

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Wisconsin Model Early Learning Standards  
(2013)*

Wisconsin Model Early Learning Standards	COR Advantage Items
<b>I. Health and Physical Development</b>	
<b>A. Physical Health and Development</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
A.EL. 1a Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i>	K. Personal care and healthy behavior
A.EL. 1b Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i>	K. Personal care and healthy behavior
A.EL. 1c Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i>	K. Personal care and healthy behavior
A.EL. 1d Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i>	K. Personal care and healthy behavior
A.EL. 2 Demonstrates behaviors to meet safety needs.	K. Personal care and healthy behavior
A.EL. 3 Demonstrates a healthy life style.	K. Personal care and healthy behavior
<b>B. Motor Development</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i>	I. Gross-motor skills
B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i>	I. Gross-motor skills
B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.	J. Fine-motor skills
<b>C. Sensory Organization</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.	I. Gross-motor skills J. Fine-motor skills BB. Observing and classifying

Wisconsin Model Early Learning Standards	COR Advantage Items
<b>II. Social and Emotional Development</b>	
<b>A. Emotional Development</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
A.EL. 1 Expresses a wide range of emotions.	D. Emotions
A.EL. 2 Understands and responds to others' emotions.	D. Emotions
<b>B. Self-Concept</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
B.EL. 1 Develops positive self-esteem.	A. Initiative and planning
B.EL. 2 Demonstrates self-awareness.	FF. Knowledge of self and others
<b>C. Social Competence</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
C.EL. 1 Demonstrates attachment, trust, and autonomy.	E. Building relationships with adults
C.EL. 2 Engages in social interaction and plays with others.	F. Building relationships with other children
C.EL. 3 Demonstrates understanding of rules and social expectations.	G. Community
C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.	H. Conflict resolution
<b>III. Language Development and Communication</b>	
<b>A. Listening and Understanding</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment.	M. Listening and comprehension N. Phonological awareness
A.EL. 2 Listens and responds to communications with others.	L. Speaking M. Listening and comprehension
A.EL. 3 Follows directions of increasing complexity.	M. Listening and comprehension

Wisconsin Model Early Learning Standards	COR Advantage Items
<b>III. Language Development and Communication, CONT</b>	
<b>B. Speaking and Communicating</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
B. EL. 1 Uses gestures and movements (non-verbal) to communicate.	L. Speaking
B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form ( <i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i> )	L. Speaking
B. EL. 2b Uses vocalizations and spoken language to communicate. Language Content ( <i>Semantics: rule system for establishing meaning of words, individually and in combination</i> )	L. Speaking
B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function ( <i>Pragmatics: rules governing the use of language in context</i> )	L. Speaking
<b>C. Early Literacy</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
C. EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.	N. Phonological awareness
C. EL. 2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.	O. Alphabet knowledge N. Phonological awareness
C. EL. 3 Shows appreciation of books and understands how print works.	Q. Book enjoyment and knowledge
C. EL. 4 Uses writing to represent thoughts or ideas.	R. Writing

Wisconsin Model Early Learning Standards	COR Advantage Items
<b>IV. Approaches To Learning</b>	
<b>A. Curiosity, Engagement, and Persistence</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.	A. Initiative and planning
A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.	CC. Experimenting, predicting, and drawing conclusions
A.EL. 3 Exhibits persistence and flexibility.	A. Initiative and planning
<b>B. Creativity and Imagination</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.	AA. Pretend play
B. EL. 2 Expresses self creatively through music, movement, and art.	X. Art Y. Music Z. Movement
<b>C. Diversity in Learning</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
C. EL. 1 Experiences a variety of routines, practices, and languages.	G. Community
C. EL. 2 Learns within the context of his/her family and culture.	FF. Knowledge of self and others
C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.	<i>Does not align</i>

Wisconsin Model Early Learning Standards	COR Advantage Items
<b>V. Cognition and General Knowledge</b>	
<b>A. Exploration, Discovery, and Problem Solving</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
A. EL. 1 Uses multi-sensory abilities to process information.	BB. Observing and classifying
A. EL. 2 Understands new meanings as memory increases.	C. Reflection AA. Pretend play
A. EL. 3 Applies problem solving skills.	B. Problem solving with materials
<b>B. Mathematical Thinking</b>	
<b>Performance Standard</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
B. EL. 1 Demonstrates an understanding of numbers and counting.	S. Number and counting
B. EL. 2 Understands number operations and relationships.	S. Number and counting
B. EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.	T. Geometry: Shapes and spatial awareness
B. EL. 4 Uses the attributes of objects for comparison and patterning.	V. Patterns BB. Observing and classifying
B. EL. 5 Understands the concept of measurement.	U. Measurement
B. EL. 6 Collects, describes, and records information using all senses.	W. Data analysis
<b>C. Scientific Thinking</b>	
<b>Performance Standard:</b> During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:	
C. EL. 1 Uses observation to gather information.	BB. Observing and classifying
C. EL. 2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
C. EL. 3 Hypothesizes and makes predictions.	CC. Experimenting, predicting, and drawing conclusions
C. EL. 4 Forms explanations based on trial and error, observations, and explorations.	CC. Experimenting, predicting, and drawing conclusions

## References

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