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

M Engages in group learning activities with adult guidance MIDDLE

L Manages distractions or challenges with adult support during group learning activities LATER

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

Skip to main content

Curiosity, Interest, and Initiative 2

2 Curiosity, Interest, and Initiative 2

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

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

3 Problem-Solving 3

Child develops increasing ability to co an to

Skip to main content

Responding

F Orients toward people, sounds, or objects EARLIER

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 oneor two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder) LATER

Skip to main content

tegrating

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