

Alignment of the 2013 Rhode Island Early Learning and Development Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Rhode Island Early Learning and Development Standards** 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.



Rhode Island Early Learning and Development Standards

COR Advantage Items

<i>Physical Health and Motor Development</i>	
Component 1: Health and Safety Practices	
Learning Goal 1.a: Children engage in structured and unstructured physical activity.	
By 9 months	I. Gross motor skills Z. Movement
By 18 months	I. Gross motor skills Z. Movement
By 24 months	I. Gross motor skills Z. Movement
By 36 months	I. Gross motor skills Z. Movement
By 48 months	I. Gross motor skills Z. Movement
By 60 months	I. Gross motor skills Z. Movement

Learning Goal 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	
By 9 months	<i>No match found</i>
By 18 months	<i>No match found</i>
By 24 months	<i>No match found</i>
By 36 months	<i>No match found</i>
By 48 months	<i>No match found</i>
By 60 months	<i>No match found</i>

Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Learning Goal 1.c: Children develop self-help skills.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</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> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
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<p>Component 2: Gross Motor Development</p> <p>Learning Goal 2.a: Children develop large muscle control, strength, and coordination.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</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> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
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<p>Learning Goal 2.b: Children develop traveling skills.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</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> <p>I. Gross-motor skills</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 3: Fine Motor development</p> <p>Learning Goal 3.a: Children develop small muscle control, strength, and coordination.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
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<p>Learning Goal 3.b: Children develop writing and drawing skills.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>J. Fine-motor skills R. Writing X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p>
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COR Advantage Items

<i>Social and Emotional Development</i>	
Component 1: Relationships with Others	
Learning Goal 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.	
By 9 months	E. Building relationships with adults
By 18 months	E. Building relationships with adults
By 24 months	E. Building relationships with adults
By 36 months	E. Building relationships with adults
By 48 months	E. Building relationships with adults
By 60 months	E. Building relationships with adults
Learning Goal 1.b: Children engage in positive relationships and interactions with other children.	
By 9 months	F. Building relationships with other children
By 18 months	F. Building relationships with other children
By 24 months	F. Building relationships with other children
By 36 months	F. Building relationships with other children
By 48 months	F. Building relationships with other children
By 60 months	F. Building relationships with other children

Rhode Island Early Learning and Development Standards

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<p>Component 2: Sense of Self</p> <p>Learning Goal 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Learning Goal 2.b: Children develop the confidence to complete an action successfully or independently.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p>

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COR Advantage Items

<p>Component 3: Self-regulation</p> <p>Learning Goal 3.a: Children develop the ability to express and regulate their own emotions.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
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<p>Learning Goal 3.b: Children develop the ability to control impulses.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>D. Emotions G. Community</p> <p>D. Emotions G. Community</p> <p>D. Emotions G. Community</p> <p>D. Emotions G. Community</p> <p>D. Emotions G. Community</p> <p>D. Emotions G. Community</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<i>Language Development</i>	
Component 1: Receptive Language	
Learning Goal 1.a: Young children attend to, understand, and respond to increasingly complex language.	
By 9 months	M. Listening and comprehension
By 18 months	M. Listening and comprehension
By 24 months	M. Listening and comprehension
By 36 months	M. Listening and comprehension
By 48 months	M. Listening and comprehension
By 60 months	M. Listening and comprehension
Component 2: Expressive Language	
Learning Goal 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	
By 9 months	L. Speaking
By 18 months	L. Speaking
By 24 months	L. Speaking
By 36 months	L. Speaking
By 48 months	L. Speaking
By 60 months	L. Speaking

Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 3: Pragmatics</p> <p>Learning Goal 3.a: Young children understand, follow, and use appropriate social and conversational rules.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 4: Language Development of Dual Language Learners</p> <p>Learning Goal 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.</p> <p>Early-Stage English Language Development, children:</p> <p>Mid-Stage English Language Development, children:</p> <p>Late-Stage English Language Development, children:</p>	<p>L. Speaking M. Listening and comprehension P. Reading Q. Book Enjoyment and Knowledge II. Listening to and understanding English JJ. Speaking English</p>
<p>Learning Goal 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.</p> <p>Early-Stage English Language Development, children:</p> <p>Mid-Stage English Language Development, children:</p> <p>Late-Stage English Language Development, children:</p>	<p>L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English</p>

Rhode Island Early Learning and Development Standards

COR Advantage Items

<i>Literacy</i>	
Component 1: Phonological Awareness	
Learning Goal 1.a: Children notice and discriminate the sounds of spoken language.	
By 9 months	N. Phonological awareness
By 18 months	N. Phonological awareness
By 24 months	N. Phonological awareness
By 36 months	N. Phonological awareness
By 48 months	N. Phonological awareness
By 60 months	N. Phonological awareness
Component 2: Alphabet Knowledge	
Learning Goal 2.a: Children recognize and identify letters and make letter-sound connections.	
By 9 months	O. Alphabet knowledge
By 18 months	O. Alphabet knowledge
By 24 months	O. Alphabet knowledge
By 36 months	O. Alphabet knowledge
By 48 months	O. Alphabet knowledge
By 60 months	O. Alphabet knowledge

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Development Standards**

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Component 3: Print Knowledge	
Learning Goal 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	
By 9 months	P. Reading Q. Book enjoyment and knowledge
By 18 months	P. Reading Q. Book enjoyment and knowledge
By 24 months	P. Reading Q. Book enjoyment and knowledge
By 36 months	P. Reading Q. Book enjoyment and knowledge
By 48 months	P. Reading Q. Book enjoyment and knowledge
By 60 months	P. Reading Q. Book enjoyment and knowledge

Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 4: Comprehension and Interest</p> <p>Learning Goal 4.a: Children show interest and an understanding of a variety of literacy experiences.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p>
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<p>Component 5: Literacy Development for Dual Language Learners</p> <p>Learning Goal 5.a: Children become increasingly engaged in literacy experiences in English.</p> <p>Early-Stage English Language Development, children:</p> <p>Mid-Stage English Language Development, children:</p> <p>Late-Stage English Language Development, children:</p>	<p>M. Listening and comprehension N. Phonological awareness O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge R. Writing</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 6: Emergent Writing</p> <p>Learning Goal 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
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<p>Learning Goal 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<i>Cognitive Development</i>	
Component 1: Logic and Reasoning	
Learning Goal 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
By 9 months	<ul style="list-style-type: none"> B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
By 18 months	<ul style="list-style-type: none"> B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
By 24 months	<ul style="list-style-type: none"> B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
By 36 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
By 48 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
By 60 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

<p>Component 2: Memory and Working Memory</p> <p>Learning Goal 2.a: Children hold information in their mind and manipulate it to perform tasks.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>C. Reflection GG. Geography</p> <p>C. Reflection GG. Geography</p> <p>C. Reflection GG. Geography CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection HH. History</p> <p>C. Reflection HH. History</p> <p>C. Reflection HH. History</p>
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<p>Component 3: Attention and Inhibitory Control</p> <p>Learning Goal 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</p> <p>By 9 months</p> <p>By 18 months</p>	<p>A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution</p> <p>A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution</p>
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By 24 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution
By 36 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution
By 48 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution
By 60 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution

<p>Component 4: Cognitive Flexibility</p> <p>Learning Goal 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</p>	
By 9 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play
By 18 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play
By 24 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play

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By 36 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play
By 48 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play
By 60 months	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection G. Community AA. Pretend play

Mathematics	
Component 1: Number Sense and Quantity	
Learning Goal 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
By 9 months	S. Number and counting
By 18 months	S. Number and counting
By 24 months	S. Number and counting
By 36 months	S. Number and counting
By 48 months	S. Number and counting
By 60 months	S. Number and counting

Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 2: Number Relationships and Operations</p> <p>Learning Goal 2.a: Children learn to use numbers to compare quantities and solve problems.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
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<p>Component 3: Classification and Patterning</p> <p>Learning Goal 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns BB. Observing and classifying</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

<p>Component 4: Measurement, Comparison, and Ordering</p> <p>Learning Goal 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
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<p>Component 5: Geometry and Spatial Sense</p> <p>Learning Goal 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
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Rhode Island Early Learning and Development Standards

COR Advantage Items

Science	
<p>Component 1: Scientific Inquiry and Application</p> <p>Learning Goal 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Component 2: Knowledge of Science Concepts</p> <p>Learning Goal 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</p> <p>By 9 months</p> <p>By 18 months</p> <p>By 24 months</p> <p>By 36 months</p> <p>By 48 months</p> <p>By 60 months</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Rhode Island Early Learning and Development Standards

COR Advantage Items

<i>Social Studies</i>	
Component 1: Self, Family, and Community	
Learning Goal 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	
By 9 months	FF. Knowledge of self and others
By 18 months	FF. Knowledge of self and others
By 24 months	FF. Knowledge of self and others
By 36 months	FF. Knowledge of self and others
By 48 months	FF. Knowledge of self and others
By 60 months	FF. Knowledge of self and others
Component 2: History and Geography	
Learning Goal 2.a: Children understand concept of time (past, present, and future) and place.	
By 9 months	No Rhode Island Standard
By 18 months	No Rhode Island Standard
By 24 months	GG. Geography HH. History
By 36 months	GG. Geography HH. History
By 48 months	GG. Geography HH. History
By 60 months	GG. Geography HH. History

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COR Advantage Items

<i>Creative Arts</i>	
Component 1: Experimentation and Participation in the Creative Arts	
Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.	
By 9 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
By 18 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
By 24 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
By 36 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
By 48 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
By 60 months	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play