

LAP-3



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Overview

The LAP-3 is designed to assist teachers, clinicians, and parents in assessing individual skill development in seven domains of development: gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal/social. The results of the LAP-3 can be used to generate a detailed picture of a child's developmental progress in seven domains so that individualized developmentally appropriate activities can be planned and implemented. The LAP-3 can be used with children with typical and atypical development.

Children with disabilities who are older than 72 months may be assessed using the LAP-3 if observational data or other diagnostic evaluation data indicate they are functioning in the 36-72 month age range. The LAP-3 is designed so that each of the 7 domains can be administered independent of each other. The LAP-3 may be administered at specified checkpoints (e.g. beginning-, middle-, and end-of-year) and/or used for ongoing observation.

LAP-3 results can be applied in the following ways:

- To provide individual skill development information for planning developmentally appropriate activities at home and school.
- To provide supporting documentation of individual skill development for children with potential developmental delays or specific disabilities.
- To conduct research on preschool, kindergarten, or special needs children.
- To train teachers, paraprofessionals, clinicians, and parents on developmentally appropriate assessment practices.
- To assist early childhood programs in meeting national and state requirements (e.g., Head Start Child Outcomes, state standards).

Early Childhood Considerations.

Based on a task-analysis model results from the LAP-3 can be used to assist the teacher in lesson planning by incorporating information gathered from the assessment to guide instruction and classroom planning.

The LAP-3 and the National Association for the Education of Young Children's Position Statement on Assessment

The National Association for the Education of Young Children (NAEYC), in November of 2003, issued a Position Statement on Curriculum, Assessment and Program Evaluation. The NAEYC poses the question, "How would we know if they (children) are developing well and learning what we want them to learn?"

The Association answers the question first by insisting that assessment instruments be "appropriate, valid and reliable". The **LAP-3** has well established validity and reliability and is clearly an instrument appropriate for children in the 36 to 72 month age range.

The NAEYC Statement goes on to recommend that early childhood assessment systems meet seven additional standards:

1. Assessments need to be developmentally appropriate and culturally and linguistically responsive.
2. Assessments need to be tied to children's daily activities.
3. Assessments need to be supported by professional development.
4. Assessments need to be inclusive of families.
5. Assessments need to be used to make sound decisions about teaching and learning.
6. Assessments need to be used to identify significant concerns that may require focused interventions.
7. Assessments need to be used to help programs improve their educational and developmental interventions.

1. The LAP-3 assessment instrument is developmentally and culturally appropriate:

- The **LAP-3** consists of 383 Milestones arranged in developmental sequence across seven domains; items were carefully selected from the work of 27 early childhood researchers.
- Milestones are tasks or situations typical of young children's development that would interest the child and stimulate an observable response in natural settings.
- The **LAP-3** Milestones were tested for validity using a proportionally selected sample of children that reflected the major racial/ethnic groups in the U.S.

2. The LAP-3 assessment is tied to children's daily activities.

- The **LAP-3** simply provides a framework for the systematic recording of the observations of teachers (and others) during regular classroom activities; as is appropriate for older preschoolers, some milestones require more structured observations separate from other activities.
- The **LAP-3 Computer Scoring Assistant (CSA)** allows the collection of written anecdotal records as supplemental documentation.
- The **LAP-3 Assessment and LAP-3 CSA** both contain a comprehensive selection of Suggested Activities for each of the 383 Milestones that focus on the specific developmental needs of individual children, small groups and the entire classroom.

3. The LAP-3 assessment system facilitates professional development.

- The **LAP-3** is a research-based instrument developed by the **Chapel Hill Training-Outreach Project (CHTOP)**, specialists in early childhood assessment.
- The **LAP-3 CSA**, with its emphasis on data collection and data tracking and reporting, promotes the professional growth of teachers and other assessors so that they can improve their skills in observation and data analysis.

4. The LAP-3 assessment system is inclusive of families.

- The **LAP-3 CSA** reporting function provides a comprehensive Report to the Family that informs parents or guardians of the child's developmental progress.
- Information obtained from parents or guardians can be used to complete **LAP-3** assessment domains (e.g., Self Help, Personal/Social).
- Parent Reports include information based on the most recent assessment and are available in English and Spanish.
-

5. The LAP-3 assessment system is designed to facilitate the making of well-informed decisions about curriculum.

- The **LAP-3** comprehensively addresses children's development in all of the areas recommended by the NAEYC Position Statement: physical well-being and motor development, social and emotional development, approaches to learning, language

- development, and cognition and general knowledge.
 - The **LAP-3 CSA** reporting function provides a wide range of reports on children and classrooms allowing teachers to make informed decisions on individualization and on curriculum planning (including the learning environment, interactions with teachers and peers and the content of learning experiences).
 - The **LAP-3** assessment and **LAP-3 CSA** both contain a comprehensive selection of Suggested Activities for each of the 383 Milestones that focus on the specific developmental needs of individual children, small groups and the entire classroom.
- 6. The LAP-3 assessment system provides supporting documentation for identifying significant concerns that may require focused intervention.**
- Though the **LAP-3**, as a criterion-referenced assessment, should not be used as the sole criterion for planning disability services, it can, through the use of the Child Profile report produced by the **CSA** software, help identify a child's approximate developmental age range in each of the **LAP-3** seven domains.
 - In addition, the Guide for Developing IEP Objectives, a report provided by the **CSA** software, can assist the teacher in creating a plan for focused intervention for individual children.
- 7. The classroom, site and program level reports provided by the LAP-3 CSA software can be used to help programs improve the quality of their educational services.**
- As noted above (#5), The **LAP-3** comprehensively addresses children's development in all of the areas recommended by the NAEYC Position Statement.
 - The **LAP-3 CSA** reports, especially the Evaluation and Planning Report, provide program administrators with the information they need to evaluate the effects of educational activities on children.
 - Analysis provided by the Evaluation and Planning Report can be used to guide decision-making in the areas of curriculum, training and staff development.

Computer assisted technology:

The LAP-3 CSA is designed to work in conjunction with the LAP-3 Assessment and provides tools for creating classrooms, entering child information, entering assessment results and generating reports. The CD-ROM version of the software is perfect for small programs or those programs without internet access. The web version of the software is designed to help programs aggregate data across multiple classrooms and/or sites, and provides immediate access to data from any PC based computer with access to the internet. The LAP-3 CSA helps teachers and administrators document and track child progress, supports effective communication of child progress and documented child goals, plan individualized instruction, plan group strategies that work with your curriculum, and plan and monitor progress towards program goals and objectives. Raw scores are automatically calculated for each of the 7 domains based on individual item scores entered.

Features and Benefits of LAP Electronic Products:

Secure and Reliable

- LAP Electronic products are designed to work in conjunction with the LAP products already used in the classroom.

- User ID and password security determines who has access to the software application, what data the user can access, and what functionality the user has.
- The CSA and MSA automatically verify that a valid basal and ceiling are achieved in each domain before the user is allowed to save data eliminating invalid assessments.
- The CSA and MSA both calculate the child's chronological age as of the checkpoint date guiding the user where to start in each domain.
- Scores are automatically calculated upon completion of each domain.

Quick and Easy

- Child data may be entered into the computer or imported using the LAP Import module (web only and requires the user to export data into an excel spreadsheet for importing).
- Administrative users can transfer children between classrooms and sites as the family moves. All data associated with the child travels with the child and may be accessed by the child's new teacher.
- Using multiple LAP products only requires a single log in; teachers can switch between licensed LAP products from within the application.
- Users with CD-ROM applications can consolidate data using the data consolidation feature for running site and program reports.

Reporting

- Reports are available at the child, classroom, site and program levels.
- Generate reports based on a single checkpoint or compare multiple checkpoints to monitor child progress.
- Administrators can build their own report using the Evaluation and Planning Tool selecting exactly what information they want to see in each report.
- Automatically correlates LAP results to other metrics such as Head Start's Child Outcomes Framework.

Lesson Planning

- Use reports and on-line activities to create individualized or group activities based on each child's needs.
- Document child progress using the anecdotal notes section.
- Update child progress using the on-going feature of the LAP-3.
- Determine emerging skills using child and classroom reports.

Reporting using Computer assisted technology:

Child Reports:

Child reports are broken into two categories – Period reports (reports that only include the most recent assessment results) and Date-Range (DR) Reports (reports that include the most recent assessment

results by checkpoint (i.e. Beginning, Mid-Year, Ongoing, End of Year) for the selected date range. The following table lists each of the Child Reports and report characteristics.

Table: Child Reports

Report Name	Type	Graph	# #	Comparative	Beginning Results	Mid-Year Results	Ongoing Results	End of Year Results
All Scores Summary	DR	N	Y	Y	Y	Y	N	Y
Child Report	DR	Y	Y	Y	Y	Y	Y	Y
Child Head Start Outcomes Report	DR	Y	Y	Y	Y	Y	N	Y
Child Language Development Report	DR	Y	Y	Y	Y	Y	Y	Y
Report to Parent – English	Period	N	N	N	(1)	(1)	(1)	(1)
Report to Parent – Spanish	Period	N	N	N	(1)	(1)	(1)	(1)
Summary of Results and Comments	Period	N	N	N	(1)	(1)	(1)	(1)
Individual Objectives by Domain	Period	N	N	N	(1)	(1)	(1)	(1)
Guide for Developing IEP Objectives	Period	N	N	N	(1)	(1)	(1)	(1)
Child Profile Report	DR	Y	N	Y	Y	Y	N	Y

(1) Report includes the latest assessment by date information.

The following pages include information about reports that use graphs and how to interpret report data.

Child Report:

The Child Report graphs the child’s progress in each of the 7 Domains. Graphs in the child report are based on the child’s raw score (the net number of mastered milestones in each domain) and show the child’s progress by drawing a vertical bar for each checkpoint period representing the raw score in that domain verses the total number of potential items for that domain. Approximate developmental age scores are calculated for each domain at each checkpoint period.

Child Language Development Report:

The Child Language Development Report includes graphs representing the child’s developmental progress in Receptive and Expressive Communication Skills as well as two additional graphs based on the Child Outcomes Framework domain elements – Listening and Understanding and Speaking and

Communicating. At the beginning of each graph a legend describes the individual developmental milestones measured and included in each graph. The Receptive and Expressive Communication graphs are derived totally from the Child's Results in the Language Domain. Inside the Teacher's Manual beside each developmental skill in the Language Domain an (R), (E), (R, E) or (E, R) is listed. Developmental items with an R measure a child's receptive language skills, items with a E measure and child's expressive language skills and items with an (R,E) or (E,R) measure both Receptive and Expressive Language skills. When both skills are listed the first letter represents the more dominant skill of the two. Results are expressed as a percentage of individual milestones the child has achieved as compared to the total number of milestones for each domain.

The two graphs for Speaking and Communicating and Listening and Understanding also include Cognitive items used in evaluating the child's progress for each domain element. Not all Language Skills are included as part of these two domains as some are used in other domain areas such as Literacy. The graph below includes items used in the Listening and Understanding/ Speaking and Communicating Domain Elements:

<u>Domain</u>	<u>Domain Element</u>	<u>LAP-3 Milestone</u>
Language Development (47)	Listening and Understanding (18)	C7,C16,C32,C39,C80,C86; L3,L6,L7,L9,L10,L13,L19,L23,L26,L30,L32, L54
	Speaking and Communicating (29)	C22,C42,C87; L1,L2,L5,L8,L11,L12,L14, L15,L16,L17,L18,L20,L22,L24,L27,L28,L38, L39,L40,L43,L46,L47,L48,L50,L51,L55

Child Head Start Outcomes Report:

The Child Head Start Outcomes Report correlates the Child's results from the LAP-3 assessment with the Eight Domains (Language, Literacy, Mathematics, Science, Creative Arts, Social/Emotional Development, Approaches to Learning, and Physical Health and Development) from Head Start's Child Outcomes Framework. Results are expressed graphically and numerically and represent the number of milestones mastered in each of the eight domains as compared to the number of potential milestones for each domain. The Child's results are compared to the average of all children in the class enabling the user to look for instances where a child may not be progressing at a similar rate as his or her classmates. The

child's progress may be entirely appropriate because of developmental delays or other factors that influence the child's progress. However, the user should be looking for those cases where the child's progress does not appear consistent with the teacher's knowledge of the child's abilities.

A listing of the individual items correlated to each of the eight Domains and the 27 Domain elements is included in each of the Head Start reports (Child, Classroom, Site, and Program).

Child Profile Report:

The Child Profile report is the only report not accessed through the Reports/Child Reports menu option. The Child Profile Report is accessed through the Assessment Summary Screen and is generated by selecting up to three individual checkpoints (not including checkpoints identified as ongoing). Results are shown graphically for each domain with separate lines displayed horizontally across the page showing items the child has mastered and emerging skills for each checkpoint period selected for each completed domain. This report can include checkpoint results that span across multiple program years.

The following table lists other reports not previously discussed, the type of information each report includes, and how the report can be used.

Other Child Reports:

Report Name	Comments
All Scores Summary	A listing of the raw score for each domain completed for each assessment included. The All Scores Summary Report includes the most recent checkpoint (Beginning of Year, Mid-Year, End of Year) completed during the reporting period.
Report to Parent (English and/or Spanish)	List the Mastered and Emerging Skills for each domain completed base on the most recent assessment.
Summary of Results and Comments	A hard copy of the most recent assessment results including items scored and any comments included at the item level. Results are listed by domain.
Individual Objectives by Domain	A listing of emerging skills in each domain completed based on the most recent assessment.
Guide for Developing IEP Objectives	A listing of the child's emerging skills, strengths and other needs to be used as a guide for participating in the IEP meeting.

Teacher/Classroom Reports:

Classroom Reports aggregate the information for all children currently enrolled in the classroom. If a child is removed from a classroom, that child’s assessment results are not included in the classroom results in any future reports after the date the child is removed. With the exception of one report (the Starting Point Report) all Classroom Reports are Date-Range Reports. The following table lists each of the Classroom Reports and report characteristics.

Table: Classroom Reports

Report Name	Type	Graph	# #	Comparative	Beginning Results	Mid-Year Results	Ongoing Results	End of Year Results
Class Grouping by LAP-3 Item	DR	N	N	N	Y	Y	N	Y
Classroom Report	DR	Y	Y	Y	Y	Y	Y	Y
Classroom Head Start Report	DR	Y	Y	Y	Y	Y	N	Y
Starting Point Report	Period	N	N	N	N	N	N	N
Raw Score Summary by Domain	DR	N	Y	Y	Y	Y	Y	Y

Classroom Report:

The Classroom Report graphs each child’s progress in each of the 7 Domains in the LAP-3. Graphic symbols are used to denote which items the child has mastered based on the Beginning of Year Checkpoint Results and which items have been mastered by the child based from subsequent updates. Each child enrolled in the classroom is listed across the top of the page with the developmental milestones listed down the left hand side of the grid and individual boxes for each child’s information. Developmental skills that are emerging are denoted by an “E” in the appropriate square. A separate page(s) is printed for each of the seven domains.

Classroom Head Start Outcomes Report:

The Classroom Head Start Outcomes Report aggregates and correlates each Child’s results (only children enrolled in the classroom as of the date of report) from the LAP-3 assessment with the Eight Domains (Language, Literacy, Mathematics, Science, Creative Arts, Social/Emotional Development, Approaches to Learning, and Physical Health and Development) from Head Start’s Child Outcomes Framework. Results are expressed graphically and numerically and represent the number of milestones mastered in each of

the eight domains as compared to the number of potential milestones. Classroom results include graphical and numerical information showing the child with the lowest percentage, the child with the highest percentage and the average for the classroom. Additional numerical information is included that compares the classrooms high, low and average to that of the entire site (when available).

A listing of the individual items correlated to each of the eight Domains and the 27 Domain elements is included on pages 3 and 4 of the Classroom Head Start Outcomes Report.

The following table lists other reports not previously discussed, what type of information each report includes, and how the report can be used.

Other Classroom Reports:

Report Name	Comments
Class Grouping by LAP-3 Item	A listing of the emerging skills by domain based on the most recent assessment for each child in the class. Children's names are aggregated by developmental skill.
Starting Point Report	A report to be used for determining the starting point for each domain when a basal and ceiling are to be established. This report should not be used when the checkpoint is an update to a previous assessment.
Raw Score Summary by Domain	Raw score summary by domain for each child in the classroom. List the most recent checkpoint completed (Beginning of Year, Mid-Year and End of Year).

Site and Agency (Program) Reports:

Site and Agency Reports represent the final type of reports available in the LAP-3 CSA software program.

To run these reports the user must have administrative privileges or agency administrative privileges.

The following table lists each of the Site and Agency (Program) Reports and the report characteristics.

Table: Site/Agency (Program) Reports

Report Name	Type	Graph	# #	Comparative	Beginning Results	Mid-Year Results	Ongoing Results	End of Year Results
Site Head Start Outcomes	DR	Y	Y	Y	Y	Y	N	Y
Program Head Start Outcomes	DR	Y	Y	Y	Y	Y	N	Y
Evaluation and Planning	DR	Y	Y	Y	Y	Y	N	Y

Site Head Start Outcomes Report:

The Site Head Start Outcomes Report aggregates and correlates each Child’s results (only children enrolled in the Site as of the date of report) from the LAP-3 assessment with the Eight Domains (Language, Literacy, Mathematics, Science, Creative Arts, Social/Emotional Development, Approaches to Learning, and Physical Health and Development) from Head Start’s Child Outcomes Framework. Results are expressed graphically and numerically and represent the number of milestones mastered in each of the eight domains as compared to the number of potential milestones. Site results include graphical and numerical information showing the lowest percentage, the highest percentage and the average for the site. Additional numerical information is included that compares the sites high, low and average to that of the entire agency (program) (when available).

Program Head Start Outcomes Report:

The Program Head Start Outcomes Report aggregates and correlates each Child’s results (only children actively enrolled in the program as of the date of report) from the LAP-3 assessment with the Eight Domains (Language, Literacy, Mathematics, Science, Creative Arts, Social/Emotional Development, Approaches to Learning, and Physical Health and Development) from Head Start’s Child Outcomes Framework. Results are expressed graphically and numerically and represent the number of milestones mastered in each of the eight domains as compared to the number of potential. Program results include graphical and numerical information showing the lowest percentage, the highest percentage and the average for the program.

Evaluation and Planning Report:

The Evaluation and Planning Report enables the user to decide how much or how little information is included in the report and what format to use when displaying the data. The report can be generated at the Classroom, Site or Program levels and assessment results can be aggregated based on selected LAP-

3 Domains or on selected domains from Head Start’s Child Outcomes Framework. Users decide which sites, classrooms and domains are included in the report. After selecting the reporting format, User’s can decide which children are included in the report. Report variables include:

Gender	Language
Ethnicity	Disability
Child date of birth	Only children with selected checkpoints
Family demographics	Child User Defined Fields
Family User Defined Fields	Classroom User Defined Fields
Teacher User Defined Fields	

When generated the report is expressed in terms of numbers and graphical representation. Graphs are segmented by domains with separate entries for each entity (classroom or site) included in the report or as a single entry by domain when the program level is selected. Numerical information includes the number of entities included (children if classroom, classrooms if site, sites if program) the percentage and number breakdown of male and female children, and finally the high, low and average percentages for each checkpoint period (beginning, mid-year or end of year) included in the report. Since the Evaluation and Planning report is a date range report only the latest assessment by checkpoint (Beginning, Mid-Year, and End of Year) is included for reporting purposes. Graphs are included for each checkpoint period average.

LAP-3 and Head Start’s Child Outcomes Framework

The following tables are excerpts from the LAP-3 Head Start Child Outcomes Report. Table 1 shows the number of individual milestones in the LAP-3 correlated to each of the 8 domains; Table 2 shows the correlation of individual milestones to individual domains and domain elements. The LAP-3 CSA automatically correlates child assessment results from each checkpoint to the Head Start Child Outcomes Framework for reporting purposes.

Alignment of the LAP-3 to Head Start Child Outcomes Framework:

LAP-3 Classroom Head Start Outcomes Report for Chereese Taylor's Multi-aged classroom Report Date: 09/28/2004

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Head Start Child Outcome Framework:

Head Start programs must have in place a system for the ongoing assessment of children that not only measures and reports on a child's progress, but provides information useful for program assessment, planning and improvement. In addition, the assessment must gather information in each of the eight Domains of children's learning as established by the Head Start Bureau.

The LAP-3 provides a systematic method for observing children's skill development in seven developmental domains (Gross Motor, Fine Motor, Pre-writing, Cognitive, Language, Self Help, and Personal/Social) and provides information useful for measuring and reporting on a child's progress as well as aggregated data for program monitoring.

The following reports correlate the developmental milestones contained in the LAP-3 to the Domains and Domain Elements from the Head Start Child Outcomes Framework. Selections were made based on the Domain and Domain Element that most closely corresponded to the abilities of typically developing children at the developmental age for each milestone in the LAP-3. There are several instances in which specific milestone(s) could be associated with multiple indicators in the Outcomes Framework. For purposes of correlating the developmental milestones to the Outcomes Framework, we have kept items at a one-to-one association and matched the milestone to the Domain and Domain element that best matches a child's ability at that age.

Tables 1 and 2 show the correlation of the LAP-3 to the Outcomes Framework. Legislatively, Head Start is required to collect and analyze data on thirteen specific Domain elements and/or indicators. Domains and/or Domain Elements containing these 13 items are denoted with an *.

Table 1

<u>Domain</u>	<u># of Milestones</u>
Language Development *	47
Literacy *	34
Mathematics *	60
Science	20
Creative Arts	10
Social & Emotional	41
Approaches to Learning	4
Physical Health & Development	167

Table 2 lists the Head Start Child Outcomes Framework, Domains, and Domain Elements and the individual LAP-3 milestones associated with each Domain Element. Information contained in the LAP-3 Milestone column refers to the LAP-3 item number as shown in the scoring booklet

Table 2

Domain	Domain Element	LAP-3 Milestone
Language Development	Listening and Understanding *	CG7,CG16,CG32,CG39,CG80,CG86,LN3,LN6,LN7,LN9,LN10,LN13,LN19,LN23,LN26,LN30,LN32,LN54
	Speaking and Communicating *	CG22,CG42,CG87,LN1,LN2,LN5,LN8,LN11,LN12,LN14,LN15,LN16,LN17,LN18,LN20,LN22,LN24,LN27,LN28,LN38,LN39,LN40,LN43,LN46,LN47,LN48,LN50,LN51,LN55
Literacy	Phonological Awareness *	LN59,LN60,LN63,LN64,LN66,LN69
	Book Knowledge and Appreciation *	FM6,LN4,LN29,LN33,LN41,LN42,LN52,LN53,LN58,LN61,LN65,LN67
	Print Awareness and Concepts *	LN37,LN45,LN49,LN57,LN68
	Early Writing	PW2,PW25,PW28,PW30,PW33,PW36
	Alphabet Knowledge *	LN31,LN35,LN44,LN56,LN62
Mathematics	Number and Operations *	CG3,CG8,CG13,CG18,CG19,CG24,CG26,CG34,CG40,CG41,CG46,CG51,CG52,CG53,CG54,CG56,CG58,CG62,CG63,CG66,CG67,CG69,CG70,CG71,CG72,CG73,CG74,CG75,CG77,CG79,CG81,CG83,PW35,PW37
	Geometry and Spatial Sense	CG5,CG6,CG11,CG14,CG15,CG17,CG38,CG44,CG45,CG55,FM17,FM26,LN25,LN34,LN36
	Patterns and Measurements	CG9,CG10,CG12,CG20,CG21,CG28,CG31,CG50,CG59,CG60,CG64
Science	Scientific Skills and Methods	CG23,CG27,CG30,CG33,CG35,CG36,CG61,CG76,CG78,CG85
	Scientific Knowledge	CG29,CG43,CG47,CG49,CG57,CG65,CG68,CG82,CG84, PW20
Creative Arts	Music	CG48,LN21
	Art	FM34,PW14,PW29,PW32
	Movement	GM32,PS43

Table 2 (Continued)

Domain	Domain Element	LAP-3 Milestone
Creative Arts	Dramatic Play	PS2,PS25
Social and Emotional Development	Self Concept	PS4,PS6,PS9,PS12,PS20,PS22,PS23,PS33,PS41
	Self-Control	PS5,PS10,PS18,PS27,PS28,PS29,PS31,PS32
	Cooperation	PS3,PS11,PS17,PS19,PS21,PS24,PS37,PS39,PS42
	Social Relationships	PS1,PS8,PS13,PS14,PS16,PS30,PS34,PS35,PS36,PS3
	Knowledge of Families and Communities	PS15,PS26,PS40,PS44,PS45
Approaches to Learning	Initiative and Curiosity	PS7
	Engagement and Persistence	CG1,CG2,CG4
	Reasoning and Problem Solving	-
Physical Health and Development	Fine Motor Skills	CG,25,CG37,FM1,FM2,FM3,FM4,FM5,FM7,FM8,FM9,FM10,FM11,FM12,FM13,FM14,FM15,FM16,FM18,FM19,FM20,FM21,FM22,FM23,FM24,FM25,FM27,FM28,FM29,FM30,FM31,FM32,FM33,FM35,FM36,FM37,FM38,FM39,FM40,PW1,PW3,PW4,PW5,PW6,PW7,PW8,PW9,PW10,PW11,PW12,PW13,PW15,PW16,PW17,PW18,PW19,PW21,PW22,PW23,PW24,PW26,PW27,PW31,PW34,PW38
	Gross Motor Skills	GM2,GM4,GM6,GM7,GM8,GM9,GM11,GM12,GM15,GM16,GM17,GM18,GM19,GM20,GM22,GM23,GM24,GM25,GM26,GM27,GM28,GM30,GM37,GM38,GM39,GM40,GM41,GM42,GM44,GM45,GM47,GM48,GM49,GM51,GM52,GM53,GM54
	Health Status and Practices	GM1,GM3,GM5,GM10,GM13,GM14,GM21,GM29,GM31,GM33,GM34,GM35,GM36,GM43,GM46,GM50,SH1,SH2,SH3,SH4,SH5,SH6,SH7,SH8,SH9,SH10,SH11,SH12,SH13,SH14,SH15,SH16,SH17,SH18,SH19,SH20,SH21,SH22,SH23,SH24,SH25,SH26,SH27,SH28,SH29,SH30,SH31,SH32,SH33,SH34,SH35,SH36,SH37,SH38,SH39,SH40,SH41,SH42,SH43,SH44,SH45,SH46,SH47,SH48,SH49,SH50

Legend: GM - Gross Motor FM - Fine Motor PW - Pre-Writing CG - Cognitive LN - Language
SH - Self-Help PS - Personal/Social

Sample Reports:

The following pages include the following sample reports from the LAP-3 CSA.

Family Report

Individual Learning Objective by Domain

Child Report

Child Head Start Outcomes Report

Classroom Planning Report

Purpose: Report to parents of the child's development listing mastered skills and skills ready to be learned.

We have recently completed an assessment of your child's developmental skills. Please recognize that there are no right or wrong answers, as each child develops at their own pace. This simply helps us understand what milestones Shelby has mastered and what are emerging skills that we can help her with by planning appropriate activities.

Child's Name: Shelby Adams

Teacher Name: Roger Foster

Date of Birth: 10/26/2005

School Name: Shelby Site

Your Child has mastered the following skills:

Gross Motor: (GM)

Mastered Skills

- Catches bounced ball
- Stands on 1 foot with arms folded across chest
- Stands on tiptoes with hands on hips
- Touches toes with both hands
- Marches rhythmically to music

Fine Motor: (FM)

Mastered Skills

- Crumples tissue paper into ball with 1 hand
- Puts paper clip on papers
- Winds thread on wooden spool
- Uses pencil sharpener
- Imitates building "gate" with cubes

Pre-Writing: (PW)

Mastered Skills

- Copies first name
- Copies V
- Prints any 2 letters without model
- Copies simple word
- Copies square

Cognitive: (CG)

Mastered Skills

- Names the consequence for 2 actions
- Names 8 colors
- Gives 3 objects on request

Child's Name: Shelby Adams

Teacher Name: Roger Foster

Date of Birth: 10/26/2005

School Name: Shelby Site

Cognitive: (CG)

Mastered Skills

- Repeats 4 digits
- Place rings on stack toy according to size

Language: (LN)

Mastered Skills

- Tells definition of concrete nouns
- Tells what common things are made of
- Participates in sustained conversations with peers
- Discriminates printed words
- Tells name of printed letters in own name

Self-Help: (SH)

Mastered Skills

- Zips separating front zipper
- Inserts belt in loops
- Rinses mouth after brushing teeth
- Blows nose
- Brushes teeth without assistance

Personal/Social: (PS)

Mastered Skills

- Engages in exchange of ideas with peers
- Assists peers in need
- Performs for others
- Puts toys away without supervision
- Expresses own feelings verbally

Your Child is ready to learn the following skills:

Gross Motor: (GM)

Emerging Skills

- Stands on each foot alternately
- Walks up and kicks ball
- Jumps backward

Fine Motor: (FM)

Emerging Skills

- Folds and creases paper horizontally and vertically

Child's Name: Shelby Adams

Teacher Name: Roger Foster

Date of Birth: 10/26/2005

School Name: Shelby Site

Fine Motor: (FM)

Emerging Skills

- Cuts square with scissors
- Inserts prefolded material into envelope

Pre-Writing: (PW)

Emerging Skills

- Draws recognizable person with 6 body parts
- Paints recognizable picture
- Uses a variety of tools for writing letters or numerals

Cognitive: (CG)

Emerging Skills

- Counts 4 objects
- Points to triangle
- Points to square

Language: (LN)

Emerging Skills

- Uses compound sentences
- "Reads" 2 common words from familiar environment
- Names source of 15 actions

Self-Help: (SH)

Emerging Skills

- Washes and dries face
- Spreads food with table knife
- Answers questions involving personal safety

Personal/Social: (PS)

Emerging Skills

- Responds positively to accomplishments of peers
- Chooses own friends
- Helps adult with simple task

Individual Learning Objectives

Purpose: Individual learning objectives based on the most current LAP-3 assessment results

Date of Report: 11/19/2010

Page 1 of 2

Child's Name: Shelby Adams

Teacher's Name: Roger Foster

Date of Birth: 10/26/2005

Site/Agency: Shelby Site

Roger's Training

Disability: None

Date of Test: 04/10/2010

Chronological Age: 53 Months

Developmental Milestones	(Items missed on the most current LAP-3 Assessment)	Item	Dev Age
Gross Motor			
	Stands on each foot alternately	GM36	54
	Walks up and kicks ball	GM38	60
	Jumps backward	GM39	60
Fine Motor			
	Folds and creases paper horizontally and vertically	FM30	54
	Cuts square with scissors	FM32	60
	Inserts prefolded material into envelope	FM33	60
Pre-Writing			
	Draws recognizable person with 6 body parts	PW27	60
	Paints recognizable picture	PW29	60
	Uses a variety of tools for writing letters or numerals	PW30	60
Cognitive			
	Counts 4 objects	CG41	54
	Points to triangle	CG44	54
	Points to square	CG45	54
Language			
	Uses compound sentences	LN47	54
	"Reads" 2 common words from familiar environment	LN49	60
	Names source of 15 actions	LN51	60
Self-help			
	Washes and dries face	SH39	54
	Spreads food with table knife	SH42	60
	Answers questions involving personal safety	SH43	60

Individual Learning Objectives

Purpose: Individual learning objectives based on the most current LAP-3 assessment results

Date of Report: 11/19/2010

Page 2 of 2

Child's Name: Shelby Adams

Teacher's Name: Roger Foster

Date of Birth: 10/26/2005

Site/Agency: Shelby Site

Roger's Training

Disability: None

Date of Test: 04/10/2010

Chronological Age: 53 Months

**Developmental
Milestones**

(Items missed on the most current LAP-3 Assessment)

Personal/Social

Responds positively to accomplishments of peers

PS35

54

Chooses own friends

PS36

60

Helps adult with simple task

PS38

66

Agency Name: Roger's Training

School Name: Shelby Site

Child Report for Shelby Adams
Based on Results From the LAP-3 Assessment

Includes Assessments from: 08/01/2009 through 05/31/2010

Child's Chronological Age as of latest Assessment: 53

Classroom Enrollment Date: 11/03/2009

Beginning: Mid-Year: Ongoing: End of Year:



The Learning Accomplishment Profile - Third Edition (LAP-3) provides a systematic method for ongoing observation and assessment of children's existing skills in seven developmental domains (Gross Motor, Fine Motor, Pre-Writing, Cognitive, Language, Self-Help, and Personal/Social). The LAP-3 is designed to assess children who are functioning in the 36 - 72 month old range. The purpose of this criterion-referenced assessment is to assist parents, teachers, and program specialists and administrators in assessing the developmental progress of individual children and groups of children so that individualized, developmentally appropriate learning environments and activities can be planned and implemented. Use of the LAP-3 will contribute to:

1. Ongoing assessment of children's developmental skill levels at any time during the program year (e.g., beginning, mid-point, end).
2. Planning developmentally appropriate curriculum for individuals and groups.
3. Measuring child outcomes, i.e., the progress and accomplishments of children over time.
4. Facilitating program self-assessment and strategic planning.

LAP-3 Assessment Reports

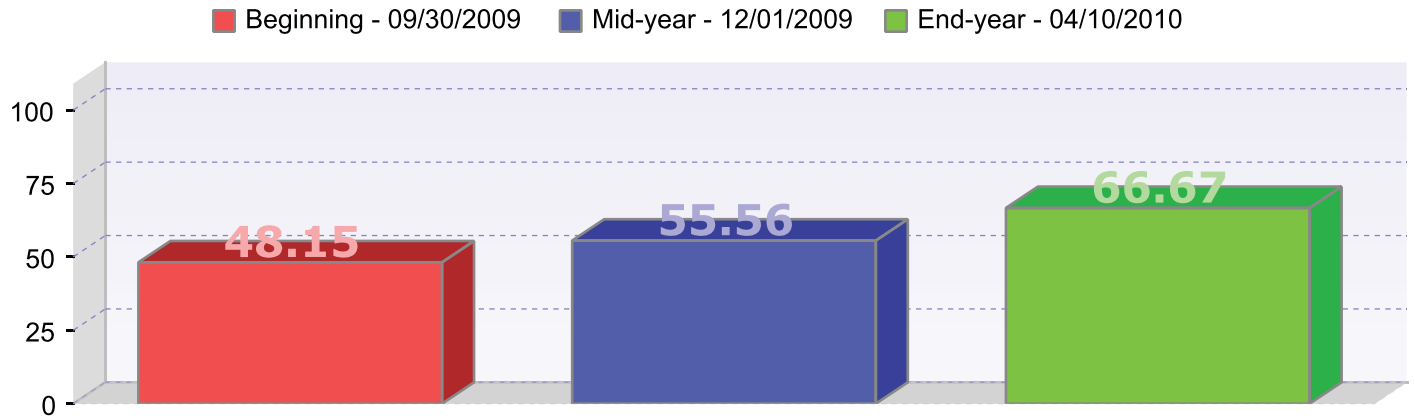
The Individual Child Reports provide teachers and parents with visual representations of the skill development of a specific child. The Reports enable teachers and parents to:

1. Monitor the developmental progress of individual children in all of the LAP-3 domains.
2. Plan learning environments and activities appropriate for children's strengths and needs.
3. Identify children who may require special assistance.

The following seven graphs represent the progress of Shelby Adams' in each domain of the LAP-3 between 08/01/2009 and 05/31/2010. It illustrates her raw score in each domain. The graph represents the raw score as a percentage of the maximum raw score possible for the domain.

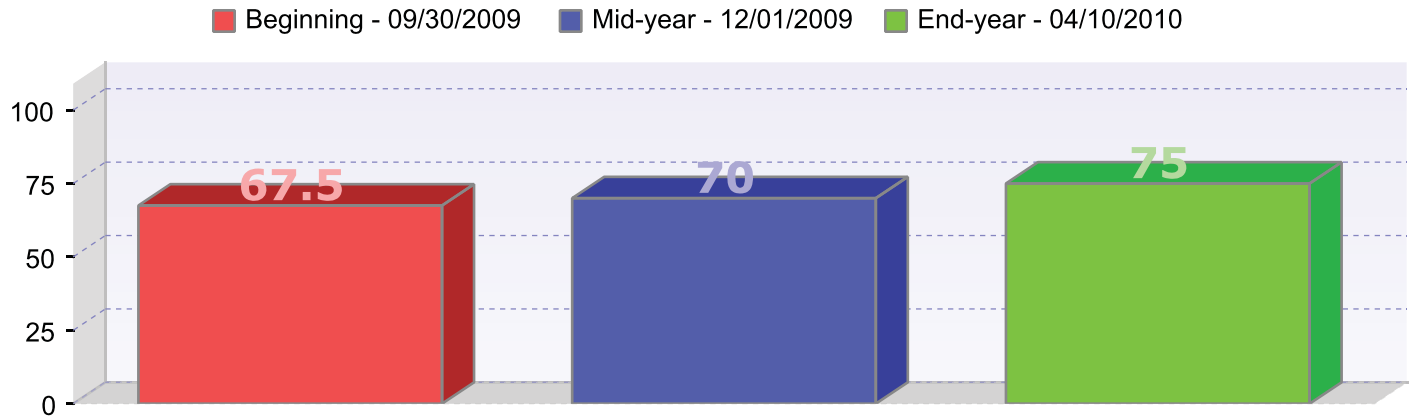
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Gross Motor domain for each assessment completed.

Domain: Gross Motor				Highest Potential Raw Score	
Date of Assessment	Time of Year	Raw Score	Gain		Approximate Developmental Age
09/30/2009	Beginning	26		54	48
12/01/2009	Mid-year	30	4	54	48
04/10/2010	End-year	36	6	54	54



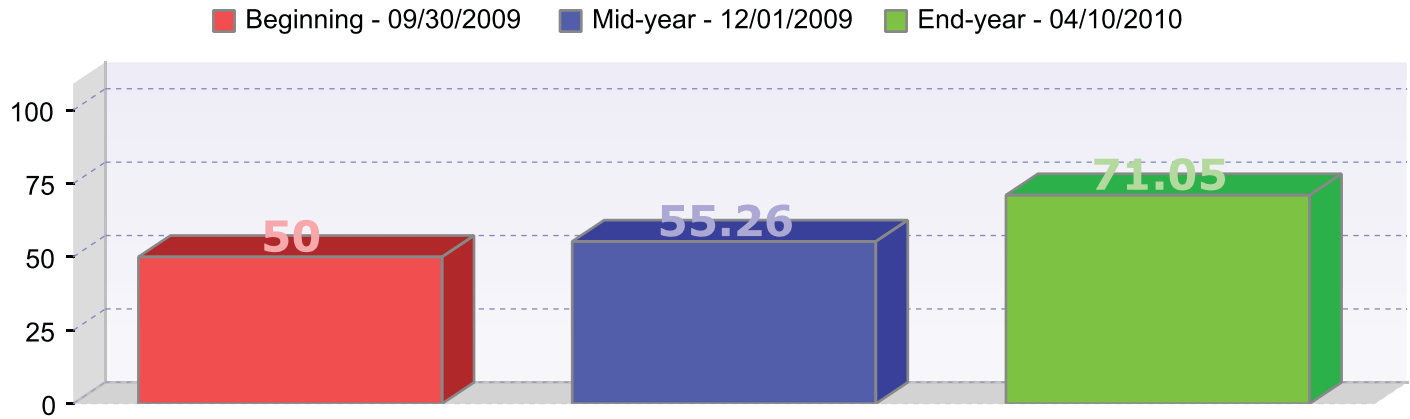
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Fine Motor domain for each assessment completed.

Domain: Fine Motor	Time of Year	Raw Score	Gain	Highest Potential Raw Score	Approximate Developmental Age
Date of Assessment					
09/30/2009	Beginning	27		40	54
12/01/2009	Mid-year	28	1	40	54
04/10/2010	End-year	30	2	40	54



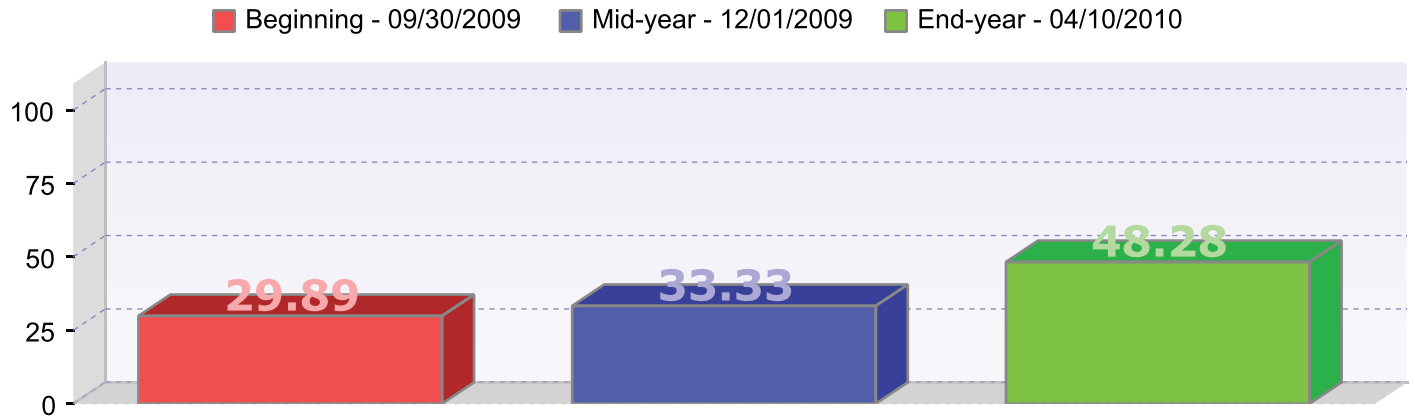
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Pre-Writing domain for each assessment completed.

Domain: Pre-Writing				Highest Potential Raw Score	
Date of Assessment	Time of Year	Raw Score	Gain		Approximate Developmental Age
09/30/2009	Beginning	19		38	48
12/01/2009	Mid-year	21	2	38	54
04/10/2010	End-year	27	6	38	60



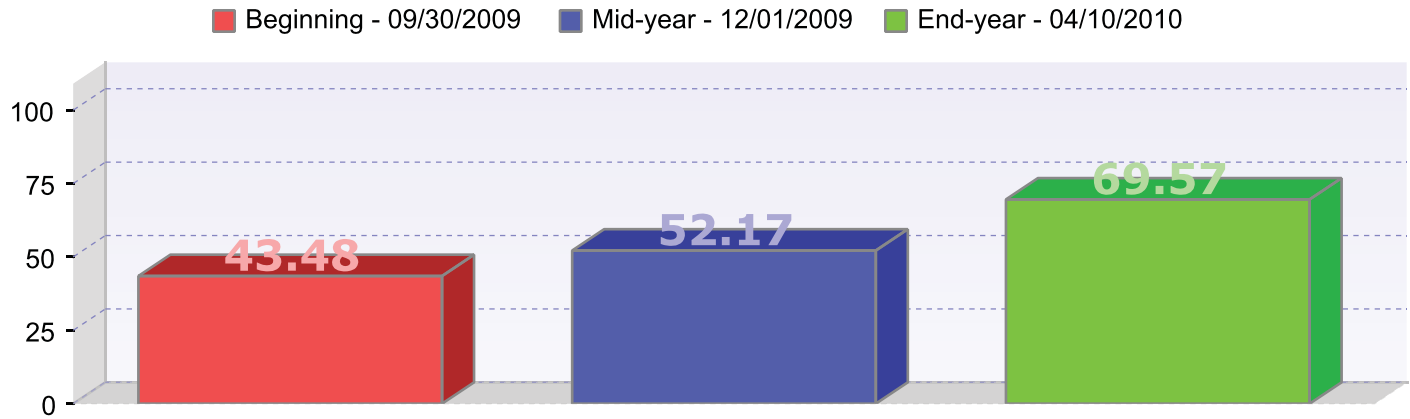
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Cognitive domain for each assessment completed.

Domain: Cognitive				Highest Potential Raw Score	
Date of Assessment	Time of Year	Raw Score	Gain	87	Approximate Developmental Age
09/30/2009	Beginning	26		87	42
12/01/2009	Mid-year	29	3	87	48
04/10/2010	End-year	42	13	87	54



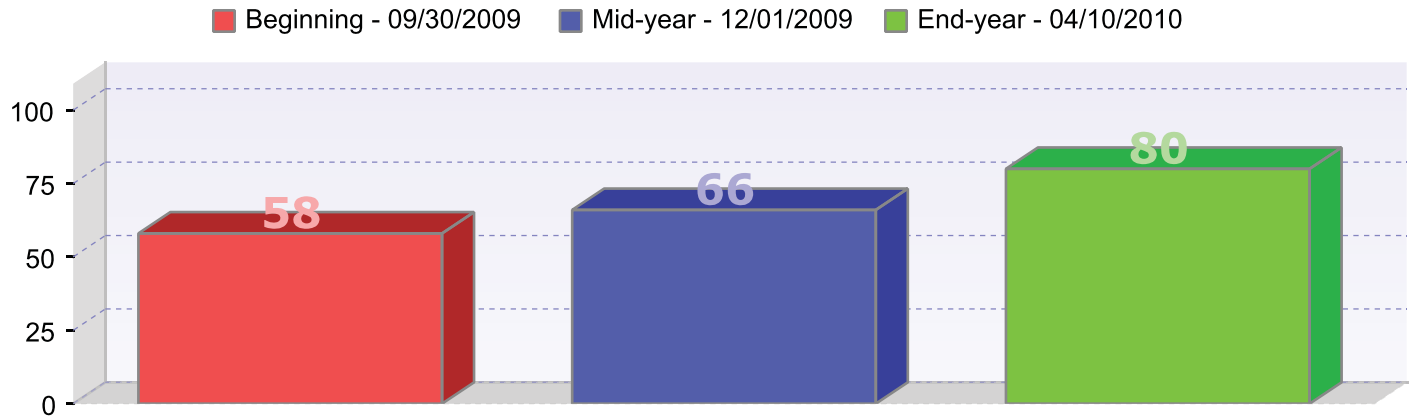
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Language domain for each assessment completed.

Domain: Language	Time of Year	Raw Score	Gain	Highest Potential Raw Score	Approximate Developmental Age
Date of Assessment					
09/30/2009	Beginning	30		69	48
12/01/2009	Mid-year	36	6	69	48
04/10/2010	End-year	48	12	69	54



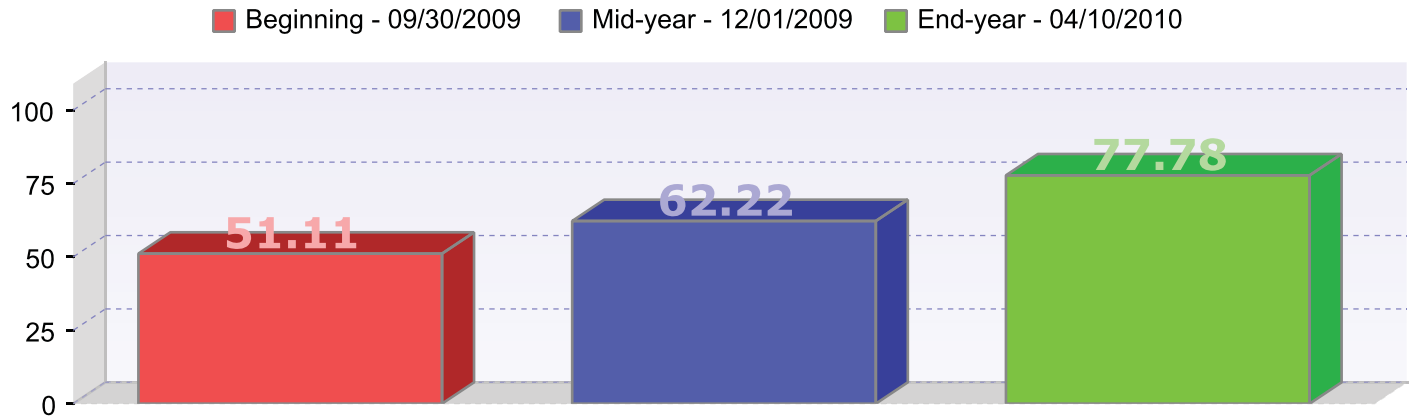
The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Self-help domain for each assessment completed.

Domain: Self-help				Highest Potential Raw Score	
Date of Assessment	Time of Year	Raw Score	Gain		Approximate Developmental Age
09/30/2009	Beginning	29		50	42
12/01/2009	Mid-year	33	4	50	48
04/10/2010	End-year	40	7	50	54



The following graph represents Shelby Adams results from her LAP-3 Assessments completed between the selected dates. The bars represent her raw score in the Personal/Social domain for each assessment completed.

Domain: Personal/Social				Highest Potential Raw Score	
Date of Assessment	Time of Year	Raw Score	Gain		Approximate Developmental Age
09/30/2009	Beginning	23		45	42
12/01/2009	Mid-year	28	5	45	48
04/10/2010	End-year	35	7	45	54



Agency Name: Roger's Training

School Name: Shelby Site

Head Start Outcomes Report for Shelby Adams

Based on Results From the LAP-3 Assessment

Includes Assessments from: 08/01/2009 through 05/31/2010

Child's Chronological Age as of latest assessment: **53**

Beg

Mid

End



Head Start Child Outcome Framework:

Head Start programs must have in place a system for the ongoing assessment of children that not only measures and reports on a child's progress, but provides information useful for program assessment, planning and improvement. In addition, the assessment must gather information in each of the eight Domains of children's learning as established by the Head Start Bureau.

The LAP-3 provides a systematic method for observing children's skill development in seven developmental domains (Gross Motor, Fine Motor, Pre-writing, Cognitive, Language, Self Help, and Personal/Social) and provides information useful for measuring and reporting on a child's progress as well as aggregating data for program monitoring.

The following reports correlate the developmental milestones contained in the LAP-3 to the Domains and Domain Elements from the Head Start Child Outcomes Framework. Selections were made based on the Domain and Domain Element that most closely corresponded to the abilities of typically developing children at the developmental age for each milestone in the LAP-3. There are several instances in which specific milestone(s) could be associated with multiple indicators in the Outcomes Framework. For purposes of correlating the developmental milestones to the Outcomes Framework, we have kept items at a one-to-one association and matched the milestone to the Domain and Domain element that best matches a child's ability at that age.

Tables 1 and 2 show the correlation of the LAP-3 to the Outcomes Framework. Legislatively, Head Start is required to collect and analyze data on thirteen specific Domain elements and/or indicators. Domains and/or Domain Elements containing these 13 items are denoted with an *.

Table 1

<u>Domain</u>	<u># of Milestones</u>
Language Development *	47
Literacy *	34
Mathematics *	60
Science	20
Creative Arts	10
Social & Emotional	41
Approaches to Learning	4
Physical Health & Development	167

Table 2 lists the Head Start Child Outcomes Framework, Domains, and Domain Elements and the individual LAP-3 milestones associated with each Domain Element. Information contained in the LAP-3 Milestone column refers to the LAP-3 item number as shown in the scoring booklet

Table 2

Domain	Domain Element	LAP-3 Milestone
Language Development	Listening and Understanding *	CG7,CG16,CG32,CG39,CG80,CG86,LN3,LN6,LN7,LN9, LN10,LN13,LN19,LN23,LN26,LN30,LN32,LN54
	Speaking and Communicating *	CG22,CG42,CG87,LN1,LN2,LN5,LN8,LN11,LN12,LN14, LN15,LN16,LN17,LN18,LN20,LN22,LN24,LN27,LN28, LN38,LN39,LN40,LN43,LN46,LN47,LN48,LN50,LN51,LN55
Literacy	Phonological Awareness *	LN59,LN60,LN63,LN64,LN66,LN69
	Book Knowledge and Appreciation *	FM6,LN4,LN29,LN33,LN41,LN42,LN52,LN53,LN58,LN61, LN65,LN67
	Print Awareness and Concepts *	LN37,LN45,LN49,LN57,LN68
	Early Writing	PW2,PW25,PW28,PW30,PW33,PW36
	Alphabet Knowledge *	LN31,LN35,LN44,LN56,LN62
Mathematics	Number and Operations *	CG3,CG8,CG13,CG18,CG19,CG24,CG26,CG34,CG40, CG41,CG46,CG51,CG52,CG53,CG54,CG56,CG58, CG62,CG63,CG66,CG67,CG69,CG70,CG71,CG72, CG73,CG74,CG75,CG77,CG79,CG81,CG83,PW35,PW37
	Geometry and Spatial Sense	CG5,CG6,CG11,CG14,CG15,CG17,CG38,CG44,CG45, CG55,FM17,FM26,LN25,LN34,LN36
	Patterns and Measurements	CG9,CG10,CG12,CG20,CG21,CG28,CG31,CG50,CG59, CG60,CG64
Science	Scientific Skills and Methods	CG23,CG27,CG30,CG33,CG35,CG36,CG61,CG76, CG78,CG85
	Scientific Knowledge	CG29,CG43,CG47,CG49,CG57,CG65,CG68,CG82, CG84,PW20
Creative Arts	Music	CG48,LN21
	Art	FM34,PW14,PW29,PW32
	Movement	GM32,PS43

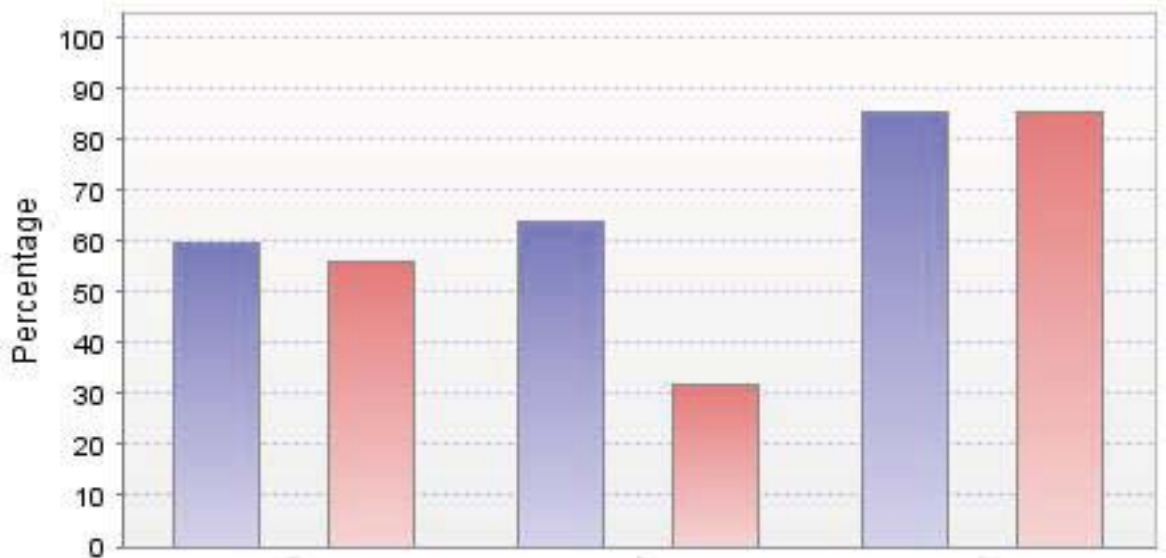
Table 2 (Continued)

<u>Domain</u>	<u>Domain Element</u>	<u>LAP-3 Milestone</u>
Creative Arts	Dramatic Play	PS2,PS25
Social and Emotional Development	Self Concept	PS4,PS6,PS9,PS12,PS20,PS22,PS23,PS33,PS41
	Self-Control	PS5,PS10,PS18,PS27,PS28,PS29,PS31,PS32
	Cooperation	PS3,PS11,PS17,PS19,PS21,PS24,PS37,PS39,PS42
	Social Relationships	PS1,PS8,PS13,PS14,PS16,PS30,PS34,PS35,PS36,PS38
	Knowledge of Families and Communities	PS15,PS26,PS40,PS44,PS45
Approaches to Learning	Initiative and Curiosity	PS7
	Engagement and Persistence	CG1,CG2,CG4
	Reasoning and Problem Solving	-
Physical Health and Development	Fine Motor Skills	CG25,CG37,FM1,FM2,FM3,FM4,FM5,FM7,FM8,FM9,FM10,FM11,FM12,FM13,FM14,FM15,FM16,FM18,FM19,FM20,FM21,FM22,FM23,FM24,FM25,FM27,FM28,FM29,FM30,FM31,FM32,FM33,FM35,FM36,FM37,FM38,FM39,FM40,PW1,PW3,PW4,PW5,PW6,PW7,PW8,PW9,PW10,PW11,PW12,PW13,PW15,PW16,PW17,PW18,PW19,PW21,PW22,PW23,PW24,PW26,PW27,PW31,PW34,PW38
	Gross Motor Skills	GM2,GM4,GM6,GM7,GM8,GM9,GM11,GM12,GM15,GM16,GM17,GM18,GM19,GM20,GM22,GM23,GM24,GM25,GM26,GM27,GM28,GM30,GM37,GM38,GM39,GM40,GM41,GM42,GM44,GM45,GM47,GM48,GM49,GM51,GM52,GM53,GM54
	Health Status and Practices	GM1,GM3,GM5,GM10,GM13,GM14,GM21,GM29,GM31,GM33,GM34,GM35,GM36,GM43,GM46,GM50,SH1,SH2,SH3,SH4,SH5,SH6,SH7,SH8,SH9,SH10,SH11,SH12,SH13,SH14,SH15,SH16,SH17,SH18,SH19,SH20,SH21,SH22,SH23,SH24,SH25,SH26,SH27,SH28,SH29,SH30,SH31,SH32,SH33,SH34,SH35,SH36,SH37,SH38,SH39,SH40,SH41,SH42,SH43,SH44,SH45,SH46,SH47,SH48,SH49,SH50

Legend: GM - Gross Motor FM - Fine Motor PW - Pre-Writing CG - Cognitive LN - Language
SH - Self-Help PS - Personal/Social

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

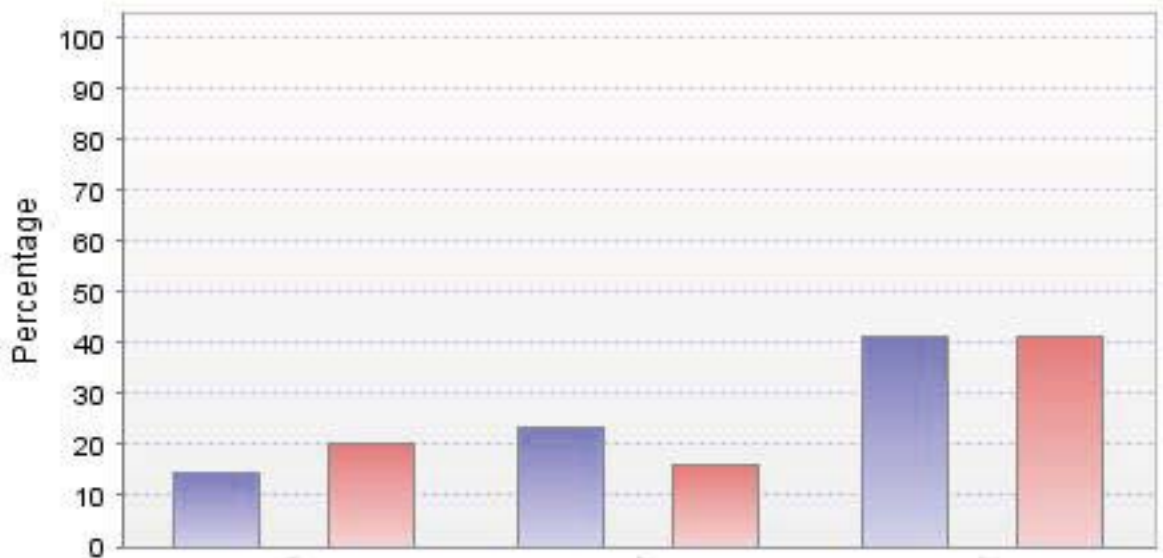
Domain: Language Development
 Domain Element: Listening and Understanding *
 Speaking and Communicating *



Student's Result	59.57	63.82	85.10
Class Average	55.67	31.91	85.10
	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	47	47	47
Number of Milestones Mastered	28	30	40
Percentage Accomplished	59.57	63.82	85.10
Gain <Loss>		4.25	21.28
Class:			
Number of Children	6	2	1
Average	55.67	31.91	85.10
Avg. Percentage Gain		-23.76	53.19

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

Domain: Literacy
 Domain Element: Phonological Awareness *
 Book Knowledge and Appreciation *
 Print Awareness and Concepts *
 Early Writing
 Alphabet Knowledge *

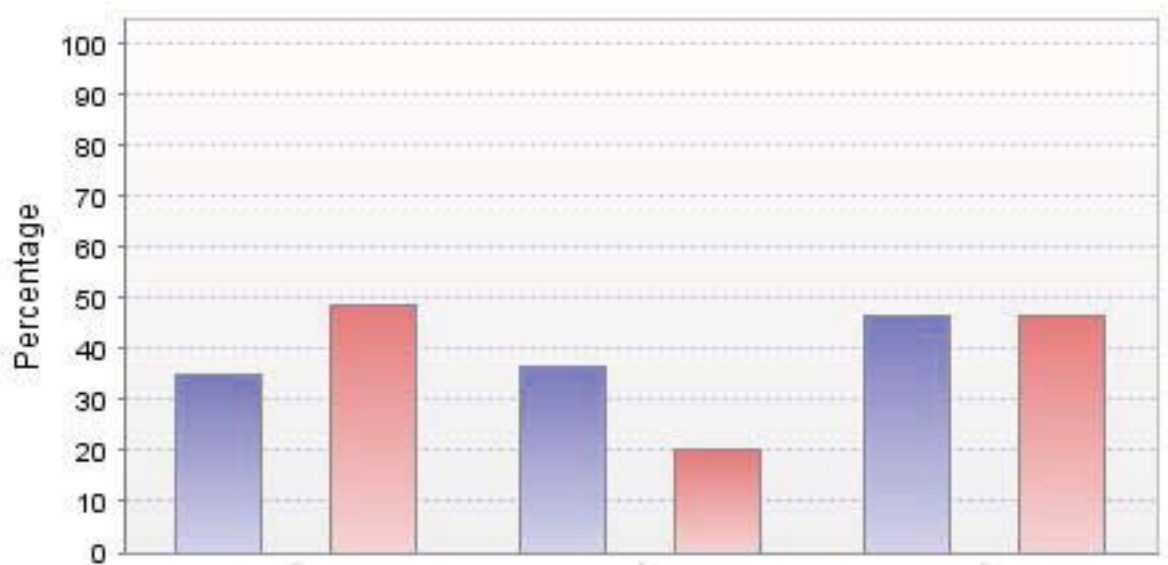


Student's Result	14.70	23.52	41.17
Class Average	20.09	16.17	41.17

	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	34	34	34
Number of Milestones Mastered	5	8	14
Percentage Accomplished	14.70	23.52	41.17
Gain <Loss>		8.82	17.65
Class:			
Number of Children	6	2	1
Average	20.09	16.17	41.17
Avg. Percentage Gain		-3.92	25.00

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

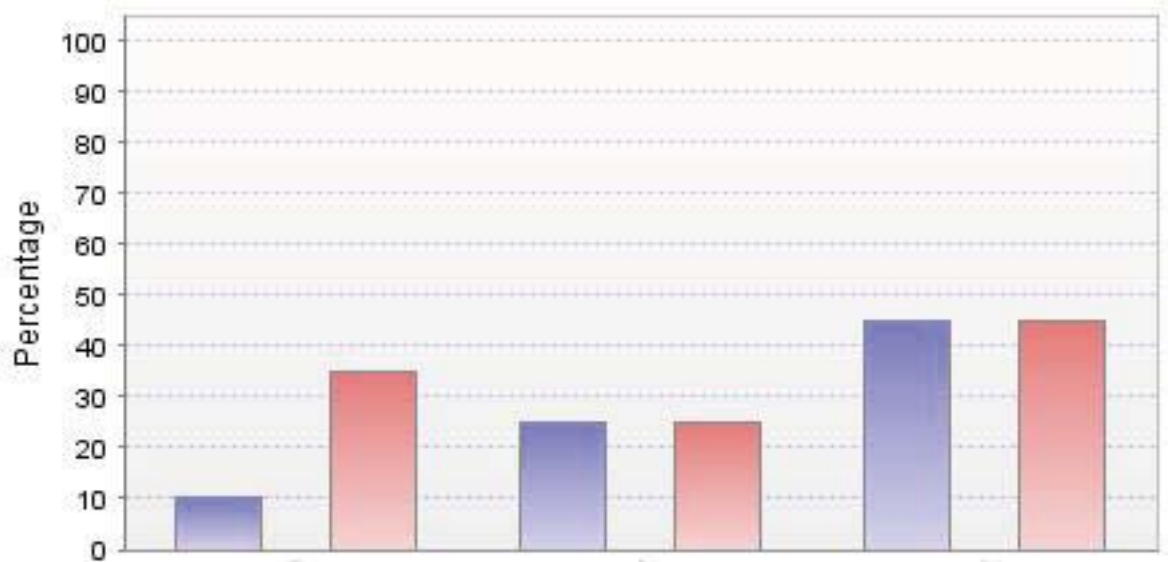
Domain: Mathematics
 Domain Element: Number and Operations *
 Geometry and Spatial Sense
 Patterns and Measurements



Student's Result	35.00	36.66	46.66
Class Average	48.61	19.99	46.66
	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	60	60	60
Number of Milestones Mastered	21	22	28
Percentage Accomplished	35.00	36.66	46.66
Gain <Loss>		1.66	10.00
Class:			
Number of Children	6	2	1
Average	48.61	19.99	46.66
Avg. Percentage Gain		-28.61	26.67

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

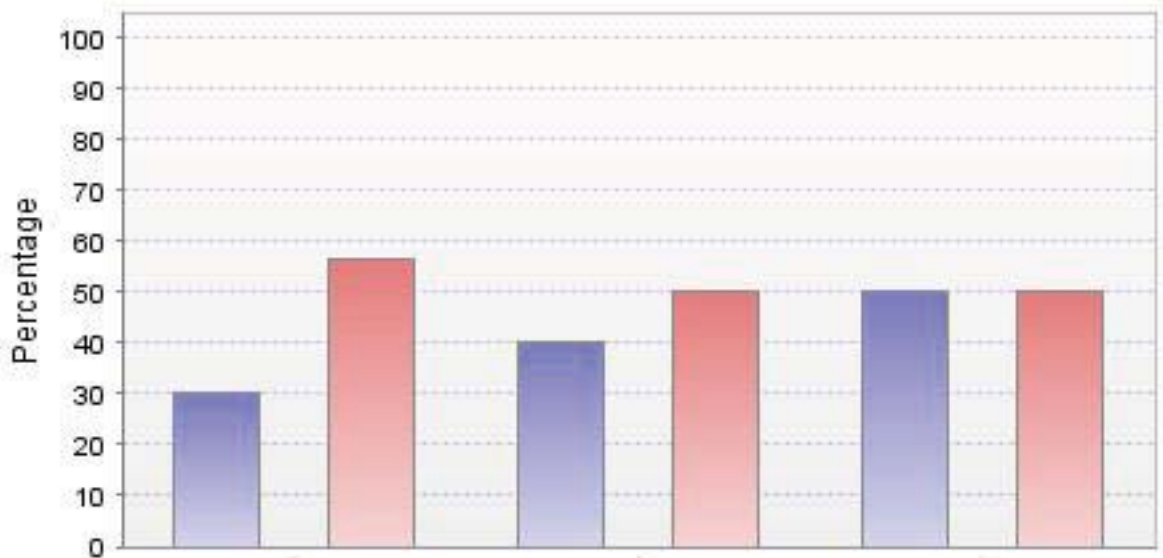
Domain: Science
 Domain Element: Scientific Skills and Methods
 Scientific Knowledge



Student's Result	10.00	25.00	45.00
Class Average	35.00	25.00	45.00
	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	20	20	20
Number of Milestones Mastered	2	5	9
Percentage Accomplished	10.00	25.00	45.00
Gain <Loss>		15.00	20.00
Class:			
Number of Children	6	1	1
Average	35.00	25.00	45.00
Avg. Percentage Gain		-10.00	20.00

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

Domain: Creative Arts
 Domain Element: Music
 Art
 Movement
 Dramatic Play

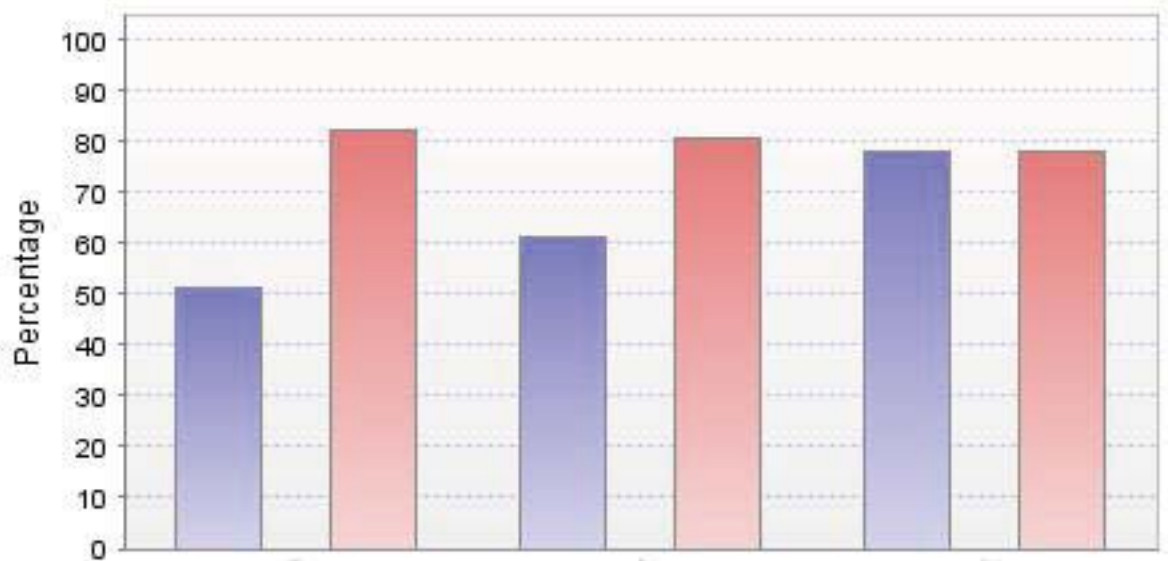


Student's Result	30.00	40.00	50.00
Class Average	56.67	50.00	50.00

	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	10	10	10
Number of Milestones Mastered	3	4	5
Percentage Accomplished	30.00	40.00	50.00
Gain <Loss>		10.00	10.00
Class:			
Number of Children	6	2	1
Average	56.67	50.00	50.00
Avg. Percentage Gain		-6.67	0.00

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

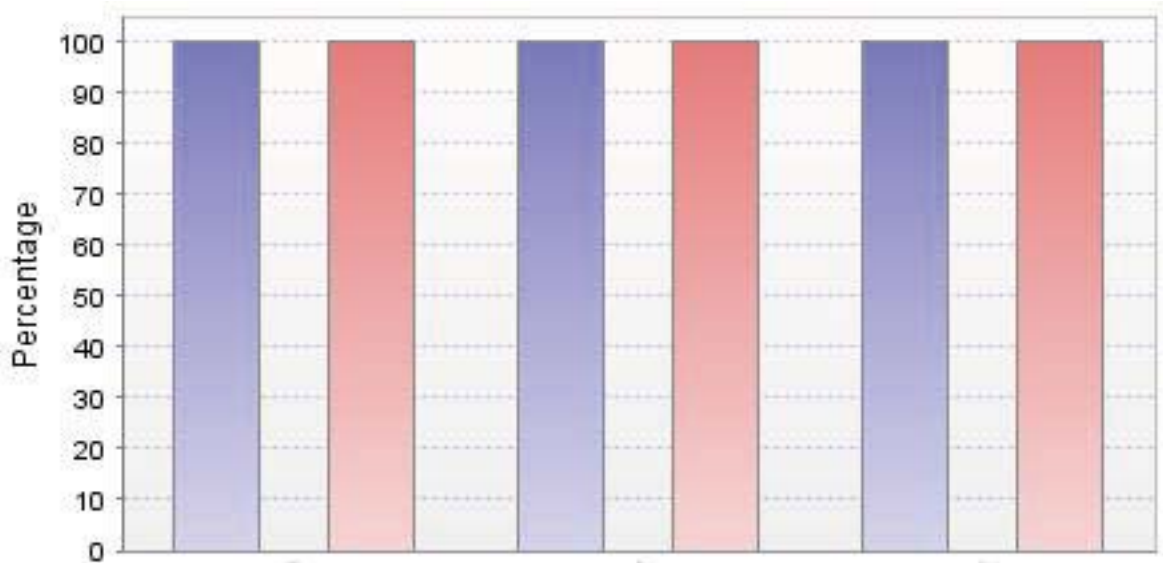
Domain: Social and Emotional Development
 Domain Element: Self Concept
 Self-Control
 Cooperation
 Social Relationships
 Knowledge of Families and Communities



Student's Result	51.21	60.97	78.04
Class Average	82.11	80.49	78.04
	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	41	41	41
Number of Milestones Mastered	21	25	32
Percentage Accomplished	51.21	60.97	78.04
Gain <Loss>		9.76	17.07
Class:			
Number of Children	6	2	1
Average	82.11	80.49	78.04
Avg. Percentage Gain		-1.63	-2.44

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

Domain: Approaches to Learning
 Domain Element: Initiative and Curiosity
 Engagement and Persistence
 Reasoning and Problem Solving

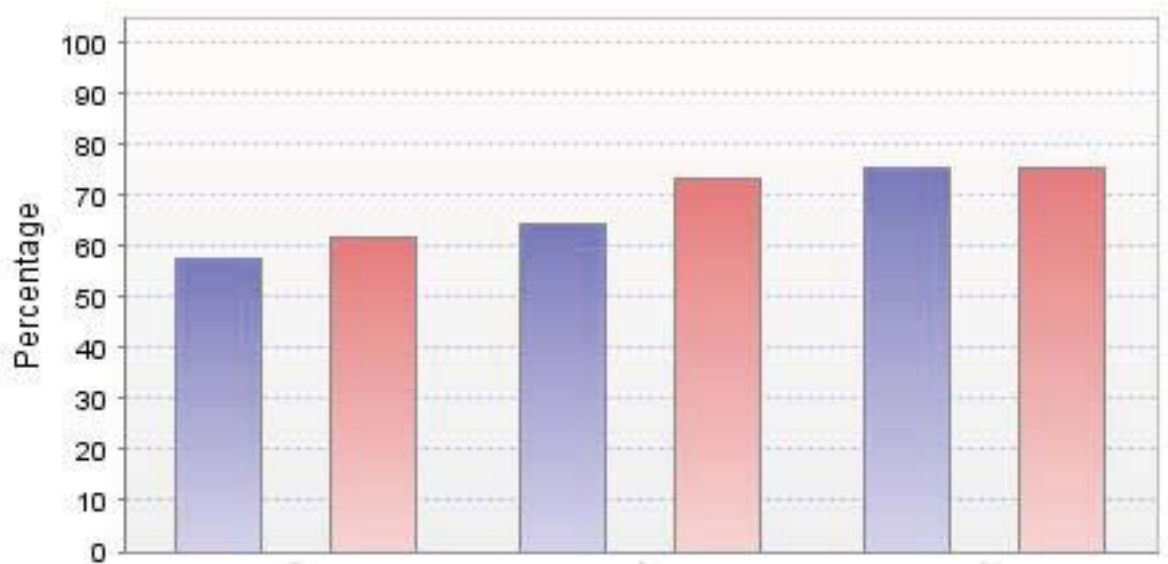


Student's Result	100.00	100.00	100.00
Class Average	100.00	100.00	100.00

	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	4	4	4
Number of Milestones Mastered	4	4	4
Percentage Accomplished	100.00	100.00	100.00
Gain <Loss>		0.00	0.00
Class:			
Number of Children	6	1	1
Average	100.00	100.00	100.00
Avg. Percentage Gain		0.00	0.00

The following report reflects the progress of Shelby Adams in relationship to the eight Domains of the Head Start Child Outcomes Framework. The graph represents the percentage of the total number of LAP-3 milestones in each Domain (as shown in Table 1) that have been mastered by Shelby at the Beginning of Year Assessment, at an update at the Mid-Year point of the program year, and an update at the End of Year point of the program year.

Domain: Physical Health and Development
 Domain Element: Fine Motor Skills
 Gross Motor Skills
 Health Status and Practices



Student's Result	57.48	64.07	75.44
Class Average	61.67	73.35	75.44
	<u>Beg.</u>	<u>Mid</u>	<u>End</u>
Number of Potential Responses	167	167	167
Number of Milestones Mastered	96	107	126
Percentage Accomplished	57.48	64.07	75.44
Gain <Loss>		6.59	11.37
Class:			
Number of Children	7	2	1
Average	61.67	73.35	75.44
Avg. Percentage Gain		11.68	2.09

Purpose: Class grouping of all children in a class by LAP-3 items missed from most recent assessment.

Teacher's Name: Roger Foster **School/District:** Roger's Training

Class Name: Roger Foster's 3&4 year olds **City/State** -, TN

Item	Dev Age	Item Description	CHILD NAME	Notes/Activities
GM15	36	Standing broad jumps, 8½"	Amber Feilinity	
GM20	42	Kicks large rolling ball (from standing still position)	Bobby Harris	
GM22	42	Walks on circular line	Bobby Harris	
GM23	48	Walks forward heel-to-toe	Amber Feilinity Bobby Harris	
GM24	48	Climbs ladders of playground equipment	Amber Feilinity	
GM26	48	Hops on 1 foot	Amber Feilinity	
GM31	54	Hangs from bar	RHIANNA BROWN	
GM35	54	Stands on 1 foot with arms folded across chest	RHIANNA BROWN	
GM36	54	Stands on each foot alternately	Shelby Adams	
GM38	60	Walks up and kicks ball	Shelby Adams RHIANNA BROWN	
GM39	60	Jumps backward	Shelby Adams RHIANNA BROWN	
GM40	60	Jumps over yardstick	Curtis Mayfield	
GM41	60	Runs 35 yard dash	bree graham Curtis Mayfield	
GM43	60	Swings each leg separately back and forth	bree graham	
GM44	60	Hops forward on each foot separately	bree graham	
GM45	66	Skips on alternate feet	Curtis Mayfield	
GM46	66	Stands on each foot alternately with eyes closed	Curtis Mayfield	
GM48	72	Jumps and turns	Curtis Mayfield	
FM2	12	Places 1 cube in cup	RHIANNA BROWN	
FM4	24	Pounds, squeezes and pulls clay	RHIANNA BROWN	
FM5	24	Unscrews lid of bottle	RHIANNA BROWN	
FM26	48	Imitates building "gate" with cubes	Amber Feilinity	
FM29	54	Puts paper clip on papers	Amber Feilinity	

NOTE: Milestones mastered are not shown on this report.

Teacher's Name: Roger Foster

School/District: Roger's Training

Class Name: Roger Foster's 3&4 year olds

City/State: -/TN

Item	Dev Age	Item Description	CHILD NAME	Notes/Activities
FM30	54	Folds and creases paper horizontally and vertically	Shelby Adams	
FM31	60	Crumples tissue paper into ball with 1 hand	Amber Feilinity	
FM32	60	Cuts square with scissors	Shelby Adams Amber Feilinity	
FM33	60	Inserts prefolded material into envelope	Shelby Adams	
FM35	60	Folds and creases paper horizontally, vertically, and diagonally	bree graham	
FM36	66	Ties knot	bree graham Curtis Mayfield	
FM37	66	Builds 4 steps with 10 small blocks from model	bree graham	
FM39	72	Cuts out horse picture	Curtis Mayfield	
PW7	30	Holds pencil with thumb and fingers instead of fist	Curtis Mayfield	
PW10	36	Imitates H stroke	Curtis Mayfield	
PW11	36	Imitates cross	Curtis Mayfield	
PW15	42	Traces diamond-shaped pathway	RHIANNA BROWN	
PW20	48	Draws person with 2 body parts	RHIANNA BROWN	
PW23	54	Copies square	RHIANNA BROWN Amber Feilinity bree graham	
PW24	54	Copies simple word	RHIANNA BROWN	
PW25	54	Prints any 2 letters without model	Amber Feilinity	
PW27	60	Draws recognizable person with 6 body parts	Shelby Adams	
PW28	60	Copies first name	bree graham	
PW29	60	Paints recognizable picture	Shelby Adams Amber Feilinity bree graham	
PW30	60	Uses a variety of tools for writing letters or numerals	Shelby Adams Amber Feilinity	

NOTE: Milestones mastered are not shown on this report.

Teacher's Name: Roger Foster

School/District: Roger's Training

Class Name: Roger Foster's 3&4 year olds

City/State: -/TN

Item	Dev Age	Item Description	CHILD NAME	Notes/Activities
PW30	60	Uses a variety of tools for writing letters or numerals	bree graham	
PW31	60	Copies triangle	Amber Feilinity	
PW36	72	Prints first and last name	Max Domain	
PW38	72	Copies diamond	Max Domain	
CG23	42	Classifies pictures by pointing	Amber Feilinity	
CG24	42	Matches sets of cubes	Amber Feilinity	
CG26	42	Counts 3 objects	Amber Feilinity	
CG41	54	Counts 4 objects	Shelby Adams	
CG43	54	Names the consequence for 2 actions	RHIANNA BROWN	
CG44	54	Points to triangle	Shelby Adams	
CG45	54	Points to square	Shelby Adams	
CG48	54	Names familiar melody	Curtis Mayfield	
CG49	54	Names the cause for 3 given events	RHIANNA BROWN Curtis Mayfield	
CG50	60	Imitates tapping pattern	Curtis Mayfield	
CG54	60	Points to sets with less	RHIANNA BROWN	
CG57	60	Names and tells use of clock	RHIANNA BROWN	
CG58	60	Points to picture of last in line	RHIANNA BROWN	
CG59	60	Measures paper with non-standard unit	Max Domain	
CG60	60	Completes bead pattern	Max Domain	
CG61	60	Predicts and tests hypothesis	Max Domain	
LN14	36	Names 3 pictures of common actions	Amber Feilinity	
LN15	36	Answers 1 question regarding physical needs	Amber Feilinity	
LN18	36	Asks how, why, where, when, and what questions	Amber Feilinity	
LN25	42	Demonstrates understanding of 3 prepositions by placing cube	RHIANNA BROWN	
LN30	48	Pantomimes definitions of words	RHIANNA BROWN	

NOTE: Milestones mastered are not shown on this report.

Teacher's Name: Roger Foster

School/District: Roger's Training

Class Name: Roger Foster's 3&4 year olds

City/State: -/TN

Item	Dev Age	Item Description	CHILD NAME	Notes/Activities
LN32	48	Discriminates is and is not by pointing to objects	RHIANNA BROWN	
LN36	48	Uses prepositions	RHIANNA BROWN	
LN38	48	Tells use of objects	RHIANNA BROWN	
LN39	48	Answers 3 questions regarding physical needs	RHIANNA BROWN	
LN40	48	Repeats 12-syllable sentence	Curtis Mayfield	
LN41	48	Gives account of recent experiences in order of occurrence	Max Domain Curtis Mayfield	
LN43	54	Tells opposites	Max Domain Curtis Mayfield	
LN44	54	Tells name of printed letters in own name	Max Domain	
LN47	54	Uses compound sentences	Shelby Adams	
LN49	60	"Reads" 2 common words from familiar environment	Shelby Adams	
LN51	60	Names source of 15 actions	Shelby Adams	
SH14	36	Turns faucet on and off	Amber Feilinity	
SH17	36	Gets drink of water	Amber Feilinity	
SH18	36	Undresses completely with assistance	Amber Feilinity	
SH39	54	Washes and dries face	Shelby Adams	
SH40	54	Inserts belt in loops	RHIANNA BROWN	
SH41	54	Zips separating front zipper	Curtis Mayfield	
SH42	60	Spreads food with table knife	Shelby Adams Curtis Mayfield	
SH43	60	Answers questions involving personal safety	Shelby Adams Curtis Mayfield	
SH45	66	Laces shoes	RHIANNA BROWN	
SH46	72	Fastens own seatbelt	bree graham	
SH47	72	Bathes self with assistance	bree graham	
SH49	72	Cuts food with table knife and fork	RHIANNA BROWN	

NOTE: Milestones mastered are not shown on this report.

Teacher's Name: Roger Foster

School/District: Roger's Training

Class Name: Roger Foster's 3&4 year olds

City/State: -/TN

Item	Dev Age	Item Description	CHILD NAME	Notes/Activities
SH49	72	Cuts food with table knife and fork	Max Domain bree graham	
SH50	72	Ties shoe laces	RHIANNA BROWN Max Domain	
PS19	36	Takes turns	Amber Feilinity	
PS27	48	Follows classroom rules	Amber Feilinity	
PS29	48	Names two emotions	Amber Feilinity	
PS30	48	Sympathizes with peers who are upset or hurt	Amber Feilinity	
PS35	54	Responds positively to accomplishments of peers	Shelby Adams	
PS36	60	Chooses own friends	Shelby Adams	
PS38	66	Helps adult with simple task	Shelby Adams	
PS39	66	Plays simple competitive table games	Curtis Mayfield	
PS40	66	Goes on errands outside the classroom	Curtis Mayfield	
PS44	72	Shows understanding and respect for individual differences	Max Domain	
PS45	72	Tells complete address	RHIANNA BROWN Max Domain Curtis Mayfield	

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