

Alignment of the HighScope Child Observation Record for Infants and Toddlers With HighScope's Infant and Toddler Key Developmental Indicators

The following chart shows how items from HighScope's **Child Observation Record (COR) for Infants and Toddlers** correspond to items from HighScope's Infant and Toddler **Key Developmental Indicators**.

The Infant-Toddler COR is an observation-based assessment instrument for children from the ages of 6 weeks to 3 years. It is designed to measure children's development and abilities in all early childhood programs (including, but not limited to those using the HighScope Curriculum). It is divided into 6 categories that very young children acquire and develop: **Sense of Self, Social Relations, Creative Representation, Movement, Communication and Language, and Exploring Early Logic**. Each category contains between 3 and 5 items, and each item has 5 developmental levels that describe behavior ranging from 1 (the simplest) to 5 (the most complex). The Infant-Toddler COR is developmentally appropriate because it is based on observations that occur during the course of a normal day and assesses all domains of early growth. The results provide detailed reports that analyze children's progress and are designed so that teachers and administrators can share children's development with parents, improve program's practices, and show a program's effectiveness to policymakers and funders.

Note that this alignment only includes items from the Infant-Toddler COR. It does not represent the full scope of the HighScope Infant-Toddler Curriculum because many abilities that are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's full range of curriculum materials.

The educational content of HighScope infant-toddler programs is built around **42 Key Developmental Indicators (KDIs)**. The KDIs are a series of statements describing the social, cognitive, and physical development of infants and toddlers, which are essential to their construction of knowledge. The infant-toddler KDIs are divided into the following categories: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Communication, Language, and Literacy; Cognitive Development; and Creative Arts. The KDIs guide teachers' decisions about materials and activities as they plan and assess learning experiences. The KDIs enable adults to recognize and support children's emerging capacities and be more intentional in their interactions with young children.

Child Observation Record for Infants and Toddlers

Key Developmental Indicators

I. Sense of Self	
A. Expressing initiative	A. Approaches to Learning 1. Initiative: Children express initiative.
B. Distinguishing self from others	B. Social and Emotional Development 4. Distinguishing self and others: Children distinguish themselves from others.
C. Solving problems	A. Approaches to Learning 2. Problem solving: Children solve problems encountered in exploration and play. 3. Self-help: Children do things for themselves. E. Cognitive Development 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
D. Developing self-help skills	A. Approaches to Learning 3. Self-help: Children do things for themselves.
II. Social Relations	
E. Forming an attachment to a primary caregiver	B. Social and Emotional Development 5. Attachment: Children form an attachment to a primary caregiver.
F. Relating to unfamiliar adults	B. Social and Emotional Development 6. Relationships with adults: Children build relationships with other adults.
G. Relating to another child	B. Social and Emotional Development 7. Relationships with peers: Children build relationships with peers.
H. Expressing emotion	B. Social and Emotional Development 8. Emotions: Children express emotions.
I. Responding to the feelings of others	B. Social and Emotional Development 9. Empathy: Children show empathy toward the feelings and needs of others.
J. Playing with others	B. Social and Emotional Development 10. Playing with others: Children play with others. 11. Group participation: Children participate in group routines.

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Key Developmental Indicators

III. Creative Representation	
K. Pretending	F. Creative Arts 36. Imitating and pretending: Children imitate and pretend.
L. Exploring building and art materials	F. Creative Arts 37. Exploring art materials: Children explore building and art materials.
M. Responding to and identifying pictures and photographs	F. Creative Arts 38. Identifying visual images: Children respond to and identify pictures and photographs.
IV. Movement	
N. Moving parts of the body	C. Physical Development and Health 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
O. Moving the whole body	C. Physical Development and Health 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
P. Moving with objects	C. Physical Development and Health 14. Moving with objects: Children move with objects.
Q. Moving to music	C. Physical Development and Health 15. Steady beat: Children feel and experience steady beat. F. Creative Arts 40. Responding to music: Children respond to music.
V. Communication and Language	
R. Listening and responding	D. Communication, Language, and Literacy 16. Listening and responding: Children listen and respond.
S. Communicating interest nonverbally	D. Communication, Language, and Literacy 17. Nonverbal communication: Children communicate nonverbally.
T. Participating in give-and-take communication	D. Communication, Language, and Literacy 18. Two-way communication: Children participate in two-way communication.

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Key Developmental Indicators

<p>U. Speaking</p> <p>V. Exploring picture books</p> <p>W. Showing interest in stories, rhymes, and songs</p>	<p>19. Speaking: Children speak.</p> <p>D. Communication, Language, and Literacy</p> <p>20. Exploring print: Children explore picture books and magazines.</p> <p>D. Communication, Language, and Literacy</p> <p>21. Enjoying language: Children enjoy stories, rhymes, and songs.</p>
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VI. Exploration and Early Logic	
<p>X. Exploring objects</p> <p>Y. Exploring categories</p> <p>Z. Developing number understanding</p> <p>AA. Exploring space</p> <p>BB. Exploring time</p>	<p>E. Cognitive Development</p> <p>22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p> <p>23. Object permanence: Children discover object permanence.</p> <p>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p> <p>E. Cognitive Development</p> <p>23. Object permanence: Children discover object permanence.</p> <p>24. Exploring same and different: Children explore and notice how things are the same or different.</p> <p>E. Cognitive Development</p> <p>25. Exploring more: Children experience "more."</p> <p>26. One-to-one correspondence: Children experience one-to-one correspondence.</p> <p>27. Number: Children experience the number of things.</p> <p>E. Cognitive Development</p> <p>28. Locating objects: Children explore and notice the location of objects.</p> <p>29. Filling and emptying: Children fill and empty, put in and take out.</p> <p>30. Taking apart and putting together: Children take things apart and fit them together.</p> <p>31. Seeing from different viewpoints: Children observe people and things from various perspectives.</p> <p>E. Cognitive Development</p> <p>32. Anticipating events: Children anticipate familiar events.</p> <p>33. Time intervals: Children notice the beginning and ending of time intervals.</p> <p>34. Speed: Children experience "fast" and "slow."</p>