

Alignment of the 2005 Maine Early Childhood Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2005 **Maine Early Childhood Learning 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 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.



Maine Early Childhood Learning Guidelines

COR Advantage Items

<i>Personal and Social Development</i>	
A) Self Control	
Seeks adult help when needed for emotional support	E. Building relationships with adults H. Conflict resolution
Demonstrates increasing competency in recognizing own and others' emotions	D. Emotions
Demonstrates increasing competency in describing own and others' emotions	D. Emotions
Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	B. Problem solving with materials D. Emotions H. Conflict resolution
Demonstrates increasing capacity to follow rules and routines	G. Community
B) Self Concept	
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)	A. Initiative and planning FF. Knowledge of self and others
Develops a growing understanding of how own actions affect others	G. Community

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COR Advantage Items

<i>Personal and Social Development CONT</i>	
C) Social Competence	
Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, clean-up)	K. Personal care and healthy behavior
Interacts appropriately with familiar adult(s)	E. Building relationships with adults
Interacts with one or more children	F. Building relationships with other children
Interacts respectfully and cooperatively with adults and peers	E. Building relationships with adults F. Building relationships with other children
Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)	F. Building relationships with other children
Listens with interest and understanding to directions	M. Listening and comprehension
Listens with interest and understanding during conversations	L. Speaking M. Listening and comprehension
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	H. Conflict resolution
Demonstrates some understanding of others' rights, uniqueness, and individuality	FF. Knowledge of self and others

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COR Advantage Items

<i>Approaches to Learning</i>	
<p>A) Initiative and Curiosity</p> <p>Finds more than one solution to a question, task, or problem</p> <p>Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</p> <p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</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>AA. Pretend play</p>
<p>B) Persistence and Reflection</p> <p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences</p> <p>Sets goals, develops plans, and completes tasks</p> <p>Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions</p> <p>Alters approach to tasks when initial approach does not work</p> <p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p> <p>Seeks help appropriately from another child or an adult when encountering a problem</p> <p>Discusses or documents important aspects of an experience and identifies what was learned</p>	<p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p>

<i>Creative Arts</i>	
<p>Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)</p>	
<p>Moves in time to music</p>	<p>Z. Movement</p>
<p>Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</p>	<p>Z. Movement</p>
<p>Uses different art media and materials</p>	<p>X. Art</p>
<p>Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</p>	<p>X. Art</p>
<p>Identifies shapes, textures, and colors</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</p>	<p>AA. Pretend play</p>
<p>Uses props to enhance role playing and dramatic play</p>	<p>AA. Pretend play</p>

<i>Early Language & Literacy</i>	
A) Communicating and Listening	
Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary	L. Speaking
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	L. Speaking M. Listening and comprehension
Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same	II. Listening to and understanding English
Demonstrates increased proficiency in home and English languages (English Language Learner)	JJ. Speaking English
B) Book Knowledge and Appreciation	
Seeks out and enjoys experiences with pictures, books, and other print materials	Q. Book enjoyment and knowledge
Handles and cares for books	Q. Book enjoyment and knowledge
Listens to and communicates information about favorite books	Q. Book enjoyment and knowledge
Knows to view one page at a time in sequence from front to back	Q. Book enjoyment and knowledge
Incorporates some literacy activities into dramatic play	AA. Pretend play

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COR Advantage Items

Early Language & Literacy CONT	
C) Comprehension	
Identifies objects from books	Q. Book enjoyment and knowledge
Retells information from a story	M. Listening and comprehension Q. Book enjoyment and knowledge
Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)	M. Listening and comprehension Q. Book enjoyment and knowledge*
Makes reasonable predictions about what will happen next or how things might have turned out differently in a story	M. Listening and comprehension
Makes observations about the use of words and pictures	P. Reading Q. Book enjoyment and knowledge
Understands the main idea of simple information	M. Listening and comprehension
D) Sounds in Spoken Language	
Recites simple poems or nursery rhymes	N. Phonological awareness
Develops an awareness of word sounds and rhythms of language	N. Phonological awareness
Knows that different words can begin with the same sound	N. Phonological awareness
Recognizes that sounds are associated with letters of the alphabet and that they form words	O. Alphabet knowledge
Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters	N. Phonological awareness O. Alphabet knowledge
E) Print Concepts	
Recognizes own written name	P. Reading
Identifies some labels and signs	P. Reading
Recognizes that letters are grouped to form words	P. Reading
F) Alphabet Knowledge	
Identifies some letters of the alphabet	O. Alphabet knowledge

<i>Early Language & Literacy CONT</i>	
G) Early Writing	
Understands that writing is a way of communicating	R. Writing
Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing	R. Writing
Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices	R. Writing X. Art
Copies or prints own name	R. Writing
Engages in writing using letter-like symbols to make letters or words	R. Writing

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Health & Physical Education	
A) Healthy Habits	
Uses basic personal hygiene practices and understands that those practices help to maintain good health	K. Personal care and healthy behavior
Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value	K. Personal care and healthy behavior
Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness	K. Personal care and healthy behavior
Links particular community helpers with given situations/needs	FF. Knowledge of self and others
B) Gross and Fine Motor Skills	
Demonstrates progress with non-locomotor skills	I. Gross-motor skills
Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping	I. Gross-motor skills
Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	I. Gross-motor skills
Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors	J. Fine-motor skills
Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)	J. Fine-motor skills
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed	J. Fine-motor skills

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Mathematics	
<p>A) Numbers and Number Sense</p> <p>Demonstrates an increasing ability to count in sequence to 10 and beyond</p> <p>Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>Uses one-to-one correspondence in counting objects and matching groups of objects</p> <p>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>BB. Observing and classifying</p>
<p>B) Shape and Size</p> <p>Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</p> <p>Recognizes, names, matches, and sorts simple shapes</p> <p>Matches two dimensional geometric shapes</p> <p>Recognizes and compare objects based on differences in length, volume, weight, width (thick and thin)</p> <p>Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</p> <p>Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>
<p>C) Mathematical Decision-making</p> <p>Responds to questions that can be answered with information gained through data analysis</p> <p>Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings</p>	<p>W. Data analysis</p> <p>W. Data analysis</p>

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Mathematics CONT	
D) Patterns	
Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)	V. Patterns
Matches and sorts objects	BB. Observing and classifying

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Science	
<p>A) Scientific Knowledge</p> <p>Sorts living things by characteristics such as movement, environment or body covering (e.g., hair, feathers, scales)</p> <p>Knows that animals live in different habitats on earth</p> <p>Expands knowledge of and respect for their environment</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>B) Scientific Process</p> <p>Demonstrates curiosity about the natural environment</p> <p>Explores and experiments with different materials, objects and situations</p> <p>Asks questions and proposes ways to answer them</p> <p>Identifies problems and proposes ways to solve them</p> <p>Makes predictions and tests them</p> <p>Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]</p> <p>Observes, describes and investigates changes in materials and causes and effect relationships (e.g., cooking eggs, melting ice, making playdough)</p> <p>Uses simple tools such as measuring devices to observe differences, similarities, and change</p> <p>Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts</p> <p>Makes generalizations or conclusions based on experiences</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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Social Studies	
Families and Communities	
Demonstrates a beginning understanding of past, present, and future	HH. History
Demonstrates the knowledge and skills needed to perform particular jobs and tasks	K. Personal care and healthy behavior
Notifies and expresses interest in different careers and workers' roles	FF. Knowledge of self and others
Dramatizes the ways people work and various aspects of their jobs	FF. Knowledge of self and others
Identifies tools and technology used at home, school, and work	EE. Tools and technology
Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape	GG. Geography
Demonstrates awareness of the need to protect the natural environment	DD. Natural and physical world