The Early Learning Accomplishment Profile (E-LAP)

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Session Objectives

Participants will develop:

- an understanding of Kentucky’s Continuous Assessment System for early childhood.
- an understanding of the Early Learning Accomplishment Profile (E-LAP).
- skills necessary to administer, score and use the data obtained for educational purposes.
What is Continuous Assessment?

A Continuous Assessment System, as defined by the Kentucky Department of Education (March, 2004) has the following features:

- Includes both formal and informal assessments that are conducted on a regular basis,
- Is integrated with instruction at various times,
- Improves learning and helps guide and direct the teaching-learning process,
- Should inform every aspect of instruction and curriculum.
► Building a Strong Foundation for School Success: Kentucky’s Early Childhood Standards

► Building a Strong Foundation for School Success: Kentucky’s Continuous Assessment Guide

► Building a Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self-Study for Center Based Programs, Birth to Five
Continuous Assessment System

All Children

Step 1: Screening
- Emotional/Social
- Self Help/Adaptive
- Cognitive
- Motor
- Language

Step 3: Classroom/Instructional
- Set goals
- Develop strategies
- Implement
- Collect information
- Review progress
- Make referrals

Children with Suspected Disabilities

Step 2: Diagnostic
- Health
- Developmental
- Sensory and/or
- Behavioral

Step 2-A: ARC/IFSP Meetings

Step 2-B: Develop and Implement IEP/IFSP

Children with Diagnosed Disabilities

IDEA

Legend:
ARC: Admissions & Release Committee
IEP: Individualized Education Program
IFSP: Individualized Family Service Plan
Definition

Classroom/instructional assessment is the ongoing process of gathering information about children’s current capabilities (knowledge, skills, behavior, attitudes) then organizing and interpreting that information.

Meaningful assessment involves looking at information from multiple sources gathered over time before drawing conclusions about a young child’s development and learning.
Why Assess?

The Responsibility to Assess

From the joint position statement of NAEYC and the National Association of Early Childhood Specialists in State Departments of Education:

Policymakers, the early childhood profession, and other stakeholders in young children’s lives have a shared responsibility to … make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children’s strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

(NAEYC & NAECS/SDE 2003,1)
Why Assess?

► To monitor children’s development and learning
► To guide our planning and decision making
► To identify children who might benefit from special services
► To report to and communicate with others (families, other professionals, program evaluation and accountability)
What is sound assessment?

Sound or appropriate assessment instruments are reliable, valid, free of bias, and suited to children’s developmental characteristics.
Reliable assessments are:

- Accurate and consistent.
- Yield similar results upon additional administrations and across examiners.
Valid Assessments:

► Measure what we want them to measure

► Provide results that agree with other information gathered in other ways about the same behavior

► Sample enough behavior to represent the whole child or give a good picture of child’s ability
Bias Free Assessments:

- Do not unfairly discriminate against a child or group of children on the basis of such factors as gender, urban or rural residence, socioeconomic status, family structure, ethnic origin, culture, and language.
Assessments must be developmentally appropriate

- Take into account patterns of uneven development
- Limited language skills
- Sensitivity to context
- Limited interest in being tested
- Inability to meet the demands of certain types of tasks
How do we assess young children’s development?

- Performance assessment
- Authentic assessment
What should be assessed?

- Child’s growth and development

- Expected outcomes based upon curriculum, teaching, standards, etc.
When should assessment be done?

► Before children enter school or program (parent information, medical information, information from previous program)
► Daily-child observations/anecdotal notes
► Periodically: *initial & final assessments* focus on developmental domains, outcomes, etc. *interim assessment* can give you a reading on how children are doing and whether changes need to occur
► Before and after unit, theme or project
► As needed to address a problem or concern
Methods to Gather Information

- Observation
- Work Products
- Elicit a Response
- Annotated photograph
- Checklist
- Rating Scales
- Anecdotal Records
- Interviews
- Criterion-Referenced Assessments
Introduction

► This assessment is one that focuses on the developmental level between birth and three years (36 months).
► The E-LAP is a criterion referenced assessment used to assist teachers, parents, and clinicians in understanding individual skill development.
► The results of this assessment can be used to get a picture of a child’s developmental progress so individualized activities can be planned and used for the child.
► It can be used at specific checkpoints or as an ongoing assessment throughout the year.
► The E-LAP can be used with any infant or toddler including children with disabilities.
Developmental Areas Assessed

- Gross Motor
- Fine Motor
- Cognitive
- Language
- Self Help
- Social/Emotional
# How to Calculate Chronological Age

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Testing</td>
<td>2004</td>
<td>10</td>
<td>01</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>2002</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Chronological Age</td>
<td>2</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>Age in Months</td>
<td>***</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

***Number of years (*) X 12 + number of months (**). If number of days is 15 or greater add one month. For example Chronological Age for this child is 2 Years, 1 month or 25 months.
How to Administer the E-LAP

Determine starting points:

*The starting point for each child is their chronological age in months. If there are no items at this age then the start point is the first item in the developmental age range prior to the child’s chronological age.*
How to Administer the E-LAP

**Scoring Procedure:**

*If the child meets the criteria for an item record a (+) in the scoring section of the scoring book. If the child does not demonstrate the skill a (−) is recorded.*
How to Administer the E-LAP

Basal and Ceiling Criteria:

**Basal:** 8 consecutive items successfully completed

**Ceiling:** 3 errors out of 5 consecutive items

Refusals are recorded as (-) and refused written in the comments column.
Computing raw scores:

1. All items prior to the basal are counted as correct.

2. After the ceiling item is obtained write the number of the ceiling item at the bottom of the where stated “Number of the last item of the ceiling.”

3. Count the number of errors between the basal and the ceiling. Record this number where stated “Subtract (minuses between basal/ceiling).”

4. Subtract as indicated this number becomes the raw score for that domain.
How to administer the E-LAP

Determining the Approximate Developmental Age:

Using the raw score for a developmental domain, find the corresponding item number in that domain. The age range where this number is located is the Approximate Developmental Age.
Practice Administering the E-LAP
How to use the test results?
Evaluation

How would you rate me on a scale of wonderful to marvelous?