

Alignment of the Wisconsin Model Early Learning Standards
with the
High/Scope Preschool Child Observation Record (COR), 2nd edition
High/Scope Key Experiences
High/Scope Preschool Program Quality Assessment (PQA), 2nd edition

The **High/Scope Preschool Child Observation Record (COR), 2nd edition** is an observation-based assessment instrument for children aged 2 ½ -- 6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the High/Scope 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 of the categories contain 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.

The **High/Scope preschool key experiences** are a series of statements describing the social, cognitive, and physical development of children aged 2 ½ to 6. They are divided into the following major areas: initiative and social relations, creative representation, movement, music, language and literacy, classification, striation, number, space, and time. The key experiences describe what young children do, how they perceive their world, and the kinds of experiences that are important for their development. The 58 key experiences guide adults as they observe, support, and plan activities for children and as they evaluate the developmental validity of early childhood practices.

The **High/Scope Preschool Program Quality Assessment (PQA), 2nd edition** is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs.. The Preschool PQA is suitable for use in all center-based early childhood settings, including but not limited to those using the High/Scope educational approach. The PQA assesses key aspects of program quality, including adult-child interaction, learning environment, daily routine, curriculum planning and assessment, parent involvement and family services, staff qualifications and development and program management. It is used as a basis for program accreditation, reporting, monitoring, and training.

I. Health and Physical Development

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>A. PHYSICAL HEALTH AND WELL BEING</p> <p>Performance Standards</p> <p>A.EL.1 Self-care routines</p> <p>A.EL.2 Safety rules and directions</p> <p>A.EL.3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers</p> <p>A.EL.4 Use of multi-sensory abilities to process information</p> <p>Program Standard</p> <p>Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to understand and care for their physical well being.</p>	<p>COR:</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>PQA:</p> <p>I. Learning Environment</p> <p>A. Safe and healthy environment</p> <p>D. Outdoor space, equipment, materials</p> <p>II. Daily Routine</p> <p>H. Large-group time</p> <p>L. Outside time</p> <p>III. Adult-Child Interaction</p> <p>A. Meeting basic physical needs</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Taking care of one's own needs

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<p>B. MOTOR DEVELOPMENT Performance Standards B.EL.1 Strength, control, balance, coordination, locomotion, and endurance B.EL.2 Hand-eye coordination, strength, control, and object manipulation B.EL.3 Use of their senses to take in, experience, integrate, and regulate responses to their environment</p> <p>Program Standard Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to develop their small and gross motor skills and to use their senses to integrate and act on their environment.</p>	<p>COR:</p> <p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p> <p>VI. Mathematics and Science EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>PQA:</p> <p>I. Learning Environment D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials</p> <p>II. Daily Routine E. Time for child-initiated activities I. Outside time</p> <p>III. Adult-Child Interaction G. Encouragement for child initiatives I. Opportunities for child exploration L. Independent problem solving</p>	<p>Movement</p> <ul style="list-style-type: none"> • Moving in nonlocomotor ways • Moving in locomotor ways • Moving with objects <p>Classification</p> <ul style="list-style-type: none"> • Exploring and describing similarities, differences, and the attributes of things

II. Social and Emotional Development

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>A. EMOTIONAL DEVELOPMENT Performance Standards A.EL.1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, etc.) A.EL.2 Seeking adult interaction as needed for emotional support, physical assistance, social interaction, and approval A.EL.3 Self-control A.EL.4 Use of words to communicate emotions A.EL.5 Understanding and responding to others emotions</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop emotional competence.</p>	<p>COR:</p> <p>II. Social Relations E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>PQA:</p> <p>I. Learning Environment F. Varied and open-ended materials G. Plentiful materials I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall</p> <p>III. Adult-Child Interaction B. Handling separation from home C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Expressing feelings in words • Being sensitive to the feelings, interests, and needs of others • Building relationships with children and adults • Dealing with social conflict <p>Language and Literacy</p> <ul style="list-style-type: none"> • Talking with others about personally meaningful experiences

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<p>B. SELF-CONCEPT Performance Standards B.EL.1 Self-esteem B.EL.2 Self-direction in choices and actions B.EL.3 Self-awareness, including abilities, characteristics, and preferences B.EL.4 Creative self-expression B.EL.5 Willingness to make needs known and to trust in others B.EL.6 Views self as a teacher/learner</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop and strengthen their sense of personal well being.</p>	<p>COR:</p> <p>I. Initiative A. Making choices and plans</p> <p>II. Social Relations E. Relating to adults F. Relating to other children H. Understanding and expressing feelings</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>PQA:</p> <p>I. Learning Environment A. Safe and healthy environment I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall I. Choices during transition times J. Cleanup time with reasonable choices</p> <p>III. Adult-Child Interaction A. Meeting basic physical needs B. Handling separation from home C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Making and expressing choices, plans, and decisions • Expressing feelings in words • Building relationships with children and adults <p>Creative Representation</p> <ul style="list-style-type: none"> • Pretending and role playing • Making models out of clay, blocks, and other materials • Drawing and painting

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<p>C. SOCIAL COMPETENCE Performance Standards C.EL.1 Interacting with one or more other children C.EL.2 Seeking out peers as play partners C.EL.3 Participating successfully as a member of a group C.EL.4 Using words and other positive strategies to resolve conflicts C.EL.5 Understanding when and how to ask for adult help</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop social competence.</p>	<p>COR:</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>PQA:</p> <p>I. Learning Environment A. Safe and healthy environment I. Displays of child-initiated work H. Diversity-related materials</p> <p>II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall I. Choices during transition times J. Cleanup time with reasonable choices</p> <p>III. Adult-Child Interaction A. Meeting basic physical needs B. Handling separation from home C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Expressing feelings in words • Being sensitive to the feelings, interests, and needs of others • Building relationships with children and adults • Creating and experiencing collaborative play • Dealing with social conflict

III. Language Development And Communication

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>A. LISTENING AND UNDERSTANDING Performance Standards A.EL.1 Deriving meaning from verbal and nonverbal cues A.EL.2 Listening with understanding to stories, books, directions, and conversations A.EL.3 Following directions of increasing complexity A.EL.4 Listening and responding to music and rhythm</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop their abilities to listen and understand.</p>	<p>COR: V. Language and Literacy Q. Listening to and understanding speech</p> <p>PQA: I. Learning Environment B. Defined interest areas II. Daily Routine A. Consistent daily routine D. Time for child planning F. Time for child recall G. Small-group time H. Large-group time III. Adult-Child Interaction A. Meeting basic physical needs C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers G. Encouragement of child initiatives H. Support for child learning J. Acknowledgement of child efforts L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Expressing feelings in words • Being sensitive to the feelings, interests, and needs of others • Building relationships with children and adults • Creating and experiencing collaborative play • Dealing with social conflict

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<p>B. SPEAKING AND COMMUNICATING Performance Standards B.EL.1 Communicating needs and thoughts through gestures, sounds, and/or words B.EL.2 Using increasingly complex and varied vocabulary and language structure B.EL.3 Using speech understandable to familiar and unfamiliar listeners</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop their abilities to speak and communicate.</p>	<p>COR:</p> <p>I. Initiative A. Making choices and plans</p> <p>V. Language and Literacy R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of word sounds V. Using letter names and sounds</p> <p>PQA:</p> <p>I. Learning Environment B. Defined interest areas</p> <p>II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall G. Small-group time K. Snack or meal time L. Outside time</p> <p>III. Adult-Child Interaction A. Meeting basic physical needs B. Handling separation from home C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Making and expressing choices, plans, and decisions <p>Language and Literacy</p> <ul style="list-style-type: none"> • Talking with others about personally meaningful experiences • Describing objects, events, and relations • Having fun with language: listening to stories and poems, making up stories and rhymes

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<p>C. EARLY LITERACY Performance Standards C.EL.1 Understanding concepts of print (book and print awareness) C.EL.2 Using a variety of strategies to derive meaning from a text C.EL.3 Alphabetic awareness C.EL.4 Phonological awareness C.EL.5 Understanding language structure C.EL.6 Associating sounds with written letters C.EL.7 Understanding and use of writing to represent thoughts or ideas C.EL.8 Understanding increasingly complex and varied vocabulary used in language and the environment</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop literacy concepts and skills.</p>	<p>COR: V. Language and Literacy R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of word sounds U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading X. Writing</p> <p>PQA: I. Learning Environment B. Defined interest areas II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall G. Small-group time III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms • Reading in various ways: reading storybooks, signs and symbols, one=s own writing • Dictating stories

IV. Approaches To Learning

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE Performance Standards A.EL.1 Discovering and trying new things A.EL.2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity A.EL.3 Persistence in working on an activity</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and diverse opportunities for children to extend their learning through curiosity, engagement, and persistence.</p>	<p>COR:</p> <p>I. Initiative A. Making choices and plans B. Solving problems with materials C. Initiating play</p> <p>VI. Mathematics and Science CC. Identifying position and direction DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>PQA:</p> <p>I. Learning Environment B. Defined interest areas D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials H. Diversity-related materials</p> <p>II. Daily Routine A. Consistent daily routine E. Time for child-initiated activities L. Outside time</p> <p>III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Making and expressing choices, plans, and decisions • Solving problems encountered in play • Creating and experiencing collaborative play <p>Space</p> <ul style="list-style-type: none"> • Observing people, places, and things from different spatial viewpoints • Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood • Interpreting spatial relations in drawings, pictures, and photographs <p>Time</p> <ul style="list-style-type: none"> • Experiencing and describing rates of movement • Experiencing and comparing time intervals • Anticipating, remembering, and describing sequences of events

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<p>B. INVENTION AND IMAGINATION Performance Standards B.EL.1 Trying new things and taking risks B.EL.2 Problem-solving using a variety of strategies B.EL.3 Using complex scenarios in pretend play B.EL.4 Exploring movement, music, and a variety of artistic media</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and diverse opportunities for children to extend their learning through use of invention and imagination.</p>	<p>COR:</p> <p>I. Initiative A. Making choices and plans B. Solving problems with materials C. Initiating play</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>V. Movement and Music L. Moving in various ways M. Moving with objects O. Moving to music P. Singing</p> <p>PQA</p> <p>I. Learning Environment B. Defined interest areas D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials H. Diversity-related materials I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine E. Time for child-initiated activities L. Outside time</p> <p>III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Making and expressing choices, plans, and decisions • Solving problems encountered in play • Creating and experiencing collaborative play <p>Creative Representation</p> <ul style="list-style-type: none"> • Pretending and role playing • Making models out of clay, blocks, and other materials • Drawing and painting <p>Movement</p> <ul style="list-style-type: none"> • Moving in nonlocomotor ways • Moving in locomotor ways • Moving with objects <p>Music</p> <ul style="list-style-type: none"> • Moving to music • Singing songs • Playing simple musical instruments

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<p>C. COGNITIVE SKILLS Performance Standards C.EL.1 Thinking about, relating and asking questions about events and experiences, using progressively more complex language structure C.EL.2 Learning from experience C.EL.3 Linking new learning with past learning C.EL.4 Generalizing and adjusting to new learning and experiences</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and increasingly complex opportunities for children to extend their learning by using cognitive skills as a tool to acquire knowledge and skills.</p>	<p>COR:</p> <p>V. Language and Literacy Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>PQA:</p> <p>I. Learning Environment B. Defined interest areas D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials H. Diversity-related materials I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine E. Time for child-initiated activities L. Outside time</p> <p>III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> Talking with others about personally meaningful experiences <p>Space</p> <ul style="list-style-type: none"> Observing people, places, and things from different spatial viewpoints Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood <p>Time</p> <ul style="list-style-type: none"> Experiencing and comparing time intervals Anticipating, remembering, and describing sequences of events

V. Cognition and General Knowledge

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>A. MATHEMATICAL AND LOGICAL THINKING Performance Standards A.EL.1 Group and arrange objects in a series and recognize similarity/relationships A.EL.2 Count, join, separate, and tell how many A.EL.3 Recognize and use numerals to represent quantity A.EL.4 Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shapes and three-dimensional objects A.EL.5 Understand the concept of measurement A.EL.6 Collect, describe, and record information using all senses</p> <p>Program Standard Early care and education programs in Wisconsin will provide a supportive context and increasingly complex opportunities for children to extend their learning through the use of mathematical and logical thinking processes</p>	<p>COR: VI. Mathematics and Science Z. Identifying patterns BB. Counting CC. Identifying position and direction DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>PQA: I. Learning Environment B. Defined interest areas D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials H. Diversity-related materials I. Displays of child-initiated work II. Daily Routine A. Consistent daily routine E. Time for child-initiated activities L. Outside time III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Classification</p> <ul style="list-style-type: none"> • Exploring and describing similarities, differences, and the attributes of things • Distinguishing between “some” and “all” <p>Serialization</p> <ul style="list-style-type: none"> • Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue) <p>Number</p> <ul style="list-style-type: none"> • Comparing the number of things in two sets to determine “more,” “fewer,” “same number” • Arranging two sets of objects in one-to-one correspondence • Counting objects <p>Space</p> <ul style="list-style-type: none"> • Filling and emptying • Fitting things together and taking them apart • Observing people, places, and things from different spatial viewpoints • Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood • Interpreting spatial relations in drawings, pictures, and photographs <p>Time</p> <ul style="list-style-type: none"> • Starting and stopping an action on signal • Experiencing and describing rates of movement • Experiencing and comparing time intervals • Anticipating, remembering, and describing sequences of events

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>B. SCIENTIFIC THINKING AND PROBLEM SOLVING Performance Standards B.EL.1 Use their senses to observe characteristics and behaviors in the physical world B.EL.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation B.EL.3 Hypothesize and make predictions B.EL.4 Form explanations based on trial and error, observations, and explorations.</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and increasingly complex opportunities for children to extend their learning through the use of scientific reasoning and problem solving.</p>	<p>COR: VI. Mathematics and Science DD. Identifying sequence, change and causality EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>PQA: I. Learning Environment B. Defined interest areas D. Outdoor space, equipment, materials F. Varied and open-ended materials G. Plentiful materials H. Diversity-related materials I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine E. Time for child-initiated activities L. Outside time</p> <p>III. Adult-Child Interaction C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers F. Adults as partners in play G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving</p>	<p>Space</p> <ul style="list-style-type: none"> • Observing people, places, and things from different viewpoints <p>Time</p> <ul style="list-style-type: none"> • Experiencing and describing rates of movement • Experiencing and comparing time intervals • Anticipating, remembering, and describing sequences of events

Wisconsin Model Early Learning Standards	High/Scope Child Observation Record (COR) and Program Quality Assessment (PQA)	High/Scope Preschool Key Experiences
<p>C. SOCIAL SYSTEMS UNDERSTANDING Performance Standards C.EL.1 Recognize and respect shared and different characteristics of self and others, including values and beliefs C.EL.2 Understand family and community interdependence C.EL.3 Comprehend the concepts of fairness and equality and the reason for rules and laws C.EL.4 Recognize the interdependence of humans with the natural world</p> <p>Program Standard Early care and education programs in Wisconsin will provide the environment, context, and increasingly complex opportunities for children to extend their learning through an understanding of the characteristics and structures of social systems.</p>	<p>COR:</p> <p>II. Social Relations E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>PQA:</p> <p>I. Learning Environment F. Varied and open-ended materials G. Plentiful materials I. Displays of child-initiated work</p> <p>II. Daily Routine A. Consistent daily routine D. Time for child planning E. Time for child-initiated activities F. Time for child recall</p> <p>III. Adult-Child Interaction B. Handling separation from home C. Warm and caring atmosphere D. Support for child communication E. Support for non-English speakers G. Encouragement of child initiatives H. Support for child learning I. Opportunities for child exploration J. Acknowledgement of child efforts K. Encouragement for peer interaction L. Independent problem-solving M. Conflict resolution</p>	<p>Initiative and Social Relations</p> <ul style="list-style-type: none"> • Expressing feelings in words • Being sensitive to the feelings, interests, and needs of others • Building relationships with children and adults • Dealing with social conflict <p>Language and Literacy</p> <ul style="list-style-type: none"> • Talking with others about personally meaningful experiences