



Alignment of
COR Advantage with

**Head Start Early Learning Outcomes
Framework: Ages Birth to Five
(2015)**

Head Start Early Learning Outcomes Framework: Ages Birth to Five

COR Advantage Items

<i>Approaches to Learning — Infant/Toddler</i>	
Emotional and Behavioral Self-Regulation	
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	D. Emotions E. Building relationships with adults
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	D. Emotions E. Building relationships with adults H. Conflict resolution
Cognitive Self-Regulation (Executive Functioning)	
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	A. Initiative and planning E. Building relationships with adults
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	B. Problem solving with materials
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	B. Problem solving with materials G. Community
Initiative and Curiosity	
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	A. Initiative and planning B. Problem solving with materials E. Building relationships with adults G. Community
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	A. Initiative and planning G. Community CC. Experimenting, predicting, and drawing conclusions
Creativity	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	E. Building relationships with adults X. Art Y. Music AA. Pretend play
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	X. Art Y. Music AA. Pretend play

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<i>Approaches to Learning — Preschool</i>	
Emotional and Behavioral Self-Regulation	
Goal P-ATL 1. Child manages emotions with increasing independence.	D. Emotions
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	G. Community
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	G. Community GG. Geography
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	D. Emotions H. Conflict resolution
Cognitive Self-Regulation (Executive Functioning)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	D. Emotions H. Conflict resolution
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	A. Initiative and planning
Goal P-ATL 7. Child persists in tasks.	B. Problem solving with materials
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	C. Reflection M. Listening and comprehension
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	B. Problem solving with materials H. Conflict resolution
Initiative and Curiosity	
Goal P-ATL 10. Child demonstrates initiative and independence.	A. Initiative and planning K. Personal care and healthy behavior
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Creativity	
Goal P-ATL 12. Child expresses creativity in thinking and communication.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions X. Art
Goal P-ATL 13. Child uses imagination in play and interactions with others.	AA. Pretend play X. Art

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Social and Emotional Development: Infant/Toddler	
Relationships With Adults	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	E. Building relationships with adults
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	E. Building relationships with adults
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	E. Building relationships with adults
Relationships With Other Children	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	F. Building relationships with other children
Goal IT-SE 5. Child imitates and engages in play with other children.	F. Building relationships with other children
Emotional Functioning	
Goal IT-SE 6. Child learns to express a range of emotions.	D. Emotions
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	D. Emotions
Goal IT-SE 8. Child expresses care and concern towards others.	D. Emotions F. Building relationships with other children
Goal IT-SE 9. Child manages emotions with the support of familiar adults.	D. Emotions E. Building relationships with adults
Sense of Identity and Belonging	
Goal IT-SE 10. Child shows awareness about self and how to connect with others.	FF. Knowledge of self and others
Goal IT-SE 11. Child understands some characteristics of self and others.	M. Listening and comprehension FF. Knowledge of self and others
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	E. Building relationships with adults F. Building relationships with other children

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Social and Emotional Development: Infant/Toddler, Sense of Identity and Belonging CONT	
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	E. Building relationships with adults F. Building relationships with other children G. Community FF. Knowledge of self and others
Social and Emotional Development: Preschool	
Relationships With Adults	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	E. Building relationships with adults
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	E. Building relationships with adults G. Community
Relationships With Other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	F. Building relationships with other children
Goal P-SE 4. Child engages in cooperative play with other children.	F. Building relationships with other children
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	H. Conflict resolution
Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	D. Emotions
Goal P-SE 7. Child expresses care and concern toward others.	D. Emotions F. Building relationships with other children
Goal P-SE 8. Child manages emotions with increasing independence.	D. Emotions H. Conflict resolution
Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	FF. Knowledge of self and others
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	C. Reflection

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Social and Emotional Development: Preschool, Sense of Identity and Belonging CONT	
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	FF. Knowledge of self and others
Language and Communication: Infant/Toddler	
Attending and Understanding	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	M. Listening and comprehension
Goal IT-LC 2. Child learns from communication and language experiences with others.	M. Listening and comprehension N. Phonological awareness Y. Music
Communicating And Speaking	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	L. Speaking M. Listening and comprehension
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	L. Speaking M. Listening and comprehension
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	L. Speaking M. Listening and comprehension
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	L. Speaking M. Listening and comprehension
Vocabulary	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	M. Listening and comprehension
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	L. Speaking
Emergent Literacy	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	N. Phonological awareness
Goal IT-LC 10. Child handles books and relates them to their stories or information.	Q. Book enjoyment and knowledge
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	P. Reading

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Language and Communication: Infant/Toddler, Emergent Literacy CONT	
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	P. Reading
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	R. Writing
Language and Communication: Preschool	
Attending and Understanding	
Goal P-LC 1. Child attends to communication and language from others.	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	M. Listening and comprehension II. Listening to and understanding English
Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	L. Speaking JJ. Speaking English
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
Goal P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.	L. Speaking M. Listening and comprehension HH. History
Vocabulary	
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	L. Speaking M. Listening and comprehension
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	BB. Observing and classifying
Literacy: Preschool	
Phonological Awareness	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	N. Phonological awareness O. Alphabet knowledge

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Literacy: Preschool, CONT	
Print and Alphabet Knowledge	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	P. Reading Q. Book enjoyment and knowledge
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	O. Alphabet knowledge
Comprehension and Text Structure	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	M. Listening and comprehension Q. Book enjoyment and knowledge
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge
Writing	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	R. Writing

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Cognition: Infant/Toddler	
Exploration and Discovery	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	CC. Experimenting, predicting, and drawing conclusions
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Memory	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	C. Reflection E. Building relationships with adults
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	A. Initiative and planning C. Reflection
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	C. Reflection HH. History
Reasoning and Problem-Solving	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	B. Problem solving with materials
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	B. Problem solving with materials H. Conflict resolution
Emergent Mathematical Thinking	
Goal IT-C 8. Child develops sense of number and quantity.	S. Number and counting U. Measurement
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	T. Geometry: Shapes and spatial awareness U. Measurement
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	W. Data analysis BB. Observing and classifying

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Cognition: Infant/Toddler CONT	
Imitation and Symbolic Representation and Play	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	AA. Pretend play
Goal IT-C 12. Child uses objects or symbols to represent something else.	AA. Pretend play
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	AA. Pretend play
Cognition: Preschool	
Mathematics Development	
Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count sequence.	S. Number and counting
Goal P-MATH 2. Child recognizes the number of objects in a small set.	S. Number and counting
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	S. Number and counting
Goal P-MATH 4. Child compares numbers.	S. Number and counting W. Data analysis
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	R. Writing S. Number and counting
Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	S. Number and counting
Goal P-MATH 7. Child understands simple patterns.	V. Patterns
Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	U. Measurement
Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	T. Geometry: Shapes and spatial awareness

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Mathematics Development: Preschool, Geometry and Spatial Sense CONT	
Goal P-MATH 10. Child explores the positions of objects in space.	T. Geometry: Shapes and spatial awareness
Scientific Reasoning	
Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Goal P-SCI 2. Child engages in scientific talk.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Goal P-SCI 3. Child compares and categorizes observable phenomena.	U. Measurement BB. Observing and classifying EE. Tools and technology
Reasoning and Problem-Solving	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	CC. Experimenting, predicting, and drawing conclusions
Goal P-SCI 5. Child plans and conducts investigations and experiments.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions

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Perceptual, Motor, and Physical Development: Infant/Toddler	
Perception	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	CC. Experimenting, predicting, and drawing conclusions
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	GG. Geography
Gross Motor	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	I. Gross-motor skills
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	I. Gross-motor skills Z. Movement
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	I. Gross-motor skills Z. Movement
Fine Motor	
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	J. Fine-motor skills
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	J. Fine-motor skills
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	J. Fine-motor skills EE. Tools and technology
Health, Safety, and Nutrition	
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	G. Community K. Personal care and healthy behavior
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	K. Personal care and healthy behavior
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	K. Personal care and healthy behavior

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<i>Perceptual, Motor, and Physical Development: Preschool</i>	
Gross Motor	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	I. Gross-motor skills
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	I. Gross-motor skills
Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	J. Fine-motor skills
Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	K. Personal care and healthy behavior
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	K. Personal care and healthy behavior
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	G. Community K. Personal care and healthy behavior

References

U.S Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2015). *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, DC: Author.

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