

Alignment of the 2009–2010 Alabama Performance Standards For 4-Year-Olds With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Alabama Performance Standards For 4-Year-Olds** (revised 2009–2010) correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (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.



Alabama Performance Standards

COR Advantage Items

<i>Emergent Literacy</i>	
<p>Standard 1: Children will develop listening skills for the purpose of comprehension.</p> <p>1.1 Understand and follow directions</p> <p>1.2 Answer questions</p> <p>1.3 Show understanding of meaning of stories, songs, informational texts and poems read aloud</p> <p>1.4 Demonstrate progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play</p>
<p>Standard 2: Children will develop skills to discriminate the sounds of language (Phonological Awareness).</p> <p>2.1 Identify words that rhyme</p> <p>2.2 Identify words with the same beginning and ending phonemes</p> <p>2.4 Isolate the beginning phoneme in a word</p> <p>2.5 Associate letters and phonemes</p> <p>2.6 Create/invent words by substituting one sound for another.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge N. Phonological awareness N. Phonological awareness</p>
<p>Standard 4: Children will develop and expand expressive language skills (speaking).</p> <p>4.1 Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information and recounting events</p> <p>4.2 Show progress in speaking sentences of increasing length and grammatical complexity</p> <p>4.3 Show progress in speaking English (for non-English-speaking children)</p> <p>4.4 Engage in conversations with adults and children</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>JJ. Speaking English</p> <p>E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension</p>

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<p>Standard 5: Children will develop age-appropriate writing skills.</p> <p>5.1 Use a variety of writing tools, materials and surfaces</p> <p>5.2 Understand that print is used to communicate ideas and information (writing for a purpose)</p> <p>5.4 Progress from using scribbles, shapes or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names</p> <p>5.5 Participate in writing opportunities</p>	<p>R. Writing X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
<p>Standard 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).</p> <p>6.1 Show increasing awareness of print in the classroom, home and community</p> <p>6.2 Demonstrate increasing awareness of print concepts including learning that print is read from left to right and from top to bottom on a page, that speech can be written down and that print conveys a message</p> <p>6.3 Show progress in recognizing the association between spoken and written words by following print as it is read aloud</p> <p>6.4 Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>R. Writing</p>
<p>Standard 7: Children will develop letter knowledge.</p> <p>7.1 Show progress in associating the names of letters with their shapes and sounds</p> <p>7.2 Demonstrate increased ability to notice the beginning letter in familiar words</p> <p>7.3 Identify letters of the alphabet, especially letters in own name</p> <p>7.4 Know that letters of the alphabet are a special category of visual graphics that can be individually named</p>	<p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

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<i>Emergent Mathematics</i>	
<p>Standard 1: Children will begin to develop an awareness and understanding of numbers.</p> <p>1.1 Demonstrate increasing interest in and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>1.2 Use number concepts, vocabulary, and quantities in meaningful ways</p> <p>1.3 Show increasing ability to count in sequence to 10 and beyond</p> <p>1.4 Demonstrate use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>1.5 Use math vocabulary to compare numbers of objects with terms such as more, less, equal to, greater than, fewer than</p> <p>1.6. Begin to recognize written numerals in meaningful ways</p>	<p>S. Number and counting</p>
<p>Standard 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.</p> <p>2.1 Recognize, describe, compare, and name common shapes, their parts, and attributes</p> <p>2.2 Uses classroom materials to put together and create shapes</p> <p>2.4 Build an increasing understanding of directionality, order, and positions of objects, as well as increase understanding of words such as up, down, over, under, top, bottom, inside, outside, in front, behind, next to, and beside</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

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<p>Standard 3: Children will show awareness of, recognize, and create patterns.</p> <p>3.1 Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials, as well as identify patterns in real-world situations</p> <p>3.2 Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (shape, size, color, etc)</p> <p>3.3 Make comparisons and describe objects based on attributes</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>Standard 4: Children will explore concepts of basic measurements.</p> <p>4.1 Measure the length, volume (capacity) and weight of objects using standard or non-standard measures</p> <p>4.3 Exhibit awareness of simple time passage within daily life</p> <p>4.4 Use mathematical language to describe experiences involving measurement such as long, short, longer, shorter</p>	<p>U. Measurement</p> <p>HH. History</p> <p>U. Measurement</p>
<p>Standard 5: Children will analyze data within small and large group settings.</p> <p>5.1 Sort and classify objects using one attribute</p> <p>5.2 Sort and classify objects using more than one attribute</p> <p>5.3 Sort and classify objects using self selected criteria</p> <p>5.4 Develops ability to collect, describe, and record information through drawings, maps, charts, and graphs</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>W. Data analysis</p>

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<i>Creative Arts</i>	
Standard 1: Children will use art for creative expression and representation.	
1.2 Use different art media and materials in a variety of ways for creative expression and representation	X. Art
1.3 Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic	X. Art
Standard 2: Children will show self-expression through music and movement.	
2.1 Express self through music and movement	Y. Music Z. Movement
2.2 Demonstrate the ability to use music and movement	Y. Music Z. Movement
2.3 Identify different types of music	Y. Music
2.4 Appreciate listening to a variety of music forms	Y. Music Z. Movement
2.5 Discover different types of musical instruments	Y. Music
Standard 3: Children will participate in a variety of dramatic play activities.	
3.1 Explore a variety of creative activities through drama	AA. Pretend play
3.2 Characterize fantasy and real-life experiences through imaginative play	AA. Pretend play
3.3 Show expression of own ideas through dramatic play activities	AA. Pretend play
3.4 Engage in cooperative pretend play with another child	AA. Pretend play
Standard 4: Children will show an appreciation for creative activities.	
4.1 Develop confidence and a positive self-concept while engaging in creative processes	X. Art
4.2 Show increased interest and enjoyment in creative development activities	AA. Pretend play
4.3. Contribute original ideas and exhibit flexibility in creative activities	AA. Pretend play
4.4 Use oral language to describe or explain art	X. Art
4.6 Recognize and name a variety of art forms	X. Art

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<i>Science and Environmental Education</i>	
<p>Standard 1: Children will acquire knowledge related to physical science.</p> <p>1.1 Sort and classify objects as solids or liquids</p> <p>1.2 Examine, describe, and compare the properties of solids and liquids</p> <p>1.3 Name and use simple machines in the context of daily play and problem-solving</p> <p>1.4 Design and create items with simple tools</p> <p>1.5 Use a variety of scientific tools to investigate, explore, and compare objects in the classroom and schoolyard</p> <p>1.6. Explore and describe different types of speed and motion</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p> <p>Z. Movement</p>
<p>Standard 2: Children will acquire knowledge related to life sciences and our environment.</p> <p>2.1 Demonstrate respect for the world around us</p> <p>2.2 Describe basic needs of how to care for living things</p> <p>2.3 Demonstrate knowledge of changes that plants and animals pass through during life cycles</p> <p>2.4 Show respect for her own body</p> <p>2.5 Identify and describe common animals and insects, and their natural habitats</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior</p> <p>DD. Natural and physical world</p>
<p>Standard 3: Children will acquire knowledge related to earth and space science.</p> <p>3.2 Identify common earth materials and landforms</p> <p>3.3. Identify four seasons and tell characteristics of each</p> <p>3.6 Identify, describe, and compare natural items from their immediate environment</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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<p>Standard 4: Children will develop the ability to use scientific processes and inquiry.</p> <p>4.1. Use simple visual tools to represent and compare size, shape, quantity, color, texture</p> <p>4.2 Use senses to gather information, classify objects, observe processes, and describe materials</p> <p>4.3 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions</p> <p>4.4 Describe simple cause and effect relationships</p>	<p>W. Data analysis</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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<i>Technology</i>	
Standard 1: Children will gain knowledge of technology. 1.1 Gain foundational knowledge of technology 1.2 Demonstrate an awareness of computers and the purpose they serve as a learning tool 1.3 Show knowledge of computer usage through active and cooperative use 1.4 Use computers for a variety of purposes 1.5 Identify technology as a communication system of the world 1.6 Gain knowledge of and identify the use of a variety of media and technology tools	EE. Tools and technology EE. Tools and technology EE. Tools and technology EE. Tools and technology EE. Tools and technology

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<i>Social Emotional Development</i>	
<p>Standard 1: Children will develop confidence and positive self-awareness.</p> <p>1.1 Develop and express awareness of self in terms of specific abilities, characteristics and accomplishments</p> <p>1.2 Grow in capacity for independence</p>	<p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p>
<p>Standard 2: Children will increase the capacity for self control.</p> <p>2.1 Play cooperatively and interact with others</p> <p>2.2 Deal with feelings in an age-appropriate way</p> <p>2.3 Identify and label feelings</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Standard 3: Children will develop interpersonal and social skills for relating with other people.</p> <p>3.1 Show increasing ability to use compromise and discussion in working, playing and resolving conflict with peers</p>	<p>H. Conflict resolution</p>
<p>Standard 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.</p> <p>4.1 Show progress in understanding similarities and respecting differences in people</p> <p>4.2 Treat everyone with respect and dignity</p> <p>4.3 Develop an awareness of how people positively affect the environment</p>	<p>FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>DD. Natural and physical world</p>

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<i>Approaches to Learning</i>	
<p>Standard 1: Children will develop curiosity, initiative, self-direction and persistence.</p> <p>1.1 Choose challenging task to complete</p> <p>1.2 Try or ask to try new activities</p> <p>1.3 Focus attention on tasks</p> <p>1.4 Follow rules and routines and use materials purposefully, safely and respectfully</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>G. Community</p>
<p>Standard 2: Children will develop positive attitudes, habits and learning styles.</p> <p>2.1 Demonstrate an eagerness and interest in learning</p> <p>2.2 Develop increasing ability to find more than one solution to a question or problem</p> <p>2.3 Demonstrate increasing ability to complete task and maintain concentration over time</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>

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<i>Physical Health and Development</i>	
<p>Standard 1: Children will develop fine motor skills.</p> <p>1.1 Use everyday tools and materials that require small muscle strength, control and dexterity</p> <p>1.2 Develop eye-hand coordination</p> <p>1.3 Develop manual coordination</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Standard 2: Children will develop gross motor skills.</p> <p>2.1 Demonstrate the ability to walk, run, climb, jump, hop (two feet, one foot); increase ability to gallop and skip</p> <p>2.2 Demonstrate increasing ability to coordinate movements in throwing, catching, kicking, bouncing, pedaling, and swinging</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Standard 3: Children will acquire knowledge of healthy and safe living practices.</p> <p>3.2 Name most body parts</p> <p>3.3 Identify healthy foods and items from basic food groups (meat, dairy, grains, fruits, vegetables)</p> <p>3.7 Demonstrate knowledge of healthy personal care routines</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>