

## Desired Results Developmental Profile (2015) [DRDP (2015)] Correspondence to Head Start Early Learning Outcomes Framework (HSELOF) – Preschool

In the table, the DRDP (2015) Preschool View and DRDP-K (2015) are organized to correspond to the five domains of the Head Start Early Learning Outcomes Framework (HSELOF): Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development. In some cases, the HSELOF contains more individual goals within a domain than the number of concepts, skills, and behaviors that the DRDP instrument explicitly addresses, so multiple HSELOF goals are associated with single DRDP progressions (measures). In a few cases, a given developmental concept, skill, or behavior appears in a different domain in the HSELOF than in the DRDP (e.g., Creativity is categorized in the HSELOF Approaches to Learning domain and in the DRDP Preschool Visual and Performing Arts domain). Even so, almost all developmental skills are represented in both resources.

### Correspondence between the DRDP (2015) and the HSELOF - Preschool

DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 1: Attention Maintenance</b>  <b>Definition:</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</b> Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
	<i>36–48 months</i>	<i>48–60 months</i>
	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.
		<i>*This is a conditional measure on the DRDP (2015) Preschool View; see note below.</i>  <b>Cognitive Self-Regulation (Executive Functioning)—Goal P-ATL 6</b>  Child develops ability to sustain attention for increasing lengths of time.  <i>For additional correspondence, see ATL-REG 6/ATL-REG 3: Engagement and Persistence.</i>

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DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)				
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:		
<b>ATL-REG 2: Self-Comforting</b> <b>Definition:</b> Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Emotional and Behavioral Self-Regulation</b> Goal P-ATL 1. Child manages emotions with increasing independence.	<i>*This is a conditional measure on the DRDP (2015) Preschool View; see note below.</i>  <b>Emotional and Behavioral Self-Regulation—Goal P-ATL 1</b>  Child shows increasing ability to manage distressing emotions.  <i>For additional correspondence, see ATL-REG 5/ATL-REG 2: Self-Control of Feelings and Behavior.</i>		
	<table border="1"> <thead> <tr> <th>36–48 months</th> <th>48–60 months</th> </tr> </thead> <tbody> <tr> <td>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</td> <td>Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.</td> </tr> </tbody> </table>		36–48 months	48–60 months
36–48 months	48–60 months			
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.			
<b>ATL-REG 3: Imitation</b> <b>Definition:</b> Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	<i>No relevant goals correspond to this DRDP measure in the Preschool View. See DRDP correspondence to Head Start Early Learning Outcomes – Infant/Toddler View.</i>	<i>*This is a conditional measure on the DRDP (2015) Preschool View; see note below.</i>		

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DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)			
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:	
<b>ATL-REG 4 (DRDP [2015])/ATL-REG 1 (DRDP-K): Curiosity and Initiative in Learning</b>  <b>Definition:</b> Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Initiative and Curiosity</b> Goal P-ATL 10. Child demonstrates initiative and independence.		<b><u>Initiative and Curiosity—Goal P-ATL 10</u></b>  Child actively investigates the environment with increasing independence.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	
	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Initiative and Curiosity</b> Goal P-ATL 11. Child shows interest in and curiosity about the world around them.		<b><u>Initiative and Curiosity—Goal P-ATL 11</u></b>  Child actively explores new information in the environment.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.	

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DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 5 (DRDP [2015])/ATL-REG 2 (DRDP-K): Self-Control of Feelings and Behavior</b>  <b>Definition:</b> Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	<b>Domains: Approaches to Learning and Social and Emotional Development</b> <b>Sub-domains: Emotional and Behavioral Self-Regulation and Emotional Functioning</b> Goal P-ATL 1 and P-SE 8. Child manages emotions with increasing independence.		<b><u>Emotional and Behavioral Self-Regulation—Goal P-ATL 1 and Emotional Functioning—Goal P-SE 8</u></b>  Child is increasingly skillful at managing own emotional responses.  <i>For additional correspondence, see ATL-REG 2: Self-Comforting.</i>
	<i>36–48 months</i>  Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<i>48–60 months</i>  Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	
	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Emotional and Behavioral Self-Regulation</b> Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.		<b><u>Emotional and Behavioral Self-Regulation—Goal P-ATL 4</u></b>  Child is increasingly skillful at managing own emotional and behavioral responses.
	<i>36–48 months</i>  Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<i>48–60 months</i>  Manages own actions, words, and behavior with occasional support from adults.	

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DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 5 (DRDP [2015])/ATL-REG 2 (DRDP-K): Self-Control of Feelings and Behavior (continued)</b>  <b>Definition:</b> Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</b> Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	Sometimes controls impulses independently, while at other times needs support from an adult.
<b>ATL-REG 6 (DRDP [2015])/ATL-REG 3 (DRDP-K): Engagement and Persistence</b>  <b>Definition:</b> Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</b> Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
	<i>36–48 months</i>	<i>48–60 months</i>
	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.
		<b>Cognitive Self-Regulation (Executive Functioning)—Goal P-ATL 5</b>  Child is increasingly skillful at managing own behavioral reactions.
		<b>Cognitive Self-Regulation (Executive Functioning)—Goal P-ATL 6</b>  Child maintains attention on activities for increasing lengths of time.  <i>For additional correspondence, see ATL-REG 1: Attention Maintenance.</i>

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DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 6 (DRDP [2015])/ATL-REG 3 (DRDP-K): Engagement and Persistence (continued)</b>  <b>Definition:</b> Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</b> Goal P-ATL 7. Child persists in tasks.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.
	<b>Cognitive Self-Regulation (Executive Functioning)—Goal P-ATL 7</b>  Child engages in activities with increasing persistence.	
<b>ATL-REG 7 (DRDP [2015])/ATL-REG 4 (DRDP-K): Shared Use of Space and Materials</b>  <b>Definition:</b> Child develops the capacity to share the use of space and materials with others	<i>No relevant goals.</i>	
	<i>No relevant goals.</i>	

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DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>SED 1: Identity of Self in Relation to Others</b>  Child shows increasing awareness of self as distinct from and also related to others	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Sense of Identity and Belonging</b> Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.		<b><u>Sense of Identity and Belonging—Goal P-SE 9</u></b>  Child describes self and preferences and compares them to characteristics and preferences of others.
	36–48 months	48–60 months	
	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	
	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Sense of Identity and Belonging</b> Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.		<b><u>Sense of Identity and Belonging—Goal P-SE 10</u></b>  Child describes own feelings.
	36–48 months	48–60 months	
	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	

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DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>SED 1: Identity of Self in Relation to Others (continued)</b> Child shows increasing awareness of self as distinct from and also related to others	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Sense of Identity and Belonging</b> Goal P-SE 11. Child has sense of belonging to family, community, and other groups.		<b><u>Sense of Identity and Belonging—Goal P-SE 11</u></b>  Child describes self in relation to familiar others.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	

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<b>DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>			
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>	
<b>SED 2: Social and Emotional Understanding</b> Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Emotional Functioning</b> Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.		<b><u>Emotional Functioning—Goal P-SE 6</u></b> Child communicates about a range of feelings in others.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	
	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Emotional Functioning</b> Goal P-SE 7. Child expresses care and concern toward others.		<b><u>Emotional Functioning—Goal P-SE 7</u></b> Child attends to and communicates about others’ feelings.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	

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<b>DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>			
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>		<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>SED 3: Relationships and Social Interactions with Familiar Adults</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Relationships with Adults</b> Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.		<b><u>Relationships with Adults—Goal P-SE 1</u></b>  Child develops positive relationships with familiar adults and interacts with them in an increasingly skillful way.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	

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DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>SED 3: Relationships and Social Interactions with Familiar Adults (continued)</b>  Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Relationships with Adults</b> Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.		<b>Relationships with Adults—Goal P-SE 2</b>  Child interacts cooperatively with familiar adults in an increasingly skillful way.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	

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<b>DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>			
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>	
<b>SED 4: Relationships and Social Interactions with Peers</b>  Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Relationships with Other Children</b> Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	<b><u>Relationships with Other Children—Goal P-SE 3</u></b>  Child develops positive relationships with other children and interacts with them in an increasingly skillful way.	
	<i>36–48 months</i>		<i>48–60 months</i>
	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.		Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.
	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Relationships with Other Children</b> Goal P-SE 4. Child engages in cooperative play with other children.		<b><u>Relationships with Other Children—Goal P-SE 4</u></b>  Child interacts cooperatively with peers in an increasingly coordinated way.
<i>36–48 months</i>	<i>48–60 months</i>		
	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	

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DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>SED 5: Symbolic and Sociodramatic Play</b>  Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Creativity</b> Goal P-ATL 13. Child uses imagination in play and interactions with others.		<b><u>Creativity—Goal P-ATL 13</u></b>  Child engages in increasingly complex pretend-play episodes with others.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>LLD 1: Understanding of Language (Receptive)</b>  Child understands increasingly complex communication and language	<b>Domain: Language and Communication</b> <b>Sub-domain: Attending and Understanding</b> Goal P-LC 1. Child attends to communication and language from others.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.
	<b>Domain: Language and Communication</b> <b>Sub-domain: Attending and Understanding</b> Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.
		<b><u>Attending and Understanding—Goal P-LC 1</u></b>  Child is attentive to increasingly complex language.  <i>For additional correspondence, see LLD 2: Responsiveness to Language.</i>
		<b><u>Attending and Understanding—Goal P-LC 2</u></b>  Child demonstrates understanding of increasingly complex language.  <i>For additional correspondence, see LLD 2: Responsiveness to Language.</i>

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>LLD 2: Responsiveness to Language</b>  Child communicates or acts in response to language and responds to increasingly complex language	<b>Domain: Language and Communication</b> <b>Sub-domain: Attending and Understanding</b> Goal P-LC 1. Child attends to communication and language from others.		<b><u>Attending and Understanding—Goal P-LC 1</u></b>  Child responds to increasingly complex communication and language.
	36–48 months	48–60 months	
	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<i>For additional correspondence, see LLD 1: Understanding of Language (Receptive).</i>
	<b>Domain: Language and Communication</b> <b>Sub-domain: Attending and Understanding</b> Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.		<b><u>Attending and Understanding—Goal P-LC 2</u></b>  Child responds to increasingly complex communication and language.
	36–48 months	48–60 months	
	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<i>For additional correspondence, see LLD 1: Understanding of Language (Receptive).</i>

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<b>DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)</b>			
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>	
<p><b>LLD 3: Communication and Use of Language (Expressive)</b></p> <p>Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p>	<p><b>Domain: Language and Communication</b>  <b>Sub-domain: Communicating and Speaking</b>            Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p>		<p><b><u>Communicating and Speaking—Goal P-LC 3</u></b></p> <p>Child communicates effectively using increasingly complex language.</p>
	<i>36–48 months</i>	<i>48–60 months</i>	
	<p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	
	<p><b>Domain: Language and Communication</b>  <b>Sub-domain: Communicating and Speaking</b>            Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>		<p><b><u>Communicating and Speaking—Goal P-LC 5</u></b></p> <p>Child communicates using language in an increasingly skillful way.</p>
	<i>36–48 months</i>	<i>48–60 months</i>	
	<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>LLD 3: Communication and Use of Language (Expressive) (continued)</b>  Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences	<b>Domain: Language and Communication</b> <b>Sub-domain: Vocabulary</b> Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<b><u>Vocabulary—Goal P-LC 6</u></b>  Child communicates using increasingly varied and complex vocabulary.
	<i>36–48 months</i> Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	
	<b>Domain: Language and Communication</b> <b>Sub-domain: Vocabulary</b> Goal P-LC 7. Child shows understanding of word categories and relationships among words.	<b><u>Vocabulary—Goal P-LC 7</u></b>  Child communicates using increasingly varied and complex vocabulary.
	<i>36–48 months</i> Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>LLD 4: Reciprocal Communication and Conversation</b>  Child engages in back-and-forth communication that develops into increasingly extended conversations	<b>Domain: Language and Communication</b> <b>Sub-domain: Communicating and Speaking</b> Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.		<b><u>Communicating and Speaking—Goal P-LC 4</u></b>  Child participates in conversations with increasing skill.
	<i>36–48 months</i>  Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<i>48–60 months</i>  Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	
<b>LLD 5: Interest in Literacy</b>  Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	<i>No relevant goals.</i>		<i>No relevant goals.</i>

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)					
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:			
<b>LLD 6: Comprehension of Age-Appropriate Text</b> Child develops capacity to understand details and ideas from age-appropriate text presented by adults	<b>Domain: Literacy</b> <b>Sub-domain: Comprehension and Text Structure</b> Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	<b><u>Comprehension and Text Structure—Goal P-LIT 4</u></b> Child is able to demonstrate understanding of a story in an increasingly complex way.			
	<table border="1"> <tr> <td><i>36–48 months</i></td> <td><i>48–60 months</i></td> </tr> <tr> <td>With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</td> <td>Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</td> </tr> </table>		<i>36–48 months</i>	<i>48–60 months</i>	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.
	<i>36–48 months</i>	<i>48–60 months</i>			
	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.			
	<b>Domain: Literacy</b> <b>Sub-domain: Comprehension and Text Structure</b> Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	<b><u>Comprehension and Text Structure—Goal P-LIT 5</u></b> Child demonstrates increasingly sophisticated understanding of a story.			
	<table border="1"> <tr> <td><i>36–48 months</i></td> <td><i>48–60 months</i></td> </tr> <tr> <td>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</td> <td>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</td> </tr> </table>		<i>36–48 months</i>	<i>48–60 months</i>	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.
<i>36–48 months</i>	<i>48–60 months</i>				
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.				

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DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>LLD 7: Concepts About Print</b> Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning	<b>Domain: Literacy</b> <b>Sub-domain: Print and Alphabet Knowledge</b> Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).		<b><u>Print and Alphabet Knowledge—Goal P-LIT 2</u></b> Child understands the meaning and rules of print.  <i>For additional correspondence, see LLD 9: Letter and Word Knowledge.</i>
	<i>36–48 months</i>	<i>48–60 months</i>	
	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	

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<b>DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>LLD 8: Phonological Awareness</b> Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language	<b>Domain: Literacy</b> <b>Sub-domain: Phonological Awareness</b> Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
	<i>36–48 months</i> Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	<i>48–60 months</i> Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.
<b>LLD 9: Letter and Word Knowledge</b> Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words	<b>Domain: Literacy</b> <b>Sub-domain: Print and Alphabet Knowledge</b> Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
	<i>36–48 months</i> Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	<i>48–60 months</i> Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.

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<b>DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>LLD 9: Letter and Word Knowledge (continued)</b>  Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words	<b>Domain: Literacy</b> <b>Sub-domain: Print and Alphabet Knowledge</b> Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
	<i>36–48 months</i>	<i>48–60 months</i>
<b>LLD 10: Emergent Writing</b>  Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning	<b>Domain: Literacy</b> <b>Sub-domain: Writing</b> Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.
	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.
	<b><u>Print and Alphabet Knowledge—Goal P-LIT 3</u></b>  Child identifies an increasing number of letters and increasingly recognizes and produces the recognized sounds of letters.	
	<b><u>Writing—Goal P-LIT 6</u></b>  Child draws, scribbles, and makes marks and letter-like forms with increasing skill to represent or convey meaning.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 1: Spatial Relationships</b> Child increasingly shows understanding of how objects move in space or fit in different spaces	<b>Domain: Mathematics Development</b> <b>Sub-domain: Geometry and Spatial Sense</b> Goal P-MATH 10. Child explores the positions of objects in space.		<i>*This is a conditional measure on the DRDP (2015) Preschool View; see note below.</i>  <b><u>Geometry and Spatial Sense—Goal P-MATH 10</u></b>  Child increasingly understands positioning of objects in space and how to move self through space.
	<i>36–48 months</i> Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	<i>48–60 months</i> Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	
	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Gross Motor</b> Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.		<b><u>Gross Motor—Goal P-PMP 2</u></b>  Child is increasingly aware of movements of objects in relation to each other.  <i>For additional correspondence, see PD-HLTH 1/PD 1: Perceptual-Motor Skills and Movement Concepts.</i>
	<i>36–48 months</i> Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<i>48–60 months</i> Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)				
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:		
<b>COG 2 (DRDP [2015])/COG: MATH 1 (DRDP-K): Classification</b> Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Scientific Inquiry</b> Goal P-SCI 3. Child compares and categorizes observable phenomena.	<b><u>Scientific Inquiry—Goal P-SCI 3</u></b> Child sorts objects in an increasingly complex way.  <i>For additional correspondence, see COG 5/COG: MATH 4: Measurement; COG 10/COG: SCI 3: Documentation and Communication of Inquiry.</i>		
	<table border="1"> <thead> <tr> <th>36–48 months</th> <th>48–60 months</th> </tr> </thead> <tbody> <tr> <td>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</td> <td>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</td> </tr> </tbody> </table>		36–48 months	48–60 months
36–48 months	48–60 months			
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.			
<b>COG 3 (DRDP [2015])/COG: MATH 2 (DRDP-K): Number Sense of Quantity</b> Child shows developing understanding of number and quantity	<b>Domain: Mathematics Development</b> <b>Sub-domain: Counting and Cardinality</b> Goal P-MATH 1. Child knows number names and the count sequence.	<b><u>Counting and Cardinality—Goal P-MATH 1</u></b> Child uses number words in a count sequence.		
	<table border="1"> <thead> <tr> <th>36–48 months</th> <th>48–60 months</th> </tr> </thead> <tbody> <tr> <td>Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.</td> <td>Says or signs more number words in sequence.</td> </tr> </tbody> </table>		36–48 months	48–60 months
36–48 months	48–60 months			
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	Says or signs more number words in sequence.			

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<b>DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>COG 3 (DRDP [2015])/COG: MATH 2 (DRDP-K): Number Sense of Quantity (continued)</b>  Child shows developing understanding of number and quantity	<b>Domain: Mathematics Development</b> <b>Sub-domain: Counting and Cardinality</b> Goal P-MATH 2. Child recognizes the number of objects in a small set.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).
	<b>Domain: Mathematics Development</b> <b>Sub-domain: Counting and Cardinality</b> Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).
	<b>Counting and Cardinality—Goal P-MATH 2</b>  Child identifies the number of objects in a small group without counting.	
	<b>Counting and Cardinality—Goal P-MATH 3</b>  Child demonstrates an increasing understanding of cardinality and one-to-one correspondence.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 4 (DRDP [2015])/COG: MATH 3 (DRDP-K): Number Sense of Math Operations</b> Child shows increasing ability to add and subtract small quantities of objects	<b>Domain: Mathematics Development</b> <b>Sub-domain: Operations and Algebraic Thinking</b> Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.		<b><u>Operations and Algebraic Thinking—Goal P-MATH 6</u></b>  Child does simple addition and subtraction with a small number of objects.
	<i>36–48 months</i> Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	<i>48–60 months</i> Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	
<b>COG 5 (DRDP [2015])/COG: MATH 4 (DRDP-K): Measurement</b> Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	<b>Domain: Mathematics Development</b> <b>Sub-domain: Measurement</b> Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.		<b><u>Measurement—Goal P-MATH 8</u></b>  Child uses measurable properties to identify and compare objects.
	<i>36–48 months</i> With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	<i>48–60 months</i> With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)				
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:		
<b>COG 5 (DRDP [2015])/COG: MATH 4 (DRDP-K): Measurement (continued)</b> Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Scientific Inquiry</b> Goal P-SCI 3. Child compares and categorizes observable phenomena.	<b><u>Scientific Inquiry—Goal P-SCI 3</u></b> Child sorts and uses measurable properties to compare objects with increasing complexity and independence.  <i>For additional correspondence, see COG 2/COG: MATH 1: Classification.</i>		
	<table border="1"> <thead> <tr> <th>36–48 months</th> <th>48–60 months</th> </tr> </thead> <tbody> <tr> <td>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</td> <td>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</td> </tr> </tbody> </table>		36–48 months	48–60 months
36–48 months	48–60 months			
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.			
<b>COG 6 (DRDP [2015])/COG: MATH 5 (DRDP-K): Patterning</b> Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity	<b>Domain: Mathematics Development</b> <b>Sub-domain: Operations and Algebraic Thinking</b> Goal P-MATH 7. Child understands simple patterns.	<b><u>Operations and Algebraic Thinking—Goal P-MATH 7</u></b> Child duplicates and increasingly creates and extends simple patterns.		
	<table border="1"> <thead> <tr> <th>36–48 months</th> <th>48–60 months</th> </tr> </thead> <tbody> <tr> <td>Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</td> <td>Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</td> </tr> </tbody> </table>		36–48 months	48–60 months
36–48 months	48–60 months			
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.			

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 7 (DRDP [2015])/COG: MATH 6 (DRDP-K): Shapes</b>  Child shows an increasing knowledge of shapes and their characteristics	<b>Domain: Mathematics Development</b> <b>Sub-domain: Geometry and Spatial Sense</b> Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.		<b><u>Geometry and Spatial Sense—Goal P-MATH 9</u></b>  Child identifies an increasing number of shapes in a variety of orientations.
	<i>36–48 months</i>  Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<i>48–60 months</i>  Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	
<b>COG 8 (DRDP [2015])/COG: SCI 1 (DRDP-K): Cause and Effect</b>  Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Reasoning and Problem-Solving</b> Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.		<b><u>Reasoning and Problem-Solving: Goal P-SCI 4</u></b>  Child reasons about cause and effect and makes predictions based on background knowledge and past experiences.  <i>For additional correspondence, see COG 9/COG: SCI 2: Inquiry Through Observation and Investigation.</i>
	<i>36–48 months</i>  Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	<i>48–60 months</i>  Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	

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<b>DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>COG 9 (DRDP [2015])/COG: SCI 2 (DRDP-K): Inquiry Through Observation and Investigation</b>  Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Scientific Inquiry</b> Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	<b><u>Scientific Inquiry—Goal P-SCI 1</u></b>  Child observes and describes objects and events in the environment with increasing sophistication.  <i>For additional correspondence, see COG 10/COG: SCI 3: Documentation and Communication of Inquiry; COG 11/COG: SCI 4: Knowledge of the Natural World.</i>
	<i>36–48 months</i>	<i>48–60 months</i>
	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Reasoning and Problem-Solving</b> Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	<b><u>Reasoning and Problem-Solving—Goal P-SCI 4</u></b>  Child makes and tests predictions about phenomena in the environment with increasing sophistication.
	<i>36–48 months</i>	<i>48–60 months</i>
	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 9 (DRDP [2015])/COG: SCI 2 (DRDP-K): Inquiry Through Observation and Investigation (continued)</b>  Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Reasoning and Problem-Solving</b> Goal P-SCI 5. Child plans and conducts investigations and experiments.		<b><u>Reasoning and Problem-Solving—Goal P-SCI 5</u></b>  Child conducts increasingly complex investigations or experiments.  <i>For additional correspondence, see COG 10/COG: SCI 3: Documentation and Communication of Inquiry.</i>
	<i>36–48 months</i>	<i>48–60 months</i>	
	With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<p><b>COG 9 (DRDP [2015])/COG: SCI 2 (DRDP-K): Inquiry Through Observation and Investigation (continued)</b></p> <p>Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</p>	<p><b>Domain: Scientific Reasoning</b>  <b>Sub-domain: Reasoning and Problem-Solving</b>            Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>		<p><b><u>Reasoning and Problem-Solving—Goal P-SCI 6</u></b></p> <p>Child is increasingly skillful at analyzing and communicating about phenomena in the environment.</p> <p><i>For additional correspondence, see COG 10/COG: SCI 3: Documentation and Communication of Inquiry.</i></p>
	36–48 months	48–60 months	
	<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p>	<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<p><b>COG 10 (DRDP [2015])/COG: SCI 3 (DRDP-K): Documentation and Communication of Inquiry</b></p> <p>Child develops the capacity to describe and record <i>observations</i> and <i>investigations</i> about objects (living and nonliving things) and events, and to share ideas and explanations with others</p>	<p><b>Domain: Scientific Reasoning</b>  <b>Sub-domain: Scientific Inquiry</b>            Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	<p><b>Scientific Inquiry—Goal P-SCI 1</b></p> <p>Child communicates about observations and investigations with increasing complexity.</p> <p><i>For additional correspondence, see COG 9/COG: SCI 2: Inquiry Through Observation and Investigation; COG 11/COG: SCI 4: Knowledge of the Natural World.</i></p>
	36–48 months	48–60 months
	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
	<p><b>Domain: Scientific Reasoning</b>  <b>Sub-domain: Scientific Inquiry</b>            Goal P-SCI 2. Child engages in scientific talk.</p>	<p><b>Scientific Inquiry—Goal P-SCI 2</b></p> <p>Child communicates about observations or investigations with increasing sophistication.</p>
	36–48 months	48–60 months
	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 10 (DRDP [2015])/COG: SCI 3 (DRDP-K): Documentation and Communication of Inquiry (continued)</b>  Child develops the capacity to describe and record <i>observations</i> and <i>investigations</i> about objects (living and nonliving things) and events, and to share ideas and explanations with others	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Reasoning and Problem-Solving</b> Goal P-SCI 5. Child plans and conducts investigations and experiments.		<b><u>Reasoning and Problem-Solving—Goal P-SCI 5</u></b>  Child records data from investigations or experiments with increasing sophistication.  <i>For additional correspondence, see COG 9/COG: SCI 2: Inquiry Through Observation and Investigation.</i>
	<i>36–48 months</i>	<i>48–60 months</i>	
	With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 10 (DRDP [2015])/COG: SCI 3 (DRDP-K): Documentation and Communication of Inquiry (continued)</b>  Child develops the capacity to describe and record <i>observations</i> and <i>investigations</i> about objects (living and nonliving things) and events, and to share ideas and explanations with others	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Reasoning and Problem-Solving</b> Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.		<b><u>Reasoning and Problem-Solving—Goal P-SCI 6</u></b>  Child is increasingly skillful at recording and communicating about data from investigations or experiments.  <i>For additional correspondence, see COG 9/COG: SCI 2: Inquiry Through Observation and Investigation.</i>
	<i>36–48 months</i>  With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”	<i>48–60 months</i>  With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	

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DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>COG 11 (DRDP [2015])/COG: SCI 4 (DRDP-K): Knowledge of the Natural World</b>  Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics	<b>Domain: Scientific Reasoning</b> <b>Sub-domain: Scientific Inquiry</b> P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).		<b><u>Scientific Inquiry—Goal P-SCI 1</u></b>  Child develops the ability to observe and describe objects and events in the natural world.  <i>For additional correspondence, see COG 9/COG: SCI 2: Inquiry Through Observation and Investigation; COG 10/COG: SCI 3: Documentation and Communication of Inquiry.</i>
	<i>36–48 months</i>	<i>48–60 months</i>	
	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	

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DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>PD-HLTH 1 (DRDP [2015])/PD 1 (DRDP-K): Perceptual-Motor Skills and Movement Concepts</b>  Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Gross Motor</b> Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.		<b>Gross Motor—Goal P-PMP 2</b>  Child uses perceptual information to coordinate movement of own body with increasing sophistication.  <i>For additional correspondence, see COG 1: Spatial Relationships.</i>
	<i>36–48 months</i> Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<i>48–60 months</i> Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	
<b>PD-HLTH 2 (DRDP [2015])/PD 2 (DRDP-K): Gross Locomotor Movement Skills</b>  Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Gross Motor</b> Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.		<b>Gross Motor—Goal P-PMP 1</b>  Child demonstrates increasing ability to do movements that require locomotor skill.  <i>For additional correspondence, see PD-HLTH 9/HLTH 3: Active Physical Play.</i>
	<i>36–48 months</i> Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<i>48–60 months</i> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	

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DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>PD-HLTH 3 (DRDP [2015])/PD 3 (DRDP-K): Gross Motor Manipulative Skills</b>  Child shows increasing proficiency in gross motor <i>manipulative skills</i> (e.g., reaching, kicking, grasping, throwing, and catching)	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Gross Motor</b> Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
	<i>36–48 months</i> Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<i>48–60 months</i> Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
	<b>Gross Motor—Goal P-PMP 2</b>  Child shows increasing ability to coordinate gross motor manipulative skills.	
<b>PD-HLTH 4 (DRDP [2015])/PD 4 (DRDP-K): Fine Motor Manipulative Skills</b>  Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Fine Motor</b> Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
	<i>36–48 months</i> Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<i>48–60 months</i> Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.
	<b>Fine Motor—Goal P-PMP 3</b>  Child demonstrates increasing skill in using hands.	

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<b>DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>PD-HLTH 5 (DRDP [2015])/HLTH 1 (DRDP-K): Safety</b>  Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Health, Safety, and Nutrition</b> Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
<b>Health, Safety, and Nutrition—Goal P-PMP 6</b>  Child follows basic safety practices with increasing independence.		
<b>PD-HLTH 6 (DRDP [2015])/HLTH 2 (DRDP-K): Personal Care Routines: Hygiene</b>  Child increasingly responds to and initiates personal care routines that support hygiene	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Health, Safety, and Nutrition</b> Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.
<b>Health, Safety, and Nutrition—Goal P-PMP 4</b>  Child completes personal hygiene routines with increasing independence.  <i>For additional correspondence, see PD-HLTH 7/HLTH 2: Personal Care Routines: Feeding; PD HLTH 8/HLTH 2: Personal Care Routines: Dressing.</i>		

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DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>PD-HLTH 7 (DRDP [2015]): Personal Care Routines: Feeding</b>  Child responds to feeding and feeds self with increasing proficiency	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Health, Safety, and Nutrition</b> Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
	<i>36–48 months</i>  Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	<i>48–60 months</i>  Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.
<b>PD-HLTH 8 (DRDP [2015]): Personal Care Routines: Dressing</b>  Child develops and refines ability to participate in and take responsibility for dressing self	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Health, Safety, and Nutrition</b> Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
	<i>36–48 months</i>  Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	<i>48–60 months</i>  Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

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DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<p><b>PD-HLTH 9 (DRDP [2015])/HLTH 3 (DRDP-K): Active Physical Play</b></p> <p>Child engages in physical activities with increasing endurance and intensity</p>	<p><b>Domain: Perceptual, Motor, and Physical Development</b>  <b>Sub-domain: Health, Safety, and Nutrition</b>            Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p>		<p><b><u>Health, Safety, and Nutrition—Goal P-PMP 1</u></b></p> <p>Child engages in physical activities in increasing levels of intensity and for increasing lengths of time.</p> <p><i>For additional correspondence, see PD-HLTH 2/PD 2: Gross Locomotor Movement Skills.</i></p>
	<p><i>36–48 months</i></p>	<p><i>48–60 months</i></p>	
	<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>Balances, such as on one leg or a beam, for longer periods both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>	

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DRDP DOMAIN: PHYSICAL DEVELOPMENT –HEALTH (PD-HLTH)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>PD-HLTH 10 (DRDP [2015])/HLTH 4 (DRDP-K): Nutrition</b>  Child demonstrates increasing knowledge about nutrition and healthful food choices	<b>Domain: Perceptual, Motor, and Physical Development</b> <b>Sub-domain: Health, Safety, and Nutrition</b> Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.		<b><u>Health, Safety, and Nutrition—Goal P-PMP 5</u></b>  Child demonstrates knowledge about healthful foods.
	<i>36–48 months</i>	<i>48–60 months</i>	
	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	

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<b>DRDP DOMAIN: HISTORY – SOCIAL SCIENCE (HSS)</b>		
<b>DRDP (2015) Measure</b>	<b>HSELOF – Preschool</b>	<b>Measure Corresponds with the Framework in the Following Ways:</b>
<b>HSS 1: Sense of Time</b> Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity	<i>No relevant goals.</i>	<i>No relevant goals.</i>
<b>HSS 2: Sense of Place</b> Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them	<i>No relevant goals.</i>	<i>No relevant goals.</i>
<b>HSS 3: Ecology</b> Child develops an awareness of and concern for the natural world and human influences on it	<i>No relevant goals.</i>	<i>No relevant goals.</i>

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DRDP DOMAIN: HISTORY – SOCIAL SCIENCE (HSS)			
DRDP (2015) Measure	HSELOF – Preschool		Measure Corresponds with the Framework in the Following Ways:
<b>HSS 4: Conflict Negotiation</b> Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations	<b>Domain: Social and Emotional Development</b> <b>Sub-domain: Relationships with Other Children</b> Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.		<b><u>Relationships with Other Children—Goal P-SE 5</u></b>  Child demonstrates increasing skill in resolving conflicts.
	<i>36–48 months</i> Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<i>48–60 months</i> Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	
<b>HSS 5: Responsible Conduct as a Group Member</b> Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Emotional and Behavioral Self-Regulation</b> Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.		<b><u>Emotional and Behavioral Self-Regulation—Goal P-ATL 2</u></b>  Child shows increasing ability to follow rules or group expectations independently.
	<i>36–48 months</i> Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<i>48–60 months</i> Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	

*\*Note: Conditional measures are recommended for preschool children when the information would be useful for documenting progress or planning the child's learning activities and supports. Conditional measures are required for all preschool-age children with IEPs.*

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DRDP DOMAIN: VISUAL AND PERFORMING ARTS (VPA)		
DRDP (2015) Measure	Head Start Early Learning Outcomes Framework – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>VPA 1: Visual Art</b> Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art	<i>No relevant goals.</i>	<i>No relevant goals.</i>
<b>VPA 2: Music</b> Child expresses and creates by making musical sounds, with increasing intentionality and complexity	<i>No relevant goals.</i>	<i>No relevant goals.</i>
<b>VPA 3: Drama</b> Child increases engagement, skill development, and creative expression in drama	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Creativity</b> Goal P-ATL 12. Child expresses creativity in thinking and communication.	
	<i>36–48 months</i>	<i>48–60 months</i>
	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
<b>VPA 4: Dance</b> Child develops capacity to respond, express, and create through movement in dance	<i>No relevant goals.</i>	<i>No relevant goals.</i>

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