

## **Alignment of the 2011 New York State Prekindergarten Foundation for the Common Core With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the January 2011 **New York State Prekindergarten Foundation for the Common Core** 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.



<p><b><i>Approaches to Learning</i></b></p>	
<p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Actively and confidently engages in play as a means of exploration and learning.</li> <li>Actively engages in problem solving.</li> </ul>	
<p><b>Creativity and Imagination</b></p> <ul style="list-style-type: none"> <li>Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</li> </ul>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>AA. Pretend play</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>B. Problem solving with materials</li> </ul>
<p><b>Curiosity and Initiative</b></p> <ul style="list-style-type: none"> <li>Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>Persistence</b></p> <ul style="list-style-type: none"> <li>Demonstrates persistence.</li> </ul>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>B. Problem solving with materials</li> </ul>

<p><b>Physical Development and Health</b></p>	
<p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p>	
<p><b>Physical Development</b></p>	
<p>Uses senses to assist and guide learning.</p>	
<p>Uses sensory information to plan and carry out movements.</p>	
<p>Demonstrates coordination and control of large muscles.</p>	<p>BB. Observing and classifying</p>
<p>Combines a sequence of large motor skills with and without the use of equipment.</p>	<p>I. Gross-motor skills</p>
<p>Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p>	<p>I. Gross-motor skills</p>
	<p>I. Gross-motor skills</p>
	<p>J. Fine-motor skills</p>
<p><b>Physical Fitness</b></p>	
<p>Engages in a variety of physical fitness activities.</p>	<p>I. Gross-motor skills</p>
<p><b>Health and Well Being</b></p>	
<p>Demonstrates personal care and hygiene skills.</p>	<p>K. Personal care and healthy behavior</p>
<p>Demonstrates awareness and understanding of healthy habits.</p>	<p>K. Personal care and healthy behavior</p>
	<p>FF. Knowledge of self and others</p>
<p><b>Health and Safety</b></p>	
<p>Demonstrates awareness and understanding of safety rules.</p>	<p>K. Personal care and healthy behavior</p>

<p><b>Social and Emotional Development</b></p>	<p>B. Problem solving with materials D. Emotions FF. Knowledge of self and others</p>
<p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p> <p><b>Self Concept and Self Awareness</b></p> <p>Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</p>	
<p><b>Self Regulation</b></p> <p>Regulates his/her responses to needs, feelings and events.</p>	<p>A. Initiative and planning D. Emotions K. Personal care and healthy behavior</p>
<p><b>Relationships with Others</b></p> <p>Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <p>Develops positive relationships with their peers.</p> <p>Demonstrates pro-social problem solving skills in social interactions.</p>	<p>E. Building relationships with adults F. Building relationships with other children B. Problem solving with materials H. Conflict resolution</p>
<p><b>Accountability</b></p> <p>Understands and follows routines and rules.</p>	<p>G. Community</p>
<p><b>Adaptability</b></p> <p>Adapts to change.</p>	<p>G. Community</p>

<p><b>Communication, Language, and Literacy</b></p>	
<p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p> <p><b>Motivation</b></p> <p>Demonstrate that they are motivated to communicate.</p>	<p>L. Speaking M. Listening and comprehension</p>
<p><b>Background Knowledge</b></p> <p>Demonstrates he/she is building background knowledge.</p>	<p>C. Reflection M. Listening and comprehension</p>
<p><b>Viewing</b></p> <p>Demonstrates that he/she understand what they observe.</p>	<p>D. Emotions M. Listening and comprehension BB. Observing and classifying</p>
<p><b>Representing</b></p> <p>Demonstrates his/her ability to express ideas using a variety of methods.</p>	<p>L. Speaking M. Listening and comprehension R. Writing X. Art</p>
<p><b>Vocabulary</b></p> <p>Demonstrates a growing receptive vocabulary. Demonstrates a growing expressive vocabulary.</p>	<p>M. Listening and comprehension L. Speaking</p>

<p><b>English Language Arts and Literacy</b></p>	
<p><b>Reading Standards for Literature</b> <b>Key Ideas and Details</b> With prompting and support, ask and answer about detail(s) in a text. With prompting and support, retell familiar stories. With prompting and support, ask and answer questions about characters and major events in a story.</p>	<p>M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>Craft and Structure</b> Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p>
<p><b>Integration and Knowledge of Ideas</b> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. Not applicable to literature. With prompting and support, students will compare and contrast two stories relating to the same topic.</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge No standard to align No standard to align</p>
<p><b>Responding to Literature</b> With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>M. Listening and comprehension</p>
<p><b>Reading Standards for Informational Text</b> <b>Key Ideas and Details</b> With prompting and support, ask and answer questions about details in a text. With prompting and support, retell detail(s) in a text. With prompting and support, describe the connection between two events or pieces of information in a text.</p>	<p>M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension</p>
<p><b>Craft and Structure</b> Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>

<b>English Language Arts and Literacy CONT</b>	
<p><b>Integration and Knowledge of Ideas</b></p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>Not applicable to prekindergarten.</p> <p>With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p> <p>No standard to align No match found</p>
<p><b>Reading Standards: Foundational Skills</b></p> <p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p> <p><b>Print Concepts</b></p> <p>Demonstrate understanding of the organization and basic features of print.</p>	<p>O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge S. Number and counting</p>
<p><b>Phonological Awareness</b></p> <p>Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p>	<p>N. Phonological awareness</p>
<p><b>Phonics and Word Recognition</b></p> <p>Demonstrate emergent phonics and word analysis skills.</p>	<p>O. Alphabet knowledge P. Reading</p>
<p><b>Fluency</b></p> <p>Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).</p>	<p>P. Reading</p>
<p><b>Text Types and Purposes</b></p> <p>With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p>With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>	<p>No match found</p> <p>No match found</p> <p>No match found</p>

<p><b>English Language Arts and Literacy CONT</b></p>	
<p><b>Production and Distribution of Writing</b> Not applicable</p>	<p>No standard to align</p>
<p><b>Research to Build and Present Knowledge</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Not applicable</p>	<p>M. Listening and comprehension  No standard to align</p>
<p><b>Range of Writing</b> Not applicable</p>	<p>No standard to align</p>
<p><b>Speaking and Listening Standards Comprehension and Collaboration</b> With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>M. Listening and comprehension  M. Listening and comprehension</p>
<p><b>Presentation of Knowledge and Ideas</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p>FF. Knowledge of self and others  X. Art  D. Emotions L. Speaking M. Listening and comprehension X. Art</p>
<p><b>Language Standards Conventions of Standard English</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L. Speaking R. Writing  L. Speaking R. Writing</p>



<b>English Language Arts and Literacy CONT</b>	
<p><b>Knowledge of Language</b></p> <p>Use knowledge of language and how language functions in different contexts.</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>R. Writing</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.</p> <p>With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>

<p><b>Cognition and Knowledge of the World</b></p>	
<p><b>Mathematics</b> <b>Counting and Cardinality</b> Count to 20. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).</p>	<p>S. Number and counting S. Number and counting</p>
<p><b>Count to Tell the Number of Objects</b> Understand the relationship between numbers and quantities to 10; connect counting to cardinality. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.</p>	<p>S. Number and counting S. Number and counting</p>
<p><b>Compare Numbers</b> Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</p>	<p>S. Number and counting</p>
<p><b>Operations and Algebraic Thinking</b> <b>Understand addition as adding to, and understand subtraction as taking from.</b> Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).</p>	<p>S. Number and counting</p>
<p><b>Understand simple patterns.</b> Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.</p>	<p>V. Patterns</p>
<p><b>Measurement and Data</b> <b>Describe and compare measurable attributes.</b> Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p>	<p>U. Measurement</p>

<p><b>Cognition and Knowledge of the World CONT</b></p>	
<p><b>Sort objects and count the number of objects in each category.</b></p> <p>Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</p>	<p>S. Number and counting</p>
<p><b>Geometry</b></p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles).</b></p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p> <p>Correctly name shapes regardless of size.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>Analyze, compare, and sort objects.</b></p> <p>Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p> <p>Create and build shapes from components (e.g., sticks and clay balls).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>X. Art</p>
<p><b>Science—Scientific Thinking</b></p> <p>In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p> <p>Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</p> <p>Tests predictions through exploration and experimentation.</p> <p>Generates explanations and communicates conclusions regarding experiments and explorations.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
<p><b>Earth and Space</b></p> <p>Observes and describes characteristics of earth and space.</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p><b>Living Things</b></p> <p>Observes and describes characteristics of living things.</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>

<b><i>Cognition and Knowledge of the World CONT</i></b>	
<p><b>Physical Properties</b></p> <p>Acquires knowledge about the physical properties of the world.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>EE. Tools and technology</p>
<p><b><i>Social Studies—Geography</i></b></p> <p>Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>Demonstrates awareness and appreciation of their own culture and other cultures.</p> <p>Demonstrates knowledge of the relationship between people, places, and regions.</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><b>History</b></p> <p>Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</p>	<p>HH. History</p>
<p><b>Civics, Citizenship and Government</b></p> <p>Demonstrates an understanding of roles, rights, and responsibilities.</p>	<p>G. Community</p> <p>FF. Knowledge of self and others</p>
<p><b>Economics</b></p> <p>Develops a basic understanding of economic concepts within a community.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Career Development</b></p> <p>Demonstrates interest and awareness about a wide variety of careers and work environments.</p>	<p>FF. Knowledge of self and others</p>
<p><b><i>The Arts—Visual Arts</i></b></p> <p>Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.</p> <p>Responds and react to visual arts created by themselves and others.</p>	<p>X. Art</p> <p>X. Art</p>
<p><b>Music</b></p> <p>Expresses oneself by engaging in musical activities.</p> <p>Responds and reacts during musical activities.</p>	<p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p>

<p><b><i>Cognition and Knowledge of the World CONT</i></b></p>	
<p><b><i>Theater/Dramatic Play</i></b> Participates in a variety of dramatic play activities to represent fantasy and real life experiences. Responds and reacts to theater and drama presentations.</p>	<p>AA. Pretend play  No match found</p>
<p><b>Dance/Creative Movement</b> Expresses what he/she knows, thinks, feels and believes through dance and creative movement.</p>	<p>Z. Movement</p>
<p><b>Cultural Differences</b> Expresses an understanding of artistic difference among cultures.</p>	<p>No match found</p>
<p><b><i>Technology</i></b> <b>Foundations to Technology</b> Describes types of materials and how they're used. Explores and uses various types of tools appropriately. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.</p>	<p>X. Art  EE. Tools and technology  EE. Tools and technology</p>
<p><b>Using Technology</b> Understands the operation of technology systems. Uses the knowledge of technology to increase learning.</p>	<p>EE. Tools and technology  EE. Tools and technology</p>