

ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	
<p>Responds to people, things, or sounds</p>	<p>Notifies new or unexpected characteristics or actions of people or things</p>	<p>Explores people or things in the immediate environment</p>	<p>Explores new ways to use familiar things, including simple trial and error</p>	<p>Explores through simple observations, or manipulations, or asking simple questions</p>	<p>Explores by engaging in specific observations, manipulations, or by asking specific questions</p>	<p>Carries out simple investigations using familiar strategies, tools, or sources of information</p>	<p>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</p>	
<p>Possible Examples</p> <ul style="list-style-type: none"> Orients toward a noise. Turns head toward a person who comes into view or begins talking. Looks at a mobile. 		<ul style="list-style-type: none"> Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. Smiles when an adult begins singing a song. Moves arms or legs when a mobile begins moving overhead. 	<ul style="list-style-type: none"> Bangs a drum with hands repeatedly. Touches hair of another child. Pats, pulls on, or turns pages of a board book. Watches intently as an adult prepares snack. 	<ul style="list-style-type: none"> Paints on paper and on arm when given a paintbrush and paint. Molds sand using a cup. Tries using utensils to work with play dough. 	<ul style="list-style-type: none"> Moves around a fish bowl to continue watching a fish as it swims around objects. Drops a marble in a maze and follows its path as it rolls to the bottom. Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk. 	<ul style="list-style-type: none"> Puts a dry sponge in water and then squeezes it to see what happens. Observes a snail and asks, "Why do snails have shells?" Compares color or shape of leaves gathered on a nature walk. 	<ul style="list-style-type: none"> Uses a magnetic wand to figure out which objects on a table it will lift up. Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. Places a variety of objects in water to see which will float and which will sink. Uses a communication device to learn about the new pet guinea pig. 	<ul style="list-style-type: none"> Examines images from informational books or a computer to learn about the habitats of different animals. Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

