

builds

sings

plans

EMPATHIZES

speaks



predicts

pretends

problem-  
solves

observes

Powered by  
 HIGHSCOPE®

initiates



# COR Advantage

## Selected Features & Reports

reads

# COR ADVANTAGE

## Categories and Items

### APPROACHES TO LEARNING

- A. Initiative and planning
- B. Problem solving with materials
- C. Reflection

counts

### SOCIAL & EMOTIONAL DEVELOPMENT

- D. Emotions
- E. Building relationships with adults
- F. Building relationships with other children
- G. Community
- H. Conflict resolution

### PHYSICAL DEVELOPMENT & HEALTH

- I. Gross-motor skills
- J. Fine-motor skills
- K. Personal care and healthy behavior

### LANGUAGE, LITERACY, & COMMUNICATION

- L. Speaking
- M. Listening and comprehension
- N. Phonological awareness
- O. Alphabet knowledge
- P. Reading
- Q. Book enjoyment and knowledge
- R. Writing

### MATHEMATICS

- S. Number and counting
- T. Geometry: Shapes and spatial awareness
- U. Measurement
- V. Patterns
- W. Data analysis

### CREATIVE ARTS

- X. Art
- Y. Music
- Z. Movement
- AA. Pretend play

### SCIENCE & TECHNOLOGY

- BB. Observing and classifying
- CC. Experimenting, predicting, and drawing conclusions
- DD. Natural and physical world
- EE. Tools and technology

### SOCIAL STUDIES

- FF. Knowledge of self and others
- GG. Geography
- HH. History

### ENGLISH LANGUAGE LEARNING (IF APPROPRIATE)

- II. Listening to and understanding English
- JJ. Speaking English

REFLECTS

“While recently completing our accreditation process with NAEYC, we again were grateful for our use of HighScope, which made the task straightforward and successful. Thank you for your dependable and contemporary product.”

**COR Advantage assesses early childhood development from infancy through kindergarten in eight content areas. A ninth area, English Language Learning (ELL), is also available. Each content area comprises items that address key concepts in early learning. Based on objective anecdotal notes about the child, recorded over time by an observer/teacher, each COR Advantage item is scored using an eight-level scale ranging from 0 (lowest) to 7 (highest).**

**Time-saving features include:**

- Copying anecdotes to multiple children
- Built-in lesson planning
- Easily attach digital portfolio items
- Anecdotes may be assigned multiple scores
- Planning reminders to support individualized learning
- Comprehensive Child Developmental Profile to share with the child's family
- Many reports available in English and Spanish



## COR ADVANTAGE SCORING BAR — YOUR ONSCREEN ROADMAP!

As displayed below in **Social and Emotional Development** and **Item F. Building relationships with other children**, when hovering over a category or item, additional information appears to inform teachers about key concepts in early learning.

- Items highlighted in white reflect items that have been scored along with the highest score to date.
- The item highlighted in yellow reflects the currently selected COR item.
- Items may be scored across multiple domains

**Social & Emotional Development**

Infants express their own emotions and sense those of their caregivers before they have the words to describe them. As children develop, they learn to identify and gradually regulate their feelings. Assisted by language, they can talk about their emotions instead of just acting on them. With adult support and their own growing awareness, children also develop an understanding of other people's feelings and how they may differ from their own. Along with an awareness of themselves, children develop...

Hovering over a category displays the category's description

**5. Score**

Approaches to Learning | **Social & Emotional Development** | Physical Development & Health | Language, Literacy, and Communication | Mathematics | Creative Arts | Science & Technology | Social Studies

A B C D E **F** G H I J K L M N O P Q R S T U V W X Y Z AA BB CC DD EE FF GG HH

Highest Scores

1 2 3 4 5

The highest score for the period is displayed below each item

Hovering over an item displays the item's full description

**F. Building relationships with other children**

Even infants are in tune with the other children around them. They watch, listen, and pick up on what others are doing. Gradually children begin to relate more directly to other children, from handing them a toy, to playing alongside them, to forming a relationship with a special friend. These connections provide multiple emotional, social, cognitive, and creative benefits, and become the foundation for establishing future relationships.

Once an item is selected (see Item F.), scoring levels, detailed descriptions of selected levels, and sample anecdotes appear.

**5. Score**

Approaches to Learning | **Social & Emotional Development** | Physical Development & Health | Language, Literacy, and Communication | Mathematics | Creative Arts | Science & Technology | Social Studies

A B C D E **F** G H I J K L M N O P Q R S T U V W X Y Z AA BB CC DD EE FF GG HH

Highest Scores

1 2 3 4 5

**F. Building relationships with other children**

Level 0 Score  
Child watches another child.

Level 1 Score  
Child spontaneously brings an object or shows affection to another child.

Level 2 Score  
Child plays and works alongside other children.

Level 3 Score  
Child makes a comment directly to another child.

Level 4 Score  
Child shows a preference for one or more friends.

Level 5 Score  
Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play.

Level 6 Score  
Child engages in sustained personal and reciprocal conversation with a friend.

Level 7 Score  
Child follows up on (asks about) something personal a friend has previously shared with him or her.

Infant-Toddler  
Preschool  
Kindergarten

Hovering over a level displays detailed information about the level as well as sample anecdotes

Level 5  
Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play.

To be scored at this level, the child must play with two or more other children independent of adult facilitation. The child must contribute ideas to extend the play theme, beyond, for example, something as simple as "Let's all run like Batman." (Note: Include the child and the two or more other children in the anecdote.)

**Sample Anecdotes**

6/7 During free play in the block area, Hunter, Anna, and BJ pretended to be baby lions. They made a "lion cave" out of blocks. Anna was the mom lion, BJ pretended he hurt his leg, and Hunter helped Anna fix BJ's leg using a scarf. They continued this play over several days. (Anecdote is for Hunter, Anna, and BJ)

5/24 During work time in the house area, Corin, Aimee, and Jonathan created a "pizza restaurant." Aimee suggested using play dough, and Jonathan helped her make the pizzas. Aimee also had the idea to put corns in the play dough for pepperoni. Corin wrote a sign that said "pizza" for pizzas. She also took orders from other children in the classroom. The play went on for all of work time. (Anecdote is for Aimee and Corin, but not Jonathan because he did not contribute ideas, only followed those of others)

**Additional Scoring**

## CHILD REPORTS

COR Advantage offers many child-level reports to enable teachers to monitor progress in each of the COR domains, view growth across multiple time periods, and compare child scores to other metrics such as the Head Start Child Development and Early Learning Framework and other standards.

Below is a sample Score and Tally Report:

**Classroom:** AM Demo Class  
**Assessment:** COR Advantage  
**School Year:** 2013 - 2014

Developmental Summary for Ahmad Rajabi					Date Generated: 04/24/2014
Approaches to Learning					Anecdote Score
		1	2	3	4
A.	Initiative and planning	2	3	5	-
B.	Problem solving with materials	1	3	4	-
C.	Reflection	2	3	5	-
Social & Emotional Development					Anecdote Score
		1	2	3	4
D.	Emotions	1	3	5	-
E.	Building relationships with adults	2	3	5	-
F.	Building relationships with other children	2	3	4	-
G.	Community	-	2	5	-
H.	Conflict resolution	2	2	5	-

The Child Developmental Summary shows the highest score for each item for all periods.

**Classroom:** AM Demo Class  
**Assessment Type:** COR Advantage  
**School Year:** 2013 - 2014  
**Period:** 2

School Name: Belding District

Score and Tally Report for Ahmad Rajabi					Date Generated: 04/24/2014
APPROACHES TO LEARNING			TOTAL ANECDOTE: 3		AVERAGE SCORE: 3.00
Item:	A	B	C		
Total Anecdotes:	1	1	1		
Highest Score:	3	3	3		
SOCIAL & EMOTIONAL DEVELOPMENT			TOTAL ANECDOTE: 6		AVERAGE SCORE: 2.60
Item:	D	E	F	G	H
Total Anecdotes:	1	1	1	2	1
Highest Score:	3	3	3	2	2
PHYSICAL DEVELOPMENT & HEALTH			TOTAL ANECDOTE: 8		AVERAGE SCORE: 3.67
Item:	I	J	K		
Total Anecdotes:	3	3	2		
Highest Score:	4	3	4		



The report, **Your Child's Developmental Profile**, formerly known as the Family Report, is generated using anecdotes already entered into the online system.

Teachers may personalize this report with:

- Specific anecdotes to share as evidence of the child's strengths
- Adding personalized information to the auto-produced strength based statement for each domain
- Anecdotes from one or more report periods
- Adding comments shared by the family and any follow-up for school or home

#### Developmental Profile for Ahmad Rajabi

School Year: 2013 - 2014  
Time Period: 3

Report Date: 04/21/2014  
Date Observation Begin: 03/01/2014

Date Observation Ended: 06/15/2014

Classroom: AM Demo Class  
Family Members: Mr. and Mrs. Rajabi

Teacher: Sonja Caprarese,  
Dianna Luke

#### Approaches to Learning

Ahmad stays with his or her plan for a substantial part (at least 20 minutes) of work time (choice time, free play time). He persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials. Ahmad recalls, without prompting, the sequence of three or more things he or she did or that happened.  
(NOTE: this strength-based statement is created by the online system. Teachers may edit category statements, if desired.)

##### Supporting Anecdotes

[Problem solving with materials]

Mar 9, 2014, During small-group time, Ahmad tried to tear off a piece of tape but was unsuccessful. He asked another child to hold the tape while he cut it with scissors.

[Reflection]

Mar 13, 2014, At greeting time, Ahmad told Eliza (his teacher), "I'm late, because we stopped and got donuts, then we dropped my brother off at school, and then we had to go back home and get my boots!"

#### Social and Emotional Development

Ahmad controls the expression of his feelings. He involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal Ahmad has in mind, or leading the adult in a complex pretend-play scenario. Ahmad shows a preference for one or more friends. He acknowledges, on his own, how his behavior affects others. Ahmad negotiates a solution to a conflict with another child on his own (without adult help).

##### Supporting Anecdotes

[Building relationships with other children]

Mar 2, 2014, During planning time, when Jordan arrived late, Ahmad said, "Oh goody! Jordan is here. Now we can play dinosaurs together!" and they did, for most of work time.

[Building relationships with adults]

Mar 7, 2014, During outside time in the sand pit, Noelle was building a "city." She called Scott (his teacher) over to help her clear space for "roads." They worked together to build "roads" and "buildings" for most of outside time, with Ahmad deciding where to put new additions.

[Community]

Mar 13, 2014, At work time in the block area, Ahmad backed into Michael's structure. Ahmad said, "Oops, I bumped it" and helped Michael rebuilt the block tower.

[Conflict resolution]

Mar 21, 2014, At work time in the art area, Ahmad saw Carisa and Grace both wanted to paint. When Carisa took the big piece of paper that Grace also wanted, Ahmad said, "I know, you could paint on this big piece toger." Grace and Carisa agreed, and they both painted together.

## COR ADVANTAGE CLASSROOM REPORTS

There are many classroom reports available ranging from composite reports showing all children, all COR items, and all reporting periods, to reports focusing on a single COR item with all children's scores represented. Many of the classroom reports are available from the teacher and administrator view. Below are a few of the report options:

 **Classroom Reports**

- Strengths and Opportunities for Improvement
- Anecdote Status
- All Classroom Score Reports
- Developmental Range by Item
- All Outcomes Reports

The Strengths and Opportunities for Improvement Report shows high and low scores as well as gains over time.

### Strengths and Opportunities for Improvement Report for AM Demo Class

The Strengths and Opportunities for Improvement report list items with the 3 highest scores, items with the 3 lowest scores, items with the 3 highest gains, and items with the 3 lowest gains.

#### COR Time 1 - Time 2 / School Year 2013 - 2014

Items with Highest Scores	K	Personal care and healthy behavior	4.00
	I	Gross-motor skills	3.40
	F	Building relationships with other children	3.20
Items with Lowest Scores	G	Community	2.00
	N	Phonological awareness	2.00
	M	Listening and comprehension	2.12
Items with Highest Gains	K	Personal care and healthy behavior	2.12
	I	Gross-motor skills	1.73
	Q	Book enjoyment and knowledge	1.38
Items with Lowest Gains	M	Listening and comprehension	0.00
	O	Alphabetic knowledge	0.20
	G	Community	0.25

The Developmental Range by Item Report identifies the developmental levels of all children in the selected classroom.

Assessment Level: COR Advantage  
 Category: Social & Emotional Development  
 School Year: 2013 / 2014  
 Period: 1

### Developmental Range by Item Report for AM Demo Class

Date Generated: 04/15/2014

The Developmental Range by Item report groups children who have achieved the same developmental level on the selected item, helping to identify specific objectives to plan curriculum for in the classroom.

D - Emotions	
Level 0 - Without language, the child at this level expresses emotions with his or her face and body. Thus, stiffening, crying, smiling, and wriggling are early signs of emotion.	
Level 1 - The child conveys feelings through physical contact such as kissing, biting, hugging, hitting, patting, or stroking. Emotions can be positive or negative. [Note: If the child first attempts to control how he or she expresses emotion, look at level 4.]	Anthony Carter Michael Garcia Grace Masters Maya Pringle Ahmad Rajabi
Level 2 - The child uses words, such as happy, angry, or sad, to express basic emotions. This level applies whether the child is talking about his or her own emotions or someone else's emotions.	Jordan Anderson Carisa Garrett Anna Kim Melvin Pringle
Level 3 - The child verbalizes an emotion and gives a reason for it. This can be the child's own emotion or someone else's emotion.	Noelle Smith
Level 4 - The child first attempts to regulate the expression of emotion, for example, by asking another child to stop an undesired behavior instead of hitting him or her. However, the child is ultimately unable to control his or her emotions, for example, hitting when the other child does not stop.	
Level 5 - At this level, the child typically regulates how he or she expresses feelings. The child exercises self-control by using appropriate words and/or actions, rather than inappropriate verbal or physical behavior.	
Level 6 - The child uses feeling words beyond sad, happy, angry, mad, scared, and so on to describe his or her emotions. For example, the child uses words such as disappointed, excited, frustrated, furious, startled, and/or embarrassed to specify his or her feelings with more precision.	
Level 7 - The child is able to take another person's perspective. He or she can explain why different people might have different feelings, both positive and negative, in similar circumstances.	





## COR ADVANTAGE LESSON PLANNING

Teachers may build their own daily routine template and then visit the activity library to drop and drag activities to the daily plan. COR activities are labeled by COR item so teachers can easily identify skills they may be observing throughout the day.

The screenshot displays the 'AM Demo Class' interface for a lesson planner. At the top, it shows the user 'Diana Luke' and the date '01/24/2014'. The main area is divided into sections for different times of the day: Greeting Time, Planning Time, Work Time, Clean-up Time, and Recall Time. Each section contains specific instructions and activities. For example, 'Greeting Time' includes 'Greeting (M)' and 'Greeting (L)'. 'Planning Time' includes 'Mrs. Luke Planning (L)' and 'Mrs. C Planning (M)'. 'Work Time' includes 'Work Time (L)' and 'Work Time (M)'. 'Clean-up Time' includes 'Transition (L)' and 'Transition (M)'. 'Recall Time' includes 'Recall (L)' and 'Recall (M)'. On the right side, there is a sidebar with a search bar and a list of activities, including 'My Activities', 'My Daily Routine (10 parts)', 'Activities', 'Daily Routine Parts (30)', 'Strategies', and 'Topics'.

Teachers may also create their own activity to add to the online system.

The screenshot shows the 'Add New Activity' form. It has two tabs: 'Activity' and 'More Info'. The 'Activity' tab is active. The form includes fields for 'Name:', 'Routine:' (with a dropdown menu), 'Classroom Area:' (with a dropdown menu), 'COR Items:' (with a dropdown menu), 'Details:' (with a text area), and 'Individualized or Small Group Planning:' (with a text area). At the bottom, there are buttons for 'Save', 'Cancel', and 'Add Another Activity'.

**Coming Fall 2014. . . new activities and features for the Lesson Planner!**

## ADMINISTRATOR REPORTS

COR Advantage offers many reports for administrators to monitor child progress and program goals. A few of the reports are highlighted below. The outcomes report can be generated at many levels, reflecting COR categories, COR items, and Head Start outcomes.

Teachers can easily track progress of children in the classroom using the Classroom Progress Tracker, comparing scores from time period to time period.

### Head Start Alignment Completion Rates and Summary for Children with Assessment Data.

(Note: Only domains and selected periods with data are shown)

	PERIOD	NO. OF CHILDREN	PERCENT COMPLETE	AVERAGES	GAINS					
					P1-P2	P1-P3	P1-P4	P2-P3	P2-P4	P3-P4
Physical Development & Health	1	75	86.22 %	2.41	1.03					
	2	75	93.33 %	3.44						
	3	-								
	4	-								
Social & Emotional Development	1	75	88.00 %	2.37	0.50					
	2	75	92.95 %	2.87						
	3	-								
	4	-								
Approaches to Learning	1	75	88.00 %	2.31	0.35					
	2	75	94.22 %	2.66						
	3	-								
	4	-								
Logic & Reasoning	1	75	86.22 %	2.33	0.56					
	2	75	93.78 %	2.89						
	3	-								
	4	-								



Administrators can create customized reports using the Data Analytics report feature:

Assessment level: COR Advantage  
School Year: 2013 / 2014  
Period: 2

### Classroom Progress Tracker for AM Demo Class

Date Generated: 04/15/2014

Tracks each child's progress by comparing the current time period to the Period 1.

Legend: Growth: ■ Same: ■ Decrease: ■ No Information: ■

Only Children with Assessment data are shown.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Ahmad Rajabi	■	■	■	■	■	■		■		■	■	■	■	■
Anika Abbott														
Anna Kim	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Anthony Carter	■	■	■	■	■	■	■		■	■	■	■	■	■
Carisa Garrett	■	■	■	■	■	■		■	■		■	■	■	■
Grace Masters	■			■		■			■			■		
Jared Allen														
Jordan Anderson	■	■	■	■		■	■	■	■	■	■	■		■
Maya Pringle	■	■	■		■	■	■	■	■	■	■	■		■
Melvin Pringle	■	■	■	■	■	■	■	■	■	■	■	■		■
Michael Garcia	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Noelle Smith	■	■	■	■	■	■	■	■	■	■	■	■	■	■

  

	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB
Ahmad Rajabi	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Anika Abbott														
Anna Kim	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Anthony Carter	■	■	■	■	■	■		■	■	■	■	■	■	■
Carisa Garrett	■		■	■	■	■		■	■	■	■	■	■	■
Grace Masters	■				■					■				





Administrator access provides:

#### Analytic Reporting Results



#### ■ Alignments with state and national standards

- Aggregated data (up to seven different levels may be identified)
- Application options customized to your program
- Up to four reporting date periods (may be established by site, if desired)
- User-defined fields to gather data unique to your program
- Anecdotal count scores by class room and program
  - Technical support via phone and e-mail





## FAMILY NETWORK

COR Advantage engages families in multiple ways through the Family Network. Features include an activity library, easy access to child photographs and anecdotes, as well as the option to publish the family report, Your Child's Developmental Profile (in English or Spanish) to the Network.

# Family Network

123456

Welcome



The Family Network is an invite only social network aimed at bringing family members and educators closer together to improve the development of your child.

Matt Bodenheimer has invited you to participate in Earthlink's growth via the Family Network. In order to begin using your account, please complete the account setup.

**Decorate Refrigerator Day**

Creative Representation



**Cost:** Under \$5.00  
**Mess factor:** Some  
**Suggested room in the house:** Kitchen

Have fun with this silly activity which is designed to brighten your kitchen and show off your child's artistic side at the same time!

**Your child will experience:**

- Art
- Fine motor development
- Planning

**Materials:**

- Paper
- Markers, crayons or colored pencils
- Streamers or colored strips of paper
- Various art supplies that you might have in your home like: tissue paper, streamers, stickers, colored popsicle sticks
- Glue or glue sticks
- Magnets or tape for sticking the pictures to the refrigerator



Observations provide a cumulative view of the progress Sheldon has made during the current school year.

<p>Sheldon, Kaiya, and Joey pretend to ride a bus looking for dinosaurs. Sheldon drives the bus and Joey and Kaiya are the passengers.</p> <p>03/30/2011 Fred Jones</p>	<p>At work time in the art area, Sheldon stands at the art table and makes a dinosaur out of Play-doh.</p> <p>03/28/2011 Fred Jones</p>	<p>At work time in the block area, Sheldon sorts the wooden blocks by shape.</p> <p>03/26/2011 Fred Jones</p>
<p>During work time in the art area, Sheldon hits the top of the play dough bowl several times, trying to get the lid off.</p> <p>03/22/2011 Fred Jones</p>	<p>At work time in the book area, when both Sheldon and Daniel reach for the same book, Sheldon says, "Oh brother, now what are we going to do? Who's gonna get the book first?"</p> <p>03/19/2011 Melanie Moxbrenner</p>	<p>While listening to music in the music area, Sheldon begins to pat his feet to the beat of the music.</p> <p>03/13/2011 Melanie Moxbrenner</p>

## COR ADVANTAGE PROFESSIONAL DEVELOPMENT

HighScope offers onsite and online learning, for a full list of training opportunities, visit [highscope.org](https://highscope.org) and click on Professional Development or e-mail [training@highscope.org](mailto:training@highscope.org).

### Selected COR Advantage courses:

#### COR Advantage Face-to-Face Training with Online Component

This training course includes 1-day of instructor-based training followed by a 2-week online component. A HighScope instructor will teach participants how to write complete and objective anecdotes and score them accurately, along with how to share the Developmental Summary Report with families. This will be followed by two weeks of online training where learners gain additional experience writing objective anecdotes as they familiarize themselves with the COR Advantage categories. A rater reliability test is included with this training option.

#### COR Advantage Online Training

Guided by a HighScope facilitator, this 4-week online training will use video clips and expert instruction to teach participants how to write complete and objective anecdotes and score them accurately, how to identify COR Advantage categories and items, and become familiar with them as well as how to share the Child Developmental Profile with families. A rater reliability test is included with this option.





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