

Alignment of the 2005 Nebraska Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2005 **Nebraska Early Learning Guidelines** 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.



Nebraska Early Learning Guidelines

COR Advantage Items

<i>Social & Emotional Development</i>	
<p>Self Concept</p> <p>Child develops independence, confidence, and competence</p> <p>Child identifies own characteristics (name, age, gender, family members, etc.)</p>	<p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p>
<p>Self Control</p> <p>Child expresses feelings and shows concern for others</p> <p>Child follows rules and routines</p>	<p>D. Emotions</p> <p>G. Community</p>
<p>Cooperation</p> <p>Child increases ability to sustain relationships</p>	<p>F. Building relationships with other children</p> <p>G. Community</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>Social Relationships</p> <p>Child interacts empathetically and cooperatively with adults and peers</p>	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p>Knowledge of Families & Communities</p> <p>Child understands and respects similarities and differences among adults and children in their program, home, and community</p> <p>Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located</p> <p>Child uses familiar words to identify family members and workers in their community</p>	<p>FF. Knowledge of self and others</p> <p>GG. Geography</p> <p>FF. Knowledge of self and others</p>

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<i>Approaches to Learning</i>	
<p>Initiative and Curiosity</p> <p>Child uses initiative, curiosity and persistence to learn about the world</p> <p>Child engages in imaginative play</p> <p>Child increasingly uses communication to ask questions and seek answers</p>	<p>A. Initiative and planning</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension</p>
<p>Reasoning and Problem Solving</p> <p>Child shows increasing ability to classify, compare and contrast objects, events and experiences</p> <p>Child tries several alternative methods to solve a problem and is highly involved and persistent</p> <p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p>BB. Observing and classifying</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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Health & Physical Development	
<p>Fine (Small) Motor Skills</p> <p>Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</p> <p>Child explores drawing and painting materials</p>	<p>J. Fine-motor skills</p> <p>X. Art</p>
<p>Gross (Large) Motor Skills</p> <p>Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities</p> <p>Child develops gross (large) motor skills</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Health Status and Practices</p> <p>Child develops an awareness of health, nutrition and safety</p> <p>Child develops an understanding of the need for regular physical exercise and activity</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>Nutrition</p> <p>Child shows knowledge of healthy eating and lifestyle habits</p> <p>Child understands that healthy foods help them to grow and give them energy to play and think</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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Language & Literacy Development	
<p>Listening and Understanding</p> <p>Child listens to directions and conversations with understanding</p> <p>Child listens to others and responds to feelings and expressed ideas</p> <p>Child demonstrates understanding of native and/or English languages for social interactions and program directions/activities</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
<p>Speaking and Communicating</p> <p>Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p> <p>Child uses English or native language to share feelings and express ideas</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions</p>
<p>Phonological Awareness</p> <p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</p> <p>Child progresses in listening and telling differences in phonemes (smallest parts of sounds in a spoken word)</p> <p>Child recognizes the connection between spoken and written words</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p>
<p>Book Knowledge and Appreciation</p> <p>Child demonstrates interest in and appreciation of reading-related activities</p> <p>Child increases knowledge about books and how they typically are read</p> <p>Child learns to sequence and predict a story</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

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Print Awareness and Concepts Child shows an awareness of print as a form of meaningful communication Child understands that each spoken word can be written down and read	O. Alphabet knowledge P. Reading R. Writing P. Reading
Early Writing and Alphabet Knowledge Child shows an interest in early writing Child progresses in the identification of letters Child recognizes and/or writes own name on artwork or possessions	R. Writing O. Alphabet knowledge R. Writing P. Reading R. Writing

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Mathematics	
Number and Operations Child develops awareness of numerals Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.) Child develops an understanding of the counting process	S. Number and counting T. Geometry: Shapes and spatial awareness HH. History S. Number and counting
Geometry and Spatial Sense Child develops knowledge of geometric principles Child groups objects together that are the same in some way and gives reasons for groupings	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
Patterns and Measurement Child develops knowledge of patterns Child demonstrates use of measurement	V. Patterns U. Measurement

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<i>Science</i>	
<p>Scientific Skills and Methods</p> <p>Child develops 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>
<p>Scientific Knowledge</p> <p>Child develops knowledge of the scientific process</p> <p>Child demonstrates understanding of simple cause and effect relationships</p> <p>Child shows interest in measurement of time, length, distance, and weight</p> <p>Child develops increased ability to observe and discuss things that are common and things that are different</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>

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Creative Arts	
<p>Music</p> <p>Child is able to sing, play, move and create music, expressing individual imagination</p> <p>Child responds to music through movement</p>	<p>Y. Music</p> <p>Y. Music Z. Movement</p>
<p>Art</p> <p>Child progresses in exploration and experimentation with new materials</p> <p>Child gains experience in making shapes and linear patterns</p> <p>Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>Movement</p> <p>Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement</p> <p>Child demonstrates a sense of balance and body coordination</p> <p>Child represents experiences through movement</p>	<p>Z. Movement</p> <p>I. Gross-motor skills Z. Movement</p> <p>Z. Movement</p>
<p>Dramatic Play</p> <p>Child participates in a variety of dramatic play activities</p> <p>Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>