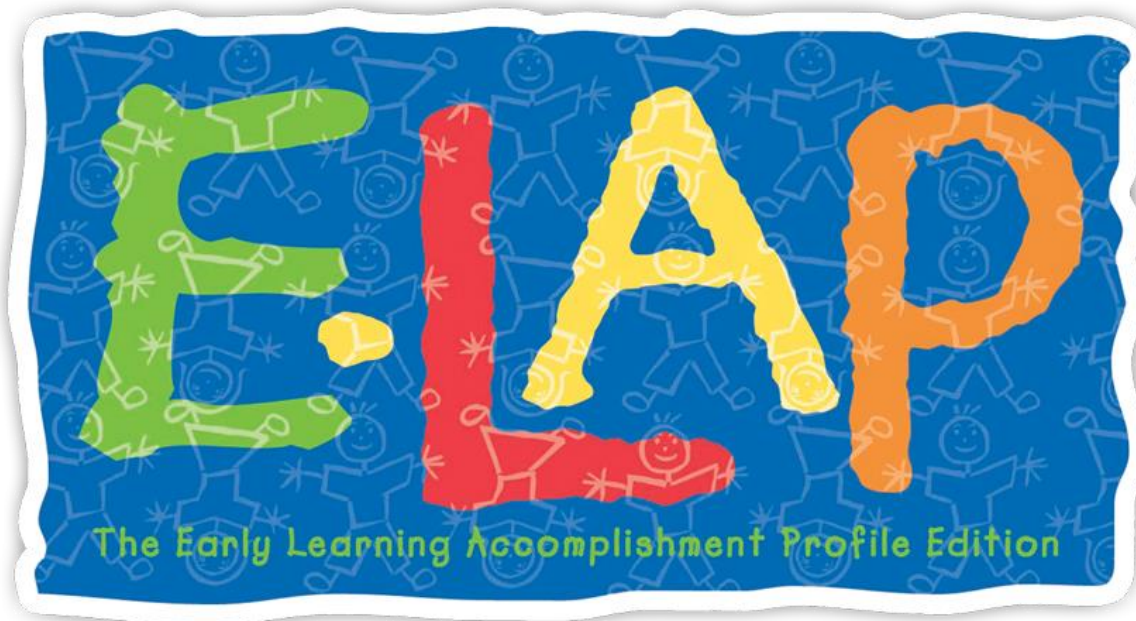


Early LAP – Classroom Reports



Classroom Reports provide teachers and administrators with a summarized view of how children are progressing in meeting development and learning objective goals. Class level reports may be used to help plan for small groups or to monitor overall class progress. The following table lists each of the Classroom Reports and report characteristics.

Report Name	Type	Graph	# #	Comparative	Beginning Results	Mid-Year Results	Ongoing Results	End of Year Results
Class Grouping by E-LAP Item	DR	N	N	N	Y	Y	N	Y
Classroom Report	DR	Y	Y	Y	Y	Y	Y	Y
Classroom School Readiness for Infants and Toddlers	DR	Y	Y	Y	Y	Y	Y	Y
Language Development 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
Approximate Developmental Age by Domain	DR	N	Y	Y	Y	Y	N	Y
Outcomes Data	DR	Y	Y	Y	Y	Y	N	Y

Classroom Report:

The Classroom Report graphs each child's progress in each of the 6 Domains in the Early LAP. 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 on 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.

The Classroom report is an excellent tool for teacher's when creating small-group plans.

The Classroom report allow teachers to track child development overtime by monitoring those developmental items the child has mastered and those items that are emerging.

The report includes an individual column for each child in the class allowing the teacher to see groups of children working on the similar developmental skills.

Graphical icons indicate those developmental items children have demonstrated proficiency in at the beginning of the school year, those items gained during the school year and those items individual children are currently working on.

SE18	Aspects Language-At Performance			
SE19	Begins To Establish The Meaning of "NO"			
SE20	Gives A Toy To Adult Upon Request			
SE21	Increased Dependence On Mother During Walking Stage			
SE22	Increased Resistance To Bedtime			
SE23	Wants To Be Near Adults			
SE24	Stranger Anxiety Reappears			E
SE25	Imitates Grown-up Activities (i.e., Housework, Shopwork)			E
SE26	Picks Up And Puts Away Toys On Request	E		E
SE27	Parallel Play Predominates	E		
SE28	Temper Tantrums Are Common	E		
SE29	Begins to Claim And Defend Ownership Of Personal Things			
SE30	Initiates Own Play Activities			
SE31	Enjoys Role-Playing, Wraps Up Doll And Puts To Bed			
SE32	Inflexible And Rigid In Behavior			
SE33	Begins "Associative Play" Activities			E
SE34	Names Or Points To Self In Photograph			
SE35	Plays Simple Group Games (i.e., "Ring Around The Rosy") With Adult Help (Cooperative Play)			E
SE36	Joins In Nursery Rhymes And Songs			
SE37	Answers Correctly To "Are You A Boy Or A Girl?"			
SE38	Verbal Scolding Replaces Physical Aggressiveness			E

Class Grouping by Early LAP Item:

The Class Grouping by Early LAP Item report is a quick way to group children by emerging skills based on the selected checkpoint period. Each developmental milestone marked as emerging in the selected checkpoint period is listed along with a listing of children who did not demonstrate proficiency in that skill. The report supports small group planning.

The Class Grouping by Early LAP Item groups children together based on the results of the selected checkpoint period.

The report is organized by domain and includes those children with emerging skills in the selected checkpoint period.

If an item is emerging for more than one child, children are grouped together for that particular item.

Class Grouping by E-LAP Domain Item

Date of Report: 03/28/2012

Page 1 of 3

Purpose: Class grouping of all children in a class by Domain with items missed from most recent assessment.

Teacher's Name:	Brenda Seaford	School/Program:	ELAP Site/Rogo's Training	
Class Name:	Brenda's 2 Yr. old classroom	City/State:	Clemmons, NC	
Item No.	Dev Age	Item Description	Child Name	Notes/Activities
GM60	10	Sits Down From Standing Without Holding On	Harriet Tubman	She plops down and cries in surprise.
GM69	15	Walks Alone, Seldom Falls	Harriet Tubman	Harriet keeps trying to walk even after she falls down.
			Julita Villareal	
GM70	15	Crawls Up Several Steps	Harriet Tubman	
			Julita Villareal	
GM71	15	Gets Into Standing Position Without Using Hands	Ellie Dallas	
			Harriet Tubman	
			Julita Villareal	

Language Development:

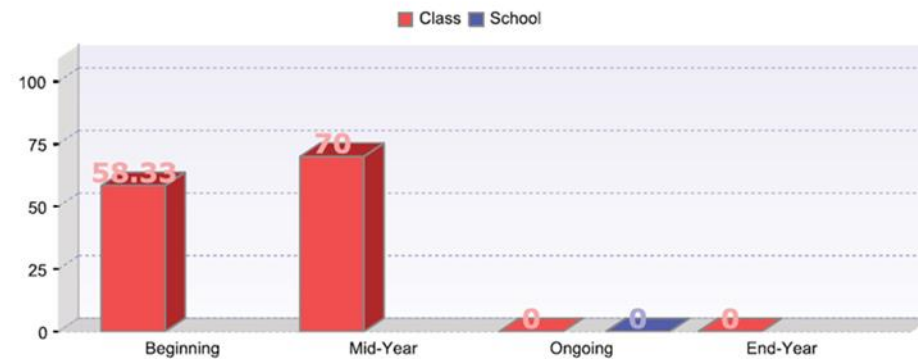
The Language Development report summarized progress overtime for children in receptive and expressive language skills based on results from the Early LAP assessment. Separate graphs are included for receptive language skills and expressive language skills.

Language development reports reflect the progress over time of children's receptive and expressive language skills.

The report includes children currently enrolled in the classroom.

Separate results are show for beginning-of-year, mid-year, ongoing, and end-of year.

The following graph reflects the progress of Roger Foster's EHS in the development of receptive language skills throughout the program year.



	<u>Beginning</u>	<u>Mid Year</u>	<u>Ongoing</u>	<u>End of Year</u>
Class Results	58.33	70.00		