

Alignment of the 2009 Kentucky Early Childhood Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Kentucky Early Childhood 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 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.



Kentucky's Early Childhood Standards

COR Advantage Items

<i>Arts and Humanities</i>	
<p>Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.</p> <p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p> <p>Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).</p> <p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p> <p>Observes and responds to artwork produced by other individuals and/or cultures.</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p> <p>Explores various ways of moving with or without music.</p> <p>Performs simple patterns of dance while exploring with the element of beat.</p> <p>Describes movement after participating in or watching others perform games or songs.</p>	<p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p> <p>Explores various forms of musical expression through his/her senses.</p> <p>Uses fingerplays and/or songs to experiment with beat and time.</p> <p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.)</p>	<p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p>
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p> <p>Uses a variety of actions or sounds to explore drama.</p> <p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>

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<i>English/Language Arts</i>	
<p>English/Language Arts Standard 1: <i>Demonstrates general skills and strategies of the communication process.</i></p> <p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p> <p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Uses symbols or pictures as representation for oral language.</p>	<p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>X. Art</p>
<p>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</p> <p>Initiates communication to have needs met.</p> <p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p>	<p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p>
<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p> <p>Uses simple sentences to express self, but may not always use correct grammar.</p> <p>Uses more complex sentences, but grammar is still sometimes incorrect.</p> <p>Uses complex sentences with correct grammar.</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>English/Language Arts Standard 2: <i>Demonstrates general skills and strategies of the listening and observing process.</i></p> <p>Benchmark 2.1: Engages in active listening in a variety of situations.</p> <p>Attends to adult or peer who is speaking/singing.</p> <p>Follows simple directions.</p> <p>Gains information through listening experiences.</p> <p>Uses listening to interpret and apply meaning.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

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<p>Benchmark 2.2: Observes to gain information and understanding.</p> <p>Uses many senses to explore and interpret the environment</p> <p>Makes comparisons through everyday experiences and play.</p> <p>Makes predictions concerning everyday experiences and play.</p> <p>Draws conclusions from everyday experiences and play.</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>G. Community</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>HH. History</p>
<p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p> <p>Participates actively in story time.</p> <p>Chooses reading activities.</p> <p>Responds to reading activities with interest and enjoyment.</p>	<p>M. Listening and comprehension</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p> <p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Understands that print has meaning.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>
<p>Benchmark 3.3: Demonstrates knowledge of the alphabet.</p> <p>Recognizes some letters of the alphabet.</p> <p>Recognizes some letters and words in print.</p> <p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p>

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<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p> <p>Recognizes rhyming words.</p> <p>Recognizes sounds that match.</p> <p>Produces a rhyming word.</p> <p>Discriminates separate syllables in words.</p> <p>Makes some letter-sound connections.</p> <p>Identifies some beginning sounds.</p>	<p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p>
<p>Benchmark 3.5: Draws meaning from pictures, print, and text.</p> <p>Names features of a picture.</p> <p>Uses illustrations to tell major events of a story.</p> <p>Understands that text has a specific meaning.</p>	<p>P. Reading</p> <p>X. Art</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>M. Listening and comprehension</p>
<p>Benchmark 3.6: Tells and retells a story.</p> <p>Uses pictures and illustrations to tell and retell a story.</p> <p>Uses prior experience to help make sense of stories.</p> <p>Retells a story including many details and draws connections between story events.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

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<p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.1: Understands that the purpose of writing is communication.</p> <p>Understands that an oral message can be represented by written language.</p> <p>Understands there is a way to write that conveys meaning.</p> <p>Understands that once an oral message is written it reads the same way every time.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>P. Reading</p>
<p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p> <p>Labels pictures or produces simple texts using scribble writing.</p> <p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Writes recognizable letters.</p> <p>Writes familiar words.</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p> <p>Uses tools for writing and drawing.</p> <p>Experiments with grasp when using a variety of writing tools.</p> <p>Shows some evidence of directionality (top to bottom, left to right).</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>R. Writing</p>

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<i>Health Education</i>	
<p>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.</p> <p>Benchmark 1.1: Demonstrates independent behavior.</p> <p>Follows routines independently.</p> <p>Takes care of personal health/safety needs with adult support as needed.</p> <p>Identifies healthy food choices.</p> <p>Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).</p> <p>Uses materials in a self-directed manner.</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>A. Initiative and planning</p>
<p>Benchmark 1.2: Shows social cooperation.</p> <p>Plays alongside rather than with other children.</p> <p>Plays in groups or pairs based on similar interest.</p> <p>Makes and maintains a friendship with at least one other child.</p> <p>Manages transitions.</p> <p>Accepts the consequences of one's own actions.</p> <p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> <p>Communicates emotions to peers in an appropriate manner.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Benchmarking 1.3: Applies social problem solving skills.</p> <p>Uses simple strategies to appropriately solve problems by self and within a group.</p> <p>Uses multiple strategies to solve problems.</p> <p>Provides simple but acceptable reasons for ideas in solving problems.</p> <p>Asks for help from other sources when solving social and/or cognitive problems.</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>

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<p>Benchmarking 1.4: Shows a sense of purpose (future-hopefulness).</p> <p>Accepts setbacks without giving up.</p> <p>Attends to task.</p> <p>Sets short term goals.</p>	<p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
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<i>Mathematics</i>	
<p>Math Standard 1: Demonstrates general skills and uses concepts of mathematics.</p> <p>Benchmarking 1.1: Demonstrates an understanding of numbers and counting.</p> <p>Imitates rote counting using the names of the numbers.</p> <p>Counts in sequence to 5 and beyond.</p> <p>Understands that a single object is always "one" regardless of size, shape, other attributes.</p> <p>Counts concrete objects to 5 and beyond.</p> <p>Uses math language to express quantity in everyday experiences.</p> <p>Compares concrete quantities to determine which has more.</p> <p>Recognizes that a set of objects remains the same amount if physically rearranged.</p> <p>Realizes that the last number counted is the total amount of objects.</p> <p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> <p>Names and writes some numerals.</p>	<p>S. Number and counting</p> <p>S. Number and counting U. Measurement</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting R. Writing</p>
<p>Benchmarking 1.2: Recognizes and describes shapes and spatial relationships.</p> <p>Recognizes some basic shapes.</p> <p>Creates and duplicates shapes.</p> <p>Identifies shapes.</p> <p>Recognizes the position of objects.</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>Benchmarking 1.3: Uses the attributes of objects for comparison and patterning.</p> <p>Matches objects.</p> <p>Sorts objects by one or more attributes.</p> <p>Describes objects by one or more attributes.</p> <p>Recognizes, duplicates, and extends simple patterns.</p> <p>Creates original patterns.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>V. Patterns</p>

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<p>Benchmarking 1.4: Use nonstandard and/or standard units to measure and describe.</p> <p>Compares and orders by size.</p> <p>Uses tools to explore measuring.</p> <p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> <p>Explores, compares, and describes length, weight or volume using standard units.</p> <p>Categorizes and sequences time intervals and uses language associated with time in everyday situations.</p>	<p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>

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<p><i>Physical Education</i></p>	
<p>Physical Education Standard 1: Demonstrates basic gross and fine motor development.</p> <p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p> <p>Demonstrates body spatial awareness in relationship to stationary objects.</p> <p>Walks with skill.</p> <p>Runs with skill.</p> <p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p> <p>Experiments with galloping and skipping.</p> <p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills Z. Movement</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Benchmarking 1.3: Combines a sequence of several motor skills with control and balance.</p> <p>Explores a variety of movements.</p>	<p>I. Gross-motor skills Z. Movement</p>
<p>Benchmarking 1.4: Performs fine motor tasks using eye-hand coordination.</p> <p>Explores and manipulates objects in a variety of ways.</p> <p>Uses tools appropriately.</p> <p>Exhibits increasing strength and control.</p> <p>Performs tasks using more refined and dexterous motions.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills EE. Tools and technology</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

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<i>Science</i>	
<p>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).</p> <p>Benchmark 1.1: Explores features of environment through manipulation.</p> <p>Uses all five senses to examine objects with attention to detail.</p> <p>Describes objects in terms of similarities or differences.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>Benchmark 1.2: Investigates simple scientific concepts.</p> <p>Observes and/or manipulates objects and events to answer simple scientific questions.</p> <p>Identifies objects that influence or affect other objects.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Benchmark 1.3: Uses a variety of tools to explore the environment.</p> <p>Uses non-standard tools to explore the environment.</p> <p>Uses standard tools to explore the environment.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p>Benchmarking 1.4: Collects, describes, and/or records information through a variety of means.</p> <p>Collects items with similar properties.</p> <p>Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.</p>	<p>BB. Observing and classifying</p> <p>W. Data analysis</p>
<p>Benchmark 1.5: Makes and verifies predictions based on past experiences.</p> <p>Asks questions and/or uses other resources to confirm observations.</p> <p>Makes reasonable explanations using resources, experiments, etc. independently.</p> <p>Draws conclusions based on proved/disproved prediction.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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Social Studies	
<p>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</p> <p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p> <ul style="list-style-type: none"> Recognizes the beginning and end of an event. Recalls information about the immediate past. Describes or represents a limited series of events in the correct sequence. Experiments with general terms related to the elements of time. Makes predictions about what may occur. 	<ul style="list-style-type: none"> HH. History C. Reflection C. Reflection HH. History HH. History HH. History
<p>Benchmark 1.2: Uses environmental clues and tools to understand surroundings.</p> <ul style="list-style-type: none"> Distinguishes different environments by the people or signs that are a part of that environment. Recognizes and uses a variety of objects and materials that represent the environment. Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc. 	<ul style="list-style-type: none"> P. Reading AA. Pretend play GG. Geography
<p>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</p> <ul style="list-style-type: none"> Recognizes the relationship between supply and demand. 	<ul style="list-style-type: none"> B. Problem solving with materials H. Conflict resolution
<p>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</p> <ul style="list-style-type: none"> Identifies examples of authority. Follows routines with little supervision. 	<ul style="list-style-type: none"> FF. Knowledge of self and others G. Community
<p>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</p> <ul style="list-style-type: none"> Recognizes the roles within his/her home. Knows place in family structure. Uses familiar relationships to make sense of the world. 	<ul style="list-style-type: none"> FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others

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Benchmark 1.6: Knows that diversity exists in the world.	
Describes self and/or compares own descriptions with others' descriptions.	FF. Knowledge of self and others
Identifies and recognizes gender.	FF. Knowledge of self and others
Recognizes that people differ in language, dress, food, etc.	FF. Knowledge of self and others
Recognizes and identifies differences in personal characteristics and family makeup.	FF. Knowledge of self and others
Recognizes that different people have different roles and jobs in the community.	FF. Knowledge of self and others
Recognizes and accepts similarities and differences.	FF. Knowledge of self and others