

Alignment of the 2009 Maryland Model for School Readiness (MMSR) With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the summer 2009 **Maryland Model for School Readiness (MMSR)** 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 Model for School Readiness

COR Advantage Items

<p><i>Personal and Social Development</i></p>	
<p>Standard: 1.0 Personal Self-Regulations A. Self Concept and Control 2. Use coping skills independently 3. Shows self-direction in familiar and unfamiliar settings 4. Follow classroom rules and routines</p>	<p>B. Problem solving with materials D. Emotions H. Conflict resolution A. Initiative and planning G. Community</p>
<p>Standard: 2.0 Social Self-Regulation A. Interaction with Others 1. Initiate and maintain relationships with peers and adults 3. Show empathy and concern for peers and adults</p>	<p>E. Building relationships with adults F. Building relationships with other children D. Emotions</p>
<p>Standard: 3.0 Approaches Toward Learning A. Approaches Toward Learning 1. Show eagerness and curiosity as a learner 2. Explore and attend to learning tasks 3. Use a variety of learning strategies when approaching new tasks</p>	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning G. Community B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

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COR Advantage Items

<i>Language and Literacy Development</i>	
Standard: 1.0 General Reading Processes	
A. Phonemic Awareness	
1. Discriminate sounds and words	N. Phonological awareness
2. Discriminate and produce rhyming words and alliteration	N. Phonological awareness
3. Blend sounds and syllables to form words.	N. Phonological awareness
4. Segment and manipulate sounds in spoken words and sentences	N. Phonological awareness
B. Phonics	
1. Identify letters, sounds and corresponding sounds	O. Alphabet knowledge
2. Decode words in grade-level texts	P. Reading
C. Fluency	
1. Engage in imitative reading at an appropriate rate	P. Reading
2. Read orally from familiar texts at an appropriate rate	P. Reading
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	M. Listening and comprehension
2. Develop a conceptual understanding of new words	P. Reading
3. Understand, acquire, and use new vocabulary	P. Reading
E. General Reading Comprehension	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	P. Reading
2. Use strategies to prepare for reading (before reading)	Q. Book enjoyment and knowledge
3. Use strategies to make meaning from text (during reading)	M. Listening and comprehension
	Q. Book enjoyment and knowledge
	M. Listening and comprehension
	P. Reading
	Q. Book enjoyment and knowledge
4. Demonstrate understanding of text (after reading)	M. Listening and comprehension
	Q. Book enjoyment and knowledge
	R. Writing
	X. Art
	AA. Pretend play
Standard: 2.0 Comprehension of Informational Text	
A. Comprehension of Informational Text	
4. Determine important ideas and messages in informational text.	M. Listening and comprehension
	P. Reading
	Q. Book enjoyment and knowledge

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<p>Standard: 3.0 Comprehension of Literary Text A. Comprehension of Literary Text 3. Use elements of narrative texts to facilitate understanding 6. Determine important ideas and messages in literary texts.</p>	<p>Q. Book enjoyment and knowledge M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p>Standard: 4.0 Writing A. Writing 1. Compose texts using the prewriting and drafting strategies of effective writers and speakers 2. Compose oral, written, and visual presentations that express personal ideas and inform</p>	<p>R. Writing R. Writing X. Art</p>
<p>Standard: 5.0 Controlling Language A. Grammar 1. Use grammar concepts and skills that strengthen oral language D. Spelling 1. Apply conventional spelling in written language E. Handwriting 1. Produce writing that is legible to the audience</p>	<p>M. Listening and comprehension R. Writing J. Fine-motor skills R. Writing</p>
<p>Content: 6.0 Listening A. Listening 1. Demonstrate active listening strategies 2. Comprehend and analyze what is heard</p>	<p>M. Listening and comprehension M. Listening and comprehension</p>

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<p>Cognition and General Knowledge — Mathematics</p>	
<p>Standard: 1.0 Knowledge of Algebra, Patterns, and/or Functions A. Patterns and Functions 1. Identify and copy numeric patterns 2. Identify, copy, describe, create, and extend non-numeric patterns</p>	<p>V. Patterns V. Patterns</p>
<p>Standard: 2.0 Knowledge of Geometry A. Plane Geometric Figures 1. Recognize and describe the attributes of plane geometric figures B. Solid Geometric Figure 1. Recognize, describe, and use the attributes of solid geometric figures D. Congruence 1. Recognize congruent objects E. Transformations 1. Begin to recognize a transformation</p>	<p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying T. Geometry: Shapes and spatial awareness BB. Observing and classifying U. Measurement T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness</p>
<p>Standard: 3.0 Knowledge of Measurement A. Measurement Units 1. Explore measurement units. B. Measurement Tools 1. Measure in non-standard units</p>	<p>U. Measurement U. Measurement</p>
<p>Standard: 4.0 Knowledge of Statistics A. Data Displays 1. Collect, organize, and display data B. Data Analysis 1. Analyze data</p>	<p>W. Data analysis W. Data analysis</p>
<p>Standard: 6.0 Knowledge of Number Relationships and Computations/Arithmetic A. Knowledge of whole number and place value 1. Apply knowledge of whole numbers and place value C. Number Computation 1. Analyze number relations and compute</p>	<p>S. Number and counting S. Number and counting</p>
<p>Standard: 7.0 Processes of Mathematics A. Problem solving 1. Apply a variety of concepts, processes, and skills to solve problems C. Communication 1. Present mathematical ideas using words, symbols, visual displays, or technology</p>	<p>B. Problem solving with materials W. Data analysis</p>

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Cognition and General Knowledge — Science	
<p>Standard: 1.0 Skills and Processes</p> <p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>B. Applying Evidence and Reasoning</p> <p>1. People are more likely to believe your ideas if you can give good reasons for them</p> <p>C. Communicating Scientific Information</p> <p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question</p> <p>D. Technology</p> <p>1. Design and make things with simple tools and a variety of materials</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology*</p>
<p>Standard: 2.0 Earth/Space Science</p> <p>A. Materials and Processes That Shape a Planet</p> <p>1. Investigate objects and materials in the environment</p>	<p>DD. Natural and physical world</p>
<p>Standard: 3.0 Life Science</p> <p>A. Diversity of Life</p> <p>1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them</p> <p>2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals</p> <p>D. Evolution</p> <p>1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.</p> <p>F. Ecology</p> <p>1. Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there</p>	<p>DD. Natural and physical world</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>Standard: 4.0 Chemistry</p> <p>A. Structure of Matter</p> <p>1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations</p>	<p>BB. Observing and classifying</p>
<p>Standard: 6.0 Environmental Science</p> <p>B. Environmental Issues</p> <p>1. Identify aspects of the environment that are made by humans and those that are not made by humans.</p>	<p>DD. Natural and physical world</p> <p>GG. Geography</p>

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<p><i>Cognition and General Knowledge — Social Studies</i></p>	
<p>Standard: 1.0 Political Science C. Protecting Rights and Maintaining Order 1. Describe the roles, rights, and responsibilities of being a member of the family and school</p>	<p>G. Community FF. Knowledge of self and others</p>
<p>Standard: 2.0 Peoples of the Nations and World A. Elements of Culture 1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs</p>	<p>FF. Knowledge of self and others</p>
<p>Standard: 3.0 Geography A. Using Geographic Tools 1. Identify and describe how a globe and maps can be used to help people locate places B. Geographic Characteristics of Places and Regions 1. Describe places in the immediate environment using natural/physical and human-made features</p>	<p>GG. Geography GG. Geography</p>
<p>Standard: 4.0 Economics A. Scarcity and Economic Decision-making 3. Explain how technology affects the way people live, work, and play</p>	<p>EE. Tools and technology</p>
<p>Standard: 5.0 History A. Change Over Time 1. Distinguish among past, present, and future time 2. Compare daily life and objects of today and long ago</p>	<p>HH. History HH. History</p>

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Cognition and General Knowledge — The Arts	
Music Standard: 1.0: Perceiving and Responding	
A. Aesthetic Education	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	Y. Music
2. Experience performing through singing and playing instruments, and listening to performances of others	Y. Music
3. Respond to music through movement	Z. Movement
Standard: 2.0 Historical, Cultural, and Social Context	
A. Historical, Cultural, and Social Context	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	Y. Music
2. Become acquainted with the roles of music in the lives of people	Y. Music Z. Movement
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	X. Art Y. Music Z. Movement AA. Pretend play
Standard: 3.0 Creative Expression and Production	
A. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	Y. Music
Visual Arts Standard: 1.0: Perceiving and Responding	
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	X. Art
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	X. Art
3. Experiment with elements of art and principles of design to organize personally meaningful compositions	X. Art

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<p>Standard: 2.0 Historical, Cultural, and Social Context</p> <p>A. Historical, Cultural, and Social Context</p> <ol style="list-style-type: none"> 1. Determine ways in which works of art express ideas about oneself, other people, places, and events 2. Discuss reasons why people, including self, create and use art by studying artworks and other sources of information 	<p>X. Art</p> <p>X. Art</p>
<p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Create images and forms from observation, memory, and imagination 2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel 	<p>X. Art</p> <p>X. Art</p>
<p>Theatre Standard: 1.0 Perceiving and Responding</p> <p>A. Aesthetic Education</p> <ol style="list-style-type: none"> 1. Describe ways that theatre depicts themes and stories 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances 	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p>
<p>Standard: 2.0 Historical, Cultural, and Social Contexts</p> <p>A. Historical, Cultural, and Social Contexts</p> <ol style="list-style-type: none"> 1. Express a range of responses to a variety of stimuli 2. Demonstrate knowledge of theatrical conventions as performers and as an audience 	<p>Y. Music</p> <p>AA. Pretend play</p>
<p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Use a variety of theatrical elements to communicate ideas and feelings 	<p>AA. Pretend play</p>
<p>Dance Standard: 1.0 Perceiving and Responding</p> <p>A. Aesthetic Education</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how elements of dance are used to communicate meaning 2. Demonstrate kinesthetic awareness and technical proficiency in dance movement 3. Respond to dance through observation, experience, and analysis 	<p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>

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<p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none">1. Develop the ability to improvise dance2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	<p>Z. Movement</p> <p>Z. Movement</p>
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COR Advantage Items

<p>Physical Development and Health — Physical Education</p>	
<p>Standard: 1.0 Skillfulness A. Fundamental Movement 1. Show fundamental movement skills C. Skill Themes 1. Show skill themes</p>	<p>I. Gross-motor skills I. Gross-motor skills</p>
<p>Standard: 2.0 Biomechanical Principles A. Effects on Objects 1. Identify ways that people and objects move B. Balance 1. Experience the concept of balance through movement</p>	<p>Z. Movement I. Gross-motor skills</p>
<p>Standard: 3.0 Motor Learning Principles A. Appropriate Practices 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues</p>	<p>I. Gross-motor skills J. Fine-motor skills</p>
<p>Standard: 4.0 Exercise Physiology D. Benefits of Physical Activity 1. Recognize the benefits of physical activity E. Nutrition and Physical Activity 1. Recognize the relationship between nutrition and physical activity</p>	<p>K. Personal care and healthy behavior K. Personal care and healthy behavior</p>
<p>Health Education Standard: 1.0 Mental and Emotional Health A. Communication 1. Recognize methods of communication B. Emotions 1. Examine emotions and responses to various situations E. Character Traits 1. Identify positive and negative character traits that contribute to one’s uniqueness</p>	<p>F. Building relationships with other children D. Emotions FF. Knowledge of self and others</p>
<p>Health Education Standard: 3.0 Personal and Consumer Health A. Personal Health Maintenance 1. Identify ways to care for your body</p>	<p>K. Personal care and healthy behavior</p>
<p>Standard: 4.0 Family Life and Human Sexuality A. Family Unit 1. Define a family unit</p>	<p>FF. Knowledge of self and others</p>
<p>Standard: 6.0 Nutrition and Fitness E. Food and Health 1. Recognize the relationship between food and health</p>	<p>K. Personal care and healthy behavior</p>