

Alignment of the 2009–2010 Colorado Academic Standards With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009–2010 **Colorado Academic 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.



Colorado Academic Standards

COR Advantage Items

Comprehensive Health		
Kindergarten	Standard: 2. Physical and Personal Wellness in Health 1. Identify the major food groups and the benefits of eating a variety of foods b. Identify foods and beverages that are healthy choices for teeth and bones (DOK 1-2) d. Explain the health benefits of choosing healthy foods and beverages (DOK 1-3)	K. Personal care and healthy behavior K. Personal care and healthy behavior
	2. Explain how personal hygiene and cleanliness affect wellness b. Explain why hygiene is important for good health (DOK 1-3) c. Demonstrate the steps for proper hand washing (DOK 1) d. Explain positive outcomes from brushing and flossing teeth daily (DOK 1-3) f. Explain why sleep and rest are important for proper growth and good health (DOK 1-3)	K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior
Preschool	1. Develop self-management skills and personal hygiene skills to promote healthy habits a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather (DOK 1-3)	K. Personal care and healthy behavior

Colorado Academic Standards

COR Advantage Items

	<i>Mathematics</i>	
Kindergarten	Standard: 1. Number Sense, Properties, and Operations 1. Whole numbers can be used to name, count, represent, and order quantity a. Use number names and the count sequence. (CCSS: K.CC) b. Count to determine the number of objects. (CCSS: K.CC) c. Compare and instantly recognize numbers. (CCSS: K.CC)	S. Number and counting S. Number and counting S. Number and counting
	2. Composing and decomposing quantity forms the foundation for addition and subtraction a. Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. (CCSS: K.OA)	S. Number and counting
	1. Quantities can be represented and counted a. Count and represent objects including coins to 10 (PFL) b. Match a quantity with a numeral	S. Number and counting S. Number and counting
Kindergarten	Standard: 4. Shape, Dimension, and Geometric Relationships 1. Shapes can be described by characteristics and position and created by composing and decomposing a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (CCSS: K.G) b. Analyze, compare, create, and compose shapes. (CCSS: K.G)	T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness

Colorado Academic Standards

COR Advantage Items

	<i>Mathematics CONT</i>	
Kindergarten	<p>2. Measurement is used to compare and order objects</p> <p>a. Describe and compare measurable attributes. (CCSS: K.MD)</p> <p>b. Classify objects and count the number of objects in each category. (CCSS: K.MD)</p>	<p>U. Measurement</p> <p>BB. Observing and classifying</p>
Preschool	<p>1. Shapes can be observed in the world and described in relation to one another</p> <p>a. Match, sort, group and name basic shapes found in the natural environment</p> <p>b. Sort similar groups of objects into simple categories based on attributes</p> <p>c. Use words to describe attributes of objects</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
Preschool	<p>2. Measurement is used to compare objects</p> <p>a. Describe the order of common events</p> <p>b. Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement</p> <p>c. Sort coins by physical attributes such as color or size (PFL)</p>	<p>HH. History</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating</i>	
Kindergarten	<p>Standard: 1. Oral Expression and Listening</p> <p>2. Communication relies on effective verbal and nonverbal skills</p> <p>a. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1)</p> <p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)</p> <p>c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)</p> <p>d. Listen with comprehension to follow two-step directions.</p>	<p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
Kindergarten	<p>3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness</p> <p>a. Identify and create rhyming words</p> <p>b. Identify and create alliterations</p> <p>c. Identify words orally according to shared beginning or ending sounds</p> <p>d. Blend sounds orally to make one-syllable words</p> <p>f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)</p> <p>g. Identify the initial, medial, and final phoneme (speech sound) of spoken words</p>	<p>N. Phonological awareness</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Preschool	<p>1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities</p> <p>a. Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications</p> <p>b. Begin to identify and use special concepts (first/last, over/under, etc.)</p> <p>c. Demonstrate use of vocabulary in oral language to express ideas and events</p>	<p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>L. Speaking</p>
Preschool	<p>2. Listening and comprehension skills are required to be clearly understood</p> <p>a. Use language to express ideas in complete sentences (with support of sentence stems as needed)</p> <p>b. Recite songs, poems, and stories with repeated rhyme</p> <p>c. Listen with comprehension, and follow two-step directions</p>	<p>L. Speaking</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p>
Preschool	<p>3. Early knowledge of phonemic awareness is the building block of understanding language</p> <p>c. Recognize rhyming words and alliterations</p> <p>d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Kindergarten	<p>Standard: 2. Reading for All Purposes</p> <p>1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading</p> <p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) <p>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9) 	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Kindergarten	<p>2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading</p> <p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2) iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3) <p>c. Use integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9) 	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Kindergarten	<p>3. Decoding words in print requires alphabet recognition and knowledge of letter sounds</p> <p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)</p> <p> i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</p> <p> ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)</p> <p> iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)</p> <p> iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)</p> <p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)</p> <p> i. Recognize and produce rhyming words. (CCSS: RF.K.2a)</p> <p> iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)</p> <p> iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.). (CCSS: RF.K.2d)</p> <p> v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading R. Writing</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Kindergarten, Cont.	<p>vi. Identify phonemes for letters.</p> <p>d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)</p> <p>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)</p> <p>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</p> <p>iii. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). (CCSS: RF.K.3c)</p>	<p>N. Phonological awareness O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p>
Preschool	<p>1. Print conveys meaning</p> <p>a. Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)</p> <p>b. Recognize print in the environment</p> <p>c. Recognize that printed material conveys meaning and connects to the reader's world</p> <p>d. Use and interpret illustrations to gain meaning</p> <p>e. Make predictions based on illustrations or portions of story or text</p> <p>f. Generate a picture or written response to a read-aloud that identifies the who or what of the story or text</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>No match</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Preschool	<p>2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed</p> <p>a. Recognize own name in print</p> <p>b. Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name</p> <p>c. Begin to name familiar objects, colors, letters, and numbers rapidly and in random order</p>	<p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>S. Number and counting</p>
Kindergarten	<p>Standard: 3. Writing and Composition</p> <p>1. Text types and purposes, labels, and familiar words are used to communicate information and ideas</p> <p>a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCSS: W.K.1)</p> <p>b. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)</p> <p>c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Kindergarten	<p>2. Appropriate mechanics and conventions are used to create simple texts</p> <p>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)</p> <p>i. Print many upper- and lowercase letters. (CCSS: L.K.1a)</p> <p>vii. Use proper spacing between words</p> <p>viii. Write left to right and top to bottom</p> <p>ix. Use appropriate pencil grip</p> <p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p> <p>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</p> <p>iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>O. Alphabet knowledge R. Writing</p>
Preschool	<p>1. Pictures express ideas</p> <p>a. Draw pictures to generate, represent, and express ideas or share information</p> <p>b. Orally describe or tell about a picture</p> <p>c. Use shapes, letter-like symbols, and letters to represent words or ideas</p> <p>d. Dictate ideas to an adult</p>	<p>X. Art</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing X. Art</p>

Colorado Academic Standards

COR Advantage Items

	<i>Reading, Writing, & Communicating CONT</i>	
Preschool	<p>2. Letters are formed with accuracy</p> <p>a. Begin to develop proper pencil grip when drawing or writing</p> <p>b. Write and recognize letters in own name</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p>

Colorado Academic Standards

COR Advantage Items

	<i>Science</i>	
Kindergarten	<p>Standard: 1. Physical Science</p> <p>2. Objects can be sorted by physical properties, which can be observed and measured</p> <p>a. Observe, investigate, and describe how objects can be sorted using their physical properties (DOK 1-2)</p> <p>b. Explain why objects are sorted into categories (DOK 2)</p> <p>c. Sort a set of objects based on their physical characteristics, and then explain how the objects are sorted (DOK 1-2)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
Preschool	<p>1. Objects have properties and characteristics</p> <p>a. Use senses to gather information about objects (DOK 1-2)</p> <p>b. Make simple observations, predictions, explanations, and generalizations based on real-life experiences (DOK 1-2)</p> <p>c. Collect, describe, and record information through discussion, drawings, and charts (DOK 1-2)</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
Preschool	<p>2. There are cause-and-effect relationships in everyday experiences</p> <p>a. Recognize and investigate cause-and effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects (DOK 1-2)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>

Colorado Academic Standards

COR Advantage Items

	<i>Science CONT</i>	
Kindergarten	<p>Standard: 2. Life Science</p> <p>1. Organisms can be described and sorted by their physical characteristics</p> <p>a. Sort a group of items based on observable characteristics (DOK 1-2)</p> <p>b. Communicate and justify an evidence-based scientific rationale for sorting organisms into categories (DOK 1-2)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
Preschool	<p>1. Living things have characteristics and basic needs</p> <p>b. Observe and explore the natural processes of growing, changing, and adapting to the environment (DOK 1-2)</p> <p>d. Collect, describe, and record information about living things through discussion, drawings, and charts (DOK 1-2)</p>	<p>DD. Natural and physical world</p> <p>W. Data analysis</p>

Colorado Academic Standards

COR Advantage Items

	<i>Social Studies</i>	
Preschool	Standard: 1. History	
	1. Change and sequence over time a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later. (DOK 1) b. Select examples from pictures that illustrate past, present, and future (DOK 1)	HH. History HH. History
Preschool	Standard: 2. Geography	
	1. Develop spatial understanding, perspectives, and connections to the world	
	a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later. (DOK 1) b. Identify common places to include but limited to home, school, cafeteria, and gymnasium (DOK 1) d. Use pictures to locate familiar places (DOK 1)	HH. History GG. Geography GG. Geography
Preschool	Standard: 4. Civics	
	1. Individuals have unique talents and work with others in groups a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations (DOK 1)	FF. Knowledge of self and others

Colorado Academic Standards

COR Advantage Items

<i>Dance</i>		
Kindergarten	Standard: 1. Movement, Technique, and Performance 1. Demonstrate simple phrases of movement in time and space a. Move the body safely in time and space (DOK 1-2) b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip (DOK 1-2) e. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships (DOK 1-2) z. Perform simple folk dances (DOK 1)	I. Gross-motor skills I. Gross-motor skills Z. Movement Z. Movement
	Kindergarten 2. Move with intent to music and other stimuli b. Improvise to express a feeling or mood (DOK 1-3)	Z. Movement
	Preschool 1. Demonstrate simple phrases of movement in time and space Evidence Outcomes 21st Century Skills and Readiness Competencies a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll (DOK 1-2)	Z. Movement
	Kindergarten Standard: 2. Create, Compose and Choreograph 1. Improvise movement to music and other stimuli d. Improvise to express a feeling or mood (DOK 2-3)	Z. Movement

Colorado Academic Standards

COR Advantage Items

	<i>Music</i>	
Kindergarten	Standard: 1. Expression of Music 1. Perform independently a. Distinguish between speaking and singing voice (DOK 1) b. Sing a variety of simple songs and singing games (DOK 1-2)	Y. Music Y. Music
	Preschool 2. Respond to rhythmic patterns and elements of music using expressive movement a. Move to music of various tempos, meters, dynamics, modes, genres, and styles (DOK 1-2) b. Move or use body percussion to demonstrate awareness of beat and tempo (DOK 1-2)	Z. Movement Z. Movement
Kindergarten	Standard: 4. Aesthetic Valuation of Music 2. Respond to musical performance at a basic level Create movements that correspond to specific musical moods and styles (DOK 2-4)	Z. Movement

Colorado Academic Standards

COR Advantage Items

<i>Visual Arts</i>		
Kindergarten	Standard: 1. Observe and Learn to Comprehend 1. Artists and viewers recognize characteristics and expressive features within works of art a. Recognize characteristics and expressive features of art and design in works of art (DOK 1-2) c. Use a variety of methods to reproduce basic sensory qualities and expressive features (DOK 1-3)	X. Art X. Art
	Kindergarten 2. Personal feelings are described in and through works of art b. Tell a story to explain works of art (DOK 1-4)	X. Art
Preschool	1. Artists and viewers identify art in daily life b. Use age-appropriate vocabulary to describe works of art (DOK 1-2)	X. Art
Kindergarten	Standard 3. Invent and Discover to Create 1. Create two- and three-dimensional works of art based on personal relevance b. Make plans to create works of art (DOK 1-3)	A. Initiative and planning X. Art
	c. Explain the outcomes of the art-making process (DOK 1-3)	X. Art