

## **Alignment of the North Carolina Foundations: Early Learning Standards for Preschoolers With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the **North Carolina Foundations: Early Learning Standards for Preschoolers** 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.



## North Carolina Foundations

## COR Advantage Items

<b><i>Approaches to Learning</i></b>	
<p><b>Pondering, Processing, and Applying Experiences</b></p> <p>Draw on everyday experiences and apply that knowledge to other situations.</p> <p>Generate ideas and suggestions and make predictions.</p> <p>Describe or act out a memory of a situation or action.</p> <p>Form hypotheses about cause and effect.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Curiosity, Information-Seeking, and Eagerness</b></p> <p>Use multiple strategies and all available senses to explore the environment.</p> <p>Choose to participate in an increasing variety of experiences.</p> <p>Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p><b>Risk-Taking, Problem-Solving, and Flexibility</b></p> <p>Demonstrate a willingness to choose a variety of both familiar and new experiences.</p> <p>Attempt a variety of strategies to solve problems.</p> <p>Demonstrate resilience in the face of challenges.</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p>
<p><b>Persistence, Attentiveness, and Responsibility</b></p> <p>Demonstrate the ability to remain engaged in an experience.</p> <p>Work toward completion of a task despite distractions or interruptions.</p> <p>Seek and accept help or information when needed.</p> <p>Develop a sense of purpose and the ability to follow through.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p>

## North Carolina Foundations

## COR Advantage Items

### Imagination, Creativity, and Invention

Take on pretend roles in play and make-believe with objects.

Use or combine materials/strategies in novel ways while exploring and solving problems.

Think more openly and creatively by comparing and contrasting solution strategies.

AA. Pretend play

B. Problem solving with materials

B. Problem solving with materials

**North Carolina Foundations**

**COR Advantage Items**

<i>Emotional and Social Development</i>	
<p><b>Developing a Sense of Self</b></p> <p>Demonstrate persistence with challenging activities, showing a can-do attitude.</p> <p>Demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers.</p> <p>Demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and nonverbally.</p> <p>Enjoy playing alone or near other children.</p> <p>Express and manage anger appropriately.</p> <p>Develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities.</p> <p>Recognize that they are members of different groups (e.g., family, preschool class, ethnic group).</p> <p>Use pretend play to express thoughts and feelings.</p>	<p>B. Problem solving with materials</p> <p>K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>AA. Pretend play</p>

## North Carolina Foundations

## COR Advantage Items

Developing a Sense of Self with Others	
Approach others easily with expectations of positive interactions.	E. Building relationships with adults F. Building relationships with other children
Seek out others when needing emotional support, physical assistance, social interaction, problem-solving, and approval.	B. Problem solving with materials H. Conflict resolution
Develop awareness of personal behavior and its effect on others.	G. Community
Work to resolve conflicts positively.	H. Conflict resolution
Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas).	F. Building relationships with other children
Respond to others' feelings, including showing empathy.	D. Emotions
Develop the ability to distinguish between unintentional and intentional actions.	G. Community
Show ease and comfort in their interactions with familiar children and adults.	E. Building relationships with adults F. Building relationships with other children
Form and maintain positive relationships, including friendships with children and adults.	E. Building relationships with adults F. Building relationships with other children
Recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures.	FF. Knowledge of self and others
Follow social rules, transitions, and routines that have been explained to them.	G. Community

## North Carolina Foundations

## COR Advantage Items

<b>Health and Physical Development</b>	
<p><b>Self-Care</b></p> <p>Develop an awareness of hygiene.</p> <p>Follow basic hygiene practices (e.g., brushing teeth, washing hands).</p> <p>Increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself).</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><b>Motor Skills</b></p> <p>Develop small muscle control and coordination.</p> <p>Experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g., spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed).</p> <p>Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives.</p> <p>Develop body strength, balance, flexibility, and stamina.</p> <p>Develop large muscle control and coordinate movements in their upper and/or lower body.</p> <p>Explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).</p> <p>Increase the ability to move their bodies in space (running, jumping, skipping).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Physical Health and Growth</b></p> <p>Recognize and eat nutritious foods.</p> <p>Develop an awareness of personal health and fitness.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

**North Carolina Foundations**

**COR Advantage Items**

<b><i>Language Development and Communication</i></b>	
<p><b>Receptive Language</b></p> <p>Understand increasingly complex sentences, including past, present, and future tenses.</p> <p>Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.</p> <p>Consistently respond to request for information or action (e.g., respond to questions and follow one- and two-step directions).</p> <p>Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p>
<p><b>Expressive Language</b></p> <p>Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).</p> <p>Use language as a part of pretend play to create and enact roles.</p> <p>Initiate and engage in conversations.</p> <p>Describe experiences and create and/or retell simple stories.</p> <p>Ask questions and make comments related to the topic of discussion.</p> <p>Use increasingly complex and varied language structures, sentences, and vocabulary.</p>	<p>L. Speaking</p> <p>AA. Pretend play</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p>

## North Carolina Foundations

## COR Advantage Items

North Carolina Foundations	COR Advantage Items
<p><b>Foundations for Reading — Motivation for Reading</b></p> <p>Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.</p> <p>Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).</p> <p>Independently engage in writing behaviors (e.g., write symbols or letter for names, use materials at the writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).</p> <p>Show preferences for favorite books.</p> <p>Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>R. Writing</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Foundations for Reading — Book and Print Awareness</b></p> <p>Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels, and signs).</p> <p>Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).</p> <p>Pretend to read familiar books in ways that mimic adult reading.</p> <p>Hold a book upright while turning pages one by one from front to back.</p> <p>Understand some basic print conventions (e.g., concept of letter, concept of word).</p> <p>Learn to identify their name and the names of friends.</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>

## North Carolina Foundations

## COR Advantage Items

<b>Foundations for Reading — Phonological Awareness</b>	
<p>Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.</p>	N. Phonological awareness
<p>Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.</p>	N. Phonological awareness
<p>Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.</p>	N. Phonological awareness
<p>Associate sounds with written words, such as awareness that different words begin with the same sounds (e.g., Keshia and Katie begin with the same sound).</p>	N. Phonological awareness
<b>Foundations for Writing</b>	
<p>Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).</p>	R. Writing
<p>Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.</p>	R. Writing
<p>Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name.</p>	R. Writing
<p>Use known letters and approximations of letters to write their own name.</p>	R. Writing
<p>Attempt to connect the sounds in a word with its letterforms.</p>	R. Writing

**North Carolina Foundations**

**COR Advantage Items**

<i>Cognitive Development</i>	
<b>Mathematical Thinking and Expression</b>	
Experiment with and use numbers and counting in their play.	S. Number and counting
Recognize and describe common shapes.	T. Geometry: Shapes and spatial awareness
Understand and use words that identify different positions in space (e.g., in, out, under, over).	T. Geometry: Shapes and spatial awareness
Recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements, etc.	V. Patterns
Sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall, etc.).	BB. Observing and classifying
Understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less).	U. Measurement
Participate in activities that involve non-standard measurements.	U. Measurement
Understand the passage of time within their daily lives (daily routines and the order of events).	G. Community HH. History
Use a variety of strategies to solve problems.	B. Problem solving with materials
Make and check predictions through observations and experimentation.	CC. Experimenting, predicting, and drawing conclusions

## North Carolina Foundations

## COR Advantage Items

Scientific Thinking and Invention	
Identify, discriminate, and make comparisons among objects by observing physical characteristics.	BB. Observing and classifying
Use one or more of the senses to observe and learn about their environment.	BB. Observing and classifying
Observe and care for living things (e.g., classroom pets and plants).	DD. Natural and physical world
Demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow).	HH. History
Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	CC. Experimenting, predicting, and drawing conclusions
Ask questions and seek answers about their environment through active engagement with materials.	CC. Experimenting, predicting, and drawing conclusions
Use simple tools for investigation of the classroom and the world.	EE. Tools and technology
Manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string to the light switch so they can independently turn off the lights).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Represent and demonstrate an understanding of discoveries (drawing, graphing, communicating, etc.).	W. Data analysis
Understand the uses and roles of various forms of technology.	EE. Tools and technology
Share responsibility by participating in the care of their environment (e.g., chores and recycling).	DD. Natural and physical world

## North Carolina Foundations

## COR Advantage Items

North Carolina Foundations	COR Advantage Items
<b>Social Connections</b> Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).	FF. Knowledge of self and others
Understand relationships, roles, and rules within their own families, homes, and classroom.	FF. Knowledge of self and others
Observe and talk about changes in themselves and their families over time.	FF. Knowledge of self and others
Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	FF. Knowledge of self and others
Identify characteristics of the places where they live and play and the relationships of those places to one another.	GG. Geography
Recognize and identify the roles of community helpers.	FF. Knowledge of self and others
Participate in activities to help others in the community.	FF. Knowledge of self and others
Explore, think about, inquire, and learn about the people in their classroom and community.	FF. Knowledge of self and others

## North Carolina Foundations

## COR Advantage Items

Creative Expression	
Participate in art, music, drama, movement, dance, and other creative experiences.	<ul style="list-style-type: none"> <li>X. Art</li> <li>Y. Music</li> <li>Z. Movement</li> <li>AA. Pretend play</li> </ul>
Use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.	<ul style="list-style-type: none"> <li>X. Art</li> </ul>
Plan and create their own drawings, painting, and models using various art materials.	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>X. Art</li> </ul>
Share experiences, ideas, and thoughts about artistic creations.	<ul style="list-style-type: none"> <li>X. Art</li> <li>Y. Music</li> <li>Z. Movement</li> <li>AA. Pretend play</li> </ul>
Show creativity and imagination in using materials and in assuming different roles in pretend play situations.	<ul style="list-style-type: none"> <li>AA. Pretend play</li> </ul>
Develop awareness of different musical instruments, rhythms, and tonal patterns.	<ul style="list-style-type: none"> <li>Y. Music</li> </ul>
Imitate and recall tonal patterns, songs, rhythms, and rhymes.	<ul style="list-style-type: none"> <li>Y. Music</li> </ul>
Respond through movement and dance to various patterns of beat and rhythm.	<ul style="list-style-type: none"> <li>Z. Movement</li> </ul>