

Alignment of the Washington State Early Learning and Development Benchmarks With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Washington State Early Learning and Development Benchmarks** (revised 2005) correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (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.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

**Washington State Early Learning
and Development Benchmarks**

Preschool COR

<p>Domain 1: Physical Well-Being, Health and Motor Development</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
<p>Motor Development — Gross Motor Skills Goal 1: Children demonstrate strength and coordination of large motor muscles.</p>	
<p>Motor Development — Fine Motor Skills Goal 2: Children demonstrate strength and coordinator of small motor muscles.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures V. Language and Literacy X. Writing</p>
<p>Motor Development — Sensorimotor Skills Goal 3: Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.</p>	<p>III. Creative Representation K. Pretending IV. Movement and Music M. Moving with objects</p>
<p>Physical Development — Physical Fitness Goal 4. Children demonstrate the stamina and energy to participate in daily activities. Goal 5. Children engage in a variety of physical activities.</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects O. Moving to music IV. Movement and Music L. Moving in various ways M. Moving with objects O. Moving to music</p>
<p>Health and Personal Care — Daily Living Skills Goal 6. Children practice basic personal care routines. Goal 7. Children demonstrate personal health and hygiene skills.</p>	<p>I. Initiative D. Taking care of personal needs I. Initiative D. Taking care of personal needs</p>
<p>Domain 2: Social and Emotional Development</p>	<p>II. Social Relations E. Relating to adults H. Understanding and expressing feelings</p>
<p>Social Development — Interactions with Adults Goal 11. Children trust and interact comfortably with familiar adults.</p>	

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<p>Goal 12. Children seek assistance from adults when needed.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations E. Relating to adults G. Resolving interpersonal conflict</p>
<p>Social Development — Interactions with Peers</p> <p>Goal 13. Children develop friendships with peers.</p> <p>Goal 14. Children cooperate with peers.</p> <p>Goal 15. Children demonstrate positive negotiation skills.</p>	<p>I. Initiative C. Initiating play</p> <p>II. Social Relations F. Relating to other children</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations F. Relating to other children G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Adaptive Social Behavior</p> <p>Goal 16. Children demonstrate awareness of behavior and its effects.</p> <p>Goal 17. Children participate positively in group activities.</p> <p>Goal 19. Children demonstrate empathy for others and the natural world.</p>	<p>II. Social Relations F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Emotional Development — Self-Concept</p> <p>Goal 21. Children perceive themselves as unique individuals.</p> <p>Goal 22. Children demonstrate awareness of their abilities, characteristics, and preferences.</p>	<p>I. Initiative A. Making choices and plans</p> <p>I. Initiative A. Making choices and plans</p>
<p>Emotional Development — Self-Efficacy</p> <p>Goal 23. Children demonstrate belief in their abilities.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p>

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<p>Emotional Development — Self-Control Goal 25. Children regulate their feelings and impulses.</p>	<p>I. Initiative B. Solving problems with materials II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p>Emotional Development — Emotional Expression Goal 26. Children express appropriately a range of emotions.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Domain 3: Approaches Toward Learning Learning Approaches — Curiosity and Interest Goal 27. Children are curious about and interested in learning new things and having new experiences.</p>	<p>I. Initiative C. Initiating play</p>
<p>Learning Approaches — Initiative Goal 28. Children demonstrate initiative.</p>	<p>I. Initiative A. Making choices and plans</p>
<p>Learning Approaches — Persistence and Attentiveness Goal 29. Children sustain attention to tasks and persist when facing challenges.</p>	<p>II. Social Relations E. Relating to adults F. Relating to other children</p>
<p>Learning Approaches — Creativity and Inventiveness Goal 30. Children approach daily activities with creativity and inventiveness.</p>	<p>I. Initiative C. Initiating play III. Creative Representation K. Pretending</p>
<p>Learning Approaches — Reflection and Interpretation Goal 31. Children learn from their experiences.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p>

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<p>Domain 4: Cognition and General Knowledge</p>	<p>VI. Mathematics and Science AA. Comparing properties DD. Identifying sequence, change, and causality FF. Identifying natural and living things</p>
<p>Logic and Reasoning — Causation Goal 32. Children demonstrate awareness of cause and effect.</p>	
<p>Logic and Reasoning — Critical and Analytic Thinking Goal 33. Children compare, contrast, examine, and evaluate experiences, tasks, and events. Goal 34. Children use past knowledge to build new knowledge.</p>	<p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties V. Language and Literacy R. Using vocabulary</p>
<p>Logic and Reasoning — Problem Solving Goal 35. Children find multiple solutions to questions, tasks, problems, and challenges.</p>	<p>I. Initiative B. Solving problems with materials II. Social Relations G. Resolving interpersonal conflict</p>
<p>Logic and Reasoning — Representational Thought Goal 36. Children use symbols to represent objects. Goal 37. Children distinguish between fantasy and reality.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending III. Creative Representation K. Pretending</p>
<p>Mathematics and Numeracy — Number Sense and Operations Goal 38. Children demonstrate knowledge of numbers and counting.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>Mathematics and Numeracy — Measurement Goal 39. Children demonstrate knowledge of size, volume, height, weight, and length.</p>	<p>VI. Mathematics and Science AA. Comparing properties EE. Identifying materials and properties</p>

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<p>Mathematics and Numeracy — Properties of Ordering</p> <p>Goal 40. Children identify and label shapes.</p> <p>Goal 41. Children sort, classify, and organize objects.</p>	<p>VI. Mathematics and Science Z. Identifying patterns EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Y. Sorting objects Z. Identifying patterns</p>
<p>Science — Scientific Knowledge</p> <p>Goal 44. Children observe and describe characteristics of living things.</p> <p>Goal 45. Children observe and describe characteristics of the earth.</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science EE. Identifying materials and properties FF. Identifying natural and living things</p>
<p>Social Studies — History</p> <p>Goal 46. Children differentiate between events that happen in the past, present, and future.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Social Studies — Geography</p> <p>Goal 47. Children demonstrate awareness of location and spatial relationships.</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>Creative Arts — Expression and Representation</p> <p>Goal 56. Children use creative arts to express and represent what they know, think, believe, or feel.</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>IV. Movement and Music O. Moving to music P. Singing</p>
<p>Domain 5: Language, Communication, and Literacy</p> <p>Language — Vocabulary</p> <p>Goal 58. Children use receptive vocabulary.</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>

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<p>Goal 59. Children use expressive vocabulary.</p>	<p>II. Social Relations H. Understanding and expressing feelings V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech</p>
<p>Language — Grammar and Syntax Goal 60. Children demonstrate progression in grammar and syntax.</p>	<p>V. Language and Literacy S. Using complex patterns of speech English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
<p>Language — Comprehension Goal 61. Children demonstrate comprehension and meaning in language.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech S. Using complex patterns of speech English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
<p>Language — Expressive/Oral Language Goal 62. Children use language for a variety of purposes.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech T. Showing awareness of sounds in words U. Demonstrating knowledge about books</p>
<p>Communication — Listening Goal 63. Children demonstrate an understanding of language by listening.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech English Language Learners (ELLs) HH. Listening and understanding [in English]</p>
<p>Communication — Oral and Written Communication Goal 64. Children communicate effectively.</p>	<p>III. Creative Representation J. Drawing and painting pictures V. Language and Literacy Q. Listening to and understanding speech X. Writing English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>

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<p>Communication — Conventions of Social Communication</p> <p>Goal 65. Children understand and use the conventions of social communication.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
<p>Literacy — Reading</p> <p>Goal 66. Children demonstrate phonological awareness.</p> <p>Goal 67. Children demonstrate awareness of the alphabetic principle.</p> <p>Goal 68. Children demonstrate awareness of print concepts.</p> <p>Goal 69. Children demonstrate comprehension of printed material.</p> <p>Goal 70. Children demonstrate awareness that written materials can be used for a variety of purposes.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p>
<p>Literacy — Writing</p> <p>Goal 72. Children demonstrate alphabet knowledge.</p> <p>Goal 73. Children use writing skills and demonstrate knowledge of writing conventions.</p> <p>Goal 74. Children use writing for a variety of purposes.</p>	<p>V. Language and Literacy V. Using letter names and sounds W. Reading X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
<p>English Language Learners — Dual language Acquisition</p> <p>Goal 75. Children demonstrate competency in home language while acquiring beginning proficiency in English.</p>	<p>English Language Learners (ELLs) GG. Speaking and communicating [in English] HH. Listening and understanding [in English]</p>

HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

Comprehensive Curriculum Manuals

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs

Topics: Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20. The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

Topics: 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

Curriculum Resources on Specific Topics

Language, Literacy and Communication

Growing Readers Early Literacy Curriculum (activity card set, teacher's manual)

Topics: Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

Other Language, Literacy, and Communication titles

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

Let's Talk Literacy: Practical Readings for Preschool Teachers

Letter Links: Alphabet Learning With Children's Names

Preschool Readers and Writers: Early Literacy Strategies for Teachers

Storybook Talk: Conversations for Comprehension

Mathematics, Science, and Technology

Numbers Plus Preschool Mathematics Curriculum (activity card set, teacher's manual, parent booklets)

Topics: Number sense and operations; Geometry; Measurement; Algebra; Data analysis

***Other Mathematics, Science, and
Technology titles***

*“I’m Older Than You. I’m Five!” Math in the
Preschool Classroom*
*Real Science in Preschool: Here, There, and
Everywhere*

Social and Emotional Development

*Me, You, Us: Social-Emotional Learning in
Preschool*

Topics: Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

***Other Social and Emotional Development
titles***

*You Can’t Come to My Birthday Party! Conflict
Resolution With Young Children*
*You’re Not My Friend Anymore! Illustrated
Answers to Questions About Young
Children’s Challenging Behaviors*

Daily Routine and Learning Environment

Setting Up the Preschool Classroom

Diversity

*Building a HighScope Program: Multicultural
Programs*

Parent Resources

The Essential Parent Workshop Resource
Helping Your Preschool Child Become a Reader
*Helping Your Young Child Learn About
Mathematics*

Lesson and Activity Plans

*HighScope Step by Step: Lesson Plans for the
First 30 Days*
Small-Group Times to Scaffold Early Learning
50 Large-Group Times for Active Learners
*Explore and Learn Quick Cards: 50 Activities
for Large Groups (card set)*
*Explore and Learn Quick Cards: 80 Activities
for Small Groups (card set)*
*Making Connections: Movement, Music, &
Literacy*
Movement in Steady Beat
Movement Plus Music
*Movement Plus Rhymes, Songs, & Singing
Games*

Special Needs

*I Belong: Active Learning for Children With
Special Needs*