

## **Alignment of the 2006 Nebraska Early Learning Guidelines for Ages Birth to 3 With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2006 **Nebraska Early Learning Guidelines for Ages Birth to 3** 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.



**Nebraska Early Learning Standards**

**COR Advantage Items**

<b><i>Social and Emotional Development</i></b>		
<b>Infants – Birth to 18 Months</b>	<b>Social Relationships</b>	
	Child is responsive in interactions with others and shows evidence of attachment process	A. Initiative and planning D. Emotions E. Building relationships with adults F. Building relationships with other children
<b>Toddlers – 18 Months to 3 Years</b>	Child is responsive in interactions with others and begins to build relationships	D. Emotions E. Building relationships with adults F. Building relationships with other children
<b>Infants – Birth to 18 Months</b>	<b>Sense of Self</b>	
	Child initiates, explores and plays with objects and materials	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Child begins to distinguish self from others	FF. Knowledge of self and others
	Child shows likes and dislikes for people and materials	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	Child shows growing independence in a range of activities, routines and tasks	G. Community K. Personal care and healthy behavior
<b>Toddlers – 18 Months to 3 Years</b>	Child begins to distinguish self from others	FF. Knowledge of self and others
	Child develops independence, confidence, and competence	A. Initiative and planning B. Problem solving with materials D. Emotions

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**COR Advantage Items**

<b><i>Social and Emotional Development CONT</i></b>		
<b>Infants – Birth to 18 Months</b>	<b>Self Regulation</b>	
	Child expresses emotions and begins to initiate ways to calm self	D. Emotions
	Child explores the environment freely, responding to supportive guidance	A. Initiative and planning E. Building relationships with adults
	Child provides cues indicating wants and needs through purposeful actions and gestures	A. Initiative and planning K. Personal care and healthy behavior
<b>Toddlers – 18 Months to 3 Years</b>	Child depends on frequent reminders to learn boundaries	G. Community
	Child expresses emotions and shows concern for others	D. Emotions
	Child begins to develop an understanding of boundaries and routines, and follows them when reminded	G. Community HH. History

**Nebraska Early Learning Standards**

**COR Advantage Items**

<b>Approaches to Learning</b>		
<b>Infants – Birth to 18 Months</b>	<b>Initiative and Curiosity</b>	
	Child uses initiative, curiosity and persistence to learn about the world	A. Initiative and planning
	Child communicates through sounds, gestures, and beginning oral language	L. Speaking
<b>Toddlers – 18 Months to 3 Years</b>	Child chooses from a variety of materials and methods of exploration	A. Initiative and planning
	Child uses initiative, curiosity and persistence to learn about the world	A. Initiative and planning
	Child learns through imaginative and interactive play	AA. Pretend play
	Child uses oral language or other alternative methods of communication to ask questions or find solutions	B. Problem solving with materials L. Speaking
<b>Infants – Birth to 18 Months</b>	Child chooses from a variety of materials and methods of exploration	A. Initiative and planning
	<b>Sensory Exploration &amp; Problem Solving</b>	
	Child notices and shows interest in and excitement with familiar objects, people and events	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
<b>Toddlers – 18 Months to 3 Years</b>	Child explores environment and persists when facing challenges	A. Initiative and planning B. Problem solving with materials
	Child Experiments with cause and effect	CC. Experimenting, predicting, and drawing conclusions
	Child tries multiple ways to solve a problem and is highly involved and persistent	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Infants – Birth to 18 Months</b>	Child Experiments with cause and effect	CC. Experimenting, predicting, and drawing conclusions
	Child shows increasing ability to identify similar objects from a variety of materials	BB. Observing and classifying

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**COR Advantage Items**

<b>Health and Physical Development</b>			
<b>Infants – Birth to 18 Months</b>	<b>Fine (Small) Motor Skills</b>		
	<p>Child uses eyes, mouth and hands to explore large and small objects that are within reach, developing more purposeful actions over time</p> <p>Child actively explores the environment and manipulates objects</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>	
<b>Toddlers – 18 Months to 3 Years</b>	<p>Child uses hands and fingers to control objects to demonstrate increasing fine (small) motor coordination</p> <p>Child actively explores the environment and manipulates objects</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>	
	<b>Gross (Large) Motor Skills</b>		
<b>Infants – Birth to 18 Months</b>	<p>Child begins to develop gross (large) motor skills</p> <p>Child builds skills in coordination, balance, body awareness and coordination</p> <p>Child actively explores a safe and supportive environment, both indoors and outdoors</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>	
	<b>Toddlers – 18 Months to 3 Years</b>	<p>Child develops gross (large) motor skills</p> <p>Child demonstrates coordination, balance, and body awareness</p> <p>Child actively explores a safe and supportive environment, both indoors and outdoors</p> <p>Child shows growing skill in climbing up and down steps</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
		<b>Health Behaviors &amp; Practices</b>	
<b>Infants – Birth to 18 Months</b>		<p>Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening</p> <p>Child shows interest in physical activities that promote health</p> <p>Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

**Nebraska Early Learning Standards**

**COR Advantage Items**

<b>Health and Physical Development CONT</b>		
<b>Toddlers – 18 Months to 3 Years</b>	Child shows increasing awareness of health and safety practices and guidelines	K. Personal care and healthy behavior
	Child shows interest in physical activities that promote health (wiping off tables, dressing for the weather, etc.)	K. Personal care and healthy behavior
	Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)	K. Personal care and healthy behavior
	<b>Nutrition</b>	
<b>Infants – Birth to 18 Months</b>	Child shows increasing independence in ability to feed self	K. Personal care and healthy behavior
<b>Toddlers – 18 Months to 3 Years</b>	Child shows increasing independence in developing eating abilities	K. Personal care and healthy behavior
	Child communicates nutrition-related information	K. Personal care and healthy behavior S. Number and counting
	<b>Self-Help Skills</b>	
<b>Infants – Birth to 18 Months</b>	Child shows increasing awareness of the function of self-care materials	K. Personal care and healthy behavior
	Child cooperates with care routines	K. Personal care and healthy behavior
<b>Toddlers – 18 Months to 3 Years</b>	Child shows increasing awareness of the body and its functions	K. Personal care and healthy behavior
	Child shows increasing development of self-help skills and materials	K. Personal care and healthy behavior
	Child cooperates with care routines	K. Personal care and healthy behavior

Nebraska Early Learning Standards

COR Advantage Items

<i>Language and Literacy Development</i>		
<b>Infants – Birth to 18 Months</b>	<b>Listening and Understanding</b>	
	<p>Child responds to sounds in the environment</p> <p>Child begins to listen to words with understanding</p> <p>Child begins to follow simple directions</p> <p>Child demonstrates understanding of native and/or English language</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
<b>Toddlers – 18 Months to 3 Years</b>	Child listens to simple directions and conversations with understanding	M. Listening and comprehension
	Child follows directions, responds to simple instructions/requests	M. Listening and comprehension
	Child listens to others and responds to feelings and expressed ideas	D. Emotions M. Listening and comprehension
<b>Infants – Birth to 18 Months</b>	<b>Speaking and Communicating</b>	
	<p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p>	<p>A. Initiative and planning</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>S. Number and counting</p>

**Nebraska Early Learning Standards**

**COR Advantage Items**

<b><i>Language and Literacy Development CONT</i></b>		
<b>Toddlers – 18 Months to 3 Years</b>	Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions	A. Initiative and planning D. Emotions K. Personal care and healthy behavior L. Speaking
	Child communicates for a variety of purposes	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>Infants – Birth to 18 Months</b>	<b>Book Knowledge &amp; Appreciation</b>	
	Child responds to language and shows enjoyment of the sounds and rhythms of language	M. Listening and comprehension N. Phonological awareness
	Child explores books with interest Child responds to pictures in book	Q. Book enjoyment and knowledge P. Reading
<b>Toddlers – 18 Months to 3 Years</b>	Child demonstrates interest in and appreciation of reading-related activities	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	Child increases knowledge about books and how they are typically read	Q. Book enjoyment and knowledge
	Child responds to pictures in book	P. Reading

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COR Advantage Items

<i>Language and Literacy Development CONT</i>		
<b>Infants – Birth to 18 Months</b>	<b>Print Awareness &amp; Early Writing</b>	
	Child begins to develop eye-hand coordination	J. Fine-motor skills
	Child manipulates materials with increasing precision (reaches for toys, plays with toys, shakes keys to make sound, carries blanket, etc.)	J. Fine-motor skills
	Child explores with writing materials	R. Writing
<b>Toddlers – 18 Months to 3 Years</b>	Child manipulates materials with increasing precision	J. Fine-motor skills
	Child shows an awareness of print as a form of meaningful communication	P. Reading
	Child shows an interest in early writing	R. Writing
	Child begins to recognize own name on artwork or possessions	P. Reading

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**COR Advantage Items**

<b>Mathematics</b>		
<b>Infants – Birth to 18 Months</b>	<b>Number and Operations</b>	
	Child begins to develop awareness of quantity	S. Number and counting
	Child begins to show interest in real life mathematical concepts	S. Number and counting
	Child begins to imitate counting using some names of numbers	S. Number and counting
<b>Toddlers – 18 Months to 3 Years</b>	Child develops awareness of numbers	S. Number and counting
	Child develops an understanding of the counting process	S. Number and counting
<b>Infants – Birth to 18 Months</b>	<b>Spatial Sense</b>	
	Child begins to develop knowledge of where things are in the environment	T. Geometry: Shapes and spatial awareness GG. Geography
	Child develops sense of self in relation to the environment	T. Geometry: Shapes and spatial awareness
<b>Toddlers – 18 Months to 3 Years</b>	Child develops knowledge of where things are in the environment	GG. Geography
	Child develops geometry and spatial sense	T. Geometry: Shapes and spatial awareness
	Child groups objects together that are the same in some way	BB. Observing and classifying
	Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

<i>Mathematics CONT</i>		
<b>Infants – Birth to 18 Months</b>	<b>Patterns and Measurement</b>	
	<p>Child begins to demonstrate awareness of patterns, first visually, then through manipulation</p> <p>Child begins to understand time words (after, before, etc.)</p>	<p>V. Patterns</p> <p>HH. History</p>
<b>Toddlers – 18 Months to 3 Years</b>	Child begins to develop knowledge of patterns	V. Patterns
	Child begins to demonstrate knowledge of measurement concepts	U. Measurement
	Child shows some understanding of time sequence within the daily routine	G. Community HH. History
	Child compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest, etc.)	U. Measurement

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**COR Advantage Items**

<b>Science</b>		
	<b>Scientific Skills &amp; Methods</b>	
<b>Infants – Birth to 18 Months</b>	<p>Child shows interest in surroundings by focusing on faces and objects in close range</p> <p>Child gathers information through the senses (mouthing, grasping, reaching, etc.)</p> <p>Child repeats actions that have been successful in reaching a goal</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>Toddlers – 18 Months to 3 Years</b>	<p>Child begins to develop scientific skills and methods</p> <p>Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
	<b>Scientific Knowledge</b>	
<b>Infants – Birth to 18 Months</b>	<p>Child uses all five senses to explore and understand surroundings</p> <p>Child begins forming a basic understanding of simple cause and effect relationships</p> <p>Child begins to name common objects in the environment</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p>
<b>Toddlers – 18 Months to 3 Years</b>	<p>Child develops scientific knowledge through active exploration of the environment</p> <p>Child develops understanding of simple cause and effect relationships</p> <p>Child shows increased knowledge and memory for details and routines</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>G. Community</p> <p>HH. History</p>

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<b>Creative Arts</b>		
<b>Infants – Birth to 18 Months</b>	<b>Music</b>	
	Child becomes calm when sung to, or talked with in a soothing voice	Y. Music
	Child shows interest in and responds to music	Y. Music
	Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)	L. Speaking
<b>Toddlers – 18 Months to 3 Years</b>	Child shows interest and participates in music activities through gestures, movement and dancing	Y. Music
	Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)	Y. Music
	Child enjoys producing music with instruments and singing simple songs	Y. Music
	Child enjoys repetition of favorite songs and other musical experiences	Y. Music
<b>Infants – Birth to 18 Months</b>	<b>Art</b>	
	Child responds to visual elements present in the environment (light, color, patterns, etc.)	X. Art
	Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.	X. Art
	Child begins to use art media such as large crayons, finger paint, etc.	X. Art
	Child explores the shape of objects	T. Geometry: Shapes and spatial awareness

Nebraska Early Learning Standards

COR Advantage Items

<b><i>Creative Arts CONT</i></b>		
<b>Toddlers – 18 Months to 3 Years</b>	Child experiments with art media by painting, scribbling, using play dough, etc.	X. Art
	Child shows pride in ability to use art materials	X. Art
	Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)	X. Art
	Child shows preferences for colors or pictures	X. Art
	Child uses various tools to make marks (fingers, crayons, big brushes, etc.)	X. Art
<b>Infants – Birth to 18 Months</b>	<b>Movement</b>	
	Child begins to discover own body	FF. Knowledge of self and others
	Child demonstrates balance and body coordination in movement	Z. Movement
<b>Toddlers – 18 Months to 3 Years</b>	Child shows growing skill in physical activities	I. Gross-motor skills
	Child demonstrates balance and body coordination in movement	I. Gross-motor skills
	Child represents experiences and concepts through movement	Z. Movement
<b>Infants – Birth to 18 Months</b>	Child runs with ease, stops and starts with precision	I. Gross-motor skills
	<b>Dramatic Play</b>	
	Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)	AA. Pretend play
<b>Toddlers – 18 Months to 3 Years</b>	Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)	CC. Experimenting, predicting, and drawing conclusions
	Child plays with dramatic play materials (animals, vehicles, dolls, etc.)	AA. Pretend play
	Child participates in a variety of dramatic play activities	AA. Pretend play
<b>Infants – Birth to 18 Months</b>	Child begins to assume the role of someone or something else in dramatic play	AA. Pretend play

