

## **Alignment of the 2008/2010 California Preschool Learning Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the **California Preschool Learning Foundations 2008/2010** 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 educational approach). 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.



<i>Social-Emotional Development</i>	
<p><b>Self</b></p> <p><b>1.0 Self-Awareness</b></p> <p>1.1 Describe their physical characteristics, behavior, and abilities positively.</p> <p><b>2.0 Self-Regulation</b></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><b>3.0 Social and Emotional Understanding</b></p> <p>3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><b>4.0 Empathy and Caring</b></p> <p>4.1 Demonstrate concern for the needs of others and people in distress.</p> <p><b>5.0 Initiative in Learning</b></p> <p>5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p>	<p>FF. Knowledge of self and others</p> <p>D. Emotions H. Conflict resolution</p> <p>D. Emotions FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

<p><b>Social Interaction</b></p> <p><b>1.0 Interactions with Familiar Adults</b></p> <p>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</p> <p><b>2.0 Interactions with Peers</b></p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.2 Participate in simple sequences of pretend play.</p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p><b>3.0 Group Participation</b></p> <p>3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><b>4.0 Cooperation and Responsibility</b></p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>D. Emotions G. Community</p>
--	---

<p><b>Relationships</b></p> <p><b>2.0 Close Relationships with Teachers and Caregivers</b></p> <p>2.1 Seek security and support from their primary teachers and caregivers.</p> <p>2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</p> <p><b>3.0 Friendships</b></p> <p>3.1 Choose to play with one or two special peers whom they identify as friends.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
--	--

<i>Language and Literacy</i>	
<b>Listening and Speaking</b>	
<b>1.0 Language Use and Conventions</b>	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	L. Speaking
1.3 Use accepted language and style during communication with familiar adults and children.	L. Speaking M. Listening and comprehension
1.4 Use language to construct short narratives that are real or fictional.	L. Speaking
<b>2.0 Vocabulary</b>	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	L. Speaking M. Listening and comprehension
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	L. Speaking M. Listening and comprehension
<b>3.0 Grammar</b>	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	L. Speaking
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	L. Speaking

<p><b>Reading</b></p> <p><b>1.0 Concepts about Print</b></p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p> <p>1.2 Recognize print as something that can be read.</p> <p><b>3.0 Alphabets and Word/Print Recognition</b></p> <p>3.1 Recognize the first letter of own name.</p> <p>3.2 Match some letter names to their printed form.</p> <p><b>4.0 Comprehension and Analysis of Age-Appropriate Text</b></p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p> <p><b>5.0 Literacy Interest and Response</b></p> <p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in routines associated with literacy activities.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
<p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

<i>English-Language Development</i>	
<p><b>Listening</b></p> <p><b>1.0 Children listen with understanding.</b></p> <p><b><i>Focus: Beginning words</i></b></p> <p>1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p><b><i>Focus: Requests and directions</i></b></p> <p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p><b><i>Focus: Basic and advanced concepts</i></b></p> <p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p> <p>II. Listening to and understanding English</p>

<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b><i>Focus: Communication of needs</i></b></p> <p>1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p><b><i>Focus: Vocabulary production</i></b></p> <p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p><b><i>Focus: Conversation</i></b></p> <p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><b><i>Focus: Utterance length and complexity</i></b></p> <p>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><b><i>Focus: Grammar</i></b></p> <p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p> <p><b><i>Focus: Narrative development</i></b></p> <p>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>L. Speaking JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>L. Speaking</p> <p>L. Speaking</p>
--	---

<p><b>Reading</b></p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p><b><i>Focus: Participate in read-aloud activity</i></b></p> <p><b>1.1</b> Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p><b><i>Focus: Interest in books and reading</i></b></p> <p><b>1.2</b> “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p><b><i>Focus: Story structure</i></b></p> <p><b>2.2</b> Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><b>3.0 Children demonstrate an understanding of print conventions.</b></p> <p><b><i>Focus: Book handling</i></b></p> <p><b>3.1</b> Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p> <p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p> <p><b><i>Focus: Environmental print</i></b></p> <p><b>4.1</b> Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <p><b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b></p> <p><b><i>Focus: Letter awareness</i></b></p> <p><b>5.1</b> Interact with material representing the letters of the English alphabet.</p> <p><b><i>Focus: Letter recognition</i></b></p> <p><b>5.2</b> Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>
--	---

<p><b>Reading cont.</b></p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p><b>Focus: Rhyming</b></p> <p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p><b>Focus: Onset (initial sound)</b></p> <p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <p><b>Focus: Sound differences in the home language and English</b></p> <p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p><b>Writing</b></p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p><b>Focus: Writing as communication</b></p> <p>1.1 Begin to understand that writing can be used to communicate.</p> <p><b>Focus: Writing to represent words or ideas</b></p> <p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p><b>Focus: Writing their name</b></p> <p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

<b>Mathematics</b>	
<p><b>Number Sense</b></p> <p><b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b></p> <p>1.1 Recite numbers in order to ten with increasing accuracy.</p> <p>1.2 Begin to recognize and name a few written numerals.</p> <p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>1.5 Use the number name of the last object counted to answer the question, "How many...?"</p> <p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p> <p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."</p> <p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p> <p>2.3 Understand that putting two groups of objects together will make a bigger group.</p> <p>2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>S. Number and counting</p>
<p><b>Algebra and Functions</b></p> <p><b>1.0 Children begin to sort and classify objects in their everyday environment.</b></p> <p>1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.</p> <p><b>2.0 Children begin to recognize simple, repeating patterns.</b></p> <p>2.1 Begin to identify or recognize a simple repeating pattern.</p> <p>2.2 Attempt to create a simple repeating pattern or participate in making one.</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>V. Patterns</p>

**California Preschool Learning Foundations**

**COR Advantage Items**

<p><b>Measurement</b></p> <p><b>1.0 Children begin to compare and order objects.</b></p> <p>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i>, or by placing objects side by side to compare length.</p> <p>1.2 Order three objects by size.</p> <p>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
<p><b>Geometry</b></p> <p><b>1.0 Children begin to identify and use common shapes in their everyday environment.</b></p> <p>1.1 Identify simple two-dimensional shapes, such as a circle and square.</p> <p>1.2 Use individual shapes to represent different elements of a picture or design.</p> <p><b>2.0 Children begin to understand positions in space.</b></p> <p>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</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>
<p><b>Mathematical Reasoning</b></p> <p><b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b></p> <p>1.1 Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p>B. Problem solving with materials</p> <p>W. Data analysis</p>

<b>Visual and Performing Arts</b>	
<b>Visual Art</b>	
<b>1.0 Notice, Respond, and Engage</b>	
1.1 Notice and communicate about objects or forms that appear in art.	X. Art
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	X. Art
<b>2.0 Develop Skills in Visual Art</b>	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	X. Art
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	X. Art
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	X. Art
2.4 Begin to use paper and other materials to assemble simple collages.	X. Art
2.6 Demonstrate some motor control when working with visual arts tools.	J. Fine-motor skills
<b>3.0 Create, Invent, and Express Through Visual Art</b>	
3.1 Create art and sometimes name the work.	X. Art
3.2 Begin to draw figures or objects.	X. Art
3.3 Begin to use intensity of marks and color to express a feeling or mood.	X. Art

<b>Music</b>	
<b>1.0 Notice, Respond, and Engage</b>	
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Y. Music
1.2 Recognize simple repeating melody and rhythm patterns.	Y. Music
1.3 Identify the sources of a limited variety of musical sounds.	Y. Music
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	Z. Movement
<b>2.0 Develop Skills in Music</b>	
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Y. Music
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Y. Music
<b>3.0 Create, Invent, and Express Through Music</b>	
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Y. Music
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	Z. Movement
3.3 Improvise vocally and instrumentally.	Y. Music

<p><b>Drama</b></p> <p><b>1.0 Notice, Respond, and Engage</b></p> <p>1.1 Demonstrate an understanding of simple drama vocabulary</p> <p>1.2 Identify preferences and interests related to participating in drama.</p> <p>1.3 Demonstrate knowledge of simple plot of a participatory drama.</p> <p><b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b></p> <p>2.1 Demonstrate basic role-play skills with imagination and creativity.</p> <p>2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.</p>	<p>AA. Pretend play</p>
<p><b>Dance</b></p> <p><b>1.0 Notice, Respond, and Engage</b></p> <p>1.1 Engage in dance movements.</p> <p>1.2 Begin to understand and use vocabulary related to dance.</p> <p>1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.</p> <p>1.4 Explore and use different steps and movements to create or form a dance.</p> <p><b>2.0 Develop Skills in Dance</b></p> <p>2.3 Begin to respond to tempo and timing through movement.</p> <p><b>3.0 Create, Invent, and Express Through Dance</b></p> <p>3.1 Begin to act out and dramatize through music and movement patterns.</p> <p>3.2 Invent dance movements.</p>	<p>Z. Movement</p>

<p><b>Physical Development</b></p> <p><b>Fundamental Movement Skills</b></p> <p><b>1.0 Balance</b></p> <p>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p> <p><b>2.0 Locomotor Skills</b></p> <p>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</p> <p>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</p> <p>2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p> <p><b>3.0 Manipulative Skills</b></p> <p>3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p>3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Perceptual-Motor Skills and Movement Concepts</b></p> <p><b>1.0 Body Awareness</b></p> <p>1.1 Demonstrate knowledge of the names of body parts.</p> <p><b>2.0 Spatial Awareness</b></p> <p>2.1 Use own body as reference point when locating or relating to other people or objects in space.</p> <p><b>3.0 Directional Awareness</b></p> <p>3.3 Can place an object on top of or under something with some accuracy.</p> <p>3.4 Use any two body parts together.</p>	<p>K. Personal care and healthy behavior</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>J. Fine-motor skills</p>

**California Preschool Learning Foundations**

**COR Advantage Items**

<p><b>Health</b></p>	
<p><b>Health Habits</b></p> <p><b>1.0 Basic Hygiene</b></p> <p>1.1 Demonstrate knowledge of some steps in the handwashing routine.</p> <p>1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.</p> <p><b>3.0 Knowledge of Wellness</b></p> <p>3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.</p> <p>3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.</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> <p>FF. Knowledge of self and others</p>
<p><b>Safety</b></p>	
<p><b>1.0 Injury Prevention</b></p> <p>1.1 Follow safety rules with adult support and prompting.</p>	<p>G. Community</p>
<p><b>Nutrition</b></p> <p><b>2.0 Nutrition Choices</b></p> <p>2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.</p> <p>2.2 Indicate food preferences that reflect familial and cultural practices.</p>	<p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>