

Alignment of the 2013 Michigan Early Childhood Standards of Quality for Infant and Toddler Programs With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the revised 2013 **Michigan Early Childhood Standards of Quality for Infant and Toddler Programs** 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.



Michigan Infant and Toddler Standards

COR Advantage Items

STRAND A – WELL-BEING	
<p>Goal 1: Infants and toddlers experience environments where their physical health is promoted.</p> <p>a. Increasing awareness, understanding, and appreciation of their bodies and how they function.</p> <p>b. Increased coordination (e.g., eye-hand movements).</p> <p>c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</p>	<p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p>Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.</p> <p>a. Emerging skill in self-regulation.</p> <p>e. An increasing ability to identify their own emotional responses and those of others.</p> <p>f. Confidence and ability to express emotional needs without fear.</p> <p>g. Trust that their social-emotional needs will be responded to.</p> <p>h. A trusting relationship with nurturing and responsive caregivers.</p> <p>i. The ability to respond and engage in reciprocal interactions.</p> <p>j. Emerging capacities for caring and cooperation.</p>	<p>D. Emotions</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>

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COR Advantage Items

STRAND B – BELONGING	
<p>Goal 1: Infants and toddlers experience environments where they know they belong and have a place.</p> <p>a. An attachment to their primary caregivers and primary care group.</p> <p>b. A feeling of being valued as an important individual who belongs within the group setting.</p> <p>c. An increasing ability to play an active part in the day to day activities of the program.</p> <p>d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).</p> <p>e. Confidence in and an ability to express their ideas.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>G. Community K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p>
<p>Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.</p> <p>a. An understanding of the routines, family customs, and regular events of the program.</p> <p>c. An understanding that they and others can be a part of the group.</p> <p>d. Capacities to predict routines and regular events that make up the day or the session.</p> <p>g. Increasing mastery of self-help skills to assist with daily personal routines.</p> <p>h. An increasing sense of independence and competence during daily routines and activities.</p>	<p>G. Community</p> <p>G. Community</p> <p>G. Community HH. History</p> <p>K. Personal care and healthy behavior</p> <p>G. Community K. Personal care and healthy behavior</p>

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STRAND B – BELONGING	
<p>Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.</p> <p>a. An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p>f. An increasing ability to self-regulate their behavior.</p> <p>g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p>	<p>A. Initiative and planning D. Emotions K. Personal care and healthy behavior L. Speaking</p> <p>D. Emotions H. Conflict resolution</p> <p>H. Conflict resolution</p>

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<p>STRAND C – EXPLORATION</p> <p>Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.</p> <p>a. Strategies for exploring and satisfying their curiosity.</p> <p>b. Symbolic, pretend, and dramatic play.</p> <p>d. The ability to make decisions and choose their own materials.</p> <p>f. Emerging expressions of intentionality in their play and relationships.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.</p> <p>a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</p> <p>b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p> <p>c. Confidence with moving in space, moving to rhythm, and playing near and with others.</p> <p>d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>Z. Movement</p> <p>K. Personal care and healthy behavior</p>

Michigan Infant and Toddler Standards

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<p>Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.</p> <p>a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p> <p>b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p> <p>c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p>d. The ability to learn new things from the materials and people around them.</p>	<p>A. Initiative and planning B. Problem solving with materials L. Speaking M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge V. Patterns CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.</p> <p>a. The ability to question, explore, generate, and modify their own ideas about the world around them.</p> <p>c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</p> <p>d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</p> <p>e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>DD. Natural and physical world</p> <p>E. Building relationships with adults F. Building relationships with other children</p>

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<p>Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.</p> <p>b. The ability to pursue interests independently.</p> <p>c. The understanding that they have a significant role in initiating exploration, play, and learning.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
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STRAND D – COMMUNICATION	
Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.	
a. The ability to express their feelings and emotions in a range of appropriate ways.	D. Emotions
b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.	L. Speaking JJ. Speaking English
c. Responsive and reciprocal communication skills (e.g., turn-taking).	L. Speaking M. Listening and comprehension
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).	N. Phonological awareness
e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.	L. Speaking M. Listening and comprehension
f. The inclination and ability to communicate, pay attention, and respond appropriately to others.	L. Speaking M. Listening and comprehension
g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.	L. Speaking
h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).	L. Speaking M. Listening and comprehension Y. Music AA. Pretend play

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<p>Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.</p>	
<p>a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p>	<p>P. Reading</p>
<p>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p>	<p>P. Reading</p>
<p>d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.</p>	<p>S. Number and counting</p>
<p>e. An interest in exploring and using mathematical, reading, and writing materials.</p>	<p>P. Reading Q. Book enjoyment and knowledge R. Writing S. Number and counting</p>
<p>f. An interest in creating and using symbols/pictures.</p>	<p>R. Writing X. Art</p>
<p>g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p>

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<p>Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.</p>	
<p>a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p>	<p>X. Art Y. Music Z. Movement</p>
<p>b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</p>	<p>X. Art</p>
<p>c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p>	<p>X. Art Y. Music Z. Movement</p>
<p>d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p>	<p>X. Art Y. Music AA. Pretend play</p>
<p>e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>
<p>f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p>	<p>Y. Music</p>
<p>g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p>	<p>Z. Movement</p>
<p>h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>
<p>i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>

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STRAND E – CONTRIBUTION	
<p>Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.</p> <p>a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p>d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p> <p>f. The ability to respond and engage in developmentally appropriate reciprocal interactions.</p> <p>g. Emerging skills in caring and cooperation.</p>	<p>D. Emotions</p> <p>G. Community K. Personal care and healthy behavior</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p>
<p>Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.</p> <p>a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.</p> <p>c. A sense of being able to make something happen that matters to them and to others.</p> <p>g. An awareness of themselves as unique individuals.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>FF. Knowledge of self and others</p>

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<p>Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.</p> <p>a. An increasing ability to take another’s point of view and to empathize with others.</p> <p>e. ‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</p> <p>f. An increasing ability to share by showing interest in and awareness of the feelings of others.</p>	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p>
<p>Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.</p> <p>a. A growing sense of themselves as part of a family.</p> <p>b. A sense of pride in themselves and their families.</p> <p>c. A growing sense of connection and consistency across their homes, the program and their community.</p> <p>d. A positive sense about their participation in the program, their families, and their community.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p>