

## **Alignment of the 2005 New Hampshire Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2005 **New Hampshire 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 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.



**New Hampshire Early Learning Guidelines**

**COR Advantage Items**

<i>Physical Development</i>		
<b>Infants and Toddlers</b>	<p><b>How Do Young Children Use Their Bodies to Explore and Participate in Their World?</b></p> <p>Demonstrate increasing body strength, flexibility, and control</p> <p>Show a range of mobility skills</p> <p>Use their senses to explore people, places, and things</p> <p>Use their bodies to explore environments</p> <p>Increasingly recognize bodily needs</p> <p>Purposefully explore and use objects and equipment</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>BB. Observing and classifying</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
	<b>Preschoolers</b>	<p>Exhibit awareness of individual body parts and their coordination</p> <p>Show awareness of their body and movements in relationship to space and objects</p> <p>Demonstrate ability in a variety of physically challenging experiences</p> <p>Use hands, tools, and/or instruments with skill for a range of purposes</p>

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**COR Advantage Items**

<i>Social/Emotional Development</i>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Develop an Understanding of Themselves and Others?</b>	
	<ul style="list-style-type: none"> <li>Develop attachments to primary caregivers</li> <li>Demonstrate awareness of self and their own abilities</li> <li>Recognize similarities and differences between people</li> <li>Imitate actions of familiar people</li> <li>Show empathy by responding to social and emotional cues</li> <li>Communicate a widening array of needs</li> </ul>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>FF. Knowledge of self and others</li> <li>FF. Knowledge of self and others</li> <li>AA. Pretend play</li> <li>D. Emotions</li> <li>D. Emotions</li> <li>K. Personal care and healthy behavior</li> <li>L. Speaking</li> </ul>
<b>Preschoolers</b>	<ul style="list-style-type: none"> <li>Explore emotions and their impact on self and others</li> </ul>	D. Emotions
<b>Preschoolers</b>	Play both by themselves and cooperatively with others	F. Building relationships with other children
	Communicate social and emotional interests and needs	D. Emotions
	Develop self-help skills	K. Personal care and healthy behavior
	follow routines and participate successfully in small and large groups;	G. Community
	Know how their actions affect others by showing sympathy, empathy, and an understanding of cause and effect	D. Emotions
	Begin to develop problem-solving skills by negotiating conflicts and differences	H. Conflict resolution

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<i>Approaches to Learning</i>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Develop and Use Strategies to Solve Problems?</b>	
	Use their senses to explore	BB. Observing and classifying
	Repeat favorite behaviors and actions	CC. Experimenting, predicting, and drawing conclusions
	Learn from experiences through trial and error	CC. Experimenting, predicting, and drawing conclusions
	Engage in play to explore people and objects in their environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Recognize when they have solved a problem or made a discovery	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	
<b>Preschoolers</b>	Use imaginative play to experiment with various roles, situations, and strategies	AA. Pretend play
	Learn from prior experiences	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Solve problems through trial and error	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Solve problems through interaction with others	B. Problem solving with materials H. Conflict resolution
	Demonstrate increasing ability to complete tasks	A. Initiative and planning
	Become comfortable with engaging in challenging tasks	B. Problem solving with materials
	Begin to make plans and follow through with them	A. Initiative and planning

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<i>Creative Expression/Aesthetic Development</i>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Express Creativity and Experience Beauty?</b>	
	Respond to an external stimulus with vocal and facial expressions	D. Emotions
	Express themselves using a variety of facial and bodily movements	D. Emotions
	Demonstrate an interest in listening, vocalizing, singing, and moving	Y. Music Z. Movement
	Use their imagination	AA. Pretend play
	Move in response to music	Z. Movement
	Begin to engage in pretend play	AA. Pretend play
Notice shapes, textures, temperature, light, colors, sounds, tastes, aromas, and movement	BB. Observing and classifying	
<b>Preschoolers</b>	Use words, their bodies, objects, and materials for self-expression	D. Emotions L. Speaking Z. Movement AA. Pretend play
	Create stories and pictures	X. Art
	Make up songs and rhythms	Y. Music
	Engage in pretend play	AA. Pretend play
	Express ideas and feelings in a variety of ways	D. Emotions
	Appreciate, display, and describe their own work	X. Art

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**COR Advantage Items**

<i>Communication and Literacy Development</i>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Develop an Understanding of Language and Use It to Communicate with Others?</b>	
	Respond to verbal and nonverbal cues	M. Listening and comprehension
	Communicate needs and ideas through verbal and nonverbal expression	L. Speaking
	Begin to put sounds together to form words	L. Speaking
	Identify familiar people, places, objects, and actions in everyday life, photos, and books	P. Reading FF. Knowledge of self and others
	Enjoy exploring books and listening to stories	Q. Book enjoyment and knowledge
Begin to experiment with writing tools	R. Writing	

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<b>Preschoolers</b>		
	Use gestures, sounds, words, and/or sentences to relate information about their experiences	L. Speaking
	Play with sounds of spoken language including letter sounds, rhymes and words	N. Phonological awareness O. Alphabet knowledge
	Understand how books work and that print carries a message	P. Reading Q. Book enjoyment and knowledge
	Enjoy looking at books, listening to stories, and talking about them	M. Listening and comprehension Q. Book enjoyment and knowledge
	Respond to directions and engage in conversations	L. Speaking M. Listening and comprehension
	Retell familiar stories and create new ones	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
	Understand that symbols may be used to communicate	P. Reading
	Relate stories, understanding that stories have a beginning, middle, and end	Q. Book enjoyment and knowledge
	Show interest in recording meaningful information	R. Writing
	Begin to recognize and form meaningful letters and words	R. Writing

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<i>Health and Safety</i>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?</b>	
	<p>Increasingly recognize bodily needs—hunger, thirst, being too cold or hot</p> <p>Begin to show interest in basic self-help skills—eating, toileting, dressing</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<b>Preschoolers</b>	Grow in independence in expressing and caring for physical and emotional needs	D. Emotions
	Begin to understand the importance of eating a variety of healthy foods	K. Personal care and healthy behavior
	Begin to understand and follow health practices — washing hands, brushing teeth, nose blowing, avoiding danger	K. Personal care and healthy behavior



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<b><i>Cognitive Development</i></b>		
<b>Infants and Toddlers</b>	<b>How Do Young Children Develop an Understanding of How the World Works?</b>	
	Recognize familiar people, places, and things	FF. Knowledge of self and others
	Use their senses and body to investigate people, places, and things	BB. Observing and classifying
	Observe and respond to different causes and effects	CC. Experimenting, predicting, and drawing conclusions
	Begin to collect and organize materials for play	V. Patterns BB. Observing and classifying
Begin to be able to combine, separate, and name “how many” concrete objects	S. Number and counting	
<b>Preschoolers</b>	Begin to compare and contrast people, places, things, and ideas	BB. Observing and classifying
	Investigate, demonstrate, and describe cause and effect relationships	CC. Experimenting, predicting, and drawing conclusions
	Group and order objects according to specific features (i.e., shape, size, texture, color)	BB. Observing and classifying
	Use numbers and counting to solve problems and express quantities	S. Number and counting
	Make predictions about what might happen by drawing on experience and observations	CC. Experimenting, predicting, and drawing conclusions