

Alignment of the 2006 New Mexico Early Learning Outcomes With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **New Mexico Early Learning Outcomes** 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 Mexico's Early Learning Outcomes

COR Advantage Items

<i>Physical Development, Health and Well-Being</i>	
<p>#1 The child independently uses gross motor control including balance, spatial awareness and stability.</p> <p>1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.</p> <p>1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple games, i.e., "Duck, Duck, Goose").</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>#2 The child independently uses fine motor skills.</p> <p>2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.</p> <p>2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects.</p> <p>2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>#3 The child's behavior demonstrates health and hygiene skills.</p> <p>3.1 Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene.</p> <p>3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

New Mexico's Early Learning Outcomes

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<i>Literacy</i>	
<p>#5 The child demonstrates development and expansion of listening skills.</p> <p>5.1 Listens with understanding to directions and conversations.</p> <p>5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.</p> <p>5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p>
<p>#6 The child communicates experiences, ideas and feelings through speaking.</p> <p>6.1 Uses an increasingly complex and varied spoken vocabulary and sentence structure in language(s) used for instruction in the program.</p> <p>6.2 Asks and answers relevant questions.</p> <p>6.3 Engages in conversations that develop a thought or idea.</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>#7 The child engages in activities that promote the acquisition of emergent reading skills.</p> <p>7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</p> <p>7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p> <p>7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).</p> <p>7.4 Progresses in understanding and using concepts of print (including recognizing that letters of the alphabet can be individually named; recognizing letters in own name, classmates' names and environmental print; and/or recognizing words as units of print separated by spaces).</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p>

New Mexico's Early Learning Outcomes

COR Advantage Items

#8 The child engages in activities that promote the acquisition of emergent writing skills.	
8.1 Experiments with a variety of writing tools, materials, and surfaces.	R. Writing X. Art
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	R. Writing X. Art
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	R. Writing

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COR Advantage Items

<i>Numeracy and Spatial Relationships</i>	
<p>#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p> <p>9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects.</p> <p>9.2 Uses numbers and counting as a means for solving problems and determining quantity.</p> <p>9.3 Recognizes some numerals.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>#10 The child demonstrates understanding of geometrical and spatial concepts.</p> <p>10.1 Recognizes, names, describes, compares and creates familiar shapes.</p> <p>10.2 Describes and interprets spatial sense and positions.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>#11 The child demonstrates an understanding of non-standard units to measure and make comparisons.</p> <p>11.1 Compare and uses language relating to time with increasing accuracy.</p> <p>11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.</p> <p>11.3 Uses mathematical language to describe experiences and make comparisons involving measurement with non-standard and/or standard units of measure.</p>	<p>HH. History</p> <p>C. Reflection HH. History</p> <p>U. Measurement</p>
<p>#12 The child demonstrates the ability to investigate, organize, and create representations.</p> <p>12.1 Sorts, classifies, and groups materials by one or more characteristics.</p> <p>12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>	<p>BB. Observing and classifying</p> <p>W. Data analysis</p>

New Mexico's Early Learning Outcomes

COR Advantage Items

<p><i>Aesthetic/Creativity</i></p> <p>#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p> <p>13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>
<p><i>Scientific/Conceptual Understanding</i></p> <p>#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</p> <p>14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</p> <p>14.3 Makes predictions and forms hypotheses.</p> <p>14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p>
<p>#15 The child acquires scientific knowledge related to life sciences.</p> <p>15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things.</p> <p>15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>#16 The child acquires scientific knowledge related to earth science.</p> <p>16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p>	<p>DD. Natural and physical world</p>

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<i>Self, Family and Community</i>	
<p>#17 The child exhibits self-awareness.</p> <p>17.1 Expresses needs and/or stands up for own rights.</p> <p>17.2 Makes choices and expresses likes and dislikes.</p> <p>17.3 Identifies own gender, family and culture.</p>	<p>H. Conflict resolution</p> <p>K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p>
<p>#18 The child demonstrates self-control.</p> <p>18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).</p> <p>18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.</p>	<p>G. Community</p> <p>D. Emotions</p>
<p>#20 The child works cooperatively with other children and adults.</p> <p>20.1 Plays and interacts with various children, sharing experiences and ideas with others.</p> <p>20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p>#21 The child develops relationships of mutual trust and respect with others.</p> <p>21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p> <p>21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p> <p>21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p>
<p>#22 The child demonstrates knowledge of neighborhood and community.</p> <p>22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.</p>	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>

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<i>Approaches Toward Learning</i>	
<p>#24 The child takes initiative.</p> <p>24.1 Initiates interaction with peers and adults.</p> <p>24.2 Develops increasing independence during activities, routines, and play.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p>
<p>#25 The child exhibits imagination and creativity.</p> <p>25.1 Tries new ways of doing things.</p> <p>25.2 Uses imagination to generate a variety of ideas.</p> <p>25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p>#27 The child displays persistence and pursues challenges.</p> <p>27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.</p> <p>27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>
<p>#28 The child uses problem solving skills.</p> <p>28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>