AGREEMENT No. 24502
UNIVERSIDAD DE ANTIOQUIA & COMFAMA
RESEARCH PROJECT: EVALUATION OF TRAINING IN NEUROPLAYGROUND

comfama

UNIVERSIDAD DE ANTIOQUIA
Facultad de Educación

REFERENCES Internal reference (Comfama) External reference (national and international)	AREA OR DIMENSION	COMPONENTS	Pre-kindergarten 36 months	kindergarten 48 months	Transitional kindergarten 60 months	First grade 72 months
			Fundamental learnings			
Qualitative assessment scale for child development- update (from childhood to six years old) Esential learnings and aspirations Comfama schools Mapping of aspirations until transitional kindergarten (Comfama)	Sensory	Seeing and reading	Recognize 3 primary colors at least, two sizes (large - small) and temperature indicator (cold and hot)	Recognize 5 to 6 colors, three basic shapes (circle, square, triangle) and three sizes (large, medium and small)	Classify objects according to two variables: shape, size, color, texture, weight or temperature	Identify and represent sets according to membership criteria based on variables such shape, size, color, texture, weigh or temperature
			Compare images (day-night, cold-hot, large-small) and establish relationships between them.	Retrieve literal information from the text by answering simple questions: ¿what happened in the text? Who is it? Where? How is it? When? What is the name?	Memorize everything seen in a given sequence and develop hypotheses to answer "why". What is the reason? What do you think? What would happen before...?	Retrieve inferential information from the text by answering questions such as: what does it mean? Why? How could you...? What other title could it have? What do you think? What is your opinion about...?
			Elaborate a story or description based on a draw by naming its characters, describing the actions, and characteristics. (May experience difficulties with verb conjugation and grammatical structure)	Elaborate a narrative based on a picture or sequence and describe the actions of the characters (the story must be grammatically correct, Pronunciation should not be correct, but comprehensible)	Tell stories in which incidents and events imagined or associated with daily life are accompanied by gestures and movements that help them to maintain communication with the interlocutor	Create stories based on graphic elements taking into account the superstructure, the main thread, and the coherence
			Recognize qualities (colors, size, shape) in objects and pictures	Identify similarities and differences from pictures with figurative and geometric draws	Recognize the own name and the name of common objects within a series of words	Read at least 50 words or simple phrases
			Find the difference in two images that appear to be the same	Describe facts or sequences from given films, movies or videos	Make hypothesis, predictions, and anticipations of the content from images and title of a reading	make hypothesis of the text taking into account prior knowledge and retrieve information from the text at global and local level
			Identify, with assistance, in an image the basic idea and some details embedded in it	Distinguish colors, shades and dimensions: long-short, wide-narrow, large-small, near-far	remember, rename, and recreate the images of a previously read and seen story	identify words that start with similar sounds among at least 3 options
			Point out or choose two identical images among several possibilities	Visually discriminate objects quickly and accurately according to their characteristics (size, shape, colors)	Classify objects and situations according to a variety of characteristics and associate them with elements of the environment	Compare the characteristics and motivations of characters involved in a real or imaginary story
			Remember places, images, people, places and demonstrate through images, drawings and stories	Display visual memory by playing tracking games and arranging toys properly in the place provided for this purpose	Identify details and characteristics of shapes or forms through visual location	Read different types of texts taking into account their content and structure
		Hearing and understanding	Follow simple request (one step)	Follow three-step request	Follow four-step request	Follow written request for more than two steps
			Participate actively in the production of two-syllable sequences in song or rhyme	Acquire greater proficiency with consonant sounds	Display improved sequence memory and ability to fluently produce phoneme sequences (rhymes, tongue twisters)	Identify consonant sounds and associate them with conventional grapheme
			Indicate name and age	Inquire about why things happen by asking and answering questions with peers	Verbally follow the rhythm of a song and show pleasure in sing in it	Identify the structure of different text supports taking into account the beginning and the ending
			pronounce the name of close people and familiar objects	Describe the use of objects	Participate in short word games following a linear sequence	Participate in the imitation and evocation of sounds, words and short phrases in the mother tongue and in a foreign language
			Pay attention when called and answer different questions	Follow requests in order to develop activities	Recite some stories and songs taking into account sounds and phonemes	Understand complex paragraphs and stories
			Reproduce onomatopoeic sounds and associate them with elements of the environment	Articulate and differentiate sounds of the social environment	Develop auditory discrimination and association activities	Understand the opinions of peers by identifying their point of view.
			Play sound imitation games (animals, people's expressions, alarms, songs and short stories).	Memorize songs with different themes (emergency evacuation, self-care, children, cohabitation, road safety).	Perform cumulative sounds, to build original melodies.	Follow instructions that involve several simultaneous actions
		Sensation: touch, smell and taste	Explore and shows enjoyment or displeasure with activities related to senses including smell, taste, and touch	Name and recognizes sensory stimuli introduced during activities related to the senses of smell, taste, and touch	Identify and differentiate a variety of sensory stimuli related to the senses of smell, taste, and touch in the social environment	Ask questions about what is perceived through senses of smell, taste, and touch stimuli
			Take personal and family experiences as a reference point to express an opinion about an olfactory, tactile or gustatory stimulus or to answer a question about the stimulus	Characterize by smell, touch or taste objects or elements according to their feature	use the body as a receptor for different stimuli presented in the environment (sensation) and give an interpretation of the experience (perception)	Take as reference the sensory and perceptual experience through his body, activating the sensory memory, which shows the recognition and differentiation of things, objects and people
			Explore objects in the environment that allow the experimentation of different olfactory, tactile and/or gustatory sensations	Build artifacts and/or combinations of materials, after experiencing different olfactory, tactile and/or gustatory sensations in the environment	Recognize, relate and locate in the environment objects and natural elements with olfactory, tactile and/or gustatory characteristics from previous experiences (stones, soil, food, seeds, etc.)	Link sensory-perceptual experiences of everyday life with gestures, expressions, emotions, actions: names sensations, acts according to the level of pleasure, displeasure
			Recognize everyday smells through mediation activities such as play: identify smells while blindfolded	Identify and associate smells of natural plants typical of certain spaces: vegetable garden, forest, garden	Associate pleasant and unpleasant smells with empirical, situational references and/or knowledge developed in kindergarten and/or family environment (colors, feelings, experiences, people, memories, etc.)	Choose objects or elements by their smell and give them a meaning or associate them with the image of the plant, fruit or spice
			Recognize flavors through mediation activities such as play: identify flavor blindfolded	Identify and name the flavors of fruits, vegetables and other foods that are present in daily eating routines	Associate flavors with empirical, situational referents and/or knowledge developed in kindergarten and/or family environment (colors, feelings, experiences, people, memories, etc.)	Choose objects or elements by their taste and give them a meaning
			Identify different textures in objects	recognize by sight and touch rough and smooth, natural or artificial textures	Recognize by touch, and without sight, rough and smooth, natural, artificial, organic and geometric textures	Can sort textures according to the sensation generated by touch and or sight
Aspirational mapping until transition (Comfama) Essential learning and aspirations Comfama schools Qualitative child development assessment scale - Revised (birth to six years)	MOTOR	Locomotion and mobility	Walk forward and backward on tiptoes for 2 meters without putting heels down, without losing balance and alternating feet	Walk on a straight line alternating feet, without losing balance, without stepping out of line or turning back and without looking at the floor for at least 2 meters	Walk forward and backward, with adult support, alternating feet on a balance beam	Maintain balance on toes with eyes closed, for at least three seconds without putting heels down to the floor at any time during the activity
			Walk forward and backward on tiptoes for 2 meters without putting heels down, without losing balance and alternating feet	Jump on one foot in the same place without losing balance for at least 3 consecutive times	Jump from side to side of a line with feet together, at least 3 times from one side of the belt to the other consecutively, landing with feet together	Perform alternating jumps in sequence, without losing balance (landing on two feet, followed by a jump landing on one foot and finally, simulate picking up an object from the floor standing on one foot without losing balance and without putting the foot down on the floor)
			Descend two steps with minimal support alternating feet without losing balance	Walk up and down stairs alternating both legs without losing balance	Perform movements incorporating different speeds, sound changes and bells.	Move through space using bouncing, slithering and crawling as a means of locomotion through activities of body expression and rhythm
			Throw objects toward a given point while maintaining directionality and eye-hand coordination	Bounce and catches a ball at least twice, maintaining eye-hand coordination	Perform relays and changes of movement following teacher or instrument indications, maintaining static and dynamic equilibrium	Establish corporal relations between time, space and rhythm while performing games and dances
			Kick a ball or object while maintaining balance and coordinating the eye-foot relationship	Lead a ball with the legs following a trajectory and coordinating the eye-foot relationship	Perform galloping jumps alternating the feet at least three times in a coordinated way	Perform various possibilities of articulated movements by experimenting with different forms of locomotion (crawling, quadripedia, rolling, climbing, jumping)
			Know the names of the several positions in which the body can be held, and describe their functions (sitting, lying down, kneeling, standing)	Reproduce movement patterns using visual memory	Recognize the relaxation and tension of the muscles of the body parts during the development of guided activities	Activate the notion of directionality through the ability to recognize, differentiate and position in the spatial composition during games: left forward, right forward, etc.
			Maintain an adequate posture in the realization of different school activities (running, jumping, skipping) corresponding to the degree of tonicity and balance	Perform exercises with assisted postural-tonic control, based on yoga and dance positions	Jump with both feet, at least 60 cm, and land with feet together on the marked sign with the tape or beyond it	Perform any motor integration activity with an acceptable quality: cycling, jumping rope, swimming, ballet, martial arts, among others
		Manual and writing	Draw a rudimentary human figure in which a head with eyes, trunk, or limbs is recognizable (the drawing may lack a mouth, neck, arms, hands and feet)	Draw a human figure containing at least these elements: head with eyes and mouth, trunk and upper and lower limbs	Draw the human figure identifying and enhancing some of the parts such as head, face (eyes, nose, mouth, ears, eyebrows, hair), trunk and limbs	Draw the body outline with the following features: head, body, legs, arms, feet and face (hair, eyes, nose, nose, eyes, eyebrows)
			Position gripper fingers when picking up and using pencils, colors, crayons, markers and paintbrushes	Make movements with greater definition by using the dynamic tripod grasp	Coordinate finger movements one by one, with the hand closed and leaning on a flat surface	Can make a folded figure (origami) with clearly identifiable folds
			Make a ball of paper with the fingers	Use scissors to cut paper with greater accuracy even if not cutting the whole shape	Make folds, tear, crease, and glue paper following an outline and shape simple figures	Cut into stamps and tear contoured silhouettes formed by mixed lines
			Copy figures of circles, being able to close them and avoiding the use of straight lines	Intertwine strands making different types of weavings	Establish relationships between objects based on spatial notions: to one side, to the other, up-down, front-back, above-below, and locate them also in the graphic area	Copy a figure formed by dots, achieving the expected illustration that is identical to the original, as well as in location, proportions and angles
			Draw traces by controlling the hand from the elbow and color figures respecting the limits and imitating simple traces	Imitate the drawing of a ladder, reproducing the trace with the two vertical lines and the four crossbeams, straight and sharp	Draw the place of residence, a recognizable home, with sharp lines and the basic elements: door, windows, roof or others	Design text plans taking into account the moments of pre-writing, textualization, revision and correction
			Start pre-writing work by making horizontal, vertical and circular lines and solving mazes	Reproduce specific shapes of up to four straight lines and connect dots to form simple shapes	Color small pictures respecting limits and preserving continuity, directionality and firmness	Produce texts in groups using drawings, collage and images accompanied by familiar words or sentences
Aspirational mapping until transition (Comfama) Essential learning and aspirations Comfama schools Qualitative child development assessment scale - Revised (birth to six years) Sociaoemotional skills (Rendón, 2016) Theory of multiple intelligences (Gardner)	SOCIOEMOTIONAL	Personal: Related to oneself	Express emotions with the face and/or words according to feelings: name the primary emotions experienced (sadness, joy, fear, surprise, anger, happiness, disgust)	Warmly accept the mediation of an adult (parent, caretaker, educational agent-teacher) in order to help enter into a state of tranquility, calm and relaxation: the child considers the adult as an omnipotent person	Display a certain self-control to interact with several emotions by connecting with the body: perform conscious breathing exercises, postures for meditation or others	Consciously interact with a diversity of self emotions: autonomously perform conscious breathing exercises, meditation postures or others as a way of self recognition
			Express with gestures and/or verbally pleases and/or dislikes	Identify personal characteristics that differentiate self from peers	Show self-awareness: know personal characteristics (likes, dislikes, abilities, and limitations)	Show awareness of others: recognize and differentiate self from others by knowing aspects of self that make self unique
			Begin to recognize family values that indicate which behaviors are accepted and which are not: awareness of the consequences of some acts	Characterize situations and actions as good or bad (express opinions about a situation)	Compare several everyday manifestations perceived to be fair and unfair	Identify and understand some attitudes and values in everyday life: evaluate situations, define them according to personal moral criteria
			Show autonomy in interacting with the environment, for example, set up certain games, demonstrate hygienic practices such as washing hands, etc.	Make decisions with autonomy: plan games, choose toys, select playmates, etc.	Answer independently and concretely to questions that others ask about self and immediate surroundings	Is perceived and act as an autonomous person with some adult support
			Begin to manage conflicts through the recognition of bodily sensations related to emotions	Begin to manage conflicts through the recognition of the other: observation, imitation; recognize that waiting helps to achieve an individual purpose	Manage conflicts through the recognition of the other: observation, imitation and reflection; recognize that waiting contributes to achieving an individual and collective purpose	Manage conflicts through empowerment/appropriation of basic problem-solving mechanisms: dialogue, mediation and reflection, assisted by an adult
		Social: interaction with others	Display empathy in response to stimuli provided by accompanying adult: play and share toys with friends	Identify emotions in others, recognizing that other people can feel emotions and have thoughts	Have a reference to imitate (identification and idealization): imitate social behaviors observed in adults	Create new rules in games already known: show increasing awareness of others
			Participate in the construction of agreements in the social environment: recognize and follow behavioral norms (e.g., eat at certain times, play in certain places)	Show willingness to help peers (solidarity): know that not all objects or the world belongs to them	Have awareness of the presence of rules for social coexistence: reflect a great confidence in the social environment	Take the teacher as a meaningful reference: develop bonds of trust with peers and other actors in the educational community, performing actions to help others and collaborate with them
			Independently look for help from the adult when faced with a difficulty and consider it necessary	Show appropriate/healthy ways to solve conflicts with the social environment (breathing, calmness, relaxation, etc.)	Look for mediation in the face of conflicts with others: support peers when considering that they are having difficulties	Act as a mediator in conflicts with peers: suggest several possible agreements to solve a conflict
			Imitate actions for the well-being of others: adopt habits, customs and routines of the immediate social environment	Take the initiative to interact with peers and adults: implement and transmit habits, customs and routines belonging to the immediate context	Play and work in groups: implement and recognize different habits, customs, and routines of the social environment	Recognize and assume norms in external social environments: actively participate in activities that foster social interaction, demonstrating interest and respect
ıl contexts (Theory, creation and application)	g experiences in	cation and speech	Imitate a variety of voices and contextual sounds (onomatopoeias) for verbal language acquisition	Clearly verbalize and pronounce words and small phrases, supported by short games of words, following a linear sequence, which is favorable for articulation and verbal fluency	Imitate sounds, words, and phrases mediated by chants, favorable for the acquisition of verbal fluency and the maintenance of oral tradition	Imitate sounds, words, and phrases mediated by tongue twisters for verbal fluency and preservation of oral tradition
			Can communicate stories/anecdotes with fantasy and exaggerated characteristics about what is observed in the daily context, this is accompanied by descriptions of objects or elements relevant to the story/anecdote	Can tell stories/anecdotes based on experiences in the immediate context in which concrete details are included and a point of view can be expressed	Narrate facts, stories, incidents and events of daily life that include structure with a time sequence and events with a beginning, middle and end	Narrate facts and stories based on daily experiences, stories, comics, movies and other references that include a structure with time sequence and events with beginning, middle, end and conclusion
			Pay attention to dialogues and puppet shows and give an account of what is happening in the story	Express ideas, experiences, and feelings through sentences with 4 or more words, and clearly communicate the message to be transmitted	Display spontaneous interlocution with different people about different topics (personal, daily, immediate environment: kindergarten, family, neighborhood) maintaining an adequate disposition and attitude while doing so	Holds two roles in processes of dialogue, participating in conversations with peers, adults and teachers: emitting and receiving messages, and following a topic of conversation

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Aspirations and essential learnings Comfama Schools Inventario de desarrollo infantil (INDI) [Child Development Inventory] and systematic assessment of development in educational (Vásquez, 2020) Integral education in preschool - pedagogical proposal (Lafrancesco)	LEARNING READINESS cognitive and behavioral approaches to learning the school context (INDI)	communi	Use pronouns (I, you, me, we, they) and 4 to 5 word sentences in experiences with flashcard reading, storytelling, songs, etc. Strangers understand most of what is said	Increase vocabulary through interaction with fairy tales, stories, rhymes, and word games, and the application of what is learned through recall, renaming, and recreation	Display a wealth of vocabulary by verbalizing ideas in sequence and taking into account different text supports with a beginning and an end	Acquire new vocabulary through interaction in the school environment with peers and teachers, and maintain sequence and articulation of ideas composed of interpretations, opinions and/or reference experiences
			Produce sounds with the body to communicate messages related to feelings and learnings	Follow the rhythm of a song with the body and sing along with it	Achieve coordination of movements following the rhythm of a song	Achieve coordination of movements following the rhythm of a song Represent and express with gestures and body movements a message to be communicated
		Cognition: number thinking, critical-creative thinking, and metacognition.	Organize and classify elements of a set by using the context and taking into account natural categories (environment, perceptual world) as a disposition for the deployment of logical thinking skills	Organize and classify elements of a set and the context by one criterion at a time (color, shape, size, etc.) as a disposition for the deployment of logical thinking skills	Organize and classify elements of a set and the context with two criteria at a time (color, shape, size, etc.) as a disposition for the deployment of logical thinking skills	Arrange and classify, taking into account the context, tangible objects or intangible situations that indicate numerical notions (sense, function, symbols, meanings, pictograms) as a disposition for the deployment of logical thinking skills
			Doodle with name: successfully invents simple structures with construction materials. Use color discerningly in order to enhance the meaning of his shapes. Announces what will be done before starting and almost always change names while working or when finished	Pre-schematic Stage: Understandable images and shapes emerge. Find recognizable objects with unintelligible shapes (scribbles); form or draw the human shape in tadpole form.	Create scenes in the third dimension - The strip of sky or the line of the ground appears. The represented objects appear for expressive or emotional reasons: formal alterations, suppression of parts, exaggeration of sizes, exaggeration of the number of elements or details, noticeable differentiating color, etc.	The formal alterations are maintained for emotional or expressive reasons. The human figure is constituted by geometric shapes. Try to draw and shape the object as it is, including details and colors
			Memorize new knowledge through the observation of images, drawings and/or illustrations	Display efficiency in the amount of data memorized through association and interest.	Use repetition as a mechanism of memorization of new information and give it meaning	Use memory spontaneously and indicate organization and grouping strategies for the maintenance of short-term information
			Anticipate the consequences of actions that are known but distal	Differentiate between being informed (knowing something that has been learned by experience) and thinking something (opinion, interpretation, conjecture)	Preserve the intangible identity of an object: enter into the other's intentions	Share interpretations and inferences of a content, influencing the knowledge of others
			Recognize mistakes in simple situations and associate them with a consequence	Demonstrate consistency in evaluating and solving a simple problem in everyday life	Use self-instructions and question formulation to solve problems about the world and things, and then judge the result	Ask questions as a way to reason about the world and find answers that help to solve abstract and non-abstract problems
			Describe personal actions, taking into account personal likes and dislikes	Reflect on personal actions as a demonstration of metacognitive ability	Display notions of false belief: begin to become aware of the existence of alternative beliefs	Reason, easily discovering false stories or half-truths: knowledge is relativized by understanding it in terms of informal reasoning and critical thinking
			Show orientation or positioning in the here and now in response to verbal instruction: can maintain concentration for 6 to 15 minutes	Display concentration on engaging activities (8 to 20 minutes): manipulating objects, examining pictures, listening to stories, etc.	Display stability of attention over time (10 to 25 minutes, as long as novelty is incorporated in the same activity), maintain fixed attention on something: remember a material to later reproduce it	Maintain attention focused in order to solve a task. For example, when reading pictures, specific details are emphasized: consciously directs attention to specific objects and phenomena using various methods. Maintain concentration for 12 to 30 minutes

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