

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*South Carolina's Infant and  
Toddler Guidelines  
(2008)*

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<i>Physical Health</i>	
	<b>Guideline: Health Practices</b>	
	The child will display signs of optimal health consistent with appropriate primary health care and caregiver health practices.	
<b>Birth-8 months</b>	No match	
<b>6-18 months</b>	With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink.	K. Personal care and healthy behavior
<b>16-36 months</b>	With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink.	K. Personal care and healthy behavior

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<i>Emotional Development</i>	
	<b>Guideline: Attachment</b>	
	The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs. *Special Note: Because attachment has developmental relevance to both the emotional and social domains, it is shown identically in both places.	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close, and I may have formed an attachment relationship with one (or a few) of these caregivers.	E. Building relationships with adults
<b>6-18 months</b>	In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.	E. Building relationships with adults
<b>16-36 months</b>	In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.	E. Building relationships with adults

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

<i>Emotional Development CONT</i>		
<b>Guideline: Expression of Emotion</b>		
	The child will experience and express a variety of feelings.	
<b>Birth-8 months</b>	In the beginning of this period, I express contentment and distress. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).	D. Emotions
<b>6-18 months</b>	In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). Later in this period, my emotional expressions become clearer and more intentional. By the end of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt.	D. Emotions
<b>16-36 months</b>	In the beginning of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I can use words to describe how I am feeling, although sometimes my feelings are so strong that I have trouble expressing them in words.	D. Emotions

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

<i>Emotional Development CONT</i>		
<b>Guideline: Self-Awareness</b>		
	The child will develop an understanding of and an appreciation for his/her uniqueness in the world.	
<b>Self-awareness: The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am my own separate person.	FF. Knowledge of self and others
<b>6-18 months</b>	In the beginning of this period, I begin to understand that I am my own separate person. By the end of this period, I recognize myself in the mirror and in photos.	K. Personal care and healthy behavior FF. Knowledge of self and others
<b>16-36 months</b>	In the beginning of this period, I recognize myself in the mirror and in photos. Later in this period, I use pronouns like "I," "me" and "mine" when referring to myself. By the end of this period, I can describe who I am by using categories such as girl or boy, big or little.	FF. Knowledge of self and others

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<i>Emotional Development CONT</i>	
	<b>Awareness of emotions: The child will recognize his or her own feelings.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond reflexively or automatically with emotions of distress or contentment. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).	D. Emotions
<b>6-18 months</b>	In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). By the end of this period, my emotional expressions become clearer and more intentional.	D. Emotions
<b>16-36 months</b>	In the beginning of this period, my emotional expressions become clearer and more intentional. Later, I express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I use words to describe my feelings and I show an understanding of why I have these feelings. Sometimes, however, my feelings are so strong I have trouble expressing them in words.	D. Emotions
	<b>Sense of competence: The child will recognize his or her ability to do things.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically and explore my own abilities. By the end of this period, I understand that I can make things happen.	K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions
<b>6-18 months</b>	In the beginning of this period, I understand that I can make things happen. By the end of this period, I experiment with different ways of making things happen, and I take pride in what I can do.	CC. Experimenting, predicting, and drawing conclusions
<b>16-36 months</b>	No match	

South Carolina's Infant and Toddler Guidelines

COR Advantage Items

	<b><i>Emotional Development CONT</i></b>	
	<b>Guideline: Emotional Self-Regulation</b>	
	The child will develop strategies to control emotions and behavior.	
	<b>Self-comforting: The child will manage his or her internal states and feelings, as well as stimulation from the outside world.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I depend on my caregiver to comfort me. By the end of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver.	K. Personal care and healthy behavior
<b>6-18 months</b>	No match	
<b>16-36 months</b>	No match	
	<b>Impulse control: The child will manage his or her behavior.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I depend on my caregivers to meet my needs and comfort me. By the end of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me.	K. Personal care and healthy behavior
<b>6-18 months</b>	No match	
<b>16-36 months</b>	No match	

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<b><i>Social Development</i></b>	
	<b>Guideline: Attachment</b>	
	The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs. *Special Note: Because attachment has developmental relevance to both the emotional and social domains, it is shown identically in both places.	
	<b>Attachment: The child will form relationships with consistent caregivers.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close. I may have formed an attachment relationship to one (or a few) of these caregivers.	E. Building relationships with adults
<b>6-18 months</b>	In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.	E. Building relationships with adults
<b>16-36 months</b>	In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.	E. Building relationships with adults



**South Carolina's Infant and Toddler Guidelines**

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	<b><i>Social Development CONT</i></b>	
	<b>Guideline: Expression of Social Behavior</b>	
	The child will demonstrate the ability to get along with others.	
	<b>Interactions with adults: The child will engage in give-and-take exchanges with an adult.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to my caregiver's attempts to interact. By the end of this period, I give cues to initiate interaction with my caregiver.	E. Building relationships with adults
<b>6-18 months</b>	In the beginning of this period, I give cues to initiate interaction with my caregiver. By the end of this period, I engage in a series of actions with my caregiver.	E. Building relationships with adults
<b>16-36 months</b>	In the beginning of this period, I engage in a series of actions with my caregiver. By the end of this period, I can work with a caregiver to solve problems or communicate about ideas or experiences.	E. Building relationships with adults
	<b>Interactions with peers: The child will engage with other children.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically and prefer the human face and sound. By the end of this period, I am interested in other children and explore their faces and bodies.	F. Building relationships with other children AA. Pretend play
<b>6-18 months</b>	In the beginning of this period, I am interested in other children and explore their faces and bodies. By the end of this period, I engage in play with peers for an extended time.	F. Building relationships with other children AA. Pretend play
<b>16-36 months</b>	In the beginning of this period, I engage in play with peers for an extended time. By the end of this period, I show a greater likelihood to engage in mutual social play.	F. Building relationships with other children AA. Pretend play

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

<b><i>Social Development CONT</i></b>		
<b>Guideline: Awareness of Social Behavior</b>		
	The child will develop a sense of belonging to a larger community through social interactions and relationships.	
<b>Social identity: The child will have an awareness of his or her relationship to others in a group.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am a separate person who is connected to others in the world.	FF. Knowledge of self and others
<b>6-18 months</b>	In the beginning of this period, I understand that I am a separate person who is connected to others in the world. By the end of this period, I demonstrate an understanding of the practices or characteristics of my group.	FF. Knowledge of self and others
<b>16-36 months</b>	In the beginning of this period, I demonstrate an understanding of the practices or characteristics of my group. By the end of this period, I identify myself and others as belonging to one or more groups, according to characteristics I notice.	FF. Knowledge of self and others

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**COR Advantage Items**

	<b><i>Motor Development</i></b>	
	<b>Guideline: Large Muscle</b>	
	The child will develop large-muscle strength and control to move within the environment.	
	<b>Movement, balance, and coordination: The child will coordinate the movements of his or her body in order to move and to interact with the environment.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I move my body automatically. Later, I gain strength and more voluntary control of my head, arms and legs. By the end of this period, I use this strength and control to coordinate the movements of my body parts and to move my whole body.	I. Gross-motor skills
<b>6-18 months</b>	In the beginning of this period, I coordinate the movements of my body parts to move my whole body. Later, I develop the strength, balance and coordination to change the position of my body from lying to sitting, and later to standing. By the end of this period, I can move my body from one place to another without support while upright on two feet.	I. Gross-motor skills
<b>16-36 months</b>	In the beginning of this period, I can move my body from one place to another without support while upright on two feet. By the end of this period, I can coordinate my whole body to make complex movements.	I. Gross-motor skills

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<b>Motor Development CONT</b>	
	<b>Guideline: Small Muscle</b>	
	The child will develop small-muscle strength and control for detailed exploration and manipulation of objects.	
	<b>Touch, grasp, reach and manipulate: The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I use my hands, arms and eyes automatically. Later, I can follow a moving object or person with my eyes, and I can bring my hands and objects to my mouth. By the end of this period, I look at my hands or an object while manipulating that object.	J. Fine-motor skills
<b>6-18 months</b>	In the beginning of this period, I look at my hands or an object while manipulating that object. By the end of this period, I use both of my hands together to accomplish a task.	J. Fine-motor skills
<b>16-36 months</b>	In the beginning of this period, I use both of my hands together to accomplish a task. By the end of this period, I am able to coordinate the use of my arms, hands and fingers to accomplish more challenging fine motor tasks.	J. Fine-motor skills
	<b>Guideline: Oral-Motor</b>	
	The child will develop skill in biting, chewing and swallowing during eating and drinking.	
	<b>Oral-motor: The child will develop the skill to coordinate the use of his or her tongue and mouth in order to suck, swallow and eventually chew.</b>	
<b>Birth-8 months</b>	No match	
<b>6-18 months</b>	In the beginning of this period, I gain more control over my ability to suck, swallow and chew. By the end of this period, I can take bites of food and drink from a cup, if these choices are offered to me.	K. Personal care and healthy behavior
<b>16-36 months</b>	In the beginning of this period, I take bites of food and drink from a cup, if these choices are offered to me. By the end of this period, I eat a variety of table foods and can drink through a straw.	K. Personal care and healthy behavior

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

<i>Language &amp; Communication Development</i>		
<b>Guideline: Comprehending Language</b>		
	The child will use listening and observation skills to develop an awareness of his or her world. As he or she develops, he or she understands more sounds and words.	
<b>Understanding language: The child will comprehend the message of another's communication.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to sounds in the environment. By the end of this period, I recognize the names of familiar people and favorite objects.	M. Listening and comprehension
<b>6-18 months</b>	In the beginning of this period, I recognize the names of familiar objects and people. By the end of this period, I show understanding of adult's simple requests and of statements referring to the present situation.	M. Listening and comprehension
<b>16-36 months</b>	In the beginning of this period, I show understanding of adults' simple requests and of statements referring to the present situation. By the end of this period, I understand my caregiver's more abstract and complex statements and requests that refer to positions in space, ideas, feelings and the future.	M. Listening and comprehension

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**COR Advantage Items**

	<i>Language &amp; Communication Development CONT</i>	
	<b>Guideline: Expressing Language</b>	
	The child will develop the ability to use sounds, words, gestures and eventually signs or words to communicate his or her wants, needs and feelings.	
	<b>Expressing language: The child will convey a message or transfer information to another person.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I make sounds spontaneously. By the end of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings.	L. Speaking
<b>6-18 months</b>	In the beginning of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings. By the end of this period, I begin to use single words and conventional gestures to communicate with others.	L. Speaking
<b>16-36 months</b>	In the beginning of this period, I begin to use single words and conventional gestures to communicate with others. By the end of this period, I combine words to express more complex ideas and start to follow some simple grammatical rules, although not always correctly.	L. Speaking

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

<b>Language &amp; Communication Development CONT</b>		
<b>Guideline: Social Communication</b>		
	The child will be an active participant in his or her social world by developing the ability to interact with others in ways expected by his or her family, or community.	
<b>Rules of language: The child will participate in interactions with language that follow the expected practices of the child's family and community.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I automatically respond to my caregivers when they talk to me by turning toward them. During this period, I participate in back-and-forth interactions with my caregivers. By the end of this period, I attempt to respond to basic forms of social communication with the appropriate gesture.	M. Listening and comprehension
<b>6-18 months</b>	In the beginning of this period, I attempt to respond to basic forms of social communication with the appropriate gesture. By the end of this period, I participate in and often initiate the basic socially expected communications of my family.	M. Listening and comprehension
<b>16-36 months</b>	In the beginning of this period, I participate in and often initiate the basic socially expected communications of my family. By the end of this period, I understand when words are used in a silly way.	M. Listening and comprehension

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<i>Language &amp; Communication Development CONT</i>	
	<b>Guideline: Early Literacy</b>	
	The child will learn the foundations for listening, speaking, reading and writing.	
	<b>Early reading: The child will demonstrate interest in book reading, story-telling and singing and will eventually understand the meaning of basic symbols.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to my caregiver's talking, singing and reading. By the end of this period, I show increased interest in books, pictures, songs and rhymes.	P. Reading Q. Book enjoyment and knowledge Y. Music
<b>6-18 months</b>	In the beginning of this period, I show increased interest in books and pictures. By the end of this period, I actively participate in book reading, story-telling and singing.	P. Reading Q. Book enjoyment and knowledge Y. Music
<b>16-36 months</b>	In the beginning of this period, I actively participate in book reading, story-telling and singing. By the end of this period, I show understanding of the meaning of stories and show appreciation for reading books, telling stories and singing by initiating these activities and by having "favorite" books, stories and songs.	P. Reading Q. Book enjoyment and knowledge Y. Music
	<b>Early writing: The child will demonstrate interest in writing and will develop the fine motor abilities required to hold a writing tool and make marks on a surface.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to objects in my environment. By the end of this period, I show increased ability in the use of my hands and fingers, and may watch adults when they are writing.	J. Fine-motor skills R. Writing
<b>6-18 months</b>	In the beginning of this period, I show increased ability in the use of my hands and fingers. By the end of this period, I use a full-hand grasp to hold a writing tool to make scribbles.	R. Writing X. Art
<b>16-36 months</b>	In the beginning of this period, I use a full-hand grasp to hold a writing tool to make scribbles. By the end of this period, I use my thumb and fingers of one hand to hold my writing tool and start to use my drawings to represent objects and ideas.	R. Writing X. Art



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	<b><i>Cognitive Development</i></b>	
	<b>Guideline: Discoveries of Infancy</b>	
	The child will develop an understanding of his or her world through exploration and discovery while developing strategies to solve problems.	
	<b>Group and categorize: The child will learn to group people and objects based on their attributes.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I don't distinguish between familiar and unfamiliar people. By the end of this period, I can tell the difference between familiar and unfamiliar people, objects and places.	BB. Observing and classifying
<b>6-18 months</b>	In the beginning of this period, I can tell the difference between familiar and unfamiliar people, objects and places. By the end of this period, I can group objects into two distinct groups.	BB. Observing and classifying
<b>16-36 months</b>	In the beginning of this period, I can group objects into two distinct classes. By the end of this period, I can sort multiple objects by their properties and uses.	BB. Observing and classifying
	<b>Cause and effect: The child will make things happen and understand the causes of some events.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to things that happen in my environment. By the end of this period, I use simple actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions
<b>6-18 months</b>	In the beginning of this period, I use simple actions to make things happen. By the end of this period, I purposefully try behaviors to make things happen.	CC. Experimenting, predicting, and drawing conclusions
<b>16-36 months</b>	In the beginning of this period, I purposefully try behaviors to make things happen. By the end of this period, I think of ways to solve problems and don't have to act out possible solutions. I also understand that events have a cause.	CC. Experimenting, predicting, and drawing conclusions

**South Carolina's Infant and Toddler Guidelines**

**COR Advantage Items**

	<b><i>Cognitive Development CONT</i></b>	
	<b>Problem solving: The child will use the self, objects or others to attain a goal.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to my environment. By the end of this period, I actively use my body to find out about my world.	B. Problem solving with materials
<b>6-18 months</b>	In the beginning of this period, I actively use my body to find out about my world. By the end of this period, I use simple strategies to solve problems.	B. Problem solving with materials EE. Tools and technology
<b>16-36 months</b>	In the beginning of this period, I use simple strategies to solve problems. By the end of this period, I can solve problems without having to try every possibility, while avoiding solutions that clearly won't work.	B. Problem solving with materials EE. Tools and technology
	<b>Memory: The child will remember people, objects and events.</b>	
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to my environment. By the end of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience.	C. Reflection T. Geometry: Shapes and spatial awareness GG. Geography
<b>6-18 months</b>	In the beginning of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience. Later, I understand that people and objects continue to exist even when I can't see them. By the end of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time.	C. Reflection GG. Geography
<b>16-36 months</b>	In the beginning of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time. By the end of this period, I can communicate about some of the events in my life.	C. Reflection H. Conflict resolution

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**COR Advantage Items**

<b>Cognitive Development CONT</b>		
<b>Space: The child will understand how things move and fit in space.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I respond automatically to my environment. By the end of this period, I begin to learn the properties of objects.	T. Geometry: Shapes and spatial awareness
<b>6-18 months</b>	In the beginning of this period, I begin to learn the properties of objects. By the end of this period, I use trial and error to discover how things fit and move in space.	T. Geometry: Shapes and spatial awareness X. Art BB. Observing and classifying
<b>16-36 months</b>	In the beginning of this period, I use trial and error to discover how things fit and move in space. By the end of this period, I predict and imagine how things fit and move in space, without having to try all possible solutions.	T. Geometry: Shapes and spatial awareness X. Art
<b>Imitation: The child will be able to mirror, repeat and practice the actions modeled by another.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I automatically imitate facial expressions. By the end of this period, I match the simple actions and expressions of others, even when a short time has passed.	AA. Pretend play
<b>6-18 months</b>	In the beginning of this period, I match the simple actions and expressions of others. By the end of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me.	AA. Pretend play
<b>16-36 months</b>	In the beginning of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me. By the end of this period, I can imitate a complex sequence of events that I observed quite a long time ago.	AA. Pretend play

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**COR Advantage Items**

<b>Cognitive Development CONT</b>		
<b>Guideline: Attention and Persistence</b>		
	The child will develop the ability to choose to participate and persist in a growing number of activities.	
<b>Attention and persistence: The child will be able to remain focused on a task or object and to persist in the face of obstacles.</b>		
<b>Birth-8 months</b>	In the beginning of this period, I automatically respond to things in the environment. By the end of this period, I respond to different things in the environment in different ways, and I am able to spend more time focusing on things I find interesting.	A. Initiative and planning
<b>6-18 months</b>	In the beginning of this period, I respond to different things in the environment in different ways, and I'm able to spend more time focusing on things I find interesting. By the end of this period, I need order, ritual, routine and notice when changes occur.	A. Initiative and planning
<b>16-36 months</b>	In the beginning of this period, I need order, ritual, routine and notice when changes occur. By the end of this period, I can pay attention to more than one thing at a time. I monitor my progress in trying to achieve a goal and try to correct mistakes along the way.	A. Initiative and planning

## References

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