



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 Texas. This document shows you how COR Advantage aligns with Texas’ 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 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines** 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.



Texas Early Learning Guidelines

COR Advantage Items

<i>Physical Health and Motor Development</i>	
<p>Health and Well-being</p> <ol style="list-style-type: none"> 1. Shows signs of healthy development 2. Responds when physical needs are met 3. Expresses physical needs nonverbally or verbally 4. Participates in physical care routines 5. Begins to develop self-care skills 	<ol style="list-style-type: none"> I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior K. Personal care and healthy behavior L. Speaking K. Personal care and healthy behavior K. Personal care and healthy behavior
<p>Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Moves body, arms, and legs with increasing coordination 2. Demonstrates increasing balance, stability, control, and coordination 3. Develops increasing ability to change positions and move body from place to place 4. Moves body to achieve a goal 	<ol style="list-style-type: none"> I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills A. Initiative and planning
<p>Fine Motor Skills</p> <ol style="list-style-type: none"> 1. Uses hands or feet to touch objects or people 2. Develops small muscle control and coordination 3. Coordinates eye and hand movements 4. Uses tools and different actions on objects 	<ol style="list-style-type: none"> J. Fine-motor skills J. Fine-motor skills J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology

Texas Early Learning Guidelines

COR Advantage Items

<i>Social and Emotional Development</i>	
<p>Trust and Emotional Security</p> <p>1. Establishes secure relationships with primary caregivers</p> <p>3. Shows emotional connections and attachment to others while beginning to show independence</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p>Self-Awareness</p> <p>1. Expresses needs and wants through facial expressions, sounds, or gestures</p> <p>2. Develops awareness of self as separate from others</p> <p>4. Shows awareness of relationship to family/community/cultural group</p>	<p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Self-Regulation</p> <p>1. Begins to manage own behavior and demonstrates increasing control of emotion</p> <p>3. Develops understanding of simple routines, rules or limitations</p>	<p>D. Emotions</p> <p>H. Conflict resolution</p> <p>G. Community</p>
<p>Relationships with Others</p> <p>1. Shows interest in and awareness of others</p> <p>2. Responds to and interacts with others</p> <p>3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern</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>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p>

Texas Early Learning Guidelines

COR Advantage Items

<i>Language and Communication Development</i>	
<p>Listening and Understanding</p> <ol style="list-style-type: none"> 1. Listens with interest to language of others 2. Responds to nonverbal and verbal communication of others 3. Begins to understand the rules of conversation 	<p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p>
<p>Communication and Speaking</p> <ol style="list-style-type: none"> 1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes 2. Imitates sounds, gestures, signs, or words 3. Uses language to engage in simple conversations 	<p>L. Speaking</p> <p>L. Speaking N. Phonological awareness</p> <p>L. Speaking</p>
<p>Emergent Literacy</p> <ol style="list-style-type: none"> 1. Shows interest in songs, rhymes, and stories 2. Develops interest in and involvement with books and other print materials 3. Begins to recognize and understand symbols 4. Begins to develop interests and skills related to emergent writing 	<p>N. Phonological awareness Q. Book enjoyment and knowledge Y. Music</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>R. Writing</p>

Texas Early Learning Guidelines

COR Advantage Items

<i>Cognitive Development</i>	
<p>Exploration and Discovery</p> <ol style="list-style-type: none"> 1. Pays attention and exhibits curiosity in people and objects 2. Uses senses to explore people, objects, and the environment 3. Shows interest in colors, shapes, patterns, and pictures 4. Makes things happen and watches for results and repeats actions 	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>P. Reading T. Geometry: Shapes and spatial awareness V. Patterns</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Problem Solving</p> <ol style="list-style-type: none"> 1. Experiments with different uses for objects 2. Shows imagination, creativity, and uses a variety of strategies to solve problems 4. Begins to develop interests and skills related to numbers and counting 	<p>B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>B. Problem solving with materials</p> <p>S. Number and counting</p>
<p>Memory</p> <ol style="list-style-type: none"> 2 Recognizes familiar people, places, and things 3. Recalls and uses information in new situations 4. Searches for missing or hidden objects 	<p>E. Building relationships with adults</p> <p>C. Reflection HH. History</p> <p>GG. Geography</p>
<p>Imitation and Make Believe (Symbolic Play)</p> <ol style="list-style-type: none"> 1. Uses objects in new ways or in pretend play 2. Uses imitation in pretend play to express creativity and imagination 	<p>AA. Pretend play EE. Tools and technology</p> <p>AA. Pretend play</p>

Alignment of the 2008 Texas Prekindergarten Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the May 2008 **Texas Prekindergarten Guidelines** 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.



Texas Prekindergarten Guidelines

COR Advantage Items

<p><i>I. Social and Emotional Development Domain</i></p>	
<p>A. Self Concept Skills</p> <p>I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p>FF. Knowledge of self and others</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning B. Problem solving with materials H. Conflict resolution</p>
<p>B. Self Control Skills</p> <p>1. Behavior Control</p> <p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>I.B.1.b. Child takes care of and manages classroom materials.</p> <p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>G. Community</p> <p>GG. Geography</p> <p>D. Emotions G. Community H. Conflict resolution</p>
<p>2. Emotional Control</p> <p>I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i>.</p> <p>I.B.2.b. Child is aware of own feelings most of the time.</p> <p>I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>3. Control of Attention</p> <p>I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.</p>	<p>A. Initiative and planning K. Personal care and healthy behavior</p>

Texas Prekindergarten Guidelines

COR Advantage Items

C. Social Competence Skills	
<p>I.C.1. Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.</p> <p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p> <p>I.C.3. Child shows competence in initiating social interactions.</p> <p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>I.C.6. Child demonstrates empathy and caring for others.</p> <p>I.C.7. Child begins to have meaningful friends.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>G. Community K. Personal care and healthy behavior</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p>
<p>D. Social Awareness Skills</p> <p>I.D.1. Child demonstrates an understanding that others have specific characteristics.</p> <p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>FF. Knowledge of self and others</p> <p>D. Emotions</p>

Texas Prekindergarten Guidelines

COR Advantage Items

II. Language and Communication Domain	
<p>A. Listening Comprehension Skills</p> <p>II.A.1. Child shows understanding by responding appropriately.</p> <p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step-directions.</p> <p>II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
<p>B. Speaking (Conversation) Skills</p> <p>II.B.2. Child engages in conversation in appropriate ways.</p> <p>II.B.3. Child provides appropriate information for various situations.</p> <p>II.B.4. Child demonstrates knowledge of verbal conversational rules.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p> <p>H. Conflict resolution</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>C. Speech Production Skills</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p>	<p>N. Phonological awareness</p> <p>JJ. Speaking English</p>
<p>D. Vocabulary Skills</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.3. Child demonstrates understanding in a variety of ways or knows the meaning of 3,000 to 4,000 words*, many more than he or she uses.</p> <p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p>	<p>L. Speaking</p> <p>BB. Observing and classifying</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>JJ. Speaking English</p>

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E. Sentences and Structure Skills	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity, usually with subject, verb, and object order.	L. Speaking
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	L. Speaking
II.E.3. Child uses sentences with more than one phrase.	L. Speaking
II.E.4. Child combines more than one idea using complex sentences.	L. Speaking
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	L. Speaking M. Listening and comprehension
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	JJ. Speaking English
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	JJ. Speaking English

Texas Prekindergarten Guidelines

COR Advantage Items

III. Emergent Literacy — Reading Domain	
A. Motivation to Read Skills	
III.A.1. Child engages in pre-reading and reading-related activities.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	P. Reading Q. Book enjoyment and knowledge
III.A.3. Child asks to be read to or asks the meaning of written text.	Q. Book enjoyment and knowledge
B. Phonological Awareness Skills	
III.B.6. Child can produce a word that rhymes with a given word.	N. Phonological awareness
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	N. Phonological awareness
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with pictorial support.	No match found
III.B.9. Child combines onset and rime to form familiar one syllable words without pictorial support.	No match found
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	N. Phonological awareness
C. Alphabet Knowledge Skills	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	O. Alphabet knowledge
III.C.2. Child recognizes at least 20 letter sounds.	O. Alphabet knowledge
III.C.3. Child produces the correct sounds for at least 10 letters.	O. Alphabet knowledge
D. Comprehension of Text Read Aloud Skills	
III.D.1. Child retells or re-enacts a story after it is read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	M. Listening and comprehension
III.D.3. Child asks and answers appropriate questions about the book.	M. Listening and comprehension

Texas Prekindergarten Guidelines**COR Advantage Items**

<i>IV. Emergent Literacy — Writing Domain</i>	
A. Motivation to Write Skills IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	R. Writing
B. Independently Conveys Meaning Skills IV.B.1. Child independently uses letters or symbols to make words or parts of words. IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	R. Writing R. Writing
C. Forms Letters Skills IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	R. Writing
D. Concepts about Print Skills IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	R. Writing

Texas Prekindergarten Guidelines

COR Advantage Items

V. Mathematics Domain	
<p>A. Counting Skills</p> <p>V.A.1. Child knows that objects, or parts of an object, can be counted.</p> <p>V.A.2. Child uses words to rote count from 1 to 30.</p> <p>V.A.3. Child counts 1–10 items, with one count per item.</p> <p>V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</p> <p>V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.9. Child recognizes one-digit numerals, 0-9.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>B. Adding To/Taking Away Skills</p> <p>V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p>C. Geometry and Spatial Sense Skills</p> <p>V.C.1. Child names common shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).</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>
<p>D. Measurement Skills</p> <p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p> <p>V.D.3. Child informally recognizes and compares weights of objects or people.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>

Texas Prekindergarten Guidelines

COR Advantage Items

<p>E. Classification and Patterns Skills</p> <p>V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>V.E.2. Child collects data and organizes it in a graphic representation.</p> <p>V.E.3. Child recognizes and creates patterns.</p>	<p>BB. Observing and classifying</p> <p>W. Data analysis</p> <p>V. Patterns</p>
VI. Science Domain	
<p>A. Physical Science Skills</p> <p>VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>VI.A.2. Child investigates and describes position and motion of objects.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p>
<p>B. Life Science Skills</p> <p>VI.B.1. Child identifies and describes the characteristics of organisms.</p> <p>VI.B.2. Child describes life cycles of organisms.</p> <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>C. Earth and Space Science Skills</p> <p>VI.C.4. Child demonstrates the importance of caring for our environment and our planet.</p>	<p>DD. Natural and physical world</p>
<p>D. Personal Safety and Health Skills</p> <p>VI.D.2. Child practices good habits of personal health and hygiene.</p> <p>VI.D.3. Child identifies good habits of nutrition and exercise.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Texas Prekindergarten Guidelines

COR Advantage Items

<p>VII. Social Studies Domain</p>	
<p>A. People, Past and Present Skills VII.A.1. Child identifies similarities and differences in characteristics of people. VII.A.2. Child identifies similarities and differences in characteristics of families. VII.A.3. Child organizes their life around events, time, and routines.</p>	<p>FF. Knowledge of self and others FF. Knowledge of self and others HH. History</p>
<p>B. Economic Skills VII.B.3. Child discusses the roles and responsibilities of community workers.</p>	<p>FF. Knowledge of self and others</p>
<p>C. Geography Skills VII.C.1. Child identifies and creates common features in her immediate environment.</p>	<p>GG. Geography</p>
<p>D. Citizenship Skills VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.</p>	<p>FF. Knowledge of self and others</p>

Texas Prekindergarten Guidelines

COR Advantage Items

VIII. Fine Arts Domain	
A. Art Skills	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	X. Art
VIII.A.2. Child uses art as a form of creative self-expression and representation.	X. Art
B. Music Skills	
VIII.B.1. Child participates in classroom music activities.	Y. Music
VIII.B.2. Child responds to different musical styles through movement and play.	Z. Movement
C. Dramatic Expression Skills	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	Z. Movement AA. Pretend play
IX. Physical Development Domain	
A. Gross Motor Development Skills	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	I. Gross-motor skills
IX.A.2. Child coordinates sequences of movements to perform tasks.	I. Gross-motor skills
B. Fine-Motor Development Skills	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	J. Fine-motor skills
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	J. Fine-motor skills
X. Technology Applications Domain	
A. Technology and Devices Skills	
X.A.5. The child: <ul style="list-style-type: none"> learns new information through interaction with technology. 	EE. Tools and technology