

Alignment of the Alabama Performance Standards for 4-year-olds With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Alabama Performance Standards for 4-year-olds** (revised July 2004) correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

Alabama Performance Standards

Preschool COR

<i>Emergent Literacy</i>	
<p>Language, Vocabulary, and Oral Comprehension</p> <p>3. Develop and expand expressive language skills and vocabulary</p> <p>4. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story</p> <p>5. Show progress in speaking English, for non-English-speaking children</p> <p>6. Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information, and recounting events</p> <p>7. Show progress in speaking sentences of increasing length and grammatical complexity</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>III. Creative Representation K. Pretending</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p>
<p>Phonological Awareness</p> <p>8. Identify words that rhyme</p> <p>9. Identify words with the same beginning and ending phonemes in words</p> <p>11. Isolate the beginning phoneme in a word</p> <p>12. Associate letters and phonemes</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p>
<p>Print Awareness and Concepts</p> <p>13. Show increasing awareness of print in classroom, home, and community settings</p> <p>14. Show a growing understanding of different functions of forms of print (<i>i.e. signs, letters, newspapers, lists, messages, menus</i>)</p> <p>15. Demonstrate increasing awareness of print concepts including learning that print is read from top to bottom and from left to right on a page, that speech can be written down, and that print conveys a message</p> <p>16. Show progress in recognizing the association between spoken and written words by following print as it is read aloud</p>	<p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>

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<p>17. Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading X. Writing</p>
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<p>Alphabet Knowledge</p> <p>18. Show progress in associating the names of letters with their shapes and sounds</p> <p>19. Demonstrate increase in ability to notice the beginning letters in familiar words</p> <p>20. Identify at least 10 letters of the alphabet, especially those in their own name</p> <p>21. Know that letters of the alphabet are a special category of visual graphics that can be individually named</p>	<p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy T. Showing awareness of sounds in words V. Using letter names and sounds</p>
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<p>Emergent Numeracy</p> <p>Number Awareness</p> <p>1. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>2. Associate number concepts, vocabulary, quantities, and written numerals in meaningful ways</p> <p>3. Show increasing ability to count in sequence to 10 and beyond</p> <p>4. Make use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>5. Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to</p> <p>6. Develop increased abilities to combine, separate, and name “how many” concrete objects</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science AA. Comparing properties BB. Counting</p> <p>VI. Mathematics and Science Y. Sorting objects BB. Counting</p>
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<p>Geometry and Spatial Sense</p> <p>8. Recognize, describe, compare, and name common shapes, their parts, and attributes</p>	<p>VI. Mathematics and Science AA. Comparing properties EE. Identifying materials and properties</p>
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<p>9. Show progress in the ability to put together and take apart shapes</p> <p>10. Determine whether or not two shapes are the same size and shape</p> <p>11. Build an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
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<p>Patterns and Measurement</p> <p>12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials</p> <p>13. Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (<i>i.e. shape, size</i>)</p> <p>14. Make comparisons between objects based on a single attribute</p> <p>15. Show progress in using non-standard and standard measures for length and area of objects</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Y. Sorting objects Z. Identifying patterns</p> <p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
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<p>Creative Arts</p> <p>Art Appreciation</p> <p>1. Develop confidence and a positive self-concept as she engages in creative processes (<i>i.e. music, art, movement, drama</i>)</p> <p>2. Show increased interest and enjoyment in creative development activities</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p>
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<p>Music</p> <p>4. Participate with increasing interest and enjoyment in a variety of musical activities (<i>i.e. listening, singing, using musical instruments, recordings, chants, finger plays, games, performances, moving to music, creating original music</i>)</p>	<p>IV. Movement and Music</p> <p>N. Feeling and expressing steady beat O. Moving to music P. Singing</p>
<p>Art</p> <p>5. Demonstrate abilities to use different art media and materials in a variety of ways for creative expression and representation</p> <p>6. Show progress in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic</p> <p>7. Plan, work independently, and demonstrate care and persistence in a variety of creative development activities</p>	<p>III. Creative Representation</p> <p>I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation</p> <p>I. Making and building models J. Drawing and painting pictures</p> <p>I. Initiative</p> <p>A. Making choices and plans</p>
<p>Movement</p> <p>9. Express their individuality through many types of free-form and representative movement (<i>i.e. dance, moving freely to music, moving to instructions, moving to patterns of beat and rhythm, pantomime</i>)</p>	<p>IV. Movement and Music</p> <p>N. Feeling and expressing steady beat O. Moving to music</p>
<p>Dramatic Play</p> <p>10. Actively explore a variety of creative development activities through drama (<i>i.e. spontaneous imaginative play, dramatic play, pretending, role-playing, performances, imitations, showing moods and attitudes</i>)</p>	<p>III. Creative Representation</p> <p>K. Pretending</p>
<p>Science and Environmental Education</p> <p>Scientific Skills and Methods</p> <p>1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships</p> <p>2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers</p>	<p>VI. Mathematics and Science</p> <p>AA. Comparing properties EE. Identifying materials and properties</p> <p>I. Initiative</p> <p>B. Solving problems with materials</p>

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<p>3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials</p>	<p>VI. Mathematics and Science AA. Comparing properties EE. Identifying materials and properties</p>
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<p>Scientific Knowledge</p> <p>7. Expand and explore knowledge of and abilities to observe, describe, and discuss the natural world, including living and non-living things</p> <p>9. Show knowledge of and respect for their world/environment through exploration</p> <p>10. Demonstrate a growing awareness of <i>concepts</i> and <i>language</i> related to the passage of time, temperature, and property changes in matter</p> <p>12. Show increased awareness and beginning understanding of cause-effect relationships</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
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<p>Social & Emotional Development</p>	
<p>Self-Concept</p> <p>2. Demonstrate growing capacities for independence in a range of activities, routines, and tasks</p> <p>3. Demonstrate growing confidence in a range of abilities and is able to express a sense of satisfaction in accomplishments</p>	<p>I. Initiative A. Making choices and plans C. Initiating play D. Taking care of personal needs</p> <p>II. Social Relations H. Understanding and expressing feelings</p>

<p>Initiative</p> <p>4. Do things for herself</p> <p>5. Choose challenging tasks to complete</p> <p>6. Participate actively in make-believe play with others</p> <p>7. Try or ask to try new activities</p> <p>8. Organize play with other children</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative C. Initiating play</p> <p>III. Creative Representation K. Pretending</p> <p>I. Initiative C. Initiating play</p> <p>I. Initiative C. Initiating play</p>
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<p>11. Ask other children to play with him</p>	<p>II. Social Relations F. Relating to other children</p>
<p>Self-Control</p> <p>12. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p> <p>13. Show progress in playing cooperatively and interacting with other children without direct supervision</p> <p>14. Show progress in dealing with own feelings in age-appropriate ways</p> <p>15. Identify and label feelings</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Cooperation</p> <p>19. Demonstrate increased abilities to sustain interactions with peers by helping, sharing, and discussion</p> <p>20. Show increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Social Relationships</p> <p>24. Demonstrate increasing comfort in talking with and accepting guidance and directions from a range of familiar adults</p> <p>25. Seek adult help when needed to resolve conflicts</p> <p>26. Show progress in developing friendships with peers</p> <p>27. Interact easily with other children</p> <p>28. Show progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others</p>	<p>II. Social Relations E. Relating to adults</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations H. Understanding and expressing feelings</p>

Alabama Performance Standards

Preschool COR

<p>Approaches to Learning</p> <p>Creativity and Curiosity</p> <ol style="list-style-type: none"> 1. Choose to participate in an increasing variety of tasks and activities 2. Demonstrate increased abilities to make independent choices 	<ol style="list-style-type: none"> I. Initiative <ol style="list-style-type: none"> C. Initiating play I. Initiative <ol style="list-style-type: none"> A. Making choice and plans
<p>Reasoning and Problem-Solving</p> <ol style="list-style-type: none"> 4. Demonstrate increased abilities to find more than one solution to a question, task, or problem 	<ol style="list-style-type: none"> I. Initiative <ol style="list-style-type: none"> B. Solving problems with materials II. Social Relations <ol style="list-style-type: none"> G. Resolving interpersonal conflict
<p>Physical Health & Development</p> <p>Fine Motor Skills</p> <ol style="list-style-type: none"> 1. Demonstrate growing strength and dexterity 3. Explore and manipulate objects in a variety of ways 4. Use tools appropriately 	<ol style="list-style-type: none"> III. Creative Representation <ol style="list-style-type: none"> I. Making and building models J. Drawing and painting pictures III. Creative Representation <ol style="list-style-type: none"> I. Making and building models I. Initiative <ol style="list-style-type: none"> D. Taking care of personal needs
<p>Gross Motor Skills</p> <ol style="list-style-type: none"> 6. Walk, run, climb, jump, and hop with increased coordination, balance, and control 7. Experiment with galloping and skipping 8. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, and bouncing balls 9. Push, pull, twist, turn, curl, balance, and stretch with increased coordination of control 	<ol style="list-style-type: none"> IV. Movement and Music <ol style="list-style-type: none"> L. Moving in various ways IV. Movement and Music <ol style="list-style-type: none"> L. Moving in various ways IV. Movement and Music <ol style="list-style-type: none"> M. Moving with objects IV. Movement and Music <ol style="list-style-type: none"> M. Moving with objects
<p>Health Status and Practices</p> <ol style="list-style-type: none"> 10. Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness 	<ol style="list-style-type: none"> IV. Movement and Music <ol style="list-style-type: none"> L. Moving in various ways M. Moving with objects

Alabama Performance Standards

Preschool COR

12. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

I. Initiative

D. Taking care of personal needs

HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

Comprehensive Curriculum Manuals

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs

Topics: Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20. The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

Topics: 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

Curriculum Resources on Specific Topics

Language, Literacy and Communication

Growing Readers Early Literacy Curriculum (activity card set, teacher's manual)

Topics: Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

Other Language, Literacy, and Communication titles

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

Let's Talk Literacy: Practical Readings for Preschool Teachers

Letter Links: Alphabet Learning With Children's Names

Preschool Readers and Writers: Early Literacy Strategies for Teachers

Storybook Talk: Conversations for Comprehension

Mathematics, Science, and Technology

Numbers Plus Preschool Mathematics Curriculum (activity card set, teacher's manual, parent booklets)

Topics: Number sense and operations; Geometry; Measurement; Algebra; Data analysis

***Other Mathematics, Science, and
Technology titles***

*“I’m Older Than You. I’m Five!” Math in the
Preschool Classroom*
*Real Science in Preschool: Here, There, and
Everywhere*

Social and Emotional Development

*Me, You, Us: Social-Emotional Learning in
Preschool*

Topics: Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

***Other Social and Emotional Development
titles***

*You Can’t Come to My Birthday Party! Conflict
Resolution With Young Children*
*You’re Not My Friend Anymore! Illustrated
Answers to Questions About Young
Children’s Challenging Behaviors*

Daily Routine and Learning Environment

Setting Up the Preschool Classroom

Diversity

*Building a HighScope Program: Multicultural
Programs*

Parent Resources

The Essential Parent Workshop Resource
Helping Your Preschool Child Become a Reader
*Helping Your Young Child Learn About
Mathematics*

Lesson and Activity Plans

*HighScope Step by Step: Lesson Plans for the
First 30 Days*
Small-Group Times to Scaffold Early Learning
50 Large-Group Times for Active Learners
*Explore and Learn Quick Cards: 50 Activities
for Large Groups (card set)*
*Explore and Learn Quick Cards: 80 Activities
for Small Groups (card set)*
*Making Connections: Movement, Music, &
Literacy*
Movement in Steady Beat
Movement Plus Music
*Movement Plus Rhymes, Songs, & Singing
Games*

Special Needs

*I Belong: Active Learning for Children With
Special Needs*