

# Alignment of the 2007 North Dakota Birth to 3 Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2007 **North Dakota Birth to 3 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.



## North Dakota Early Learning Standards

## COR Advantage Items

<b>DOMAIN I: Social and Emotional Development</b>	
<p><b>COMPONENT: Trust and Emotional Security</b></p> <p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p>
<p><b>COMPONENT: Self-Awareness</b></p> <p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>	<p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>D. Emotions G. Community K. Personal care and healthy behavior</p>
<p><b>COMPONENT: Self-Regulation</b></p> <p>Shows increasing independence</p> <p>Understands simple routines, rules or limitations</p>	<p>A. Initiative and planning G. Community K. Personal care and healthy behavior</p> <p>G. Community</p>
<p><b>COMPONENT: Relationships with Other Children</b></p> <p>Shows interest in and awareness of other children</p> <p>Responds to and interacts with other children</p> <p>Begins to recognize and respond to other children's feelings and emotions</p> <p>Begins to show concern for others</p> <p>Learns social skills and eventually uses words for expressing feelings, needs and wants</p> <p>Uses imitation or pretend play to learn new roles and relationships</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning D. Emotions K. Personal care and healthy behavior</p> <p>AA. Pretend play FF. Knowledge of self and others</p>

## North Dakota Early Learning Standards

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<p><b>DOMAIN II: Language Development and Communication</b></p>	
<p><b>COMPONENT: Listening and Understanding</b></p> <p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>	
<p><b>COMPONENT: Communicating and Speaking</b></p> <p>Uses sounds, gestures or actions to express needs and wants</p> <p>Uses consistent sounds, gestures or words to communicate</p> <p>Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>	
<p><b>COMPONENT: Emergent Literacy</b></p> <p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>	
<p>M. Listening and comprehension N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>G. Community M. Listening and comprehension</p>	
<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>	
<p>N. Phonological awareness Y. Music</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p>	

## North Dakota Early Learning Standards

## COR Advantage Items

<p><b>DOMAIN III: Cognitive Development</b></p>	
<p><b>COMPONENT: Exploration and Discovery</b></p> <p>Pays attention to people and objects</p> <p>Uses senses to explore people, objects and the environment</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</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>BB. Observing and classifying</p> <p>P. Reading</p> <p>V. Patterns</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><b>COMPONENT: Memory</b></p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>GG. Geography</p>
<p><b>COMPONENT: Problem Solving</b></p> <p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	<p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</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> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**North Dakota Early Learning Standards**

**COR Advantage Items**

<b><i>DOMAIN III: Cognitive Development CONT</i></b>	
<b>COMPONENT: Imitation and Symbolic Play</b>	
Observes and imitates sounds, gestures or behaviors	AA. Pretend play
Uses objects in new ways or in pretend play	AA. Pretend play
Uses imitation or pretend play to express creativity and imagination	AA. Pretend play

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<b>DOMAIN IV: Physical and Motor Development</b>	
<p><b>COMPONENT: Gross Motor Development</b></p> <p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>A. Initiative and planning</p> <p>I. Gross-motor skills</p>
<p><b>COMPONENT: Fine Motor Development</b></p> <p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>J. Fine-motor skills</p>
<p><b>COMPONENT: Physical Health and Well-Being</b></p> <p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p>	<p>K. Personal care and healthy behavior</p> <p>D. Emotions</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> <p>K. Personal care and healthy behavior</p>