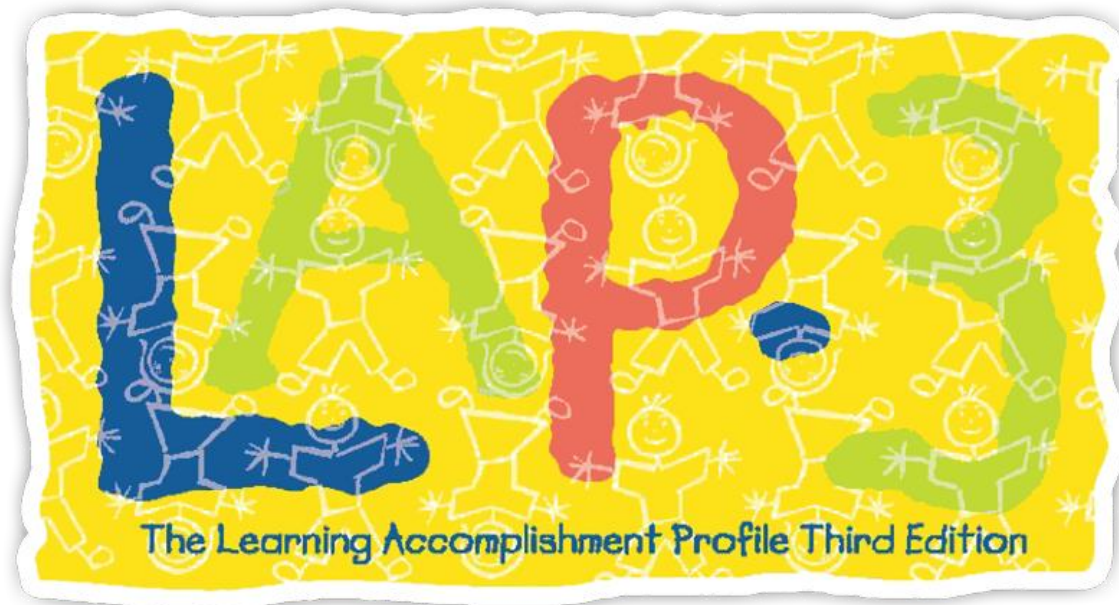# LAP-3 – Classroom Reports

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 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 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.

PS25	Participates in dramatic make-believe play	■	■
PS26	Tells names of siblings	■	■
PS27	Follows classroom rules	■	■
PS28	Asks permission to use items belonging to other people	■	E
PS29	Names two emotions	△	■
PS30	Sympathizes with peers who are upset or hurt	■	■
PS31	Expresses own feelings verbally	E	E
PS32	Puts toys away without supervision	■	△
PS33	Performs for others	E	E
PS34	Assists peers in need	E	E

Class Grouping by LAP-3 Item:

The Class Grouping by LAP-3 Item report is a quick way to group children by emerging skills based on the selected checkpoint period. Each developmental milestone observed during the selected checkpoint period is listed with a listing of children who did not demonstrate proficiency in that skill. The report supports small group planning.

The Class Grouping by LAP-3 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.

Item	Age	Item Description	CHILD NAME	Notes/Activities
GM18	36	Throws ball overhand, 5 feet	Jodi C.	
GM19	42	Catches ball with extended stiff arms	Jodi C.	
GM23	48	Walks forward heel-to-toe	Jodi C.	
GM24	48	Climbs ladders of playground equipment	Jodi C.	
GM25	48	Throws ball overhand, 10 feet	Fiona P.	
			Jodi C.	
GM28	48	Skips on 1 foot (gallops) forward	John T	
			Emmanuel T.	
GM30	48	Catches ball with arms bent at elbows	Fiona P.	
GM31	54	Hangs from bar	Fiona P.	
GM33	54	Touches toes with both hands	John T	
GM34	54	Stands on tiptoes with hands on hips	John T	
			Fiona P.	
			Emmanuel T.	
GM35	54	Stands on 1 foot with arms folded across chest	John T	
			Emmanuel T.	
GM36	54	Stands on each foot alternately	Emmanuel T.	
FM21	42	Strings 1/2" wooden beads	John T	
			Emmanuel T.	
FM22	48	Places small objects into bottle	John T	
			Emmanuel T.	

Alignment Reporting:

Alignment reports enable teachers and administrators to show how children or groups of children meet important early learning standards such as the Head Start Child Development and Early Learning Framework or the School Readiness Report. Alignment reports may be generated at the child, classroom, site, and/or program levels. Reports show the actual or average score for a child or group of children, along with any change between checkpoint periods when the report includes multiple checkpoints.

Alignment reports may be generated at the child, classroom, site, and program levels.

Scores reflect the actual or average score for a child or group of children. Group scores also include the high and low scores as well as the average score for the group.

When multiple checkpoints are includes reports calculate the change between checkpoint periods.

Graphs reflect the number of milestones achieved for a particular domain as a percentage of the total milestones correlated to that domain.

LAP-3 Child Head Start Outcomes Report for Fiona P.

Report Date: 03/19/2012

The following table summarizes the progress of Fiona P. based on the Head Start Child Development and Early Learning Framework for the selected checkpoints. Each score represents the number of milestones achieved expressed as a percentage of the total number of milestones correlated to each domain. Gains and/or losses are based on the difference between the percentage scores at each checkpoint. Information on how the LAP-3 is correlated to the Head Start Child Development and Early Learning Framework may be found in the documents section of the application.

Domain	Checkpoint			Change		
	Beginning	Mid-year	End-year	Beg/Mid	Mid/End	Beg/End
Physical Health & Development	61.73	65.82		4.08		
Social & Emotional Development	69.74	71.05		1.32		
Approaches to Learning	46.27	49.25		2.99		
Logic & Reasoning	27.18	34.95		7.77		
Language Development	19.86	25.34		5.48		
Literacy Knowledge & Skills	27.27	29.87		2.60		
Mathematics Knowledge & Skills	15.00	20.00		5.00		
Science Knowledge & Skills	3.70	7.41		3.70		
Creative Arts Expression	46.43	46.43		0.00		
Social Studies Knowledge & Skills	37.84	40.54		2.70		
English Language Development	22.22	44.44		22.22		

LAP-3 Child Head Start Outcomes Report for Fiona P.

Report Date: 03/19/2012

The following graph reflects the progress of Fiona P. based on the Head Start Child Development and Early Learning Framework. Graphs and the numbers represented by the graphs are based on the number of milestones achieved for that domain divided by the number of potential milestones for that domain.

Logic & Reasoning

■ Beginning ■ Mid-year ■ End-year

	Beg.	Mid	End
Number of Potential Responses	103	103	
Number of Milestones Mastered	28	36	
Percent Accomplished	27.18	34.95	
Gain --Loss--		7.77	