Alignment of the 2011 Florida Early Learning and Developmental Standards for Four-Year-Olds With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Florida Early Learning and Developmental Standards for Four-Year-Olds** (revised 2011) 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.

Florida Early Learning Standards	COR Advantage Items

I. Physical Development

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning	I. Gross-motor skills K. Personal care and healthy behavior
2. Shows visual abilities to facilitate learning and healthy growth and development	J. Fine-motor skills
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	M. Listening and comprehension N. Phonological awareness
5. Shows familiarity with health care providers in relation to health and wellness	K. Personal care and healthy behavior FF. Knowledge of self and others
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	D. Emotions E. Building relationships with adults F. Building relationships with other children
7. Shows basic physical needs are met	K. Personal care and healthy behavior
8. Actively takes part in basic health and safety routines	K. Personal care and healthy behavior
9. Participates in physical fitness activities	I. Gross-motor skills Z. Movement
10. Makes healthy food choices	K. Personal care and healthy behavior

B. Self Help

1. Actively participates in self-care	K. Personal care and healthy behavior
2. Helps carry out classroom routines	G. Community

C. Gross Motor Development

1. Demonstrates increasing motor control and balance	I. Gross-motor skills
2. Demonstrates the ability to combine movements for gross motor skills	I. Gross-motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks	J. Fine-motor skills
2. Uses eye-hand coordination to perform fine motor tasks	J. Fine-motor skills
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	J. Fine-motor skills R. Writing

Florida Early Learning Standards	COR Advantage Items
II. Approaches to Learning	

A. Eagerness and Curiosity 1. Shows curiosity and is eager to learn new things and have new experiences	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions

B. Persistence 1. Attends to tasks for a brief period and seeks help when needed	A. Initiative and planning B. Problem solving with materials

C. Creativity 1. Approaches daily activities with creativity	X. Art Y. Music Z. Movement AA. Pretend play

D. Planning and Reflection 1. Shows initial signs of planning and learning from their experiences	A. Initiative and planning C. Reflection

Florida Early Learning Standards	COR Advantage Items

III. Social and Emotional Development	
A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	A. Initiative and planning G. Community K. Personal care and healthy behavior
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	D. Emotions G. Community
b. Life/Adaptive	
1. Follows simple rules, agreements, and familiar routines with teacher support	G. Community
3. Adapts to transitions with increasing independence	G. Community

B. Relationships	
a. Self	
1. Shows increasing confidence in their own abilities	A. Initiative and planning FF. Knowledge of self and others
b. Peers	
1. Interacts with and develops positive relationships with peers	F. Building relationships with other children H. Conflict resolution
2. Develops special friendships	F. Building relationships with other children
3. Shows care and concern for others	D. Emotions
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	E. Building relationships with adults

C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	H. Conflict resolution
2. Develops an initial understanding of bullying, with support from familiar adults	FF. Knowledge of self and others

Florida Early Learning Standards	COR Advantage Items

IV. Language, Communication, and Emergent Literacy

A. Listening and Understanding

1. Increases knowledge through listening
   Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

   M. Listening and comprehension

2. Follows multi-step directions
   Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.

   K. Personal care and healthy behavior
   M. Listening and comprehension

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult
Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.

   E. Building relationships with adults
   F. Building relationships with other children
   L. Speaking

C. Vocabulary

1. Shows an understanding of words and their meanings

   Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).

   M. Listening and comprehension
   T. Geometry: Shapes and spatial awareness
   BB. Observing and classifying

   Benchmark c: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).

   M. Listening and comprehension

2. Shows increased vocabulary to describe many objects, actions, and events
   Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

   L. Speaking
   M. Listening and comprehension

   Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

   BB. Observing and classifying

Florida Early Learning Standards	COR Advantage Items
D. Sentences and Structure	
1. Uses age-appropriate grammar in conversations and increasingly complex phases and sentences **Benchmark a:** Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	L. Speaking
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	L. Speaking HH. History
2. Connects phrases and sentences to build ideas **Benchmark a:** Child uses sentences with more than one phrase.	L. Speaking
Benchmark b: Child combines more than one idea using complex sentences.	L. Speaking
Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	M. Listening and comprehension

Florida Early Learning Standards	COR Advantage Items
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems **Benchmark a:** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	B. Problem solving with materials D. Emotions H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions
2. Initiates, ask questions, and responds to adults and peers in a variety of settings **Benchmark a:** Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).	B. Problem solving with materials L. Speaking M. Listening and comprehension
3. Uses appropriate language and style for context **Benchmark a:** Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).	L. Speaking

Florida Early Learning Standards	COR Advantage Items
F. Emergent Reading	
1. Shows motivation for reading **Benchmark a:** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	Q. Book enjoyment and knowledge
Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.	Q. Book enjoyment and knowledge
Benchmark c: Child asks to be read to or asks the meaning of written text.	Q. Book enjoyment and knowledge
2. Shows age-appropriate phonological awareness **Benchmark f:** Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + "at," child can select the picture of the cat).	N. Phonological awareness
3. Shows alphabetic knowledge **Benchmark a:** Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).	O. Alphabet knowledge
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	O. Alphabet knowledge
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	O. Alphabet knowledge
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	O. Alphabet knowledge
4. Demonstrates comprehension of text read aloud **Benchmark a:** Child retells or reenacts story after it is read aloud.	M. Listening and comprehension
Benchmark b: Child asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if…?" "What was so silly about…?" "How would you feel if you…?").	M. Listening and comprehension

Florida Early Learning Standards	COR Advantage Items
G. Emergent Writing	
1. Shows motivation to engage in written expression **Benchmark a:** Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	M. Listening and comprehension
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).	R. Writing
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas **Benchmark a:** Child independently uses letter-like shapes or letters to write words or parts of words.	R. Writing
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	R. Writing
3. Demonstrates age-appropriate ability to write letters **Benchmark a:** Child independently writes some letters on request.	R. Writing

Florida Early Learning Standards	COR Advantage Items
V. Cognitive Developmental and General Knowledge	
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	
Benchmark a: Child demonstrates one-to-one correspondence when counting.	S. Number and counting
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	S. Number and counting
2. Shows understanding of how to count and construct sets	
Benchmark a: Child counts sets in the range of 10 to 15 objects.	S. Number and counting
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	S. Number and counting
3. Shows understanding by participating in the comparison of quantities	
Benchmark a: Child compares two sets to determine if they are equal.	S. Number and counting
Benchmark b: Child compares two sets to determine if one set has more.	S. Number and counting
Benchmark c: Child compares two sets to determine if one set has less.	S. Number and counting
Benchmark d: Child determines one set of objects is a lot more than another set of objects.	S. Number and counting
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	S. Number and counting
5. Counts and knows the sequence of number names (spoken)	
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	S. Number and counting

Florida Early Learning Standards	COR Advantage Items
b. Number and Operations	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	
Benchmark a: Child indicates there are more when combining (adding) sets of objects.	S. Number and counting
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.	S. Number and counting
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	
Benchmark a: Child combines sets of objects to equal a set no larger than 10.	S. Number and counting
Benchmark b: Child removes objects from a set no larger than 10.	S. Number and counting
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	S. Number and counting

Florida Early Learning Standards	COR Advantage Items
c. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	
Benchmark a: Child recognizes patterns and non-patterns.	V. Patterns
Benchmark b: Child duplicates identical patterns with at least two elements.	V. Patterns
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	V. Patterns

Florida Early Learning Standards	COR Advantage Items
d. Geometry 1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus) **Benchmark a:** Child categorizes (sorts) examples of two-dimensional shapes.	T. Geometry: Shapes and spatial awareness
Benchmark b: Child names two-dimensional shapes.	T. Geometry: Shapes and spatial awareness
Benchmark c: Child constructs examples of two-dimensional shapes.	T. Geometry: Shapes and spatial awareness
Benchmark d: Child identifies the number of sides of two-dimensional shapes.	T. Geometry: Shapes and spatial awareness
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations **Benchmark a:** Child slides shapes, with teacher support and multiple experiences over time.	T. Geometry: Shapes and spatial awareness
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.	T. Geometry: Shapes and spatial awareness
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.	T. Geometry: Shapes and spatial awareness
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid) **Benchmark a:** Child categorizes (sorts) examples of three-dimensional shapes.	T. Geometry: Shapes and spatial awareness
Benchmark b: Child names three-dimensional shapes.	T. Geometry: Shapes and spatial awareness

Florida Early Learning Standards	COR Advantage Items
e. Spatial Relations 1. Shows understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under) **Benchmark a:** Child shows understanding of positional words (receptive knowledge).	T. Geometry: Shapes and spatial awareness
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	T. Geometry: Shapes and spatial awareness

Florida Early Learning Standards	COR Advantage Items
f. Measurement 1. Engages in activities that explore measurement	U. Measurement
2. Compares continuous quantities using length, weight, and height **Benchmark a:** Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	U. Measurement
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	U. Measurement
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	U. Measurement
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	U. Measurement
3. Represents and analyzes data **Benchmark a:** Child assists with collecting and sorting materials to be graphed.	W. Data analysis BB. Observing and classifying
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	W. Data analysis
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	W. Data analysis
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	W. Data analysis

Florida Early Learning Standards	COR Advantage Items
V. Cognitive Developmental and General Knowledge	
B. Scientific Inquiry	
a. Investigation and Inquiry 1. Demonstrates the use of simple tools and equipment for observing and investigating	EE. Tools and technology
2. Examines objects and makes comparisons	U. Measurement BB. Observing and classifying
b. Physical Science 1. Explores the physical properties and creative use of objects or matter	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
c. Life Science 1. Explores growth and change of living things 2. Identifies the characteristics of living things	DD. Natural and physical world DD. Natural and physical world FF. Knowledge of self and others
d. Earth and Space 2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	DD. Natural and physical world
e. Environmental Awareness 1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	DD. Natural and physical world

Florida Early Learning Standards	COR Advantage Items
V. Cognitive Developmental and General Knowledge	
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	FF. Knowledge of self and others
2. Begins to understand family characteristics, roles, and functions	FF. Knowledge of self and others
3. Shows awareness and describes some social roles and jobs that people do	FF. Knowledge of self and others
b. People, Places, and Environments	
1. Demonstrates awareness of geographic thinking	GG. Geography
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	EE. Tools and technology
d. Civic Ideals and Practices	
1. Demonstrates awareness of group rules (civics)	G. Community

Florida Early Learning Standards	COR Advantage Items
V. Cognitive Developmental and General Knowledge	
D. Creative Expression Through the Arts	
a. Visual Arts	
1. Explores visual arts	X. Art
2. Children create visual art to communicate an idea	X. Art
3. Discusses and responds to the feelings caused by an artwork	X. Art
b. Music	
1. Explores music	Y. Music
2. Creates music to communicate an idea	Y. Music
3. Discusses and responds to the feelings caused by music	Z. Movement
c. Creative Movement and Dance	
1. Explores creative movement and dance	Z. Movement
2. Creates creative movement and dance to communicate an idea	Z. Movement
3. Discusses and responds to the feelings caused by creative movement and dance	Z. Movement
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	AA. Pretend play
2. Creates dramatic play and theatre to communicate an idea	AA. Pretend play
3. Discusses and responds to the feelings caused by dramatic play and theatre	No match found