

Alignment of the 2007 Maryland Guidelines for Healthy Child Development and Care for Young Children (Birth – Three Years of Age) With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2007 **Maryland Guidelines for Health Child Development and Care for Young Children (Birth – Three Years of Age)** 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.



Maryland Child Development Guidelines

COR Advantage Items

BIRTH TO FOUR MONTHS	
<p><i>I. Personal and Social Development</i></p> <p>A. Have feelings about self and others</p> <ol style="list-style-type: none"> 1. Express comfort and discomfort, enjoyment and unhappiness in her environment 3. Show interest in familiar adults 4. Show awareness of other children 5. Show awareness of unfamiliar people 	<ol style="list-style-type: none"> D. Emotions K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children D. Emotions E. Building relationships with adults
<p><i>II. Language Development</i></p> <p>A. Understand and Communicate</p> <ol style="list-style-type: none"> 1. Listen and express herself 2. Begin to demonstrate phonological awareness, recognizing and reacting to the sounds of language 3. Begin to build a receptive vocabulary 	<ol style="list-style-type: none"> K. Personal care and healthy behavior L. Speaking M. Listening and comprehension N. Phonological awareness M. Listening and comprehension
<p><i>III. Cognitive Development</i></p> <p>A. Discover and Learn</p> <ol style="list-style-type: none"> 1. Explore cause and effect 	<ol style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions
<p><i>IV. Physical Development</i></p> <p>A. Coordinate Movements</p> <ol style="list-style-type: none"> 1. Use many repetitions to move various body parts 	<ol style="list-style-type: none"> I. Gross-motor skills

Maryland Child Development Guidelines

COR Advantage Items

<i>FIVE TO EIGHT MONTHS</i>	
<i>I. Personal and Social Development</i>	
A. Express feelings about self and others	
1. Express comfort and discomfort, enjoyment and unhappiness	D. Emotions
3. Show interest in familiar adults	E. Building relationships with adults
4. Show awareness of other children	F. Building relationships with other children
5. Show awareness of unfamiliar people	D. Emotions E. Building relationships with adults
<i>II. Language Development</i>	
A. Understand and Communicate	
1. Respond to sounds and words heard often	M. Listening and comprehension
2. Use various sounds and movements to communicate	L. Speaking
B. Pre-Reading and Pre-Writing	
1. Demonstrate phonological awareness, recognizing and reacting to the sounds of language	N. Phonological awareness
2. Begin to respond to some of the vocabulary associated with picture books	M. Listening and comprehension
<i>III. Cognitive Development</i>	
A. Discover and Learn	
1. Show awareness of happenings in his surroundings	G. Community
2. Remember what has happened recently	C. Reflection
3. Cause things to happen	CC. Experimenting, predicting, and drawing conclusions
<i>IV. Physical Development</i>	
A. Coordinate Movements	
1. Change the position of his body	I. Gross-motor skills
2. Use his hands in more coordinated movements	J. Fine-motor skills

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COR Advantage Items

<p>NINE TO TWELVE MONTHS</p>	
<p><i>I. Personal and Social Development</i></p> <p>A. Express feelings about self and others</p> <ol style="list-style-type: none"> 1. Start to show more independence 2. Relate to familiar adults 3. Relate to other children 	<ol style="list-style-type: none"> K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children
<p><i>II. Language Development</i></p> <p>A. Understand and Communicate</p> <ol style="list-style-type: none"> 1. Show more interest in speech 2. Start to understand and use conventions of communication <p>B. Pre-Reading and Pre-Writing</p> <ol style="list-style-type: none"> 1. Begin to demonstrate phonological awareness, recognizing and reacting to the sounds of language 2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express herself 3. Explore writing and drawing as a way of communicating 	<ol style="list-style-type: none"> M. Listening and comprehension L. Speaking M. Listening and comprehension N. Phonological awareness L. Speaking M. Listening and comprehension R. Writing X. Art
<p><i>III. Cognitive Development</i></p> <p>A. Discover and Learn</p> <ol style="list-style-type: none"> 1. Explore objects in various ways 2. Remember what has happened recently, and find hidden objects 3. Look at the correct picture or object when it is named 4. Imitate gestures and use of objects 5. Make expected things happen 	<ol style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions C. Reflection GG. Geography BB. Observing and classifying AA. Pretend play CC. Experimenting, predicting, and drawing conclusions

Maryland Child Development Guidelines

COR Advantage Items

<i>NINE TO TWELVE MONTHS CONT</i>	
<i>IV. Physical Development</i>	
A. Coordinate Movements	
1. Coordinate eyes and hands while exploring or holding objects	J. Fine-motor skills
2. Change position and begin to move from place to place	I. Gross-motor skills

Maryland Child Development Guidelines

COR Advantage Items

THIRTEEN TO EIGHTEEN MONTHS	
<i>I. Personal and Social Development</i>	
A. Have Feelings About Self	
1. Show self-awareness and likes and dislikes	A. Initiative and planning FF. Knowledge of self and others
2. Gain in self-regulation	D. Emotions
B. Relate to others	
1. Rely on his personal connections to feel safe trying new activities	E. Building relationships with adults
2. Show awareness of unfamiliar adults	D. Emotions E. Building relationships with adults
3. Interact with other children	F. Building relationships with other children
4. Begin to be aware of the feelings of other children	D. Emotions
<i>II. Language Development</i>	
A. Understand and Communicate	
1. Understand the meaning of many words and gestures	M. Listening and comprehension
2. Start to understand and use conventions of speech	L. Speaking M. Listening and comprehension
3. Communicate using consistent sounds, words and gestures	L. Speaking
B. Pre-Reading and Pre-Writing	
1. Demonstrate phonological awareness, recognizing and reacting to the sounds of language	N. Phonological awareness
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express himself	L. Speaking M. Listening and comprehension
3. Explore drawing, painting and writing as a way of communicating (<i>See physical development</i>)	R. Writing X. Art

Maryland Child Development Guidelines

COR Advantage Items

THIRTEEN TO EIGHTEEN MONTHS CONT	
III. Cognition and General Knowledge	
A. Explore and Discover	
1. Use his senses to investigate the world around him	BB. Observing and classifying
2. Show an improved memory	CC. Experimenting, predicting, and drawing conclusions
3. Use objects and toys more purposefully	C. Reflection
	G. Community
	AA. Pretend play
	HH. History
	A. Initiative and planning
IV. Physical Development	
A. Coordinate Movements	
1. Move constantly, showing increasing large muscle control	I. Gross-motor skills
2. Use hands in various ways	J. Fine-motor skills

Maryland Child Development Guidelines

COR Advantage Items

NINETEEN TO TWENTY FOUR MONTHS	
<i>I. Personal and Social Development</i>	
A. Learn More About Self	
1. Show more awareness of herself and her abilities	A. Initiative and planning K. Personal care and healthy behavior FF. Knowledge of self and others
2. Know resources available in the room, and how to use some of them	A. Initiative and planning
3. Ask for help, if needed, in verbal and non-verbal ways	B. Problem solving with materials K. Personal care and healthy behavior
4. Show more, but still limited self regulation	D. Emotions
B. Relate to others	
1. Continue to need the security of a trusted adult as she explores	E. Building relationships with adults
2. Continue to show caution around unfamiliar adults	D. Emotions E. Building relationships with adults
3. Show increased interest as well as frustration with other children	F. Building relationships with other children
<i>II. Language Development</i>	
A. Understand and Communicate	
1. Be able to follow simple suggestions and directions with increasing consistency	G. Community M. Listening and comprehension
2. Use an increasing number of words and put words together into phrases and simple sentences	L. Speaking
B. Pre-Reading and Language Awareness	
1. Develop phonological awareness by recognizing and reacting to the sounds of language	N. Phonological awareness-
2. Begin to develop imitative reading	P. Reading Q. Book enjoyment and knowledge
3. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding	M. Listening and comprehension
4. Explore drawing, painting and writing as a way of communicating (<i>See physical development</i>)	R. Writing X. Art

Maryland Child Development Guidelines

COR Advantage Items

NINETEEN TO TWENTY FOUR MONTHS CONT	
III. Cognition and General Knowledge	
A. Mathematical Exploration and Learning	
1. Begin to sort objects according to one criteria	BB. Observing and classifying
2. Begin to explore concepts of size and position	T. Geometry: Shapes and spatial awareness
	U. Measurement
B. Scientific Exploration and Learning	
1. Expect certain things to happen as a result of her actions	CC. Experimenting, predicting, and drawing conclusions
2. Improve memory for details	C. Reflection
	M. Listening and comprehension
	HH. History
3. Explore and solve problems	A. Initiative and planning
	B. Problem solving with materials
C. Social Studies Exploration and Learning	
1. Begin to understand rules and routines	G. Community
2. Have beginning awareness of the order of her environment	GG. Geography
A. Coordinate Movements	
1. Show increased balance and coordination in play activities	I. Gross-motor skills
2. Have increased eye-hand coordination	J. Fine-motor skills
3. Be able to do more things for herself	K. Personal care and healthy behavior

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COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS	
<i>I. Social and Emotional Development</i>	
A. Learn More About Self	
1. Show increasing self-awareness	B. Problem solving with materials G. Community
2. Show increasing self-regulation	D. Emotions
3. Use coping skills with tasks, and interactions with peers and adults	D. Emotions E. Building relationships with adults F. Building relationships with other children
4. Share his feelings through talking and pretend play	D. Emotions AA. Pretend play
B. Relate to Adults	
1. Continue to need adult approval but show more independence	B. Problem solving with materials G. Community K. Personal care and healthy behavior
2. Be more interested in unfamiliar adults, but still cautious	D. Emotions E. Building relationships with adults
C. Relate to Other Children	
1. Play along side other children	F. Building relationships with other children
2. Show more awareness of the feelings of another child	D. Emotions F. Building relationships with other children
<i>II. Language and Literacy</i>	
A. Listening and Speaking	
1. Understand questions and simple directions	M. Listening and comprehension
2. Demonstrate active listening strategies	M. Listening and comprehension
3. Enter into a conversation	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
4. Use words and some conventions of speech to express his ideas and thoughts	L. Speaking

Maryland Child Development Guidelines

COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS CONT	
<p>B. Pre-Reading</p> <ol style="list-style-type: none"> 1. Develop phonological awareness by becoming aware of the sounds of spoken language 2. Recognize that symbols have corresponding meaning 3. Begin to develop fluency by imitative reading 4. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations 5. Use writing utensils for scribbles and drawings 6. Develop vocabulary, language usage and some conventions of speech 7. Develop comprehension by demonstrating understanding of text during and after reading 	<p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>III. Cognition and General Knowledge</p> <p>A. Explore and Learn Math Concepts</p> <ol style="list-style-type: none"> 1. Show interest in concepts, such as matching and sorting according to color, shape and size 2. Show interest in quantity and number relationships <p>B. Explore and Learn Science Concepts</p> <ol style="list-style-type: none"> 1. Seek information through observation, exploration and descriptive investigations 2. Improve memory for details 3. Explore new ways to do things <p>C. Explore and Learn Social Studies Concepts</p> <ol style="list-style-type: none"> 1. Use imagination, memory and reasoning to plan and make things happen 2. Have beginning understanding of consequences when following routines and recreating familiar events 	<p>S. Number and counting T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>S. Number and counting</p> <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>C. Reflection M. Listening and comprehension HH. History</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning AA. Pretend play</p> <p>G. Community</p>

Maryland Child Development Guidelines

COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS CONT	
IV. Physical Development	
A. Coordinate Large and Small Muscles to Move and Play	
1. Perform more complex movements with his arms and legs	I. Gross-motor skills
2. Use his whole body to develop spatial awareness	I. Gross-motor skills
3. Use improved eye-hand coordination to explore and manipulate objects	J. Fine-motor skills
B. Have Improved Self-help Abilities	
1. Enjoy doing for himself whatever he thinks he can do	K. Personal care and healthy behavior

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COR Advantage Items

THIRTY MONTHS TO THREE YEARS	
<i>I. Personal and Social Development</i>	
A. Have Increased Self-Awareness	
1. Express feelings more freely, showing independence and competence	D. Emotions H. Conflict resolution
2. Show increased self-regulation	D. Emotions H. Conflict resolution
3. Share feelings through talking and pretend play	D. Emotions AA. Pretend play
B. Relate to Adults	
1. Imitate and attempt to please familiar adults	E. Building relationships with adults AA. Pretend play
2. Demonstrate cautious curiosity about unfamiliar adults	D. Emotions E. Building relationships with adults
C. Relate to Other Children	
1. Play cooperatively with other children	F. Building relationships with other children
2. Begin to understand the feelings of other children	D. Emotions F. Building relationships with other children
<i>II. Language and Literacy</i>	
A. Listen and Understand Directions, Requests, and Some Concept Words	
1. Understand and respond to simple directions and requests	M. Listening and comprehension
2. Understand some abstract concepts, such as time, order, and positional words	G. Community T. Geometry: Shapes and spatial awareness HH. History
3. Demonstrate active listening skills	M. Listening and comprehension
B. Express Ideas Using the Conventions of Speech	
1. Expand her vocabulary with many more connecting and describing words	L. Speaking
C. Enter Into Conversations	
1. Have more meaningful conversations with peers and adults	E. Building relationships with adults F. Building relationships with other children

Maryland Child Development Guidelines

COR Advantage Items

THIRTY MONTHS TO THREE YEARS CONT	
<p>D. Pre-Reading</p> <ol style="list-style-type: none"> 1. Develop phonological awareness by becoming aware of the sounds of spoken language 2. Recognize that symbols have corresponding meaning 3. Begin to develop fluency by imitative reading 4. Develop vocabulary and language usage 5. Develop comprehension by demonstrating understanding of text during and after reading 6. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations 7. Use writing utensils for scribbles and drawings 	<p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p>
<p>III. Cognition and General Knowledge</p> <p>A. Explore Learn Math Concepts</p> <ol style="list-style-type: none"> 1. Use mathematical thinking to figure out real problems 2. Show interest in concepts such as matching and sorting according to a single criteria 3. Show interest in quantity and number relationships <p>B. Explore and Learn Science Concepts</p> <ol style="list-style-type: none"> 1. Think ahead, but explore rather than focus on a specific outcome 2. Seek information through observation, exploration and descriptive investigations 3. Explore new ways to do things, showing more independence in problem solving 	<p>S. Number and counting U. Measurement BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>B. Problem solving with materials</p>

Maryland Child Development Guidelines

COR Advantage Items

THIRTY MONTHS TO THREE YEARS CONT	
<p>C. Explore and Learn Social Studies Concepts</p> <p>1. Use imagination, memory and reasoning to plan and make things happen</p> <p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<p>A. Initiative and planning AA. Pretend play</p> <p>G. Community AA. Pretend play</p>
<p>IV. Physical Development</p> <p>A. Combine Several Large Muscle Skills When Playing</p> <p>1. Use riding toys easily</p> <p>2. Move her body through space with balance and control</p> <p>B. Use Eye Hand and Finger Coordination to Accomplish Many Small Muscle Tasks</p> <p>1. Explore art materials</p> <p>2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination</p> <p>C. Have a Larger Set of Self-Help Skills</p> <p>1. Depend on routines to practice self-help skills and feel confident</p>	<p>I. Gross-motor skills I. Gross-motor skills</p> <p>X. Art J. Fine-motor skills</p> <p>G. Community K. Personal care and healthy behavior</p>

Maryland Child Development Guidelines

COR Advantage Items

THREE YEARS	
<p><i>I. Personal and Social Development</i></p> <p>A. Have a Stronger Self-Concept</p> <ol style="list-style-type: none"> 1. Be more confident, self directed, purposeful and inventive in play 2. Relate his needs, wants and feelings to others 3. Have increased self-regulation, following classroom rules and routines with guidance <p>B. Relate to Adults</p> <ol style="list-style-type: none"> 1. Imitate and try to please familiar adults 2. Be more comfortable around unfamiliar adults <p>C. Relate to Other Children</p> <ol style="list-style-type: none"> 1. Begin to play cooperatively for brief periods with other children 2. Be able to better understand the feelings of other children 3. Participate, with help, in the group life of the class 	<p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials D. Emotions</p> <p>G. Community H. Conflict resolution</p> <p>E. Building relationships with adults AA. Pretend play</p> <p>D. Emotions E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions F. Building relationships with other children</p> <p>G. Community</p>
<p><i>II. Language and Literacy</i></p> <p>A. Listen and Understand Directions, Requests, and Concept Words</p> <ol style="list-style-type: none"> 1. Show understanding and respond to simple directions and requests 2. Understand more abstract concepts <p>B. Express Thoughts and Ideas Using Conventions of Speech</p> <ol style="list-style-type: none"> 1. Use more conventions of speech as he speaks 	<p>M. Listening and comprehension</p> <p>C. Reflections FF. Knowledge of self and others HH. History</p> <p>L. Speaking</p>

Maryland Child Development Guidelines

COR Advantage Items

THREE YEARS CONT	
<p>C. Enter Into Conversations</p> <ul style="list-style-type: none"> 1. Have more meaningful conversations with peers and adults 3. Demonstrate active listening skills <p>D. Pre-Reading</p> <ul style="list-style-type: none"> 1. Develop phonological awareness by becoming aware of the sounds of spoken language 2. Recognize that symbols have corresponding meaning 3. Begin to develop fluency by engaging in imitative reading 5. Develop comprehension by demonstrating understanding of text during and after reading 6. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations 7. Use writing utensils for scribbles and drawings 	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension N. Phonological awareness P. Reading P. Reading Q. Book enjoyment and knowledge M. Listening and comprehension R. Writing X. Art J. Fine-motor skills R. Writing X. Art
III. Cognition and General Knowledge	
<p>A. Mathematical Thinking</p> <ul style="list-style-type: none"> 1. Use mathematical thinking to solve real problems 2. Show interest in concepts such as matching and sorting according to a single criteria 3. Show interest in quantity, measuring and number relationships 4. Show beginning interest in geometry 5. Show beginning interest in numerals and counting 	<ul style="list-style-type: none"> S. Number and counting U. Measurement BB. Observing and classifying BB. Observing and classifying S. Number and counting U. Measurement T. Geometry: Shapes and spatial awareness S. Number and counting

Maryland Child Development Guidelines

COR Advantage Items

THREE YEARS CONT	
<p>B. Scientific Thinking</p> <ol style="list-style-type: none"> 1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects 2. Seek information through observation, exploration and descriptive investigations with simple science tools 3. Use more advanced problem solving skills, testing his understanding and ideas in real situations, <p>C. Social Studies</p> <ol style="list-style-type: none"> 1. Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment 2. Use prior knowledge and imagination to think through what he wants to play 3. Have beginning understanding of consequences when following routines and recreating familiar events 4. Begin to recognize his own physical and family characteristics and those of others 	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world FF. Knowledge of self and others A. Initiative and planning AA. Pretend play G. Community FF. Knowledge of self and others</p>
<p>IV. Physical Development</p> <p>A. Use Large Muscle Coordination to Move and Play</p> <ol style="list-style-type: none"> 1. Move with confidence and stability, coordinating movements to accomplish simple tasks <p>B. Use Small Muscle Control to Accomplish Many Tasks</p> <ol style="list-style-type: none"> 1. Develop finger skills through many forms of play <p>C. Care For More of His Own Needs</p> <ol style="list-style-type: none"> 1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders 	<p>I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior</p>