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**COR Advantage 1.5** — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Arkansas. This document shows you how COR Advantage aligns with Arkansas’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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## **Alignment of the 2002 Arkansas Framework for Infant and Toddler Care With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2002 **Arkansas Framework for Infant and Toddler Care** 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.



**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<p><b><i>DEVELOPMENTAL STRAND 1: To learn about themselves – Self-concept development</i></b></p>	
<p><b>A. Young infants</b></p> <p>1.1.A. Feels valued and attached to others</p> <p>1.2.A. Becomes aware of self as a unique individual</p> <p>1.3.A. Demonstrates increasing sense of competence and confidence in growing abilities</p> <p>1.4.A. Asserts independence</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>B. Mobile Infants</b></p> <p>1.1.B. Feels valued and attached to others</p> <p>1.2.B. Becomes aware of self as a unique individual</p> <p>1.3.B. Demonstrates increasing sense of competence and confidence in growing abilities</p> <p>1.4.B. Asserts independence</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p>
<p><b>C. Toddlers</b></p> <p>1.1.C. Feels valued and attached to others</p> <p>1.2.C. Becomes aware of self as a unique individual</p> <p>1.3.C. Demonstrates increasing sense of competence and confidence in growing abilities</p> <p>1.4.C. Asserts independence</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p>

**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<p><b><i>DEVELOPMENTAL STRAND 2: To learn about their feelings – Emotional Development</i></b></p>	
<p><b>A. Young Infants</b></p> <p>2.1.A. Displays a wide range of feelings and emotions</p> <p>2.2.A. Expresses feelings and emotions through gestures, sounds, and - eventually - words</p>	<p>D. Emotions</p> <p>D. Emotions</p>
<p><b>B. Mobile Infants</b></p> <p>2.1.B. Displays a wide range of feelings and emotions</p> <p>2.2.B. Expresses feelings and emotions through gestures, sounds and - eventually - words</p>	<p>D. Emotions</p> <p>D. Emotions</p>
<p><b>C. Toddlers</b></p> <p>2.1.C. Displays a wide range of feelings and emotions</p> <p>2.2.C. Expresses feelings and emotions through gestures, sounds and - eventually - words</p>	<p>D. Emotions</p> <p>D. Emotions</p>

**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<p><b>DEVELOPMENTAL STRAND 3: To learn about other people – Social development</b></p>	
<p><b>A. Young Infants</b></p> <p>3.1.A. Develops trusting relationships with nurturing adults</p> <p>3.2.A. Shows interest in peers</p> <p>3.3.A. Demonstrates caring and cooperation</p> <p>3.4.A Tries out roles and relationships through imitation and pretend play</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p><b>B. Mobile Infants</b></p> <p>3.1.B. Develops trusting relationships with nurturing adults</p> <p>3.2.B. Shows interest in peers</p> <p>3.3.B. Demonstrates caring and cooperation</p> <p>3.4.B. Tries out roles and relationships through imitation and pretend play</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p><b>C. Toddlers</b></p> <p>3.1.C. Develops trusting relationships with nurturing adults</p> <p>3.2.C. Shows interest in peers</p> <p>3.3.C. Demonstrates caring and cooperation</p> <p>Tries out roles and relationships through imitation and pretend play</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>

**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<b><i>DEVELOPMENTAL STRAND 4: To learn to communicate – Language Development</i></b>	
<p><b>A. Young Infants</b></p> <p>4.1.A. Expresses needs and thoughts without using words</p> <p>4.2.A. Identifies with a home language</p> <p>4.3.A. Responds to verbal and nonverbal communication</p> <p>4.4.A. Communicates through language</p> <p>4.5.A. Shows enjoyment of books and stories</p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p> <p>L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>P. Reading Q. Book enjoyment and knowledge</p>
<p><b>B. Mobile Infants</b></p> <p>4.1.B. Expresses needs and thoughts without using words (nonverbal)</p> <p>4.2.B. Identifies with a home language</p> <p>4.3.B. Responds to verbal and nonverbal language</p> <p>4.4.B. Communicates through language</p> <p>4.5.B. Shows enjoyment of books and stories</p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p> <p>L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>P. Reading Q. Book enjoyment and knowledge</p>

**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<p><b><i>DEVELOPMENTAL STRAND 4: To learn to communicate – Language Development</i></b></p>	
<p><b>C. Toddlers</b></p> <p>4.1.C. Expresses needs and thoughts without using words (non-verbal communication)</p> <p>4.2.C. Identifies with a home language</p> <p>4.3.C. Responds to verbal and nonverbal communication</p> <p>4.4.C. Communicates through language</p> <p>4.5.C. Shows enjoyment of books and stories</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p> <p>JJ. Speaking English</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>

**Arkansas Infant - Toddler Framework**

**COR Advantage Items**

<p><b><i>DEVELOPMENTAL STRAND 5: To learn to move and do – Physical Development</i></b></p>	
<p><b>A. Young Infants</b></p> <p>5.1.A. Develops gross motor skills</p> <p>5.2.A. Develops fine motor skills</p> <p>5.3.A. Coordinates eye and hand movements</p> <p>5.4.A. Develops self-help skills</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p><b>B. Mobile Infants</b></p> <p>5.1.B. Develops gross motor skills</p> <p>5.2.B. Develops fine motor skills</p> <p>5.3B. Coordinates eye and hand movements</p> <p>5.4.B. Develops self-help skills</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p><b>C. Toddlers</b></p> <p>5.1.C. Develops gross motor skills</p> <p>5.2.C. Develops fine motor skills</p> <p>5.3.C. Coordinates eye and hand movements</p> <p>5A.C. Develops self-help skills</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>



## Arkansas Infant - Toddler Framework

## COR Advantage Items

<b>DEVELOPMENTAL STRAND 6: To learn to think – Cognitive Development</b>	
<b>A. Young Infants</b>	
6.1.A. Gains an understanding of basic concepts and relationships	E. Building relationships with adults BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
6.2.A. Applies knowledge to new situations	B. Problem solving with materials C. Reflection HH. History
6.3.A. Develops strategies for solving problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>B. Mobile Infants</b>	
6.1.B. Gains an understanding of basic concepts and relationships	AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
6.2.B. Applies knowledge to new situations	B. Problem solving with materials C. Reflection HH. History
6.3.B. Develops strategies for solving problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>C. Toddlers</b>	
6.1.C. Gains an understanding of basic concepts and relationships	C. Reflection M. Listening and comprehension S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions HH. History
6.2.C. Applies knowledge to new situations	B. Problem solving with materials C. Reflection HH. History
6.3.C. Develops strategies for solving problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

# Alignment of the Arkansas Early Childhood Education Framework With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Arkansas Early Childhood Education Framework** (revised 2004) correspond to items from HighScope's **2014 Child Observation Record — COR Advantage 1.5**. The 2013 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 educational approach). 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.



## Arkansas Benchmarks

## COR Advantage Items

<b><i>Developmental Learning Strand 1 — Social/Emotional</i></b>	
<b>Act Independently</b> 1.1 Demonstrates ability to make choices  1.2 Demonstrates independence in personal care	A. Initiative and planning  K. Personal care and healthy behavior
<b>Experience Success</b> 1.4 Shows curiosity and desire to learn  1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials  1.6 Demonstrates confidence in growing abilities  1.7 Demonstrates willingness to try new things  1.8 Uses planning in approaching a task or activity  1.9 Shows persistence in approaching tasks	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions  CC. Experimenting, predicting, and drawing conclusions  A. Initiative and planning B. Problem solving with materials  A. Initiative and planning B. Problem solving with materials  A. Initiative and planning  B. Problem solving with materials
<b>Interact Socially</b> 1.10 Demonstrates trust in adults  1.12 Demonstrates interest and participates in classroom activities  1.13 Participates in routine activities easily  1.14 Seeks out adults and children  1.15 Understands and respects differences  1.16 Helps others in need  1.19 Works cooperatively with others on completing a task  1.20 Uses compromise and discussion to resolve conflicts  1.21 Becomes involved in solving social problems (conflicts)	E. Building relationships with adults  A. Initiative and planning  G. Community  E. Building relationships with adults F. Building relationships with other children  FF. Knowledge of self and others  D. Emotions  F. Building relationships with other children  H. Conflict resolution  H. Conflict resolution

**Arkansas Benchmarks**

**COR Advantage Items**

<b><i>Developmental Learning Strand 2 — Creative/Aesthetic</i></b>	
<b>Expression Through Art Forms and Activities</b>	
<b>2.1</b> Shows creativity and imagination in play with materials and props	AA. Pretend play
<b>2.2</b> Participates in dramatic play themes that become more involved and complex	AA. Pretend play
<b>2.3</b> Assumes various roles in dramatic play situations	AA. Pretend play
<b>2.4</b> Participates freely in music activities	Y. Music
<b>2.5</b> Enjoys singing games, dramatizing songs and moving to music	Y. Music Z. Movement
<b>2.6</b> Expresses through movement what is felt and heard in various musical tempos and styles	Y. Music Z. Movement
<b>2.7</b> Experiments with a variety of musical instruments and sound sources	Y. Music
<b>2.8</b> Identifies the source of a variety of sounds	Y. Music
<b>2.9</b> Moves in time to the beat	Z. Movement
<b>2.10</b> Explores and manipulates art media	X. Art
<b>2.11</b> Creates drawings and paintings that gradually become more detailed and realistic	X. Art
<b>2.12</b> Preplans art project and then works with care	A. Initiative and planning X. Art

## Arkansas Benchmarks

## COR Advantage Items

<i>Developmental Learning Strand 3 — Cognitive/Intellectual Learning</i>	
<b>Language Arts</b>	
<b>3.1</b> Shows enjoyment of books and stories and discussion of them	Q. Book enjoyment and knowledge
<b>3.2</b> Tells a story in sequence, following the pictures in a book	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>3.3</b> Demonstrates knowledge of how to use a book	Q. Book enjoyment and knowledge
<b>3.5</b> Understands that print conveys a message	P. Reading
<b>3.6</b> Demonstrates an interest in using writing for a purpose	R. Writing
<b>3.7</b> Identifies letters and signs in the environment	P. Reading
<b>3.8</b> Uses known letters or approximation of letters to represent written language	O. Alphabet knowledge R. Writing
<b>3.9</b> Identifies some letters and makes some letter-sound matches	O. Alphabet knowledge
<b>Mathematics and Science</b>	
<b>3.10</b> Classifies objects by physical features such as shape or color	BB. Observing and classifying
<b>3.11</b> Classifies objects conceptually (things that go together)	BB. Observing and classifying
<b>3.12</b> Recognizes patterns and can repeat them ( <b>patterning</b> )	V. Patterns
<b>3.13</b> Demonstrates <b>one-to-one correspondence</b>	S. Number and counting
<b>3.15</b> Demonstrates an understanding of <b>number</b> (how many) and <b>numeral</b> (3 is a numeral) relationship (numeration)	S. Number and counting
<b>3.16</b> Demonstrates an understanding of addition and subtraction, using manipulatives	S. Number and counting
<b>3.17</b> Shows understanding of different relationships of objects in space (spatial relations)	T. Geometry: Shapes and spatial awareness

## Arkansas Benchmarks

## COR Advantage Items

Arkansas Benchmarks	COR Advantage Items
<b>Mathematics and Science (cont.)</b> <b>3.18</b> Shows an awareness of time concepts <b>3.19</b> Shows interest in exploring the environment <b>3.23</b> Shows awareness of cause-effect relationships <b>3.24</b> Finds more than one solution to a problem <b>3.25</b> Applies information or experience to a new context (scientific process: applying)	HH. History CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>Social Studies</b> <b>3.26</b> Identifies self as a boy or girl <b>3.27</b> Identifies self as a member of a specific family and cultural group <b>3.28</b> Shows pride in heritage and background <b>3.29</b> Shows awareness of the roles people play in society <b>3.30</b> Functions as a member of the classroom community <b>3.32</b> Cares for the environment	FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others G. Community DD. Natural and physical world

## Arkansas Benchmarks

## COR Advantage Items

<i>Developmental Learning Strand 4 — Physical Development</i>	
<b>Health and Nutrition</b>	
4.2 Demonstrates health and personal care habits	K. Personal care and healthy behavior
4.4 Recognizes different types of food	K. Personal care and healthy behavior
4.5 Shows awareness that some foods are better for your body than others	K. Personal care and healthy behavior
<b>Fine Motor</b>	
4.6 Coordinates eye and hand movements to complete tasks	J. Fine-motor skills
4.7 Uses small muscles for self-help skills	J. Fine-motor skills
4.8 Uses writing and drawing tools with control and intention	J. Fine-motor skills R. Writing
<b>Gross Motor</b>	
4.9 Freely participates in <b>gross motor</b> activities	I. Gross-motor skills
4.10 Throws, kicks, bounces, and catches	I. Gross-motor skills
4.11 Runs, jumps, hops, and skips	I. Gross-motor skills
4.12 Shows balance and coordination	I. Gross-motor skills
4.13 Climbs up and down equipment	I. Gross-motor skills

**Arkansas Benchmarks**

**COR Advantage Items**

<i>Developmental Learning Strand 5 — Language</i>	
<b>Language</b>	
<b>5.1</b> Demonstrates phonological awareness (hearing and recognizing the sounds of language)	N. Phonological awareness
<b>5.2</b> Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	L. Speaking
<b>5.5</b> Participates in songs, finger plays, rhyming activities, and games	N. Phonological awareness Y. Music
<b>5.6</b> Uses words to communicate ideas and feelings	D. Emotions L. Speaking
<b>5.7</b> Engages in two-way conversation with children and adults	L. Speaking M. Listening and comprehension
<b>5.8</b> Participates in group discussion	L. Speaking M. Listening and comprehension
<b>5.9</b> Uses language to problem solve	H. Conflict resolution L. Speaking M. Listening and comprehension