

## **Alignment of the New Jersey Preschool Teaching and Learning Standards of Quality With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **New Jersey Preschool Teaching and Learning Standards of Quality** (revised January 2009) 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.

## New Jersey Preschool Standards

## Preschool COR

<p><b><i>I. Social and Emotional Development</i></b></p> <p><b>Standard 0.1: Children demonstrate self-confidence.</b></p> <p><b>0.1.1</b> Express individuality by making independent decisions about materials to use</p> <p><b>0.1.2</b> Express ideas for activities and initiate discussions.</p> <p><b>0.1.3</b> Actively engage in activities and interactions with teachers and peers.</p> <p><b>0.1.4</b> Discuss their own actions and efforts.</p>	<p><b><i>I. Initiative</i></b></p> <p>B. Solving problems with materials</p> <p><b><i>I. Initiative</i></b></p> <p>A. Making choices and plans</p> <p><b><i>I. Initiative</i></b></p> <p>C. Initiating play</p> <p><b><i>II. Social Relations</i></b></p> <p>E. Relating to adults</p> <p>F. Relating to other children</p> <p><b><i>I. Initiative</i></b></p> <p>A. Making choices and plans</p>
<p><b>Standard 0.2: Children demonstrate self-direction.</b></p> <p><b>0.2.1</b> Make independent choices and plans from a broad range of diverse interest centers.</p> <p><b>0.2.2</b> Demonstrate self-help skills (e.g., cleans up; pours juice; uses soap when washing hands; puts away belongings).</p>	<p><b><i>I. Initiative</i></b></p> <p>A. Making choices and plans</p> <p><b><i>I. Initiative</i></b></p> <p>D. Taking care of personal needs</p>
<p><b>Standard 0.3: Children identify and express feelings.</b></p> <p><b>0.3.1</b> Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> <p><b>0.3.2</b> Empathize with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).</p> <p><b>0.3.3</b> Channel negative feelings such as anger and impulse (e.g., taking three deep breaths; using words; pulling self out of play to go to “safe spot” to relax; expressive activities).</p>	<p><b><i>II. Social Relations</i></b></p> <p>H. Understanding and expressing feelings</p> <p><b><i>II. Social Relations</i></b></p> <p>H. Understanding and expressing feelings</p> <p><b><i>II. Social Relations</i></b></p> <p>G. Resolving interpersonal conflict</p>
<p><b>Standard 0.4: Children exhibit positive interactions with other children and adults.</b></p> <p><b>0.4.1</b> Engage appropriately with peers and teachers in classroom activities.</p> <p><b>0.4.2</b> Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; gets a tissue; sits next to; holds hands).</p>	<p><b><i>II. Social Relations</i></b></p> <p>E. Relating to adults</p> <p>F. Relating to other children</p> <p><b><i>II. Social Relations</i></b></p> <p>E. Relating to adults</p> <p>F. Relating to other children</p> <p>H. Understanding and expressing feelings</p>

**New Jersey Preschool Standards**

**Preschool COR**

<p><b>0.4.5</b> Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> <p><b>0.4.6</b> Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g., talks about problem; talks about feelings relating to problems; and negotiates solutions).</p>	<p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
--	--

<p><b>Standard 0.5: Child exhibit pro-social behaviors.</b></p> <p><b>0.5.2</b> Know how to pretend play.</p> <p><b>0.5.3</b> Know how to enter into play when a group of children are already involved in play.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>I. Initiative</b> C. Initiating play</p>
--	---

<p><b>II. Visual &amp; Performing Arts</b></p> <p><b>Standard 1.1: Children express themselves and develop an appreciation of creative movement and dance.</b></p> <p><b>1.1.1</b> Move the body in a variety of ways, with and without music.</p> <p><b>1.1.2</b> Respond to changes in tempo and a variety of musical rhythms through body movement.</p> <p><b>1.1.3</b> Participate in simple sequences of movements.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways O. Moving to music</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat</p> <p><b>IV. Movement and Music</b> O. Moving to music</p>
--	--

<p><b>Standard 1.2: Children express themselves and develop an appreciation of music.</b></p> <p><b>1.2.1</b> Sing a variety of songs with expression, independently and with others.</p> <p><b>1.2.3</b> Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p><b>1.2.4</b> Listen to, imitate, and improvise sounds, patterns, or songs.</p>	<p><b>IV. Movement and Music</b> P. Singing</p> <p><b>IV. Movement and Music</b> P. Singing</p> <p><b>IV. Movement and Music</b> P. Singing</p>
---	---

<p><b>Standard 1.3: Children express themselves and develop an appreciation of dramatic play and storytelling.</b></p> <p><b>1.3.1</b> Play roles observed through life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic).</p>	<p><b>III. Creative Representation</b> K. Pretending</p>
--	--

**New Jersey Preschool Standards**

**Preschool COR**

<p><b>1.3.2</b> Use memory, imagination, creativity, and language to make up new roles and act them out.</p> <p><b>1.3.3</b> Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.</p> <p><b>1.3.5</b> Sustain and extend play during dramatic play interactions (e.g., set the stage by anticipating what will happen next).</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> K. Pretending</p>
---	--

<p><b>Standard 1.4: Children express themselves and develop awareness and appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b></p> <p><b>1.4.2</b> Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p> <p><b>1.4.3</b> Demonstrate planning, persistence and problem solving skills while working independently, or with others, during the creative process.</p> <p><b>1.4.5</b> Create more recognizable representations as eye-hand coordination and fine motor skills develop.</p>	<p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
---	---

<p><b>III. Health, Safety and Physical Education</b></p>	
<p><b>Standard 2.1: Children develop self-help skills and personal hygiene skills.</b></p> <p><b>2.1.1</b> Develop an awareness of healthy habits (e.g., use clean tissues; wash hands; handle food; brush teeth; and dress appropriately for the weather).</p> <p><b>2.1.2</b> Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth).</p>	<p><b>I. Initiative</b> D. Taking care of personal needs</p> <p><b>I. Initiative</b> D. Taking care of personal needs</p>

<p><b>Standard 2.4: Children develop competence and confidence in gross and fine motor skills.</b></p> <p><b>2.4.1</b> Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p><b>2.4.2</b> Develop and refine fine motor skills (e.g., completes gradually more complex puzzles; uses smaller sized manipulatives during play; and uses a variety of writing instruments in a conventional matter).</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p>
---	--

<p><b>2.4.3</b> Use objects and props to develop spatial and coordination skills (e.g., using balls, hula-hoops, Frisbees, and balance beams; lacing different sized beads; buttoning and unbuttoning).</p>	<p><b>IV. Movement and Music</b> M. Moving with objects</p>
---	---

<p><b>IV. Language Arts/Literacy</b></p> <p><b>Standard 3.2: Children converse effectively in their home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.</b></p> <p><b>3.2.2</b> Use language for a variety of purposes to express relationships; make connections; describe similarities and differences; express feelings; and initiate play with others.</p> <p><b>3.2.3</b> Use language and sounds appropriate to roles in dramatic play, and set the stage by describing actions and events.</p> <p><b>3.2.4</b> Use complex sentence structure such as compound sentences, if-then statements, and explanations (e.g., “I wanted to make a long snake, but Mimi has the scarf.” “If I set the table, then you can eat.” “Pigs wouldn’t like it on the moon because there isn’t any mud.”).</p> <p><b>3.2.5</b> Use language to communicate and negotiate ideas and plans for activities.</p> <p><b>3.2.6</b> Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.</p> <p><b>3.2.7</b> Ask questions to obtain information.</p> <p><b>3.2.8</b> Join in singing, finger plays, chanting, retelling, and inventing stories.</p> <p><b>2.9</b> Connect new meanings of words to vocabulary already known (e.g., “It’s called bookend because the books end.”).</p> <p><b>3.2.10</b> Use new vocabulary and ask questions to extend understanding of words.</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings <b>English Language Learners (ELLs)</b> GG. Speaking and Communicating [in English]</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>V. Language and Literacy</b> S. Using complex patterns of speech</p> <p><b>I. Initiative</b> A. Making choices and plans <b>English Language Learners (ELLs)</b> GG. Speaking and Communicating [in English]</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech <b>English Language Learners (ELLs)</b> HH. Listening and Understanding [in English]</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech <b>English Language Learners (ELLs)</b> HH. Listening and Understanding [in English]</p> <p><b>IV. Movement and Music</b> P. Singing</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p>
--	--

## New Jersey Preschool Standards

## Preschool COR

### **Standard 3.3: Children demonstrate emergent reading skills.**

**3.3.1** Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, area labels, computer icons, or rebus).

**3.3.2** Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, and telephone books; recipes, written directions [such as the steps for hand washing], newspapers and magazines).

**3.3.3** Identify some alphabet letters, especially those in his/her own name.

**3.3.5** Recognize that letters are grouped to form words; words are separated by spaces.

**3.3.6** Recognize that it is the print that is read in stories.

**3.3.7** Understand the concept of directionality: front to back; left to right; top to bottom movement on a page.

**3.3.8** Display book handling knowledge (e.g., turning the book right side up; using left to right sweep; turning one page at a time; recognizing familiar book by the cover).

**3.3.9** Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).

**3.3.11** Use a familiar book as a cue to retell their version of the story.

**3.3.14** Engage in language play (e.g., manipulate separable and repeating sounds).

**3.3.15** Make up and chant own rhymes (e.g., When playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, as children are conversing, saying, “A light is for night.”).

**3.3.16** Playing with alliterative language (e.g., “Peter, Peter, Pumpkin Eater”).

### ***V. Language and Literacy***

W. Reading

### ***V. Language and Literacy***

W. Reading

### ***V. Language and Literacy***

V. Using letter names and sounds

### ***V. Language and Literacy***

U. Demonstrating knowledge about books

### ***V. Language and Literacy***

U. Demonstrating knowledge about books

### ***V. Language and Literacy***

U. Demonstrating knowledge about books

### ***V. Language and Literacy***

U. Demonstrating knowledge about books

### ***V. Language and Literacy***

W. Reading

### ***V. Language and Literacy***

U. Demonstrating knowledge about books

### ***V. Language and Literacy***

T. Showing awareness of sounds in words

### ***V. Language and Literacy***

T. Showing awareness of sounds in words

### ***V. Language and Literacy***

T. Showing awareness of sounds in words

**New Jersey Preschool Standards**

**Preschool COR**

<p><b>Standard 3.4: Children demonstrate emergent writing skills.</b></p> <p><b>3.4.2</b> “Write” messages as part of play and other activities (e.g., scribbling; drawing; making letter-like forms; using invented spelling and conventional letter forms).</p> <p><b>3.4.3</b> Attempt to write own name on work.</p> <p><b>3.4.5</b> Attempt to make own names using different materials such as magnetic letters, play dough, rubber stamps, alphabet blocks, or a computer.</p>	<p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p>
---	---

<p><b>V. Mathematics</b></p>	
<p><b>Standard 4.1: Children demonstrate an understanding of number and numerical operations.</b></p> <p><b>4.1.1</b> Begin to develop a concept of number, for counting numbers at least through 20 and for ordinals, first through fifth, including the last.</p> <p><b>4.1.2</b> Recognize and name some one-digit written numerals.</p> <p><b>4.1.3</b> Compare groups of objects (e.g., using the terms more, less, same).</p> <p><b>4.1.4</b> Demonstrate understanding of one-to-one correspondence (e.g., puts one placemat at each place; gives each child one cookie; places one animal in each trunk; hands out manipulatives to be shared with a friend, saying “One for you, one for me.”).</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>

<p><b>Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).</b></p> <p><b>4.2.1</b> Use and respond to positional words (e.g., in, under, between, down).</p> <p><b>4.2.3</b> Explore three-dimensional shapes by building with blocks and other materials.</p> <p><b>4.2.5</b> Identify symmetry during play (e.g., building with blocks).</p> <p><b>4.2.7</b> Explore use of non-standard objects for measurement.</p>	<p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p> <p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
---	---

**New Jersey Preschool Standards**

**Preschool COR**

<p><b>4.2.9</b> Demonstrate understanding of basic temporal relations (e.g., aware of the sequence of the daily routine).</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
<p><b>Standard 4.3: Children understand patterns, relationships and classification.</b></p> <p><b>4.3.1</b> Describe patterns in the environment.</p> <p><b>4.3.2</b> Represent patterns in a variety of ways.</p> <p><b>4.3.4</b> Show awareness of the attributes of objects through sorting and classifying.</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>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>Standard 4.4: Children use mathematical knowledge to represent, communicate and solve problems in their environment.</b></p> <p><b>4.4.1</b> Learn mathematics through problem solving, inquiry, and discovery.</p> <p><b>4.4.2</b> Solve problems that arise in mathematics and in other contexts, monitoring and reflecting on progress.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>I. Initiative</b> B. Solving problems with materials</p>
<p><b>VI. Science</b></p>	
<p><b>Standard 5.1: Children develop inquiry skills.</b></p> <p><b>5.1.5</b> Use basic science terms and topic-related science vocabulary (e.g., science terms [observe, predict, experiment]; words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words relating to states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p>	<p><b>V. Language and Literacy</b> R. Using vocabulary</p>
<p><b>Standard 5.2: Children observe and investigate matter and energy.</b></p> <p><b>5.2.1</b> Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture and weight (e.g., exploring the properties of water, sand, clay, paint, glue, various types of blocks, and collections of objects).</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p>



## New Jersey Preschool Standards

## Preschool COR

### **Standard 5.3: Children observe and investigate living things.**

**5.3.2** Observe similarities and differences in the needs of living things and differences between living and non-living things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a non-living thing, such as a shell).

### ***VI. Mathematics and Science***

FF. Identify natural and living things

### ***VIII. Social Studies, Family and Life Skills***

### **Standard 6.1: Children identify unique characteristics of themselves, their family, and others.**

**6.1.2** Express individuality and diversity through dress-ups, dolls, puppets, etc.

### ***III. Creative Representation***

K. Pretending