

# Try It Out: Addressing Gaps in Data



# Try It Out: Assignment Instructions

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.

**Demo Classroom 20**

PERIOD: Period 2 | DATA: Highest Score

No Observation  
 Unsourced Observations  
 Scored Observations

	Class Average	Carmen Walker	Chrissy Bunnel	Damian Lewis	David Jones	Eva Pierson	Maddie Tango
<b>Language, Literacy, and Communication</b>							
L. Speaking	3.60	4	3	0	3	0	5
M. Listening and comprehension	3.80	+	3	0	3	0	5
N. Phonological awareness	3.80	5	0	4	0	0	4
O. Alphabetic knowledge	3.50	0	3	0	0	0	0
P. Reading	3.40	5	2	3	0	3	4
Q. Book enjoyment and knowledge	4.50	5	0	0	0	0	5
R. Writing	3.20	4	2	0	0	2	4
<b>Mathematics</b>							
S. Number and counting	3.14	5	2	0	3	2	5
T. Geometry: Shapes and spatial awareness	3.66	5	3	3	0	3	+
U. Measurement	3.33	4	2	0	0	0	0
V. Patterns	3.50	4	3	3	0	0	4

# Try It Out: COR Advantage Items Form

Gap Considerations	COR Advantage Item	Ideas for Filling In the Gap
<b>Am I forgetting to look for this item?</b>	R. Writing	How will you plan to look for the missing item? (List at least <b>two</b> ideas.) -During specific writing times such as signing in the morning for Arrival, look for how students are forming letters. -Throughout the day, look for students using writing utensils to write in different areas, like during choice time in the areas (house area to write shopping list) or while planning to go to an area.
<b>Do I have materials in the classroom to support this type of play?</b>	W. Data Analysis	What item-related materials would you add? (List at least <b>two</b> ideas.) -Include planning/recall charts at planning/recall time for students to discuss their plans or actions that they did. -Put a sign up list by the computer area or any other area where space is limited for students to write their name or attempt to write their name and see who is already in the area, who is next, and when it will be that child's turn.
<b>Are there activities that I could do throughout my daily routine to support this COR Advantage item?</b>	N. Phonological Awareness	What item-related activities would you add to your lesson plan? (List at least <b>two</b> ideas.) -For large group time, sing Hickory Dickory Dock and do fingerplay where fingers move as the mouse. Tell students we'll change the title to start with a different letter, ex L. Say the rhyme, Lickory Lickory Lock, have students suggest different initial letter sounds for the rhyme. -For small group, recite Humpty Dumpty. Tell children we will change two words. Have objects from the class or pictures of rhyming objects. Say the rhyme, use an object from class. Have children generate a rhyme or choose object/photo to see if the words rhyme or not.
<b>Could I use language related to the missing COR Advantage item to support children's learning and development in this area?</b>	U. Measurement	List specific examples of item-related language you would use. (List at least <b>two</b> ideas.) -During choice time, in the block area or using manipulatives, discuss with the students how high or long their structures are. Count with the students and say that their tower is five blocks high, for example. -During a read aloud, such as Goldilocks and the Three Bears, discuss sizes using terms big, bigger, biggest. Discuss how the sizes of the chairs/beds/bowls fit the sizes of the bears.