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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 Minnesota. This document shows you how COR Advantage aligns with Minnesota’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](#)



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Alignment of the 2007 Minnesota Early Learning Guidelines for Birth to 3 With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2007 **Minnesota Early Learning Guidelines for Birth to 3** 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.



Minnesota Early Learning Standards

COR Advantage Items

Domain 1: Social and Emotional Development	
<p>Component: Trust and Emotional Security</p> <ul style="list-style-type: none"> Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Seeks to find comfort in new situations Shows emotional connection and attachment to others 	<ul style="list-style-type: none"> E. Building relationships with adults
<p>Component: Self-Awareness</p> <ul style="list-style-type: none"> Expresses feelings and emotions through facial expressions, sounds or gestures Develops awareness of self as separate from others 	<ul style="list-style-type: none"> D. Emotions FF. Knowledge of self and others
<p>Component: Self-Regulation</p> <ul style="list-style-type: none"> Begins to manage own behavior and show self-regulation Shows increasing independence Understands simple routines, rules or limitations 	<ul style="list-style-type: none"> D. Emotions H. Conflict resolution K. Personal care and healthy behavior G. Community
<p>Component: Relationships with Other Children</p> <ul style="list-style-type: none"> Shows interest in and awareness of other children Responds to and interacts with other children Begins to recognize and respond to other children's feelings and emotions Begins to show concern for others Learns social skills and eventually uses words for expressing feelings, needs and wants Uses imitation or pretend play to learn new roles and relationships 	<ul style="list-style-type: none"> F. Building relationships with other children F. Building relationships with other children D. Emotions D. Emotions D. Emotions F. Building relationships with other children AA. Pretend play

Minnesota Early Learning Standards

COR Advantage Items

<p>Domain II: Language Development and Communication</p>	
<p>Component: Listening and Understanding</p> <p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>Component: Communicating and Speaking</p> <p>Uses sounds, gestures or actions to express needs and wants</p> <p>Uses consistent sounds, gestures or words to communicate</p> <p>Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>Component: Emergent Literacy</p> <p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>	<p>N. Phonological awareness Q. Book enjoyment and knowledge Y. Music</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p>

Minnesota Early Learning Standards

COR Advantage Items

Domain III: Cognitive Development	
<p>Component: Exploration and Discovery</p> <p>Pays attention to people and objects</p> <p>Uses senses to explore people, objects and the environment</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Makes things happen and watches for results or repeats action</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>BB. Observing and classifying</p> <p>O. Alphabet knowledge</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Component: Memory</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>GG. Geography</p>
<p>Component: Problem Solving</p> <p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	<p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Component: Imitation and Symbolic Play</p> <p>Observes and imitates sounds, gestures or behaviors</p> <p>Uses objects in new ways or in pretend play</p> <p>Uses imitation or pretend play to express creativity and imagination</p>	<p>N. Phonological awareness</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

Minnesota Early Learning Standards

COR Advantage Items

<p>Domain IV: Physical and Motor Development</p>	
<p>Component: Gross Motor Development</p> <p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Component: Fine Motor Development</p> <p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	<p>J. Fine-motor skills</p>
<p>Component: Physical Health and Well-Being</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p>	<p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Alignment of Minnesota's 2005 Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2005 **Minnesota Early Learning Standards** 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.



Minnesota's Early Learning Standards

COR Advantage Items

<i>Social and Emotional Development</i>	
<p>Emotional Development</p> <ol style="list-style-type: none"> 1. Demonstrate increasing competency in recognizing and describing own emotions 2. Demonstrate increasing use of words instead of actions to express emotions 3. Begin to understand and respond to others' emotions 4. Begin to show self-regulation to handle emotions appropriately 5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance) 	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Self-Concept</p> <ol style="list-style-type: none"> 2. Demonstrate increasing self-direction and independence 3. Develop an awareness of self as having certain abilities, characteristics, and preferences 4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity 	<p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Social Competence and Relationships</p> <ol style="list-style-type: none"> 1. Interact easily with one or more children 2. Interact easily with familiar adults 5. Use play to explore, practice, and understand social roles and relationships 7. Sustain interaction by cooperating, helping, sharing, and expressing interest 8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval 9. Use words and other constructive strategies to resolve conflicts 	<p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>

Minnesota's Early Learning Standards

COR Advantage Items

<i>Approaches to Learning</i>	
<p>Curiosity</p> <ol style="list-style-type: none"> 1. Show eagerness and a sense of wonder as a learner 2. Show interest in discovering and learning new things 	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions</p>
<p>Risk-Taking</p> <ol style="list-style-type: none"> 1. Choose new as well as a variety of familiar activities 2. Use a variety of strategies to solve problems 	<p>A. Initiative and planning B. Problem solving with materials H. Conflict resolution</p>
<p>Imagination and Invention</p> <ol style="list-style-type: none"> 1. Approach tasks and experiences with flexibility, imagination, and inventiveness 2. Use new ways or novel strategies to solve problems or explore objects 3. Try out various pretend roles in play or with make-believe objects 	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials H. Conflict resolution AA. Pretend play</p>
<p>Persistence</p> <ol style="list-style-type: none"> 1. Work at a task despite distractions or interruptions 2. Seek and/or accept help or information when needed 3. Demonstrate ability to complete a task or stay engaged in an experience 	<p>A. Initiative and planning B. Problem solving with materials H. Conflict resolution A. Initiative and planning</p>
<p>Reflection and Interpretation</p> <ol style="list-style-type: none"> 1. Think about events and experiences and apply this knowledge to new situations 2. Generate ideas, suggestions, and/or make predictions 	<p>CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions</p>

Minnesota’s Early Learning Standards

COR Advantage Items

<i>Language and Literacy Development</i>	
Listening	
1. Understand non-verbal and verbal cues	M. Listening and comprehension
2. Listen with understanding to stories, directions, and conversations	M. Listening and comprehension
4. Listen to and recognize different sounds in rhymes and familiar words	N. Phonological awareness
Speaking	
2. Communicate information using home language and/or English	L. Speaking JJ. Speaking English
3. Speak clearly enough to be understood in home language and/or English	L. Speaking JJ. Speaking English
4. Use language for a variety of purposes	L. Speaking
5. Use increasingly complex and varied vocabulary and language	L. Speaking
6. Initiate, ask questions, and respond in conversation with others	L. Speaking M. Listening and comprehension
Emergent Reading	
1. Initiate stories and respond to stories told or read aloud	M. Listening and comprehension
2. Represent stories told or read aloud through various media or during play	AA. Pretend play
3. Guess what will happen next in a story using pictures as a guide	M. Listening and comprehension
4. Retell information from a story	M. Listening and comprehension Q. Book enjoyment and knowledge
5. Show beginning understanding of concepts about print	Q. Book enjoyment and knowledge
6. Recognize and name some letters of the alphabet, especially those in own name	O. Alphabet knowledge
7. Begin to associate sounds with words or letters	O. Alphabet knowledge

Minnesota's Early Learning Standards

COR Advantage Items

Emergent Writing	
1. Understand that writing is a way of communicating	R. Writing
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	R. Writing
3. Engage in writing using letter-like symbols to make letters or words	R. Writing
4. Begin to copy or write own name	R. Writing

Minnesota’s Early Learning Standards

COR Advantage Items

<i>Creativity and the Arts</i>	
Creating	
1. Use a variety of media and materials for exploration and creative expression	X. Art Y. Music Z. Movement AA. Pretend play
2. Participate in art and music experiences	X. Art Y. Music
3. Participate in creative movement, drama, and dance	Z. Movement AA. Pretend play

Minnesota's Early Learning Standards

COR Advantage Items

<i>Cognitive Development</i>	
<p>Mathematical and Logical Thinking</p> <p>Number Concepts and Operations</p> <p>1. Demonstrate increasing interest in and awareness of numbers and counting</p> <p>2. Demonstrate understanding of one-to-one correspondence between objects and number</p> <p>3. Demonstrate ability to count in sequence</p> <p>4. Demonstrate ability to state the number that comes next up to 9 or 10</p> <p>5. Demonstrate beginning ability to combine and separate numbers of objects</p>	<p>S. Number and counting</p>
<p>Patterns and Relationships</p> <p>6. Recognize and duplicate simple patterns</p> <p>7. Sort objects into subgroups by one or two characteristics</p> <p>8. Order or sequence several objects on the basis of one characteristic</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>
<p>Spatial Relationships/Geometry</p> <p>9. Identify and name common shapes</p> <p>10. Use words that show understanding of order or position of objects</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Measurement</p> <p>11. Recognize objects can be measured by height, length, weight, and time</p> <p>12. Make comparisons between at least two groups of objects</p>	<p>U. Measurement</p> <p>U. Measurement</p>
<p>Mathematical Reasoning</p> <p>13. Use simple strategies to solve mathematical problems</p>	<p>B. Problem solving with materials</p> <p>S. Number and counting</p>

Minnesota's Early Learning Standards

COR Advantage Items

Scientific Thinking and Problem-Solving Observing 1. Use senses to explore materials and the environment 2. Identifying and/or describe objects by physical characteristics	BB. Observing and classifying BB. Observing and classifying
Questioning 3. Express wonder about the natural world 4. Ask questions and seek answers through active exploration 5. Make predictions about objects and natural events	DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions
Investigating 6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment 7. Make comparisons between objects that have been collected or observed	EE. Tools and technology BB. Observing and classifying
Social Systems Understanding Human Relationships 1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds 2. Understand various family roles, jobs, rules, and relationships 3. Participate in activities to help others in the community	FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others

Minnesota's Early Learning Standards

COR Advantage Items

Understanding the World	
4. Recognize and describe the roles of workers in the community	FF. Knowledge of self and others
5. Share responsibility in taking care of their environment	DD. Natural and physical world
6. Begin to recall recent and past events	C. Reflection HH. History
7. Identify characteristics of the places where they live and play within their community	GG. Geography
8. Begin to understand the uses of media and technology and how they affect their lives	EE. Tools and technology

Minnesota’s Early Learning Standards

COR Advantage Items

<i>Physical and Motor Development</i>	
<p>Gross Motor Development</p> <p>1. Develop large muscle control and coordination</p> <p>2. Develop body strength, balance, flexibility, and stamina</p> <p>3. Use a variety of equipment for physical development</p> <p>4. Develop ability to move their body in space with coordination</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Fine Motor Development</p> <p>1. Develop small muscle control and coordination</p> <p>2. Use eye-hand coordination to perform a variety of tasks</p> <p>3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills X. Art</p>
<p>Physical Health and Well-Being</p> <p>1. Participate in a variety of physical activities to enhance personal health and physical fitness</p> <p>3. Recognize and eat a variety of nutritious foods</p> <p>4. Demonstrate increasing independence with basic self-care skills</p>	<p>I. Gross-motor skills Z. Movement</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>