



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 Oregon. This document shows you how COR Advantage aligns with Oregon’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](#)



Alignment of the 2009 Oregon Early Childhood Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Oregon Early Childhood Foundations** 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.



Oregon Early Childhood Standards

COR Advantage Items

APPROACHES TO LEARNING (AL): Ages Birth – 3	
<p>Initiative and Curiosity (IC)</p> <p>Shows curiosity towards and plays with a variety of sensory matter (play dough, glue, sand paper)</p> <p>Shows initiative in how objects can be used such as turning cup right-side-up or putting car upright on wheels</p> <p>Laughs or smiles at adults who are engaging in unexpected events</p> <p>Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people</p> <p>Takes pride in own achievements and sometimes resists help</p>	<p>A. Initiative and planning AA. Pretend play</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p><i>No match found.</i></p> <p><i>No match found.</i></p>
<p>Reasoning and Problem Solving (PS)</p> <p>Looks for and finds an object or person that disappears from sight</p> <p>Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object)</p> <p>Uses repetition to discover materials or new skills</p> <p>Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open)</p> <p>Manipulates toy or household item to cause an action (hits the pot to make a loud noise)</p> <p>Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl.</p> <p>Uses an object as a tool.</p>	<p>C. Reflection GG. Geography</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>C. Reflection</p> <p>B. Problem solving with materials E. Building relationships with adults</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p> <p>EE. Tools and technology</p>

Oregon Early Childhood Standards

COR Advantage Items

<p>LANGUAGE AND LITERACY DEVELOPMENT (LL) - Ages Birth-3</p>	
<p>Listening and Understanding (LU)</p> <p>Smiles at person who talks or gestures to him/her</p> <p>Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table</p> <p>Responds with appropriate gestures to greetings/salutations, such as "bye bye"</p> <p>Recognizes names of familiar objects, such as bottle or "binkie"</p> <p>Responds to "give me" by relinquishing the object</p> <p>Retrieves a familiar object on request from an adult</p>	<p>E. Building relationships with adults M. Listening and comprehension</p> <p>No match found</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>Speaking and Communicating (SC)</p> <p>Requests continued actions of a toy or activity through body movements, eye contact or vocalization</p> <p>Indicates preferences such as "no more" by turning or pushing away or raising arms to be picked up</p> <p>Uses single words to request information</p> <p>Answers and asks simple questions</p> <p>Labels objects and people</p> <p>Uses two-word sentences that combine two concepts or thoughts, such as "daddy go" or "eat cookie"</p> <p>Uses plurals</p>	<p>C. Reflection</p> <p><i>No match found</i></p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p><i>No match found.</i></p>

Oregon Early Childhood Standards

COR Advantage Items

<p>LANGUAGE AND LITERACY DEVELOPMENT (LL) - Ages Birth-3 CONT</p>	
<p>Phonological Awareness (PA)</p> <p>Imitates sounds when made by caregiver</p> <p>Attempts to make own mouth move like that of an adult</p> <p>Imitates familiar two-syllable words</p> <p>Imitates a variety of novel words</p> <p>Joins in reciting the rhyme and clearly says some key words</p> <p>Plays with language by repeating new words and making up nonsense words</p>	<p>AA. Pretend play</p> <p>N. Phonological awareness</p>
<p>Book Knowledge and Appreciation (BK)</p> <p>Manipulates books by looking, patting, pointing or turning pages</p> <p>Acts out part of simple, familiar story</p> <p>Holds book right side up</p> <p>Turns pages front to back</p> <p>Points to and names familiar pictures</p> <p>“Reads” book to others, making multiple-word utterances to tell the story</p> <p>Notices and reacts to changes in familiar stories</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p><i>No match found</i></p>

Oregon Early Childhood Standards

COR Advantage Items

<p>LANGUAGE AND LITERACY DEVELOPMENT (LL) - Ages Birth-3 CONT</p>	
<p>Print Awareness and Concepts (PR)</p> <p>Attends to picture book for up to 3-5 minutes</p> <p>Recognizes familiar/favorite books</p> <p>Uses a few words to label objects or to name people</p> <p>Names line drawing of common objects</p> <p>Selects pictures of familiar actions</p> <p>Recognizes the covers of several books and labels them</p> <p>Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label)</p> <p>Recognizes own name on bedroom wall, coat rack or on chart used for classroom opening activities</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p><i>No match found</i></p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
<p>Early Writing (EW)</p> <p>Bats at, reaches for, grasps or mouths objects placed within reach</p> <p>Reaches for and picks up objects when placed in visual field</p> <p>Manipulates objects with hands and fingers</p> <p>Uses pincer grasp (i.e., thumb against tip of index finger)</p> <p>Uses writing tools</p> <p>Scribbles spontaneously</p> <p>Imitates a vertical stroke and horizontal stroke</p> <p>Pretends to write</p> <p>Copies simple shapes (e.g., circle, cross, square)</p> <p>Attempts to make symbol/s to represent name (e.g., to put name on picture)</p>	<p>R. Writing</p> <p>J. Fine-motor skills R. Writing</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>R. Writing</p> <p><i>No match found</i></p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

Oregon Early Childhood Standards

COR Advantage Items

MATHEMATICS (MA) - Ages Birth-3	
<p>Numbers and Operations (NO)</p> <ul style="list-style-type: none"> Indicates preference (wants more) Experiments with quantities and space (stacks blocks, fills containers, dumps contents) Manipulates similar objects (blocks, rings) Counts in Nursery Rhymes or songs, such as “Three Little Monkeys” Sorts objects into separate piles Compares quantities of small groups (all, more, less) Counts to five or higher from memory Identifies a single piece of a puzzle as “one” Gives 2 items when asked 	<ul style="list-style-type: none"> S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement W. Data analysis S. Number and counting W. Data analysis BB. Observing and classifying U. Measurement S. Number and counting S. Number and counting S. Number and counting
<p>Geometry and Spatial Sense (GS)</p> <ul style="list-style-type: none"> Visually tracks mobile or other object from side to side Looks intently at patterns or geometric shapes Places one block on top of another Places round and or square forms into toys Completes simple puzzles Recognizes circle, square and triangle Builds tower using blocks/Legos 	<ul style="list-style-type: none"> T. Geometry: Shapes and spatial awareness <i>No match found</i> X. Art T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness X. Art

Oregon Early Childhood Standards

COR Advantage Items

MATHEMATICS (MA) - Ages Birth-3 CONT	
<p>Patterns and Measurement (PM)</p> <p>Shows visual interest in contrasting colors, patterns, and textures</p> <p>Manipulates objects in a variety of ways to learn about their properties (shakes rattle, opens boxes)</p> <p>Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event</p> <p>Recognizes shapes and colors</p> <p>Completes simple puzzles</p> <p>Matches like objects, shapes and colors</p> <p>Describes objects in play using size concepts, such as “big dog”</p> <p>Understands time words such as after and before</p>	<p>X. Art</p> <p>U. Measurement X. Art</p> <p>G. Community</p> <p>T. Geometry: Shapes and spatial awareness</p> <p><i>No match found</i></p> <p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>U. Measurement</p> <p>HH. History</p>

Oregon Early Childhood Standards

COR Advantage Items

PHYSICAL EDUCATION AND HEALTH (PE) Ages Birth – 3	
<p>Fine (Small) Motor (FM)</p> <p>Reaches for and grasps objects or toys</p> <p>Explores textures in the environment</p> <p>Transfers objects from hand to hand</p> <p>Picks up and drops objects intentionally</p> <p>Puts objects in container</p> <p>Uses simple tools such as a spoon or crayon</p> <p>Aligns or stacks blocks</p>	<p>J. Fine-motor skills R. Writing</p> <p>X. Art</p> <p><i>No match found</i></p> <p>J. Fine-motor skills T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>J. Fine-motor skills R. Writing EE. Tools and technology</p> <p>V. Patterns X. Art</p>
<p>Gross (Large) Motor (GM)</p> <p>Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth, rolls from stomach to back)</p> <p>Sits with and without support</p> <p>Crawls or moves across the floor independently</p> <p>Stands with assistance or independently</p> <p>Climbs stairs or onto chair independently or with assistive devices</p> <p>Walks, runs, climbs, and hops independently or with assistive devices</p> <p>Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosy)</p>	<p>I. Gross-motor skills</p> <p><i>No match found</i></p> <p>I. Gross-motor skills Z. Movement</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills Z. Movement</p>

Oregon Early Childhood Standards

COR Advantage Items

<p><i>PHYSICAL EDUCATION AND HEALTH (PE)</i> <i>Ages Birth – 3 CONT</i></p>	
<p>Health Status and Practices (HP)</p> <p>Holds own bottle</p> <p>Picks up food</p> <p>Removes socks and loose clothing</p> <p>Cooperates in hand washing or washed own hands</p> <p>Holds parents' hand outdoors</p> <p>Understands and stays away from common dangers</p> <p>Uses simple utensils</p> <p>Puts on hat and coat</p>	<p>K. Personal care and healthy behavior</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Oregon Early Childhood Standards

COR Advantage Items

SCIENCE (SC) - Ages Birth – 3	
<p>Matter (MA)</p> <p>Reacts to various sensations such as extreme temperatures or tastes</p> <p>Explores environment, but still keeps close to parent</p> <p>Enjoys messy activities with water or food</p> <p>Points to distant objects outdoors such as the moon or stars</p> <p>Explores cabinets and drawers by taking things out</p> <p>Imitates environmental sounds</p> <p>Uses tools to reach items out of reach</p> <p>Uses tools to obtain results (snips with scissors, digs with shovel)</p>	<p><i>No match found</i></p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p>AA. Pretend play</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p>Force/Energy (FE)</p> <p>Repeats action to produce desired effects</p> <p>Repeats activity that produces an interesting result</p> <p>Plays with a variety of toys to produce effects</p> <p>Throws or drops objects by pulling on cloth to get out of reach object</p> <p>Retrieves objects by pulling on cloth to get out of reach object.</p> <p>Uses a stick to get a ball under a couch or chair</p>	<p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>GG. Geography</p> <p>EE. Tools and technology</p>

Oregon Early Childhood Standards

COR Advantage Items

SCIENCE (SC) - Ages Birth – 3 CONT	
<p>Forming the Questions and Hypothesis and Designing the Investigation (FQ)</p> <p>Uses hands and mouth for sensory exploration of objects</p> <p>Smells different things</p> <p>Enjoys messy activities with water or food</p> <p>Reacts to various sensations such as varying temperatures or tastes</p> <p>Uses adults to help solve problems (points to object they want, pulls adult over to open a door)</p> <p>Solves simple problems through repeatedly trying different solutions</p> <p>Asks questions related to events in the environment (“what happened to,” “when will the bird come back...”)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p><i>No match found</i></p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p><i>No match found</i></p>
<p>Collecting and Presenting Data and Analyzing and Interpreting Results (CD)</p> <p>Observes or tracks events and objects</p> <p>Sorts objects into categories</p> <p>Describes objects in the environment using simple properties such as big or small</p> <p>Records event through story telling, such as “this happened when we...”</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Oregon Early Childhood Standards

COR Advantage Items

SCIENCE (SC) - Ages Birth – 3 CONT	
<p>Organisms and Heredity (OH)</p> <p>Inspects surroundings</p> <p>Explores adult features (e.g., pokes, pats)</p> <p>Responds differently to children and adults</p> <p>Recognizes several people in addition to immediate family</p> <p>Matches sounds to animals</p> <p>Identifies at least 4 animals in pictures when they are named or signed</p> <p>Identifies the difference between living and non-living organisms</p> <p>Supports the child’s interest in and exploration of the environment, both indoor and outdoors</p>	<p>BB. Observing and classifying</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p>AA. Pretend play DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p><i>No match found</i></p> <p>DD. Natural and physical world</p>
<p>Diversity and Interdependence and the Dynamic Earth (DI)</p> <p>Acknowledges and shows preference for familiar adult/parent</p> <p>Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll)</p> <p>Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water)</p> <p>Attempts to comfort others in distress</p> <p>Understands the impact of actions (hug comforts, kick can cause pain)</p>	<p>W. Data analysis</p> <p>AA. Pretend play</p> <p>DD. Natural and physical world</p> <p>D. Emotions F. Building relationships with other children</p> <p>G. Community</p>

Oregon Early Childhood Standards

COR Advantage Items

SOCIAL EMOTIONAL DEVELOPMENT (SE:) Ages Birth – 3	
<p>Self Concept (SA)</p> <p>Recognizes and responds playfully to own image in mirror</p> <p>Regularly makes choices among toys, food and people, demonstrating clear preferences</p> <p>Indicates “no” or otherwise indicates refusal</p> <p>Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint</p> <p>Expresses empathy and attempts to comfort others in distress</p> <p>Makes positive statements about self, such as “I did it,” “Look at me,” “I run fast”</p> <p>Engages in pretend play</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p><i>No match found</i></p> <p>AA. Pretend play</p>
<p>Self Control (SC)</p> <p>Communicates through non-verbal cues: smiling, eye contact, showing interest by looking at an object or person and gesturing</p> <p>Calms self with support from adults (sucking on hand or pacifier)</p> <p>Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo</p> <p>Indicates “no more” or “I don’t like this” by vocalizing, turning away</p> <p>Seeks adult’s assistance by vocalizing, pointing or other signals</p> <p>Responds appropriately to redirection or reminders (wait, get down, my turn)</p> <p>Uses words to request assistance</p>	<p>M. Listening and comprehension</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p><i>No match found</i></p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>L. Speaking</p>

Oregon Early Childhood Standards

COR Advantage Items

SOCIAL EMOTIONAL DEVELOPMENT (SE): Ages Birth – 3 CONT	
<p>Cooperation (CO)</p> <p>Cooperates in eating and dressing</p> <p>Participates in simple social games, such as peek-a-boo or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue playing.</p> <p>Cooperates in toileting</p> <p>Spontaneously shares objects with adult</p> <p>Plays alongside other children with some exchange of toys</p> <p>Helps with simple household or classroom tasks</p> <p>Negotiates with peer about toys, taking turns or trading</p> <p>Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play</p>	<p>K. Personal care and healthy behavior</p> <p>Y. Music</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>
<p>Social Relationships (SR)</p> <p>Tries to attract attention by making sounds or smiling</p> <p>Participates in social games, such as peek-a-boo or “This Little Piggy,” anticipating an event, or indicating she/he wants the adult to continue</p> <p>Shows affection to familiar adults (e.g. pats, hugs, kisses)</p> <p>Plays comfortably in a small group of children</p> <p>Works collaboratively toward a goal with peers, such as digging a hole in the sand or building a castle with blocks</p> <p>Tries to please adults by doing actions and looking for approval</p> <p>Tries to comfort others who are in distress (patting, hugging or kissing hurt place)</p>	<p>E. Building relationships with adults</p> <p>Y. Music</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p><i>No match found</i></p> <p>D. Emotions</p> <p>F. Building relationships with other children</p>

Oregon Early Childhood Standards

COR Advantage Items

<p><i>SOCIAL EMOTIONAL DEVELOPMENT (SE): Ages Birth – 3 CONT</i></p>	
<p>Knowledge of Families, Community, and Diversity (KF)</p> <p>Responds differently to family members than strangers</p> <p>Participates in simple social games with family members</p> <p>Recognizes self and other family members in photographs</p> <p>Recognizes possessions of self and other family members (“my coat,” “Mommy’s coat”)</p> <p>Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby”</p> <p>Speaks in home language with family members and uses main language spoken in childcare with those who do not speak home language</p>	<p><i>No match found</i></p> <p><i>No match found</i></p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play FF. Knowledge of self and others</p> <p>JJ. Speaking English</p>

Oregon Early Childhood Standards

COR Advantage Items

SOCIAL SCIENCE (SS) - Ages Birth – 3	
<p>History (HI)</p> <p>Repeats actions or activities that produce desirable results such as laughter or applause</p> <p>Recognizes cues such as putting on coat means going “out” or “bye-bye”</p> <p>Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book)</p>	<p><i>No match found</i></p> <p>G. Community</p> <p>G. Community</p>
<p>Geography, Environment and Surroundings (GE)</p> <p>Responds to “no” by looking, stopping or withdrawing</p> <p>Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or a door)</p> <p>Responds to simple rules in the environment (holds parents hand, avoids hot items)</p>	<p><i>No match found</i></p> <p>B. Problem solving with materials</p> <p><i>No match found</i></p>
<p>Economics and Economic Concepts (EC)</p> <p>Gazes, reaches or vocalizes to get desired object or toy</p> <p>Uses signs or words to express desire for more, or points or makes noise to obtain results</p> <p>Exchanges toys with other children during play</p> <p>Recognizes a set of “one” when asked, and will give one of many to another child</p> <p>Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child)</p>	<p>B. Problem solving with materials</p> <p>S. Number and counting</p> <p><i>No match found</i></p> <p><i>No match found</i></p> <p><i>No match found</i></p>

Oregon Early Childhood Standards

COR Advantage Items

SOCIAL SCIENCE (SS) - Ages Birth – 3	
<p>Civics and Government Diversity (CG)</p> <p>Participates in simple social games and show affection to family members</p> <p>Recognizes possessions of self and family members (my coat, mommy's coat)</p> <p>Engages in adult role play, such as cooking, hammering, talking on phone</p> <p>Tries to help by running errands or anticipating what is needed</p> <p>Speaks in home language with family members</p> <p>Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures</p>	<p><i>No match found</i></p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> <p><i>No match found</i></p> <p>JJ. Speaking English</p> <p>FF. Knowledge of self and others</p>

Oregon Early Childhood Standards

COR Advantage Items

THE ARTS (AR) - Ages Birth-3 CONT	
Music	
Responds to sounds by change in expression or eyes widening	Y. Music
Responds to music by cooing, becoming quiet or looking at sound source	Y. Music
Bangs and shakes toys placed in hand	<i>No match found</i>
Responding to and recognizing different types of sounds (loud/soft, fast/slow) by tapping feet, clapping hands, swaying with the body	<i>No match found</i>
Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy)	Y. Music
Plays on rhythm instruments (tambourine or drum)	Y. Music
Hums or sings along to simple songs or rhymes	Y. Music
Visual Art	
Uses hands and mouth for sensory exploration of objects	X. Art
Touches a variety of sensory materials (sand paper, soft rugs, etc.)	X. Art
Uses creative materials of various textures (play dough, finger paints, paste)	X. Art
Grasps crayon, pen or paintbrush	J. Fine-motor skills R. Writing X. Art
Enjoys tactile books	Q. Book enjoyment and knowledge
Shows choices (has preferred toys, foods, colors)	A. Initiative and planning
Tries to imitate adult scribble	R. Writing
Marks paper with crayon	R. Writing X. Art
Paints within limits of paper	<i>No match found</i>
Holds crayon with thumb and fingers	J. Fine-motor skills
Uses familiar mark on page to represent name	R. Writing

Oregon Early Childhood Standards

COR Advantage Items

THE ARTS (AR) - Ages Birth-3 CONT	
<p>Movement (MO)</p> <p>Kicks and wiggles upon hearing familiar sounds</p> <p>Moves to rhythms by bouncing, rocking, moving arms</p> <p>Uses body to make sounds</p> <p>Matches movement to the music (fast movements for fast music, etc.)</p> <p>Enjoys creative movement (hops like a rabbit)</p> <p>Enjoys silly songs</p> <p>Dances to music and songs</p>	<p>Y. Music</p> <p>Z. Movement</p> <p><i>No match found</i></p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p>
<p>Dramatic Play (DP)</p> <p>Focuses on and responds to adult facial expressions</p> <p>Imitates sounds and gestures of another person</p> <p>Responds playfully in mirror</p> <p>Can read the intent of the facial expression of the speaker</p> <p>Enjoys imitating adult behavior such as wiping a tray or cooking a meal</p> <p>Pretends that a dolly or stuffed animal is “real”</p> <p>Acts out simple life scenes like going to the doctor</p> <p>Recites lines in a nursery rhyme</p> <p>Adds words, makes comments, anticipates events during storytelling</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p><i>No match found</i></p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Y. Music</p> <p>AA. Pretend play</p>

Alignment of the 2006 Oregon Early Childhood Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Oregon Early Childhood Foundations** 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.



Oregon Foundations

COR Advantage Items

<p><i>Approaches to Learning</i></p>	
<p>Initiative and Curiosity</p> <p>Asks an adult to read stories.</p> <p>Asks an adult to explain an event.</p> <p>Tries alternative methods to solve a problem.</p>	<p>Q. Book enjoyment and knowledge</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p>
<p>Engagement and Persistence</p> <p>Maintains concentration over time on a task, question, set of directions or interactions.</p> <p>Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger).</p> <p>Demonstrate ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion).</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p>
<p>Reasoning and Problem Solving</p> <p>Makes comparisons regarding observations (“There are more kittens than puppies.”)</p> <p>Makes predictions when observing events (“When I put the big block on the top the tower falls.”).</p> <p>Draws simple conclusions based on prior experiences and information (“We have snack before we go play; we read books before bed”).</p> <p>Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.).</p>	<p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>G. Community</p> <p>HH. History</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>

Oregon Foundations

COR Advantage Items

Language and Literacy	
Listening and Understanding	
Understands and uses home language and English during play and/or when conversing with other children or adults.	L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English
Carries on a conversation either verbally or by another means to extend thoughts and ideas.	L. Speaking
Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems.	L. Speaking N. Phonological awareness
Retells main ideas of familiar stories, songs or poems.	M. Listening and comprehension Q. Book enjoyment and knowledge
Speaking and Communicating	
Acquires vocabulary to effectively express feelings and thoughts.	D. Emotions L. Speaking
Initiates conversations and discussions with peers and adults.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Uses home language and/or English to communicate information, experiences, ideas, feelings.	JJ. Speaking English
Uses home language to express opinions, tell jokes, describe events and ask questions	JJ. Speaking English

Oregon Foundations

COR Advantage Items

Phonological Awareness	
Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc.).	N. Phonological awareness
Discriminates rhyming words in familiar games, songs, stories and poems.	N. Phonological awareness
Sings or chants rhymes or rhyming songs such as "Down by the Bay".	N. Phonological awareness
Plays with sounds to make up new words (silly, willy, nilly walked to philly, "I got a bumpa whumpa", etc.).	N. Phonological awareness
Associates sounds with written letters.	O. Alphabet knowledge
Isolates beginning and ending sounds in printed or spoken words.	N. Phonological awareness
Book Knowledge and Comprehension	
Pretends to read a story.	P. Reading Q. Book enjoyment and knowledge
Gains information from stories read aloud (relates events in stories to personal knowledge and experiences).	M. Listening and comprehension
Answers questions about the story, tells and retells stories from books and experiences.	M. Listening and comprehension Q. Book enjoyment and knowledge
Learns to sequence and predict a story.	M. Listening and comprehension Q. Book enjoyment and knowledge

Oregon Foundations

COR Advantage Items

<p>Print Awareness and Alphabet Knowledge</p> <p>Understands that words can be written down and read.</p> <p>Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories.</p> <p>Points to words using a left to right progression when “reading” picture books.</p> <p>Recognizes or “reads” several words.</p> <p>Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).</p> <p>Identifies most letters of the alphabet.</p>	<p>P. Reading R. Writing</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>
<p>Early Writing</p> <p>Labels a drawing with several randomly placed letter-like shapes.</p> <p>Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom).</p> <p>Shows progression from using scribbles, shapes, or pictures to represent ideas, to writing recognizable letters.</p> <p>Copies or writes familiar words and own name.</p>	<p>R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing</p> <p>R. Writing</p>

Oregon Foundations

COR Advantage Items

Mathematics	
Numbers and Operations	
Counts up to ten.	S. Number and counting
Combines, separates and names “how many” concrete objects.	S. Number and counting
Uses words such as more than and less than to express some number concepts.	S. Number and counting
Recognizes numerals 1–20.	S. Number and counting
Uses words such as yesterday, today and tomorrow in conversation.	HH. History
Geometry and Spatial Sense	
Recognizes simple shapes.	T. Geometry: Shapes and spatial awareness
Compares various sizes of items (longer, shorter, same).	U. Measurement
Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).	T. Geometry: Shapes and spatial awareness
Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind.	T. Geometry: Shapes and spatial awareness
Patterns and Measurement	
Recognizes duplicates and extends simple patterns using a variety of materials.	V. Patterns
Creates original patterns.	V. Patterns
Makes predictions about what might come next in a pattern.	V. Patterns
Explores, compares and describes length, weight, or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.).	U. Measurement
Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.).	HH. History

Oregon Foundations

COR Advantage Items

<p>Physical Education and Health</p>	
<p>Fine (Small) Motor</p> <p>Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.).</p> <p>Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.).</p> <p>Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Gross (Large) Motor</p> <p>Engages in complete movements such as climbing and walking up and down stairs.</p> <p>Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc.</p> <p>Demonstrates coordinated movements such as throwing balls.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Health Status and Practices</p> <p>Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose.</p> <p>Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Oregon Foundations

COR Advantage Items

Science	
<p>Matter or the Physical World</p> <p>Explores a variety of materials to learn about weight, size, texture, shape, color and temperature.</p> <p>Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer etc.).</p> <p>Makes observations and predictions, and tries things out to discover what will happen.</p> <p>Experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height).</p> <p>Identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding etc.)</p>	<p>U. Measurement BB. Observing and classifying</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>
<p>Force, Movement and Energy</p> <p>Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.).</p> <p>Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll).</p> <p>Observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Oregon Foundations

COR Advantage Items

Oregon Foundations	COR Advantage Items
<p>Forming the Questions and Hypothesis and Designing the Investigation</p> <p>Shows curiosity through exploration of objects and materials.</p> <p>Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.).</p> <p>Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.).</p> <p>Explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Collecting and Presenting Data, and Analyzing and Interpreting Results</p> <p>Collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow).</p> <p>Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why).</p> <p>Describes patterns and relationships, and discusses things that are alike/different.</p> <p>Shows ability to measure time, length, distance and weight.</p>	<p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p>

Oregon Foundations

COR Advantage Items

<p>Organisms and Heredity</p> <p>Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats.</p> <p>Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles).</p> <p>Shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world).</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p>
<p>Diversity, Interdependence and Dynamic Earth</p> <p>Demonstrates understanding that living things grow and change over time.</p> <p>Develops awareness and beginning understanding of changes in the weather and the seasons.</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Oregon Foundations

COR Advantage Items

<i>Social and Emotional Development</i>	
<p>Self Concept</p> <p>Willing to stay with a task for a meaningful period of time.</p> <p>Demonstrates independence in a range of activities, routines and tasks.</p> <p>Expresses awareness of self in terms of specific abilities, characteristic and preferences (“I am taller than this rock!”).</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p>
<p>Self Control</p> <p>Uses words to express feelings (“I don’t like...,” or “I’m happy!”).</p> <p>Manages feelings and is able to calm self.</p> <p>Follows simple rules and participates in routines (waits in line).</p> <p>Successfully completes transitions (moves from play to clean up; leave toys when asked to come for a ride within normal time expected).</p> <p>Develops understanding of how his/her actions affect others.</p> <p>Attempts to resolve conflicts by using a variety of strategies other than aggression.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>G. Community</p> <p>G. Community</p> <p>H. Conflict resolution</p>
<p>Cooperation</p> <p>Interacts with others and actively participates by taking turns, sharing materials and interacting positively.</p> <p>Works in small and large group settings with adult support.</p> <p>Enters a group and plays cooperatively.</p> <p>Uses compromise and discussion while working, planning, playing and resolving conflicts with peers.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

Oregon Foundations

COR Advantage Items

<p>Social Relationships</p> <p>Communicates with a range of familiar adults; responds to and initiates conversation.</p> <p>Initiates, engages and sustains peer interactions; shares toys and materials during play.</p> <p>Builds a relationship with at least one other child; shows loyalty to a friend.</p> <p>Develops friendships with peers.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>
<p>Knowledge of Families, Community and Diversity</p> <p>Understands assigned family roles and tasks.</p> <p>Identifies other people in their roles and what they do (policeman).</p> <p>Identifies his/her personal characteristics including name, age and gender.</p> <p>Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.).</p> <p>Describes similarities and differences among families and communities (Joseph says hello in some other language).</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>FF. Knowledge of self and others</p>

Oregon Foundations

COR Advantage Items

<p>Social Science</p>	
<p>History</p> <p>Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack)</p> <p>Recalls information about immediate past (before lunch, after snack, yesterday).</p> <p>Demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.).</p> <p>Experiments with general terms related to properties of time ("Today I get to go to Grandma's house," "Yesterday was my Daddy's birthday", etc.).</p>	<p>HH. History</p> <p>C. Reflection HH. History</p> <p>C. Reflection HH. History</p> <p>HH. History</p>
<p>Geography, Environment and Surroundings</p> <p>Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.).</p> <p>Identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.</p> <p>Shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.).</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p>
<p>Economics and Economic Concepts</p> <p>Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.</p>	<p>AA. Pretend play</p>

Oregon Foundations

COR Advantage Items

Family Roles and Relationships	
<p>Identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family etc.).</p> <p>Recognizes and describes the roles within the home (talks about where “Mommy” works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.).</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
Government Diversity	
<p>Identifies and recognizes the gender of persons within their family, classroom and of storybook characters.</p> <p>Describes self and compares similarities with others (“I have blue eyes, you have brown.” “I have bigger and can pick up my baby sister” etc.).</p> <p>Recognizes and identifies differences in personal characteristics and family makeup (“I have a sister but you don’t”, “Jalen has black hair but mine is blond”, “Jamal doesn’t have a Daddy.”).</p> <p>Describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.).</p> <p>Identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music or physical exercise, etc.).</p>	<p>FF. Knowledge of self and others</p>

Oregon Foundations

COR Advantage Items

<p>The Arts</p>	
<p>Music</p> <p>Participates in musical activities such as singing, dancing, games and performances.</p> <p>Experiments with a variety of musical instruments that are age and size appropriate.</p> <p>Knows words of familiar songs and sings or hums them.</p> <p>Reacts to musical experiences through self-expression (singing, dancing).</p>	<p>Y. Music Z. Movement</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p>
<p>Visual Arts</p> <p>Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.).</p> <p>Makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment.</p> <p>Creates a visual representation of their experiences (collage after a walk, photo album with family members).</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>Movement</p> <p>Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.).</p> <p>Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching).</p>	<p>Z. Movement</p> <p>Z. Movement</p>

Oregon Foundations

COR Advantage Items

Dramatic Play	
Talks to and plays with pretend friends, stuffed animals, puppets and other toys.	AA. Pretend play
Engages in a variety of role play activities such as dress-up.	AA. Pretend play
Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures.	AA. Pretend play
Acts out parts of a story or movie.	AA. Pretend play
Uses words, actions and materials to portray a role or assume a character.	AA. Pretend play
Plans a theme or plot and interacts with other characters.	AA. Pretend play