

**COR** *Advantage*<sup>®</sup>  
Powered by  HIGHSCOPE.<sup>®</sup>  
*Assessment Tool*

# Week 1 Learning Unit

*Writing Anecdotes and Using  
the COR Advantage Categories*



# Objectives

## Participants will be able to

- State the rationale for using an ongoing, observational assessment.
- Identify the requirements of high-quality evidence.
- Write complete and objective anecdotes.
- Identify the COR Advantage categories.



# What Is COR Advantage?

## Authentic Assessment

- COR Advantage measures the full range of children's development, from birth to kindergarten.
- COR Advantage is comprehensive and assesses the whole child.

## Universally Applicable

- Designed for use in any child care setting including the following:
  - State-funded classrooms
  - Child care centers
  - Public and private preschool programs
  - Head Start and Early Head Start programs
  - Family child care homes
- COR works with *any* early childhood curriculum, including HighScope.

## What Is COR Advantage? (continued)

### Worldwide Use

- COR Advantage is used throughout the United States and internationally, including in the following countries:

Canada	Chile
Iceland	Indonesia
Ireland	Korea
Mexico	Netherlands
Portugal	Saudi Arabia
South Africa	United Kingdom



### Goals

- Assess the **whole child**.
- Provide **teachers and caregivers** with strategies and activities to support the continued growth and development of children in their classrooms.
- Provide **parents** with information about their child's growth and development.
- Share information with **administrators and other stakeholders** about the growth of children in their programs.

# Steps for Using COR Advantage

COR Advantage will help you see where children are developmentally, as you look at growth and development over time. You will

- Observe children.
- Gather evidence using text-based anecdotes, photos, and videos.
- Assign a COR Advantage score to your evidence (identify a level).
- Regularly review your COR Advantage data (information on missing scores, developmental levels, gains, etc.).
- Compile the data from COR Advantage for your whole class (growth view).
- Use the data (share child profiles with families, drive classroom instruction, guide professional development).

## High-Quality Evidence

COR Advantage starts with strong observations that provide **documentation** of children's current abilities and skills.

### High-quality evidence must be

- Brief.
- Objective (and factual).
- Aligned to COR items and levels.
- Specific (i.e., focused on what the child does and says).

## Steps for Using COR Advantage (continued)

**High-quality evidence should always include the following:**

- **Date**
- **Beginning**
  - When (time of day [i.e., snacktime or cleanup time])
  - Where (area of the room)
  - Who (child, children, and/or adult involved)
- **Middle**
  - What the child did or said (use quotes to document the child's language)
- **End**
  - What the outcome was, if applicable



## Steps for Using COR Advantage (continued)

### Text-Based Anecdotes

#### Which text-based anecdote is complete?

- 4/15: Engaged in complex play scenario in block area — store  
4/15: Number words and counting — price
- 4/15: Maya had fun today — ran a store and other children bought things from her
- 4/15: During work time, in the block area, Maya created a coffee shop using the teapot and cups from the house area and a keyboard as a cash register. Youssef walked over and said, “I want lemonade please.” Maya then typed on the keyboard and said, “That’s four dollars.”

### Anecdote 1: Incorrect

**4/15: Engaged in complex play scenario in block area — store**

**4/15: Number words and counting — price**

**Not specific** — This anecdote lacks specific information about what Maya and Youssef did or said. Instead, the writer uses direct COR Advantage descriptor words like “complex play scenario” and “number words and counting.”

**Not factual** — Well-written anecdotes tell the facts. What made us think Maya was engaged in a “complex play scenario”? What did she say when she used “number words and counting” and how did we know those number words referred to a “price”? Factual details tell us about children’s level of development and are especially important for scoring COR Advantage anecdotes.

## Steps for Using COR Advantage (continued)

### Anecdote 2: Incorrect

**4/15: Maya had fun today — ran a store and other children bought things from her**

**Subjective** — The words “had fun” are the writer’s opinion. How do we know she is having fun? What is “fun”? Effective anecdotes are factual, not subjective.

**Missing important details** — We don’t have enough information to visualize this scene. What does it mean to “run” a store? What are “things,” and how do we know they were being “bought”?

### Anecdote 3: Correct!

**4/15: During work time, in the block area, Maya created a coffee shop using the teapot and cups from the house area and a keyboard as a cash register. Youssef walked over and said, “I want lemonade please.” Maya then typed on the keyboard and said, “That’s four dollars.”**

**Specific** — This anecdote states what Maya and Youssef did and said.

**Objective** — It states facts about what happened.

**Clear format** — It includes a date, beginning, middle, and end.

**Exact language** — It documents Maya’s and Youssef’s words with quotes.

## Steps for Using COR Advantage (continued)

**Photographs can supplement text-based anecdotes because they help tell a richer story.**

**4/15:** During work time, in the block area, Maya created a coffee shop using the teapot and cups from the house area and a keyboard as a cash register. Youssef walked over and said, “I want lemonade please.” Maya then typed on the keyboard and said, “That’s four dollars.”



## Steps for Using COR Advantage (continued)

### Hints for Writing Text-Based Anecdotes

- Collect anecdotes while you are playing with children and supporting their learning.
- Use abbreviations to make note taking easy.
- Write on sticky notes, or index cards, or in small notebooks.

**Remember:** You should always integrate data collection into your teaching day rather than making it a separate activity.

**We teach first, and also gather evidence while we teach!**

### Collection Hints

- Keep plenty of note-taking materials or your digital device handy.
- Set realistic goals (e.g., how many anecdotes do you want to take during work time/choice time, outside time, etc.?).
- Cross-reference anecdotes. Use the same anecdote for several items when possible!
- Select a child or a specific area to focus on.
- Collect some anecdotes in batches (e.g., during small- or large-group time).

## Steps for Using COR Advantage (continued)

### Batch Anecdote Example

Write exactly what the child did or said. This will ensure that each anecdote is unique and true to each child's personality and development. It would be unusual for each child's observation to be exactly the same.

Notice that these are the short-hand, abbreviated version of anecdotes. They need to be expanded upon and meet all of the requirements of a high-quality anecdote before they are considered complete.

Remember, collection of evidence and the use of technology should not interfere with our interactions with children!

<b>Context:</b> LGT		<b>Activity:</b> Music and movement w/bells	
<b>Possible Category:</b>		<b>Possible Indicators:</b>	
<b>Date:</b> 11/5			
Child	What the child did or said		
Joseph	Idea: Put around "ankles and jump"/did it		
Mia	Wanted the red bells; cried Exchanged with Mykal		
Bianca	Sang all words of "Jingle Bells" Idea: Tap bells on knees/did it		
Mykal	Offered his red bells to Mia when she cried		
Salomon	"I'm going to use these at work time on my fire truck. They'll be like a siren."		

## Steps for Using COR Advantage (continued)

### Entering Evidence Into COR Advantage

Initially, when you were working with children in the classroom, you may have collected the bare essentials (a quick anecdote, a photograph, a short video clip, etc.).

Take time to review your evidence, filling in missing information and making sure it is complete following the format of date, beginning, middle, and end when you enter it into COR Advantage.

Make sure your anecdotes are accurate and complete.

### From Quick Notes to Complete Anecdotes

In the classroom, you may have collected...

**4/26 Outside Tye pitched Joni hit 3**

which becomes...

**4/26/17 Outside, Tye pitched the whiffle ball to Joni and she hit the ball 3 times.**

when you enter it into COR Advantage later.

## Steps for Using COR Advantage (continued)

### From Partial Evidence to Complete Evidence

**This is what was captured in the moment.**



**This is the text-based anecdote added later to make the evidence complete.**

4/25

While lying on her stomach, Jada used her arms and legs to move herself forward until she could reach the book.

## Steps for Using COR Advantage (continued)

### Additional Evidence Examples

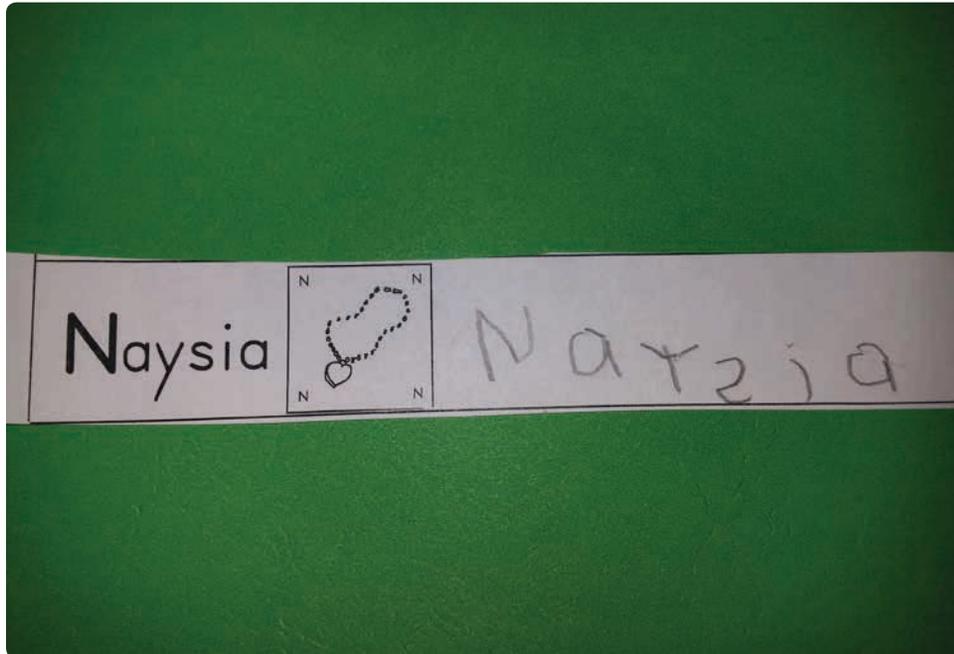
If they meet the requirements for high-quality evidence (factual, specific, and are aligned to a COR Advantage item), then photographs, work samples, and videos can count as evidence.

**Photographs can stand alone as evidence.**



## Steps for Using COR Advantage (continued)

Work samples can stand alone as evidence.



## Steps for Using COR Advantage (continued)

**Videos can stand alone as evidence.**



The COR Advantage platform allows videos up to five minutes in length.

# A Closer Look at the Categories

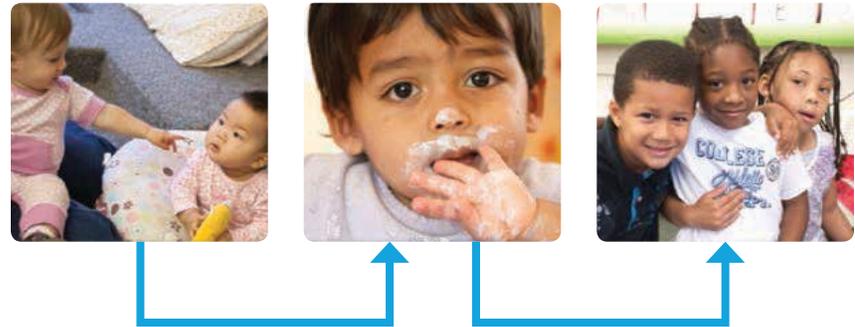
## COR Advantage Categories

COR Advantage has eight categories (plus items for English language learners):

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

You will learn more about each of these categories in your reading assignment from the *COR Advantage Scoring Guide*.

Please pay careful attention to how development progresses in each of these areas, from infancy to older children.



# The Best Evidence

“The best evidence we have of whether we are succeeding as educators comes from observing children’s behavior.”



— Alfie Kohn (1994, p. 40), “Grading: The Issue Is Not How But Why,” *Educational Leadership*, Vol. 52.

# A Peek Ahead

## This week you

- Discovered the rationale for using an ongoing, observational assessment.
- Learned to identify the requirements of high-quality evidence.
- Learned how to write complete and objective anecdotes.
- Identified the COR Advantage categories.

## Next week we will

- Learn about COR Advantage items A–R.
- Describe the scoring process and associated levels in COR Advantage.
- Match anecdotes to appropriate COR Advantage items and levels.

