

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Desired Results Developmental Profile
California (DRDP — 2015)*

Desired Results Developmental Profile: Early Infancy to Kindergarten Entry

COR Advantage Items

Approaches to Learning–Self-Regulation	
ATL-REG 1: Attention Maintenance	
Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.	A. Initiative and planning
ATL-REG 2: Self-Comforting	
Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.	D. Emotions
ATL-REG 3: Imitation	
Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.	AA. Pretend play
ATL-REG 4: Curiosity and Initiative in Learning	
Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.	CC. Experimenting, predicting, and drawing conclusions
ATL-REG 5: Self-Control of Feelings and Behavior	
Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.	D. Emotions H. Conflict resolution
ATL-REG 6: Engagement and Persistence	
Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.	B. Problem solving with materials
ATL-REG 7: Shared Use of Space and Materials	
Child develops the capacity to share the use of space and materials with others.	G. Community

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COR Advantage Items

<i>Social and Emotional Development</i>	
SED 1: Identity of Self in Relation to Others	
Child shows increasing awareness of self as distinct from and also related to others.	FF. Knowledge of self and others
SED 2: Social and Emotional Understanding	
Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.	FF. Knowledge of self and others
SED 3: Relationships and Social Interactions with Familiar Adults	
Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.	E. Building relationships with adults
SED 4: Relationships and Social Interactions with Peers	
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.	F. Building relationships with other children
SED 5: Symbolic and Sociodramatic Play	
Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.	AA. Pretend play

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COR Advantage Items

Language and Literacy Development	
LLD 1: Understanding of Language (Receptive)	
Child understands increasingly complex communication and language.	M. Listening and comprehension
LLD 2: Responsiveness to Language	
Child communicates or acts in response to language and responds to increasingly complex language.	L. Speaking M. Listening and comprehension
LLD 3: Communication and Use of Language (Expressive)	
Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.	L. Speaking
LLD 4: Reciprocal Communication and Conversation	
Child engages in back-and-forth communication that develops into increasingly extended conversations.*	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
* Conversations can include communication using sign language or alternative communication systems.	
LLD 5: Interest in Literacy	
Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.	Q. Book enjoyment and knowledge
LLD 6: Comprehension of Age-Appropriate Text	
Child develops capacity to understand details and ideas from age-appropriate text presented by adults.	M. Listening and comprehension Q. Book enjoyment and knowledge
LLD 7: Concepts about Print	
Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.*	P. Reading Q. Book enjoyment and knowledge
* Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.	

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COR Advantage Items

Language and Literacy Development, CONT	
LLD 8: Phonological Awareness	
Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.*	N. Phonological awareness
* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.	
LLD 9: Letter and Word Knowledge	
Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words.	O. Alphabet knowledge
LLD 10: Emergent Writing	
Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.*	R. Writing X. Art
* Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).	
English Language Development	
ELD 1: Comprehension of English (Receptive English)	
Child shows increasing progress toward fluency in understanding English.	II. Listening to and understanding English
ELD 2: Self-Expression in English (Expressive English)	
Child shows increasing progress toward fluency in speaking English.	JJ. Speaking English
ELD 3: Understanding and Response to English Literacy Activities	
Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English.	II. Listening to and understanding English JJ. Speaking English
ELD 4: Symbol, Letter, and Print Knowledge in English	
Child shows an increasing understanding that print in English carries meaning.	O. Alphabet knowledge P. Reading II. Listening to and understanding English

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COR Advantage Items

Cognition, Including Math and Science	
COG 1: Spatial Relationships	
Child increasingly shows understanding of how objects move in space or fit in different spaces.	T. Geometry: Shapes and spatial awareness
COG 2: Classification	
Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.	BB. Observing and classifying
COG 3: Number Sense of Quantity	
Child shows developing understanding of number and quantity.	S. Number and counting
COG 4: Number Sense of Math Operations	
Child shows increasing ability to add and subtract small quantities of objects.	S. Number and counting
COG 5: Measurement	
Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.	U. Measurement
COG 6: Patterning	
Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.	V. Patterns
COG 7: Shapes	
Child shows an increasing knowledge of shapes and their characteristics.	T. Geometry: Shapes and spatial awareness
COG 8: Cause and Effect	
Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.	CC. Experimenting, predicting, and drawing conclusions
COG 9: Inquiry Through Observation and Investigation	
Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

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COR Advantage Items

Cognition, Including Math and Science, CONT	
COG 10: Documentation and Communication of Inquiry	
Child develops the capacity to describe and record <i>observations</i> and <i>investigations</i> about objects (living and nonliving things) and events, and to share ideas and explanations with others.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
COG 11: Knowledge of the Natural World	
Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.	DD. Natural and physical world

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COR Advantage Items

Physical Development–Health	
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts	
Concepts Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.	I. Gross-motor skills J. Fine-motor skills
PD-HLTH 2: Gross Locomotor Movement Skills	
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).	I. Gross-motor skills
PD-HLTH 3: Gross Motor Manipulative Skills	
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).	I. Gross-motor skills
PD-HLTH 4: Fine Motor Manipulative Skills	
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.*	J. Fine-motor skills
* Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.	
PD-HLTH 5: Safety	
Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.*	K. Personal care and healthy behavior
* Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.	
PD-HLTH 6: Personal Care Routines: Hygiene	
Child increasingly responds to and initiates personal care routines that support hygiene.	K. Personal care and healthy behavior
PD-HLTH 7: Personal Care Routines: Feeding	
Child responds to feeding and feeds self with increasing proficiency.	K. Personal care and healthy behavior
PD-HLTH 8: Personal Care Routines: Dressing	
Child develops and refines ability to participate in and take responsibility for dressing self.	K. Personal care and healthy behavior

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COR Advantage Items

Physical Development–Health, CONT	
PD-HLTH 9: Active Physical Play	
Child engages in physical activities with increasing endurance and intensity.*	I. Gross-motor skills Z. Movement
* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child’s capacity for engaging in vigorous active physical play, in which a child’s heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.	
PD-HLTH 10: Nutrition	
Child demonstrates increasing knowledge about nutrition and healthful food choices.	K. Personal care and healthy behavior
History–Social Science	
HSS 1: Sense of Time	
Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity.	G. Community HH. History
HSS 2: Sense of Place	
Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.	GG. Geography
HSS 3: Ecology	
Child develops an awareness of and concern for the natural world and human influences on it.	DD. Natural and physical world
HSS 4: Conflict Negotiation	
Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.	D. Emotions H. Conflict resolution
HSS 5: Responsible Conduct as a Group Member	
Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.	G. Community

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COR Advantage Items

Visual and Performing Arts	
VPA 1: Visual Art	
Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art.	X. Art
VPA 2: Music	
Child expresses and creates by making musical sounds, with increasing intentionality and complexity.	Y. Music
VPA 3: Drama	
Child increases engagement, skill development, and creative expression in drama.	AA. Pretend play
VPA 4: Dance	
Child develops capacity to respond, express, and create through movement in dance.	Z. Movement

References

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