

Alignment of the 2008 District of Columbia Early Learning Standards for Pre-Kindergarten With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2008 **District of Columbia Early Learning Standards for Pre-Kindergarten** 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.



**District of Columbia
Early Learning Standards**

COR Advantage Items

<p>Domain 1: Approaches to Learning (AL)</p>	
<p>AL.1.1 Children demonstrate curiosity and a willingness to learn. SI.5.1 Children develop inquiry and process skills.</p> <p>AL.1.1.1 Explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen.</p> <p>AL.1.1.2 Use adults as resources to answer questions, clarify information, demonstrate tasks.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p>
<p>AL.1.2 Children engage in and complete tasks.</p> <p>AL.1.2.1 Follow through on a plan made by self or others.</p> <p>AL.1.2.3 Persist in and complete increasingly challenging tasks, seeking help when needed.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p>
<p>AL.1.3 Children demonstrate problem-solving skills.</p> <p>AL.1.3.1 Recognize and solve problems by trying one or more strategies.</p> <p>AL.1.3.2 Apply knowledge and past experience to new situations or tasks.</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>AL.1.4 Children engage in purposeful play.</p> <p>AL.1.4.1 Take on pretend roles and situations for a sustained period of time.</p> <p>AL.1.4.2 Use objects to represent real items in pretend play.</p> <p>AL.1.4.3 Make and interpret representations.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>X. Art AA. Pretend play</p>
<p>AL.1.5 Children demonstrate self-direction and independence.</p> <p>AL.1.5.1 Select from a variety of choices and come up with own ideas of how to use the materials constructively.</p> <p>AL.1.5.2 Work to complete tasks with increasing independence.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>

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COR Advantage Items

<p>Domain 2: Social and Emotional Development (SED)</p>	
<p>SED.2.1 Children demonstrate a strong, positive self-concept. SI.5.1 Children develop inquiry and process skills.</p> <p>SED.2.1.1 Identify and value characteristics of self, family, and community.</p> <p>SED.2.1.3 Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.</p>	<p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior FF. Knowledge of self and others</p>
<p>SED.2.2 Children develop increasing capacity for self-control.</p> <p>SED.2.2.1 Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.</p> <p>SED.2.2.2 Demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p>SED.2.2.3 Understand and follow classroom routines and rules, and know what to do during transitions.</p>	<p>D. Emotions</p> <p>B. Problem solving with materials D. Emotions H. Conflict resolution</p> <p>G. Community</p>
<p>SED 2.3 Children engage in positive interactions with others.</p> <p>SED 2.3.1 Recognize the feelings and rights of others and respond appropriately.</p> <p>SED 2.3.2 Play cooperatively with other children.</p> <p>SED 2.3.3 Uses negotiation to resolve conflicts.</p>	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p>SED.2.4 Children demonstrate resiliency skills.</p> <p>SED.2.4.3 Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p> <p>SED.2.4.4 Is persistent and displays problem solving skills.</p>	<p>E. Building relationships with adults FF. Knowledge of self and others</p> <p>B. Problem solving with materials</p>

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<p>Domain 3: Language and Literacy (LL)</p>	
<p>I. LISTENING AND SPEAKING LL.3.I.1 Children comprehend oral directions and explanations.</p> <p>LL.3.I.1.1 Follow directions of two or more steps.</p> <p>LL.3.I.1.2 Demonstrate understanding of explanations.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.</p> <p>LL.3.I.2.2 Identify words that rhyme in songs, nursery rhymes, poems, and stories.</p> <p>LL.3.I.2.3 Produce (make up) rhymes.</p> <p>LL.3.I.2.4 Discriminate sounds as being the same or different.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p>LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.</p> <p>LL.3.I.3.1 Ask questions to get information, ask for help, clarify something that is not understood.</p> <p>LL.3.I.3.2 Answer questions with increasing detail.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).</p> <p>LL.3.I.4.1 Use words to describe concrete objects, actions, and feelings.</p> <p>LL.3.I.4.3 Use complete and increasingly complex sentences.</p> <p>LL.3.I.4.4 Describe concepts and past and future events.</p> <p>LL.3.I.4.6 Ask Questions to acquire new vocabulary.</p>	<p>D. Emotions L. Speaking</p> <p>L. Speaking</p> <p>C. Reflection HH. History</p> <p>M. Listening and comprehension</p>

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<p>Domain 3: Language and Literacy (LL) CONT</p>	
<p>LL.3.I.5 Children participate in conversations.</p> <p>LL.3.I.5.1 Engage in back-and-forth discussions about a topic with peers and adults.</p> <p>LL.3.I.5.2 Initiate and/or extend conversations with peers and adults, using multiple exchanges.</p>	<p>E. Building relationships with adults L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children</p>
<p>II. READING</p> <p>LL.3.II.1 Children understand and value books and other print materials.</p> <p>LL.3.II.1.1 Listen to a wide variety of age appropriate literature read aloud.</p> <p>LL.3.II.1.2 Initiate reading behaviors.</p> <p>LL.3.II.1.3 Answer questions about stories and other print materials.</p> <p>LL.3.II.1.4 Use books and other print materials to find information.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>GG. Geography</p>
<p>LL.3.II.2 Children demonstrate knowledge of and appreciation for books.</p> <p>LL.3.II.2.2 Hold books right side up and knows that books are read from front to back, top to bottom.</p>	<p>Q. Book enjoyment and knowledge</p>
<p>LL.3.II.3 Children demonstrate understanding of print concepts.</p> <p>LL.3.II.3.1 Know that spoken words can be written and read, and written words can be spoken aloud.</p> <p>LL.3.II.3.2 Know that print is read from left to right in English and many other languages.</p>	<p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p>
<p>LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</p> <p>LL.3.II.4.1 Identify 10 or more letters.</p> <p>LL.3.II.4.2 Name letters in own name and in familiar words.</p> <p>LL.3.II.4.3 Find specific letters in words in the environment.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

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<p>Domain 3: Language and Literacy (LL) CONT</p>	
<p>LL.3.II.5 Children use emerging reading skills to make meaning from print.</p> <p>LL.3.II.5.1 Use pictures as clues to the text.</p> <p>LL.3.II.5.2 Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge</p>
<p>LL.3.II.6 Children comprehend stories and other texts.</p> <p>LL.3.II.6.1 Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p> <p>LL.3.II.6.2 Retell story events in sequence.</p> <p>LL.3.II.6.3 Relate themes and information in books to personal experiences.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
<p>III. WRITING</p> <p>LL.3.III.1 Children understand the purposes of writing.</p> <p>LL.3.III.1.2 Write to convey meaning.</p>	<p>R. Writing</p>
<p>LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.</p> <p>LL.3.III.2.1 Print own name.</p> <p>LL.3.III.2.2 Make clear attempts to convey a message in writing.</p> <p>LL.3.III.2.3 Begin to make letter-sound connections.</p> <p>LL.3.III.2.4 Use letter(s) to represent an entire work; use letter strings to represent phrases and sentences.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p>

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<p>Domain 4: Mathematical Thinking (MT)</p>	
<p>NUMBER CONCEPTS MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.</p> <p>MT.4.1.1 Use one-to-one correspondence.</p> <p>MT.4.1.2 Count with understanding to at least 10.</p> <p>MT.4.1.3 Use numbers to tell how many (number quantity).</p> <p>MT.4.1.5 Recognize and name numerals up to 10.</p> <p>MT.4.1.8 Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).</p>	<p>S. Number and counting</p>
<p>PATTERNS, FUNCTIONS, AND ALGEBRA MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.</p> <p>MT.4.2.1 Sort and classify objects by more than one attribute (color, shape, size, number, etc.).</p> <p>MT.4.2.2 Recognize, describe, and copy simple patterns.</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p>
<p>MEASUREMENT MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.</p> <p>MT.4.3.1 Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information.</p> <p>MT.4.3.2 Identify appropriate tools of measurement.</p> <p>MT.4.3.3 Show awareness of time concepts and sequence.</p>	<p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>HH. History</p>

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<p>Domain 4: Mathematical Thinking (MT)</p>	
<p>GEOMETRY AND SPATIAL SENSE MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.</p> <p>MT.4.4.1 Recognize, name, and describe simple two- and three- dimensional shapes.</p> <p>MT.4.4.2 Match, sort, and classify shapes.</p> <p>MT.4.4.3 Put together and take apart shapes to make new shapes.</p> <p>MT.4.4.5 Describe, name, and interpret distance and position in space; understand and use positional words.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>DATA ANALYSIS AND PROBABILITY MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.</p> <p>MT.4.5.1 Graph real objects or pictures of objects (no more than three) as a way to organize information.</p> <p>MT.4.5.2 Describe and analyze information from graphs.</p>	<p>W. Data analysis</p> <p>W. Data analysis</p>

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<p>Domain 5: Scientific Inquiry (SI)</p>	
<p>SCIENTIFIC INQUIRY SI.5.1 Children develop inquiry and process skills.</p> <p>SI.5.1.1 Ask questions, make predictions, and test their predictions.</p> <p>SI.5.1.2 Observe and describe cause and effect.</p> <p>SI.5.1.3 Identify and use tools appropriately to explore and investigate.</p> <p>SI.5.1.4 Collect, organize, and record information.</p> <p>SI.5.1.5 Discuss and draw conclusions and form generalizations.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>PHYSICAL SCIENCE SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.</p> <p>SI.5.2.2 Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature.</p> <p>SI.5.2.3 Investigate, observe and describe or demonstrate various ways that objects can move and change.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>LIFE SCIENCE SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.</p> <p>SI.5.3.1 Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats.</p> <p>SI.5.3.2 Observe, describe, compare, and categorize plants and animals.</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p>
<p>EARTH SCIENCE SI.5.4 Children develop an understanding of the Earth and the natural environment.</p> <p>SI.5.4.1 Observe and describe the natural world around them.</p>	<p>DD. Natural and physical world</p>

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<p>Domain 6: Social Studies (SS)</p>	
<p>SS.6.1 Children demonstrate a sense of self within the context of family.</p> <p>SS.6.1.1 Demonstrate knowledge of personal information (e.g., name, birth date, gender, phone number).</p> <p>SS.6.1.2 Identify family members and recognize that families vary.</p> <p>SS.6.1.3 Recognize the roles within the home.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>SS.6.2 Children demonstrate an understanding of self within the context of community.</p> <p>SS.6.2.2 Describe or represent their home and other homes in their neighborhood.</p> <p>SS.6.2.4 Describe how people affect their environment in negative (e.g., litter, pollution) and positive ways (recycling, planting trees).</p>	<p>GG. Geography</p> <p>DD. Natural and physical world</p>
<p>SS.6.3 Children begin to notice an acknowledge diversity.</p> <p>SS.6.3.1 Begin to identify similarities and differences among people (e.g., gender, race, culture, language, abilities).</p>	<p>FF. Knowledge of self and others</p>
<p>SS.6.4 Children develop a basic understanding of economic concepts.</p> <p>SS.6.4.1 Discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities.</p>	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p>SS.6.5 Children begin to understand how people and things change over time.</p> <p>SS.6.5.1 Demonstrate understanding that time and the passage of time can be measured.</p> <p>SS.6.5.2 Distinguish the difference between past, present and future events.</p> <p>SS.6.5.4 Know and follow the established routines of the day.</p>	<p>HH. History</p> <p>HH. History</p> <p>G. Community HH. History</p>

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Domain 6: Social Studies (SS) CONT	
<p>SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.</p> <p>SS.6.6.3 Demonstrates understanding that maps are tools to help us find where we are and where we are going.</p>	<p>GG. Geography</p>
<p>SS.6.7 Children begin to learn the basic civic and democratic principles.</p> <p>SS.6.7.1 Demonstrate appropriate social interactions that include sharing, compromise and respect for others.</p> <p>SS.6.7.2 Make choices and decisions.</p>	<p>H. Conflict resolution</p> <p>A. Initiative and planning</p>

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<p>Domain 7: Creative Arts (CA)</p>	
<p>MOVEMENT CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.</p> <p>CA.7.1.1 Move their bodies spontaneously to different musical tempos and styles.</p> <p>CA.7.1.2 Participate in guided movement activities.</p>	<p>Z. Movement</p> <p>Z. Movement</p>
<p>DRAMATIC PLAY CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.</p> <p>CA.7.2.1 Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gestures, sound, speech, and facial expressions.</p> <p>CA.7.2.2 Create scenarios, props and settings for original dramatizations and dramatic play.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>ART CA 7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.</p> <p>CA.7.3.1 Gain ability to use a variety of media (paint, play dough, clay, etc.).</p> <p>CA.7.3.2 Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic.</p> <p>CA.7.3.3 Begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>

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Domain 7: Creative Arts (CA) CONT	
MUSIC CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.	
CA.7.4.1 Listen to and enjoy a variety of music.	Y. Music
CA.7.4.2 Sing a variety of songs within children's vocal range, independently and with others.	Y. Music
CA.7.4.3 Use a variety of instruments to create musical sounds.	Y. Music

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<p>Domain 8: Physical Development, Health, and Safety (PHS)</p>	
<p>GROSS MOTOR PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.</p> <p>PHS.8.1.1 Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, and galloping.</p> <p>PHS.8.1.2 Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder.</p> <p>PHS.8.1.3 Combine and coordinate large muscle movements.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>FINE MOTOR PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</p> <p>PHS.8.2.1 Perform fine motor tasks that require small-muscle strength and control.</p> <p>PHS.8.2.2 Use eye-hand coordination to perform fine motor tasks.</p> <p>PHS.8.2.3 Use a pincer grip to grasp and manipulate writing, drawing, and painting tools.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>SENSORIMOTOR PHS.8.3 Children use sensory information to guide motion.</p> <p>PHS.8.3.1 Use what they know about objects' attributes to manipulate them.</p>	<p>BB. Observing and classifying</p>
<p>HEALTH AND SAFETY PHS.8.4 Children practice behaviors that promote their health and safety.</p> <p>PHS.8.4.1 Perform basic hygiene and self-help tasks with increasing skill.</p> <p>PHS.8.4.4 Begin to understand that foods have different nutritional values.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>