

COR*Advantage*[®]

Assessment Tool

Week 4 Learning Unit

Completing COR Advantage & Sharing Information With Families



Objectives

Participants will be able to

- Identify gaps in child assessment data and develop strategies to collect additional evidence for the associated COR Advantage categories and items.
- Discuss strategies for effectively engaging families in child assessment.



Completing COR Advantage

Missing Items — Gaps in the Data

Unscored COR Advantage items give us an incomplete picture of a child's development.

- We can think of these unscored COR Advantage items as “gaps” in what we know about children's development.
- If you find you have gaps, thoughtful planning can help you gather anecdotes for the needed COR Advantage items.

How do I know if I have gaps?

The online dashboard will help you identify gaps in data. You can quickly see what has been scored and what hasn't been scored by looking at the shaded items on the anecdote scoring screen. (Example on the next page.)

- As you enter and score anecdotes, you might find it useful to intentionally plan to look for the missing COR Advantage items by writing them on your lesson plan. We recommend you look at this dashboard daily, as you enter anecdotes and scores.

Completing COR Advantage (continued)

Your dashboard will help you identify gaps in data.

No Observation
 Unscored Observations
 Scored Observations

COR Advantage

Demo Classroom 20
Lansing
Teacher

NEW OBSERVATION

- Assessments
- Moments
- Storyboards
- Messaging
- Lesson Planner
- Roster
- Reports
- Tags

Assessment
Demo Classroom 20

PERIOD: Period 1

DATA: Highest Score

50% Progress

	Class Average	Carmen Walker	Chrissy Bunnell	Damian Lewis	David Jones	Eva Pierson	Maddie Tango
Approaches to Learning							
A. Initiative and planning	3.40	6	3	4	+	1	+
B. Problem solving with materials	2.57	4	3	2	2	0	2
C. Reflection	3.60	4	4	4	○	0	○
Social and Emotional Development							
D. Emotions	2.22	3	2	2	2	0	2

Completing COR Advantage (continued)

Gap Considerations

If you check your dashboard and you see gaps, consider the following:

- Am I forgetting to look for this item?
- Do I have materials in the classroom to support this type of play?
- Are there activities that I could do in the normal course of my daily routine to support this COR item?
- Could I use language related to the missing COR item to support children's learning and development in this area?

Gap Idea: Plan to Look for the Missing Item

- Sometimes, we simply overlook a COR item or forget to collect anecdotes in a particular area. If you have the same missing item for many of your children, try the following:
 - Read over the item carefully, including the levels in your children's developmental range.
 - Ask yourself, "When and where might I see my children spontaneously engaging in this type of play?"
 - Make a plan to observe during these times.

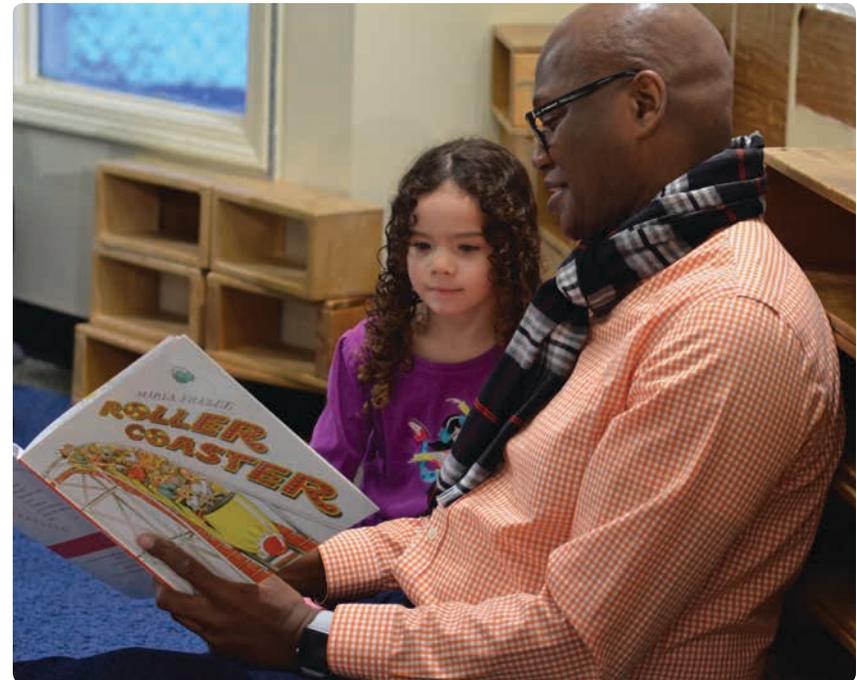
Completing COR Advantage (continued)

Example

Kenneth, a Head Start teacher, noticed that he was missing anecdotes for *Item Q. Book enjoyment and knowledge* for many of his children.

After reading through the item and levels, he realized that he should be able to easily collect anecdotes during greeting time, when the children had 15 minutes to choose and look at books with their families and teachers.

He made a plan to collect anecdotes with Item Q in mind during greeting time in the upcoming week.



Completing COR Advantage (continued)

Gap Idea: Add Item-Related Materials

- Sometimes, we don't have classroom materials to support play related to the missing item. If so, try the following:
 - Read over the item carefully, including the levels in your children's developmental range.
 - Look at your classroom and ask yourself, "Do I have a variety of materials in the classroom to support children's play in this COR area?"
 - If not, what item-related materials might you add?

Example

Nell, a caregiver in the infant room, noticed that she was missing *Item DD. Natural and physical world* for all of her children.

After reading through levels 0–3 and looking around her room, she realized that most of the materials for the toddlers were plastic. She added a basket of large pine cones, a basket of large sea shells, and a basket of leaves to the room.



Completing COR Advantage (continued)

Gap Idea: Plan Item-Related Activities

- Sometimes, we may be able to plan an activity that would enable us to see our children engage in item-related play. Try the following:
 - Read over the item carefully, including the levels in your children's developmental range.
 - Think about the item and your children — does the item easily lend itself to an activity that would fit into your daily routine? (For programs using HighScope, this would most likely be during small-group time or large-group time.)
- If so, think about how you could
 - Keep the activity open ended.
 - Include active learning.
 - Expect and accommodate a developmental range of responses to the activity.
 - Be okay with children who might take the activity in a different direction than you anticipated.

Be careful NOT to set up testing situations!

Completing COR Advantage (continued)

Example

Erica, a preschool teacher, realized that she was missing *Item 0. Alphabetic knowledge* for many of the children in her small group.

After reading through levels 2–5, she decided to do a small-group activity with magnetic letters and rice. She introduced the activity by telling the children that they were going to make alphabet soup.

During the small-group activity, as she moved from child to child, she took brief notes to remind herself that Anica recognized and said the letters *C, I, and N* from her name; Jerrod found letters to spell out the names of people in his family, “*MOM, GG, WOOFY*”; and Talia played in the rice and sang the ABC song.



Completing COR Advantage (continued)

Gap Idea: Use Item-Related Language

- Sometimes, children might be engaged in play related to a missing item, but we may not realize it. If so, try the following:
 - Read over the item carefully, including the levels in your children's developmental range.
 - Is there item-related language that you could use to understand more about what the child is doing?
 - Try making a few reflective statements and listen to how the child's responds.



Completing COR Advantage (continued)

Example

During work time, Kelly, a preschool teacher, noticed that Emma had built a tower in the block area. She immediately thought of *Item V. Patterns*. She thought about how she might use item-related language to discover what Emma understood about patterns.

Kelly went over to Emma and said, “I noticed you built something really tall with the blocks.” Emma replied, “Yeah, this is my aunt’s apartment. It’s really tall.” Pointing to the horizontal then vertical blocks, she said, “These are the floors and these are the walls.”

Kelly commented, “I noticed something — floor, wall, floor, wall, floor, wall. You made a pattern!”

Emma said, “Yeah! It’s a pattern.” Kelly said, “I wonder if there is a different pattern that I could make?” Emma thought for a minute and then said, “How about floor, floor, wall, floor, floor, wall, floor, floor, wall?” Kelly nodded her head in agreement and together they built the new apartment.

Remember...

Once you score an item, don’t forget about it!

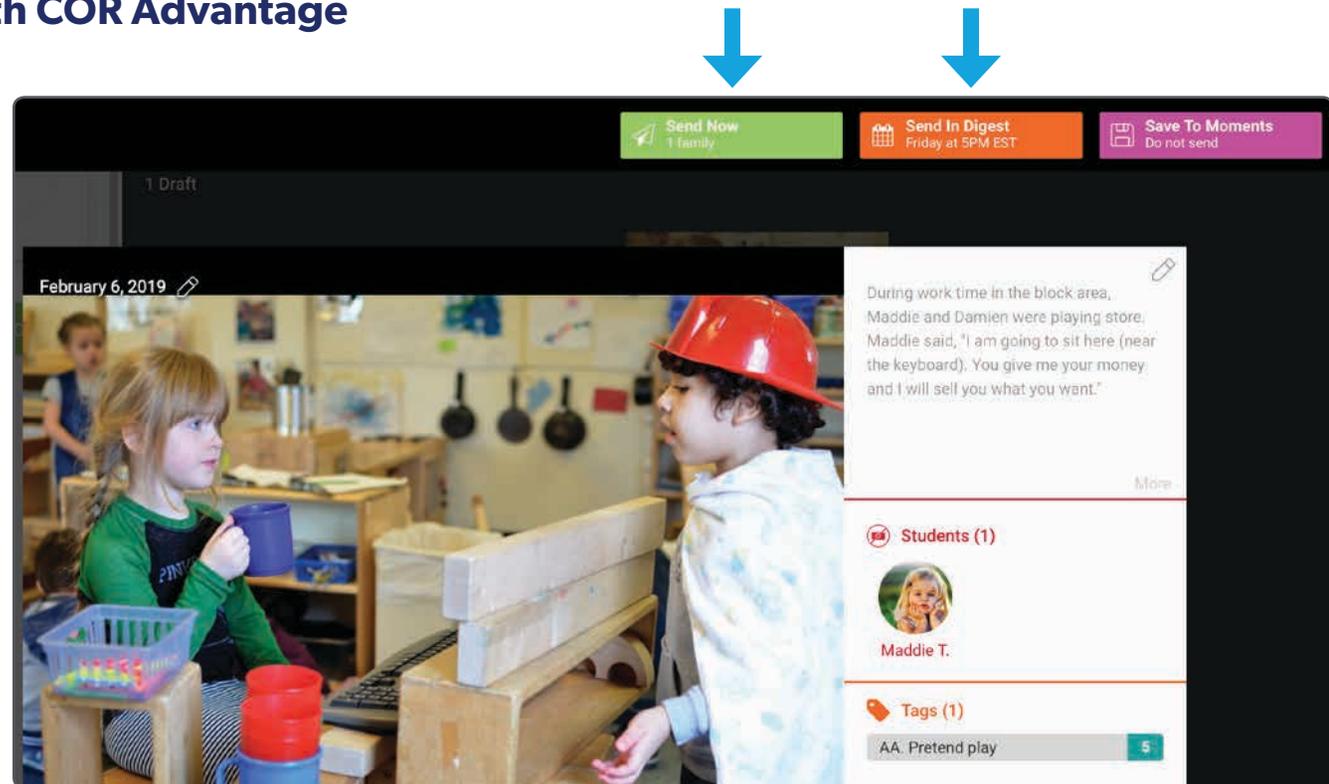
- Children are growing and developing.
- You should be continually collecting current information on what you see children doing and saying in the classroom, so you can be sure to capture their most current levels of development.

Sharing Information With Families

Engaging Families With COR Advantage

You can share photos, videos, and text-based anecdotes with your children's family members using the COR Advantage platform.

- This can occur in real-time (Send Now) or as compiled observations sent at predetermined time (Send In Digest).



The screenshot shows the COR Advantage interface for sharing information with families. At the top, there are three buttons: "Send Now" (1 family), "Send In Digest" (Friday at 5PM EST), and "Save To Moments" (Do not send). Below these buttons, a draft of a message is visible, dated February 6, 2019. The message includes a photo of two children playing in a block area. The text of the message reads: "During work time in the block area, Maddie and Damien were playing store. Maddie said, 'I am going to sit here (near the keyboard). You give me your money and I will sell you what you want.'" Below the message, there are sections for "Students (1)" and "Tags (1)". The student listed is Maddie T. and the tag is AA, Pretend play.

Sharing Information With Families (continued)

Individual Child Assessment Portfolio

- At the conclusion of each assessment period, COR Advantage includes a way to share meaningful information with families.
- Each COR Advantage category includes a developmental paragraph that reflects a child's COR Advantage scores (without sharing actual numbers) and the supporting observations.



Sharing Information With Families (continued)

Constructing the Developmental Paragraph

- The developmental paragraph is constructed from the child's COR Advantage scores.
- When using the online platform, the developmental paragraph is automatically populated with the description from the highest level scored on each COR Advantage item.
(See example on the next slide.)



CARMEN WALKER

COR Advantage

Approaches to Learning

COMMENTS:
Carmen plans and follows through on a project that takes more than two days to complete. They persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials. Carmen recalls three or more things that he or she did and/or the details of something that happened.

COR Advantage > Approaches to Learning

A. Initiative and planning

Children from birth show their eagerness to learn by choosing to participate in activities that they find interesting and personally meaningful. As active learners, they make choices, decisions, and plans with increasing intentionality and purpose. As children develop, their plans become more complex, taking several days to complete.

OBSERVATIONS:




Sharing Information With Families (continued)

Carmen's Social Studies scores were:

Item FF — Level 3

Item GG — Level 4

Item HH — Level 2

Item FF, Level 3's text:

- Child plays or talks about family or community roles.

Item GG, Level 4's text:

- Child reads a simple familiar map, such as a map of the classroom.

Item HH, Level 2's text:

- Child anticipates the next event in a familiar sequence.

Together, Carmen's indicators string together to form this personalized developmental paragraph.

COR Advantage
CARMEN WALKER

Social Studies

COMMENTS:
Carmen plays or talks about family or community roles. They describes the location of familiar landmarks. Carmen shares a story about him- or herself or family that happened farther back than in the immediate past.

COR Advantage > Social Studies

FF. Knowledge of self and others

Infants must first develop a sense of self before they can differentiate themselves from others. Toddlers learn who people are and what they do by seeing and imitating roles in their families, while preschoolers venture into the worlds of their school, neighborhood, town, or city. They are curious about how they and their families are the same and/or different from others. Children learn it is important to treat all people fairly and respect their diversity.

OBSERVATIONS:



Sharing Information With Families (continued)

Child Assessment Portfolio

The online platform for COR Advantage does all the work for constructing the developmental paragraph for you.

- You simply need to select the supporting anecdotes that you would like to have appear in the portfolio.
- We recommend one or two anecdotes per item. You don't want to overwhelm the family with too much information at once.

Family Conferences

- Conferences are a time to exchange information with families about their child's development, interests, and challenges.
- Conferences are also a time to explore ways to extend and support children's interests and development at home.

Tip:

The Individual Child Assessment Portfolio will have the most impact if you can share it face-to-face at a family conference.

Sharing Information With Families (continued)

Tips for Successful Family Conferences

- Hold the conference in a comfortable, quiet setting.
- Use the “Individual Child Assessment Profile” as a basis for your conversation.
- Pause frequently to let families share their own observations and stories.
- Develop strategies together to support the child’s learning.
- Jot down the ideas generated from the conversation.



A Peek Ahead

This week you

- Learned how to fill in missing information in COR Advantage.
- Learned how to share information with families.

