

Alignment of the 2009 Montana Early Learning Guidelines for Infants and Toddlers With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Montana Early Learning Guidelines for Infants and Toddlers** 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.



Montana Early Learning Guidelines

COR Advantage Items

<i>Physical Development</i>		
Guideline 1: Sensory Learning Infants and toddlers use their senses to explore their environment through sight, smell, sound, taste, and touch.		
Birth - 8 Months		M. Listening and comprehension T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
6 - 18 Months		A. Initiative and planning M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
16 - 36 Months		A. Initiative and planning J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions
Guideline 2: Health & Physical Well-Being Infants and toddlers demonstrate healthy behaviors that contribute to life-long well-being.		
Birth - 8 Months		A. Initiative and planning E. Building relationships with adults K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness
6 - 18 Months		I. Gross-motor skills K. Personal care and healthy behavior M. Listening and comprehension
16 - 36 Months		I. Gross-motor skills K. Personal care and healthy behavior
Guideline 3: Large Muscle (Gross Motor) Infants and toddlers demonstrate large muscle strength and coordination, and skills to move and interact with the environment.		
Birth - 8 Months		I. Gross-motor skills
6 - 18 Months		I. Gross-motor skills
16 - 36 Months		I. Gross-motor skills

Montana Early Learning Guidelines

COR Advantage Items

<i>Physical Development CONT</i>	
Guideline 4: Small Muscle (Fine Motor) Infants and toddlers demonstrate small muscle strength, coordination, and skills for exploration and interaction with objects in the environment.	
Birth - 8 Months	J. Fine-motor skills
6 - 18 Months	J. Fine-motor skills
16 - 36 Months	J. Fine-motor skills

Montana Early Learning Guidelines

COR Advantage Items

Emotional Development	
Guideline 1: Attachment Relationships Infants and toddlers show trust, a sense of security, and an emotional bond in relationships with familiar adults who consistently meet their needs.	
Birth - 8 Months	D. Emotions E. Building relationships with adults
6 - 18 Months	D. Emotions E. Building relationships with adults
16 - 36 Months	E. Building relationships with adults FF. Knowledge of self and others
Guideline 2: Temperament Infants and toddlers demonstrate unique personality traits that are identifiable and consistent across time (temperament).	
Birth - 8 Months	D. Emotions
6 - 18 Months	B. Problem solving with materials D. Emotions
16 - 36 Months	B. Problem solving with materials D. Emotions H. Conflict resolution
Guideline 3: Sense of Self Infants and toddlers show an awareness and appreciation of self as a unique and capable individual.	
Birth - 8 Months	FF. Knowledge of self and others
6 - 18 Months	A. Initiative and planning K. Personal care and healthy behavior FF. Knowledge of self and others
16 - 36 Months	A. Initiative and planning K. Personal care and healthy behavior P. Reading AA. Pretend play FF. Knowledge of self and others

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COR Advantage Items

Emotional Development CONT	
<p>Guideline 4: Self Regulations</p> <p>Infants and toddlers manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</p>	
<p>Birth - 8 Months</p>	<p>G. Community K. Personal care and healthy behavior</p>
<p>6 - 18 Months</p>	<p>D. Emotions E. Building relationships with adults G. Community</p>
<p>16 - 36 Months</p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p>
<p>Guideline 5: Expression of Emotion</p> <p>Infants and toddlers express a range of feelings through facial expressions, gestures, and sounds.</p>	
<p>Birth - 8 Months</p>	<p>D. Emotions</p>
<p>6 - 18 Months</p>	<p>D. Emotions</p>
<p>16 - 36 Months</p>	<p>D. Emotions</p>

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COR Advantage Items

Social Development	
<p>Guideline 1: Attachment Relationships</p> <p>Infants and toddlers show trust, a sense of security, and an emotional bond in relationships with familiar adults who consistently meet their needs.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults
6 - 18 Months	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults
16 - 36 Months	<ul style="list-style-type: none"> E. Building relationships with adults
<p>Guideline 2: Adult Interaction</p> <p>Infants and toddlers interact comfortably with familiar adults and seek assistance when needed.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults K. Personal care and healthy behavior
6 - 18 Months	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults
16 - 36 Months	<ul style="list-style-type: none"> E. Building relationships with adults M. Listening and comprehension AA. Pretend play
<p>Guideline 3: Peer Interaction</p> <p>Infants and toddlers show interest in other infants or toddlers and begin to interact with peers.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions F. Building relationships with other children L. Speaking
6 - 18 Months	<ul style="list-style-type: none"> F. Building relationships with other children
16 - 36 Months	<ul style="list-style-type: none"> F. Building relationships with other children

Montana Early Learning Guidelines

COR Advantage Items

<i>Social Development CONT</i>	
Guideline 4: Feeling of Others	
<p>Infants and toddlers respond to others' feelings, and recognize the effects of their own behavior on others.</p>	
Birth - 8 Months	D. Emotions
6 - 18 Months	D. Emotions
16 - 36 Months	D. Emotions
Guideline 5: Social Identity	
<p>Infants and toddlers recognize similarities and differences between self and others.</p>	
Birth - 8 Months	D. Emotions E. Building relationships with adults M. Listening and comprehension
6 - 18 Months	A. Initiative and planning E. Building relationships with adults G. Community K. Personal care and healthy behavior
16 - 36 Months	E. Building relationships with adults FF. Knowledge of self and others

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COR Advantage Items

Communication & Language Development	
Guideline 1: Social Communication	
<p>Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and their communities.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> E. Building relationships with adults M. Listening and comprehension
6 - 18 Months	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children L. Speaking
16 - 36 Months	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Guideline 2: Listening & Understanding (Receptive Language)	
<p>Infants and toddlers use listening and observation skills to make sense and respond to language and other forms of communication.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions M. Listening and comprehension N. Phonological awareness
6 - 18 Months	<ul style="list-style-type: none"> L. Speaking M. Listening and comprehension
16 - 36 Months	<ul style="list-style-type: none"> D. Emotions L. Speaking M. Listening and comprehension
Guideline 3: Speaking & Communication (Expressive Language)	
<p>Infants and toddlers use sounds, facial expressions, gestures, and eventually, signs or words to communicate wants, needs, and feelings.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions K. Personal care and healthy behavior L. Speaking
6 - 18 Months	<ul style="list-style-type: none"> L. Speaking
16 - 36 Months	<ul style="list-style-type: none"> L. Speaking N. Phonological awareness

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COR Advantage Items

Communication & Language Development CONT	
Guideline 4: Early Literacy & Emerging Reading	
<p>Infants and toddlers demonstrate the beginning understanding of the symbols, sounds and rhythms of language.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> D. Emotions P. Reading Q. Book enjoyment and knowledge Z. Movement
6 - 18 Months	<ul style="list-style-type: none"> P. Reading Q. Book enjoyment and knowledge Y. Music
16 - 36 Months	<ul style="list-style-type: none"> N. Phonological awareness P. Reading Q. Book enjoyment and knowledge
Guideline 5: Early Literacy & Emerging Writing	
<p>Infants and toddlers demonstrate interest in symbols as a form of meaningful communication.</p>	
Birth - 8 Months	<ul style="list-style-type: none"> J. Fine-motor skills
6 - 18 Months	<ul style="list-style-type: none"> J. Fine-motor skills P. Reading R. Writing X. Art
16 - 36 Months	<ul style="list-style-type: none"> P. Reading R. Writing X. Art

Montana Early Learning Guidelines

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Thinking Skills & Cognitive Development	
<p>Guideline 1: Approach to Learning</p> <p>Infants and toddlers demonstrate curiosity and develop an understanding of basic concepts and relationships through playful, purposeful exploration and discovery.</p> <p>Birth - 8 Months</p>	<p>E. Building relationships with adults L. Speaking AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>6 - 18 Months</p>	<p>A. Initiative and planning E. Building relationships with adults AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>16 - 36 Months</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>Guideline 2: Application of Knowledge</p> <p>Infants and toddlers apply emerging knowledge and understanding of prior experiences to new situations.</p> <p>Birth - 8 Months</p>	<p>E. Building relationships with adults G. Community CC. Experimenting, predicting, and drawing conclusions</p>
<p>6 - 18 Months</p>	<p>A. Initiative and planning E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p>16 - 36 Months</p>	<p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others</p>

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COR Advantage Items

<i>Thinking Skills & Cognitive Development CONT</i>	
<p>Guideline 3: Problem Solving</p> <p>Infants and toddlers develop strategies for solving problems through focus, persistence, reasoning, and creativity.</p> <p>Birth - 8 Months</p>	<p>K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions</p>
<p>6 - 18 Months</p>	<p>B. Problem solving with materials G. Community CC. Experimenting, predicting, and drawing conclusions</p>
<p>16 - 36 Months</p>	<p>A. Initiative and planning B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>