

Approaches to Learning (ATL)

Engagement, Attention, and Persistence 1

1 Engagement, Attention, and Persistence 1

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

Responding

- E Orients to people, objects, or changes in the environment **EARLIER**
- L Engages in explorations of people or objects for brief periods **LATER**

Exploring

- E Engages in simple self-initiated activities, sometimes with adult support **EARLIER**
- L Engages in and returns to self-initiated activities after a brief interruption **LATER**

Building

- E Engages in self-initiated activities for extended periods of time **EARLIER**
- L Manages distractions or challenges with adult support during group learning activities **LATER**
- M Engages in group learning activities with adult guidance **MIDDLE**

Integrating

- E Manages distractions or challenges on own during group learning activities **EARLIER**
- M Engages in complex adult-selected group learning activities with multiple components **MIDDLE**
- L Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next) **LATER**

Extending

- E Engages in, on own, structured learning and returns to complex adult-selected activities that span several time periods **EARLIER**
- M Engages in, with adult support, complex, structured learning activities while incorporating new information or adjusting approaches **MIDDLE**
- L Engages in, usually on own, complex, structured learning activities while incorporating new information or adjusting approaches, spanning several time periods **LATER**

Curiosity, Interest, and Initiative 2

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

2 Curiosity, Interest, and Initiative 2

Responding

- E Orients toward movement or changes in people, objects, or sounds **EARLIER**
- L Shows interest in new or unexpected characteristics or actions of people or objects **LATER**

Exploring

- E Explores objects and notices and responds to interactions with people **EARLIER**
- L Explores new ways to use familiar objects outside of their intended use **LATER**

Building

- E Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions **EARLIER**
- M Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed "why" or "how" questions, often with adult prompting **MIDDLE**
- L Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support **LATER**

Integrating

- E Tries out and builds on new ideas or approaches introduced by adults to extend explorations **EARLIER**
- M Tests how things or materials react under different conditions by modifying actions or approaches **MIDDLE**
- L Seeks purposefully to understand new information by making connections to information they know well **LATER**

Extending

- E Explores new topics or ideas by making comparisons between different approaches or conditions **EARLIER**
- M Explores new topics or ideas by identifying multiple alternative outcomes or reasons, sometimes testing them out **MIDDLE**
- L Communicates about abstract ideas or asks open-ended questions without clear answers **LATER**

Problem-Solving 3

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday

3 Problem-Solving 3

Responding

- E Orients toward people, sounds, or objects **EARLIER**
- L Explores doing things with people or objects and attends to what happens **LATER**

problems and problems related to learning activities

Exploring

- E Tries different ways to do things using people or objects when encountering problems **EARLIER**
- L Uses effective strategies, suggested by others or observed, to solve problems **LATER**

Building

- E Comes up with strategies to solve everyday problems, with adult support **EARLIER**
- M Identifies different aspects of everyday problems and comes up with strategies to try to solve them **MIDDLE**
- L Pauses and examines everyday problems before trying out one or more targeted strategies to solve them **LATER**

Integrating

- E Examines novel or complex problems and seeks help to come up with strategies to solve them **EARLIER**
- M Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support **MIDDLE**
- L Uses a variety of strategies to solve novel or complex problems on own **LATER**

Extending

- E Identifies some potential novel or complex problems and takes steps to proactively solve them **EARLIER**
- M Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support **MIDDLE**
- L Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed **LATER**

Planning 4

4 Planning 4

Child develops increasing ability to set and carry out goals and plans related to learning activities

Exploring

- E There are no earlier levels for this measure. **EARLIER**
- L Participates in familiar routines and activities **LATER**

Building

- E Carries out the next two steps of familiar learning activities **EARLIER**
- M Carries out the next one or two steps of new learning activities **MIDDLE**
- L Makes and carries out a one or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder) **LATER**

Integrating

- E** Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support **EARLIER**
- M** Makes and carries out a multi-step plan for new learning activities on own or with peers **MIDDLE**
- L** Extends a multi-step plan beyond the initial goal on own or with peers **LATER**

Extending

- E** Sets a short-term goal (i.e., within one to two days) and makes and carries out a multi-step plan on own or with peers to achieve it **EARLIER**
- M** Sets a longer-term goal (i.e., within a week) and makes and carries out a multi-step plan on own or with peers to achieve it, with adult support **MIDDLE**
- L** Reviews and reflects on the success of plans to achieve goals **LATER**