

Summary Information: High/Scope Child Observation Record for Infants and Toddlers (2002)

Publisher	High/Scope Press
Website for information	www.highscope.org
Cost	\$174.95 for administrator's kit. \$199.95 for COR CD-ROM kit; \$45.00 for a user license
Age range:	6 weeks to 3 years
Purpose	"The High/Scope Child Observation Record for Infants and Toddlers (COR) looks at the whole child—highlighting broad areas of development for children from the ages of 6 weeks to 3 years."
Areas included	<ul style="list-style-type: none"> • Sense of Self • Social Relations • Creative Representation • Movement • Communication and Language • Exploration and Early Logic
Time to administer	Ongoing assessment
Scored	Yes. Average level of development calculated for each area listed above
Type of scores	<ul style="list-style-type: none"> • Raw score • Average for each area • Overall average score
Age norms	No
Age ranges given for items	No
How frequently it can be given	2-3 times per year

Summary Information (Continued): High/Scope Child Observation Record for Infants and Toddlers (2002)

Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	If possible, contributions of anecdotes, observations, and photos from parents should be considered along with the personal observations of caregiving staff familiar with the child as they complete the COR
Data provided on reliability	Yes. Internal consistency and inter-observer agreement
Data provided on validity	Yes. Concurrent validity with the Bayley Scales of Infant Development
Web-based data entry	Yes. See www.highscope.net
Electronic scoring	Yes. Average level of development for individuals and group status and progress reports
Other languages	Spanish
Who administers	Care giving staff
Training available through the publisher	Yes

High/Scope Child Observation Record for Infants and Toddlers: Crosswalk to Child Outcomes

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
II. <u>Social Relations</u> E. Forming an attachment to a primary caregiver (in a parent’s absence) F. Relating to unfamiliar adults G. Relating to another child H. Expressing emotions I. Responding to the feelings of others J. Playing with others V. <u>Communication and Language</u> T. Participation in give-and-take communication	I. <u>Sense of Self</u> B. Distinguishing self from others III. <u>Creative Representation</u> K. Pretending L. Exploring building and art materials M. Responding to and identifying pictures and photographs V. <u>Communication and Language</u> R. Listening and responding S. Communicating interest nonverbally U. Speaking V. Exploring picture books W. Showing interest in stories, rhymes, and songs VI. <u>Exploration and Early Logic:</u> X. Exploring objects Y. Exploring categories Z. Developing number understanding AA. Exploring space BB. Exploring time	I. <u>Sense of Self</u> A. Expressing initiative C. Solving problems [‘physical problem solving’] D. Developing self-help skills IV. <u>Movement</u> N. Moving parts of the body* O. Moving the whole body*

Note: Areas not precursor or components of any of the three outcomes and therefore not included in the crosswalk were:

- IV. Movement
 - P. Moving with objects
 - Q. Moving to music.

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor or other impairments.

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.