

Alignment of the 2010 Arizona Infant and Toddler Developmental Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Arizona Infant and Toddler Developmental Guidelines** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Arizona Infant-Toddler Guidelines

COR Advantage Items

Domain I: Social and Emotional Development	
<p>COMPONENT: Trust and Emotional Security</p> <p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p>COMPONENT: Self-Awareness</p> <p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>	<p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p>
<p>COMPONENT: Self-Regulation</p> <p>Begins to manage own behavior and show self-regulation</p> <p>Shows ability to cope with stress</p> <p>Shows increasing independence</p> <p>Understands simple routines, rules or limitations</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p>
<p>COMPONENT: Relationships with Other Children</p> <p>Shows interest in and awareness of other children</p> <p>Responds to and interacts with other children</p> <p>Begins to recognize and respond to other children's feelings and emotions</p> <p>Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants</p> <p>Uses imitation or pretend play to learn new roles and relationships</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>

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COR Advantage Items

<p>Domain I: Social and Emotional Development CONT</p>	
<p>COMPONENT: Approaches to Learning</p> <p>Begins noticing people, events, and things</p> <p>Watches what others do, begin to pretend, and use materials in new and different ways</p> <p>Developing confidence; trying new things and taking risks</p> <p>Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others.</p>	<p>C. Reflection F. Building relationships with other children HH. History</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>A. Initiative and planning D. Emotions</p> <p>A. Initiative and planning D. Emotions</p>

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<p>Domain II: Language Development and Communication</p>	
<p>COMPONENT: Listening and Understanding</p> <p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>G. Community M. Listening and comprehension</p>
<p>COMPONENT: Communicating and Speaking</p> <p>Uses sounds, gestures or actions to express needs and wants</p> <p>Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>	<p>K. Personal care and healthy behavior L. Speaking</p> <p>L. Speaking N. Phonological awareness</p> <p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p>COMPONENT: Emergent Literacy</p> <p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>	<p>N. Phonological awareness Y. Music</p> <p>P. Reading Q. Book enjoyment and knowledge X. Art</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge P. Reading</p>

Arizona Infant-Toddler Guidelines

COR Advantage Items

Domain III: Cognitive Development	
<p>COMPONENT: Exploration and Discovery</p> <p>Pays attention to people</p> <p>Uses senses to explore people, objects and the environment and objects</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</p>	<p>E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>P. Reading Q. Book enjoyment and knowledge V. Patterns</p> <p>A. Initiative and planning BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>COMPONENT: Memory</p> <p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	<p>A. Initiative and planning C. Reflection</p> <p>E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying GG. Geography</p> <p>B. Problem solving with materials C. Reflection HH. History</p> <p>C. Reflection GG. Geography HH. History</p>
<p>COMPONENT: Problem Solving</p> <p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	<p>AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

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<p><i>Domain III: Cognitive Development</i></p>	
<p>COMPONENT: Imitation and Symbolic Play</p> <p>Observes and imitates sounds, gestures or behaviors</p> <p>Uses objects in new ways or in pretend play</p> <p>Uses imitation or pretend play to express creativity and imagination</p>	<p>N. Phonological awareness AA. Pretend play FF. Knowledge of self and others</p> <p>AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play FF. Knowledge of self and others</p>

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COR Advantage Items

Domain IV: Physical and Motor Development	
<p>COMPONENT: Gross Motor Development</p> <p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>COMPONENT: Fine Motor Development</p> <p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	<p>J. Fine-motor skills</p>
<p>COMPONENT: Physical Health and Well-Being</p> <p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p> <p>Begins to understand safe and unsafe behaviors</p>	<p>K. Personal care and healthy behavior</p>