

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
1	Children show curiosity and Interest in learning.	Seeks, initiates, and responds to interactions with people and objects.	Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments.	Deliberately explores and experiments with people and objects.	Becomes inquisitive; seeks information and vocabulary to build understanding.	Begins to show logic in thinking about complex information, and about people, objects, and actions.	Uses hypothesis testing in a structured and focused approach.
2	Children generate/create new ideas, approaches and activities in daily routines.	Actively explores self and immediate surroundings.	Explores objects and sounds using sensory approaches, and by trying various movements.	Uses imagination and pretend play to experiment with objects and roles.	Expands personal expression through language, play, and creative exploration.	Uses elaborate strategies, and cooperation with others in creative expression.	Uses systematic thinking and perspective taking to generate new ideas and solve problems.
3	Children are confident to initiate and complete activities using a variety of approaches.	Engages in interactions with people and explores people and objects around them.	Seeks out sustained, pleasurable activities with familiar people, objects, and activities.	Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings.	Initiates and sustains interactions and activities with increasing independence.	Initiates, sustains, and completes play and activities based on personal and shared interests.	Sustains independent work and contributes to group efforts, applying social conventions and rules.
4	Children demonstrate persistence and sustain attention when faced with challenges and frustration.	Briefly sustains attention to caregiver’s actions and objects in the environment.	Focuses on stimulating activities and returns to them after distractions.	Maintains attention to and extends favorite activities by repeating them.	Uses a variety of approaches to master complex challenging tasks.	Selects and critiques ideas and arguments to solve problems and complete tasks, independently and with others.	Considers and resolves difficult or frustrating situations with attentiveness and persistence.
5	Children develop and carry out plans.	Responds to pleasurable experiences and repeats actions that stimulate pleasure.	Initiates intentional action to meet personal wants and needs.	With assistance, uses multiple steps and strategies to plan for and persist in activities.	Develops ideas for how things work and attempts tasks that have unknown outcomes.	Plans individual and shared activities.	Independently develops and carries out plans for complex tasks, and seeks adult and peer feedback.
6	Children change or adapt thought processes, applying previously learned concepts and skills to new situations.	Self regulates around eating, sleeping, and sensory exploration.	Sustains play with objects. Use trial and error experimentation.	Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.	Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.	Begins to recognize own ways of creating ideas and solving problems.	Uses complex mental models including observation, hypothesis testing, prediction, estimation, evaluation, and perspective taking to understand and explain how the

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							world works.
7	Children interact, understand and view the world influenced by temperament.	Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention, and adapts to changes.	Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.	Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.	Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.	Modifies personal ways of creating ideas, solving problems, and managing situations to align with cultural and social expectations of the greater community.
8	Children demonstrate awareness of cause and effect.	Increasingly aware of self, primary caregivers, and objects.	Intentionally explores self, others, and objects; recognizes the effect of actions.	Explores cause and effect with people, objects, and settings.	Experiments with and uses words to describe simple causal relationships.	Intentionally structures explorations to test cause and effect with people and objects.	Uses knowledge of causal relationships to inform behavior and to initiate increasingly complex explorations of objects and relationships.
9	Children use prior relationships, experiences and knowledge to build foundational memory.	Begins to anticipate routines through interactions with people and objects.	Builds foundational experiences, routines, relationships, and emotions to expand memory.	Uses past experiences to apply sequential memory and control impulses.	Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.	Chooses among multiple past experiences, as well as imagined experiences, to plan for, interpret, and act on complex situations and decisions.
10	Children imitate behaviors that they have observed.	Initiates, sustains, and replicates brief interactions and expressions.	Initiates, sustains, and replicates interactions and expressions of familiar people.	Observes and replicates expressions, words, and actions of others in functional play, including familiar people, and characters from books, poetry, songs, or media.	Use imitation as a foundation for symbolic and constructive play.	Shows increasing skill in coordinating physical and cognitive abilities to realistically imitate and create events and situations.	Imitates, expands, explains, alters, and rejects or accepts behaviors they observe.
11	Children find multiple solutions to questions, tasks, problems and challenges including trial and error.	Use senses to explore environment and relationships.	Use sensory exploration to examine objects, and settings to observe outcomes.	Use goal-oriented exploration with novel objects and situations, and familiar people.	Tries multiple ways to solve problems and create play.	Uses past experiences, current information, and flexible thinking for problem solving.	Independently tries a variety of problem solving strategies.

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12	Children use conjecture, hypothesizing and guessing.	Use all senses to explore environment and relationships.	Takes some risks to actively explore and interact with familiar people, objects, and settings.	Initiates actions to see reactions.	Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	Systematically tests ideas about how things work and applies those systems to social and physical settings.	Uses the scientific method routinely, including hypothesis making and testing, prediction and estimation, evaluation, and conclusion documentation.
13	Children build knowledge using comparison, contrasts, examination and evaluation.	Responds to and initiates actions with people and objects.	Explores and examines objects, people, and situations to see differences and similarities.	Observes and reacts to similarities and differences in people, places, and situations.	Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	Examines and evaluates problems and situations to reach conclusions.	Use if-then reasoning to explain social and natural phenomena.
14	Children participate in exploratory play.	Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.	Use sensory motor skills to engage with people and objects.	Use sensory motor play to extend the use of materials in functional ways.	Explore materials and actions with an intended purpose.	Expands knowledge of materials and tools to incorporate into play activities.	Expresses ideas and takes risks to explore materials and ideas independently and in common exploration with others.
15	Children participate in pretend and symbolic play.	Sustains brief playful interactions with caregiver support.	Use senses and mobility to explore functions of objects and actions, with symbolic play evolving as a result of the functional exploration.	Use objects symbolically in pretend play.	Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.	Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality.	Creates and carries out elaborate fantasy and real play themes.
16	Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.	Infants initiate and respond to sensory stimulation which is a neurological precursor to Symbolic representation.	Engages in pre-symbolic play. (See Goal 14, Exploratory Play)	Uses symbolic expression in dramatic play and creative activities.	Use symbols in arts, communication, and numeracy.	Use symbols to represent numbers, letters, and some words; and for expression in creative arts.	Uses symbols to operate on, represent, and communicate creative thought, number concepts, and to express ideas.