

## **Alignment of the 2003 Massachusetts Guidelines for Preschool Learning Experiences With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2003 **Massachusetts Guidelines for Preschool Learning Experiences** 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.



## Massachusetts Guidelines

## COR Advantage Items

<i>English Language Arts</i>	
<p><b>Language</b></p> <p><b>2.</b> Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</p> <p><b>3.</b> Communicate personal experiences or interests.</p> <p><b>4.</b> Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.</p> <p><b>5.</b> Listen to and use formal and informal language.</p>	<p>M. Listening and comprehension</p> <p>A. Initiative and planning C. Reflection HH. History</p> <p>BB. Observing and classifying</p> <p>L. Speaking M. Listening and comprehension</p>
<p><b>Reading and Literature</b></p> <p><b>6.</b> Listen to a wide variety of age appropriate literature read aloud.</p> <p><b>7.</b> Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</p> <p><b>8.</b> Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.</p> <p><b>9.</b> Link letters with sounds in play activities.</p> <p><b>10.</b> Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p> <p><b>11.</b> Listen to several books by the same author or using the same illustrator.</p> <p><b>12.</b> Listen to, recite, sing, and dramatize a variety of age-appropriate literature.</p> <p><b>13.</b> Relate themes and information in books to personal experiences.</p> <p><b>14.</b> Recognize and supply rhythm and rhyme in poetry.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p>

**Massachusetts Guidelines****COR Advantage Items**

<i>English Language Arts Cont.</i>	
<b>Composition</b> <b>16.</b> Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.  <b>18.</b> Use emergent writing skills to make letters in many settings and for many purposes.  <b>20.</b> Generate questions and gather information to answer their questions in various ways.	R. Writing X. Art  R. Writing  M. Listening and comprehension

## Massachusetts Guidelines

## COR Advantage Items

<i>Mathematics</i>	
<p><b>Number Sense</b></p> <p>1. Listen to and say the names of numbers in meaningful contexts.</p> <p>2. Connect many kinds/quantities of concrete objects and actions to numbers.</p> <p>4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Patterns &amp; Relations</b></p> <p>7. Explore and describe a wide variety of concrete objects by their attributes.</p> <p>8. Sort, categorize, or classify objects by more than one attribute.</p> <p>9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p>
<p><b>Shapes &amp; Spatial Sense</b></p> <p>10. Investigate and identify materials of various shapes, using appropriate language.</p> <p>11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.</p> <p>12. Listen to and use comparative words to describe the relationships of objects to one another.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p>
<p><b>Measurement</b></p> <p>14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.</p>	<p>U. Measurement</p>
<p><b>Data Collection &amp; Analysis</b></p> <p>15. Organize and draw conclusions from facts they have collected.</p>	<p>W. Data analysis</p>

## Massachusetts Guidelines

## COR Advantage Items

<b><i>Science and Technology/Engineering</i></b>	
<p><b>Inquiry Skills</b></p> <ol style="list-style-type: none"> <li>1. Ask and seek out answers to questions about objects and events with the assistance of interested adults.</li> <li>2. Make predictions about changes in materials or objects based on past experience.</li> <li>3. Identify and use simple tools appropriately to extend observations.</li> <li>4. Record observations and share ideas through simple forms of representation such as drawings.</li> </ol>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>W. Data analysis</p>
<p><b>Earth and Space Sciences</b></p> <ol style="list-style-type: none"> <li>5. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.</li> </ol>	<p>BB. Observing and classifying</p>
<p><b>Life Sciences</b></p> <ol style="list-style-type: none"> <li>10. Observe and identify the characteristics and needs of living things: humans, animals, and plants.</li> <li>11. Investigate, describe, and compare the characteristics that differentiate living from non-living things.</li> <li>12. Observe and describe plants, insects, and animals as they go through predictable life cycles.</li> <li>13. Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.</li> </ol>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p>
<p><b>Living Things &amp; Their Environment</b></p> <ol style="list-style-type: none"> <li>16. Observe and describe seasonal changes in plants, animals and their personal lives.</li> <li>17. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.</li> </ol>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

## Massachusetts Guidelines

## COR Advantage Items

<i>Science and Technology/Engineering Cont.</i>	
<p><b>The Physical Sciences</b></p> <p><b>18.</b> Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.</p> <p><b>19.</b> Explore, describe, and compare the properties of liquids and solids found in children’s daily environment.</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p><b>Technology &amp; Engineering</b></p> <p><b>23.</b> Explore and describe a wide variety of natural and man-made materials through sensory experiences.</p> <p><b>24.</b> Demonstrate and explain the safe and proper use of tools and materials.</p> <p><b>25.</b> Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.</p>	<p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p>

## Massachusetts Guidelines

## COR Advantage Items

<i>History and Social Science</i>	
<b>1.</b> Discuss and identify the order of daily routines.	G. Community HH. History
<b>2.</b> Discuss and use vocabulary related to time in relevant activities.	HH. History
<b>4.</b> Engage in activities that build understanding of words for location and direction.	GG. Geography
<b>5.</b> Construct and describe simple maps of their immediate neighborhood.	GG. Geography
<b>8.</b> Discuss classroom responsibilities in daily activities.	K. Personal care and healthy behavior
<b>9.</b> Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.	FF. Knowledge of self and others
<b>10.</b> Observe and discuss the various kinds of work people do outside and inside their homes.	FF. Knowledge of self and others

## Massachusetts Guidelines

## COR Advantage Items

<i>Health Education</i>	
<p><b>Physical Development</b></p> <p>1. Listen to and use appropriate language describing the names and functions of parts of the human body.</p> <p>2. Build body awareness, strength, and coordination through locomotion activities.</p> <p>4. Build awareness of directionality and position in space.</p> <p>8. Strengthen hand grasp and flexibility.</p> <p>9. Use thumb/forefinger in pincer grasp.</p> <p>10. Use a variety of tools and materials to build grasp-and-release skill.</p> <p>11. Build finger dexterity.</p> <p>12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.</p> <p>13. Discuss nutritious meals and snacks and the difference between junk food and healthy food.</p> <p>14. Practice personal hygiene and safety measures.</p> <p>15. Discuss gender and growth in age appropriate ways.</p>	<p>K. Personal care and healthy behavior</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills T. Geometry: Shapes and spatial awareness</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>
<p><b>Social &amp; Emotional Health</b></p> <p>16. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.</p> <p>17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p>18. Talk about how people can be helpful/hurtful to one another.</p> <p>19. Practice independence and self-help skills.</p> <p>20. Describe members of their family and discuss what parents do for their children to keep them safe and healthy.</p>	<p>D. Emotions</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>

## Massachusetts Guidelines

## COR Advantage Items

<i>Health Education Cont.</i>	
<p><b>Safety &amp; Health Care</b></p> <p><b>21.</b> Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.</p> <p><b>29.</b> Talk about some basic ways they can keep their environment clean or take care of it.</p>	<p>K. Personal care and healthy behavior</p> <p>DD. Natural and physical world</p>

**Massachusetts Guidelines**

**COR Advantage Items**

<i>The Arts</i>	
<p><b>Movement &amp; Dance</b></p> <p>1. Explore activities and vocabulary related to movement, balance, strength, and flexibility.</p> <p>2. Respond to a variety of musical rhythms through body movement.</p> <p>3. Participate in simple sequences of movements and dance to various kinds of music.</p> <p>4. Express themselves freely through movement.</p> <p>6. Act out ways that movement and dance can show feelings or convey meaning.</p>	<p>I. Gross-motor skills</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>
<p><b>Music</b></p> <p>8. Sing a variety of songs within children's vocal range, independently and with others.</p> <p>9. Sing expressively.</p> <p>10. Sing songs with repetitive phrases and rhythmic patterns.</p> <p>11. Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.</p> <p>12. Play instruments using different beats, tempos, dynamics, and interpretation.</p> <p>13. Listen to, imitate, and improvise sounds, patterns, or songs.</p>	<p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p>
<p><b>Theatre Arts</b></p> <p>15. Use dramatic play, costumes, and props to pretend to be someone else.</p> <p>16. Create characters through physical movement, gesture, sound, speech, and facial expressions.</p> <p>17. Create scenarios, props, and settings for dramatizations and dramatic play.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

**Massachusetts Guidelines****COR Advantage Items**

<b><i>The Arts Cont.</i></b>	
<b>Visual Arts</b> <b>18.</b> Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork.  <b>20.</b> Explore and experiment with wet and dry media in a variety of colors including black and white.  <b>21.</b> Explore how color can convey mood and emotion.  <b>22.</b> Explore various types of lines in artwork and in nature.  <b>23.</b> Experiment with the use of texture in artwork.  <b>24.</b> Use basic shapes and forms of different sizes to create artwork.  <b>25.</b> Explore concepts of pattern and symmetry in the environment and artwork.  <b>26.</b> Create artwork from memory or imagination.	X. Art  X. Art  X. Art  X. Art  X. Art  V. Patterns  X. Art