

# 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>	M. Listening and comprehension	How will you plan to look for the missing item? (List at least <b>two</b> ideas.) 1. During arrival or large group, ask the students how they got to school, who brought them, and other questions about their morning depending on how they respond. 2. I would read a story during large or small group, and ask the students to recall what happened in the book. What did the character do, where did they go, what were they feeling, etc.
<b>Do I have materials in the classroom to support this type of play?</b>	R. Writing and ). Alphabetic knowledge	What item-related materials would you add? (List at least <b>two</b> ideas.) 1. I would put images of letters with markers so that the students could trace the letters if they wished. 2. I would make the children's names available to them so that if they wanted to write their name on their artwork they could go get their name from the basket and write it on their paper.
<b>Are there activities that I could do throughout my daily routine to support this COR Advantage item?</b>	S. Numbers and counting	What item-related activities would you add to your lesson plan? (List at least <b>two</b> ideas.) 1. During arrival or large group, we can count the number of children we have so that the students can practice counting. They can take turns leading the counting. 2. During dismissal, we can label different areas of the classroom with numbers and ask students to find a number and go there. Ex. Kids on bus 1 go to the carpet with the number 1, kids that
<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.) 1. I would use more descriptive words like big or small, so that the children could learn to see differences and become curious. 2. I would use questions like "are they the same?" and ask them about their towers or the length of string. "Up to where does this string reach?"