

## **Alignment of the Illinois Early Learning Standards With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Illinois Early Learning Standards** (revised August 2004) 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.

## Illinois Early Learning Standards

## Preschool COR

<i>Language Arts</i>	
<p><b>State Goal 1: Read with understanding and fluency.</b></p> <p><b>Learning Standard A:</b> Apply word analysis and vocabulary skills to comprehend selections.</p> <p><b>1.A.ECa</b> Understand that pictures and symbols have meaning and that print carries a message.</p> <p><b>1.A.ECb</b> Understand that reading progresses from left to right and top to bottom.</p> <p><b>1.A.ECc</b> Identify labels and signs in the environment.</p> <p><b>1.A.ECd</b> Identify some letters, including those in own name.</p> <p><b>1.A.ECe</b> Make some letter-sound matches.</p>	<p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>
<p><b>Learning Standard B:</b> Apply reading strategies to improve understanding and fluency.</p> <p><b>1.B.EC.b</b> Begin to develop phonological awareness by participating in rhyming activities.</p> <p><b>1.B.ECc</b> Recognize separable and repeating sounds in spoken language.</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>State Goal 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Learning Standard B:</b> Read and interpret a variety of literary works.</p> <p><b>2.B.EC</b> Show independent interest in reading-related activities.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>State Goal 3: Write to communicate for a variety of purposes.</b></p> <p><b>Learning Standard A:</b> Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p><b>3.A.EC</b> Use scribbles, approximations of letters or known letters to represent written language.</p>	<p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>State Goal 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Learning Standard A:</b> Listen effectively in formal and informal situations.</p> <p><b>4.A.EC</b> Listen with understanding and respond to directions and conversations.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>

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<p><b>Learning Standard B:</b> Speak effectively using language appropriate to the situation and audience.</p> <p><b>4.B.EC</b> Communicate needs, ideas and thoughts.</p>	<p><b>I. Initiative</b> A. Making choices and plans</p>
<p><b>State Goal 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Learning Standard C:</b> Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p><b>5.C.EC</b> Communicate information with others.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>
<p><b>Mathematics</b></p> <p><b>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b></p> <p><b>Learning Standard A:</b> Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p><b>6.A.ECa</b> Use concepts that include number recognition, counting and one-to-one correspondence.</p> <p><b>6.A.ECb</b> Count with understanding and recognize “how many” in sets of objects.</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>
<p><b>Learning Standard C:</b> Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p><b>6.C.ECa</b> Explore quantity and number.</p> <p><b>6.A.ECb</b> Connect numbers to quantities they represent using physical models and representations.</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>
<p><b>Learning Standard D:</b> Solve problems using comparison of quantities, ratios, proportions and percents.</p> <p><b>6.D.EC</b> Make comparisons of quantities.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>

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<p><b>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</b></p> <p><b>Learning Standard A:</b> Measure and compare quantities using appropriate units, instruments and methods.</p> <p><b>7.A.ECa</b> Demonstrate a beginning understanding of measurement using non-standard units and measurement words.</p> <p><b>7.A.ECb</b> Construct a sense of time through participation in daily activities.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
<p><b>Learning Standard B:</b> Estimate measurements and determine acceptable levels of accuracy.</p> <p><b>7.B.EC</b> Show understanding of and use comparative words.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
<p><b>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</b></p> <p><b>Learning Standard A:</b> Describe numerical relationships using variables and patterns.</p> <p><b>8.A.EC</b> Sort and classify objects by a variety of properties.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>Learning Standard B:</b> Interpret and describe numerical relationships using tables, graphs and symbols.</p> <p><b>8.B.ECa</b> Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.</p> <p><b>8.B.ECb</b> Begin to order objects in series or rows.</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p>
<p><b>Learning Standard C:</b> Solve problems using systems of numbers and their properties.</p> <p><b>8.C.EC</b> Participate in situations that involve addition and subtraction using manipulatives.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p>

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<p><b>Learning Standard D:</b> Use algebraic concepts and procedures to represent and solve problems.  <b>8.D.EC</b> Describe qualitative change, such as measuring to see who is growing taller.</p>	<p><b>VI. Mathematics and Science</b>  AA. Comparing properties</p>
<p><b>State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.</b>  <b>Learning Standard A:</b> Demonstrate and apply geometric concepts involving points, lines, planes and space.  <b>9.A.EC</b> Recognize geometric shapes and structures in the environment.</p>	<p><b>VI. Mathematics and Science</b>  EE. Identifying materials and properties</p>
<p><b>Learning Standard B:</b> Identify, describe, classify and compare relationships using points, lines, planes and solids.  <b>9.B.EC</b> Find and name locations with simple words, such as “near”.</p>	<p><b>VI. Mathematics and Science</b>  CC. Identifying position and direction</p>
<p><b>Science</b>  <b>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b>  <b>Learning Standard A:</b> Know and apply concepts that explain how living things function, adapt and change.  <b>12.A.ECa</b> Investigate and categorize living things in the environment.  <b>12.A.ECb</b> Show an awareness of changes that occur in themselves and their environment.</p>	<p><b>VI. Mathematics and Science</b>  FF. Identifying natural and living things  <b>VI. Mathematics and Science</b>  FF. Identifying natural and living things</p>
<p><b>Learning Standard B:</b> Know and apply concepts that describe how living things interact with each other and with their environment.  <b>12.B.EC</b> Describe and compare basic needs of living things.</p>	<p><b>VI. Mathematics and Science</b>  FF. Identifying natural and living things</p>
<p><b>Learning Standard C:</b> Know and apply concepts that describe properties of matter and energy and the interactions between them.  <b>12.C.EC</b> Make comparisons among objects that have been observed.</p>	<p><b>VI. Mathematics and Science</b>  AA. Comparing properties</p>

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<p><b>Learning Standard F:</b> Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.</p> <p><b>12.F.EC</b> Identify basic concepts associated with night/day and seasons.</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
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<p><b>Physical Development and Health</b></p> <p><b>State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b></p> <p><b>Learning Standard A:</b> Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p><b>19.A.ECa</b> Engage in active play using gross motor skills.</p> <p><b>19.A.ECb</b> Engage in active play using fine motor skills.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>
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<p><b>Learning Standard B:</b> Analyze various movement concepts and applications.</p> <p><b>19.B.EC</b> Coordinate movements to perform complex tasks.</p>	<p><b>IV. Movement and Music</b> M. Moving with objects</p>
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<p><b>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b></p> <p><b>Learning Standard A:</b> Know and apply the principles and components of health-related fitness.</p> <p><b>20.A.EC</b> Participate in developmental activities related to physical fitness.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p>
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<p><b>State Goal 23: Understand human body systems and factors that influence growth and development.</b></p> <p><b>Learning Standard B:</b> Explain the effects of health-related actions on the body systems.</p> <p><b>23.B.EC</b> Act independently in caring for personal hygiene needs.</p>	<p><b>I. Initiative</b> D. Taking care of personal needs</p>
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<p><b>State Goal 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.</b></p>	
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<p><b>Learning Standard A:</b> Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p><b>24.A.ECa</b> Use appropriate communication skills when expressing needs, wants and feelings.</p> <p><b>24.A.ECb</b> Use socially acceptable ways to resolve conflict.</p>	<p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
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<p><b>Fine Arts</b></p> <p><b>State Goal 25: Know the language of the arts.</b></p> <p><b>Learning Standard A:</b> Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p><b>25.A.ECa</b> Dance: Investigate the elements of dance.</p> <p><b>25.A.ECb</b> Drama: Investigate the elements of drama.</p> <p><b>25.A.ECc</b> Music: Investigate the elements of music.</p> <p><b>25.A.ECd</b> Visual Arts: Investigate the elements of visual arts.</p>	<p><b>IV. Movement and Music</b> O. Moving to music</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>IV. Movement and Music</b> P. Singing</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p>
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<p><b>State Goal 26: Through creating and performing, understand how works of art are produced.</b></p> <p><b>Learning Standard A:</b> Understand processes, traditional tools and modern technologies used in the arts.</p> <p><b>26.A.ECa</b> Dance: Participate in dance activities.</p> <p><b>26.A.ECb</b> Drama: Participate in drama activities.</p> <p><b>26.A.ECc</b> Music: Participate in music activities.</p> <p><b>26.A.ECd</b> Visual Arts: Participate in the visual arts.</p>	<p><b>IV. Movement and Music</b> O. Moving to music</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>IV. Movement and Music</b> P. Singing</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p>
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<p><b>Social/Emotional Development</b></p> <p><b>State Goal 31: Develop an awareness of personal identity and positive self-concept.</b></p>	
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<p><b>Learning Standard A:</b> Develop a positive self-concept.</p> <p><b>31.A.ECc</b> Exhibit persistence and creativity in seeking solutions to problems.</p> <p><b>31.A.ECd</b> Show some initiative and independence in actions.</p> <p><b>31.A.ECe</b> Use appropriate communication skills when expressing needs, wants and feelings.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>I. Initiative</b> A. Making choices and plans C. Initiating play</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p>
<p><b>State Goal 32: Demonstrate a respect and a responsibility for self and others.</b></p> <p><b>Learning Standard A:</b> Perform effectively as an individual.</p> <p><b>32.A.ECc</b> Show empathy and caring for others.</p>	<p><b>II. Social Relations</b> F. Relating to other children</p>
<p><b>Learning Standard B:</b> Perform effectively as a member of a group.</p> <p><b>32.B.ECa</b> Engage in cooperative group play.</p> <p><b>32.B.ECd</b> Develop relationships with children and adults.</p>	<p><b>II. Social Relations</b> F. Relating to other children</p> <p><b>II. Social Relations</b> E. Relating to adults F. Relating to other children</p>