**Social Foundations: Persistence Learning Progression**

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| **Domain: Social Foundations** | | | | |
| **Strand: Approaches to Learning/Executive Functioning** | | | | |
| **Learning Progression: Persistence** | | | | |
| **Operational Definition: Demonstrates the ability to persist with a task** | | | | |
|  | **A** | **B** | **C** | **D** |
| **Persisting with Tasks** | Attends briefly to new objects and people. | Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another. | Explores objects for moderate amounts of time on own or with adult support. | Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur. |

**Observational Rubric:** Persisting with Tasks

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child attends briefly to new objects and people. | **Fredrick**—I put out some new books for the children. Fredrick was in the book area. He looked at the one I showed him for a short time as I read and turned a few pages. |
| **B** | Child explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another. | **Camilla**—Camilla picked up a rubber block and squeezed it. She then put it down and picked up a wooden car and banged it on the ground for a few seconds. |
| **Adaptations: Evidence Examples** | **Sensory Sensitivity:** | **Cooper**—Cooper took the smooth and harder balls out of the box to shake and bang on the floor. He avoided the balls that were squishy and had a textured surface. |
| **C** | Child explores objects for moderate amounts of time on own or with adult support. | **Gabriel**—Gabriel was playing with a pop-up toy, pressing each button one at a time and making all the animals pop up. |
| **D** | Child engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur. | **Julie**—Julie was putting away her blocks when she saw other children at the art center and became interested in what they were doing. She paused and then continued to finish the task of putting away blocks with my encouragement and help. |
|  | **Adaptations: Evidence Examples** | **Sensory Sensitivity:** | **Mila**—Mila was on the rug busily stringing large beads. Children sitting near her began a noisy game with the zoo animals, so she started to leave the area. I helped her move her beads to a quieter area of the room where she resumed her bead stringing. |