



Powered by
 **HIGHSCOPE**®

COR Advantage 1.5 — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Maryland. This document shows you how COR Advantage aligns with Maryland’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



HighScope Educational Research Foundation

600 North River Street, Ypsilanti, MI 48198-2898 • Ph: 734.485.2000 • Fax: 734.485.4467 • CORadvantage.org

Alignment of the 2007 Maryland Guidelines for Healthy Child Development and Care for Young Children (Birth – Three Years of Age) With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2007 **Maryland Guidelines for Health Child Development and Care for Young Children (Birth – Three Years of Age)** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 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 curriculum). 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.



Maryland Child Development Guidelines

COR Advantage Items

| BIRTH TO FOUR MONTHS | |
|--|--|
| <p><i>I. Personal and Social Development</i></p> <p>A. Have feelings about self and others</p> <ol style="list-style-type: none"> 1. Express comfort and discomfort, enjoyment and unhappiness in her environment 3. Show interest in familiar adults 4. Show awareness of other children 5. Show awareness of unfamiliar people | <ol style="list-style-type: none"> D. Emotions K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children D. Emotions E. Building relationships with adults |
| <p><i>II. Language Development</i></p> <p>A. Understand and Communicate</p> <ol style="list-style-type: none"> 1. Listen and express herself 2. Begin to demonstrate phonological awareness, recognizing and reacting to the sounds of language 3. Begin to build a receptive vocabulary | <ol style="list-style-type: none"> K. Personal care and healthy behavior L. Speaking M. Listening and comprehension N. Phonological awareness M. Listening and comprehension |
| <p><i>III. Cognitive Development</i></p> <p>A. Discover and Learn</p> <ol style="list-style-type: none"> 1. Explore cause and effect | <ol style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions |
| <p><i>IV. Physical Development</i></p> <p>A. Coordinate Movements</p> <ol style="list-style-type: none"> 1. Use many repetitions to move various body parts | <ol style="list-style-type: none"> I. Gross-motor skills |

Maryland Child Development Guidelines

COR Advantage Items

| FIVE TO EIGHT MONTHS | |
|--|---|
| <p><i>I. Personal and Social Development</i></p> <p>A. Express feelings about self and others</p> <ul style="list-style-type: none"> 1. Express comfort and discomfort, enjoyment and unhappiness 3. Show interest in familiar adults 4. Show awareness of other children 5. Show awareness of unfamiliar people | <ul style="list-style-type: none"> D. Emotions E. Building relationships with adults F. Building relationships with other children D. Emotions E. Building relationships with adults |
| <p><i>II. Language Development</i></p> <p>A. Understand and Communicate</p> <ul style="list-style-type: none"> 1. Respond to sounds and words heard often 2. Use various sounds and movements to communicate <p>B. Pre-Reading and Pre-Writing</p> <ul style="list-style-type: none"> 1. Demonstrate phonological awareness, recognizing and reacting to the sounds of language 2. Begin to respond to some of the vocabulary associated with picture books | <ul style="list-style-type: none"> M. Listening and comprehension L. Speaking N. Phonological awareness M. Listening and comprehension |
| <p><i>III. Cognitive Development</i></p> <p>A. Discover and Learn</p> <ul style="list-style-type: none"> 1. Show awareness of happenings in his surroundings 2. Remember what has happened recently 3. Cause things to happen | <ul style="list-style-type: none"> G. Community C. Reflection CC. Experimenting, predicting, and drawing conclusions |
| <p><i>IV. Physical Development</i></p> <p>A. Coordinate Movements</p> <ul style="list-style-type: none"> 1. Change the position of his body 2. Use his hands in more coordinated movements | <ul style="list-style-type: none"> I. Gross-motor skills J. Fine-motor skills |

Maryland Child Development Guidelines

COR Advantage Items

| | |
|---|---|
| <p>NINE TO TWELVE MONTHS</p> | |
| <p><i>I. Personal and Social Development</i></p> <p>A. Express feelings about self and others</p> <ol style="list-style-type: none"> 1. Start to show more independence 2. Relate to familiar adults 3. Relate to other children | <ol style="list-style-type: none"> K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children |
| <p><i>II. Language Development</i></p> <p>A. Understand and Communicate</p> <ol style="list-style-type: none"> 1. Show more interest in speech 2. Start to understand and use conventions of communication <p>B. Pre-Reading and Pre-Writing</p> <ol style="list-style-type: none"> 1. Begin to demonstrate phonological awareness, recognizing and reacting to the sounds of language 2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express herself 3. Explore writing and drawing as a way of communicating | <ol style="list-style-type: none"> M. Listening and comprehension L. Speaking M. Listening and comprehension N. Phonological awareness L. Speaking M. Listening and comprehension R. Writing X. Art |
| <p><i>III. Cognitive Development</i></p> <p>A. Discover and Learn</p> <ol style="list-style-type: none"> 1. Explore objects in various ways 2. Remember what has happened recently, and find hidden objects 3. Look at the correct picture or object when it is named 4. Imitate gestures and use of objects 5. Make expected things happen | <ol style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions C. Reflection GG. Geography BB. Observing and classifying AA. Pretend play CC. Experimenting, predicting, and drawing conclusions |

Maryland Child Development Guidelines

COR Advantage Items

| NINE TO TWELVE MONTHS CONT | |
|---|--|
| <p>IV. Physical Development</p> <p>A. Coordinate Movements</p> <ol style="list-style-type: none">1. Coordinate eyes and hands while exploring or holding objects2. Change position and begin to move from place to place | <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> |

Maryland Child Development Guidelines

COR Advantage Items

| THIRTEEN TO EIGHTEEN MONTHS | |
|--|--|
| <i>I. Personal and Social Development</i> | |
| A. Have Feelings About Self | |
| 1. Show self-awareness and likes and dislikes | A. Initiative and planning FF. Knowledge of self and others |
| 2. Gain in self-regulation | D. Emotions |
| B. Relate to others | |
| 1. Rely on his personal connections to feel safe trying new activities | E. Building relationships with adults |
| 2. Show awareness of unfamiliar adults | D. Emotions E. Building relationships with adults |
| 3. Interact with other children | F. Building relationships with other children |
| 4. Begin to be aware of the feelings of other children | D. Emotions |
| <i>II. Language Development</i> | |
| A. Understand and Communicate | |
| 1. Understand the meaning of many words and gestures | M. Listening and comprehension |
| 2. Start to understand and use conventions of speech | L. Speaking M. Listening and comprehension |
| 3. Communicate using consistent sounds, words and gestures | L. Speaking |
| B. Pre-Reading and Pre-Writing | |
| 1. Demonstrate phonological awareness, recognizing and reacting to the sounds of language | N. Phonological awareness |
| 2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express himself | L. Speaking M. Listening and comprehension |
| 3. Explore drawing, painting and writing as a way of communicating (<i>See physical development</i>) | R. Writing X. Art |

Maryland Child Development Guidelines

COR Advantage Items

| | |
|--|--|
| <p>THIRTEEN TO EIGHTEEN MONTHS CONT</p> | |
| <p>III. Cognition and General Knowledge</p> <p>A. Explore and Discover</p> <p>1. Use his senses to investigate the world around him</p> <p>2. Show an improved memory</p> <p>3. Use objects and toys more purposefully</p> | |
| <p>IV. Physical Development</p> <p>A. Coordinate Movements</p> <p>1. Move constantly, showing increasing large muscle control</p> <p>2. Use hands in various ways</p> | <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>G. Community</p> <p>AA. Pretend play</p> <p>HH. History</p> <p>A. Initiative and planning</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> |

Maryland Child Development Guidelines

COR Advantage Items

| NINETEEN TO TWENTY FOUR MONTHS | |
|--|---|
| <i>I. Personal and Social Development</i> | |
| A. Learn More About Self | |
| 1. Show more awareness of herself and her abilities | A. Initiative and planning K. Personal care and healthy behavior FF. Knowledge of self and others |
| 2. Know resources available in the room, and how to use some of them | A. Initiative and planning |
| 3. Ask for help, if needed, in verbal and non-verbal ways | B. Problem solving with materials K. Personal care and healthy behavior |
| 4. Show more, but still limited self regulation | D. Emotions |
| B. Relate to others | |
| 1. Continue to need the security of a trusted adult as she explores | E. Building relationships with adults |
| 2. Continue to show caution around unfamiliar adults | D. Emotions E. Building relationships with adults |
| 3. Show increased interest as well as frustration with other children | F. Building relationships with other children |
| <i>II. Language Development</i> | |
| A. Understand and Communicate | |
| 1. Be able to follow simple suggestions and directions with increasing consistency | G. Community M. Listening and comprehension |
| 2. Use an increasing number of words and put words together into phrases and simple sentences | L. Speaking |
| B. Pre-Reading and Language Awareness | |
| 1. Develop phonological awareness by recognizing and reacting to the sounds of language | N. Phonological awareness- |
| 2. Begin to develop imitative reading | P. Reading Q. Book enjoyment and knowledge |
| 3. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding | M. Listening and comprehension |
| 4. Explore drawing, painting and writing as a way of communicating (<i>See physical development</i>) | R. Writing X. Art |

Maryland Child Development Guidelines

COR Advantage Items

| NINETEEN TO TWENTY FOUR MONTHS CONT | |
|---|--|
| III. Cognition and General Knowledge | |
| A. Mathematical Exploration and Learning | |
| 1. Begin to sort objects according to one criteria | BB. Observing and classifying |
| 2. Begin to explore concepts of size and position | T. Geometry: Shapes and spatial awareness |
| | U. Measurement |
| B. Scientific Exploration and Learning | |
| 1. Expect certain things to happen as a result of her actions | CC. Experimenting, predicting, and drawing conclusions |
| 2. Improve memory for details | C. Reflection |
| | M. Listening and comprehension |
| | HH. History |
| 3. Explore and solve problems | A. Initiative and planning |
| | B. Problem solving with materials |
| C. Social Studies Exploration and Learning | |
| 1. Begin to understand rules and routines | G. Community |
| 2. Have beginning awareness of the order of her environment | GG. Geography |
| A. Coordinate Movements | |
| 1. Show increased balance and coordination in play activities | I. Gross-motor skills |
| 2. Have increased eye-hand coordination | J. Fine-motor skills |
| 3. Be able to do more things for herself | K. Personal care and healthy behavior |

Maryland Child Development Guidelines

COR Advantage Items

| TWENTY-FOUR TO THIRTY MONTHS | |
|---|---|
| <i>I. Social and Emotional Development</i> | |
| A. Learn More About Self | |
| 1. Show increasing self-awareness | B. Problem solving with materials G. Community |
| 2. Show increasing self-regulation | D. Emotions |
| 3. Use coping skills with tasks, and interactions with peers and adults | D. Emotions E. Building relationships with adults F. Building relationships with other children |
| 4. Share his feelings through talking and pretend play | D. Emotions AA. Pretend play |
| B. Relate to Adults | |
| 1. Continue to need adult approval but show more independence | B. Problem solving with materials G. Community K. Personal care and healthy behavior |
| 2. Be more interested in unfamiliar adults, but still cautious | D. Emotions E. Building relationships with adults |
| C. Relate to Other Children | |
| 1. Play along side other children | F. Building relationships with other children |
| 2. Show more awareness of the feelings of another child | D. Emotions F. Building relationships with other children |
| <i>II. Language and Literacy</i> | |
| A. Listening and Speaking | |
| 1. Understand questions and simple directions | M. Listening and comprehension |
| 2. Demonstrate active listening strategies | M. Listening and comprehension |
| 3. Enter into a conversation | E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension |
| 4. Use words and some conventions of speech to express his ideas and thoughts | L. Speaking |

Maryland Child Development Guidelines

COR Advantage Items

| TWENTY-FOUR TO THIRTY MONTHS CONT | |
|---|--|
| <p>B. Pre-Reading</p> <ol style="list-style-type: none"> 1. Develop phonological awareness by becoming aware of the sounds of spoken language 2. Recognize that symbols have corresponding meaning 3. Begin to develop fluency by imitative reading 4. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations 5. Use writing utensils for scribbles and drawings 6. Develop vocabulary, language usage and some conventions of speech 7. Develop comprehension by demonstrating understanding of text during and after reading | <p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p> |
| <p>III. Cognition and General Knowledge</p> | |
| <p>A. Explore and Learn Math Concepts</p> <ol style="list-style-type: none"> 1. Show interest in concepts, such as matching and sorting according to color, shape and size 2. Show interest in quantity and number relationships | <p>S. Number and counting T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>S. Number and counting</p> |
| <p>B. Explore and Learn Science Concepts</p> <ol style="list-style-type: none"> 1. Seek information through observation, exploration and descriptive investigations 2. Improve memory for details 3. Explore new ways to do things | <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>C. Reflection M. Listening and comprehension HH. History</p> <p>B. Problem solving with materials</p> |
| <p>C. Explore and Learn Social Studies Concepts</p> <ol style="list-style-type: none"> 1. Use imagination, memory and reasoning to plan and make things happen 2. Have beginning understanding of consequences when following routines and recreating familiar events | <p>A. Initiative and planning AA. Pretend play</p> <p>G. Community</p> |

Maryland Child Development Guidelines

COR Advantage Items

| TWENTY-FOUR TO THIRTY MONTHS CONT | |
|---|---------------------------------------|
| IV. Physical Development | |
| A. Coordinate Large and Small Muscles to Move and Play | |
| 1. Perform more complex movements with his arms and legs | I. Gross-motor skills |
| 2. Use his whole body to develop spatial awareness | I. Gross-motor skills |
| 3. Use improved eye-hand coordination to explore and manipulate objects | J. Fine-motor skills |
| B. Have Improved Self-help Abilities | |
| 1. Enjoy doing for himself whatever he thinks he can do | K. Personal care and healthy behavior |

Maryland Child Development Guidelines

COR Advantage Items

| THIRTY MONTHS TO THREE YEARS | |
|---|--|
| <i>I. Personal and Social Development</i> | |
| A. Have Increased Self-Awareness | |
| 1. Express feelings more freely, showing independence and competence | D. Emotions H. Conflict resolution |
| 2. Show increased self-regulation | D. Emotions H. Conflict resolution |
| 3. Share feelings through talking and pretend play | D. Emotions AA. Pretend play |
| B. Relate to Adults | |
| 1. Imitate and attempt to please familiar adults | E. Building relationships with adults AA. Pretend play |
| 2. Demonstrate cautious curiosity about unfamiliar adults | D. Emotions E. Building relationships with adults |
| C. Relate to Other Children | |
| 1. Play cooperatively with other children | F. Building relationships with other children |
| 2. Begin to understand the feelings of other children | D. Emotions F. Building relationships with other children |
| <i>II. Language and Literacy</i> | |
| A. Listen and Understand Directions, Requests, and Some Concept Words | |
| 1. Understand and respond to simple directions and requests | M. Listening and comprehension |
| 2. Understand some abstract concepts, such as time, order, and positional words | G. Community T. Geometry: Shapes and spatial awareness HH. History |
| 3. Demonstrate active listening skills | M. Listening and comprehension |
| B. Express Ideas Using the Conventions of Speech | |
| 1. Expand her vocabulary with many more connecting and describing words | L. Speaking |
| C. Enter Into Conversations | |
| 1. Have more meaningful conversations with peers and adults | E. Building relationships with adults F. Building relationships with other children |

Maryland Child Development Guidelines

COR Advantage Items

| THIRTY MONTHS TO THREE YEARS CONT | |
|--|--|
| <p>D. Pre-Reading</p> <ol style="list-style-type: none"> 1. Develop phonological awareness by becoming aware of the sounds of spoken language 2. Recognize that symbols have corresponding meaning 3. Begin to develop fluency by imitative reading 4. Develop vocabulary and language usage 5. Develop comprehension by demonstrating understanding of text during and after reading 6. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations 7. Use writing utensils for scribbles and drawings | <p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> |
| <p>III. Cognition and General Knowledge</p> <p>A. Explore Learn Math Concepts</p> <ol style="list-style-type: none"> 1. Use mathematical thinking to figure out real problems 2. Show interest in concepts such as matching and sorting according to a single criteria 3. Show interest in quantity and number relationships <p>B. Explore and Learn Science Concepts</p> <ol style="list-style-type: none"> 1. Think ahead, but explore rather than focus on a specific outcome 2. Seek information through observation, exploration and descriptive investigations 3. Explore new ways to do things, showing more independence in problem solving | <p>S. Number and counting U. Measurement BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>B. Problem solving with materials</p> |

Maryland Child Development Guidelines

COR Advantage Items

| THIRTY MONTHS TO THREE YEARS CONT | |
|---|---|
| <p>C. Explore and Learn Social Studies Concepts</p> <p>1. Use imagination, memory and reasoning to plan and make things happen</p> <p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p> | <p>A. Initiative and planning AA. Pretend play</p> <p>G. Community AA. Pretend play</p> |
| <p>IV. Physical Development</p> <p>A. Combine Several Large Muscle Skills When Playing</p> <p>1. Use riding toys easily</p> <p>2. Move her body through space with balance and control</p> <p>B. Use Eye Hand and Finger Coordination to Accomplish Many Small Muscle Tasks</p> <p>1. Explore art materials</p> <p>2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination</p> <p>C. Have a Larger Set of Self-Help Skills</p> <p>1. Depend on routines to practice self-help skills and feel confident</p> | <p>I. Gross-motor skills I. Gross-motor skills</p> <p>X. Art J. Fine-motor skills</p> <p>G. Community K. Personal care and healthy behavior</p> |

Maryland Child Development Guidelines

COR Advantage Items

| THREE YEARS | |
|---|---|
| <p><i>I. Personal and Social Development</i></p> <p>A. Have a Stronger Self-Concept</p> <ol style="list-style-type: none"> 1. Be more confident, self directed, purposeful and inventive in play 2. Relate his needs, wants and feelings to others 3. Have increased self-regulation, following classroom rules and routines with guidance <p>B. Relate to Adults</p> <ol style="list-style-type: none"> 1. Imitate and try to please familiar adults 2. Be more comfortable around unfamiliar adults <p>C. Relate to Other Children</p> <ol style="list-style-type: none"> 1. Begin to play cooperatively for brief periods with other children 2. Be able to better understand the feelings of other children 3. Participate, with help, in the group life of the class | <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials D. Emotions</p> <p>G. Community H. Conflict resolution</p> <p>E. Building relationships with adults AA. Pretend play</p> <p>D. Emotions E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions F. Building relationships with other children</p> <p>G. Community</p> |
| <p><i>II. Language and Literacy</i></p> <p>A. Listen and Understand Directions, Requests, and Concept Words</p> <ol style="list-style-type: none"> 1. Show understanding and respond to simple directions and requests 2. Understand more abstract concepts <p>B. Express Thoughts and Ideas Using Conventions of Speech</p> <ol style="list-style-type: none"> 1. Use more conventions of speech as he speaks | <p>M. Listening and comprehension</p> <p>C. Reflections FF. Knowledge of self and others HH. History</p> <p>L. Speaking</p> |

Maryland Child Development Guidelines

COR Advantage Items

| THREE YEARS CONT | |
|---|--|
| <p>C. Enter Into Conversations</p> <p>1. Have more meaningful conversations with peers and adults</p> <p>3. Demonstrate active listening skills</p> <p>D. Pre-Reading</p> <p>1. Develop phonological awareness by becoming aware of the sounds of spoken language</p> <p>2. Recognize that symbols have corresponding meaning</p> <p>3. Begin to develop fluency by engaging in imitative reading</p> <p>5. Develop comprehension by demonstrating understanding of text during and after reading</p> <p>6. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</p> <p>7. Use writing utensils for scribbles and drawings</p> | <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>R. Writing</p> <p>X. Art</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>X. Art</p> |
| <p>III. Cognition and General Knowledge</p> <p>A. Mathematical Thinking</p> <p>1. Use mathematical thinking to solve real problems</p> <p>2. Show interest in concepts such as matching and sorting according to a single criteria</p> <p>3. Show interest in quantity, measuring and number relationships</p> <p>4. Show beginning interest in geometry</p> <p>5. Show beginning interest in numerals and counting</p> | <p>S. Number and counting</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>S. Number and counting</p> |

Maryland Child Development Guidelines

COR Advantage Items

| THREE YEARS CONT | |
|---|---|
| <p>B. Scientific Thinking</p> <ol style="list-style-type: none"> 1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects 2. Seek information through observation, exploration and descriptive investigations with simple science tools 3. Use more advanced problem solving skills, testing his understanding and ideas in real situations, <p>C. Social Studies</p> <ol style="list-style-type: none"> 1. Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment 2. Use prior knowledge and imagination to think through what he wants to play 3. Have beginning understanding of consequences when following routines and recreating familiar events 4. Begin to recognize his own physical and family characteristics and those of others | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world FF. Knowledge of self and others A. Initiative and planning AA. Pretend play G. Community FF. Knowledge of self and others</p> |
| <p>IV. Physical Development</p> <p>A. Use Large Muscle Coordination to Move and Play</p> <ol style="list-style-type: none"> 1. Move with confidence and stability, coordinating movements to accomplish simple tasks <p>B. Use Small Muscle Control to Accomplish Many Tasks</p> <ol style="list-style-type: none"> 1. Develop finger skills through many forms of play <p>C. Care For More of His Own Needs</p> <ol style="list-style-type: none"> 1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders | <p>I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior</p> |

Alignment of the 2009 Maryland Model for School Readiness (MMSR) With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the summer 2009 **Maryland Model for School Readiness (MMSR)** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 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 curriculum). 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.



Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---|
| <p><i>Personal and Social Development</i></p> | |
| <p>Standard: 1.0 Personal Self-Regulations A. Self Concept and Control 2. Use coping skills independently 3. Shows self-direction in familiar and unfamiliar settings 4. Follow classroom rules and routines</p> | <p>B. Problem solving with materials D. Emotions H. Conflict resolution A. Initiative and planning G. Community</p> |
| <p>Standard: 2.0 Social Self-Regulation A. Interaction with Others 1. Initiate and maintain relationships with peers and adults 3. Show empathy and concern for peers and adults</p> | <p>E. Building relationships with adults F. Building relationships with other children D. Emotions</p> |
| <p>Standard: 3.0 Approaches Toward Learning A. Approaches Toward Learning 1. Show eagerness and curiosity as a learner 2. Explore and attend to learning tasks 3. Use a variety of learning strategies when approaching new tasks</p> | <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning G. Community B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---------------------------------|
| Language and Literacy Development | |
| Standard: 1.0 General Reading Processes | |
| A. Phonemic Awareness | |
| 1. Discriminate sounds and words | N. Phonological awareness |
| 2. Discriminate and produce rhyming words and alliteration | N. Phonological awareness |
| 3. Blend sounds and syllables to form words. | N. Phonological awareness |
| 4. Segment and manipulate sounds in spoken words and sentences | N. Phonological awareness |
| B. Phonics | |
| 1. Identify letters, sounds and corresponding sounds | O. Alphabet knowledge |
| 2. Decode words in grade-level texts | P. Reading |
| C. Fluency | |
| 1. Engage in imitative reading at an appropriate rate | P. Reading |
| 2. Read orally from familiar texts at an appropriate rate | P. Reading |
| D. Vocabulary | |
| 1. Develop and apply vocabulary through exposure to a variety of texts | M. Listening and comprehension |
| 2. Develop a conceptual understanding of new words | P. Reading |
| 3. Understand, acquire, and use new vocabulary | P. Reading |
| E. General Reading Comprehension | |
| 1. Demonstrate an understanding of concepts of print to determine how print is organized and read | P. Reading |
| 2. Use strategies to prepare for reading (before reading) | Q. Book enjoyment and knowledge |
| 3. Use strategies to make meaning from text (during reading) | M. Listening and comprehension |
| | Q. Book enjoyment and knowledge |
| | M. Listening and comprehension |
| | P. Reading |
| | Q. Book enjoyment and knowledge |
| 4. Demonstrate understanding of text (after reading) | M. Listening and comprehension |
| | Q. Book enjoyment and knowledge |
| | R. Writing |
| | X. Art |
| | AA. Pretend play |
| Standard: 2.0 Comprehension of Informational Text | |
| A. Comprehension of Informational Text | |
| 4. Determine important ideas and messages in informational text. | M. Listening and comprehension |
| | P. Reading |
| | Q. Book enjoyment and knowledge |

Maryland Model for School Readiness

COR Advantage Items

| | |
|--|---|
| <p>Standard: 3.0 Comprehension of Literary Text A. Comprehension of Literary Text 3. Use elements of narrative texts to facilitate understanding 6. Determine important ideas and messages in literary texts.</p> | <p>Q. Book enjoyment and knowledge M. Listening and comprehension Q. Book enjoyment and knowledge</p> |
| <p>Standard: 4.0 Writing A. Writing 1. Compose texts using the prewriting and drafting strategies of effective writers and speakers 2. Compose oral, written, and visual presentations that express personal ideas and inform</p> | <p>R. Writing R. Writing X. Art</p> |
| <p>Standard: 5.0 Controlling Language A. Grammar 1. Use grammar concepts and skills that strengthen oral language D. Spelling 1. Apply conventional spelling in written language E. Handwriting 1. Produce writing that is legible to the audience</p> | <p>M. Listening and comprehension R. Writing J. Fine-motor skills R. Writing</p> |
| <p>Content: 6.0 Listening A. Listening 1. Demonstrate active listening strategies 2. Comprehend and analyze what is heard</p> | <p>M. Listening and comprehension M. Listening and comprehension</p> |

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|--|
| <p>Cognition and General Knowledge — Mathematics</p> | |
| <p>Standard: 1.0 Knowledge of Algebra, Patterns, and/or Functions</p> <p>A. Patterns and Functions</p> <ul style="list-style-type: none"> 1. Identify and copy numeric patterns 2. Identify, copy, describe, create, and extend non-numeric patterns | <ul style="list-style-type: none"> V. Patterns V. Patterns |
| <p>Standard: 2.0 Knowledge of Geometry</p> <p>A. Plane Geometric Figures</p> <ul style="list-style-type: none"> 1. Recognize and describe the attributes of plane geometric figures <p>B. Solid Geometric Figure</p> <ul style="list-style-type: none"> 1. Recognize, describe, and use the attributes of solid geometric figures <p>D. Congruence</p> <ul style="list-style-type: none"> 1. Recognize congruent objects <p>E. Transformations</p> <ul style="list-style-type: none"> 1. Begin to recognize a transformation | <ul style="list-style-type: none"> T. Geometry: Shapes and spatial awareness BB. Observing and classifying T. Geometry: Shapes and spatial awareness BB. Observing and classifying U. Measurement T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness |
| <p>Standard: 3.0 Knowledge of Measurement</p> <p>A. Measurement Units</p> <ul style="list-style-type: none"> 1. Explore measurement units. <p>B. Measurement Tools</p> <ul style="list-style-type: none"> 1. Measure in non-standard units | <ul style="list-style-type: none"> U. Measurement U. Measurement |
| <p>Standard: 4.0 Knowledge of Statistics</p> <p>A. Data Displays</p> <ul style="list-style-type: none"> 1. Collect, organize, and display data <p>B. Data Analysis</p> <ul style="list-style-type: none"> 1. Analyze data | <ul style="list-style-type: none"> W. Data analysis W. Data analysis |
| <p>Standard: 6.0 Knowledge of Number Relationships and Computations/Arithmetic</p> <p>A. Knowledge of whole number and place value</p> <ul style="list-style-type: none"> 1. Apply knowledge of whole numbers and place value <p>C. Number Computation</p> <ul style="list-style-type: none"> 1. Analyze number relations and compute | <ul style="list-style-type: none"> S. Number and counting S. Number and counting |
| <p>Standard: 7.0 Processes of Mathematics</p> <p>A. Problem solving</p> <ul style="list-style-type: none"> 1. Apply a variety of concepts, processes, and skills to solve problems <p>C. Communication</p> <ul style="list-style-type: none"> 1. Present mathematical ideas using words, symbols, visual displays, or technology | <ul style="list-style-type: none"> B. Problem solving with materials W. Data analysis |

Maryland Model for School Readiness

COR Advantage Items

| Cognition and General Knowledge — Science | |
|--|--|
| <p>Standard: 1.0 Skills and Processes</p> <p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>B. Applying Evidence and Reasoning</p> <p>1. People are more likely to believe your ideas if you can give good reasons for them</p> <p>C. Communicating Scientific Information</p> <p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question</p> <p>D. Technology</p> <p>1. Design and make things with simple tools and a variety of materials</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology*</p> |
| <p>Standard: 2.0 Earth/Space Science</p> <p>A. Materials and Processes That Shape a Planet</p> <p>1. Investigate objects and materials in the environment</p> | <p>DD. Natural and physical world</p> |
| <p>Standard: 3.0 Life Science</p> <p>A. Diversity of Life</p> <p>1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them</p> <p>2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals</p> <p>D. Evolution</p> <p>1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.</p> <p>F. Ecology</p> <p>1. Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there</p> | <p>DD. Natural and physical world</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> |
| <p>Standard: 4.0 Chemistry</p> <p>A. Structure of Matter</p> <p>1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations</p> | <p>BB. Observing and classifying</p> |
| <p>Standard: 6.0 Environmental Science</p> <p>B. Environmental Issues</p> <p>1. Identify aspects of the environment that are made by humans and those that are not made by humans.</p> | <p>DD. Natural and physical world</p> <p>GG. Geography</p> |

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---|
| <p>Cognition and General Knowledge — Social Studies</p> | |
| <p>Standard: 1.0 Political Science C. Protecting Rights and Maintaining Order 1. Describe the roles, rights, and responsibilities of being a member of the family and school</p> | <p>G. Community FF. Knowledge of self and others</p> |
| <p>Standard: 2.0 Peoples of the Nations and World A. Elements of Culture 1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs</p> | <p>FF. Knowledge of self and others</p> |
| <p>Standard: 3.0 Geography A. Using Geographic Tools 1. Identify and describe how a globe and maps can be used to help people locate places B. Geographic Characteristics of Places and Regions 1. Describe places in the immediate environment using natural/physical and human-made features</p> | <p>GG. Geography GG. Geography</p> |
| <p>Standard: 4.0 Economics A. Scarcity and Economic Decision-making 3. Explain how technology affects the way people live, work, and play</p> | <p>EE. Tools and technology</p> |
| <p>Standard: 5.0 History A. Change Over Time 1. Distinguish among past, present, and future time 2. Compare daily life and objects of today and long ago</p> | <p>HH. History HH. History</p> |

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---|
| Cognition and General Knowledge — The Arts | |
| Music Standard: 1.0: Perceiving and Responding | |
| A. Aesthetic Education | |
| 1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment | Y. Music |
| 2. Experience performing through singing and playing instruments, and listening to performances of others | Y. Music |
| 3. Respond to music through movement | Z. Movement |
| Standard: 2.0 Historical, Cultural, and Social Context | |
| A. Historical, Cultural, and Social Context | |
| 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression | Y. Music |
| 2. Become acquainted with the roles of music in the lives of people | Y. Music Z. Movement |
| 3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines | X. Art Y. Music Z. Movement AA. Pretend play |
| Standard: 3.0 Creative Expression and Production | |
| A. Creative Expression and Production | |
| 1. Develop confidence in the ability to improvise music through experimentation with sound | Y. Music |
| Visual Arts Standard: 1.0: Perceiving and Responding | |
| A. Aesthetic Education | |
| 1. Identify, describe, and interpret observed form | X. Art |
| 2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine | X. Art |
| 3. Experiment with elements of art and principles of design to organize personally meaningful compositions | X. Art |

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---|
| <p>Standard: 2.0 Historical, Cultural, and Social Context</p> <p>A. Historical, Cultural, and Social Context</p> <ol style="list-style-type: none"> 1. Determine ways in which works of art express ideas about oneself, other people, places, and events 2. Discuss reasons why people, including self, create and use art by studying artworks and other sources of information | <p>X. Art</p> <p>X. Art</p> |
| <p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Create images and forms from observation, memory, and imagination 2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel | <p>X. Art</p> <p>X. Art</p> |
| <p>Theatre Standard: 1.0 Perceiving and Responding</p> <p>A. Aesthetic Education</p> <ol style="list-style-type: none"> 1. Describe ways that theatre depicts themes and stories 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances | <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> |
| <p>Standard: 2.0 Historical, Cultural, and Social Contexts</p> <p>A. Historical, Cultural, and Social Contexts</p> <ol style="list-style-type: none"> 1. Express a range of responses to a variety of stimuli 2. Demonstrate knowledge of theatrical conventions as performers and as an audience | <p>Y. Music</p> <p>AA. Pretend play</p> |
| <p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Use a variety of theatrical elements to communicate ideas and feelings | <p>AA. Pretend play</p> |
| <p>Dance Standard: 1.0 Perceiving and Responding</p> <p>A. Aesthetic Education</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how elements of dance are used to communicate meaning 2. Demonstrate kinesthetic awareness and technical proficiency in dance movement 3. Respond to dance through observation, experience, and analysis | <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> |

Maryland Model for School Readiness

COR Advantage Items

| | |
|--|---------------------------------------|
| <p>Standard: 3.0 Creative Expression and Production</p> <p>A. Creative Expression and Production</p> <ol style="list-style-type: none">1. Develop the ability to improvise dance2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning | <p>Z. Movement</p> <p>Z. Movement</p> |
|--|---------------------------------------|

Maryland Model for School Readiness

COR Advantage Items

| | |
|---|---|
| <p>Physical Development and Health — Physical Education</p> | |
| <p>Standard: 1.0 Skillfulness A. Fundamental Movement 1. Show fundamental movement skills C. Skill Themes 1. Show skill themes</p> | <p>I. Gross-motor skills I. Gross-motor skills</p> |
| <p>Standard: 2.0 Biomechanical Principles A. Effects on Objects 1. Identify ways that people and objects move B. Balance 1. Experience the concept of balance through movement</p> | <p>Z. Movement I. Gross-motor skills</p> |
| <p>Standard: 3.0 Motor Learning Principles A. Appropriate Practices 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues</p> | <p>I. Gross-motor skills J. Fine-motor skills</p> |
| <p>Standard: 4.0 Exercise Physiology D. Benefits of Physical Activity 1. Recognize the benefits of physical activity E. Nutrition and Physical Activity 1. Recognize the relationship between nutrition and physical activity</p> | <p>K. Personal care and healthy behavior K. Personal care and healthy behavior</p> |
| <p>Health Education Standard: 1.0 Mental and Emotional Health A. Communication 1. Recognize methods of communication B. Emotions 1. Examine emotions and responses to various situations E. Character Traits 1. Identify positive and negative character traits that contribute to one's uniqueness</p> | <p>F. Building relationships with other children D. Emotions FF. Knowledge of self and others</p> |
| <p>Health Education Standard: 3.0 Personal and Consumer Health A. Personal Health Maintenance 1. Identify ways to care for your body</p> | <p>K. Personal care and healthy behavior</p> |
| <p>Standard: 4.0 Family Life and Human Sexuality A. Family Unit 1. Define a family unit</p> | <p>FF. Knowledge of self and others</p> |
| <p>Standard: 6.0 Nutrition and Fitness E. Food and Health 1. Recognize the relationship between food and health</p> | <p>K. Personal care and healthy behavior</p> |