

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

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<https://ectacenter.org/eco/pages/crosswalks.asp>

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Project Officer: Julia Martin Eile



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

LAP-3 Profile

- **Publisher:** [Kaplan](#)
- **Cost:** \$475.95
- **Age Range:** 36–72 months (developmental age—appropriate for older children with delays)
- **Purpose:** The LAP-3 assists teachers, clinicians, and parents in assessing individual skill development of young children. The results can be used to generate a complete picture of child developmental progress across seven developmental domains, so individualized, developmentally appropriate activities can be planned and implemented. It can be used with children with typical or atypical development.
- **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. LAP-3 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
- **Administered By:** Trained teachers, paraprofessionals, clinicians, special educators, psychologists, occupational and physical therapists, speech-language pathologists and others familiar with development
- **Publisher Training:** Yes

Three Child Outcomes and LAP-3 Items

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

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

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

Language

- **46.** Participates in sustained conversations with peers

Personal/Social

- **1–45.** 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...

Outcome 2: Acquisition and Use of Knowledge and Skills

Fine Motor

- **6.** Turns pages of book singly

Personal/Social

- **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

Pre-Writing

- **1–38.** Marks with pencil, scribbles spontaneously, hold paper in place, draws recognizable person with 6 distinct body parts, prints first and last name...

Cognitive

- **1–87.** Removes lid box to find hidden toy, repeats two digits, gives two objects, matches related pictures, places rings on stack toy according to size, names the cause for three given events, counts by rote to 20, draws logical conclusion from experiment, names four coins...

Language

- **1–69.** Names on object, points to pictured object by use, points to ten pictures of common objects, delivers one-part verbal message, pantomimes definitions of words, tells opposites, tells a story using a picture book, tells beginning sounds, identifies similar ending sounds...

Outcome 3: Use of Appropriate Behaviors to Meet Needs

Gross Motor

- **1–53.** Stands alone, walks on line, touches toes, jumps over yardstick, walks backward, standing broad jump... (*precursor skills*)

Fine Motor

- **1–40.** Beats two spoons together, turns handle of eggbeater, picks up objects with tongs, winds up toy, strings beads, cuts square with scissors, builds steps with blocks... (*precursor skills*)

Self-Help

- **1–50.** 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...

Language

- **15.** Answers one question regarding physical needs
- **39.** Answers three questions regarding physical needs