

COR *Advantage*[®]
Powered by  HIGHSCOPE.
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?

You can easily identify gaps in data by clicking on the assessment tab on the left and then clicking on each child's name individually to scroll through their assessment items. Here, you will be able to see what has and has not been scored by looking at the boxes under each item. (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 that you look at your assessment data daily as you enter anecdotes and scores.

Completing COR Advantage (continued)

Gap Considerations

If you check your assessment tab 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.

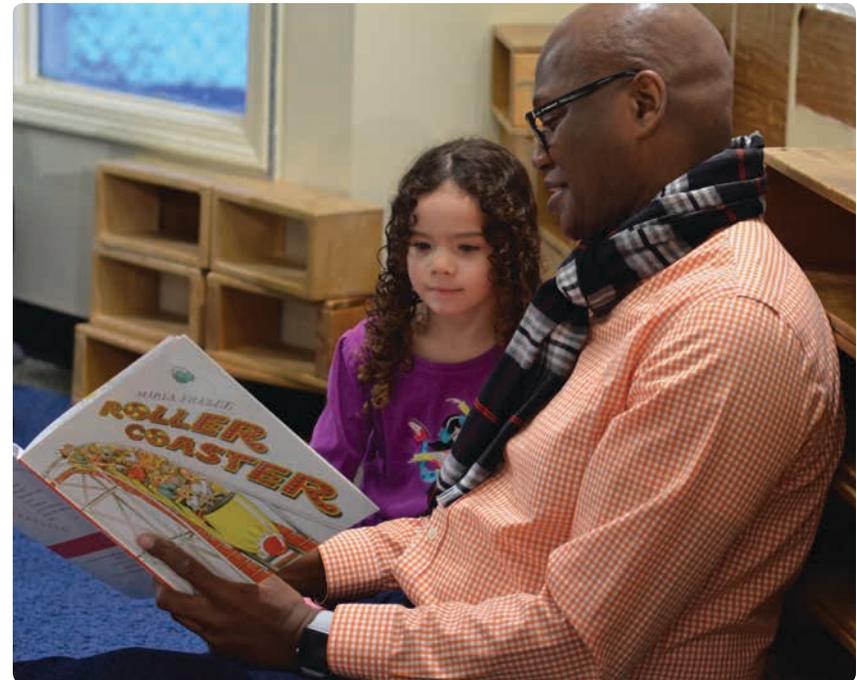
Completing COR Advantage (continued)

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...

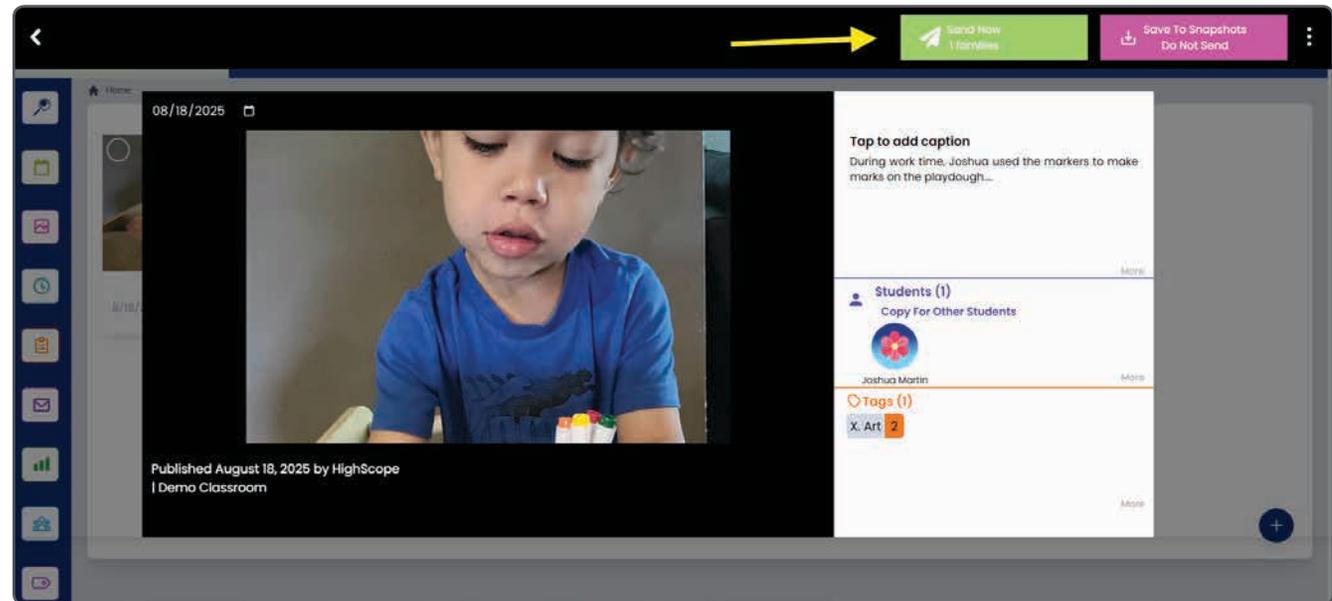
Once you score an item, don’t forget about it!

- 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 COR Advantage Powered by HighScope.



Sharing Information With Families (continued)

Individual COR Advantage Portfolio

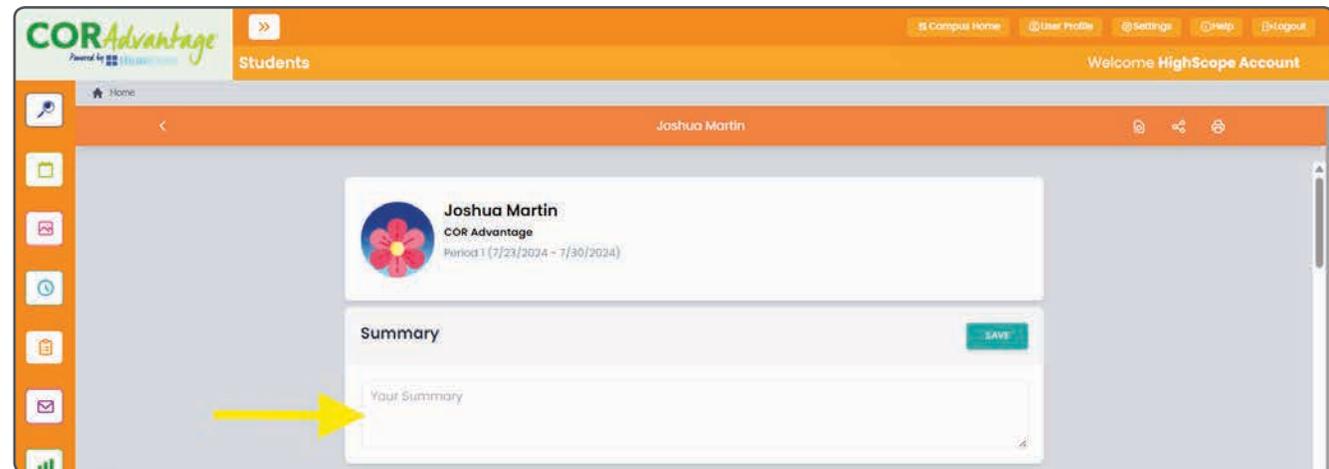
- At the conclusion of each assessment period, COR Advantage includes a way to share meaningful information with families.
- The online platform for COR Advantage does all the work for constructing the COR Advantage Portfolio for you. You simply need to select the supporting anecdotes you would like 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.
- Each COR Advantage category includes a developmental Each COR Advantage item includes a description of that item and then the supporting evidence for that individual child.



Sharing Information With Families (continued)

Two Ways to Construct Personalized Developmental Paragraphs

- The first way is to create an overall summary of the child's development. This will give families a quick glance of what you have been observing about their child during the course of that data period.
- Within the assessment tab, click the arrow next to each child's name. This will take you to the individual child's assessment summary page. At



the top there is a box labeled, Summary, where you can enter in the personalized developmental paragraph.

Remember to keep a strength-based lens when drafting the summary.

Sharing Information With Families (continued)

Two Ways to Construct Personalized Developmental Paragraphs

- The second way is to create personalized developmental paragraphs for each COR Advantage content area.
- Within the assessment tab, click the arrow next to each child's name. This will take you to the individual child's assessment summary page. Next to each content area, click Start >. This will take you to the comments box for that content area.
- When writing the paragraph, look at the child's levels for each item in that content area to support writing your summary.
- Remember to keep a strength-based lens when drafting the summary.

Approaches to Learning			
	Total	Average	Highest
A. Initiative and planning	0	-	-
B. Problem solving with materials	1	1	1
C. Reflection	1	1	1

Social and Emotional Development			
	Total	Average	Highest
D. Emotions	1	1	1
E. Building relationships with adults	0	-	-
F. Building relationships with other children	3	3	3
G. Community	1	1	1
H. Conflict resolution	4	2	3

Sharing Information With Families (continued)

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.



COR Advantage > Approaches to Learning

Comments:

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:

 During choice time, Joshua pointed to the sand and water table and said, "play water."

B. Problem solving with materials

Children encounter problems as they work with materials during play. Discovering that their actions can produce results and solve problems helps children build independence and self-confidence. They develop from trying one idea to several until they find a solution that works. As they tackle more complex problems, their solutions also become increasingly complex. Children also grow from just responding to problems to anticipating and acting to prevent them.

Observations:

 **Anecdotal note**
Sitting in a chair Joshua climbed up the side of the chair during choice time.

C. Reflection

Reflection is more than memory. It is remembering with analysis. As children become increasingly able to form mental pictures, they can recall over longer periods of time. Like planning, their reflections become more detailed.

Observations:

 **Anecdotal note**
After Joshua ate all of his crackers at snack, he fussed and said "more".

Sharing Information With Families (continued)

Tips for Successful Family Conferences

- Hold the conference in a comfortable, quiet setting.
- Use the COR Advantage Portfolio 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.

