

Alignment of the 2006 Delaware Infant and Toddler Early Learning Foundations With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Delaware Infant and Toddler Early Learning Foundations** 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.



Delaware Infant - Toddler Foundations

COR Advantage Items

Language Domain	
Baby may...	
Demonstrate enjoyment through facial/body movements to the sounds of words in books	D. Emotions P. Reading Q. Book enjoyment and knowledge
Demonstrate enjoyment through facial/body movements to songs and music	D. Emotions Y. Music Z. Movement

Toddler may...	
Demonstrate understanding of familiar words	M. Listening and comprehension
Follow one step directions in play	M. Listening and comprehension
Demonstrate understanding of “no” by stopping what he is doing some of the time	M. Listening and comprehension
Point to body parts when asked	K. Personal care and healthy behavior
Use physical movements and gestures to express wants and needs	K. Personal care and healthy behavior L. Speaking
Use simple sounds to express thoughts, wants and needs	K. Personal care and healthy behavior L. Speaking
Touch or identify pictures in a book when asked	P. Reading
Become an active reading partner by listening to books for a short period of time	P. Reading Q. Book enjoyment and knowledge
Touch or identify familiar items when asked	M. Listening and comprehension
Find familiar objects not in sight	C. Reflection GG. Geography
Use the same “words” consistently to express wants, needs, and thoughts	K. Personal care and healthy behavior L. Speaking
Use animal and other familiar sounds in play	N. Phonological awareness AA. Pretend play

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COR Advantage Items

<i>Language Domain CONT</i>	
Child may...	
Ask simple questions using words or change in voice	L. Speaking
Use words beginning with a variety of sounds	L. Speaking
Choose familiar objects upon request	A. Initiative and planning M. Listening and comprehension
Follow a two-step direction	M. Listening and comprehension
Imitate and use two and three word phrases	L. Speaking
Refer to self by name	FF. Knowledge of self and others
Use pronouns occasionally	L. Speaking
Respond to simple questions	M. Listening and comprehension
Demonstrate understanding of an increasing number of words and phrases	L. Speaking M. Listening and comprehension
Use action words	L. Speaking
Use more words in phrases/sentences	L. Speaking
Use words that describe objects and actions	L. Speaking
Answer questions with "yes" or "no"	L. Speaking M. Listening and comprehension
Use plurals	L. Speaking
State first and last name	FF. Knowledge of self and others

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COR Advantage Items

<i>Social Emotional and Attachment Domain</i>	
<p>Baby may...</p> <p>Express a variety of emotions and feelings to communicate basic needs</p> <p>Cry, smile, coo</p> <p>Make eye contact while interacting with caregiver in daily routines</p> <p>Begin to discover own body</p> <p>Maintain eye contact and mutual gazing with caregiver</p> <p>Signal for caregiver’s assistance by crying and squealing</p> <p>Show a preference for interactions with familiar adults</p> <p>Initiate interaction with caregiver through eye contact and smiling</p> <p>Take part in back and forth interactions with caregiver</p> <p>Be aware of familiar adults as they move around the room</p> <p>Show awareness of unfamiliar adults</p> <p>Initiate interactions with caregiver</p> <p>Imitate actions and sounds of caregivers and peers</p> <p>Respond to own name (smiles, eye contact, turns head)</p> <p>Show preference for favorite toys and objects</p> <p>Be comforted by familiar routines and environment</p> <p>Recognize and express a range of emotions</p> <p>Show interest in others</p>	<p>D. Emotions K. Personal care and healthy behavior</p> <p>D. Emotions E. Building relationships with adults</p> <p>K. Personal care and healthy behavior FF. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>G. Community</p> <p>D. Emotions</p> <p>E. Building relationships with adults F. Building relationships with other children</p>

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COR Advantage Items

<i>Social Emotional and Attachment Domain CONT</i>	
<p>Toddler may...</p> <ul style="list-style-type: none"> Show anxiety when around unfamiliar people Demonstrate separation anxiety Check in with caregiver while exploring Anticipate and follow routines Demonstrate a sense of accomplishment Initiate social interaction with others Play side-by-side with others 	<ul style="list-style-type: none"> D. Emotions D. Emotions E. Building relationships with adults G. Community HH. History A. Initiative and planning D. Emotions K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children F. Building relationships with other children
<p>Child may...</p> <ul style="list-style-type: none"> Demonstrate self-control and assert independence Recognize and react to others' feelings Form attachments to one or two children in peer group Explore with others Enjoy interacting with others Express awareness of similarities and differences between self and others 	<ul style="list-style-type: none"> A. Initiative and planning D. Emotions D. Emotions F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others

Delaware Infant - Toddler Foundations

COR Advantage Items

<i>Motor Development</i>	
Baby may...	
Control own body beginning with the head and back and progressing to the arms and legs	I. Gross-motor skills
Move left and right arms and legs randomly, not with conscious control, equally	I. Gross-motor skills
Begin with hands tightly fistled to gradually opening	J. Fine-motor skills
Follow or find a stationary or moving object	T. Geometry: Shapes and spatial awareness
Begin to look at own hand(s), toys or objects while playing with them	S. Number and counting BB. Observing and classifying
Grasp whatever is put into hands	J. Fine-motor skills
Begin to have control of arm movements	I. Gross-motor skills
Begin to reach for and hold own bottle	J. Fine-motor skills
Gradually sit independently	I. Gross-motor skills
Claps hands together for play	I. Gross-motor skills
Consistently use hand(s) for object exploration	J. Fine-motor skills BB. Observing and classifying
Transfer objects from one hand to another	J. Fine-motor skills V. Patterns
Roll back and forth	I. Gross-motor skills
Begin to scoot, roll, inchworm, or crawl	I. Gross-motor skills
Begin to pull up on sturdy objects	I. Gross-motor skills

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COR Advantage Items

Motor Development CONT	
<p>Toddler may...</p> <p>Begin to take steps sideways while holding onto something (cruising)</p> <p>Begin to explore textures with hands</p> <p>Begin to feed finger foods to self</p> <p>Begin to roll and toss objects</p> <p>Begin to hold onto a cup with a lid</p> <p>Begin to pinch thumb and finger</p> <p>Begin to turn pages in sturdy (board) book</p> <p>Walk short distances with both hands held, then with one</p> <p>Walk by self</p> <p>Begin to feed self with a spoon</p> <p>Climb into an adult lap, or on furniture and up and down stairs</p> <p>Begin to hold crayon in palm of hand and make dots on paper</p> <p>Begin to add and empty objects from containers</p> <p>Begin to stack a few large objects</p> <p>Walk with one foot in front of the other</p> <p>Kick balls short distances</p> <p>Begin to remove loose clothing and shoes</p> <p>Begin to run, awkwardly, and has difficulty stopping</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>X. Art</p> <p>BB. Observing and classifying</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>J. Fine-motor skills</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>Q. Book enjoyment and knowledge</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>U. Measurement</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>I. Gross-motor skills</p>

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COR Advantage Items

<i>Motor Development CONT</i>	
<p>Child may...</p> <p>Begin to jump</p> <p>Begin to throw balls with aim</p> <p>Begin to use mature finger grasp with thumb and first two fingers</p> <p>Attempt to snip paper with scissors</p> <p>Begin to complete simple puzzle and blocks</p> <p>Hold an object stable with one hand while using the other to perform a task</p> <p>Use a fork</p> <p>Use a cup</p> <p>Begin to put on own shirt, pants, shoes, and jacket</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>T. Geometry: Shapes and spatial awareness X. Art</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

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COR Advantage Items

Cognitive/Discovery Domain	
<p>Baby may...</p> <p>Respond to touch, sounds, smells, light and voices, and focus on contrasts, black/white, red/white, faces</p> <p>Gather information through mouthing, grasping, and reaching</p> <p>Follow moving objects with eyes</p> <p>Tell the difference between familiar and unfamiliar people</p> <p>Realize ability to make things happen (e.g., hits or kicks mobile and makes it move)</p> <p>Apply previous knowledge to new situations</p> <p>Use play to explore and to build increased understanding of objects and materials in the environment</p> <p>Uncover toy that has been hidden</p>	<p>E. Building relationships with adults M. Listening and comprehension N. Phonological awareness X. Art</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness E. Building relationships with adults</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection HH. History</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection GG. Geography</p>
<p>Toddler may...</p> <p>Gain an understanding of basic concepts such as color, size, and shape</p> <p>Discover how objects fit in space</p> <p>Use objects as tools to make things happen</p> <p>Use people to make things happen</p> <p>Show increased short and long-term memory and increased attention</p> <p>Use play to explore things that go together</p> <p>Anticipate familiar routines</p> <p>Use readily available materials as a substitute for actual objects</p>	<p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior</p> <p>A. Initiative and planning C. Reflection HH. History</p> <p>BB. Observing and classifying</p> <p>G. Community HH. History</p> <p>AA. Pretend play</p>

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COR Advantage Items

<i>Cognitive/Discovery Domain</i>	
<p>Child may...</p> <p>Use play and daily routines to explore sorting, classifying, and understanding the concept of numbers</p> <p>Use skills already mastered in new, imaginative ways</p> <p>Solve more complex problems</p>	<p>S. Number and counting BB. Observing and classifying</p> <p>A. Initiative and planning B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>