

Try It Out - Jennifer O'Hara

Addressing Gaps in Data

Review the dashboard screenshot and think about how you could address the gaps in the data. Choose a COR Advantage item for each of the gap considerations. List at least two ideas for filling in the gap for the missing COR Advantage item you chose. 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. This assignment is **worth 20 points and is due Monday.**

When looking at the data I see that there are gaps in these Items: Speaking for DL, EP, NV; Listening and comprehension for CW (who has an antidote, it just need to be scored), DL, EP; Phonological awareness for CD, EJ, BP; Alphabetic Knowledge for Almost all of the children show, since the two children, only one has a high amount of assessments; Reading for DJ, NV and completing the observation for SD; Book Enjoyment and knowledge for CB, DJ, DL, EP ; Writing for DJ, DL and SD.

Number and Counting for DL and maybe one or two more for SD,EP and CB; Geometry and shapes for DJ and complete the assessment of MT; Measurement for DL, DJ, EP, MT and SD. Patterns for DJ and EP and Data Analysis for all except MT and NV.

I notice that DJ and EP are missing the most so I would want to focus on them and I see that Alphabetic Knowledge and Measurement are the lowest so I will focus on how to integrate that into my day.

The COR items I would focus on would be **L. Speaking, U. Measurement, R. Writing and O. Alphabetic Knowledge.**

When I see that these areas do not have any antidotes, I would work on how best to collect that data. I would identify the children, as seen below, and ways to engage them to collect accurate data.

- 1) For Speaking, I would plan time at the Sand Table with DL, EP and NV and allow them to play, sometimes encouraging conversation with open ended questions, and collect data on how they speak to one another.
- 2) Another idea for speaking would be to stay back during gross motor play and hear how the students are speaking to one another in play. I would document what I see and hear.
- 3) I would combine Measurement and Writing together and ask DL, DJ and SD to come to blocks with me to help me build. I would ask the three kids to each build a tower with me and then we'd compare at the end "Who has the tallest?" The students would come up with a way to measure the buildings, then I would ask them to write their number down on a piece of paper so we could go back and read these numbers and compare who has the tallest. We could do this again and I would ask "What else can we write down on our notepad?" I would also be writing at this time and could show some modeling of how I write the numbers and names as I record data.

- 4) Another idea is to measure the children and then write the numbers down - have them compare the numbers or just look at themselves to see who was the tallest, then write down their names in size order.
- 5) For Alphabetic Knowledge I would like to have DL,DJ,EP,MT, SD either in a small group at the table or in an area at work time, where we are sorting items. I would make sure we have supplies and I would write out color words in a black marker then put them on bins or baskets for sorting. - for example "All the blue toys are going to go into this basket with the word BLUE on it - B for blue" then allow them to independently sort the items based on how they use the letters on the baskets to identify where the items should go.
- 6) Another great way to gain some data on Alphabetic Knowledge would be with a book, This would also hit Q. Book Enjoyment and Knowledge. Books like chicka chicka Boom Boom have a lot of print letters and reading this book with a child one on one or in a large group with a para taking notes, would allow an opportunity for the teacher to ask questions such as "OH no! Who fell out of the tree?" or "A and B are in the tree - what letter comes next? OK ;let's turn the page and you can read the letter to see if that's the one it is!" If a child is shy in a large group, one on one reading time would be a better idea.