

Summary Information: The Learning Accomplishment Profile, Third Edition (LAP-3, 2004)

Publisher	Kaplan Early Learning Company and Chapel Hill Training-Outreach Project, Inc.
Website for information	www. chtop.org/LAlapsystem.htm , www. redesetgrow.com/ , and www. kaplanco.com
Cost	\$ 474.95 for the complete assessment kit Software CD-ROM/web-based system and PDA scoring system. Cost varies based on number of users and system selected
Age range	36-72 months of age (developmental age; appropriate for older children with delays as well)
Purpose	“The purpose of the LAP-3 is to assist teachers, clinicians, and parents in assessing individual skill development of young children. The results can be used to generate a complete picture of a child’s developmental progress across seven developmental domains so that individualized, developmentally appropriate activities can be planned and implemented. This assessment can be used with children with typical and atypical development.”
Areas included	<ul style="list-style-type: none"> ▪ Gross Motor ▪ Fine Motor ▪ Pre-Writing ▪ Cognitive ▪ Language ▪ Self-Help ▪ Personal/Social
Time to administer	45-90 minutes to administer, updates may be on an ongoing basis
Scored	Yes. Scores represent approximations of developmental ages for use in planning developmentally appropriate instruction. These are not age equivalents because the instrument is not norm-referenced
Age norms	No. Normative developmental ages assigned to items vary among reputable research-based sources. The LAP-3 data reflect documented norms, but the manual suggests it is essential that the developmental ages be viewed as <u>approximate</u> in nature
Age ranges given for items	Yes. Age ranges provided for items are approximations of developmental ages and not age equivalents

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.

Summary Information (Continued): The Learning Accomplishment Profile, Third Edition (LAP-3, 2004)

How frequently it can be given	Administered at specific intervals or for ongoing monitoring. Scoring sheet allows for beginning, mid-year, and end-of-year scores
Standardized tasks	Assessment guidelines do provide information about specific materials, procedures, and criteria to use for scoring each item during administration or appropriate observation of the child's skills
Based on observation in natural settings	Optional. Depending on the components being evaluated, information from natural observation may be used
Instructions related to parental role	Not based on information from parents
Data provided on reliability	Yes. Internal consistency reliability - Cronbach's coefficient alpha, standard error of measurement, test-retest reliability, and interrater reliability
Data provided on validity	Yes. Content validity, construct validity with intercorrelations among domains, and criterion-concurrent validity (Battelle Developmental Inventory). Examined correlations between chronological ages and developmental ages. Also assessed children with disabilities and determined that the test did discriminate their "skill levels independent of their ages, and that it can be used to assess the developmental skills of children with disabilities."
Web-based data entry	Yes. See www.redesetgrow.com/
Electronic scoring	Yes
Other languages	None
Who administers	Trained teachers, paraprofessionals, clinicians, special educators, psychologists, occupational and physical therapists, speech-language pathologists and others familiar with development
Training available through the publisher	Yes. Training in administration and scoring available from Kaplan Co. and Red-e-Set Grow

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The Learning Accomplishment Profile, Third Edition (LAP-3, 2004): Crosswalk to Child Outcomes

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses knowledge and skills	Outcome 3 Takes appropriate action to meet needs
<p>Language Item 46: 46. Participates in sustained conversations with peers</p> <p>Personal/Social Items 1-45 (e.g., gives toy to adult upon request, plays beside other children, interacts with familiar adults, plays simple group games, takes turn, follows classroom rules, chooses own friends, helps adult with simple tasks, works in small groups, etc.)</p>	<p>Fine Motor Item 6: 6. Turns pages of book singly</p> <p>Personal/Social Items 2, 6, 22, 25, 41, 45: 2. Imitates household activities 6. Refers to self by name 22. Tells full name 25. Participates in dramatic make-believe play 41. Tells birthday 45. Tells address</p> <p>Pre-Writing Items 1-38 (e.g., marks with pencil, scribbles spontaneously, hold paper in place, draws recognizable person with 6 distinct body parts, prints first and last name, etc.)</p> <p>Cognitive Items 1-87 (e.g., removes lid box to find hidden toy, repeats 2 digits, gives 2 objects, matches related pictures, places rings on stack toy according to size, names the cause for 3 given events, counts by rote to 20, draws logical conclusion from experiment, names 4 coins, etc.)</p> <p>Language Items 1-69 (e.g., names 1 object, points to pictured object by use, points to 10 pictures of common objects, delivers 1-part verbal message, pantomimes definitions of words, tells opposites, tells a story using a picture book, tells beginning sounds, identifies similar ending sounds, etc.)</p>	<p>Gross Motor Items 1-53 (e.g., stands alone, walks on line, touches toes, jumps over yardstick, walks backward, standing broad jump, etc.)*</p> <p>Fine Motor Items 1-40 (e.g., beats 2 spoons together, turns handle of eggbeater, picks up objects with tongs, winds up toy, strings beads, cuts square with scissors, builds steps with blocks, etc.)*</p> <p>Self Help Items 1-50 (e.g., finger feeds self for part of meal, uses toilet when taken by adult, dries own hands, wipes nose with tissue, pours from pitcher, puts on pull-up garment, spreads food with table knife, fastens own seatbelt, etc.)</p> <p>Language Items 15, 39: 15. Answers 1 question regarding physical needs 39. Answers 3 questions regarding physical needs</p>

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* Many of the skills in this area are precursors for functional behaviors. Precursor skills may not be appropriate or expected for some children, including those with sensory or motor impairments.

Areas that are not precursor to or components of, any specific outcome were not included in the crosswalk. For this tool, such items included:

Gross Motor:

- | | | | |
|---------------------|--------------------------------------|-----------------------------|--|
| 7. Kicks ball | 25. Throws ball 10' | 31. Hangs from bar | 49. Bounces ball |
| 14. Pedals tricycle | 26. Hops on 1 foot | 32. Marches | 50. Pulls up and holds chin above overhead bar |
| 18. Throws ball 5' | 28. Skips on 1 foot | 37. Catches bounced ball | 51. Catches ball with 1 hand |
| 19. Catches ball | 29. Pedals tricycle around obstacles | 38. Walks up and kicks ball | 52. Throws small ball at target |
| 20. Kicks ball | 30. Catches ball with arms bent | 45. Skips on alternate feet | 54. Jumps rope |

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