

# Alignment of the 2011 Wisconsin Model Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Wisconsin Model Early Learning Standards** (revised 2011) 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.



**Wisconsin Model Early Learning Standards**

**COR Advantage Items**

<p><b><i>I. Health and Physical Development</i></b></p> <p><b>A. Physical Health and Development</b></p> <p><b>A.EL. 1a</b> Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i></p> <p><b>A.EL. 1b</b> Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i></p> <p><b>A.EL. 1c</b> Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i></p> <p><b>A.EL. 1d</b> Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i></p> <p><b>A.EL. 3</b> Demonstrates a healthy life style.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>B. Motor Development</b></p> <p><b>B.EL. 1a</b> Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i></p> <p><b>B.EL. 1b</b> Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i></p> <p><b>B.EL. 2</b> Exhibits eye-hand coordination, strength, control, and object manipulation.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>C. Sensory Organization</b></p> <p><b>C.EL. 1</b> Uses senses to take in, experience, integrate, and regulate responses to the environment.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>BB. Observing and classifying</p>

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**COR Advantage Items**

<p><b>II. Social and Emotional Development</b></p>	
<p><b>A. Emotional Development</b>  <b>A.EL. 1</b> Expresses a wide range of emotions.   <b>A.EL. 2</b> Understands and responds to others' emotions.</p>	<p>D. Emotions   D. Emotions</p>
<p><b>B. Self-concept</b>  <b>B.EL. 1</b> Develops positive self-esteem.   <b>B.EL. 2</b> Demonstrates self-awareness.</p>	<p>A. Initiative and planning   FF. Knowledge of self and others</p>
<p><b>C. Social Competence</b>  <b>C.EL. 1</b> Demonstrates attachment, trust, and autonomy.   <b>C.EL. 2</b> Engages in social interaction and plays with others.   <b>C.EL. 3</b> Demonstrates understanding of rules and social expectations.   <b>C.EL. 4</b> Engages in social problem-solving behavior and learns to resolve conflict.</p>	<p>E. Building relationships with adults   F. Building relationships with other children   G. Community   H. Conflict resolution</p>

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**COR Advantage Items**

<b>III. Language Development and Communication</b>	
<p><b>A. Listening and Understanding</b></p> <p><b>A.EL. 1</b> Derives meaning through listening to communications of others and sounds in the environment.</p> <p><b>A.EL. 2</b> Listens and responds to communication with others.</p> <p><b>A.EL. 3</b> Follows directions of increasing complexity.</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>B. Speaking and Communicating</b></p> <p><b>B.EL.1</b> Uses gestures and movements (<i>non-verbal</i>) to communicate.</p> <p><b>B.EL. 2a</b> Uses vocalizations and spoken language to communicate. Language Form (<i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i>)</p> <p><b>B.EL. 2b</b> Uses vocalizations and spoken language to communicate. Language Content (<i>Semantics: rule system for establishing meaning of words, individually and in combination</i>)</p> <p><b>B.EL. 2c</b> Uses vocalizations and spoken language to communicate. Language Function (<i>Pragmatics: rules governing the use of language in context</i>)</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p><b>C. Early Literacy</b></p> <p><b>C. EL. 1</b> Shows an appreciation of books and understands how print works.</p> <p><b>C.EL. 2</b> Develops alphabetic awareness.</p> <p><b>C. EL. 3a</b> Develops phonological awareness.</p> <p><b>C. EL. 3b</b> Develops phonemic awareness.</p> <p><b>C.EL. 4</b> Demonstrates the use of strategies to read words.</p> <p><b>C. EL. 5</b> Uses writing to represent thoughts or ideas.</p>	<p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>R. Writing</p>

**Wisconsin Model Early Learning Standards**

**COR Advantage Items**

<p><b><i>IV. Approaches to Learning</i></b></p>	
<p><b>A. Curiosity, Engagement, and Persistence</b></p> <p><b>A.EL. 1</b> Displays curiosity, risk-taking and willingness to engage in new experiences.</p> <p><b>A.EL. 2</b> Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.</p> <p><b>A.EL. 3</b> Exhibits persistence and flexibility.</p>	<p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>
<p><b>B. Creativity and Imagination</b></p> <p><b>B.EL. 1</b> Engages in imaginative play and inventive thinking through interactions with people, materials and the environment.</p>	<p>AA. Pretend play</p>
<p><b>B.EL. 2</b> Expresses self creatively through music, movement and art.</p>	<p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p>
<p><b>C. Early Literacy</b></p> <p><b>C. EL. 1</b> Experiences a variety of routines, practices, and languages.</p> <p><b>C. EL. 2</b> Learns within the context of his/her family and culture.</p>	<p>G. Community</p> <p>FF. Knowledge of self and others</p>

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**COR Advantage Items**

<p><b>V. Cognition and General Knowledge</b></p> <p><b>A. Exploration, Discovery, and Problem Solving</b></p> <p><b>A.EL. 1</b> Uses multi-sensory abilities to process information.</p> <p><b>A.EL. 2</b> Understand new meanings as memory increases.</p> <p><b>A.EL. 3</b> Applies problem solving skills.</p>	<p>BB. Observing and classifying</p> <p>C. Reflection</p> <p>AA. Pretend play</p> <p>B. Problem solving with materials</p>
<p><b>B. Mathematical Thinking</b></p> <p><b>B.EL. 1</b> Demonstrates an understanding of numbers and counting.</p> <p><b>B.EL. 2</b> Understands number operations and relationships.</p> <p><b>B.EL. 3</b> Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><b>B.EL. 4</b> Uses the attributes of objects for comparison and patterning.</p> <p><b>B.EL. 5</b> Understands the concept of measurement.</p> <p><b>B. EL. 6</b> Collects, describes and records information using all senses.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>W. Data analysis</p>
<p><b>C. Scientific Thinking</b></p> <p><b>C.EL. 1</b> Uses observation to gather information.</p> <p><b>C.EL. 2</b> Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><b>C.EL. 3</b> Hypothesizes and makes predictions.</p> <p><b>C.EL. 4</b> Forms explanations based on trial and error, observations, and explorations.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>