

## **HighScope's Child Observation Record — COR Advantage Aligned With HighScope's Key Developmental Indicators (KDIs)**

The following chart shows how items from HighScope's **Child Observation Record — COR Advantage** correspond to items from HighScope's **infant-toddler key developmental indicators (KDIs)** (2011) and HighScope's **preschool key developmental indicators (KDIs)** (2012).

COR Advantage 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 educational approach). 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.

The educational content of HighScope programs for infants and toddlers is built around 42 key developmental indicators (KDIs). The KDIs are developmental milestones that guide teachers and caregivers as they plan learning experiences and interact with infants and toddlers to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; communication, language, and literacy; cognitive development; and creative arts.

The educational content of HighScope preschool programs is built around 58 key developmental indicators (KDIs). The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

**COR**Advantage®

 **HIGHSCOPE**®

**COR Advantage Items**

**Infant-Toddler KDIs**

**Preschool KDIs**

<i>I. Approaches to Learning</i>		
A. Initiative and planning	<p>1. <b>Initiative:</b> Children express initiative.</p>	<p>1. <b>Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p>2. <b>Planning:</b> Children make plans and follow through on their intentions.</p> <p>8. <b>Sense of competence:</b> Children feel they are competent.</p>
B. Problem solving with materials	<p>2. <b>Problem solving:</b> Children solve problems encountered in exploration and play.</p>	<p>3. <b>Engagement:</b> Children focus on activities that interest them.</p> <p>4. <b>Problem solving:</b> Children solve problems encountered in play.</p> <p>5. <b>Use of resources:</b> Children gather information and formulate ideas about their world.</p>
C. Reflection		<p>6. <b>Reflection:</b> Children reflect on their experiences.</p>

**COR Advantage Items**

**Infant-Toddler KDIs**

**Preschool KDIs**

<b>II. Social and Emotional Development</b>		
D. Emotions	<b>8. Emotions:</b> Children express emotions.	<b>9. Emotions:</b> Children recognize, label, and regulate their feelings.
E. Building relationships with adults	<b>5. Attachment:</b> Children form an attachment to a primary caregiver. <b>6. Relationships with adults:</b> Children build relationships with other adults.	<b>12. Building relationships:</b> Children build relationships with other children and adults.
F. Building relationships with other children	<b>7. Relationships with peers:</b> Children build relationships with peers. <b>10. Playing with others:</b> Children play with others.	<b>12. Building relationships:</b> Children build relationships with other children and adults. <b>13. Cooperative play:</b> Children engage in cooperative play.
G. Community	<b>11. Group participation:</b> Children participate in group routines.	<b>11. Community:</b> Children participate in the community of the classroom. <b>14. Moral development:</b> Children develop an internal sense of right and wrong. <b>55. Decision making:</b> Children participate in making classroom decisions. <b>58. Ecology:</b> Children understand the importance of taking care of their environment.
H. Conflict resolution	<b>9. Empathy:</b> Children show empathy toward the feelings and needs of others.	<b>10. Empathy:</b> Children demonstrate empathy toward others. <b>15. Conflict resolution:</b> Children resolve social conflicts.

**COR Advantage Items****Infant-Toddler KDIs****Preschool KDIs**

<b>III. Physical Development and Health</b>		
I. Gross-motor skills	<b>13. Moving the whole body:</b> Children move the whole body (rolling, crawling, cruising, walking, running, balancing). <b>14. Moving with objects:</b> Children move with objects.	<b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles. <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.
J. Fine-motor skills	<b>12. Moving parts of the body:</b> Children move parts of the body (turning head, grasping, kicking).	<b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.
K. Personal care and healthy behavior	<b>3. Self-help:</b> Children do things for themselves.	<b>19. Personal care:</b> Children carry out personal care routines on their own. <b>20. Healthy behavior:</b> Children engage in healthy practices.

**COR Advantage Items**

**Infant-Toddler KDIs**

**Preschool KDIs**

<b>IV. Language, Literacy, and Communication</b>		
L. Speaking	<p><b>17. Nonverbal communication:</b> Children communicate nonverbally.</p> <p><b>18. Two-way communication:</b> Children participate in two-way communication.</p> <p><b>19. Speaking:</b> Children speak.</p>	<p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
M. Listening and comprehension	<p><b>16. Listening and responding:</b> Children listen and respond.</p>	<p><b>21. Comprehension:</b> Children understand language.</p> <p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
N. Phonological awareness	<p><b>21. Enjoying language:</b> Children enjoy stories, rhymes, and songs.</p>	<p><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p>
O. Alphabet knowledge		<p><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>
P. Reading	<p><b>20. Exploring print:</b> Children explore picture books and magazines.</p>	<p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
Q. Book enjoyment and knowledge	<p><b>20. Exploring print:</b> Children explore picture books and magazines.</p>	<p><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p>
R. Writing		<p><b>29. Writing:</b> Children write for many different purposes.</p>

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**Infant-Toddler KDIs**

**Preschool KDIs**

V. <i>Mathematics</i>		
S. Number and counting	<p><b>25. Exploring more:</b> Children experience “more.”</p> <p><b>26. One-to-one correspondence:</b> Children experience one-to-one correspondence.</p> <p><b>27. Number:</b> Children experience the number of things.</p>	<p><b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>32. Counting:</b> Children count things.</p> <p><b>33. Part-whole relationships:</b> Children combine and separate quantities of objects.</p>
T. Geometry: Shapes and spatial awareness	<p><b>22. Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p> <p><b>28. Locating objects:</b> Children explore and notice the location of objects.</p> <p><b>29. Filling and emptying:</b> Children fill and empty, put in and take out.</p> <p><b>30. Taking apart and putting together:</b> Children take things apart and fit them together.</p>	<p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p>
U. Measurement	<p><b>33. Time intervals:</b> Children notice the beginning and ending of time intervals.</p> <p><b>34. Speed:</b> Children experience “fast” and “slow.”</p>	<p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>37. Unit:</b> Children understand and use the concept of unit.</p>
V. Patterns		<p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p>
W. Data analysis		<p><b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

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**Infant-Toddler KDIs**

**Preschool KDIs**

<b>VI. Creative Arts</b>		
X. Art	<p><b>37. Exploring art materials:</b> Children explore building and art materials.</p> <p><b>38. Identifying visual images:</b> Children respond to and identify pictures and photographs.</p>	<p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
Y. Music	<p><b>39. Listening to music:</b> Children listen to music.</p> <p><b>40. Responding to music:</b> Children respond to music.</p> <p><b>41. Sounds:</b> Children explore and imitate sounds.</p> <p><b>42. Vocal pitch:</b> Children explore vocal pitch sounds.</p>	<p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
Z. Movement	<p><b>15. Steady beat:</b> Children feel and experience steady beat.</p>	<p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
AA. Pretend play	<p><b>36. Imitating and pretending:</b> Children imitate and pretend.</p>	<p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>

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**Infant-Toddler KDIs**

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<b>VII. Science and Technology</b>		
<p>BB. Observing and classifying</p>	<p><b>22. Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p> <p><b>24. Exploring same and different:</b> Children explore and notice how things are the same or different.</p>	<p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>
<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p><b>23. Object permanence:</b> Children discover object permanence.</p> <p><b>35. Cause and effect:</b> Children repeat an action to make something happen again, experience cause and effect.</p>	<p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>
<p>DD. Natural and physical world</p>		<p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p>EE. Tools and technology</p>	<p><b>22. Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p>	<p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>



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<b>VIII. Social Studies</b>		
FF. Knowledge of self and others	<b>4. Distinguishing self and others:</b> Children distinguish themselves from others.	<b>7. Self-identity:</b> Children have a positive self-identity. <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities. <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.
GG. Geography	<b>31. Seeing from different viewpoints:</b> Children observe people and things from various perspectives.	<b>56. Geography:</b> Children recognize and interpret features and locations in their environment.
HH. History	<b>32. Anticipating events:</b> Children anticipate familiar events.	<b>57. History:</b> Children understand past, present, and future.

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<b>IX. <i>English Language Learning (if appropriate)</i></b>		
II. Listening to and understanding English		<b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).
JJ. Speaking English		<b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).