

# Early Learning Accomplishment Profile —Third Edition (E-LAP): Crosswalk to The Three Child Outcomes

Updated March 3, 2026 —  
<https://ectacenter.org/eco/pages/crosswalks.asp>

*This content was adapted from a preliminary draft developed by the Early Childhood Outcomes Center.*



The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P220002 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.

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Office of Special Education Programs  
U.S. Department of Education

## E-LAP Profile

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- **Publisher:** [Kaplan](#)
- **Cost:** \$379.95
- **Age Range:** Birth–36 months (developmental age—appropriate for older children with delays)
- **Purpose:** This criterion-referenced assessment assists teachers, clinicians, and parents in assessing individual skill development in six domains of development. The results can be used to generate a complete picture of child developmental progress so individualized, developmentally appropriate activities can be planned and implemented. This assessment can be used with any infant and toddler, including children with disabilities.
- **Areas Included:**
  - Gross Motor
  - Fine Motor
  - Cognitive
  - Language
  - Self-Help
  - Social Emotional
- **Time to Administer:** 45–90 minutes
- **Scored:** Yes, scores represent approximations of developmental ages for planning developmentally appropriate instruction.
- **Age Norms:** No, normative developmental ages assigned to items vary among reputable research-based sources. E-LAP data reflect documented norms in research, but the manual suggests it is developmental ages be viewed as approximate.
- **Age Ranges for Items:** Yes

- **Frequency:** Administered at specific intervals or for ongoing monitoring. Scoring sheet allows for beginning, mid-year and end-of-year scores.
- **Standardized Tasks:** Assessment guidelines provide specific materials, procedures, and criteria to use when scoring each item.
- **Based on Observation in Natural Settings:** Optional, depending on components being evaluated
- **Instructions Related to Parental Role:** Optional
- **Reliability Data:** Yes, internal consistency reliability using Cronbach's coefficient alpha, standard error of measurement, test-retest reliability, and interrater reliability
- **Validity Data:** Yes, content validity study results, construct validity with intercorrelations among domains, and criterion-concurrent validity (BSID-II Mental and Motor Scales). Examined correlations between chronological ages and developmental ages. Also assessed children with disabilities and determined that 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
- **Electronic Scoring:** Yes
- **Languages:** Spanish
- **Administered By:** Teachers, clinicians, or professionals familiar with child development in conjunction with observational information from others
- **Publisher Training:** Yes

## Three Child Outcomes and E-LAP Items

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A *precursor skill* for functional behaviors may not be appropriate or expected for some children with motor impairments.

### Items Not Addressed

Areas that are not precursor to or components of, any specific outcome were not included in the crosswalk:

#### Gross Motor

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- **68.** Throws ball standing or sitting
- **79.** Throws ball overhand without falling
- **80.** Carries large teddy bear or doll while walking
- **82.** Walks with one foot on walking board
- **83.** Jumps in place
- **85.** Jumps from bottom step

#### Fine Motor

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- **46.** Inserts round shape in formboard
- **48.** Adapts round shape in formboard
- **56.** Completes three-piece formboard
- **61.** Adapts to reversal of formboard in four trials
- **71.** Adapts to formboard reversal

## Outcome 1: Positive Social-Emotional Skills (including social relationships)

### Cognitive

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- **4.** Social smile in response to stimulation
- **7.** Looks longer at human face than at objects
- **15.** Vocalizes smiles and reaches for familiar person
- **26.** Holds arms out to be picked up

### Social/Emotional

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- **1–36.** Stops crying or quiets when picked up and held, gives a toy to adult upon request, parallel play predominates, begins associative play activities, joins in nursery rhymes and songs...

### Language

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- **6.** Babbles or coos when talked to
- **10.** Laughs aloud in social play

## Outcome 2: Acquisition and Use of Knowledge and Skills

### Cognitive

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- **1–105.** Points to pictures in book, scribbles spontaneously, comprehends and asks for “another”, understands size differences, names five pictures on a picture card when asked, “what is this?” understands three prepositions...

### Social/Emotional

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- **19.** Begins to establish meaning of “no”
- **25.** Imitates grown-up activities
- **34.** Names or points to self in photograph
- **37.** Correctly answers “are you a boy or a girl?”

### Language

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- **1–59.** Follows simple instructions, names one picture, comprehends and asks for “another”, follows three-step directions...

### Fine Motor

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- **33.** Uncovers toy seen hidden
- **38.** Holds crayons, makes marks
- **43.** Marks with pencil
- **44.** Scribbles in imitation
- **45.** Scribbles spontaneously
- **59–60, 64, 67, 70.** Imitates strokes
- **62.** Turns pages of book
- **66.** Holds pencil
- **70.** Copies
- **72.** Adds two parts to incomplete person

## Outcome 3: Use of Appropriate Behaviors to Meet Needs

### Gross Motor (*precursor skill*)

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- **1–67, 69–78, 81, 84, 86–90.** Thrusts arms and legs in play, holds head up, sits without support, crawls on belly, stands alone, walks alone, runs, balances on one foot...

### Fine Motor (*precursor skill*)

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- **1–45, 47, 49, 55, 57–60, 62–70, 73.** Fisted hands rest near face, picks up spoon, shakes bell, copies circle...

### Self Help

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- **1–49.** Lifts cup with handle, finger-feeds self for part of meal, uses spoon with little spilling, takes off clothes with help on buttons...

### Social/Emotional

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- **29.** Begins to claim and defend ownership of personal things

### Language

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- **38.** Asks for food when hungry, may ask for toilet or drink also