

Alignment of Head Start’s Five Essential Domains of Child Development and Early Learning with HighScope’s Child Observation Record for Infants and Toddlers

The following chart shows how items from **Head Start’s Five Essential Domains of Child Development and Early Learning** align with HighScope’s **Child Observation Record (COR) for Infants and Toddlers**.

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 Exploration and 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.

Head Start's Five Essential Domains

**Child Observation Record for
Infants and Toddlers**

<p>Language and Literacy</p>	<p>V. <i>Communication and Language</i> R. Listening and responding S. Communicating interest nonverbally T. Participating in give-and-take U. Speaking V. Exploring picture books W. Showing interest in stories, rhymes, and songs</p>
<p>Cognition and General Knowledge</p>	<p>III. <i>Creative Representation</i> K. Pretending L. Exploring building and art materials M. Responding to and identifying pictures and photographs</p> <p>VI. <i>Exploration and Early Logic</i> X. Exploring objects Y. Exploring categories Z. Developing number understanding AA. Exploring space BB. Exploring time</p>
<p>Approaches to Learning</p>	<p>I. <i>Sense of Self</i> A. Expressing initiative C. Solving problems D. Developing self-help skills</p>
<p>Physical Well-Being and Motor Development</p>	<p>IV. <i>Movement</i> N. Moving parts of the body O. Moving the whole body P. Moving with objects Q. Moving to music</p>
<p>Social and Emotional Development</p>	<p>I. <i>Sense of Self</i> B. Distinguishing self from others</p> <p>II. <i>Social Relations</i> E. Forming an attachment to a primary caregiver F. Relating to unfamiliar adult G. Relating to another child H. Expressing emotion I. Responding to the feelings of others J. Playing with others</p>