

Alignment of the 2006 Oregon Early Childhood Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Oregon Early Childhood Foundations** 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.



Oregon Foundations

COR Advantage Items

| | |
|--|--|
| <p><i>Approaches to Learning</i></p> | |
| <p>Initiative and Curiosity</p> <p>Asks an adult to read stories.</p> <p>Asks an adult to explain an event.</p> <p>Tries alternative methods to solve a problem.</p> | <p>Q. Book enjoyment and knowledge</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> |
| <p>Engagement and Persistence</p> <p>Maintains concentration over time on a task, question, set of directions or interactions.</p> <p>Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger).</p> <p>Demonstrate ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion).</p> | <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> |
| <p>Reasoning and Problem Solving</p> <p>Makes comparisons regarding observations (“There are more kittens than puppies.”)</p> <p>Makes predictions when observing events (“When I put the big block on the top the tower falls.”).</p> <p>Draws simple conclusions based on prior experiences and information (“We have snack before we go play; we read books before bed”).</p> <p>Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.).</p> | <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>G. Community</p> <p>HH. History</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> |

Oregon Foundations

COR Advantage Items

| Language and Literacy | |
|--|---|
| Listening and Understanding | |
| Understands and uses home language and English during play and/or when conversing with other children or adults. | L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English |
| Carries on a conversation either verbally or by another means to extend thoughts and ideas. | L. Speaking |
| Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems. | L. Speaking N. Phonological awareness |
| Retells main ideas of familiar stories, songs or poems. | M. Listening and comprehension Q. Book enjoyment and knowledge |
| Speaking and Communicating | |
| Acquires vocabulary to effectively express feelings and thoughts. | D. Emotions L. Speaking |
| Initiates conversations and discussions with peers and adults. | E. Building relationships with adults F. Building relationships with other children L. Speaking |
| Uses home language and/or English to communicate information, experiences, ideas, feelings. | JJ. Speaking English |
| Uses home language to express opinions, tell jokes, describe events and ask questions | JJ. Speaking English |

Oregon Foundations

COR Advantage Items

| | |
|--|---|
| <p>Phonological Awareness</p> <p>Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc.).</p> <p>Discriminates rhyming words in familiar games, songs, stories and poems.</p> <p>Sings or chants rhymes or rhyming songs such as “Down by the Bay”.</p> <p>Plays with sounds to make up new words (silly, willy, nilly walked to philly, “I got a bumpa whumpa”, etc.).</p> <p>Associates sounds with written letters.</p> <p>Isolates beginning and ending sounds in printed or spoken words.</p> | <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> |
| <p>Book Knowledge and Comprehension</p> <p>Pretends to read a story.</p> <p>Gains information from stories read aloud (relates events in stories to personal knowledge and experiences).</p> <p>Answers questions about the story, tells and retells stories from books and experiences.</p> <p>Learns to sequence and predict a story.</p> | <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> |

Oregon Foundations

COR Advantage Items

| Print Awareness and Alphabet Knowledge | |
|--|---------------------------------|
| Understands that words can be written down and read. | P. Reading R. Writing |
| Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories. | Q. Book enjoyment and knowledge |
| Points to words using a left to right progression when “reading” picture books. | P. Reading |
| Recognizes or “reads” several words. | P. Reading |
| Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name). | O. Alphabet knowledge |
| Identifies most letters of the alphabet. | O. Alphabet knowledge |
| Early Writing | |
| Labels a drawing with several randomly placed letter-like shapes. | R. Writing |
| Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom). | R. Writing X. Art |
| Shows progression from using scribbles, shapes, or pictures to represent ideas, to writing recognizable letters. | R. Writing |
| Copies or writes familiar words and own name. | R. Writing |

Oregon Foundations

COR Advantage Items

| Mathematics | |
|---|---|
| Numbers and Operations | |
| Counts up to ten. | S. Number and counting |
| Combines, separates and names “how many” concrete objects. | S. Number and counting |
| Uses words such as more than and less than to express some number concepts. | S. Number and counting |
| Recognizes numerals 1–20. | S. Number and counting |
| Uses words such as yesterday, today and tomorrow in conversation. | HH. History |
| Geometry and Spatial Sense | |
| Recognizes simple shapes. | T. Geometry: Shapes and spatial awareness |
| Compares various sizes of items (longer, shorter, same). | U. Measurement |
| Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.). | T. Geometry: Shapes and spatial awareness |
| Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind. | T. Geometry: Shapes and spatial awareness |
| Patterns and Measurement | |
| Recognizes duplicates and extends simple patterns using a variety of materials. | V. Patterns |
| Creates original patterns. | V. Patterns |
| Makes predictions about what might come next in a pattern. | V. Patterns |
| Explores, compares and describes length, weight, or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.). | U. Measurement |
| Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.). | HH. History |

Oregon Foundations

COR Advantage Items

| | |
|---|---|
| <p>Physical Education and Health</p> | |
| <p>Fine (Small) Motor</p> <p>Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.).</p> <p>Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.).</p> <p>Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers).</p> | <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> |
| <p>Gross (Large) Motor</p> <p>Engages in complete movements such as climbing and walking up and down stairs.</p> <p>Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc.</p> <p>Demonstrates coordinated movements such as throwing balls.</p> | <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> |
| <p>Health Status and Practices</p> <p>Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose.</p> <p>Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy).</p> | <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> |

Oregon Foundations

COR Advantage Items

| Science | |
|---|--|
| <p>Matter or the Physical World</p> <p>Explores a variety of materials to learn about weight, size, texture, shape, color and temperature.</p> <p>Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer etc.).</p> <p>Makes observations and predictions, and tries things out to discover what will happen.</p> <p>Experiments with the effects of personal actions on objects (notifies and plans for the effect of using different blocks for building stability and height).</p> <p>Identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding etc.)</p> | <p>U. Measurement 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 DD. Natural and physical world</p> |
| <p>Force, Movement and Energy</p> <p>Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.).</p> <p>Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll).</p> <p>Observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.).</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> |

Oregon Foundations

COR Advantage Items

| Forming the Questions and Hypothesis and Designing the Investigation | |
|--|---|
| <p>Shows curiosity through exploration of objects and materials.</p> <p>Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.).</p> <p>Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.).</p> <p>Explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion).</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| Collecting and Presenting Data, and Analyzing and Interpreting Results | |
| <p>Collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow).</p> <p>Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why).</p> <p>Describes patterns and relationships, and discusses things that are alike/different.</p> <p>Shows ability to measure time, length, distance and weight.</p> | <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> |

Oregon Foundations

COR Advantage Items

| | |
|--|---|
| <p>Organisms and Heredity</p> <p>Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats.</p> <p>Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles).</p> <p>Shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world).</p> | <p>BB. Observing and classifying DD. Natural and physical world</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p> |
| <p>Diversity, Interdependence and Dynamic Earth</p> <p>Demonstrates understanding that living things grow and change over time.</p> <p>Develops awareness and beginning understanding of changes in the weather and the seasons.</p> | <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> |

Oregon Foundations

COR Advantage Items

| <i>Social and Emotional Development</i> | |
|--|--|
| <p>Self Concept</p> <p>Willing to stay with a task for a meaningful period of time.</p> <p>Demonstrates independence in a range of activities, routines and tasks.</p> <p>Expresses awareness of self in terms of specific abilities, characteristic and preferences (“I am taller than this rock!”).</p> | <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p> |
| <p>Self Control</p> <p>Uses words to express feelings (“I don’t like...,” or “I’m happy!”).</p> <p>Manages feelings and is able to calm self.</p> <p>Follows simple rules and participates in routines (waits in line).</p> <p>Successfully completes transitions (moves from play to clean up; leave toys when asked to come for a ride within normal time expected).</p> <p>Develops understanding of how his/her actions affect others.</p> <p>Attempts to resolve conflicts by using a variety of strategies other than aggression.</p> | <p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>G. Community</p> <p>G. Community</p> <p>H. Conflict resolution</p> |
| <p>Cooperation</p> <p>Interacts with others and actively participates by taking turns, sharing materials and interacting positively.</p> <p>Works in small and large group settings with adult support.</p> <p>Enters a group and plays cooperatively.</p> <p>Uses compromise and discussion while working, planning, playing and resolving conflicts with peers.</p> | <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</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>H. Conflict resolution</p> |

Oregon Foundations

COR Advantage Items

| | |
|---|---|
| <p>Social Relationships</p> <p>Communicates with a range of familiar adults; responds to and initiates conversation.</p> <p>Initiates, engages and sustains peer interactions; shares toys and materials during play.</p> <p>Builds a relationship with at least one other child; shows loyalty to a friend.</p> <p>Develops friendships with peers.</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>F. Building relationships with other children</p> |
| <p>Knowledge of Families, Community and Diversity</p> <p>Understands assigned family roles and tasks.</p> <p>Identifies other people in their roles and what they do (policeman).</p> <p>Identifies his/her personal characteristics including name, age and gender.</p> <p>Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.).</p> <p>Describes similarities and differences among families and communities (Joseph says hello in some other language).</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> <p>GG. Geography</p> <p>FF. Knowledge of self and others</p> |

Oregon Foundations

COR Advantage Items

| | |
|--|---|
| <p>Social Science</p> | |
| <p>History</p> <p>Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack)</p> <p>Recalls information about immediate past (before lunch, after snack, yesterday).</p> <p>Demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.).</p> <p>Experiments with general terms related to properties of time ("Today I get to go to Grandma's house," "Yesterday was my Daddy's birthday", etc.).</p> | <p>HH. History</p> <p>C. Reflection HH. History</p> <p>C. Reflection HH. History</p> <p>HH. History</p> |
| <p>Geography, Environment and Surroundings</p> <p>Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.).</p> <p>Identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.</p> <p>Shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.).</p> | <p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p> |
| <p>Economics and Economic Concepts</p> <p>Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.</p> | <p>AA. Pretend play</p> |

Oregon Foundations

COR Advantage Items

| Family Roles and Relationships | |
|--|---|
| <p>Identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family etc.).</p> <p>Recognizes and describes the roles within the home (talks about where “Mommy” works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.).</p> | <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> |
| Government Diversity | |
| <p>Identifies and recognizes the gender of persons within their family, classroom and of storybook characters.</p> <p>Describes self and compares similarities with others (“I have blue eyes, you have brown.” “I have bigger and can pick up my baby sister” etc.).</p> <p>Recognizes and identifies differences in personal characteristics and family makeup (“I have a sister but you don’t”, “Jalen has black hair but mine is blond”, “Jamal doesn’t have a Daddy.”).</p> <p>Describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.).</p> <p>Identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music or physical exercise, etc.).</p> | <p>FF. Knowledge of self and others</p> |

Oregon Foundations

COR Advantage Items

| | |
|---|---|
| <p>The Arts</p> | |
| <p>Music</p> <p>Participates in musical activities such as singing, dancing, games and performances.</p> <p>Experiments with a variety of musical instruments that are age and size appropriate.</p> <p>Knows words of familiar songs and sings or hums them.</p> <p>Reacts to musical experiences through self-expression (singing, dancing).</p> | <p>Y. Music Z. Movement</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p> |
| <p>Visual Arts</p> <p>Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.).</p> <p>Makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment.</p> <p>Creates a visual representation of their experiences (collage after a walk, photo album with family members).</p> | <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> |
| <p>Movement</p> <p>Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.).</p> <p>Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching).</p> | <p>Z. Movement</p> <p>Z. Movement</p> |

Oregon Foundations

COR Advantage Items

| Dramatic Play | |
|--|------------------|
| Talks to and plays with pretend friends, stuffed animals, puppets and other toys. | AA. Pretend play |
| Engages in a variety of role play activities such as dress-up. | AA. Pretend play |
| Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures. | AA. Pretend play |
| Acts out parts of a story or movie. | AA. Pretend play |
| Uses words, actions and materials to portray a role or assume a character. | AA. Pretend play |
| Plans a theme or plot and interacts with other characters. | AA. Pretend play |