LAP-D 3rd Edition – Child Reports

Individual child reports help teachers and administrators monitor child progress during one checkpoint or over time by including multiple checkpoint periods. Child reports are broken into two categories – Period reports (reports that include a single checkpoint period) and Date-Range (DR) Reports (reports that include all checkpoint periods (i.e. Beginning, Mid-Year, Ongoing, End of Year) for a selected date range. The LAP-D 3rd edition may be administered in either English or Spanish. Reports are available for each language.

| Report Name	Type	Graph	##	Comparative	Beginning Results	Mid-Year Results	End of Year Results
Child Profile Report	DR	N	Y	Y	Y	Y	Y
Child T-Score Report	DR	Y	Y	Y	Y	Y	Y
Child Z-Score Report	DR	Y	Y	Y	Y	Y	Y
Child NCE-Score Report	DR	Y	Y	Y	Y	Y	Y
Child Percentile Rank Score Report	DR	Y	Y	Y	Y	Y	Y
All Scores Summary	DR	N	Y	Y	Y	Y	Y
Child Report	DR	N	N	Y	Y	Y	Y
Child Head Start Outcomes Report	DR	Y	Y	Y	Y	Y	Y
Family Report	Period	N	N	N	Y	Y	Y
Summary of Results and Comments	DR	N	N	N	Y	Y	Y
Individual Objective by Subscale	DR	N	N	N	Y	Y	Y
Guide for Developing IEP Objectives	Period	Y	Y	N	Y	Y	Y

Standard Score Reports:

Standard score reports interpret the child's assessment results in Z-score, T-score, NCE score, and Percentile Rank score formats. Select from one or multiple periods to compare child results over time. Because the LAP-D 3rd edition is normed for both English and Spanish speaking children, teachers can view separate reports for the English and Spanish results.

Reports such as the Child T-Score, Child Z-Score, Child NCE Score, and Child Percentile Rank Score calculate standard scores based on the results of a child's assessment.

Users can select a single time periods or multiple time periods to compare results over time.

Results are displayed for each subscale. When both subscales within a domain are completed a domain total score is displayed. If all four domains are completed a total assessment standard score is displayed.

LAP-D-English	Pre	Mid-Year	Post
Assessment Date:	10/01/2008		05/31/2009
Chronological Age:	43		51
Fine Motor Manipulation (FM):	55		35
Fine Motor Writing (FW):	58		58
Cognitive Matching (CM):	40		13
Cognitive Counting (CC):	57		35
Language Naming (LN):	7		45
Language Comprehension (LC):	7		28
Gross Motor Body Movement (GB):	19		54
Gross Motor Object Movement (GO):	26		10
Fine Motor Total (FT):	52		53
Cognitive Total (CT):	47		21
Language Total (LT):	6		31
Gross Motor Total (GT):	15		27
Assessment Total (TT):	17		33
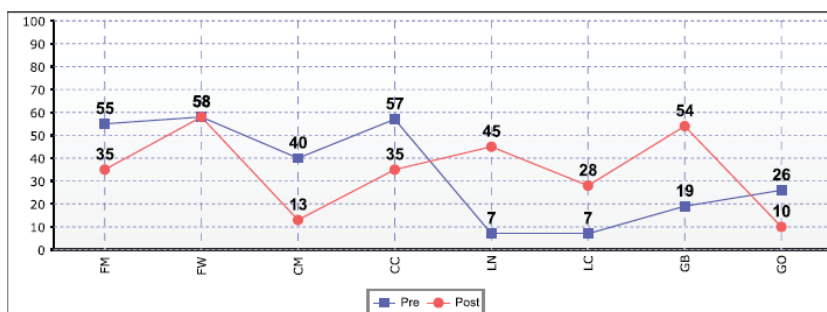
Child Results and Comments:

The summary of results and comments provides a detailed view of a child's development in each subscale. It includes important anecdotal information recorded by the teacher that may be used to shape appropriate goals and objectives for each child.

The Child Summary of Results and Comments report includes a listing of those items a child that are strengths for a child and those that are emerging skills.

Anecdotal evidence added by the teacher can be used so shape appropriate goals and objectives for the individual child.

Individual results are included for each subscale completed during the selected checkpoint period.

Child reports can be generated for one or multiple children in the class at the same time.

		Cognitive: Counting		
CC13	42	Counts blocks to 3	+	
CC14	48	Counts blocks to 6	+	
CC15	48	Recites numbers 1-10	+	
CC16	54	Counts blocks to 10	-	
CC17	54	Tells what number comes after (1-10 sequence)	-	
CC18	60	Points to printed numerals 10 or under	-	

Individual Objectives by Subscale:

The LAP-D provides a helpful resource and link for planning curriculum that incorporates school readiness goals. Child reports such as the individual objectives by subscale allow teachers to create individualized plans that support a child's strengths and appropriately challenge a child based on their emerging skills. The Individual Objectives by subscale list the child's emerging skills based on the selected checkpoint period.

The Individual Objectives by Subscale report provides a teacher with valuable information about a child's emerging skills based on the selected checkpoint.

Teachers are able to create individualized plans that support a child's strengths and appropriately challenge a child based on their emerging skills.

Teachers and administrators are able to monitor progress in meeting programs goals and objectives aligned to expectations for children in your state's early learning guidelines.

Cognitive: Matching

Completes 6-piece puzzle in 3 minutes	CM11	48
Selects matching letters in group of 3	CM12	48
Completes 8-piece puzzle in 3 minutes (kangaroo)	CM14	54

Cognitive: Counting

Counts blocks to 10	CC16	54
Tells what number comes after (1-10 sequence)	CC17	54
Points to printed numerals 10 or under	CC18	60

Language: Naming

Names 3 activities recently performed	LN14	54
Names the consequence for 2 (out of 3) given actions	LN15	54
Names 2 activities child might soon perform	LN16	54

Language: Comprehension

Responds appropriately to 3 (out of 4) prepositions	LC15	48
Selects pictures that belong to 4 (out of 5) named categories	LC17	60
Selects pictures that show who, what, where of simple story	LC18	60

Child Report:

The Child Report graphs the child's progress in each of the 8 Subscales. Graphs in the child report are based on the child's percentile rank score and show the child's progress by drawing a vertical bar for each selected checkpoint period. Z-Score, Age Equivalent scores, and Percentile Rank scores are summarized for each subscale in a table at the beginning of the report.

The Child Report enables teachers and administrators to see how individual children are progressing over multiple checkpoint periods.

Gains are calculated between periods to show the number of milestones the child reached proficiency in since the previous checkpoint period.

Approximate development ages are calculated for each checkpoint period based on the child's data.

	Z-Score			Age Equivalent (in mos.)			Percentile Rank Score		
	Pre	Mid-year	Post	Pre	Mid-year	Post	Pre	Mid-year	Post
Fine Motor - Manipulation	0.13		-0.39	42-44		45-47	55		35
Fine Motor - Writing	0.20		0.20	45-47		51-53	58		58
Cognitive - Matching	-0.25		-1.13	42-44		39-41	40		35
Cognitive - Counting	0.18		-0.39	45-47		45-47	57		35
Language - Naming	-1.48		-0.13	30-35		48-50	7		45
Language - Comprehension	-1.48		-0.58	30-35		42-44	7		28
Gross Motor - Body Movement	-0.88		0.10	36-38		51-53	19		54
Gross Motor - Object Movement	-0.64		-1.28	36-38		39-44	26		10

	Pre	Mid-year	Post
FM	55		35
FW	58		58
CM	40		13
CC	57		35
LN	7		45
LC	7		28
GB	19		54
GO	26		10
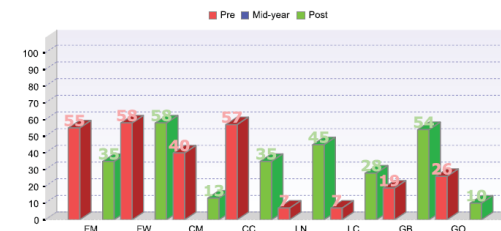
Children with disabilities:

The LAP-D is appropriate for all children and provides teachers with important information about the child's growth and those areas where the child is having difficulty. For those children receiving intervention services, LAP-D reports such as the Guide to Developing IEP Objectives are useful when meeting to help develop a child's IEP objectives.

The Guide for Developing IEP Objectives is a useful aid in the IEP planning process by including those areas where the child has demonstrated proficiency and those skills that are currently emerging.

Useful charts help identify the level the child is currently functioning at versus their chronological age.

3 **Annual Goal: To increase the student's skills in the area of Cognitive: Matching**
Emerging Skills based on most recent assessment

Completes 6-piece puzzle in 3 minutes	CM11
Selects matching letters in group of 3	CM12
Completes 8-piece puzzle in 3 minutes (kangaroo)	CM14

4 **Annual Goal: To increase the student's skills in the area of Cognitive: Counting**
Emerging Skills based on most recent assessment

Counts blocks to 10	CC16
Tells what number comes after (1-10 sequence)	CC17
Points to printed numerals 10 or under	CC18

5 **Annual Goal: To increase the student's skills in the area of Language: Naming**
Emerging Skills based on most recent assessment

Names 3 activities recently performed	LN14
Names the consequence for 2 (out of 3) given actions	LN15
Names 2 activities child might soon perform	LN16

Individual Education Program, Part 1
Summary of Present Levels of Performance
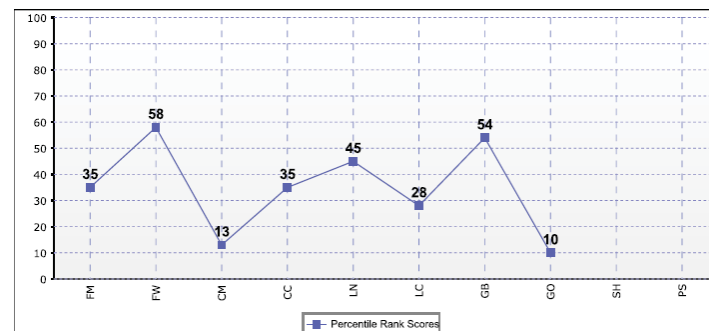
Working with Families:

The LAP-D produces family reports to assist teachers in communicating with families and in creating meaningful child plans that involve the entire family. Family reports may be produced in both English and Spanish.

Family reports are a simple way to share information with a family about their child's development.

The Report to Parent of Child's Development helps families understand those areas where their child has demonstrated proficiency and those areas their child is currently working on.

Family Reports may be generated in either English or Spanish.

Your Child has Mastered the following milestones:

Fine Motor: (Manipulation)   **Mastered Skills**
- Folds and creases triangle from square paper after demonstration
- Builds 3 steps with 6 small blocks from model
- Builds 'gate' with 5 large blocks after demonstration
- Builds bridge with 3 large blocks from model

Fine Motor: (Writing)   **Mastered Skills**
- Copies letters of simple word (cat)
- Adds 3 parts to incomplete person
- Copies cross
- Draws a person with 2 parts

Your Child is working on the following milestones:

Fine Motor: Manipulation   **Emerging Skills**
- Lace through holes in outline of picture on lacing card
- Builds 'gate' with 5 small blocks from model
- Folds and creases square paper 3 times after demonstration

Fine Motor: Writing   **Emerging Skills**
- Copies H
- Copies Square
- Prints any 2 letters without model