

Alignment of the Utah Early Learning Guidelines For Infants And Toddlers Birth to Age Three With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Utah Early Learning Guidelines For Infants And Toddlers** 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.



Utah Early Learning Guidelines

COR Advantage Items

<p>DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT</p>	
<p>Purpose: To approach the world with a sense of trust and emotional security.</p> <p>COMPONENT: Trust and Emotional Security</p> <ul style="list-style-type: none"> Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks to find comfort in new situations Shows emotional connection and attachment to others 	
<p>COMPONENT: Self-Awareness</p> <ul style="list-style-type: none"> Expresses feelings and emotions through facial expressions, sounds or gestures. Develops awareness of self as separate from others. 	<ul style="list-style-type: none"> E. Building relationships with adults D. Emotions FF. Knowledge of self and others
<p>COMPONENT: Self-Regulation</p> <ul style="list-style-type: none"> Begins to manage own behavior and show self-regulation Shows increasing independence. Understands simple routines, rules or limitations. 	<ul style="list-style-type: none"> A. Initiative and planning K. Personal care and healthy behavior G. Community
<p>COMPONENT: Relationships with Other Children</p> <ul style="list-style-type: none"> Shows interest in and awareness of other children. Responds to and interacts with other children. Begins to recognize and respond to other children's feelings and emotions. Learns social skills and eventually uses words for expressing feelings, needs and wants. Uses imitation or pretend play to learn new roles and relationships. 	<ul style="list-style-type: none"> F. Building relationships with other children F. Building relationships with other children D. Emotions F. Building relationships with other children D. Emotions AA. Pretend play FF. Knowledge of self and others

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<p>DOMAIN II: LANGUAGE DEVELOPMENT AND COMMUNICATION</p>	
<p>Purpose: To acquire language and the ability to communicate successfully with others.</p> <p>Component: Listening and Understanding</p> <ul style="list-style-type: none"> Shows interest in listening to sounds. Listens with interest to language of others. Responds to verbal communication of others. Responds to nonverbal communication of others. Begins to understand gestures, words, questions or routines. 	<ul style="list-style-type: none"> N. Phonological awareness M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension
<p>COMPONENT: Communication and Speaking</p> <ul style="list-style-type: none"> Uses sounds, gestures or actions to express needs and wants. Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words Uses sounds, signs or words for a variety of purposes. Shows reciprocity in using language in simple conversations. 	<ul style="list-style-type: none"> L. Speaking K. Personal care and healthy behavior L. Speaking L. Speaking L. Speaking L. Speaking M. Listening and comprehension
<p>COMPONENT: Emergent Literacy</p> <ul style="list-style-type: none"> Shows interest in songs, rhymes and stories. Shows interest in photos, pictures and drawings Develops interest in and involvement with books and other print materials. Begins to recognize and understand symbols. 	<ul style="list-style-type: none"> Y. Music O. Alphabet knowledge P. Reading P. Reading Q. Book enjoyment and knowledge O. Alphabet knowledge P. Reading

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DOMAIN III: COGNITIVE DEVELOPMENT	
<p>Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.</p> <p>COMPONENT: Exploration and Discovery</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 actions.</p>	<p>A. Initiative and planning BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>A. Initiative and planning BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>COMPONENT: Developing Memory</p> <p>Shows ability to acquire and process new information</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>C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>C. Reflection</p> <p>C. Reflection GG. Geography</p>
<p>COMPONENT: Problem Solving</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>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

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DOMAIN III: COGNITIVE DEVELOPMENT CONT	
COMPONENT: Imitation and Symbolic Play Observes and imitates sounds, gestures or behaviors. Uses objects in new ways or in pretend play. Uses imitation or pretend play to express creativity and imagination.	AA. Pretend play AA. Pretend play AA. Pretend play

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<p>DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT</p>	
<p>Purpose: To develop physical and motor skills and promote health and well-being.</p> <p>COMPONENT: Gross Motor Development</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>I. Gross-motor skills</p>
<p>COMPONENT: Fine Motor development</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>J. Fine-motor skills</p>
<p>COMPONENT: Physical Health and Well-Being</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>G. Community</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>