Alignment of Minnesota's 2005 Early Learning Standards
With HighScope's
2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2005 **Minnesota Early Learning Standards** 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.

Minnesota's Early Learning Standards	COR Advantage Items
Social and Emotional Development	
Emotional Development	
1. Demonstrate increasing competency in recognizing and describing own emotions	D. Emotions
2. Demonstrate increasing use of words instead of actions to express emotions	D. Emotions
3. Begin to understand and respond to others' emotions	D. Emotions
4. Begin to show self-regulation to handle emotions appropriately	D. Emotions
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)	D. Emotions

Self-Concept	
2. Demonstrate increasing self-direction and independence	A. Initiative and planning
3. Develop an awareness of self as having certain abilities, characteristics, and preferences	FF. Knowledge of self and others
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity	FF. Knowledge of self and others

Social Competence and Relationships	
1. Interact easily with one or more children	F. Building relationships with other children
2. Interact easily with familiar adults	E. Building relationships with adults
5. Use play to explore, practice, and understand social roles and relationships	FF. Knowledge of self and others
7. Sustain interaction by cooperating, helping, sharing, and expressing interest	E. Building relationships with adults F. Building relationships with other children
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	H. Conflict resolution
9. Use words and other constructive strategies to resolve conflicts	H. Conflict resolution

Minnesota's Early Learning Standards	COR Advantage Items
Approaches to Learning	
Curiosity	
1. Show eagerness and a sense of wonder as a learner	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
2. Show interest in discovering and learning new things	CC. Experimenting, predicting, and drawing conclusions
Risk-Taking	
1. Choose new as well as a variety of familiar activities	A. Initiative and planning
2. Use a variety of strategies to solve problems	B. Problem solving with materials H. Conflict resolution
Imagination and Invention	
1. Approach tasks and experiences with flexibility, imagination, and inventiveness	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
2. Use new ways or novel strategies to solve problems or explore objects	B. Problem solving with materials H. Conflict resolution
3. Try out various pretend roles in play or with make-believe objects	AA. Pretend play
Persistence	
1. Work at a task despite distractions or interruptions	A. Initiative and planning
2. Seek and/or accept help or information when needed	B. Problem solving with materials H. Conflict resolution
3. Demonstrate ability to complete a task or stay engaged in an experience	A. Initiative and planning
Reflection and Interpretation	
1. Think about events and experiences and apply this knowledge to new situations	CC. Experimenting, predicting, and drawing conclusions
2. Generate ideas, suggestions, and/or make predictions	CC. Experimenting, predicting, and drawing conclusions

Minnesota's Early Learning Standards	COR Advantage Items

Language and Literacy Development	
Listening	
1. Understand non-verbal and verbal cues	M. Listening and comprehension
2. Listen with understanding to stories, directions, and conversations	M. Listening and comprehension
4. Listen to and recognize different sounds in rhymes and familiar words	N. Phonological awareness

Speaking	
2. Communicate information using home language and/or English	L. Speaking JJ. Speaking English
3. Speak clearly enough to be understood in home language and/or English	L. Speaking JJ. Speaking English
4. Use language for a variety of purposes	L. Speaking
5. Use increasingly complex and varied vocabulary and language	L. Speaking
6. Initiate, ask questions, and respond in conversation with others	L. Speaking M. Listening and comprehension

Emergent Reading	
1. Initiate stories and respond to stories told or read aloud	M. Listening and comprehension
2. Represent stories told or read aloud through various media or during play	AA. Pretend play
3. Guess what will happen next in a story using pictures as a guide	M. Listening and comprehension
4. Retell information from a story	M. Listening and comprehension Q. Book enjoyment and knowledge
5. Show beginning understanding of concepts about print	Q. Book enjoyment and knowledge
6. Recognize and name some letters of the alphabet, especially those in own name	O. Alphabet knowledge
7. Begin to associate sounds with words or letters	O. Alphabet knowledge

Minnesota's Early Learning Standards	COR Advantage Items
Emergent Writing	
1. Understand that writing is a way of communicating	R. Writing
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	R. Writing
3. Engage in writing using letter-like symbols to make letters or words	R. Writing
4. Begin to copy or write own name	R. Writing

Minnesota's Early Learning Standards	COR Advantage Items
Creativity and the Arts	
Creating	
1. Use a variety of media and materials for exploration and creative expression	X. Art Y. Music Z. Movement AA. Pretend play
2. Participate in art and music experiences	X. Art Y. Music
3. Participate in creative movement, drama, and dance	Z. Movement AA. Pretend play

Minnesota's Early Learning Standards	COR Advantage Items

Cognitive Development	
Mathematical and Logical Thinking	
Number Concepts and Operations	
1. Demonstrate increasing interest in and awareness of numbers and counting	S. Number and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number	S. Number and counting
3. Demonstrate ability to count in sequence	S. Number and counting
4. Demonstrate ability to state the number that comes next up to 9 or 10	S. Number and counting
5. Demonstrate beginning ability to combine and separate numbers of objects	S. Number and counting

Patterns and Relationships	
6. Recognize and duplicate simple patterns	V. Patterns
7. Sort objects into subgroups by one or two characteristics	BB. Observing and classifying
8. Order or sequence several objects on the basis of one characteristic	U. Measurement BB. Observing and classifying

Spatial Relationships/Geometry	
9. Identify and name common shapes	T. Geometry: Shapes and spatial awareness
10. Use words that show understanding of order or position of objects	T. Geometry: Shapes and spatial awareness

Measurement	
11. Recognize objects can be measured by height, length, weight, and time	U. Measurement
12. Make comparisons between at least two groups of objects	U. Measurement

Mathematical Reasoning	
13. Use simple strategies to solve mathematical problems	B. Problem solving with materials S. Number and counting

Minnesota's Early Learning Standards	COR Advantage Items
Scientific Thinking and Problem-Solving **Observing** **1.** Use senses to explore materials and the environment	BB. Observing and classifying
2. Identifying and/or describe objects by physical characteristics	BB. Observing and classifying
Questioning **3.** Express wonder about the natural world	DD. Natural and physical world
4. Ask questions and seek answers through active exploration	CC. Experimenting, predicting, and drawing conclusions
5. Make predictions about objects and natural events	CC. Experimenting, predicting, and drawing conclusions
Investigating **6.** Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment	EE. Tools and technology
7. Make comparisons between objects that have been collected or observed	BB. Observing and classifying
Social Systems Understanding **Human Relationships** **1.** Recognize and appreciate similarities and differences between self and others from diverse backgrounds	FF. Knowledge of self and others
2. Understand various family roles, jobs, rules, and relationships	FF. Knowledge of self and others
3. Participate in activities to help others in the community	FF. Knowledge of self and others

Minnesota's Early Learning Standards	COR Advantage Items
Understanding the World	
4. Recognize and describe the roles of workers in the community	FF. Knowledge of self and others
5. Share responsibility in taking care of their environment	DD. Natural and physical world
6. Begin to recall recent and past events	C. Reflection HH. History
7. Identify characteristics of the places where they live and play within their community	GG. Geography
8. Begin to understand the uses of media and technology and how they affect their lives	EE. Tools and technology

Minnesota's Early Learning Standards	COR Advantage Items

Physical and Motor Development

Gross Motor Development

1. Develop large muscle control and coordination	I. Gross-motor skills
2. Develop body strength, balance, flexibility, and stamina	I. Gross-motor skills
3. Use a variety of equipment for physical development	I. Gross-motor skills
4. Develop ability to move their body in space with coordination	I. Gross-motor skills

Fine Motor Development

1. Develop small muscle control and coordination	J. Fine-motor skills
2. Use eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	J. Fine-motor skills X. Art

Physical Health and Well-Being

1. Participate in a variety of physical activities to enhance personal health and physical fitness	I. Gross-motor skills Z. Movement
3. Recognize and eat a variety of nutritious foods	K. Personal care and healthy behavior
4. Demonstrate increasing independence with basic self-care skills	K. Personal care and healthy behavior