

# COR*Advantage*<sup>®</sup>

*Assessment Tool*

# Week 2 Learning Unit

## *Scoring Anecdotes & COR Advantage Items A–R*



# Objectives

## Participants will be able to

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



# COR Advantage Items A–R

## COR Advantage

COR Advantage assesses early childhood development from infancy through kindergarten.

As you learned last week, COR Advantage contains eight categories, plus items for English language learners.

This week you will learn more about four of the categories:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication

## Approaches to Learning

Approaches to Learning looks at how children acquire knowledge and skills. It includes the following items:

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



## COR Advantage Items A–R (continued)

### Social and Emotional Development

A child's earliest social and emotional experiences set the stage for his or her well-being throughout life. In COR Advantage, we look at the following items in this category:

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



### Physical Development and Health

While much growth happens on its own (maturation), children also need appropriate experiences to develop physically and learn what their bodies are capable of and how to take care of them. COR Advantage includes the following items in this category:

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



## COR Advantage Items A–R (continued)

### Language, Literacy, and Communication

Communication — through gesture, spoken language, and written language — is an essential characteristic of being human. In COR Advantage, we are looking for the following items in this category:

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



# COR Advantage Levels

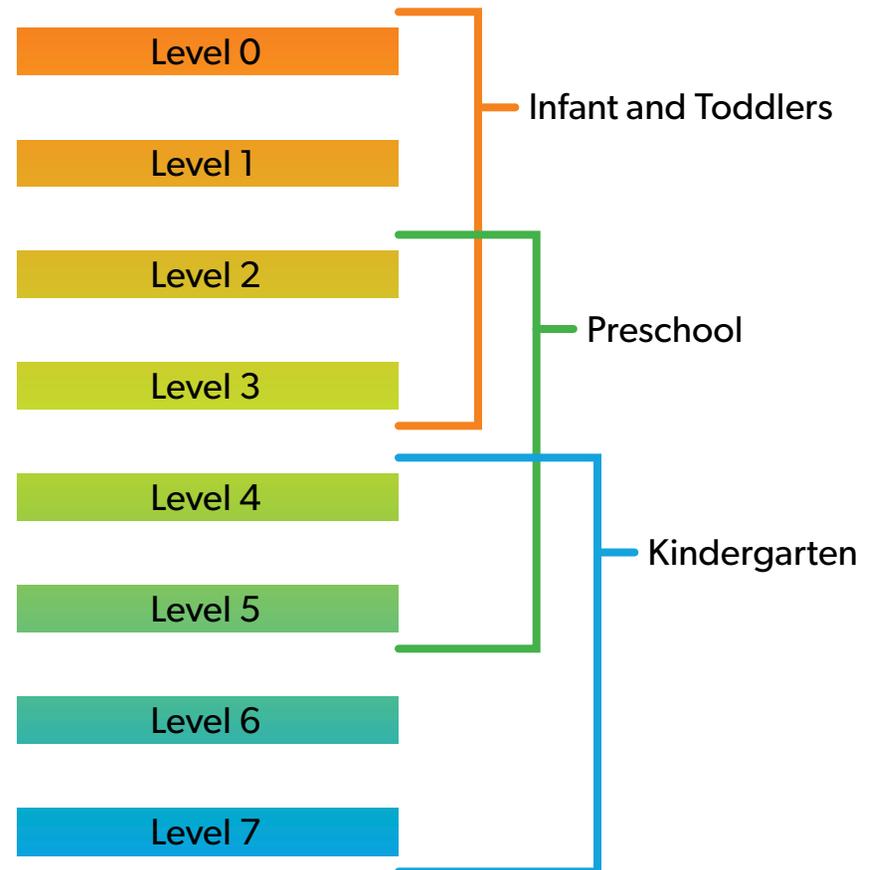
## COR Advantage Levels

- Based on objective evidence, each item is scored using an eight-level scale. The levels range from 0 to 7.
  - 0 is the lowest level of development.
  - 7 is the highest level of development.

### To select an appropriate level,

- Read through the COR Advantage levels that broadly correspond to your child's development.
- Typically, you will see that
  - Infants and toddlers fall under levels 0–3.
  - Preschoolers fall under levels 2–5.
  - Kindergarteners fall under level 4–7.

## COR Advantage Levels



# Scoring Observations

## Scoring an Anecdote

Generally speaking, you will start scoring by carefully examining your evidence.

Determine if the evidence can stand alone or if it needs a supplemental text-based anecdote. Then, follow these steps:

- Select the appropriate COR Advantage category.
- Choose the COR Advantage item.
- Select the level (0–7) illustrated by your evidence.

## Scoring Ranges

- Scoring ranges are just a guideline for where to start!
- Because COR Advantage offers a continuous look at children's development, you can look at levels higher or lower than the general range as needed.

**Remember:** It's not unusual for an older toddler to score higher on a few COR Advantage items or for a kindergartener to score lower.

## Scoring Observations (continued)

### I can't decide between two levels.

- Carefully read the **sample anecdotes** in the *COR Advantage Scoring Guide* for help. They may help you decide between two levels.
- Ask yourself if your evidence has any missing information. If so, you may need to gather more evidence to correctly determine the score.
- If it doesn't seem to quite "fit," look at different yet similar items.
- Leave the observation "**unscored**" and look for more evidence for this item. This will help you determine a more accurate score.
- If you are still in doubt, always choose the *lower* of the two levels you were considering, if appropriate. You can be certain a child is at least at the lowest level but not yet firmly at the higher level.

### My evidence doesn't match with an item or level.

If you recorded evidence but later notice it doesn't match with a COR Advantage item or level, **record it, but don't score it!**

- Occasionally, you will have observations that might fall under one of the broad COR Advantage categories but don't illustrate any of the items. If that's the case, simply capture the evidence but don't score it.
- Remember, COR Advantage is a **sampling** of important aspects of child development. Unscored observations may still be useful for planning or sharing information with families.

## Scoring Observations (continued)

### Do I have to observe the previous level first?

#### Always match each anecdote to its corresponding level of development!

- You **do not** need evidence of a level 1 before you score an observation at a level 2.
- When you start using COR Advantage, some children may be at a level 3 in some items, a level 2 in others, and a level 4 in others. Always score the evidence you have!

### My observation fits with more than one item.

#### You can always cross-reference!

- If you have evidence that fits in more than one item, you can cross-reference it.
- Cross-referencing saves time because you don't have to capture multiple observations.

**Remember:** You may also be able to use the same evidence for more than one child. You can do this easily by copying the observation and editing your text-based anecdote or associated COR Advantage tags.

## Scoring Observations (continued)

### Once I have an item scored, can I forget about it?

**No!**

- Always observe what children are **currently** saying and doing, regardless of which items you scored previously!
- You can look for missing scores, but you **still** need to pay attention to what children are currently doing.
- Remember that development is **ongoing** — children are growing and developing. It's our job to capture current development with recent observations.



# A Peek Ahead

## This week you

- Learned and worked with COR Advantage items A–R.

## Next week we will

- Identify the COR Advantage items SS–JJ.
- Match anecdotes to appropriate COR Advantage items and levels.

