

# **Alignment of the 2003 Vermont Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2003 **Vermont Early Learning Standards** 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.



## Vermont Early Learning Standards

## COR Advantage Items

| <b><i>Approaches to Learning</i></b>  |   |
|---|---|
| <p><b>1. Play</b></p> <p>Children engage in play as a means to develop their individual approach to learning.</p>   | <p>A. Initiative and planning<br/>F. Building relationships with other children</p> |
| <p><b>2. Curiosity and Initiative</b></p> <p>Children demonstrate curiosity and a willingness to participate in tasks and challenges.</p>                     | <p>A. Initiative and planning</p>   |
| <p><b>3. Persistence</b></p> <p>Children demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing tasks.</p> | <p>A. Initiative and planning<br/>B. Problem solving with materials</p>             |
| <p><b>4. Self-organization</b></p> <p>Children demonstrate an increased ability to establish goals, develop and follow through with plans.</p>                | <p>A. Initiative and planning</p>   |
| <p><b>5. Reasoning</b></p> <p>Children demonstrate an increased ability to identify, evaluate and provide possible solutions to problems.</p>                 | <p>B. Problem solving with materials</p>  |
| <p><b>6. Application</b></p> <p>Children use their prior experiences, senses, and knowledge to learn in new ways.</p>   | <p>C. Reflection</p>  |

## Vermont Early Learning Standards

## COR Advantage Items

| <b><i>Social and Emotional Development</i></b>  |  |
|---|--|
| <p><b>1. Play</b></p> <p>Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.</p>                    | <p>A. Initiative and planning<br/>           B. Problem solving with materials<br/>           E. Building relationships with adults<br/>           F. Building relationships with other children</p> |
| <p><b>2. Self Concept</b></p> <p>Children demonstrate and express a positive awareness of self and confidence in their capabilities.</p>  | <p>FF. Knowledge of self and others</p>  |
| <p><b>3. Self-Control</b></p> <p>Children increase their capacity for self-control and for dealing with frustrations, and increase their awareness of their own capabilities.</p> | <p>D. Emotions<br/>           G. Community</p>   |
| <p><b>4. Interactions with Others</b></p> <p>Children develop successful relationships with other members of their learning community.</p>  | <p>D. Emotions<br/>           E. Building relationships with adults<br/>           F. Building relationships with other children<br/>           H. Conflict resolution</p>                           |
| <p><b>5. Sense of Community</b></p> <p>Children increasingly demonstrate a sense of belonging to the classroom/program, family and community.</p>                                 | <p>B. Problem solving with materials<br/>           G. Community<br/>           FF. Knowledge of self and others</p>   |

## Vermont Early Learning Standards

## COR Advantage Items

| <i>Language, Literacy, and Communication</i>   |  |
|--|--|
| <p><b>1. Play</b></p> <p>Children engage in play as a means to develop their receptive and expressive language skills.</p> <p>Children engage in play as a means to develop early reading and writing skills.</p>  | <p>L. Speaking<br/>M. Listening and comprehension</p> <p>P. Reading<br/>R. Writing<br/>AA. Pretend play</p>  |
| <p><b>2. Listening and Understanding</b></p> <p>Children develop skills in listening and in understanding language.</p>  | <p>L. Speaking<br/>M. Listening and comprehension<br/>N. Phonological awareness<br/>Q. Book enjoyment and knowledge</p>  |
| <p><b>3. Speaking and Communicating</b></p> <p>Children will use verbal and non-verbal language to express and to communicate information.</p>   | <p>L. Speaking<br/>M. Listening and comprehension</p>  |
| <p><b>5. Early Writing</b></p> <p>Children demonstrate an interest in and ability to use symbols to represent words and ideas.</p>   | <p>R. Writing<br/>X. Art</p>   |
| <p><b>6. Early Reading</b></p> <p><b>A. Phonemic and Phonological Awareness</b></p> <p>Learning that language is comprised of distinct sounds and the combination of these sounds; discriminating sound and sound patterns.</p> <p><b>B. Book Knowledge and Appreciation</b></p> <p>Understanding and appreciating that books and other forms of print have a purpose.</p> <p><b>C. Print Awareness and Concepts</b></p> <p>Recognizing the association between spoken and written words by following print as it is read aloud.</p> | <p>N. Phonological awareness</p> <p>M. Listening and comprehension<br/>P. Reading<br/>Q. Book enjoyment and knowledge<br/>AA. Pretend play</p> <p>O. Alphabet knowledge<br/>P. Reading<br/>Q. Book enjoyment and knowledge</p> |

**Vermont Early Learning Standards**

**COR Advantage Items**

**D. Alphabet Knowledge**

Recognizing that symbols are associated with letters of the alphabet and that they form words.

O. Alphabet knowledge

## Vermont Early Learning Standards

## COR Advantage Items

| <b>Mathematics</b>   |   |
|--|---|
| <b>1. Play</b><br><br>Children engage in play to develop and add to their mathematical thinking and problem solving.   | S. Number and counting<br>T. Geometry: Shapes and spatial awareness<br>U. Measurement<br>V. Patterns<br>BB. Observing and classifying |
| <b>2. Numbers and Operations</b><br><br>Children show interest and curiosity in counting and grouping objects and numbers.   | S. Number and counting<br>BB. Observing and classifying   |
| <b>3. Geometry and Spatial Sense</b><br><br>Children show an interest in recognizing and creating shapes and an awareness of position in space.                            | T. Geometry: Shapes and spatial awareness   |
| <b>4. Patterns and Measurement</b><br><br>Children show an interest in recognizing, creating, and predicting patterns; comparing objects; and measuring time and quantity. | U. Measurement<br>BB. Observing and classifying<br>HH. History  |

## Vermont Early Learning Standards

## COR Advantage Items

| <b>Science</b>   |   |
|--|---|
| <p><b>1. Play</b></p> <p>Children engage in play as a means to develop their scientific skills.</p>  | <p>CC. Experimenting, predicting, and drawing conclusions<br/>DD. Natural and physical world<br/>EE. Tools and technology</p> |
| <p><b>2. Scientific Knowledge</b></p> <p>Children learn about the development of the natural and physical worlds, including: Space, Time and Matter; The Living World; The Human Body; The Universe, Earth, and Environment; and Technology.</p> | <p>W. Data analysis<br/>CC. Experimenting, predicting, and drawing conclusions</p>  |
| <p><b>3. Scientific Skills and Methods</b></p> <p>Children begin to use scientific tools and methods to learn about their world, including design and technology.</p>  | <p>CC. Experimenting, predicting, and drawing conclusions<br/>DD. Natural and physical world</p>                              |

## Vermont Early Learning Standards

## COR Advantage Items

| <b>Social Studies</b>  |  |
|--|--|
| <b>1. Play</b><br>Children engage in play as a means to develop an understanding of social studies.  | FF. Knowledge of self and others                             |
| <b>2. Spaces and Geography</b><br>Children will demonstrate an understanding of and appreciation for their physical environment.   | GG. Geography  |
| <b>3. People and How They Live</b><br>Children demonstrate skills related to understanding, communication, sharing, cooperation, and participation with others in a community. | EE. Tools and technology<br>FF. Knowledge of self and others |
| <b>4. People and Their Environment</b><br>Children demonstrate an awareness of and appreciation for people's relationship to the environment.                                  | DD. Natural and physical world                               |
| <b>5. People and the Past</b><br>Children demonstrate an understanding of past events and their connection to the present and future.  | HH. History  |



## Vermont Early Learning Standards

## COR Advantage Items

| <b><i>Creative Expression</i></b>  |   |
|--|---|
| <b>1. Play</b><br><br>Children engage in play as a means of self-expression and creativity.  | Y. Music<br>Z. Movement<br>AA. Pretend play           |
| <b>2. Creative Expression</b><br><br>Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy. | X. Art<br>Y. Music<br>Z. Movement<br>AA. Pretend play |
| <b>3. Tools</b><br><br>Children use a variety of tools and art media to creatively express their ideas.  | X. Art<br>EE. Tools and technology                    |

## Vermont Early Learning Standards

## COR Advantage Items

| <b><i>Physical Development and Health</i></b>  |                                       |
|--|---------------------------------------|
| <b>1. Play</b><br><br>Children engage in play as a means to understand healthy behavior and develop their physical bodies.                               | I. Gross-motor skills                 |
| <b>2. Gross Motor</b><br><br>Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.                        | I. Gross-motor skills                 |
| <b>3. Fine Motor</b><br><br>Children use their fingers and hands in ways that develop hand-eye coordination, strength, control, and object manipulation. | J. Fine-motor skills                  |
| <b>5. Healthy Habits</b><br><br>Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.         | K. Personal care and healthy behavior |