

Try It Out: Addressing Gaps in Data



Try It Out: Assignment Instructions

Review the assessment data for Legacy and identify the gaps. Next, reference the gap considerations listed on page 3 and choose one of the missing COR Advantage item(s) to brainstorm at least two ideas for filling each gap consideration. Reference page 4 for an example of how to complete this assignment. Use the fillable document on page 3 to record your responses and upload to the Dropbox. This assignment is worth a total of 20 points, 1 point for identifying the COR Advantage item and 2 points for each idea for filling in the gap. Refer to Week 4 Learning Unit for examples of filling in the gaps.

No Observation	Unscored Observations		Scored Observations	
Joshua Martin				
Elijah Thomas				
Legacy Walker				
Emeka Itutger				
Approaches to Learning				
A. Initiative and planning		B. Problem solving with materials		C. Reflection
4		3		3
Social and Emotional Development				
D. Emotions		E. Building relationships with adults		F. Building relationships with other children
3		4		3
Physical Development and Health				
I. Gross-motor skills		J. Fine-motor skills		K. Personal care and healthy behavior
3		6		4
Language, Literacy, and Communication				
L. Speaking		M. Listening and comprehension	N. Phonological awareness	O. Alphabetic knowledge
4		3	4	4
Mathematics				
S. Number and counting		T. Geometry: Shapes and spatial awareness		U. Measurement
3		3		4
Creative Arts				
X. Art		Y. Music		Z. Movement
4		5		9
Science and Technology				
BB. Observing and classifying		CC. Experimenting, predicting, and drawing conclusions		DD. Natural and physical world
4		5		4
Social Studies				
FF. Knowledge of self and others		GG. Geography		HH. History
4		4		5

Try It Out: COR Advantage Items Form

Gap Considerations	COR Advantage Item	Ideas for Filling In the Gap
Am I forgetting to look for this item?		How will you plan to look for the missing item? (List at least two ideas.)
Do I have materials in the classroom to support this type of play?		What item-related materials would you add? (List at least two ideas.)
Are there activities that I could do throughout my daily routine to support this COR Advantage item?		What item-related activities would you add to your lesson plan? (List at least two ideas.)
Could I use language related to the missing COR Advantage item to support children's learning and development in this area?		List specific examples of item-related language you would use. (List at least two ideas.)

Try It Out: COR Advantage Items Form

Gap Considerations	COR Advantage Item	Ideas for Filling In the Gap
Am I forgetting to look for this item?	X. Art	How will you plan to look for the missing item? (List at least two ideas.) - During work time, plan to position myself near the art area and join children in the art area if they choose to play there during work time. - During work time, take pictures of structures children make in the block or toy area.
Do I have materials in the classroom to support this type of play?	V. Patterning	What item-related materials would you add? (List at least two ideas.) - add counting bears to the toy area - plan snack ideas that support patterns (cheese and crackers, trail mix, fruit kabobs)
Are there activities that I could do throughout my daily routine to support this COR Advantage item?	O. Alphabetic Knowledge	What item-related activities would you add to your lesson plan? (List at least two ideas.) - For small group time, use rice, magnet letters, and magnet wands to "stir the alphabet soup". - During arrival, make sure the sign in sheets are available for children to sign in on.
Could I use language related to the missing COR Advantage item to support children's learning and development in this area?	V. Patterning	List specific examples of item-related language you would use. (List at least two ideas.) - While engaging with children in the toy area, use patterning language like, "I noticed you lined up your cars in a repeating pattern; red, blue, red, blue, red, blue." - At large group time, while singing, "Two Places to Tap", acknowledge that the children's movements are creating an ABAB pattern.