

# Approaches to Learning: By End of Kindergarten

## EMOTIONAL AND BEHAVIORAL SELF- REGULATION

### 1 Child manages emotions with increasing independence. 1

- a Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. 1.A
  - b Checks in with an adult when emotions are most intense. 1.B
  - c With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths. 1.C
- 

### 2 Child follows rules and routines with increasing independence. 2

- a Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity. 2.A
  - b Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time. 2.B
  - c Consistently responds to signals when transitioning from one activity to another. 2.C
- 

### 3 Child appropriately handles and takes care of materials. 3

- a Consistently handles materials appropriately during activities. 3.A
  - b Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin. 3.B
- 

### 4 Child manages actions, words, and behavior with increasing independence. 4

- a Demonstrates control over actions and words in response to a challenging situation with increasing frequency. 4.A
  - b Consistently manages behavior according to expectations. 4.B
  - c Waits for their turn with increasing frequency. 4.C
  - d Consistently refrains from aggressive behavior towards others. 4.D
  - e Understands the consequences of behavior with increasing frequency. 4.E
-

**COGNITIVE SELF-  
REGULATION  
(EXECUTIVE  
FUNCTIONING)**

**5 Child demonstrates an increasing ability to control impulses. 5**

- a Frequently able to stop an engaging activity to transition to another less desirable activity. 5.A
  - b Frequently delays having desires met. 5.B
  - c Waits to communicate information to a group. 5.C
  - d Consistently refrains from responding impulsively. 5.D
- 

**6 Child maintains focus and sustains attention with minimal trusted adult support. 6**

- a Maintains focus on activities for extended periods of time. 6.A
  - b Engages in purposeful play for extended periods of time. 6.B
  - c Independently attends to an adult during large- and small group activities. 6.C
- 

**7 Child persists in tasks. 7**

- a Takes on challenges through verbal or nonverbal means. 7.A
  - b Demonstrates understanding that mistakes can provide information to learn from. 7.B
  - c Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. 7.C
  - d Often returns focus to an activity or project after having been away from it. 7.D
- 

**8 Child holds information in mind and manipulates it to perform tasks. 8**

- a Consistently and accurately recounts recent experiences in the correct order and includes relevant details. 8.A
  - b Successfully follows detailed, multistep directions, sometimes with few reminders. 8.B
  - c Consistently remembers actions to go with stories or songs shortly after being taught. 8.C
- 

**9 Child demonstrates flexibility in thinking and learning. 9**

- a Often tries different strategies to complete work or solve problems, including problems with other children. 9.A
  - b Engages in cooperative and collaborative tasks, activities, and projects. 9.B
  - c Consistently applies different rules in contexts that require different behaviors. 9.C
  - d Usually transitions between activities without getting upset. 9.D
-

## INITIATIVE AND CURIOSITY

### 10 Child demonstrates initiative and independence. 10

- a Engages in independent activities. 10.A
  - b Makes choices and effectively communicates these to adults and other children. 10.B
  - c Independently identifies and seeks supplies to complete activities or tasks. 10.C
  - d Plans a variety of play scenarios, including establishing roles for peers. 10.D
- 

### 11 Child shows interest in and curiosity about the world around them. 11

- a Expresses the belief that they can develop new skills, interests, and talents. 11.A
  - b Asks questions and seeks new information. 11.B
  - c Is willing to participate in new activities or experiences even if they are perceived as challenging. 11.C
  - d Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. 11.D
- 

## CREATIVITY

### 12 Child expresses creativity in thinking and communication. 12

- a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. 12.A
  - b Approaches tasks, activities, and play in ways that show creative thinking and problem solving. 12.B
  - c Uses multiple means of communication to creatively express thoughts, feelings, or ideas. 12.C
- 

### 13 Child uses imagination in play and interactions with others. 13

- a Frequently engages in social and pretend play. 13.A
- b Uses imagination with materials to create stories or works of art. 13.B
- c Uses a variety of objects or materials to represent something else during play. 13.C