

Alignment of the 2010 West Virginia Pre-Kindergarten Early Learning Standards Framework With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2010 **West Virginia Pre-Kindergarten Early Learning Standards Framework** 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.



West Virginia Standards

COR Advantage Items

| <i>Social and Emotional Development</i> | |
|---|---|
| <p>1. Domain Area: Self-Concept</p> <p>Development of self-concept</p> <p>1. Describe self by using several basic characteristics.</p> <p>3. Develops growing capacity for independence in a range of activities, routines, and tasks.</p> | <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> |
| <p>Development of self-expression and self-awareness</p> <p>4. Demonstrates progress in expressing needs, wants and feelings appropriately.</p> <p>5. Acts out roles by imitating typical actions associated with the roles.</p> | <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> |
| <p>2. Domain Area: Social Relationships</p> <p>Development and demonstration of pro-social behaviors</p> <p>1. Develops positive relationships with children and adults.</p> <p>2. Shows empathy and caring for others.</p> <p>3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p> <p>4. Shows progress in developing and sustaining friendship with peers.</p> <p>5. Manages transitions and begins to adapt to change in routines.</p> | <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>G. Community</p> <p>F. Building relationships with other children</p> <p>G. Community</p> |
| <p>Cooperation</p> <p>6. Uses appropriate communication skills to initiate or join classroom activities.</p> <p>7. Engages in cooperative group play.</p> <p>9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p> <p>10. Accepts guidance and directions from a variety of familiar adults.</p> | <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>E. Building relationships with adults</p> |

West Virginia Standards

COR Advantage Items

| <i>Social and Emotional Development CONT</i> | |
|---|--|
| <p>3. Domain Area: Knowledge of Family and Community</p> <p>Progression of understanding of their role in the family and community</p> <ol style="list-style-type: none"> 1. Understands and describes the interactive roles and relationships among family members. 2. Identifies and describes roles and relationships of community members. 3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures. 4. Identifies themselves as a member of groups within a community. 5. Identifies and describes locations and places in their environment. | <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>FF. Knowledge of self and others</p> <p>GG. Geography</p> |
| <p>4. Domain Area: Dispositions to Learning</p> <p>Intrinsic Motivation for Learning</p> <ol style="list-style-type: none"> 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with flexibility, imagination, and inventiveness. 4. Persists in and completes tasks, activities, projects, and experiences. 5. Demonstrates increasing ability to set goals and develop and follow through on plans. 6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions. | <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p> |

West Virginia Standards

COR Advantage Items

| <i>Language and Literacy</i> | |
|--|---|
| <p>1. Domain Area: Listening and Speaking</p> <p>Utilization of receptive and expressive language for a variety of purposes</p> <p>1. Demonstrates an increasing ability to attend to and understand communication.</p> <p>2. Communicates needs and wants through a variety of verbal and symbolic forms.</p> <p>3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.</p> | <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> |
| <p>Comprehension and collaboration</p> <p>4. Comprehends and expands on oral language.</p> <p>5. Participates in conversations with peers and adults about topics of interest.</p> <p>6. Listens to others and takes turns speaking.</p> <p>7. Asks questions to get information, seeks help, or clarifies something that is not understood.</p> | <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> |
| <p>2. Domain Area: Foundational Skills for Reading</p> <p>Print Concepts</p> <p>1. Holds book upright and identifies the front and back of a book.</p> <p>2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator.</p> <p>3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message.</p> <p>4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p> | <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> |

West Virginia Standards

COR Advantage Items

| Language and Literacy CONT | |
|--|---|
| <p>6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.</p> <p>7. Recognizes words as units of print that are separated by spaces.</p> | <p>O. Alphabet knowledge P. Reading</p> <p>P. Reading R. Writing</p> |
| Phonological Awareness | |
| <p>8. Listens to and identifies sounds that are in the environment.</p> <p>10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> <p>11. Shows growing awareness of beginning and ending sounds of words.</p> | <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> |
| Word Recognition | |
| <p>12. Recognizes a word as a unit of print.</p> <p>13. Recognize words such as his/her name, names of family and friends, and familiar environmental print.</p> | <p>P. Reading</p> <p>P. Reading</p> |
| 3. Domain Area: Literature | |
| Key Ideas and Details | |
| <p>2. Looks through books independently and asks to have books read to them.</p> <p>3. Recognizes story elements such as characters, sequence of events, and theme of a story.</p> <p>4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.</p> | <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play</p> |
| Integration of Knowledge and Ideas | |
| <p>5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.</p> | <p>M. Listening and comprehension</p> |

West Virginia Standards

COR Advantage Items

| <i>Language and Literacy CONT</i> | |
|--|---|
| <p>4. Domain Area: Writing</p> <p>Text Type and Purposes</p> <p>1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.</p> <p>2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.</p> <p>3. Demonstrates an understanding that writing relays a message that can be read.</p> <p>4. Begins to use functional print in play.</p> <p>5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.</p> <p>6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.</p> | <p>R. Writing</p> <p>R. Writing X. Art</p> <p>P. Reading R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing</p> |

West Virginia Standards

COR Advantage Items

| <i>Mathematics</i> | |
|---|--|
| <p>1. Domain Area: Number – Counting and Cardinality</p> <p>Number Names</p> <p>1. Develops increased ability to counts in sequence to ten and beyond.</p> <p>2. Begins to identify number symbols one to ten.</p> | <p>S. Number and counting</p> <p>S. Number and counting</p> |
| <p>Counting To Tell the Number of Objects</p> <p>3. Uses one-to-one correspondence in counting objects and matching groups of objects.</p> <p>4. Matches quantity with number symbols.</p> | <p>S. Number and counting</p> <p>S. Number and counting</p> |
| <p>Comparing and Ordering Numbers</p> <p>5. Uses comparative words such as more, less, fewer, equal to.</p> | <p>S. Number and counting</p> |
| <p>2. Domain Area: Number – Operations and the Problems they Solve</p> <p>Composing and decomposing numbers; addition and subtraction</p> <p>1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart.</p> | <p>S. Number and counting</p> |
| <p>3. Domain Area: Measurement and Data</p> <p>Direct Measurement</p> <p>1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.</p> <p>2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.</p> <p>3. Begins to construct a sense of time through participation in daily activities.</p> | <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p> |

West Virginia Standards

COR Advantage Items

| <i>Mathematics CONT</i> | |
|--|---|
| <p>Representing and Interpreting Data</p> <p>4. Classify objects according to common characteristics, such as color, size, or shape.</p> <p>5. Begins to incorporate estimating and measuring activities into play.</p> <p>6. Begins to recognize and interpret information presented in tables, graphs and symbols.</p> | <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>W. Data analysis</p> |
| <p>4. Domain Area: Geometry</p> <p>Shapes, their attributes, and spatial reasoning</p> <p>1. Recognizes, duplicates, and creates simple patterns using a variety of materials.</p> <p>2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>3. Recognizes, describes, compares, and names common shapes.</p> <p>4. Determines whether or not two shapes are the same size and shape.</p> | <p>V. Patterns</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> |

West Virginia Standards

COR Advantage Items

| <i>Science</i> | |
|---|---|
| <p>1. Domain Area: Science as Inquiry</p> <p>Foundational Knowledge of Scientific Inquiry</p> <p>2. Observes and discusses similarities and differences among objects and materials, including cause and effect.</p> <p>3. Investigates and problem solves through active exploration of the environment.</p> <p>4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.</p> | <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>Utilization of Inquiry</p> <p>5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.</p> <p>6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.</p> | <p>BB. Observing and classifying</p> <p>W. Data analysis</p> |
| <p>2. Domain Area: Scientific Knowledge</p> <p>Understanding the living and physical world</p> <p>1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.</p> <p>2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.</p> <p>3. Demonstrates expanding knowledge of and respect for the environment.</p> | <p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> |

West Virginia Standards

COR Advantage Items

| <i>The Arts</i> | |
|---|--|
| <p>1. Domain Area: Music and Movement</p> <p>Self Expression</p> <p>1. Participates in music activities, including listening, singing and finger plays.</p> <p>2. Creates music through a variety of techniques.</p> | <p>Y. Music</p> <p>Y. Music</p> |
| <p>Foundations of Music and Movement</p> <p>3. Demonstrates an understanding of movement as it relates to music.</p> <p>4. Uses a variety of instruments including non-traditional and natural objects.</p> <p>5. Responds to and identifies particular musical elements such as rhythm and style.</p> | <p>Z. Movement</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p> |
| <p>2. Domain Area: Visual Art</p> <p>Self Expression</p> <p>1. Progresses in ability to express emotion and communicates ideas through creative artwork.</p> <p>2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.</p> <p>3. Develops growing ability to create artwork that reflects an idea, theme, or story.</p> | <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> |
| <p>Foundations of Visual Arts</p> <p>4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.</p> <p>5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.</p> | <p>X. Art</p> <p>X. Art</p> |

West Virginia Standards

COR Advantage Items

| <i>The Arts CONT</i> | |
|--|---|
| <p>3. Domain Area: Dramatic Play</p> <p>Self Expression</p> <p>1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex.</p> <p>2. Expresses ideas, feelings, and emotions through dramatic play.</p> <p>3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc.</p> <p>4. Tells and re-enacts stories and experiences through dramatic play.</p> | <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> |

West Virginia Standards

COR Advantage Items

| <i>Physical Health and Development</i> | |
|---|---|
| <p>1. Domain Area: Fine Motor</p> <p>Fine Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools. 2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles. 3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology. 4. Begins to demonstrate self help skills such as buttoning and zipping. | <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills K. Personal care and healthy behavior</p> |
| <p>2. Domain Area: Gross Motor</p> <p>Gross Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping. 2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs. 3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures. | <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> |

West Virginia Standards

COR Advantage Items

| <i>Physical Health and Development CONT</i> | |
|---|---------------------------------------|
| 3. Domain Area: Health and Safety Practices | |
| Healthy Development | |
| 1. Demonstrates ability to identify and make healthy food choices. | K. Personal care and healthy behavior |
| 2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness. | K. Personal care and healthy behavior |
| 3. Exhibits increased physical growth, strength, stamina, endurance and flexibility. | I. Gross-motor skills |
| 4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting. | K. Personal care and healthy behavior |