

# Alignment of the 2003 Delaware Early Learning Foundations For School Success With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2003 **Delaware Early Learning Foundations for School Success** 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.



**Delaware Early Learning Foundations**

**COR Advantage Items**

<i>Language Development</i>	
<b>Language</b>	
<b>L 1</b> Communicate so that they will be understood by peers and adults	L. Speaking
<b>L 3</b> Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants	D. Emotions L. Speaking M. Listening and comprehension
<b>L 5</b> Engage in conversation by making statements or asking questions	L. Speaking M. Listening and comprehension
<b>L 6</b> Make up and/or retell stories and describe experiences	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>L 7</b> Respond to their names, requests for action or information	M. Listening and comprehension
<b>L 8</b> Demonstrate understanding of messages in conversation by listening and responding appropriately	M. Listening and comprehension
<b>L 9</b> Show interest in playing with language	N. Phonological awareness
<b>L 10</b> Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words	N. Phonological awareness

**Delaware Early Learning Foundations**

**COR Advantage Items**

<b>Literacy</b>	
<p><b>L 12</b> Show an interest in books and/or engage in reading related activities</p>	<p>Q. Book enjoyment and knowledge</p>
<p><b>L 14</b> Hold a book upright, turn pages from the front of the book to the back, and scan pages</p>	<p>Q. Book enjoyment and knowledge</p>
<p><b>L 15</b> Recognize common sounds at the beginning of words</p>	<p>N. Phonological awareness</p>
<p><b>L 16</b> Show increasing awareness of print, familiar signs, and labels</p>	<p>P. Reading</p>
<p><b>L 17</b> Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play</p>	<p>R. Writing X. Art</p>
<p><b>L 18</b> Experiment with a variety of writing tools and materials</p>	<p>R. Writing X. Art</p>
<p><b>L 19</b> Begin to recognize, name, or identify some letters of the alphabet</p>	<p>O. Alphabetic knowledge</p>
<p><b>L 20</b> Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters</p>	<p>P. Reading</p>
<p><b>L 21</b> Become aware that there are differences in upper and lower case letters</p>	<p>O. Alphabetic knowledge</p>
<p><b>L 22</b> Begin to write the letters of their first name</p>	<p>R. Writing</p>
<p><b>L 23</b> Begin to answer questions related to a story that has been read or told to him/her</p>	<p>M. Listening and comprehension</p>

## Delaware Early Learning Foundations

## COR Advantage Items

<b>Mathematics</b>	
<b>Number and Operations</b>	
<b>M 1</b> Begin to develop an awareness of numbers and counting as a means for understanding quantity	S. Number and counting
<b>M 2</b> Develop the ability to count in sequence and recognize numerals 0 to 10	S. Number and counting
<b>M 3</b> Begin to make use of one-to-one correspondence when counting objects	S. Number and counting
<b>M 4</b> Begin to use language to compare numbers objects	S. Number and counting U. Measurement
<b>M 5</b> Develop the ability to determine quantity or “how many”	S. Number and counting
<b>M 6</b> Develop an awareness of broad concepts of time that are part of the daily routine	HH. History
<b>M 7</b> Begin to understand numbers and number concepts as they relate to everyday life	S. Number and counting
<b>Geometry and Spatial Sense</b>	
<b>M 8</b> Begin to recognize, name, describe, and compare common shapes	T. Geometry: Shapes and spatial awareness
<b>M 10</b> Begin to understand geometric concepts through block play	T. Geometry: Shapes and spatial awareness
<b>M 11</b> Begin to develop the concept of same and different	BB. Observing and classifying
<b>M 12</b> Show growth in matching and sorting according to attributes such as color, shape or size	BB. Observing and classifying
<b>M 13</b> Build an understanding of directionality, order, and positional terms	T. Geometry: Shapes and spatial awareness

**Delaware Early Learning Foundations**

**COR Advantage Items**

<b>Patterns and Measurement</b>	
<b>M 14</b> Begin to recognize, copy, and extend simple patterns with a variety of materials	V. Patterns
<b>M 16</b> Begin to use non-standard and standard measures	U. Measurement
<b>M 17</b> Recognize and name measurable attributes such as weight, volume, and length	U. Measurement
<b>M 18</b> Begin to compare and sort according to those attributes	BB. Observing and classifying

**Delaware Early Learning Foundations**

**COR Advantage Items**

<b>Science</b>	
<p><b>Scientific Skills &amp; Methods</b></p> <p><b>S1</b> Begin to use the five senses (hearing, smelling, tasting, seeing, and touching) to gather information and explore the environment</p> <p><b>S 2</b> Begin to use simple measuring devices and concepts to gather information, investigate materials and observe processes and relationships</p> <p><b>S 3</b> Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations</p> <p><b>S 4</b> Begin to collect, describe and record information through a variety of means, such as discussion, drawings, maps, graphs, and charts</p> <p><b>S 5</b> Begin to observe and discuss differences and similarities among objects</p> <p><b>S6</b> Develop an understanding of drawings, graphs, and charts and maps as a way of recording observations</p> <p><b>S 7</b> Begin to explore the environment through hands-on activities using simple scientific tools such as magnifying glasses, measuring devices, and their five senses</p> <p><b>S8</b> Begin to make predictions, explanations and generalizations</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>BB. Observing and classifying</p> <p>W. Data analysis</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Scientific Knowledge</b></p> <p><b>S 9</b> Observe, describe and discuss the natural world, materials, living and non-living things, natural processes, weather and seasonal changes</p> <p><b>S 11</b> Expand knowledge of and respect for the environment</p> <p><b>S 12</b> Develop an awareness of ideas and language related to time such as daily routines and order of events</p> <p><b>S 13</b> Show awareness and beginning understanding of changes in materials and cause-effect relationships such as freezing/melting, color mixing, and/or cooking</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>HH. History</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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**COR Advantage Items**

<p><b>Creative Arts</b></p>	
<p><b>Music</b></p> <p><b>CA 1</b> Participate in a variety of music activities</p> <p><b>CA 2</b> Develop awareness of different musical instruments, tones patterns/rhythms, and tempo</p> <p><b>CA 3</b> Imitate and recall patterns, songs, rhythms, and rhymes</p>	<p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p>
<p><b>Art</b></p> <p><b>CA 5</b> Show interest in using different art media (such as play dough, paint, etc.) and materials in a variety of ways for creative expression and representation</p> <p><b>CA 6</b> Plan and create their own drawings, paintings, models, and other art creations</p> <p><b>CA 8</b> Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation</p> <p><b>CA10</b> Express experiences and feelings through a variety of artistic processes and creations</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p><b>Movement</b></p> <p><b>CA 11</b> Express through movement what is felt and heard in various patterns of beat and rhythm in music</p> <p><b>CA 12</b> Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p>	<p>Z. Movement</p> <p>Z. Movement</p>
<p><b>Dramatic Play</b></p> <p><b>CA 15</b> Participate in a variety of dramatic play activities</p> <p><b>CA 16</b> Show creativity and imagination in using materials and in assuming different roles in pretend play situations</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>

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**COR Advantage Items**

<p><b><i>Emotional and Social Development</i></b></p>	
<p><b>Self-Control</b></p> <p><b>ES 5</b> Express feelings, needs, and opinions appropriately without harming themselves, others, or property</p> <p><b>ES 6</b> Begin to understand how their actions affect others and begin to accept the consequences of their actions</p> <p><b>ES 7</b> Follow simple rules and routines</p> <p><b>ES 9</b> Attempt to solve a problem in a positive manner</p>	<p>D. Emotions</p> <p>G. Community</p> <p>G. Community</p> <p>B. Problem solving with materials H. Conflict resolution</p>
<p><b>Cooperation</b></p> <p><b>ES 10</b> Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers</p>	<p>H. Conflict resolution</p>
<p><b>Social Relationships</b></p> <p><b>ES 15</b> Show ability to develop friendships with peers</p> <p><b>ES 16</b> Express empathy and care for others</p> <p><b>ES 17</b> Feel secure and comfortable communicating with familiar adults</p>	<p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
<p><b>Knowledge of Families and Communities</b></p> <p><b>ES 19</b> Begin to identify their own gender, family, and culture</p> <p><b>ES 20</b> Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures</p> <p><b>ES 21</b> Develop awareness of community helpers</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>

## Delaware Early Learning Foundations

## COR Advantage Items

<b><i>Approaches to Learning</i></b>	
<p><b>Initiative and Curiosity</b></p> <p><b>AL 2</b> Make independent choices within the limits set by adults</p> <p><b>AL 3</b> Approach tasks and activities with flexibility, imagination, inventiveness, and confidence</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>
<p><b>Engagement and Persistence</b></p> <p><b>AL 5</b> Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</p> <p><b>AL 6</b> Begin to develop a plan for play and follow through</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p><b>Reasoning and Problem Solving</b></p> <p><b>AL 9</b> Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults</p> <p><b>AL 10</b> Develop the ability to classify, compare and contrast objects, events, and experiences</p> <p><b>AL 11</b> Demonstrate the ability to sequence events</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>C. Reflection</p> <p>HH. History</p>

**Delaware Early Learning Foundations**

**COR Advantage Items**

<p><b>Physical Health and Development</b></p>	
<p><b>Fine Motor Skills</b></p> <p><b>PHD 1</b> Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials</p> <p><b>PHD 2</b> Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors</p> <p><b>PHD 3</b> Show beginning control in the use of writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills R. Writing X. Art</p>
<p><b>Gross Motor Skills</b></p> <p><b>PHD 4</b> Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement</p> <p><b>PHD 5</b> Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Health Status and Practices</b></p> <p><b>PHD 6</b> Progress in physical growth, strength, stamina, and flexibility</p> <p><b>PHD 8</b> Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>