

Alignment of the 2009 Maine Infants & Toddlers: Guidelines for Learning & Development With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Maine Infants & Toddlers: Guidelines for Learning & Development** 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.



Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development into social beings Young Infants Birth to 8 months</p>	
<p>Self Awareness</p> <p>Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>FF. Knowledge of self and others</p>
<p>Self-Regulation</p> <p>Development of the ability to regulate emotions and mood.</p>	<p>D. Emotions</p>
<p>Self Concept</p> <p>Development in knowing and valuing self; growing ability to make independent decisions and choices.</p>	<p>A. Initiative and planning</p>
<p>Adult Interaction</p> <p>Noticing, relating with and becoming attached to people older than themselves.</p>	<p>E. Building relationships with adults</p>
<p>Peer Interaction</p> <p>Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>F. Building relationships with other children</p>
<p>Social intelligence</p> <p>Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of strong and healthy bodies Young Infants Birth to 8 months</p>	
<p>Perceptual Development</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p>	<ul style="list-style-type: none"> A. Initiative and planning E. Building relationships with adults F. Building relationships with other children G. Community I. Gross-motor skills J. Fine-motor skills M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge Q. Book enjoyment and knowledge T. Geometry: Shapes and spatial awareness U. Measurement X. Art Y. Music AA. Pretend play BB. Observing and classifying DD. Natural and physical world EE. Tools and technology GG. Geography
<p>Gross-motor skills (large muscle)</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	<ul style="list-style-type: none"> I. Gross-motor skills
<p>Fine Motor Skills: (Small Muscle)</p> <p>Eye-hand or skilled sensory coordination.</p>	<ul style="list-style-type: none"> J. Fine-motor skills
<p>Self-help/Adaptive skill development</p> <p>Using motor skills to show adaptation and self regulation strategies.</p>	<ul style="list-style-type: none"> J. Fine-motor skills K. Personal care and healthy behavior

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of the ability to communicate Young Infants Birth to 8 months</p>	
<p>Language Comprehension (receptive language)</p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p>Language Expression (expressive/productive language)</p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship.</p>	<p>L. Speaking</p>
<p>Emotional Understanding</p> <p>Understanding of the emotional expressions of self and others.</p>	<p>D. Emotions</p>
<p>Emotional Expression</p> <p>Ability to communicate feelings.</p>	<p>D. Emotions</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of curious minds Young Infants Birth to 8 months</p>	
<p>Exploration and Discovery</p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>A. Initiative and planning M. Listening and comprehension N. Phonological awareness BB. Observing and classifying</p>
<p>Concept Development and Memory</p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p>	<p>C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p>Problem Solving, Symbolic Thought, and Creative Expression</p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development into social beings Older Infants 8 to 18 months</p>	
<p>Self Awareness:</p> <p>Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p> <p>Self Concept</p> <p>Development in knowing and valuing self; growing ability to make independent decisions.</p> <p>Self-Regulation</p> <p>Development of the ability to regulate emotions and mood.</p> <p>Peer Interaction</p> <p>Noticing, relating with and becoming attached to people around the child's own age.</p> <p>Adult Interaction</p> <p>Noticing, relating with and becoming attached to people.</p> <p>Social Intelligence</p> <p>Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning D. Emotions</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of strong and healthy bodies Older Infants 8 to 18 months</p>	
<p>Gross motor skills (large muscle):</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	<p>I. Gross-motor skills</p>
<p>Fine motor skills (small muscle):</p> <p>Eye-hand or skilled sensory coordination.</p>	<p>J. Fine-motor skills</p>
<p>Perceptual Development</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>M. Listening and comprehension N. Phonological awareness T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns BB. Observing and classifying</p>
<p>Self Help/Adaptive Skill Development</p> <p>Using motor skills to show increased independence and ability to take care of own.</p>	<p>K. Personal care and healthy behavior</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of the ability to communicate Older Infants 8 to 18 months</p>	
<p>Language Comprehension (receptive language)</p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p>Language Expression (expressive/productive language)</p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	<p>K. Personal care and healthy behavior L. Speaking P. Reading Q. Book enjoyment and knowledge AA. Pretend play</p>
<p>Emotional Expression</p> <p>Ability to communicate feeling.</p>	<p>D. Emotions</p>
<p>Emotional Understanding</p> <p>Understanding of the emotional expressions of self and others.</p>	<p>D. Emotions</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of curious minds Older Infants 8 to 18 months</p>	
<p>Exploration and Discovery</p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>
<p>Concept Development and Memory</p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p>	<p>C. Reflection CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p>Problem Solving, Symbolic Thought, and Creative Expression</p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>B. Problem solving with materials X. Art Y. Music Z. Movement AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p><i>DOMAIN: Development into social beings Toddlers 18 to 36 months</i></p>	
<p>Self Awareness</p> <p>Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>FF. Knowledge of self and others</p>
<p>Self Concept</p> <p>Development in knowing and valuing self; growing ability to make independent decisions and choices.</p>	<p>A. Initiative and planning</p>
<p>Self Regulation</p> <p>Development of the ability to regulate emotions and mood.</p>	<p>D. Emotions</p>
<p>Peer Interaction</p> <p>Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>F. Building relationships with other children</p>
<p>Adult Interaction</p> <p>Noticing, relating with and becoming attached to people older than themselves.</p>	<p>E. Building relationships with adults</p>
<p>Social Intelligence</p> <p>Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of strong and healthy bodies Toddlers 18 to 36 months</p>	
<p>Gross Motor Skills (large muscle)</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	<p>I. Gross-motor skills</p>
<p>Fine Motor Skills: (small muscle)</p> <p>Eye-hand or skilled sensory coordination.</p>	<p>J. Fine-motor skills</p>
<p>Perceptual Development</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>I. Gross-motor skills M. Listening and comprehension N. Phonological awareness X. Art</p>
<p>Self Help/Adaptive Skill Development</p> <p>Using motor skills to show increased independence and ability to take care of own needs.</p>	<p>J. Fine-motor skills K. Personal care and healthy behavior</p>

Maine Infant and Toddler Guidelines for Learning and Development

COR Advantage Items

<p>DOMAIN: Development of ability to communicate Toddlers 18 to 36 months</p>	
<p>Language Comprehension (receptive language)</p> <p>Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p>Language Expression (expressive/productive language)</p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	<p>L. Speaking</p>
<p>Emotional Expression</p> <p>Ability to communicate feelings.</p>	<p>D. Emotions X. Art</p>
<p>Emotional Understanding:</p> <p>Ability to understand the emotional expressions of self and others</p>	<p>D. Emotions</p>

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COR Advantage Items

<p>DOMAIN: Development of curious minds Toddlers 18 to 36 months</p>	
<p>Exploration and Discovery</p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p> <p>Concept Development and Memory</p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p> <p>Problem Solving, Symbolic Thought, and Creative Expression</p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>G. Community N. Phonological awareness S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns AA. Pretend play BB. Observing and classifying</p> <p>B. Problem solving with materials AA. Pretend play</p>