



Alignment of
COR Advantage with

**New Mexico Early Learning Guidelines:
 Birth through Kindergarten
 (2011)**

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

INFANT/TODDLER EARLY LEARNING GUIDELINES	
Beginning to Know About Ourselves and Others	
YOUNG INFANTS (BIRTH TO 8 MO.)	
Self regulation: The infant/toddler begins to regulate feelings and behaviors	
Express feelings. Have different kinds of cries. Smile when someone smiles. Laugh. Smile to make adult smile or laugh.	D. Emotions
Begin to regulate feelings and impulses. Relax or stop crying when comforted. Comfort self by clutching, stroking or sucking. Withdraw when over-stimulated by an interaction.	D. Emotions H. Conflict resolution
Begin to develop some regulated patterns. Develop patterns of sleeping. Sing self to sleep. Are hungry at about the same time most days.	G. Community
Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities	
Show beginning awareness of own body. Play with hands and feet. Respond to mirror image by smiling, vocalizing.	FF. Knowledge of self and others
Shows beginning awareness of personal characteristics and those of others. Recognize and respond to name. Explore the face and body of others. Show preferences (cry when something not liked).	FF. Knowledge of self and others
Show beginning awareness of own abilities. Initiate interactions with gestures or sounds. Respond to emotional cues: Smile back at mother. Recognize that adults respond to cues and keep an interaction going. Explore environment at first in close contact with caregiver then farther away.	A. Initiative and planning C. Reflection E. Building relationships with adults G. Community
Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults	
Show responsiveness toward primary caregivers. Quiet when comforted by a familiar caregiver. Accept physical contact and respond to cuddling. Maintain eye contact during feeding.	E. Building relationships with adults
Participate in interactions. Display pleasure with familiar people. Show affection through facial expressions and gestures.	E. Building relationships with adults F. Building relationships with other children
Initiate contact with regular caregivers. Use body movement to initiate social interaction (reaches for adult's face). Use sounds or gestures to get help from familiar adult.	E. Building relationships with adults

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i>	
YOUNG INFANTS (BIRTH TO 8 MO.), Relationships with Adults, CONT	
Establish and maintain rhythmic interactions with caregiver. Enjoy playing simple games like peek-a-boo. Begin to make sounds in response to caregiver making sounds.	E. Building relationships with adults M. Listening and comprehension
Relationships with Peers: The infant/toddler uses beginning social skills with other children	
Show awareness of other children. Demonstrate attention by watching. Begin to cry when another child cries.	F. Building relationships with other children
Begin to interact with peers. Observe and imitate gestures, sound and actions of other children. Reach out to them.	F. Building relationships with other children
Show enjoyment in interaction with other children. Touch mouth or hair of another child. Smile spontaneously at other children.	F. Building relationships with other children
MOBILE INFANTS (6-18 MO.)	
Self regulation: The infant/toddler begins to regulate feelings and behaviors	
Express a variety of emotions. Show interest and excitement about animals and other living things. Hug, crawl or toddle toward familiar person. Begin to show sense of humor. Frown in response to discomfort.	D. Emotions
Regulate emotions and behaviors with adult support. Demonstrate recognition of new setting by changing behavior. Explore new settings with help from caregiver. Communicate need for support from adults.	D. Emotions H. Conflict resolution
Express own needs. Gesture when hungry. Cry "da da" when hurt.	K. Personal care and healthy behavior L. Speaking
Follow simple routines and rules in group setting with adult support. Anticipate and participate in routine activities. Follow some consistently set rules. Depend upon frequent reminders to learn boundaries. Respond appropriately to reminders, "wait", "get down", "be gentle."	G. Community
Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities	
Show awareness of self as individual. Recognize self in mirror and photos. Make a choice about what to play with. Play with one toy more than others. Protest when doesn't want to do something.	FF. Knowledge of self and others

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i> MOBILE INFANTS (6 TO 18 MO.), Self-Awareness, CONT	
Show awareness of own abilities. Attempt to stab food with fork. Takes object from caregiver to put in bucket.	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills
Show beginning understanding of accomplishment. Display frustration. Laugh at own abilities. Look to caregiver when accomplishing something new.	C. Reflection
Begin to use abilities in interactions. Respond to request for actions. Imitate adult actions such as talking on the phone. Show enjoyment at being in familiar setting or group. Give objects to others.	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults	
Begin to solidify relationships with adults. Show feelings of security with familiar adults. Look to adult before beginning to explore.	E. Building relationships with adults
React differently toward familiar and unfamiliar adults. Show wariness or cling when someone new appears. Show discomfort when caregiver is not in sight.	E. Building relationships with adults
Demonstrate increasing responsiveness in interactions with others. Respond positively to encouragement. Look to adult for indication of appropriate behavior. Share hugs with familiar adults Cooperate during routine care.	E. Building relationships with adults
Begin to take turns with caregiver during play. Take turns imitating each other's actions. Respond to caregiver saying, "Your turn, my turn."	E. Building relationships with adults M. Listening and comprehension
Relationships with Peers: The infant/toddler uses beginning social skills with other children	
Begin to relate to other children. Match another child's emotions. Touch another child's hair.	F. Building relationships with other children
Demonstrate interest and enjoyment in interactions. Participate in spontaneous interactions with peers and show enjoyment. Show preference among play partners.	F. Building relationships with other children
Exhibit pro-social behaviors. Comfort a crying peer by bringing a blanket. Show empathy for the natural world, such as a hurt animal.	D. Emotions
Demonstrate beginning interaction skills with peers. Initiate interactions with other children through gestures, vocalization or body contact. Accept adult intervention to negotiate disputes about toys. Imitate or respond to actions of peers.	F. Building relationships with other children H. Conflict resolution

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i> YOUNG TODDLERS (16-24 MO.)	
Self regulation: The infant/toddler begins to regulate feelings and behaviors	
Begin to recognize feelings in self and others. Attempt to comfort someone who is scared. Notice if other children are happy or sad. Point to picture of happy baby in book. Name some emotions.	D. Emotions
Demonstrate different emotions or moods. Express frustration when they don't get what they want. Choose to spend time alone. Push away another child who is getting adult attention.	D. Emotions H. Conflict resolution
Show more, but still limited, self regulation. Attempt self help skills independently, then cry when unable to succeed. Insist on a specific adult to meet their needs. Seek caregiver support when feelings strong emotions.	H. Conflict resolution
Show comfort in daily routines and activities. Get book before bedtime. Climb onto chair when it is time to eat. Get favorite blanket at nap time. Exhibit distress if routine is disrupted.	G. Community
Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities	
Begin to demonstrate behaviors that reflect self concept. Point to eyes, mouth, etc. when prompted. Show preference for specific adults, peers, objects or activities. Call self by name.	FF. Knowledge of self and others
Show increased awareness of own abilities. Help to put away toys when asked. Let you know they need to be changed. Enjoy self feeding. Smile when a task is accomplished.	A. Initiative and planning B. Problem solving with materials C. Reflection G. Community K. Personal care and healthy behavior
Display assertiveness. Tell mom, "Don't sing!" Give orders to others: "Sit!" Resist control by adults. May resist change.	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults	
Continue to need the emotional security of a trusted adult. Play in the sandbox with other children, but return to the caregiver periodically. Look up from play activity to make eye contact with adult.	E. Building relationships with adults

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i> YOUNG TODDLERS (16-24 MO.), Relationships with Adults, CONT	
Continue to show caution around unfamiliar adults. Hold adult's hand when introduced to a new adult. Observe from a distance before approaching a new adult.	E. Building relationships with adults
Demonstrate increased reciprocity in relationships with adults. Enjoy imitating adults' behaviors. Follow caregiver around the house. Display pleasure when interacting with adults.	E. Building relationships with adults
Relationships with Peers: The infant/toddler uses beginning social skills with other children	
Demonstrate increased interest and frustration with other children. Play side by side, but not with, other children. Join several children for a story. Refuse to share a toy with another child.	F. Building relationships with other children H. Conflict resolution
Act upon their increased awareness of other children's feelings. Take a doll away, but return it when the other child cries. Express remorse when accidentally hurting another child.	D. Emotions H. Conflict resolution
Demonstrate increasing interaction skills with peers. Participate in simple back and forth play. Respond differently to younger children. Imitate reactions or behaviors of peers.	F. Building relationships with other children
<i>Beginning to Know About Ourselves and Others</i> OLDER TODDLERS (24-36 MO.)	
Self regulation: The infant/toddler begins to regulate feelings and behaviors	
Demonstrate an increasing ability to recognize feelings of self and others. Act out feelings during pretend play. Express how another child might feel. Recognize that inappropriate behavior will result in negative reaction from adults. Use words to express emotions.	D. Emotions
Begin to use strategies to regulate own emotions. Use self talk: Say "no" when reaching for forbidden object. Reenact emotional events to gain mastery: pretend to nurse a baby. Ask for help: "Can you rub my back?"	D. Emotions H. Conflict resolution
Begin to manage changes in emotional state. Shift from "me do" to allowing caregiver to tie shoe. Do not like change, but usually can adjust. Demonstrate autonomy by saying no, but may cooperate.	G. Community H. Conflict resolution
Are increasingly able to regulate behavior. Anticipate and follow simple rules with reminders. Recognize that inappropriate behavior will result in negative reactions from adults. Begin to share, often with assistance. Test limits.	G. Community H. Conflict resolution

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i> OLDER TODDLERS (24-36 MO.) CONT	
Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities	
Demonstrate behaviors that reflect self concept. Name some body parts. Use pronouns to refer to self. Identify objects as belonging to him or her.	K. Personal care and healthy behavior FF. Knowledge of self and others
Demonstrate self-confidence; learn to do things by themselves. Insist on trying tasks without help. Show completed projects to caregivers. Try new tasks. May seek help after trying something challenging. Help with simple chores.	A. Initiative and planning B. Problem solving with materials C. Reflection G. Community K. Personal care and healthy behavior
Show awareness of themselves as part of a group. Repeat a behavior when someone is watching. Ask simple questions about other children. Name family members. Recognize self and others in photos.	G. Community FF. Knowledge of self and others
Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults	
Trust and interact comfortably with familiar adults. Seek adult assistance with challenges when needed. Respond positively to guidance most of the time. Start activity after a caregiver's suggestion.	E. Building relationships with adults
Establish relationships with consistent adults other than primary caregiver. Attempt to please adults; look to them for approval. Work with adult to solve problems or communicate ideas. Begin to accept different limits in different situations (e.g. home and Grandma's house).	E. Building relationships with adults
Begin to imitate or portray roles and relationships. Are eager to help with chores. Pretend or act out roles and events.	E. Building relationships with adults AA. Pretend play
Relationships with Peers: The infant/toddler uses beginning social skills with other children	
Demonstrate ability to interact with an increasing number of children. Show enthusiasm for company of others. Engage in complementary interaction — feed the doll another child is holding. Name friends.	F. Building relationships with other children
Use beginning negotiation skills with other children. Begin to share and take turn with assistance. Use adults to help take turns. Give up and keeps objects during play with assistance.	H. Conflict resolution
Begin to use words in social situations with peers. Assert ownership: "mine." Communicate with other children to settle disputes with assistance.	F. Building relationships with other children L. Speaking

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Know About Ourselves and Others</i> OLDER TODDLERS (24-36 MO.), Relationships with Peers, CONT	
Participate positively in activities with more than one other child. Participate in loosely structured games, dramatic play, chase. Sit with several other children for a short story or song,	F. Building relationships with other children G. Community
<i>Beginning to Communicate</i> YOUNG INFANTS (BIRTH TO 8 MO.)	
Listening and Understanding: The infant/toddler responds to the message of another's communication	
Show sensitivity to noise and sudden sounds. Startle to loud or sudden noises. Turn to locate the source of a sound.	M. Listening and comprehension N. Phonological awareness Y. Music
Respond to sounds in the environment or verbal communication. Smile at person who talks/gestures to her. Watch caregiver's face as he speaks. Become calm when sung to.	L. Speaking M. Listening and comprehension Y. Music
Begin imitating adult facial expressions. Smile when an adult smiles at him. Stick out their tongue in response to seeing an adult's tongue out.	E. Building relationships with adults M. Listening and comprehension
Begin to listen to words with understanding. Look at mother when asked "Where's mommy?" Respond to name when called.	M. Listening and comprehension
Speaking and Communicating: The infant/toddler conveys a message to another person	
Use sounds, gestures or actions to express needs and feelings. Vary cries to communicate needs. Reach for a wanted toy. Turn away to express need for a break. Squeal and laugh to express pleasure.	D. Emotions L. Speaking
Coo, babble. Engages in crib talk.	L. Speaking
Use sounds in social situations. Vocalize in response to another's voice. Make sounds to attract attention.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Begin to initiate interactions. Smile at familiar objects and people. Raise arms to familiar adults.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Request continued action of a toy or activity through body movements, eye contact or vocalizations. Wiggle body to get caregiver to repeat rocking game. Look at mobile and vocalizes when it stops playing music.	B. Problem solving with materials C. Reflection
Vocalize to get attention.	L. Speaking

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Communicate YOUNG INFANTS (BIRTH TO 8 MO.) CONT	
Early Literacy: the infant/toddler begins to develop the foundations for early literacy	
Show interest in books, pictures, songs and rhymes. Look at pictures in books. Coo when hears singing. Follow caregiver gaze to look at picture.	P. Reading Q. Book enjoyment and knowledge Y. Music Z. Movement
Explore books as objects. Mouth vinyl book. Pat pages when held in lap with book.	Q. Book enjoyment and knowledge
Respond to rhythmic language in rhymes and songs. Calms or brightens to familiar songs. Make sounds when looking at picture books.	N. Phonological awareness Y. Music
Begin to develop eye-hand coordination. Wave arms when seeing a toy that excites. Bat at, reach for, grasp or mouth objects placed in reach.	J. Fine-motor skills Z. Movement
Manipulate materials with increasing precision. Grasp rattle and lets go. Transfer and manipulates objects. Pick up small toy with thumb and fingers.	J. Fine-motor skills
Beginning to Communicate MOBILE INFANTS (6-18 MO.)	
Listening and Understanding: The infant/toddler responds to the message of another's communication	
Pay attention to what speaker is looking at or pointing to.	M. Listening and comprehension
Respond non-verbally to gestures and/or words. Point when asked "Where is the puppy?" Shake head to indicate preferences. Respond with hand gestures when adult says, "bye-bye."	M. Listening and comprehension
Follow one-step requests when caregiver uses gestures and words. Hold out arms when caregiver says "Up?" Crawl toward a ball when asked, "Where is the ball?"	M. Listening and comprehension
Recognize familiar routines or games. Put hands together when "Pat-a Cake" is demonstrated.	M. Listening and comprehension Y. Music
Dual language learners: respond to familiar words in home language and attend to sounds in second language, e.g. Look at caregiver who is speaking second language.	II. Listening to and understanding English JJ. Speaking English

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Communicate	
MOBILE INFANTS (6-18 MO.) CONT	
Speaking and Communicating: The infant/toddler conveys a message to another person	
Imitate sounds, gestures or words. Make raspberries or bubbles to experiment with sounds. Babble with inflection. Make animal sounds when prompted.	L. Speaking N. Phonological awareness
Begin to use consistent sounds combinations, words and gestures to communicate. Say "mama," "papa" or "uh-oh." Shake my head to say "no." Point to an object she wants you to get. Sign "more" when asked if they want more juice.	L. Speaking
Begins to participate in socially expected conversations. Engage in vocal turn taking. Wave bye-bye. Play "peek a boo."	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Ask simple questions. Point to cookie jar to ask "Can I have one?" Say "Daddy gone?" when she can't find her father.	L. Speaking
Dual language learner: Communicate needs through single words in home language or Sign Language; facial expressions or actions if attempting second language.	JJ. Speaking English
Early Literacy: the infant/toddler begins to develop the foundations for early literacy	
Begin to participate in stories, songs and fingerplays. Point at or name pictures or photos. Make movements in response to cues. Bring book to adult to read. Make animal sounds when shown picture.	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
Explore books with interest. Look at pictures. Manipulate books by looking, patting, pointing, turning pages. Turn pages of a board book.	P. Reading Q. Book enjoyment and knowledge
Listen to stories for a short period of time. Watch while teacher does finger plays. Sit in lap to listen to short story.	M. Listening and comprehension P. Reading
Experiment with grasp using a variety of writing tools. Hold a crayon in his fist to make random marks on paper. Use palmar (fist) grasp to pick up objects.	R. Writing
Scribble spontaneously using large circular motions.	R. Writing

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Communicate YOUNG TODDLERS (16-24 MO.)	
Listening and Understanding: The infant/toddler responds to the message of another's communication	
Respond appropriately to simple commands. "Give me the ____." "Sit, please." "Bring me a diaper, please."	M. Listening and comprehension
Understand that words stand for objects. Point to pictures of actions when named. Respond to simple questions non verbally. Recognize and pick out common objects.	M. Listening and comprehension
Demonstrate understanding of simple questions. Respond appropriately most of the time when asked "What?" or "Where?"	M. Listening and comprehension
Demonstrate interest in conversation and language. Like stories about themselves. Enjoy nursery rhymes and simple songs.	M. Listening and comprehension Y. Music
Dual language learners: follow simple directions in home language.	II. Listening to and understanding English JJ. Speaking English
Speaking and Communicating: The infant/toddler conveys a message to another person	
Use words and gestures to communicate ideas. Point and say, "Cookie" when they want one. Produce sounds of animals and familiar objects. Use names for familiar people.	L. Speaking
Combine words. Describe what they are doing; " ____ jump." Make short sentences of two or three words: "Me go outside."	L. Speaking
Use sounds and words in social situations. Nod and shake head. Pretend to talk on the toy phone. Answer questions with yes or no.	L. Speaking M. Listening and comprehension
Dual language learner: Has larger vocabulary in home language or Sign; is beginning to acquire vocabulary in second language.	II. Listening to and understanding English
Early Literacy: the infant/toddler begins to develop the foundations for early literacy	
Participate in stories, songs and fingerplays. Request favorite book. Move rhythmically or attempt to sing along with familiar songs. Verbally label pictures in a familiar book.	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
Begin to develop imitative reading. Turn pages and "tell story." Show preference for a favorite book or page. Fill in words in familiar text.	P. Reading Q. Book enjoyment and knowledge

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Communicate YOUNG TODDLERS (16-24 MO.), Early Literacy, CONT	
Responds to early literacy activities. Listen attentively to familiar stories, rhymes and songs for a short period. Request favorites.	M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge Y. Music
Explore writing as a means of communication. Intentionally make marks on paper. Explore various writing materials. Imitate vertical lines made by an adult.	R. Writing
Beginning to Communicate OLDER TODDLERS (24-36 MO.)	
Listening and Understanding: The infant/toddler responds to the message of another's communication	
Follow more complex directions and requests. "Take your cup and throw it in the trash." Begin to put toys in a basket when the "Tidy up" song is played.	M. Listening and comprehension
Demonstrate active listening strategies. Listen for short periods. Begin to ask questions about what was heard.	M. Listening and comprehension
Demonstrate increased understanding of questions. Respond with appropriate action or word when asked "Who?" or "Where?" questions. Respond to questions about objects or events outside of the immediate context.	M. Listening and comprehension
Show increased receptive vocabulary. Point to body parts when asked. Respond appropriately to most prepositions; "put it in the box." Begin to understand a few pronouns ("me", "mine", "you").	M. Listening and comprehension
Dual language learners: follow simple directions in home language and attempt directions in second language when accompanied by a gesture.	II. Listening to and understanding English JJ. Speaking English
Speaking and Communicating: The infant/toddler conveys a message to another person	
Combine words to express more complex ideas. Talk about past and future events. Ask what, why and where questions to get information.	L. Speaking
Begin to follow grammatical rules, although not always correctly. Add "s" to words when talking about more than one. Use negatives. Use adjectives in phrases-big truck. Begin to use pronouns: mine, yours. Use past tense.	L. Speaking

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Communicate OLDER TODDLERS (24-36 MO.), Speaking and Communicating, CONT	
Initiate socially expected communication. Say "stop" when pushed by another child. Make related comment during group conversation. Answer questions about a story you read. Take turns in simple conversations.	L. Speaking M. Listening and comprehension
Speak clearly enough to be understood, most of the time.	L. Speaking
Dual language learner: Ask simple questions in home language; may use gestures or single words to ask question in second language.	JJ. Speaking English
Early Literacy: the infant/toddler begins to develop the foundations for early literacy	
Initiate and participate in stories, songs and fingerplays. Recite phrases from familiar songs or fingerplays. Fill in words to repetitive stories or rhymes.	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
Begin to follow what happens in a story. Tell what happened next. Laugh at a funny story. Notice changes in a familiar story.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
Show awareness of pictures and symbols in print. Name cereal brand or restaurant logo. Name street signs in environment or pictures.	P. Reading
Demonstrate understanding that written symbols have meaning. Request adults to write for them. Tell adult about drawing and ask adult to write story.	P. Reading
Start to use own drawings to represent objects and ideas. Pretend to take orders when playing restaurant. Make a scribble picture and says "It's a dinosaur."	R. Writing X. Art
Express creativity using skills for writing. Create squiggles and lines with shaving cream. Use shapes and lines to represent words.	R. Writing X. Art

Note: Refers to mode of communication most familiar or appropriate for the child: Primary language, English, sign, etc.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Move and Do*	
YOUNG INFANTS (BIRTH TO 8 MO.)	
Large motor: The infant/toddler moves her body to achieve a goal	
Gain control of head and body. Turn head from side to side. Hold head up when placed on stomach. Push chest and head off floor. Roll over to get closer to a toy. Sit with support, then without.	I. Gross-motor skills
Move body, arms and legs with increasing coordination. Support self on hands. Use arms and legs to move forward and backward when on stomach or back. Rock forward and backward on hands and knees. Begin creeping and crawling. Crawl through and around objects.	I. Gross-motor skills
Fine motor: The infant/toddler manipulates objects and uses simple tools	
Use hands or feet to make contact with objects or people. Reach for mother's face. Hit or kicks at mobile. Put fingers in mouth. Grasp dad's finger.	I. Gross-motor skills J. Fine-motor skills
Begin to coordinate hand and eyes. Gaze at familiar face. Follow toys with eyes. Reach for or swipe at toy. Look at toy in hand while bringing it to mouth.	J. Fine-motor skills
Show growing control of hand and fingers. Pick up and place objects. Drop items into container. Mimic hand clapping or waving.	J. Fine-motor skills
Self help skills: The infant/toddler begins to care for self and practice personal safety.	
Begin to regulate themselves. Coordinate sucking, swallowing and breathing while feeding. Establish a sleeping and eating pattern. Suck fingers or pacifier for comfort.	K. Personal care and healthy behavior
Begin to help with feeding, dressing and personal hygiene. Turn toward bottle or breast. Begin to feed simple finger foods. Hold own bottle. Pick up dry cereal with fingers. Lift arms when getting shirt put on or off.	K. Personal care and healthy behavior

*Accommodations or adaptations such as use of special equipment may be required for some children.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Move and Do* MOBILE INFANTS (6-18 MO.)	
Large motor: The infant/toddler moves her body to achieve a goal	
Begin to control movements using arms and legs. Scoot on bottom. Use furniture to pull from sitting to standing or to lower self. Throw a ball or other object. Walk while holding on to furniture or people.	I. Gross-motor skills
Demonstrate beginning coordination and balance. Sit and maintains balance while playing with a toy. Crawl on hands and knees. Stand without support. Climb up, then down stairs. Walk with help, then alone.	I. Gross-motor skills
Fine motor: The infant/toddler manipulates objects and uses simple tools	
Use hands to explore objects with variety of actions. Push and pull toys. Bang blocks together. Pat the textures in a feely book.	J. Fine-motor skills
Gain control of hands and fingers. Pick up finger food between thumb and finger. Turn object with hand. Transfer toy from one hand to another. Hold the drum with one hand and bang it with the other.	J. Fine-motor skills
Build on beginning eye-hand coordination. Hold crayon and make dots. Stack two or three blocks. Try to put shapes into shape box.	J. Fine-motor skills
Self help skills: The infant/toddler begins to care for self and practice personal safety	
Show beginning awareness of personal needs. Vocalize when needs to be changed. Crawl to get blanket when tired. Point to bottle when thirsty.	K. Personal care and healthy behavior
Help with feeding, dressing, personal hygiene. Remove socks and loose clothing. Hold powder during diaper change. Help to feed self, holding spoon or cup.	K. Personal care and healthy behavior
Understand safe and unsafe situations Respond to "hot" or "no" when told. Accept suggestions for redirection.	K. Personal care and healthy behavior
Beginning to Move and Do YOUNG TODDLERS (16-24 MO.)	
Large motor: The infant/toddler moves her body to achieve a goal	
Demonstrate increasing large motor control. Begin to run awkwardly. Walk up stairs holding a hand. Kick a beach ball.	I. Gross-motor skills

*Accommodations or adaptations such as use of special equipment may be required for some children.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Move and Do*</i> YOUNG TODDLERS (16-24 MO.), Large Motor, CONT	
Demonstrate increasing coordination and balance. Try to move a riding toy using their feet. Squat to look at things down low. Push a toy cart or pull a wagon. Throw or kick a large ball.	I. Gross-motor skills
Fine motor: The infant/toddler manipulates objects and uses simple tools	
Use hands and fingers in more complex and refined ways. Squeeze a sponge to watch the water drip. Roll, pound or squeeze dough. Turn pages of a book one by one.	J. Fine-motor skills
Begin to use simple tools. Use spoon to feed self. Scribble or imitate marks with crayons.	J. Fine-motor skills EE. Tools and technology
Show increasing eye-hand coordination. Pull apart pop beads. String large beads. Line up blocks. Imitate a vertical stroke.	J. Fine-motor skills
Self help skills: The infant/toddler begins to care for self and practice personal safety.	
Begin to attend to personal needs. Ask for a snack. Tell a peer, "Move away." Point to crib or use words to signify being tired.	K. Personal care and healthy behavior
Show increasing abilities in feeding, dressing and personal hygiene. Drink from sippy cup. Remove hat and mittens. Zip or unzip a large zipper. Wash hands with help.	K. Personal care and healthy behavior
Participate in safety routines. Hold parent's hand outdoors or on stairs. Learn to stop when told "stop."	K. Personal care and healthy behavior
<i>Beginning to Move and Do*</i> OLDER TODDLERS (24-36 MO.)	
Large motor: The infant/toddler moves her body to achieve a goal	
Demonstrate coordination, balance and control in a variety of ways Walk easily or run from place to place. Jump into puddles or piles of leaves. Climb on chair or stool to reach objects. Walk on tiptoes. Climb stairs alternating feet. Ride a trike with pedals. Participate in large motor games such as dance and Ring around the Rosey.	I. Gross-motor skills Z. Movement
Fine motor: The infant/toddler manipulates objects and uses simple tools	
Coordinate several senses Do hand motions to finger plays. Tear paper to make a collage.	J. Fine-motor skills
Use simple tools independently Draw with markers. Use tools with playdough. Snip paper.	J. Fine-motor skills EE. Tools and technology

*Accommodations or adaptations such as use of special equipment may be required for some children.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Move and Do*</i> OLDER TODDLERS (16-24 MO.), Fine Motor, CONT	
Demonstrate eye-hand coordination. Complete simple puzzles. Put together and take apart items such as Legos, links, etc. Wind toy with a pincer grasp.	J. Fine-motor skills
Self help skills: The infant/toddler begins to care for self and practice personal safety.	
Show increased attention to personal needs. Pull at pants or give signs of needing toilet. Open door by turning handle. Assert independence: "Me do!"	K. Personal care and healthy behavior
Show increasing independence in personal care. Feed self without help. Dress themselves with help for the hard things. Pour own milk from small pitcher. Drink from open cup.	K. Personal care and healthy behavior
Participate in healthy care routines. Brush teeth with supervision. Wash hands independently. Get tissue when nose is running.	K. Personal care and healthy behavior
Pay attention to safety instructions. Climb into car seat when asked. Pick up toys after playing.	K. Personal care and healthy behavior

*Accommodations or adaptations such as use of special equipment may be required for some children.

** Toddlers should still be supervised in hand washing for health reasons.

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Build Concepts</i> YOUNG INFANTS (BIRTH TO 8 MO.)	
Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things	
Observe to learn about the environment. Respond to light and patterns. Focus on faces and objects in close range. Visually follow movements of objects and people.	T. Geometry: Shapes and spatial awareness BB. Observing and classifying DD. Natural and physical world
Explore attributes of materials. Make sound with rattles, bells, etc. Pat textures on play mat. Play with fingers and toes. Reach and grasp objects.	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts	
Differentiate between familiar and unfamiliar people and objects. Smile at familiar sounds. Display anxiety when a stranger is seen.	E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying
Imitates facial expressions immediately or later. Smile when caregiver returns. Stick out tongue when adult sticks out hers.	D. Emotions M. Listening and comprehension
Begin to know that objects still exist when out of sight. Look for dropped object. Reach for partially hidden toy.	GG. Geography
Repeat actions to get the same reaction. Continue to bat at crib toy to make a sound. Smile at caregiver to get a smile back. Drop object for caregiver to pick up repeatedly.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Problem Solving and Use of Symbols: The infant/toddler finds solutions and represent thoughts and feelings in creative ways	
Experiment with self-soothing. Suck his fist. Watch her fingers.	D. Emotions K. Personal care and healthy behavior
Use simple actions to make things happen. Cry to get caregiver attention. Shake rattle to make noise.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Build Concepts</i> YOUNG INFANTS (BIRTH TO 8 MO.), Problem Solving and Use of Symbols, CONT	
Respond to music or chanting. Quiet when hears familiar tune. May calm to familiar chant.	Y. Music Z. Movement
<i>Beginning to Build Concepts</i> MOBILE INFANTS (6-18 MO.)	
Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things	
Explore size and shape. Play with toys and objects of different sizes and shapes. Put toys into containers of different sizes.	T. Geometry: Shapes and spatial awareness U. Measurement BB. Observing and classifying DD. Natural and physical world
Actively explore the environment. Explore space by moving self, over, under and through objects. Experiment with gravity by dropping items off high chair. Participate in many sensory experiences using more than one sense.	I. Gross-motor skills BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Investigate new things in the environment. Reach out to touch grass or flowers. Focus on stranger's face Interact with a new toy.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts	
Develop an awareness of quantity and size. Understand "more" in reference to food or play. Order a few objects by size, with assistance.	S. Number and counting U. Measurement
Imitate other's actions, gestures and sounds. Push button on music toy after caregiver demonstrates. Clap and laugh when caregiver does.	AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
Demonstrates object permanence. Uncover a hidden toy. Ask for something that is out of view. Find something from the day before.	GG. Geography
Observe and respond to different causes and effects. Play with a "busy box" or other cause and effect toy. Use a variety of actions to explore a ball.	CC. Experimenting, predicting, and drawing conclusions

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Build Concepts</i> MOBILE INFANTS (6-18 MO.) CONT	
Problem Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways	
Begin to solve simple problems. Crawl around toys rather than over them. Pull string to bring toy closer.	B. Problem solving with materials
Use simple tools. Climb on stool to reach toy. Use a bucket to carry things.	EE. Tools and technology
Use a person or object to solve a problem. Use a stick to get a ball that is stuck under the couch. Get caregiver to help wind up car.	B. Problem solving with materials
Play with dramatic play materials. "Talk" on the toy phone. Feed the baby.	AA. Pretend play
Begin to use art media. Use brush with water and makes strokes.	X. Art
Express self by moving to music. Bounce to familiar music.	Z. Movement
<i>Beginning to Build Concepts</i> YOUNG TODDLERS (16-24 MO.)	
Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things	
Notice how items are the same or different. Point to matching or similar objects. Begin to identify common shapes. Sort and match with guidance. Use play to try out how things go together.	U. Measurement BB. Observing and classifying
Use sounds and simple words to describe things /ask questions about the environment. Imitate or match animal sounds. Use "daddy" for all men. Use one word questions: "Doggie?"	L. Speaking DD. Natural and physical world
Explore concepts of space. Play with toys that can be taken apart and put together. Turn a puzzle piece to make it fit. Attempt to climb into the doll cradle. Crawl through a tunnel or into closed spaces.	B. Problem solving with materials T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts	
Develop an increasing awareness of quantity and size. Understand amount words such as more, less and another, all gone. May notice if one group of crackers has more than another or choose the bigger piece of something. Attempt to put large objects into small boxes.	U. Measurement

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Beginning to Build Concepts</i> YOUNG TODDLERS (16-24 MO.), Concept Development and Memory, CONT	
Demonstrate a more complex level of object permanence. Know where items belong. Find items without needing to see them hidden. Initiate a hiding game.	GG. Geography
Experiment with more complex cause and effect play. Observe what happens when a tall tower is built. Poke, squeeze, push and pull objects to see what will happen. Use trial and error to stack rings together.	CC. Experimenting, predicting, and drawing conclusions
Problem Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways	
Solve simple problems using logical reasoning. Try to fit square into a round hole, big item into small box. Get a toy broom to clean up. Use a push or pull toy. Experiment with new uses for familiar objects (e.g. use a banana for a phone).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Begin to express self creatively. Move rhythmically to familiar songs. "Name" scribble drawings. Explore using different art materials. Use an object to represent something else during play. Try out new ways to get dressed.	X. Art Y. Music Z. Movement AA. Pretend play
<i>Beginning to Build Concepts</i> OLDER TODDLERS (24-36 MO.)	
Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things	
Notice and describe how items are the same or different. Use size words; compare sizes. Group objects together that are the same in some way (matches, fills and dumps, sorts). Identify objects by touch in a feely bag. Identify objects when told their use.	U. Measurement BB. Observing and classifying
Begin to organize materials and information. Collect and organize materials for play. Comment on pattern or sequence. Arrange objects in a line. Ask "why?"	V. Patterns W. Data analysis
Show beginning interest in time and location. Ask when and where questions. Anticipate familiar routines. Arrange objects in simple patterns.	G. Community V. Patterns GG. Geography HH. History

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Beginning to Build Concepts OLDER TODDLERS (24-36 MO.) CONT	
Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts	
Demonstrate beginning number and measurement concepts. Begin to use 1-1 correspondence in play and routines. Explore measuring tools. Use some number words. "Count" objects, although not necessarily correctly.	S. Number and counting U. Measurement
Experiment with effect of own actions on objects and people. Watch for reaction when doing something that is not allowed. Observe blocks as a tower grow taller.	CC. Experimenting, predicting, and drawing conclusions
Expresses understanding of cause and effect. State, "Baby fall. She cry." Take tissue to sneezing mom.	CC. Experimenting, predicting, and drawing conclusions
Show increasing knowledge and memory for details and routine. Talk about past events; remember places. Imitate behavior seen in another place and time e.g. plays "birthday."	C. Reflection HH. History
Problem Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways	
Demonstrate increased problem solving ability. Purposefully use trial and error to solve problems. Use tools to experiment: uses a toy hammer to "fix" a toy car. Find creative ways to solve a problem.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Represent thoughts and feelings in a variety of ways. Use words or actions to portray a real or imaginary role. Act out simple stories with adult support. Draw a picture and tell a story. Participate in music through movement, dancing and gestures. Experiment with art media.	X. Art Y. Music Z. Movement AA. Pretend play

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Approaches Toward Learning</i> YOUNG INFANTS (BIRTH TO 8 MO.)	
The infant/toddler demonstrates curiosity, initiative, persistence, imagination and problem solving in his or her everyday activities	
Show curiosity and interest in people, objects and events. React to new voices and sounds by turning, quieting or getting more active, or facial expression. Explore environment through mouthing, kicking, waving, watching.	A. Initiative and planning M. Listening and comprehension BB. Observing and classifying
Begin to demonstrate initiative. Engage adults in interactions. Repeat interesting actions.	A. Initiative and planning E. Building relationships with adults BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Demonstrate creativity by exploring objects in multiple ways. Observe hands and feet. Mouth, shake and bang objects.	EE. Tools and technology FF. Knowledge of self and others
Begin to focus on interesting things: persistence. Hold attention of caregiver through gaze or vocalization. Track movement of mobile.	A. Initiative and planning
Begin to use senses to solve problems. Look for a person who disappears from sight. Cry to get needs met.	B. Problem solving with materials
MOBILE INFANTS (6-18 MO.)	
Demonstrate curiosity by using senses to explore the environment. Manipulate objects that give responses. Venture out using motor skills to explore the environment. Play with a variety of sensory materials.	A. Initiative and planning BB. Observing and classifying
Demonstrate initiative by showing likes and dislikes. Select a toy or book from several choices. Express a desire to feed self.	A. Initiative and planning D. Emotions K. Personal care and healthy behavior
Use creative expression in beginning role play. Pretend to talk on the telephone. Give baby a bottle. Pretend to pat tortilla.	AA. Pretend play
Focus longer on interesting things; respond to order and routine and notice changes. Repeat filling and dumping activity over and over. Notice changes to words in favorite story.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Begin to find different ways to solve problems. Imitate caregiver action such as pushing a button to make music. Gesture caregiver to pick him up to reach toy on a shelf.	B. Problem solving with materials

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Approaches Toward Learning CONT YOUNG TODDLERS (16-24 MO.)	
The infant/toddler demonstrates curiosity, initiative, persistence, imagination and problem solving in his or her everyday activities	
<p>Demonstrate curiosity by using all senses to explore new things in the environment. Listen carefully to sounds objects make. Engage with objects that light up or move. Move towards something new to observe and/or interact with it.</p>	<p>A. Initiative and planning BB. Observing and classifying</p>
<p>Demonstrate preferences and make independent choices. Choose when offered two different snacks. Begin to show preferences, for example, sneakers over sandals, apple juice over grape juice.</p>	<p>A. Initiative and planning</p>
<p>Engage in more complex pretend play based on everyday events. Pretend to cook and bring you food. Use a dump truck to carry things.</p>	<p>AA. Pretend play</p>
<p>Engage in activity towards a goal. Retrieve toy that is out of sight. Pushes button to make a noise happen. Lift flaps on pop-up books.</p>	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p>
<p>Demonstrate more complex problem solving skills. Attempt to stack or nest cups. Take objects apart and try to put them together.</p>	<p>B. Problem solving with materials</p>
OLDER TODDLERS (24-36 MO.)	
<p>Actively attempt to learn new things they are curious about. Ask "why?" to learn more about the world. Explore objects to find out how they work.</p>	<p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>Show initiative by making choices and taking risks. Initiate imaginative play with others. Choose one activity over another and pursue it for a short period.</p>	<p>A. Initiative and planning</p>
<p>Pretend and use creativity and imagination during play. Invent new uses for everyday objects. Try out a role that has not been observed.</p>	<p>AA. Pretend play</p>
<p>Persist toward a goal with an activity, object, or toy. Resist adults' attempts to help. Attempt task for several minutes before requesting help.</p>	<p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p>Begin to find novel solutions to problems. Use trial and error to solve a problem, such as balancing blocks. Use objects as tools, for example, stands on a toy truck to reach an object on a counter.</p>	<p>B. Problem solving with materials</p>

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

PRESCHOOL AND KINDERGARTEN EARLY LEARNING GUIDELINES	
Physical Development, Health and Well-Being	
#1 The child independently uses gross motor control including balance, spatial awareness and stability.	I. Gross-motor skills
#2 The child independently uses fine motor skills.	J. Fine-motor skills R. Writing
#3 The child's behavior demonstrates health and hygiene skills.	K. Personal care and healthy behavior
#4 The child demonstrates safe behaviors in increasing numbers of situations.	K. Personal care and healthy behavior
Literacy	
#5 The child demonstrates development and expansion of listening skills.	M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge
#6 The child communicates experiences, ideas and feelings through speaking.	L. Speaking
#7 The child engages in activities that promote the acquisition of emergent reading skills.	P. Reading Q. Book enjoyment and knowledge
#8 The child engages in activities that promote the acquisition of emergent writing skills.	J. Fine-motor skills R. Writing X. Art
Numeracy	
#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.	S. Number and counting
#10 The child demonstrates understanding of geometrical and spatial concepts.	T. Geometry: Shapes and spatial awareness
#11 The child demonstrates an understanding of non-standard units to measure and make comparisons.	U. Measurement
#12 The child demonstrates the ability to investigate, organize, and create representations.	W. Data analysis BB. Observing and classifying

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

Preschool and Kindergarten Early Learning Guidelines CONT	
Aesthetic Creativity	
#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).	X. Art Y. Music Z. Movement AA. Pretend play
Scientific Conceptual Understandings	
#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
#15 The child acquires scientific knowledge related to life sciences.	DD. Natural and physical world
#16 The child acquires scientific knowledge related to earth science.	DD. Natural and physical world
Self, Family and Community	
#17 The child exhibits self-awareness.	A. Initiative and planning D. Emotions FF. Knowledge of self and others
#18 The child demonstrates self-control.	D. Emotions H. Conflict resolution
#19 The child demonstrates personal responsibility.	G. Community
#20 The child works cooperatively with other children and adults.	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
#21 The child develops relationships of mutual trust and respect with others.	D. Emotions E. Building relationships with adults F. Building relationships with other children
#22 The child demonstrates knowledge of neighborhood and community.	FF. Knowledge of self and others
Approaches to Learning	
#23 The child is open and curious to learn new things.	A. Initiative and planning
#24 The child takes initiative.	A. Initiative and planning

New Mexico Early Learning Guidelines: Birth through Kindergarten

COR Advantage Items

<i>Preschool and Kindergarten Early Learning Guidelines CONT</i>	
<i>Approaches to Learning CONT</i>	
#25 The child exhibits imagination and creativity.	A. Initiative and planning B. Problem solving with materials X. Art AA. Pretend play
#26 The child shows confidence.	D. Emotions FF. Knowledge of self and others
#27 The child displays persistence and pursues challenges.	A. Initiative and planning B. Problem solving with materials
#28 The child uses problem-solving skills.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

References

- A Collaborative Effort of the New Mexico State Children, Youth and Families Department, Department of Health & Public Education Department. (2011). *New Mexico Early Learning Guidelines: Birth through Kindergarten*.
- Epstein, A. S., Marshall, B., & Gainsley, S. (2014). *COR Advantage 1.5: Scoring guide*. Ypsilanti, MI: HighScope Press.
- Epstein, A. S., Marshall, B., Gainsley, S., Red-e Set Grow, Albro, C., Claxton, J., ... Smith, E. V. (2014). *COR Advantage 1.5* [Computerized assessment system]. Online at <http://www.coradvantage.org>.