

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*California Infant/Toddler Learning  
& Development Foundations  
(2009)*

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Social-Emotional Development</i></b>	
	<b>Interactions With Adults</b>	
<b>8 months</b>	At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.	E. Building relationships with adults
<b>18 months</b>	At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.	E. Building relationships with adults
<b>36 months</b>	At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas.	A. Initiative and planning B. Problem solving with materials C. Reflection E. Building relationships with adults
	<b>Relationships with Adults</b>	
<b>8 months</b>	At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	E. Building relationships with adults
<b>18 months</b>	At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.	E. Building relationships with adults
<b>36 months</b>	At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.	E. Building relationships with adults

**California Infant/Toddler Foundations**

**COR Advantage Items**

<b>Social-Emotional Development, CONT.</b>		
<b>Interactions with Peers</b>		
<b>8 months</b>	At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.	F. Building relationships with other children
<b>18 months</b>	At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time.	F. Building relationships with other children
<b>36 months</b>	At around 36 months of age, children engage in simple cooperative play with peers.	F. Building relationships with other children
<b>Relationships with Peers</b>		
<b>8 months</b>	At around eight months of age, children show interest in familiar and unfamiliar children.	F. Building relationships with other children
<b>18 months</b>	At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and forth play when interacting with those children.	F. Building relationships with other children
<b>36 months</b>	At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.	F. Building relationships with other children
<b>Identity of Self in Relation to Others</b>		
<b>8 months</b>	At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves. (Fogel 2001, 347)	E. Building relationships with adults
<b>18 months</b>	At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	FF. Knowledge of self and others

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Social-Emotional Development, CONT.</i></b>	
<b>36 months</b>	At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories. (24–36 mos.; Fogel 2001, 415; 18–30 mos.)	FF. Knowledge of self and others
	<b>Recognition of Ability</b>	
<b>8 months</b>	At around eight months of age, children understand that they are able to make things happen.	CC. Experimenting, predicting, and drawing conclusions
<b>18 months</b>	At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.	CC. Experimenting, predicting, and drawing conclusions
<b>36 months</b>	At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves.	<i>No match found</i>
	<b>Expression of Emotion</b>	
<b>8 months</b>	At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	D. Emotions
<b>18 months</b>	At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.	D. Emotions
<b>36 months</b>	At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	D. Emotions
	<b>Empathy</b>	
<b>8 months</b>	At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.	D. Emotions

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Social-Emotional Development, CONT.</i></b>	
<b>18 months</b>	At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another’s distress and may become distressed by the other’s distress.	D. Emotions
<b>36 months</b>	At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another’s distress in a way that might make that person feel better.	D. Emotions
	<b>Emotion Regulation</b>	
<b>8 months</b>	At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	D. Emotions
<b>18 months</b>	At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.	D. Emotions
<b>36 months</b>	At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.	D. Emotions G. Community
	<b>Impulse Control</b>	
<b>8 months</b>	At around eight months of age, children act on impulses.	D. Emotions
<b>18 months</b>	At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior.	D. Emotions
<b>36 months</b>	At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions.	D. Emotions

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<i><b>Social-Emotional Development, CONT.</b></i>	
	<b>Social Understanding</b>	
<b>8 months</b>	At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.	E. Building relationships with adults
<b>18 months</b>	At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.	E. Building relationships with adults F. Building relationships with other children
<b>36 months</b>	At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.	E. Building relationships with adults F. Building relationships with other children AA. Pretend play

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**COR Advantage Items**

<b>Language Development</b>		
<b>Receptive Language</b>		
<b>8 months</b>	At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher’s overall tone of voice.	M. Listening and comprehension
<b>18 months</b>	At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.	M. Listening and comprehension
<b>36 months</b>	At around 36 months of age, children demonstrate understanding of the meaning of others’ comments, questions, requests, or stories.	M. Listening and comprehension
<b>Expressive Language</b>		
<b>8 months</b>	At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	A. Initiative and planning K. Personal care and healthy behavior L. Speaking
<b>18 months</b>	At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.	A. Initiative and planning K. Personal care and healthy behavior L. Speaking
<b>36 months</b>	At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.	L. Speaking
<b>Communication Skills and Knowledge</b>		
<b>8 months</b>	At around eight months of age, children participate in back-and forth communication and games.	E. Building relationships with adults L. Speaking
<b>18 months</b>	At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>36 months</b>	At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	E. Building relationships with adults F. Building relationships with other children L. Speaking

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**COR Advantage Items**

	<i>Language Development, CONT</i>	
	<b>Interest in Print</b>	
<b>8 months</b>	At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	P. Reading Q. Book enjoyment and knowledge
<b>18 months</b>	At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.	P. Reading Q. Book enjoyment and knowledge
<b>36 months</b>	At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge R. Writing



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**COR Advantage Items**

	<b><i>Cognitive Development</i></b>	
	<b>Cause-and-Effect</b>	
<b>8 months</b>	At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	CC. Experimenting, predicting, and drawing conclusions
<b>18 months</b>	At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.	CC. Experimenting, predicting, and drawing conclusions
<b>36 months</b>	At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.	CC. Experimenting, predicting, and drawing conclusions
	<b>Spatial Relationships</b>	
<b>8 months</b>	At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	T. Geometry: Shapes and spatial awareness U. Measurement
<b>18 months</b>	At around 18 months of age, children use trial and error to discover how things move and fit in space.	T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
<b>36 months</b>	At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.	T. Geometry: Shapes and spatial awareness U. Measurement
	<b>Problem Solving</b>	
<b>8 months</b>	At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.	B. Problem solving with materials
<b>18 months</b>	At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.	B. Problem solving with materials

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Cognitive Development, CONT</i></b>	
<b>36 months</b>	At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed.	B. Problem solving with materials
	<b>Imitation</b>	
<b>8 months</b>	At around 8 months of age, children imitate simple actions and expressions of others during interactions.	AA. Pretend play
<b>18 months</b>	At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.	AA. Pretend play
<b>36 months</b>	At around 36 months of age, children reenact multiple steps of others' actions that they have observed at an earlier time.	AA. Pretend play
	<b>Memory</b>	
<b>8 months</b>	At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	C. Reflection E. Building relationships with adults M. Listening and comprehension
<b>18 months</b>	At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.	C. Reflection G. Community GG. Geography
<b>36 months</b>	At around 36 months of age, children anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out.	C. Reflection G. Community HH. History
	<b>Number Sense</b>	
<b>8 months</b>	At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	S. Number and counting
<b>18 months</b>	At around 18 months of age, children demonstrate understanding that there are different amounts of things.	S. Number and counting

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Cognitive Development, CONT</i></b>	
<b>36 months</b>	At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	S. Number and counting
	<b>Classification</b>	
<b>8 months</b>	At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects and explore the differences between them.	BB. Observing and classifying
<b>18 months</b>	At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	BB. Observing and classifying
<b>36 months</b>	At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized.	BB. Observing and classifying
	<b>Symbolic Play</b>	
<b>8 months</b>	At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action objects, and ideas through observation.	AA. Pretend play
<b>18 months</b>	At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.	AA. Pretend play
<b>36 months</b>	At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present.	AA. Pretend play
	<b>Attention Maintenance</b>	
<b>8 months</b>	At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.	A. Initiative and planning

**California Infant/Toddler Foundations**

**COR Advantage Items**

	<b><i>Cognitive Development, CONT</i></b>	
<b>18 months</b>	At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention.	A. Initiative and planning G. Community
<b>36 months</b>	At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time.	A. Initiative and planning
	<b><i>Understanding of Personal Care Routines</i></b>	
<b>8 months</b>	At around eight months of age, children are responsive during the steps of personal care routines.	K. Personal care and healthy behavior
<b>18 months</b>	At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines.	K. Personal care and healthy behavior
<b>36 months</b>	At around 36 months of age, children initiate and follow through with some personal care routines.	K. Personal care and healthy behavior

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**COR Advantage Items**

	<b><i>Perceptual and Motor Development</i></b>	
	<b>Perceptual Development</b>	
<b>8 months</b>	At around eight months of age, children use the senses to explore objects and people in the environment.	E. Building relationships with adults M. Listening and comprehension BB. Observing and classifying
<b>18 months</b>	At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.	Y. Music CC. Experimenting, predicting, and drawing conclusions
<b>36 months</b>	At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.	CC. Experimenting, predicting, and drawing conclusions
	<b>Gross Motor</b>	
<b>8 months</b>	At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.	I. Gross-motor skills
<b>18 months</b>	Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.	I. Gross-motor skills
<b>36 months</b>	At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.	I. Gross-motor skills
	<b>Fine Motor</b>	
<b>8 months</b>	At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.	J. Fine-motor skills
<b>18 months</b>	At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.	J. Fine-motor skills
<b>36 months</b>	At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.	J. Fine-motor skills

## References

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