatedly observes something and describes his or her discoveries in detail./El niño observa algo atenta o repetidamente y describe sus descubrimientos en detalle.</p> <p><b>Level 7</b> Child divides a category into sets, divides the sets into subsets, and describes the characteristics of each subset and how it relates to the original category and to the other subsets./El niño divide una categoría en conjuntos, divide los conjuntos en subconjuntos y describe las características de cada subconjunto y cómo se relaciona con la categoría original y con los otros subconjuntos.</p> | % | % | % | <p>empareja cosas y puede identificar cosas como iguales o diferentes.</p> <p><b>Level 4</b> Child sorts things based on one characteristic and describes the reason./El niño clasifica las cosas según una característica y describe la razón.</p> <p><b>Level 5</b> Child sorts based on two characteristics and gives the reason./El niño clasifica en función de dos características y da la razón.</p> <p><b>Level 6</b> Child intently or repeatedly observes something and describes his or her discoveries in detail./El niño observa algo atenta o repetidamente y describe sus descubrimientos en detalle.</p> <p><b>Level 7</b> Child divides a category into sets, divides the sets into subsets, and describes the characteristics of each subset and how it relates to the original category and to the other subsets./El niño divide una categoría en conjuntos, divide los conjuntos en subconjuntos y describe las características de cada subconjunto y cómo se relaciona con la categoría original y con los otros subconjuntos.</p> | % | % | % |
| <p><b>S</b><br/>                 cience and<br/>                 Technology</p> <p><b>C</b><br/>                 Experimenting,<br/>                 Predicting,</p> | <p><b>DOMAIN: APPROACHES TO LEARNING Initiative and Curiosity</b><br/>                 GOAL P-ATL 11 Child shows interest in and curiosity about the world around them.</p> <p><b>Creativity</b><br/>                 GOAL P-ATL 12 Child expresses creativity in thinking and communication</p> | <p><b>Level 0</b> Child does a spontaneous action./El niño hace una acción espontánea.</p> <p><b>Level 1</b> Child performs an action on an object./El niño realiza una acción en un objeto.</p> <p><b>Level 2</b> Child uses trial and error to investigate a material itself and/or an idea./El</p>  | % | % | % | <p><b>Level 0</b> Child does a spontaneous action./El niño hace una acción espontánea.</p> <p><b>Level 1</b> Child performs an action on an object./El niño realiza una acción en un objeto.</p>  | % | % | % |

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| <p>and Drawing Conclusions</p> <p>C</p> <p>iencia y Tecnología</p> <p>C</p> <p>Experimentar, predecir y sacar conclusiones</p> | <p><b>DOMAIN: SCIENTIFIC REASONING</b></p> <p><b>Scientific Inquiry</b><br/>GOAL P-SCI 1 Child observes and describes observable phenomena.<br/>GOAL P-SCI 2 Child engages in scientific talk.</p> <p><b>Reasoning and Problem Solving</b><br/>GOAL P-SCI 4 Child asks a question, gathers information, and makes predictions.<br/>GOAL P-SCI 5 Child plans and conducts investigations and experiments.<br/>GOAL P-SCI 6 Child analyzes results, draws conclusions, and communicates results.<br/>---</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p> <p><b>Iniciativa y curiosidad</b><br/>META P-ATL 11 El niño muestra interés y curiosidad por el mundo que lo rodea.<br/><b>Creatividad</b><br/>META P-ATL 12 El niño expresa creatividad en el pensamiento y la comunicación</p> <p><b>DOMINIO: RAZONAMIENTO CIENTÍFICO</b></p> <p><b>La investigación científica</b><br/>META P-SCI 1 El niño observa y describe fenómenos observables.<br/>META P-SCI 2 El niño participa en charlas científicas.<br/><b>Razonamiento y resolución de problemas</b><br/>META P-SCI 4 El niño hace una pregunta, recopila información y hace predicciones.<br/>META P-SCI 5 El niño planifica y realiza investigaciones y experimentos.<br/>META P-SCI 6 El niño analiza los resultados, saca</p> | <p>niño usa prueba y error para investigar un material en sí mismo y/o una idea.</p> <p><b>Level 3 Child describes a change in an object or situation./El niño describe un cambio en un objeto o situación.</b></p> <p><b>Level 4 Child makes a verbal prediction at random./El niño hace una predicción verbal al azar.</b></p> <p><b>Level 5 Child gives a reason for the result of his or her experiment./El niño da una razón del resultado de su experimento.</b></p> <p><b>Level 6 Child applies a conclusion he or she made from a previous experience to a new situation./El niño aplica una conclusión que él o ella hizo de una experiencia previa a una nueva situación.</b></p> <p><b>Level 7 Child poses a question and systematically tests out possible answers./El niño plantea una pregunta y prueba sistemáticamente las posibles respuestas.</b></p> | <p>9 %</p> <p>1 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>4 %</p> <p>4 %</p> <p>4 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>1 %</p> <p>3 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p><b>Level 2</b> Child uses trial and error to investigate a material itself and/or an idea./El niño usa prueba y error para investigar un material en sí mismo y/o una idea.</p> <p><b>Level 3</b> Child describes a change in an object or situation./El niño describe un cambio en un objeto o situación.</p> <p><b>Level 4</b> Child makes a verbal prediction at random./El niño hace una predicción verbal al azar.</p> <p><b>Level 5</b> Child gives a reason for the result of his or her experiment./El niño da una razón del resultado de su experimento.</p> <p><b>Level 6</b> Child applies a conclusion he or she made from a previous experience to a new situation./El niño aplica una conclusión que él o ella hizo de una experiencia previa a una nueva situación.</p> <p><b>Level 7</b> Child poses a question and systematically tests out possible answers./El niño plantea una pregunta y prueba sistemáticamente las posibles respuestas.</p> | <p>8 %</p> <p>6 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>2 %</p> <p>7 %</p> <p>5 %</p> <p>%</p> <p>%</p> <p>%</p> <p>%</p> | <p>%</p> <p>8 %</p> <p>9 %</p> <p>0 %</p> <p>8 %</p> <p>%</p> |
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|   | conclusiones y comunica los resultados.   |  |        |        |        |  |        |        |        |
| <p><b>S</b><br/><b>cience and</b><br/><b>Technology</b></p> <p><b>D</b><br/>D Natural<br/>and Physical<br/>World</p> <p><b>C</b><br/><b>iencia y</b><br/><b>Tecnología</b></p> <p><b>D</b><br/>D Mundo<br/>natural y<br/>físico</p> | <p><b>DOMAIN:</b><br/><b>SCIENTIFIC REASONING</b><br/><b>Scientific Inquiry</b><br/>GOAL P-SCI 2 Child<br/>engages in scientific talk.</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>RAZONAMIENTO</b><br/><b>CIENTÍFICO</b><br/><b>La investigación</b><br/><b>científica</b><br/>META P-SCI 2 El niño<br/>participa en charlas científicas.</p> | <p><b>Level 0</b> Child responds to a sensory experience in the natural world./El niño responde a una experiencia sensorial en el mundo natural.</p>   | %      | %      | %      | <p><b>Level 0</b> Child responds to a sensory experience in the natural world./El niño responde a una experiencia sensorial en el mundo natural.</p>   | %      | %      | %      |
|   |   | <p><b>Level 1</b> Child picks up, examines, or uses a natural object or material./El niño recoge, examina o usa un objeto o material natural.</p>  | 1<br>% | 3<br>% | %      | <p><b>Level 1</b> Child picks up, examines, or uses a natural object or material./El niño recoge, examina o usa un objeto o material natural.</p>  | %      | %      | %      |
|   |   | <p><b>Level 2</b> Child names an object or event in the natural and physical world./El niño nombra un objeto o evento en el mundo natural y físico.</p>  | 0<br>% | 4<br>% | 0<br>% | <p><b>Level 2</b> Child names an object or event in the natural and physical world./El niño nombra un objeto o evento en el mundo natural y físico.</p>  | 5<br>% | 0<br>% | %      |
|   |   | <p><b>Level 3</b> Child initiates or talks about performing an action helpful to plants or animals./El niño inicia o habla sobre realizar una acción útil para las plantas o los animales.</p>   | %      | 3<br>% | 0<br>% | <p><b>Level 3</b> Child initiates or talks about performing an action helpful to plants or animals./El niño inicia o habla sobre realizar una acción útil para las plantas o los animales.</p> | 6<br>% | 0<br>% | %      |
|   |   | <p><b>Level 4</b> Child talks about where different types of wildlife live or are found./El niño habla sobre dónde viven o se encuentran diferentes tipos de vida silvestre.</p>   | %      |        | 0<br>% | <p><b>Level 4</b> Child talks about where different types of wildlife live or are found./El niño habla sobre dónde viven o se encuentran diferentes tipos de vida silvestre.</p>               | %      |        | 6<br>% |
|   |   | <p><b>Level 5</b> Child identifies a change in a material or the environment and a possible cause./El niño identifica un cambio en un material o el medio ambiente y una posible causa.</p>  | %      |        | 0<br>% | <p><b>Level 5</b> Child identifies a change in a material or the environment and a possible cause./El niño identifica un cambio en un material o el medio ambiente y una posible causa.</p>    | %      |        | 7<br>% |
|   |   | <p><b>Level 6</b> Child explains how or why people’s behavior can be harmful to the environment and offers an idea to help./El niño explica cómo o por qué el comportamiento de las personas puede ser perjudicial para el medio ambiente y ofrece una idea para ayudar.</p> | %      |        | 3<br>% | <p><b>Level 6</b> Child explains how or why people’s behavior can be harmful to the environment and offers an idea to help./El niño</p>  | %      |        | 9<br>% |
|   |   |  |        |        |        |  | %      |        | %      |

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|  |  | <p><b>Level 7</b> Child identifies and describes a cycle or system./El niño identifica y describe un ciclo o sistema.</p>   | % | %  | %  | <p>explica cómo o por qué el comportamiento de las personas puede ser perjudicial para el medio ambiente y ofrece una idea para ayudar.</p> <p><b>Level 7</b> Child identifies and describes a cycle or system./El niño identifica y describe un ciclo o sistema.</p>  | % | %  | %  |    |
| <p><b>S</b><br/>cience and<br/>Technology</p> <p><b>E</b><br/>Tools and<br/>Technology</p> <p><b>C</b><br/>iencia y<br/>Tecnología</p> <p><b>E</b><br/>Herramientas<br/>y Tecnología</p> | <p><b>DOMAIN:</b><br/><b>SCIENTIFIC REASONING</b><br/><b>Scientific Inquiry</b><br/>GOAL P-SCI 3 Child compares and categorizes observable phenomena.</p> <p>---</p> <p><b>DOMINIO:</b><br/><b>RAZONAMIENTO CIENTÍFICO</b><br/><b>La investigación científica</b><br/>META P-SCI 3 El niño compara y categoriza fenómenos observables.</p> | <p><b>Level 0</b> Child responds to an object./El niño responde a un objeto.</p> <p><b>Level 1</b> Child explores a tool in his or her play./El niño explora una herramienta en su juego.</p> <p><b>Level 2</b> Child explores technology devices./El niño explora los dispositivos tecnológicos.</p> <p><b>Level 3</b> Child uses tools to support his or her play./El niño usa herramientas para apoyar su juego.</p> <p><b>Level 4</b> Child explains in a simple way how a tool works./El niño explica de forma sencilla cómo funciona una herramienta.</p> <p><b>Level 5</b> Child explains in a simple way how to make a piece of technology work./El niño explica de manera sencilla cómo hacer que una pieza de tecnología funcione.</p> <p><b>Level 6</b> Child explains how tools and technology assist in the tasks of daily living./El niño explica cómo las herramientas y la tecnología ayudan en las tareas de la vida diaria.</p> | % | 0% | 2% | <p><b>Level 0</b> Child responds to an object./El niño responde a un objeto.</p> <p><b>Level 1</b> Child explores a tool in his or her play./El niño explora una herramienta en su juego.</p> <p><b>Level 2</b> Child explores technology devices./El niño explora los dispositivos tecnológicos.</p> <p><b>Level 3</b> Child uses tools to support his or her play./El niño usa herramientas para apoyar su juego.</p> <p><b>Level 4</b> Child explains in a simple way how a tool works./El niño explica de forma sencilla cómo funciona una herramienta.</p> <p><b>Level 5</b> Child explains in a simple way how to make a piece of technology work./El niño explica de manera sencilla cómo hacer que una pieza de tecnología funcione.</p> <p><b>Level 6</b> Child explains how tools and technology assist in the tasks of daily living./El niño explica cómo las herramientas y la</p> | % | 2% | 9% | 5% |

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|----------------|--|--|---|---|---|---|---|---|---|
|                |  | <p><b>Level 7</b> Child uses technology to look up information he or she is interested in./El niño usa la tecnología para buscar información que le interesa.</p>  | % | % | % | tecnología ayudan en las tareas de la vida diaria.  | % | % | % |
|                |  |  | % | % | % | <p><b>Level 7</b> Child uses technology to look up information he or she is interested in./El niño usa la tecnología para buscar información que le interesa.</p>   | % | % | % |
|                |  |  | % | % | % |   | % | % | % |
| Social Studies | <p><b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Sense of Identity and Belonging</b></p> <p>GOAL P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>GOAL P-SE 11 Child has sense of belonging to family, community, and other groups.</p> <p>---</p> <p><b>DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL</b></p> <p><b>Sentido de identidad y pertenencia</b></p> <p>META P-SE 9 El niño se reconoce a sí mismo como un individuo único que tiene sus propias habilidades, características, emociones e intereses.</p> <p>META P-SE 11 El niño tiene sentido de pertenencia a la familia, comunidad y otros grupos.</p> | <p><b>Level 0</b> Child puts own fingers, thumb, or foot in own mouth./El niño se mete los dedos, el pulgar o el pie en la boca.</p> <p><b>Level 1</b> Child indicates or says an object is mine./El niño indica o dice que un objeto es mío.</p> <p><b>Level 2</b> Child spontaneously identifies him- or herself in a mirror or photo./El niño se identifica espontáneamente en un espejo o una foto.</p> <p><b>Level 3</b> Child plays or talks about family or community roles./El niño juega o habla sobre los roles familiares o comunitarios.</p> <p><b>Level 4</b> Child identifies similarities or differences in people’s personal characteristics./El niño identifica similitudes o diferencias en las características personales de las personas.</p> <p><b>Level 5</b> Child compares his or her own and others’ family characteristics./El niño compara las características de su propia familia y las de los demás.</p> | % | % | % | <p><b>Level 0</b> Child puts own fingers, thumb, or foot in own mouth./El niño se mete los dedos, el pulgar o el pie en la boca.</p> <p><b>Level 1</b> Child indicates or says an object is mine./El niño indica o dice que un objeto es mío.</p> <p><b>Level 2</b> Child spontaneously identifies him- or herself in a mirror or photo./El niño se identifica espontáneamente en un espejo o una foto.</p> <p><b>Level 3</b> Child plays or talks about family or community roles./El niño juega o habla sobre los roles familiares o comunitarios.</p> <p><b>Level 4</b> Child identifies similarities or differences in people’s personal characteristics./El niño identifica similitudes o diferencias en las características personales de las personas.</p> <p><b>Level 5</b> Child compares his or her own and others’ family characteristics./El niño compara las</p> | % | % | % |

|   |   |  |   |   |    |  |   |   |    |
|---|---|--|---|---|----|--|---|---|----|
|   |   | <p><b>Level 6</b> Child voices a sense of belonging to a community./El niño expresa un sentido de pertenencia a una comunidad.</p> <p><b>Level 7</b> Child takes personal responsibility for making sure others are treated fairly and with respect./El niño asume la responsabilidad personal de asegurarse de que los demás sean tratados con justicia y respeto.</p>  | % | % | 1% | características de su propia familia y las de los demás. <p><b>Level 6</b> Child voices a sense of belonging to a community./El niño expresa un sentido de pertenencia a una comunidad.</p> <p><b>Level 7</b> Child takes personal responsibility for making sure others are treated fairly and with respect./El niño asume la responsabilidad personal de asegurarse de que los demás sean tratados con justicia y respeto</p>  | % | % | 0% |
| <p>Social Studies</p> <p>G Geography</p> <p>E studios Sociales</p> <p>G Geografía</p> | <p><b>DOMAIN: APPROACHES TO LEARNING</b></p> <p><b>Emotional and Behavioral Self Regulation</b></p> <p>GOAL P-ATL 3 Child appropriately handles and takes care of classroom materials.</p> <p>---</p> <p><b>DOMINIO: ENFOQUES DE APRENDIZAJE</b></p> <p><b>Autorregulación emocional y conductual</b></p> <p>META P-ATL 3 El niño maneja y cuida apropiadamente los materiales del salón de clases.</p> | <p><b>Level 0</b> Child gazes at an object in a fixed location./El niño mira un objeto en un lugar fijo.</p> <p><b>Level 1</b> Child moves one object to gain access to another object./El niño mueve un objeto para tener acceso a otro objeto.</p> <p><b>Level 2</b> Child shows where objects belong or where events happen in the immediate environment./El niño muestra dónde pertenecen los objetos o dónde ocurren los eventos en el entorno inmediato.</p> <p><b>Level 3</b> Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas./El niño usa símbolos para ayudar a recuperar o guardar materiales o para identificar la ubicación real de las áreas de interés.</p> <p><b>Level 4</b> Child reads a simple familiar map, such as a map of the classroom./El niño lee un mapa familiar simple, como un mapa del salón de clases.</p> | % | % | %  | <p><b>Level 0</b> Child gazes at an object in a fixed location./El niño mira un objeto en un lugar fijo.</p> <p><b>Level 1</b> Child moves one object to gain access to another object./El niño mueve un objeto para tener acceso a otro objeto.</p> <p><b>Level 2</b> Child shows where objects belong or where events happen in the immediate environment./El niño muestra dónde pertenecen los objetos o dónde ocurren los eventos en el entorno inmediato.</p> <p><b>Level 3</b> Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas./El niño usa símbolos para ayudar a recuperar o guardar materiales o para identificar la ubicación real de las áreas de interés.</p> | % | % | %  |

|   |  |   |   |     |     |  |     |     |     |
|---|--|---|---|-----|-----|--|-----|-----|-----|
|   |  | <p><b>Level 5</b> Child knows how to navigate around a familiar building./El niño sabe cómo navegar alrededor de un edificio familiar.</p> <p><b>Level 6</b> Child describes the location of familiar landmarks./El niño describe la ubicación de puntos de referencia familiares.</p> <p><b>Level 7</b> Child interprets a map of an unfamiliar location./El niño interpreta un mapa de un lugar desconocido.</p>  | % | 1 % | 7 % | <p><b>Level 4</b> Child reads a simple familiar map, such as a map of the classroom./El niño lee un mapa familiar simple, como un mapa del salón de clases.</p> <p><b>Level 5</b> Child knows how to navigate around a familiar building./El niño sabe cómo navegar alrededor de un edificio familiar.</p> <p><b>Level 6</b> Child describes the location of familiar landmarks./El niño describe la ubicación de puntos de referencia familiares.</p> <p><b>Level 7</b> Child interprets a map of an unfamiliar location./El niño interpreta un mapa de un lugar desconocido.</p> | 1 % | 8 % | 2 % |
| Social Studies<br>History<br>Social Studies<br>Historia | <p><b>DOMAIN:</b><br/><b>LANGUAGE AND COMMUNICATION</b><br/><b>Communicating and Speaking</b><br/>GOAL P-LC 5 Child expresses himself in increasingly long, detailed, and sophisticated ways.</p> <p>---<br/><b>DOMINIO:</b><br/><b>LENGUAJE Y COMUNICACIÓN</b><br/><b>Comunicarse y Hablar</b><br/>META P-LC 5 El niño se expresa en formas cada vez más largas, detalladas y sofisticadas.</p> | <p><b>Level 0</b> Child engages in a voluntary action./El niño participa en una acción voluntaria.</p> <p><b>Level 1</b> Child indicates the end of an event./Niño indica el final de un evento.</p> <p><b>Level 2</b> Child anticipates the next event in a familiar sequence./El niño anticipa el próximo evento en una secuencia familiar.</p> <p><b>Level 3</b> Child uses words such as yesterday or tomorrow to refer generally to things in the past or future./El niño usa palabras como ayer o mañana para referirse generalmente a cosas del pasado o del futuro.</p> <p><b>Level 4</b> Child uses words such as yesterday and tomorrow correctly./El niño usa palabras como ayer y mañana correctamente.</p> | % | 4 % | 2 % | <p><b>Level 0</b> Child engages in a voluntary action./El niño participa en una acción voluntaria.</p> <p><b>Level 1</b> Child indicates the end of an event./Niño indica el final de un evento.</p> <p><b>Level 2</b> Child anticipates the next event in a familiar sequence./El niño anticipa el próximo evento en una secuencia familiar.</p> <p><b>Level 3</b> Child uses words such as yesterday or tomorrow to refer generally to things in the past or future./El niño usa palabras como ayer o mañana para referirse generalmente a cosas del pasado o del futuro.</p>    | %   | %   | %   |

|  |  |   |     |   |     |   |     |     |     |
|--|--|---|-----|---|-----|---|-----|-----|-----|
|  |  | <p><b>Level 5</b> Child shares a story about him- or herself or family that happened farther back than in the immediate past./El niño comparte una historia sobre él o ella o su familia que sucedió más atrás que en el pasado inmediato.</p> <p><b>Level 6</b> Child interprets photos or illustrations as representing past or future time periods./El niño interpreta fotografías o ilustraciones como si representaran períodos de tiempo pasados o futuros.</p> <p><b>Level 7</b> Child creates a timeline to show personal events in a sequential manner./El niño crea una línea de tiempo para mostrar eventos personales de manera secuencial.</p> | %   | % | 0 % | <p><b>Level 4</b> Child uses words such as yesterday and tomorrow correctly./El niño usa palabras como ayer y mañana correctamente.</p> <p><b>Level 5</b> Child shares a story about him- or herself or family that happened farther back than in the immediate past./El niño comparte una historia sobre él o ella o su familia que sucedió más atrás que en el pasado inmediato.</p> <p><b>Level 6</b> Child interprets photos or illustrations as representing past or future time periods./El niño interpreta fotografías o ilustraciones como si representaran períodos de tiempo pasados o futuros.</p> <p><b>Level 7</b> Child creates a timeline to show personal events in a sequential manner./El niño crea una línea de tiempo para mostrar eventos personales de manera secuencial.</p> | %   | 6 % | 1 % |
| English Language Learning (ELL)        | <p><b>DOMAIN: LANGUAGE AND COMMUNICATION</b></p> <p><b>Attending and Understanding</b></p> <p>GOAL P-LC 1 Child attends to communication and language from others.</p> <p>GOAL P-LC 2 Child understands and responds to increasingly complex communication and language from others.</p> <p>--</p> | <p><b>Level 2</b> Child continues with his or her actions when spoken to in English./El niño continúa con sus acciones cuando se le habla en inglés.</p> <p><b>Level 3</b> Child observes as others converse in English./El niño observa mientras otros conversan en inglés.</p> <p><b>Level 4</b> Child uses cues in the environment to follow routines and directions. / El niño usa indicios en el entorno para seguir rutinas e instrucciones.</p>  | 6 % | % | %   | <p><b>Level 2</b> Child continues with his or her actions when spoken to in English./El niño continúa con sus acciones cuando se le habla en inglés.</p> <p><b>Level 3</b> Child observes as others converse in English./El niño observa mientras otros conversan en inglés.</p> <p><b>Level 4</b> Child uses cues in the environment to follow routines and directions. / El niño usa indicios</p>   | %   | %   | %   |
| Listening to and understanding English |  |   |     |   | 1 % |   | 1 % | %   |     |
| Acquisition of English                 |  |   |     |   | %   |   | %   | %   |     |

|  |  |   |            |            |            |   |            |            |            |
|--|--|---|------------|------------|------------|---|------------|------------|------------|
| <p>II<br/>Escuchar y comprender el inglés</p>  | <p><b>DOMINIO:<br/>LENGUAJE Y COMUNICACIÓN</b><br/><b>Atender y Entender</b><br/>META P-LC 1 El niño atiende a la comunicación y el lenguaje de los demás.<br/>META P-LC 2 El niño comprende y responde a la comunicación y el lenguaje cada vez más complejos de los demás.</p>   | <p><b>Level 5</b> Child responds to simple English words and phrases alone, without needing visual cues./El niño responde solo a palabras y frases sencillas en inglés, sin necesidad de señales visuales.</p> <p><b>Level 6</b> Child responds to a complex phrase in English./El niño responde a una frase compleja en inglés.</p> <p><b>Level 7</b> Child follows a conversation in English between two or more other people./El niño sigue una conversación en inglés entre dos o más personas.</p>   | <p>3 %</p> | <p>7 %</p> |            | <p>en el entorno para seguir rutinas e instrucciones.</p> <p><b>Level 5</b> Child responds to simple English words and phrases alone, without needing visual cues./El niño responde solo a palabras y frases sencillas en inglés, sin necesidad de señales visuales.</p> <p><b>Level 6</b> Child responds to a complex phrase in English. / El niño responde a una frase compleja en inglés.</p> <p><b>Level 7</b> Child follows a conversation in English between two or more other people./El niño sigue una conversación en inglés entre dos o más personas.</p>   | <p>3 %</p> | <p>4 %</p> | <p>6 %</p> |
| <p>E<br/>English Language Learning (ELL)<br/>JJ<br/>Speaking English<br/>A<br/>Aprendizaje en Inglés<br/>JJ<br/>Hablar en inglés</p> | <p><b>DOMAIN:<br/>LANGUAGE AND COMMUNICATION</b><br/><b>Communicating and Speaking</b><br/>GOAL P-LC 3 Child varies the amount of information provided to meet the demands of the situation.<br/>--<br/><b>DOMINIO:<br/>LENGUAJE Y COMUNICACIÓN</b><br/><b>Atender y Entender</b><br/>META P-LC 2 El niño entiende y responde a la comunicación y el lenguaje cada vez más complejos de los demás.</p> | <p><b>Level 2</b> Child, if he or she speaks, uses a language other than English./El niño, si habla, usa un idioma que no sea el inglés.</p> <p><b>Level 3</b> Child imitates and/or repeats sounds, words, and phrases in English; speech may not always be clear./El niño imita y/o repite sonidos, palabras y frases en inglés; el habla puede no ser siempre clara.</p> <p><b>Level 4</b> Child names a familiar object or action in English on his or her own and/or uses a common English phrase. / El niño nombra un objeto o una acción familiar en inglés por sí mismo y/o usa una frase común en inglés.</p> <p><b>Level 5</b> Child says, in English, a short phrase that includes a verb; may combine English words with the home language in the same phrase./El niño dice, en</p> | <p>2 %</p> | <p>8 %</p> | <p>5 %</p> | <p><b>Level 2</b> Child, if he or she speaks, uses a language other than English./El niño, si habla, usa un idioma que no sea el inglés.</p> <p><b>Level 3</b> Child imitates and/or repeats sounds, words, and phrases in English; speech may not always be clear./El niño imita y/o repite sonidos, palabras y frases en inglés; el habla puede no ser siempre clara.</p> <p><b>Level 4</b> Child names a familiar object or action in English on his or her own and/or uses a common English phrase. / El niño nombra un objeto o una acción familiar en inglés por sí mismo y/o usa una frase común en inglés.</p> <p><b>Level 5</b> Child says, in English, a short phrase that includes a verb; may combine English words</p> | <p>7 %</p> | <p>3 %</p> | <p>5 %</p> |



**Passaic Family Head Start, Inc.**  
**68 Third Street**  
**Passaic, NJ 07055**  
**(973) 365-5808**

**Margie Semler Education Center**  
**91 Highland Avenue**  
**Passaic, NJ 07055**  
**(973) 272-0900**

 [www.passaicheadstart.org](http://www.passaicheadstart.org)

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**PARA EDADES DE 3 Y 4 AÑOS**

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