

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 | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------|--------------------------------------------------------|-------------------------|-----------------------------------------------|---------------------------------------|--------------------------|------------------------|
| <ul style="list-style-type: none"> Jeshua Martin Elijah Thomas Legacy Walker Emeka Rutger | 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 | | G. Community | H. Conflict resolution |
| | 3 | | | | 4 | | 3 | 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 | P. Reading | Q. Book enjoyment and knowledge | R. Writing | |
| | 4 | 3 | 4 | | 4 | 5 | 4 | |
| | Mathematics | | | | | | | |
| | S. Number and counting | | T. Geometry; Shapes and spatial awareness | | U. Measurement | | V. Patterns | W. Data analysis |
| | 3 | | 3 | | 4 | | | 5 |
| | Creative Arts | | | | | | | |
| | X. Art | | Y. Music | | Z. Movement | | AA. Pretend play | |
| | | | 5 | | 0 | | 3 | |
| | Science and Technology | | | | | | | |
| | BB. Observing and classifying | | CC. Experimenting, predicting, and drawing conclusions | | DD. Natural and physical world | | EE. Tools and technology | |
| | 4 | | 5 | | 4 | | 3 | |
| | 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 | <p>How will you plan to look for the missing item? (List at least two ideas.)</p> <ul style="list-style-type: none"> - 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 | <p>What item-related materials would you add? (List at least two ideas.)</p> <ul style="list-style-type: none"> - 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 | <p>What item-related activities would you add to your lesson plan? (List at least two ideas.)</p> <ul style="list-style-type: none"> - 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 | <p>List specific examples of item-related language you would use. (List at least two ideas.)</p> <ul style="list-style-type: none"> - 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. |