

COR

Advantage®

Child assessment for all children from birth to kindergarten.

Michigan Early Childhood
Standards of Quality for
Prekindergarten (2013)

ALIGNMENT



**Alignment of COR Advantage
With
Michigan Early Childhood Standards of Quality for Prekindergarten (2013)**

This document aligns the content in the **Michigan Early Childhood Standards of Quality for Prekindergarten** with the learning objectives of the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2018). *COR Advantage* [Computerized assessment system]. Online at <https://www.coradvantage.com>

Michigan Early Childhood Standards of Quality for Prekindergarten content was retrieved on August 6, 2020 from https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Michigan Early Childhood Standards of Quality for Prekindergarten

COR Advantage Items

APPROACHES TO LEARNING	
Habits of Mind: Creativity-Imagination-Visualization	
<p>1. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.</p>	<p>A. Initiative and Planning B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension R. Writing X. Art CC. Experimenting, predicting, and drawing conclusions</p>
<p>2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.</p>	<p>A. Initiative and planning B. Problem solving with materials M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions</p>
<p>3. Early Learning Expectation: Curiosity-Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p>4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.</p>	<p>A. Initiative and planning B. Problem solving with materials D. Emotions AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.</p>	<p>B. Problem solving with materials C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

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APPROACHES TO LEARNING CONT	
Social Dispositions	
6. Early Learning Expectation: Participation-Cooperation-Play- Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.	E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution FF. Knowledge of self and others
7. Early Learning Expectation: Respect for Self and Others — Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.	A. Initiative and planning D. Emotions G. Community H. Conflict resolution FF. Knowledge of self and others
8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.	B. Problem solving with materials G. Community H. Conflict resolution DD. Natural and physical world FF. Knowledge of self and others
Creative Arts (CA)	
1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	A. Initiative and planning X. Art
2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.	Y. Music Z. Movement
3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.	Z. Movement
4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.	AA. Pretend play
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.	X. Art Y. Music Z. Movement AA. Pretend play

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<i>Language and Early Literacy Development (LL)</i>	
1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.	M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge
2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	P. Reading R. Writing X. Art
3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.	D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness II. Listening to and understanding English JJ. Speaking English
4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.	E. Building relationships with adults M. Listening and comprehension II. Listening to and understanding English
5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.	M. Listening and comprehension EE. Tools and technology
6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.	L. Speaking M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge R. Writing
7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.	FF. Knowledge of self and others II. Listening to and understanding English JJ. Speaking English

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Dual Language Learning (DLL)	
1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.	II. Listening to and understanding English JJ. Speaking English
2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.	JJ. Speaking English
3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge II. Listening to and understanding English JJ. Speaking English
4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	O. Alphabet knowledge R. Writing X. Art
5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.	D. Emotions E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others II. Listening to and understanding English JJ. Speaking English
Technology Literacy-Early Learning in Technology (TL)	
1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.	EE. Tools and technology
2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.	EE. Tools and technology
3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.	EE. Tools and technology
4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.	EE. Tools and technology
6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.	EE. Tools and technology

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Social, Emotional and Physical Health and Development (SEP)	
Social and Emotional Development and Health	
1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.	A. Initiative and planning D. Emotions FF. Knowledge of self and others
2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.	B. Problem solving with materials D. Emotions G. Community H. Conflict resolution M. Listening and comprehension
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
Physical Development	
4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	I. Gross-motor skills K. Personal care and healthy behavior T. Geometry: Shapes and spatial awareness
5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.	I. Gross-motor skills Z. Movement
6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	J. Fine-motor skills
7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	F. Building relationships with other children G. Community FF. Knowledge of self and others
Health, Safety and Nutrition	
8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.	K. Personal care and healthy behavior

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Social, Emotional and Physical Health and Development (SEP) CONT	
9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	K. Personal care and healthy behavior
10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.	G. Community K. Personal care and healthy behavior
Early Learning in Mathematics (M)	
1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.	S. Number and counting DD. Natural and physical world
2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	S. Number and counting W. Data analysis
3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.	U. Measurement V. Patterns W. Data analysis BB. Observing and classifying
4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.	S. Number and counting
5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.	S. Number and counting U. Measurement W. Data analysis BB. Observing and classifying
6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.	U. Measurement EE. Tools and technology
7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	T. Geometry: Shapes and spatial awareness V. Patterns BB. Observing and classifying

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Early Learning in Science (S)	
1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
2. Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.	BB. Observing and classifying DD. Natural and physical world
3. Knowledge About the Earth: Children show a beginning awareness of scientific knowledge related to the earth.	No match found
Early Learning in the Social Studies (SS)	
1. Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.	DD. Natural and physical world GG. Geography
2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior.	G. Community FF. Knowledge of self and others
3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	G. Community HH. History
4. Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	G. Community FF. Knowledge of self and others
5. Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.	FF. Knowledge of self and others
6. Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	G. Community DD. Natural and physical world

References

- Michigan State Board of Education. Initially approved March 8, 2005. Revised March 12, 2013. *Michigan Early Childhood standards of Quality for Prekindergarten*. Lansing, MI: Michigan Department of Education.
http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
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