

Alignment of the 2007 Oklahoma Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **2007 Oklahoma Early Learning Guidelines** (revised 2007) 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.



Oklahoma Early Learning Guidelines

COR Advantage Items

<i>Approaches to Learning</i>	
<p>Standard 1: The child demonstrates positive attitudes, habits, and learning styles.</p> <p>A. Demonstrates an eagerness and interest in learning.</p> <p>B. Develops and expands listening skills.</p> <p>C. Demonstrates self-direction and independence.</p> <p>D. Demonstrates increasing ability to set goals and develop and follow through on plans.</p> <p>E. Manages transition between activities effectively.</p> <p>F. Understands, accepts, and follows rules and routines.</p> <p>G. Develops increasing ability to find more than one solution to a question, task or problem.</p> <p>H. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>	<p>A. Initiative and planning</p> <p>M. Listening and comprehension</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> <p>G. Community</p> <p>G. Community</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

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<i>Creative Skills</i>	
<p>Standard 1: The child participates in activities that foster individual creativity.</p> <p>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.</p> <p>B. Thinks of new uses for familiar materials.</p> <p>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</p> <p>D. Works creatively using a variety of self expressive materials and tools to creatively convey ideas.</p> <p>E. Moves freely in response to music and change of tempo.</p> <p>F. Expresses thoughts and feelings through creative movement.</p> <p>G. Experiments with a variety of musical instruments.</p>	<p>Y. Music</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>X. Art AA. Pretend play</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Y. Music</p>

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<i>Language Arts</i>	
Oral Language	
Standard 1: Listening — The child will listen for information and for pleasure.	
<p>A. Listens with interest to stories read aloud.</p> <p>B. Understands and follows oral direction.</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
Standard 2: Speaking — The child will express ideas or opinions in group or individual settings.	
<p>A. Uses language or sign language for a variety of purposes (e.g., expressing needs and interests).</p> <p>B. Recalls and repeats simple poems, rhymes, and songs.</p> <p>C. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</p> <p>D. Shares simple personal narrative.</p> <p>E. Participates actively in conversations.</p>	<p>L. Speaking</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>HH. History</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
Literacy	
Standard 3: Print Awareness — The child will understand the characteristics of written language.	
<p>A. Demonstrates increasing awareness of concepts of print.</p> <p>B. Identifies the front cover and back cover of a book.</p> <p>C. Follows book from left to right and from top to bottom on the printed page.</p> <p>D. Shows increasing awareness of print in classroom, home and community settings.</p> <p>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p> <p>F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</p>	<p>P. Reading</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>O. Alphabet knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>

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<p>G. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).</p> <p>H. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).</p> <p>I. Role plays reading.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>P. Reading</p>
<p>Standard 4: Phonological Awareness — The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.</p> <p>A. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a <u>wig</u>”).</p>	<p>N. Phonological awareness</p>
<p>Standard 5: Phonemic Awareness — The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.</p> <p>A. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).</p> <p>B. Recognizes which words in a set of words begin with the same sound “(e.g., Bell, bike, and boy all have /b/ at the beginning”).</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p>Standard 6: Letter Knowledge and Early Word Recognition (Phonics) — The child will demonstrate the ability to apply sound-symbol relationships.</p> <p>A. Recognizes own name in print.</p> <p>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p> <p>C. Begins to recognize the sound association for some letters.</p> <p>D. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

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<p>Standard 7: Vocabulary — The child will develop and expand knowledge of words and word meanings to increase vocabulary.</p> <p>B. Understands and follows oral directions (e.g., use of position words: under, above, through).</p>	<p>M. Listening and comprehension T. Geometry: Shapes and spatial awareness</p>
<p>Standard 8: Comprehension — The child will associate meaning and understanding with reading.</p> <p>A. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).</p> <p>B. Demonstrates progress in abilities to retell and dictate stories from books and experiences.</p> <p>C. Remembers and articulates some sequences of events.</p> <p>D. Connects information and events to real-life experiences.</p> <p>E. Demonstrates understanding of literal meaning of story being told through questions and comments.</p> <p>F. Tells what is happening in a picture.</p>	<p>M. Listening and comprehension P. Reading</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>P. Reading</p>
<p>Writing</p> <p>Standard 9: Writing Process — The child will use the “writing process” to express thoughts and feelings.</p> <p>A. Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>B. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.</p> <p>C. Participates in writing opportunities.</p> <p>D. Begins to remember and repeat stories and experiences through drawing and dictation.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing X. Art</p>

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<i>Mathematics</i>	
<p>Standard 1: Patterns — The child will sort and classify objects and analyze simple patterns.</p> <p>A. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color size, shape).</p> <p>B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p>
<p>Standard 2: Number Sense — The child will understand the relationship between numbers and quantities.</p> <p>A. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p> <p>B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>C. Develops increasing ability to count in sequence to ten.</p> <p>D. Counts objects in a set one-by-one from one through five.</p> <p>E. Identifies and creates sets of objects one through five.</p> <p>F. Identifies numerals one through five.</p> <p>G. Recognizes the numerical value of sets of objects through five.</p>	<p>S. Number and counting</p>
<p>Standard 3: Geometry and Spatial Sense — The child will identify common geometric shapes and explore the relationship of objects in the environment.</p> <p>A. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, triangle and rectangle).</p> <p>B. Builds an increasing understanding of directionality, order and position of objects, and words (e.g., on, under, above).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

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<p>Standard 4: Measurement — The child will explore the concepts of nonstandard and standard measurement.</p> <p>A. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).</p> <p>B. Compares objects according to observable attributes (e.g. long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).</p> <p>C. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).</p> <p>D. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>
<p>Standard 5: Data analysis — The child will collect and analyze data in a group setting.</p> <p>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</p> <p>B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</p> <p>C. Describes similarities and differences between objects.</p>	<p>S. Number and counting</p> <p>W. Data analysis</p> <p>BB. Observing and classifying</p>

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Health, Safety, and Physical Development	
Large Motor Skill Development	
Standard 1: The child will participate in activities that involve large motor skills.	
A. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	I. Gross-motor skills
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	I. Gross-motor skills
C. Demonstrates non locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	I. Gross-motor skills
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	I. Gross-motor skills
E. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).	I. Gross-motor skills
F. Develops coordination and balance through a variety of activities.	I. Gross-motor skills
Small Motor Skill Development	
Standard 2: The child will participate in activities that involve small motor skills.	
A. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).	J. Fine-motor skills
B. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).	J. Fine-motor skills

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<p><i>Health-Enhancing Activity Development</i></p> <p>Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.</p> <p>B. Understands that healthy bodies require rest, exercise, and good nutrition.</p> <p>C. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
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<i>Science</i>	
<p>Science Processes and Inquiry</p> <p>Standard 1: The child will investigate and experiment with objects to discover information.</p> <p>A. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.</p> <p>B. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).</p> <p>C. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).</p> <p>D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.</p> <p>E. Explores cause and effect.</p>	<p>BB. Observing and classifying</p> <p>EE. Tools and technology</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>
<p>Physical</p> <p>Standard 2: The child will investigate and describe objects that can be sorted in terms of physical properties.</p> <p>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.</p> <p>B. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>Life</p> <p>Standard 3: The child will observe and investigate plants and animals.</p> <p>B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).</p> <p>C. Demonstrates an interest and respect for the plant and animal life around them.</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>Earth/Space</p> <p>Standard 4: The child will investigate and observe the basic concepts of the Earth.</p> <p>D. Observes and participates in a variety of activities related to preserving the environment.</p>	<p>DD. Natural and physical world</p>

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<i>Social and Personal Skills</i>	
<p>Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.</p> <p>A. Plays, works and interacts easily with one or more children and/or adults.</p> <p>B. Begins to develop relationships with others.</p> <p>C. Recognizes the feelings of others and responds appropriately.</p> <p>F. Recognizes and expresses own feelings and responds appropriately.</p> <p>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p> <p>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</p> <p>I. Seeks assistance from adult when appropriate.</p> <p>J. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>FF. Knowledge of self and others</p>

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Social Studies	
<p>Civics</p> <p>Standard 1: The child will exhibit traits of good citizenship.</p> <p>B. Recognizes the importance of his/her role as a member of the family, the class and the community.</p> <p>C. Listens to others while in large and small groups.</p> <p>E. Develops an awareness of how people positively affect the environment.</p>	<p>FF. Knowledge of self and others</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>DD. Natural and physical world</p>
<p>Geography</p> <p>Standard 2: The child will demonstrate knowledge of basic geographic concepts.</p> <p>A. Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).</p> <p>B. Begins to develop an understanding of his/her community (e.g., home, school, city).</p>	<p>GG. Geography</p> <p>GG. Geography</p>
<p>Standard 3: The child will discuss how children in various communities and cultures and alike and different.</p> <p>A. Explores how children have needs in common (e.g., food, clothing, shelter).</p> <p>B. Explores how children are unique as to languages, food, clothing, transportation, and customs.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Economics</p> <p>Standard 4: The child will explore various careers.</p> <p>A. Develops growing awareness of jobs and what is required to perform them.</p> <p>B. Identifies various school and community personnel.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>