

## **Alignment of the 2005 Arizona Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2005 **Arizona Early Learning Standards** 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.



**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Social Emotional Standard</i></b></p>	
<p><b>STRAND 1: Knowledge of Self</b></p> <p><b>Concept 1: Self-Awareness</b></p> <p>The child demonstrates an awareness of his or her self.</p> <p><b>Concept 2: Recognition and Expression of Feelings</b></p> <p>The child recognizes and expresses feelings of self and others.</p>	<p>FF. Knowledge of self and others</p> <p>D. Emotions</p>
<p><b>STRAND 2: Social Interactions With Others</b></p> <p><b>Concept 1: Separation</b></p> <p>The child demonstrates the ability to separate from familiar adults.</p> <p><b>Concept 2: Cooperation</b></p> <p>The child demonstrates the ability to give and take during social interactions.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p>
<p><b>STRAND 3: Responsibility for Self and Others</b></p> <p><b>Concept 1: Self-Control</b></p> <p>The child follows and understands rules and routines in various environments.</p> <p><b>Concept 2: Respect</b></p> <p>The child acknowledges the rights and property of self and others.</p>	<p>G. Community</p> <p>H. Conflict resolution</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Social Emotional Standard CONT</i>	
<b>STRAND 4: Approaches to Learning</b>	
<b>Concept 1: Curiosity</b>	
The child is inquisitive about new experiences.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
<b>Concept 2: Initiative</b>	
The child demonstrates independence.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
<b>Concept 3: Persistence</b>	
The child demonstrates the ability to maintain and sustain a challenging task.	A. Initiative and planning B. Problem solving with materials D. Emotions
<b>Concept 4: Creativity</b>	
The child demonstrates the ability to express his/her own unique way of seeing the world.	AA. Pretend play
<b>Concept 5: Problem-solving</b>	
The child demonstrates the ability to seek solutions to problems.	B. Problem solving with materials H. Conflict resolution
<b>Concept 6: Confidence</b>	
The child demonstrates self-assurance in a variety of circumstances.	H. Conflict resolution

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Language &amp; Literacy Standard</i>	
<p><b>STRAND 1: Oral Language Development</b></p> <p><b>Concept 1: Listening and Understanding</b></p> <p>The child listens with understanding to directions, stories, and conversations.</p> <p><b>Concept 2: Speaking and Communicating</b></p> <p>The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g., ask questions, express needs, and obtain information).</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness</p>
<p><b>STRAND 2: Pre-Reading Process</b></p> <p><b>Concept 1: Print Awareness</b></p> <p>The child knows that print carries messages.</p> <p><b>Concept 2: Book Handling Skills</b></p> <p>The child demonstrates how to handle books appropriately and with care.</p> <p><b>Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)</b></p> <p>The child hears and understands the different sounds of spoken language.</p> <p><b>Concept 4: Letter Knowledge</b></p> <p>The child demonstrates knowledge of the alphabet.</p> <p><b>Concept 5: Vocabulary Development</b></p> <p>The child understands and uses increasingly complex vocabulary.</p>	<p>P. Reading Q. Book enjoyment and knowledge R. Writing</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>L. Speaking FF. Knowledge of self and others</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<b><i>Language &amp; Literacy Standard CONT</i></b>	
<b>Concept 6: Comprehending Stories</b>  The child shows an interest in books and comprehends stories read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>STRAND 3: Pre-Writing Process</b>  <b>Concept 1: Written Expression</b>  The child uses writing materials to communicate ideas.	R. Writing X. Art

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b>Mathematics Standard</b></p>	
<p><b>STRAND 1: Number Sense and Operations</b></p> <p><b>Concept 1: Number Sense</b></p> <p>The child uses numbers and counting as a means to determine quantity and solve problems.</p> <p><b>Concept 2. Numerical Operations</b></p> <p>The child uses numbers and counting as a means to compare quantity and understand number relationships.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>STRAND 2: Data Analysis</b></p> <p><b>Concept 1: Data Collection and Organization</b></p> <p>The child collects, organizes, and displays relevant data.</p> <p><b>Concept 2: Data Analysis*</b></p> <p>The child uses data to see relationships and make sense of the environment</p>	<p>W.Data analysis</p> <p>W.Data analysis</p>
<p><b>STRAND 3: Patterns</b></p> <p>The child recognizes, copies, and creates patterns.</p>	<p>V. Patterns</p>
<p><b>STRAND 4: Geometry and Measurement</b></p> <p><b>Concept 1: Spatial Relationships and Geometry</b></p> <p>The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.</p> <p><b>Concept 2: Measurement</b></p> <p>The child uses measurement to make and describe comparisons in the environment.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>EE. Tools and technology</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<b>Mathematics Standard CONT</b>	
<b>STRAND 5: Structure and Logic</b>	
<b>Concept 1: Logic and Reasoning</b>	
The child recognizes and describes relationships among/between objects relative to their observable attributes.	BB. Observing and classifying

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Science Standard</i>	
<b>STRAND 1: Inquiry</b>	
<b>Concept 1: Observations, Questions, and Hypotheses</b>	
The child asks questions and makes predications based on observations of events in the environment.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>Concept 2: Investigation (Scientific Testing)</b>	
The child tests predictions through exploration and experimentation	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
<b>Concept 3: Analysis and Conclusions</b>	
The child forms conclusions about his/her observations and experimentations.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
<b>Concept 4: Communication</b>	
The child describes, discusses or presents predictions, explanations and generalizations.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions





**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Physical Development, Health, &amp; Safety Standard</i></b></p>	
<p><b>STRAND 1: Physical and Motor Development</b></p> <p><b>Concept 1: Gross Motor Development</b></p> <p>The child moves with balance and control.</p> <p><b>Concept 2: Gross Motor Development</b></p> <p>Child demonstrates coordination of body movements.</p> <p><b>Concept 3: Fine Motor Development</b></p> <p>The child uses fingers and hands to manipulate tools and materials.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>STRAND 2: Health</b></p> <p><b>Concept 1: Hygiene and Health Practices</b></p> <p>Child demonstrates knowledge of personal health practices and routines.</p>	<p>K. Personal care and healthy behavior</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><i><b>Fine Arts Standard</b></i></p>	
<p><b>STRAND 1: Visual Art</b></p> <p><b>Concept 1: Creating Art</b></p> <p>The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.</p> <p><b>Concept 3: Art as Inquiry</b></p> <p>The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.</p>	<p>X. Art</p> <p>X. Art</p>
<p><b>STRAND 2: Music and Creative Movement</b></p> <p><b>Concept 1: Creating Music and Movement</b></p> <p>The child uses a wide variety of instruments, techniques and music to explore and create.</p> <p><b>Concept 2: Music and Creative Movement in Context</b></p> <p>The child uses creative movement and music as he/she begins to make sense of the environment and community.</p> <p><b>Concept 3: Music and Creative Movement as Inquiry</b></p> <p>The child responds to music and creative movement through various means.</p>	<p>Y. Music</p> <p>Z. Movement</p> <p>Z. Movement</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Fine Arts Standard CONT</i>	
<p><b>STRAND 3: Dramatic Play</b></p> <p><b>Concept 1: Creating Dramatic Play</b></p> <p>The child uses dramatic play and props to explore and create.</p> <p><b>Concept 2: Dramatic Play in Context</b></p> <p>The child uses dramatic play as he/she begins to make sense of his/her environment and community.</p> <p><b>Concept 3: Dramatic Play as Inquiry</b></p> <p>The child responds to dramatic play experiences.</p>	<p>AA. Pretend play</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>AA. Pretend play</p>