

# Alignment of the 2002 Wyoming Early Childhood Readiness Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2002 **Wyoming Department of Education Early Childhood Readiness 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 educational approach). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



**Wyoming Early Childhood  
Readiness Standards**

**COR Advantage Items**

<p><b><i>I. Language</i></b></p>	
<p><b>(A) Listening and Understanding</b>  <b>Standard: The child listens for a variety of purposes.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding of language through responses.</li> <li>2. Understands and follows simple and multiple-step directions.</li> <li>5. Discriminates among different environmental sounds.</li> <li>7. Listens to and engages in conversation with others.</li> <li>8. Progress in listening to and understanding English, (for non-English speaking children).</li> </ol>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
<p><b>(B) Speaking and Communicating</b>  <b>Standard: The child uses language to communicate for a variety of purposes.</b></p> <ol style="list-style-type: none"> <li>1. Asks and answers simple questions.</li> <li>2. Initiates conversation and responds appropriately to discussions with peers and adults.</li> <li>3. Uses an increasingly complex and varied spoken vocabulary.</li> <li>5. Communicates in complete sentences of increasing length and grammatical complexity.</li> <li>6. For non-English speaking children, progress is made in speaking English.</li> </ol>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>JJ. Speaking English</p>

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<p><b>II. Literacy</b></p>	
<p><b>(A) Phonological Awareness</b>  <b>Standard: The child will demonstrate awareness of the different sounds in language.</b></p> <ol style="list-style-type: none"> <li>1. Recognizes rhymes.</li> <li>2. Completes a rhyme.</li> <li>3. Creates strings of words with the same initial sound (alliteration).</li> <li>5. Combines syllables to produce spoken words.</li> <li>6. Segments syllables in spoken words.</li> <li>7. Discriminates sounds in spoken language.</li> <li>8. Recognizes onset (initial) sounds of spoken words.</li> </ol>	<p>N. Phonological awareness  N. Phonological awareness  N. Phonological awareness    N. Phonological awareness  N. Phonological awareness  O. Alphabet knowledge  N. Phonological awareness</p>
<p><b>(B) Book Knowledge and Appreciation</b>  <b>Standard: The child will demonstrate knowledge and appreciation of books.</b></p> <ol style="list-style-type: none"> <li>1. Listens to and discusses a variety of stories.</li> <li>2. Expresses interest in reading-related activities.</li> <li>3. Knows how to handle and care for books.</li> <li>4. Retells stories with a beginning, middle and end.</li> <li>5. Predicts what will happen next in a story.</li> <li>6. Makes connections between self and story.</li> </ol>	<p>M. Listening and comprehension  Q. Book enjoyment and knowledge  Q. Book enjoyment and knowledge    Q. Book enjoyment and knowledge  Q. Book enjoyment and knowledge    M. Listening and comprehension  M. Listening and comprehension</p>
<p><b>(C) Print Awareness and Concepts</b>  <b>Standard: The child will demonstrate understanding of print concepts.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates awareness of print in various environments</li> <li>3. Tracks print left to right and top to bottom.</li> <li>4. Demonstrates understanding that print conveys a message.</li> <li>5. Recognizes the association between spoken and written words.</li> <li>6. Recognizes a word as a unit of print.</li> </ol>	<p>P. Reading    P. Reading  P. Reading    P. Reading  R. Writing  P. Reading</p>

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<p><b>(D) Early Writing</b>  <b>Standard: The child uses writing as a means of expression / communication.</b></p> <ol style="list-style-type: none"> <li>1. Understands that writing serves a variety of purposes.</li> <li>2. Represents stories and experiences through pictures, dictation and in play.</li> <li>3. Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).</li> <li>4. Writes familiar words, such as his/her own name.</li> <li>5. Reads own writing.</li> </ol>	<p>R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>P. Reading</p>
<p><b>(E) Alphabet Knowledge</b>  <b>Standard: The child demonstrates knowledge of the alphabet.</b></p> <ol style="list-style-type: none"> <li>1. Associates at least ten letters with their shapes or sounds.</li> <li>2. Recognizes beginning letters in familiar words.</li> <li>3. Identifies letters out of alphabetical sequence.</li> </ol>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

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<p><b>III. Social Emotional Development</b></p>	
<p><b>(A) Self Concept</b>  <b>Standard: The child demonstrates a positive sense of self.</b>          2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.          3. Recognizes/expresses own feelings and responds appropriately.          4. Stands up for rights.</p>	<p>E. Building relationships with adults          D. Emotions          H. Conflict resolution</p>
<p><b>(B) Self Control</b>  <b>Standard: The child demonstrates respect for self and others.</b>          2. Demonstrates self-direction and independence.          3. Takes responsibility for own well-being.          5. Follows classroom routines and rules.          6. Attends to task long enough to be successful.</p>	<p>A. Initiative and planning          K. Personal care and healthy behavior          K. Personal care and healthy behavior          G. Community          A. Initiative and planning          B. Problem solving with materials</p>
<p><b>(C) Pro-Social Behavior</b>  <b>Standard: The child demonstrates pro-social behavior.</b>          1. Plays well with various children.          2. Develops a sense of friendship.          3. Recognizes the feelings of others and responds appropriately.          5. Engages in problem solving strategies to resolve conflicts.</p>	<p>F. Building relationships with other children          F. Building relationships with other children          D. Emotions          H. Conflict resolution</p>
<p><b>(D) Knowledge of Families and Community</b>  <b>Standard: The child demonstrates knowledge of families and communities.</b>          1. Identifies similarities and differences between themselves and others.          2. Identifies family composition and personal characteristics including gender, address, phone number and last name.          3. Identifies roles and relationships within different family structures and cultures.          4. Describes some people's jobs and what is required to perform them.          5. Understands concepts and language of geography in the context of their classroom, home and community.</p>	<p>FF. Knowledge of self and others          FF. Knowledge of self and others          FF. Knowledge of self and others          FF. Knowledge of self and others          GG. Geography</p>

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<p><b><i>IV. Approaches to Learning</i></b></p>	
<p><b>(A) Representation and Symbolic Thinking</b>  <b>Standard: The child demonstrates skills in representation and symbolic thinking.</b></p> <ol style="list-style-type: none"> <li>1. Takes on pretend roles and situations.</li> <li>2. Uses objects to represent real items in make believe play.</li> <li>3. Creates and interprets representations.</li> </ol>	<p>AA. Pretend play  AA. Pretend play  X. Art  AA. Pretend play</p>
<p><b>(B) Initiative and Curiosity</b>  <b>Standard: The child demonstrates initiative and curiosity in learning.</b></p> <ol style="list-style-type: none"> <li>2. Makes independent choices.</li> <li>3. Demonstrates flexibility, imagination and inventiveness.</li> <li>4. Demonstrates eagerness and curiosity as a learner, through active exploration.</li> </ol>	<p>A. Initiative and planning  B. Problem solving with materials  CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>(C) Engagement and Persistence</b>  <b>Standard: The child demonstrates ability to engage in and complete age appropriate tasks.</b></p> <ol style="list-style-type: none"> <li>1. Persists in and completes a variety of tasks.</li> <li>2. Sets goals. Develops and follows through on plans.</li> </ol>	<p>A. Initiative and planning  B. Problem solving with materials  A. Initiative and planning</p>
<p><b>(D) Reasoning and Problem Solving</b>  <b>Standard: The child demonstrates skills in problem solving.</b></p> <ol style="list-style-type: none"> <li>1. Finds more than one solution to a problem, task or question.</li> <li>2. Recognizes and solves problems through trial and error. Interacts with peers and adults.</li> <li>3. Classifies, compares and contrasts objects and events according to their unique attributes.</li> </ol>	<p>B. Problem solving with materials  H. Conflict resolution  B. Problem solving with materials  H. Conflict resolution  BB. Observing and classifying</p>

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<p><b>V. Mathematics</b></p>	
<p><b>(A) Number and Operations</b>  <b>Standard: The child demonstrates understanding of number concepts.</b></p> <ol style="list-style-type: none"> <li>1. Uses one-to-one correspondence in counting objects and matching groups of objects.</li> <li>2. Uses language to compare number of objects.</li> <li>3. Demonstrates ability to combine, separate and name “how many” concrete objects.</li> <li>4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.</li> <li>5. Uses numbers and counting as a means for solving problems and determining quantity.</li> <li>6. Demonstrates ability to count in sequence to ten or beyond.</li> </ol>	<p>S. Number and counting</p>
<p><b>(B) Geometry and Spatial Sense</b>  <b>Standard: The child demonstrates understanding of geometry and spatial sense.</b></p> <ol style="list-style-type: none"> <li>1. Recognizes, names, describes and compares common shapes, their parts and attributes.</li> <li>2. Puts together and takes apart shapes.</li> <li>3. Determines whether or not two shapes are the same size and shape.</li> <li>4. Matches, sorts, puts in a series and regroups objects according to different attributes.</li> <li>5. Demonstrates understanding of directionality, order and positions of objects, and positional words.</li> </ol>	<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>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>(C) Patterns and Measurement</b>  <b>Standard: The child demonstrates understanding of patterns and measurements.</b></p> <ol style="list-style-type: none"> <li>1. Recognizes, duplicates and extends simple patterns.</li> <li>2. Makes comparisons between objects.</li> <li>3. Uses standard and non-standard measures (to determine object size).</li> </ol>	<p>V. Patterns</p> <p>U. Measurement</p> <p>U. Measurement</p>

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<p><b>VI. Science</b></p>	
<p><b>(A) Scientific Methods</b>  <b>Standard: The child explores scientific methods.</b></p> <ol style="list-style-type: none"> <li>1. Gathers information, investigates materials and observes processes and relationships.</li> <li>2. Compares and contrasts objects and materials.</li> <li>3. Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.</li> </ol>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>(B) Scientific Skills</b>  <b>Standard: The child demonstrates scientific skills.</b></p> <ol style="list-style-type: none"> <li>1. Collects, describes and records information through a variety of means, including discussion, drawings, maps and charts.</li> <li>2. Makes predictions, explanations and generalizations.</li> <li>3. Recognizes and solves problems through active exploration.</li> </ol>	<p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p>
<p><b>(C) Scientific Knowledge</b>  <b>Standard: The child acquires scientific knowledge.</b></p> <ol style="list-style-type: none"> <li>1. Explores the physical properties of objects and materials in the environment.</li> <li>2. Explores living things, their life cycles and habitats.</li> <li>3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.</li> </ol>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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<p><b>VII. Physical Health and Development</b></p>	
<p><b>(A) Gross Motor Skills</b>  <b>Standard: The child demonstrates control, balance, strength and coordination in gross motor tasks.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates basic loco-motor skills.</li> <li>3. Shows balance while moving.</li> <li>4. Demonstrates coordination in gross motor activities.</li> <li>5. Demonstrates ball-handling skills.</li> </ol>	<ol style="list-style-type: none"> <li>I. Gross-motor skills</li> <li>I. Gross-motor skills</li> <li>I. Gross-motor skills</li> <li>I. Gross-motor skills</li> </ol>
<p><b>(B) Fine Motor Skills</b>  <b>Standard: The child demonstrates coordination and strength in fine motor tasks.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates independence in self-help skills.</li> <li>2. Uses a variety of materials to coordinate eye-hand movements.</li> <li>3. Uses tools for writing and drawing.</li> <li>4. Cuts with scissors.</li> </ol>	<ol style="list-style-type: none"> <li>J. Fine-motor skills</li> <li>K. Personal care and healthy behavior</li> <li>J. Fine-motor skills</li> <li>J. Fine-motor skills</li> <li>J. Fine-motor skills</li> </ol>
<p><b>(C) Health Practices</b>  <b>Standard: The child demonstrates positive health and safety practices.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates independence in personal care and self-help skills.</li> <li>3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.</li> </ol>	<ol style="list-style-type: none"> <li>K. Personal care and healthy behavior</li> <li>I. Gross Motor Skills</li> <li>Z. Movement</li> </ol>

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<b>VIII. Creative Arts</b>	
<b>Standard: The child will use a variety of art forms as a vehicle for creative expression.</b>	
<b>(A) Music and Movement</b>	
1. Expresses self through movement and dancing.	Z. Movement
2. Responds to different patterns of beat and rhythm in music.	Z. Movement
3. Participates with increasing interest and enjoyment in a variety of musical activities.	Y. Music
<b>(B) Art</b>	
1. Experiments with a variety of musical instruments.	Y. Music
2. Progresses in ability to create representations that are more detailed, creative or realistic.	X. Art
3. Experiments with a variety of art media.	X. Art
<b>(C) Dramatic Play</b>	
1. Participates in a variety of dramatic play activities.	AA. Pretend play
2. Shows creativity and imagination in play.	AA. Pretend play