

Alignment of the 2006 Iowa Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Iowa Early Learning Standards** 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 educational approach). 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.



Iowa Infant and Toddler Standards

COR Advantage Items

<p>Area 1 Physical Well-Being and Motor Development</p>	<p>K. Personal care and healthy behavior</p>
<p>1.1 Healthy and Safe Living</p> <p>The toddler:</p> <p>3. Participates in healthy self-care routines, such as washing hands and brushing teeth, with assistance from a familiar caregiver.</p>	
<p>1.2 Play and Senses</p> <p>The infant or toddler:</p> <p>1. Uses sights, smells, sounds, textures, and tastes to explore and experience activities and materials.</p> <p>2. Chooses and participates in a variety of play activities.</p> <p>3. Imitates behaviors in play.</p>	<p>BB. Observing and classifying</p> <p>A. Initiative and planning</p> <p>AA. Pretend play</p>
<p>1.3 Large Motor Development</p> <p>The infant:</p> <p>1. Shows increasing balance, strength, and coordination in activities such as sitting and standing.</p> <p>2. Shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.</p> <p>The toddler:</p> <p>3. Shows increasing control in motor skills such as catching a ball, throwing a ball underhand, kicking a ball, and jumping.</p> <p>4. Shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.</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>

Iowa Infant and Toddler Standards

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<p>1.4 Fine Motor Development</p> <p>The infant:</p> <ol style="list-style-type: none">1. Uses hand-eye coordination to perform self-help and fine motor tasks, such as eating food, picking up objects, placing objects, and transferring objects from hand to hand. <p>The toddler:</p> <ol style="list-style-type: none">2. Uses hand-eye coordination to perform self-help and fine motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers.	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

Iowa Infant and Toddler Standards

COR Advantage Items

<p>Area 2 Approaches to Learning</p>	
<p>2.1 Curiosity and Learning</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Shows interest in people, objects, and events. 2. Chooses, explores, and manipulates a variety of objects or toys. 	<ol style="list-style-type: none"> A. Initiative and planning A. Initiative and planning
<p>2.2 Engagement and Persistence</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Holds attention of familiar caregiver, for example, through eye contact or vocalizations. 2. Repeats a newly learned activity. 3. Engages and persists towards a goal with an activity, toy, or object. 	<ol style="list-style-type: none"> E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning B. Problem solving with materials
<p>2.3 Problem Solving</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Uses an object, action, or caregiver as a means to a goal, such as pulling a string to reach a toy or pushing a button to hear a sound. 2. Uses trial-and-error to find a solution to a problem. 	<ol style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions

Iowa Infant and Toddler Standards

COR Advantage Items

Area 3 Social and Emotional Development	
<p>3.1 Self</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Explores his/her own body. 2. Shows awareness of self (for example, by responding to own image in mirror). 3. Shows preferences for toys and activities. 4. Expresses enjoyment (for example, after succeeding in an activity). 	<ol style="list-style-type: none"> I. Gross-motor skills FF. Knowledge of self and others FF. Knowledge of self and others A. Initiative and planning D. Emotions
<p>3.2 Self-Regulation</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Indicates need for assistance by actions such as crying, gesturing, vocalizing, using words, or approaching familiar caregivers. 3. Responds to emotions expressed by others (for example, by comforting another child or crying in response to the cries of others). 4. Shows increasing ability to recognize own feelings, control behavior, and follow simple rules and limits. 	<ol style="list-style-type: none"> K. Personal care and healthy behavior D. Emotions D. Emotions
<p>3.3 Relationships with Caregivers</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 2. Accepts assistance and comfort from familiar caregivers. 3. Seeks and maintains contact with familiar caregivers (for example, through looking at the caregiver, hearing his/her voice, or touching the caregiver). 5. Seeks help from familiar caregivers in uncertain situations. 	<ol style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults E. Building relationships with adults E. Building relationships with adults

Iowa Infant and Toddler Standards

COR Advantage Items

3.4 Relationships with Children	
<p>The infant or toddler:</p> <ol style="list-style-type: none">1. Responds through gestures and vocalizations during interactions with other children.2. Initiates interactions with other children through gestures, vocalizations, and/or body contact.3. Accepts help from familiar caregivers in interactions with other children.	<p>M. Listening and comprehension</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

Iowa Infant and Toddler Standards

COR Advantage Items

Area 4 Communication, Language, and Literacy	
<p>4.1 Language Understanding and Use</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Responds to the vocalizations and communications of familiar caregivers. 2. Uses vocalizations and gestures to gain attention from others. <p>The toddler also:</p> <ol style="list-style-type: none"> 4. Uses simple sentences to communicate. 5. Participates in conversations. 	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>4.2 Early Literacy</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages. 2. Focuses on a book or the reader when hearing stories read. 3. Points to or gazes at pictures in books. 4. Responds to or engages in rhymes with the caregiver. <p>The toddler also:</p> <ol style="list-style-type: none"> 5. Points to pictures or names items in books on request. 6. Labels or talks about objects, events, or people in books. 7. Enjoys and repeats rhymes. 	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading</p> <p>N. Phonological awareness</p>

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<p>4.3 Early Writing</p> <p>The infant or toddler:</p> <ol style="list-style-type: none">1. Grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc. <p>The toddler also:</p> <ol style="list-style-type: none">2. Uses a variety of writing tools or other manipulative objects (such as markers, bristle blocks, stringing beads, pegboards, pencils, crayons, paint brush, spoons, etc.).3. Scribbles spontaneously.	<p>J. Fine-motor skills</p> <p>X. Art</p> <p>R. Writing</p>

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Area 5 Mathematics and Science	
<p>5.1 Comparison and Number</p> <p>The infant:</p> <ol style="list-style-type: none"> 1. Begins to notice characteristics of objects such as size, color, shape, or quantity. <p>The toddler also:</p> <ol style="list-style-type: none"> 2. Matches and sorts objects by size, color, shape, or quantity. 	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>5.2 Patterns</p> <p>The infant:</p> <ol style="list-style-type: none"> 1. Demonstrates expectations for familiar sequences of events. <p>The toddler also:</p> <ol style="list-style-type: none"> 2. Shows recognition of sequences in events or objects. 	<p>HH. History</p> <p>HH. History</p>
<p>5.3 Shapes and Spatial Relationships</p> <p>The infant:</p> <ol style="list-style-type: none"> 2. Fills and empties containers. 	<p>U. Measurement</p>
<p>5.4 Scientific Reasoning</p> <p>The infant or toddler:</p> <ol style="list-style-type: none"> 1. Explores and manipulates natural materials such as water and sand. 2. Shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared. 4. Begins to notice and label objects and events in the environment. 	<p>DD. Natural and physical world</p> <p>GG. Geography</p> <p>L. Speaking</p> <p>BB. Observing and classifying</p>

Iowa Infant and Toddler Standards

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Area 6 Creative Arts	
6.1 Art	
The infant:	
1. Gazes at a picture, photo, or mirror images.	P. Reading FF. Knowledge of self and others
2. With supervision, experiments with a variety of art materials.	X. Art
3. Engages in experiences that support creative expression.	X. Art Y. Music Z. Movement AA. Pretend play
The toddler also:	
4. Chooses various materials, such as playdough, crayons, water, markers, and paint, to explore and create art.	A. Initiative and planning X. Art
6.2 Music, Rhythm, and Movement	
The infant or toddler:	
1. Experiments with a variety of sound-making objects.	Y. Music
2. Explores moving rhythmically.	Z. Movement
The toddler also:	
4. Sings simple songs and finger-plays.	Y. Music
5. Shows interest in songs, tones, rhythms, voices, and music.	Y. Music Z. Movement
6.3 Dramatic Play	
The infant or toddler:	
1. Imitates the sound, facial expression, or gesture of another person.	AA. Pretend play
2. Imitates the actions and sounds of people, animals, and objects in the environment.	N. Phonological awareness
The toddler also:	
3. Engages in pretend play.	AA. Pretend play

Iowa Preschool Standards

COR Advantage Items

Area 7 Physical Well-Being and Motor Development	
<p>7.1 Healthy and Safe Living</p> <p>1. Begins to recognize and select healthy foods.</p> <p>2. Follows healthy self-care routines (brushing teeth and washing hands).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>7.2 Play and Senses</p> <p>1. Participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.</p> <p>2. Uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials.</p>	<p>I. Gross-motor skills</p> <p>BB. Observing and classifying</p>
<p>7.3 Large Motor Development</p> <p>1. Shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping.</p> <p>2. Shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>7.4 Fine Motor Development</p> <p>1. Uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.</p> <p>2. Shows increased skills in using scissors and writing tools for various learning activities.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

Iowa Preschool Standards

COR Advantage Items

Area 8 Approaches to Learning	
<p>8.1 Curiosity and Initiative</p> <p>2. Chooses to explore a variety of activities and experiences with a willingness to try new challenges.</p>	<p>A. Initiative and planning</p>
<p>8.2 Engagement and Persistence</p> <p>1. Persists in and completes a variety of both caregiver-directed and self-initiated tasks, activities, projects, and experiences.</p> <p>2. Maintains concentration on a task.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>8.3 Problem Solving</p> <p>1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.</p> <p>2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers.</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Iowa Preschool Standards

COR Advantage Items

Area 9 Social and Emotional Development	
<p>9.1 Self</p> <ol style="list-style-type: none"> 1. Expresses sense of self in terms of specific abilities. 2. Expresses needs, wants, and feelings in socially appropriate ways. 3. Shows increasing confidence and independence in a variety of tasks and routines, expresses pride in accomplishments. 	<p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p>
<p>9.2 Self-Regulation</p> <ol style="list-style-type: none"> 4. Manages transitions and changes to routines. 5. States feelings, needs, and opinions in difficult situations without harming self, others, or property. 	<p>G. Community</p> <p>D. Emotions</p> <p>H. Conflict resolution</p>
<p>9.3 Relationships with Caregivers</p> <ol style="list-style-type: none"> 1. Interacts comfortably with a range of familiar caregivers. 2. Accepts guidance, comfort, and directions from a range of familiar caregivers. 3. Shows trust in familiar caregivers. 4. Seeks help as needed from familiar caregivers. 	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>H. Conflict resolution</p>
<p>9.4 Peer Interactions</p> <ol style="list-style-type: none"> 1. Sustains interactions with peers. 2. Develops friendships with other peers. 3. Negotiates with others to resolve disagreements. 	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

Iowa Preschool Standards

COR Advantage Items

Area 10 Communication, Language, and Literacy	
<p>10.1 Language Understanding and Use</p> <p>2. Initiates, listens, and responds appropriately in conversations with peers and caregivers.</p> <p>3. Speaks in sentences of increasing length and grammatical complexity.</p> <p>4. Follows simple oral directions that involve several actions.</p> <p>5. Asks and answers a variety of question types.</p>	<p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>10.2 Early Literacy</p> <p>1. Shows an interest and enjoyment in listening to books and attempts to read familiar books.</p> <p>2. Displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</p> <p>3. Shows an awareness of environmental print.</p> <p>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</p> <p>5. Recognizes the printed form of his/her name in a variety of contexts.</p> <p>6. Demonstrates comprehension of a book.</p> <p>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p>
<p>10.3 Early Writing</p> <p>1. Attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write.</p> <p>2. Experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials.</p> <p>3. Tells others about intended meaning of drawings and writing.</p>	<p>R. Writing X. Art</p> <p>X. Art</p> <p>X. Art</p>

Iowa Preschool Standards

COR Advantage Items

Area 11 Mathematics and Science	
<p>11.1 Comparison and Number</p> <ol style="list-style-type: none"> Shows recognition and naming of numerals (1, 2, 3). Counts objects, matching numbers one-to-one with objects. Uses language such as <i>more</i> or <i>less</i> to compare quantities. 	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>11.2 Patterns</p> <ol style="list-style-type: none"> Shows skills in recognizing and creating some patterns. Predicts what comes next in a pattern. 	<p>V. Patterns</p> <p>V. Patterns</p>
<p>11.3 Shapes and Spatial Relationships</p> <ol style="list-style-type: none"> Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. Shows more recognition for some simple shapes. Notices similarities and differences among shapes. Notices how shapes fit together to form other shapes. 	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>11.4 Scientific Reasoning</p> <ol style="list-style-type: none"> Shows curiosity about living and non-living things. Notices, describes, and predicts changes in the environment. Shows respect for living things. 	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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<p>11.5 Scientific Problem Solving</p> <ol style="list-style-type: none">1. Uses his/her senses and variety of strategies to solve problems.2. Invents strategies to figure out answers to problems.3. When unsuccessful at solving problems, experiments and adapts strategies.	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>11.6 Measurement</p> <ol style="list-style-type: none">1. Sorts, classifies, and puts objects in series, using a variety of properties.2. Makes comparisons among several objects based on one or more attributes (length, size, weight) and using words such as shorter, taller, bigger, smaller, heavier, lighter.	<p>BB. Observing and classifying</p> <p>U. Measurement</p>

Iowa Preschool Standards

COR Advantage Items

Area 12 Creative Arts	
<p>12.1 Art</p> <p>1. Uses a variety of two- and three-dimensional media (drawing materials, paint, clay, wood, markers) to create original works, form, and meaning.</p> <p>Expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.</p>	<p>X. Art</p> <p>X. Art</p>
<p>12.2 Music, Rhythm, and Movement</p> <p>1. Participates in a variety of musical and rhythmic experiences, including singing, listening, and finger-plays.</p> <p>Notices differences in pitch, tempo, dynamics, and timbre.</p>	<p>Y. Music</p> <p>Y. Music</p>
<p>12.3 Dramatic Play</p> <p>1. Shows creativity and imagination to use materials and assume different roles in dramatic play situations.</p> <p>2. Interacts with peers in dramatic play activities that become more extended and complex.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>