

| Approaches to Learning | | | | | | | | | | | |
|------------------------|--|---|--|--|---|--|---|--|---|--|--|
| Age/ Grade | Attends and engages | Follows Directions | Persists | Solves problems | Shows curiosity and motivation | Shows flexibility and inventiveness in thinking | Recognizes and recalls | Makes connections | Uses classification skills | Thinks symbolically <small>(Uses symbols & images to represent something not present)</small> | Engages in socio-dramatic play |
| 3 Years | Sustains interest in working on a task, especially when adults offer suggestions, questions & comments | Follows directions of two or more steps that relate to familiar objects and experiences | Practices an activity many times until successful | Solves problems without having to try every possibility | Shows eagerness to learn about a variety of topics and ideas | Changes plans if a better idea is thought of or proposed | Tells about experiences in order, provides details, & evaluates the experience; recalls three or four items removed from view | Draws on everyday experiences and applies this knowledge to a similar situation | Places objects in 2 or more groups based on differences in a single characteristic, e.g., color, size, or shape | Draws or constructs and then identifies what it is | Acts out familiar or imaginary scenarios; may use props to stand for something else |
| PreK4 | Sustains work on age-appropriate, interesting tasks, can ignore most distractions & interruptions | Follows detailed instructional, multistep directions | Plans and pursues a variety of appropriately challenging tasks | Solves problems without having to try every possibility | Shows eagerness to learn about a variety of topics and ideas | Changes plans if a better idea is thought of or proposed | Tells about experiences in order, provides details, & evaluates the experience; recalls three or four items removed from view | Draws on everyday experiences and applies this knowledge to a similar situation | Groups objects by one characteristic; then regroups them using a different characteristic & indicates the reason | Plans & then uses drawings, constructions, movements, & dramatizations to represent ideas | Interacts with 2 or more children during pretend play, assigning &/or assuming roles & discussing actions, sustains play scenario for up to 10 mins. |
| K | Sustains attention to tasks or projects over time; can return to activities after interruptions | Follows detailed instructional, multistep directions | Plans and pursues own goal until it is reached | Thinks problems through, considering several possibilities and analyzing results | Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects | Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules | Uses a few deliberate strategies to remember info | Generates a rule, strategy, or idea from one learning experience and applies it in a new context | Groups similar by more than one characteristic at the same time; switches sorting rules when asked & explains the reasons | Represents objects, places & ideas with increasingly abstract symbols | Plans and negotiates complex role-play; joins in detailed conversation about roles & actions; play may extend over several days |

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| 1 st | Selectively focuses attention based on task difficulty & shifts attention toward teacher's goal; demonstrates concentrated effort | Asks for clarification in order to understand complex directions; carries out directions with five to six steps | Plans and pursues own goal until it is reached | Thinks problems through, considering several possibilities and analyzing results | Shows enthusiasm for learning new things & looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings & everyday events | Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules | Begins to use rehearsal strategies but may need adult prompts/cues; is able to describe details of people, places things, and events from memory | Connects the past with the present using general time estimates between events; connects time with specific daily events & salient events with the months & seasons | Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations | Represents objects, places and ideas with increasingly abstract symbols | NA |
| 2 nd | Concentrates on tasks for extended periods but may become relentless, especially during activities as less interesting; repeatedly practices activities to be enjoyable | Asks for clarification in order to understand complex directions; carries out directions with five to six steps | Plans and completes grade-appropriate tasks and projects with minimal adult assistance | Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers | Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic | Accepts last-minute changes and requires less detailed instructions; experiments with invention | Uses rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time | Provides general descriptions of events to occur in the future; links material learned previously and in other contexts | Forms simple hierarchal classifications | Shows increasing ability to interpret and record ideas & thoughts and to solve problems without concrete points of reference | NA |

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| 3 ^d | Directs attention & concentrates on activities that require additional study | Asks for clarification in order to understand complex directions; carries out directions with five to six steps | Finishes long assignments & projects that last for days or weeks, may briefly give up on difficult tasks but returns to complete them | Plans, considers various alternatives, and combines skills and strategies needed to solve problems | Asks thoughtful & increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered info. about a topic | Reverses thoughts mentally; understands directional perspectives other than his/her own | Begins to use grouping strategies to help remember, but may need adult cues or instruction on how to be efficient; recognizes inconsistencies/incompleteness of information | Associates people & events with the past, present, & future; begins to organize and compile info. from multiple sources to create a useful document connecting events | Forms simple hierarchical classifications | Mentally manipulates info. & uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts & text; reflects on her work | NA |

Revised: October 16, 2017