

LAP^{birth to} LEARNING kindergarten ACCOMPLISHMENT PROFILE

ASSESSMENT INFORMATION

For children 0-72 months

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CHAPTER 1:

WELCOME TO THE *LEARNING ACCOMPLISHMENT PROFILE™*: *BIRTH TO KINDERGARTEN (LAP: B-K)*

The *Learning Accomplishment Profile™: Birth to Kindergarten* (LAP: B-K) provides a systematic method for observing children's functioning from birth to kindergarten entry. The purpose of this criterion-referenced assessment is to assist teachers, caregivers, clinicians, and parents in assessing individual skill development in six domains:

- Cognitive, including problem solving, emerging literacy and math
- Language, including both receptive and expressive
- Social-emotional
- Fine motor/prewriting
- Gross motor
- Executive function, including reasoning, planning, and attention

The LAP: B-K is the culmination of revisions and research designed to improve the quality and usability of the instrument. The results of the LAP: B-K can be used to generate a complete picture of a child's developmental progress in the six domains, so that individualized, developmentally appropriate activities can be planned and implemented. This assessment can be used with any infant, toddler, or young child, including children with disabilities and dual language learners. The LAP: B-K allows teachers, clinicians, and parents to look at a child through a common lens over time to better plan developmentally appropriate activities for that child.

As a criterion-referenced assessment, the LAP: B-K neither assigns a diagnostic label nor yields statistically precise measures regarding a child's level of functioning. It is not a standardized test. The information generated by the LAP: B-K can be used in conjunction with norm-referenced assessments, such as the Bayley Scales of Infant Development, 3rd edition, when determining whether or not a child has a disability. In other words, it should not be used as the sole criterion to place a child in disability services. Rather, it should be used as supporting evidence in combination with other instruments that are norm-referenced.

Nearly forty years have passed since Anne R. Sanford developed the first edition of the LAP. At that time, the contents of the LAP represented the most current theories and research on early child development. Although most of the behaviors assessed in the original LAP continue to reflect key milestones in early childhood development, theoretical approaches and recent research—especially related to language, literacy, and executive function, as well as changes in the general population of young children—stimulated the need for a re-examination of the contents and organization of

the *Learning Accomplishment Profile*™, 3rd edition (LAP-3) and the *Early Learning Accomplishment Profile*™ (E-LAP). The following questions guided the revisions of the LAP: B-K:

- Do the items adequately represent the content of each developmental domain?
- Are the developmental age categories appropriately divided?
- Are items placed from least difficult to most difficult within each developmental age range?
- Do the materials reflect current developmentally appropriate practices, and are they attractive to young children?
- Can behavior be directly elicited by the assessor or directly observed?

For a complete description of the research and revisions, please see the *LAP: B-K Examiner Manual and Technical Report*.

UNIQUE FEATURES OF THE LAP: B-K

The LAP: B-K is a comprehensive, criterion-referenced measure designed for use by practitioners to assess the development of children from birth to kindergarten. Standardized materials, procedures, and criteria for determining a child's level of functioning are included for each item to help ensure consistent and accurate results. The LAP: B-K includes the following features.

- **An individualized approach:** The LAP: B-K is designed for assessing the development of individual children. The LAP: B-K may be administered in one or more sessions, depending on the needs of the child.
- **Developmentally appropriate content:** The content of the LAP: B-K, based on research in child development and early childhood education, is comprised of developmental milestones arranged in chronological sequence in five developmental domains: cognitive, language, social-emotional, fine motor/prewriting, gross motor, and then in a standard set of items for the domain of executive function.
- **Age range:** The LAP: B-K is appropriate for children functioning in the 2-to-72-month age range. Children with disabilities who are older than 72 months may be assessed using the LAP: B-K if observational data or other diagnostic evaluation data indicate they are functioning in the 2-to-72-month age range.
- **Administration time:** Generally, it takes about 1 hour or less to administer the LAP: B-K. However, if a child is functioning significantly above or below age level, the time may vary.
- **Periodic and ongoing assessment:** The LAP: B-K may be administered at specified checkpoints, such as the beginning, middle, and end of the year. It also may be used for ongoing observation. For example, at the beginning of the year, the LAP: B-K may be administered to obtain a baseline of a child's development or may be considered by some programs to be a valid screening tool. For children who score outside their chronological age, the LAP: B-K as a screening tool may identify domains of development that warrant more in-depth assessment and close observation. As the year progresses, users may choose to administer the complete assessment at specific points in time or may simply record the acquisition of new skills throughout the year.

USES OF THE LAP: B-K

LAP: B-K results can be applied in the following ways:

- To provide individual skill-development information for planning developmentally appropriate activities at home and school
- To provide supporting documentation of individual skill-development for children with potential developmental delays or specific disabilities
- To conduct research on preschool or kindergarten children or children with special needs
- To train teachers, paraprofessionals, clinicians, and parents on developmentally appropriate assessment practices that can be linked to child behaviors and skills
- To assist early childhood programs in demonstrating that they meet national and state requirements, such as the *Head Start Early Learning Outcomes Framework* or state standards, to promote child-development outcomes

LIMITATIONS OF THE LAP: B-K

As a criterion-referenced assessment, the LAP: B-K neither assigns a diagnostic label nor yields norm-referenced scores regarding a child's level of functioning. The information generated by the LAP: B-K can be used in conjunction with norm-referenced assessments when determining whether or not a child has a disability. In other words, it should never be used as the sole criterion to place a child in any type of special-needs services, such as special education or programs for academically advanced students.

USER QUALIFICATIONS

Trained teachers, paraprofessionals, clinicians, special educators, psychologists, occupational and physical therapists, speech-language pathologists, and others familiar with child development can administer the LAP: B-K. Although the LAP: B-K is a criterion-referenced instrument, care should be taken to follow specified administration guidelines in order to achieve the most accurate results. Thus, all users should be trained in appropriate administration procedures and scoring guidelines. The *Standards for Educational and Psychological Testing* (2014) recommends that test users “study and evaluate the materials provided by the test developer (p. 142).” The standards especially emphasize knowing the purposes, administration procedures, and appropriateness of the assessment for specific populations, as well as the reliability and validity of the assessment. Ideally, prior to use, all users will receive an orientation to the LAP: B-K, be able to observe and/or practice administering the items, and receive feedback provided by experienced trainers, users, and/or peers.

LAP: B-K ASSESSMENT MATERIALS

LAP: B-K ELECTRONIC SOFTWARE APPLICATION AND REPORT SYSTEM

All information necessary to administer the LAP: B-K can be found on the electronic scoring and report system. The electronic system contains the list of items in sequential order, has space for scoring and adding comments, and minimizes skipping or overlooking items by mistake. The electronic system automatically calculates the individual child basal and ceiling scores and derives the total score. Numerous reports, including a summary page and profile page, can be produced, including grouping individual child profiles into classroom or grade-level data at different points.

ADMINISTRATION MATERIALS

The materials needed for the administration of the LAP: B-K are described for each item under the Support and Resources tab of the LAP: B-K software application. The dimensions of many items are specified; although, there are some items that do not have to meet the description exactly. For example, a 4" ball may be substituted for a 5" ball. The materials can be gathered by the examiner or, for more consistent results, a standard LAP: B-K kit can be purchased from the publisher, the Kaplan Early Learning Company. The LAP: B-K kit includes all of the necessary materials, except large items such as furniture or stairways. If the kit is not being used, it is necessary to review the materials list and collect the needed items before the assessment session.

CHAPTER 2:

LAP: B-K CONTENT

The LAP: B-K consists of a hierarchy of 521 developmental skills arranged in chronological sequence in six domains of development:

- Cognitive (CG), 164 items: Cognitive skills involve perception, memory, imagination, symbolic thinking, reasoning, and judgment. They also involve comprehending information, acquiring, organizing, remembering, integrating, and using knowledge.
- Language (LN), 110 items: Language skills include understanding (receptive) and producing (expressive) oral communication.
- Social-Emotional (SE), 54 items: Social-emotional skills reflect how well a child understands and how appropriately the child responds to social situations and to everyday challenges, relative to the child's chronological age.
- Fine Motor/Prewriting (FM/PW), 117 items: Fine motor/Prewriting skills involve use of hands and fingers to hold and manipulate objects.
- Gross Motor (GM), 66 items: Gross motor skills involve large muscles, such as muscles that support sitting, walking, moving one's arms, and balance.
- Executive Function (EF): 10 items

Self-help is one optional domain consisting of 75 items in chronological sequence and is available for programs that want a closer alignment with the *Head Start Early Learning Outcomes Framework* and for those who have previously used E-LAP or LAP-3 and want to continue tracking that domain. Self-help skills include those needed for activities of daily living, such as dressing or feeding oneself.

CROSS-REFERENCED ITEMS

A number of items within LAP: B-K are cross-referenced between domains. For example, item number FM/PW 16 (“Holds one cube and takes another”) is the same as item number CG 22. Because these items are exactly the same, the score for an item in one domain that is cross-referenced to another domain is automatically scored in the second domain and vice versa. Therefore, if a child receives a plus (+) for successfully completing FM/PW 16, the child will also receive credit for CG 22. In the example below, CG81, CG82, CG83, and CG85 were cross-domain scored from items scored in the FM/PW domain. Cross-domain scoring is indicated by an exclamation mark (!).

CG21	7	Bangs and shakes toys	
CG22	8	⓪ Holds 1 cube and takes another	+
CG23	8	Repeats actions that produce a noise	
CG24	9	Shakes head “no-no”	

CHAPTER 3:

TEST ADMINISTRATION GUIDELINES

The first section of this chapter provides information about factors to consider when administering the LAP: B–K. Additional sections provide detailed guidance for scoring procedures, guidelines for completing the developmental profile, and computing a child’s chronological age in months.

TEST ADMINISTRATION CONSIDERATIONS

A variety of issues should be considered to help ensure that the overall results reflect an accurate picture of a child’s level of functioning for each developmental domain. LAP: B

- Administration time
- Physical setting
- Arrangement of materials
- Establishing and maintaining rapport
- Avoiding cues
- Following procedures

ADMINISTRATION TIME

The length of time for administering the LAP: B–K depends on a variety of factors, such as the experience of the examiner, the age of the child, the child’s behavior and/or attention span, the environment, and the method of assessment. Generally, an experienced examiner can complete all six domains in about one hour or less (particularly for infants and toddlers). However, there may be some children, such as those who have a very limited attention span or show fatigue or irritability shortly after the session begins, for whom more than one assessment session will be needed. For assessment sessions that go beyond 30–45 minutes, it would be appropriate to have a short break or change of activities before completing all items. The examiner should be careful to end a session if the child becomes inattentive or severely distracted, because the child’s maximum performance is sought. Return at another time when the child is attentive and not distracted. If at all possible, the examiner should attempt to complete the domain being administered before ending the session.

PHYSICAL SETTING

Ideally, the environment for assessment should be a quiet, well-lit room free of distractions. Toys or other objects not being used for the assessment of a particular item should be out of the child’s reach. If it is necessary to conduct the assessment in a room where other activities are in progress, a screen could be placed between the child and the other children in an effort to minimize

distractions. Because some gross motor items require the child to hop, jump, walk, or throw a ball, the examiner should make sure there is adequate room to perform these activities. Also, some items in the gross motor domain require access to large areas such as stairways.

ARRANGEMENT OF MATERIALS

The assessment kit should be placed out of view of the child to minimize distractions. The examiner should check the materials prior to the assessment to see that all materials are in place, including consumable paper supplies. When the assessment is complete, the examiner should be careful to return materials to the LAP: B–K kit.

ESTABLISHING AND MAINTAINING RAPPORT

First and foremost, take time to establish a comfortable rapport with the child. Putting the child at ease and gaining the child's cooperation should be a primary objective of the examiner. Only if the child is comfortable with the examiner can the child be expected to perform to the best of his or her ability. For infants, the examiner should engage in a period of friendly interactions with the child and check that the child has been fed and changed. Make sure the assessment is being administered at the best time of day for the child when he or she is likely to be most alert. For older children, the examiner should introduce himself or herself and play a bit with the child before starting the assessment. Talk with the child about the types of activities that the assessment will involve, such as building with blocks, running, jumping, and looking at a book. Encouraging the child to play with the toy cars or other materials may be necessary to establish rapport and help the child to be comfortable and engaged. Remember, for most children, having eye contact while giving instructions helps maintain a child's attention.

The examiner should attempt to establish a relaxed but active pace. An assessment session can be ruined by slowing it down so much that you lose a child's attention or by rushing too quickly through activities so that you do not give a child enough time to demonstrate his or her abilities. Adequate preparation is a key to maintaining interest and attention. Fumbling with materials, reading instructions to yourself, and searching for items are certain ways to lose the interest of the child. The examiner must always maintain control of assessment activities. If you should find you are losing a child's attention, try to speed up the pace slightly.

In cases where the child is getting tired or showing little attention, it is best to complete the current domain and continue the remainder of the assessment at another time. Take caution not to show frustration or displeasure toward the child; indicate that the assessment will be continued later, such as in the afternoon or the next day. Obvious inattentiveness or distraction of the child should be noted in the comment section of the online tool, just below the + and – buttons, to indicate whether the child passed or did not pass the item.

item	age	score	criteria
FM24	27	+	Circle
FM25	30	+	Builds Tower of 8 Cubes
FM26	30	+	Imitates Reach with Thumb and Forefinger instead of Grip
FM27	30	+	Imitates Cross
FM28	30	+	Builds Tower of 10 Cubes
FM29	30	+	Imitates 'Bridge' of Blocks

AVOIDING CUES

The examiner should be careful not to give cues to the child about his or her performance. Avoid the use of phrases such as, “That’s right,” or “You are so smart,” or “Now here’s a hard (or easy) one,” or similar phrases. Avoid body language such as nods, frowns, or smiles at the time a child achieves (or fails) a task, which can give undesired feedback.

Phrases such as, “You’re working hard!” or “Can you think of anything else?” give encouragement but avoid inappropriate cues. Examiners must be especially careful to avoid teaching items inadvertently. The examiner should encourage the child to obtain maximum performance but should avoid the tendency to prompt children for responses.

FOLLOWING PROCEDURES

The reliability of assessment with the LAP: B-K is dependent upon the examiner following the explicit instructions found in the LAP: B-K *Examiner’s Manual and Technical Report*, in this quick-start guide, and in the online tool. The examiner should read all item procedures and criteria prior to administration of an item. The examiner should be careful to say the verbal instructions exactly as written in the manual. Verbal instructions to the child are always preceded by Say, with the specific verbal instructions in quotations and bold type. The examiner should say the verbal instructions clearly with sufficient enthusiasm, should maintain eye contact as appropriate with the child, and should avoid monotonous reading or issuing demands to young children.

COMPUTING CHRONOLOGICAL AGE

The child’s chronological age must be calculated to determine the appropriate starting point in each domain. The electronic software application will automatically calculate a child’s chronological age once the birth date and date of administration are entered. Chronological age is determined by subtracting the date of birth from the date of administration to give an age in years, months, and days. Age is rounded up to the next month if the number of days is greater than 15.

SCORING PROCEDURES

If the child meets the criteria to pass an item, a plus (+) should be recorded to indicate the presence of the criterion-referenced behavior. A minus (–) should be recorded if the skill is not demonstrated by the child. Examiners must adhere to the following rules to establish an appropriate basal and ceiling.

DETERMINING STARTING POINTS

Once the chronological age for a child has been converted into months, the starting point for each domain should be determined. The software application will automatically suggest the starting point after determining the chronological age. The starting point is the first item in the same developmental age range as the child's chronological age. If there are no items for that age, the first item in the developmental age range prior to the child's chronological age should be used as the starting point.

DETERMINING STARTING POINTS FOR CHILDREN BORN PREMATURELY

The starting point may be adjusted for children who are younger than one year of age and were born prematurely. If the number of weeks premature is known, that number of weeks should be subtracted from the child's chronological age to give a more accurate reflection of the child's developmental age. This adjusted chronological age should be used to determine the starting point. Using either manual entry or guided entry allows the administrator to change the starting point to match this adjusted chronological age.

DETERMINING STARTING POINTS FOR CHILDREN WITH DISABILITIES

In the case of children with disabilities, the reports of screening and/or professional diagnostic results are used to provide specific information regarding the individual child's developmental level of functioning. This information should form the basis for determining the appropriate point for beginning the assessment process. If this information is not available, begin administering the assessment at half of the child's chronological age, which would probably allow for the establishment of a basal. Using either manual entry or guided entry allows the administrator to change the starting point to match the developmental age.

BASAL RULES

Because it is important that the child establish a *basal* (an initial level of successful functioning), the positive demonstration of three consecutive behaviors has been designated as the basal.

If the child fails to demonstrate a specific skill, the assessor should work backward in increments of three items (or the appropriate increment needed) on the task hierarchy until the basal of three consecutive items is established. The online tool will automatically jump back to the right place to obtain a basal. If a basal cannot be established because the child is functioning below the first item, you may use the first item in the domain as the basal.

CEILING RULES

After the basal has been determined, the assessment should continue until the child accumulates three minuses in a five-item sequence. This defines the child's *ceiling* level of performance. The assessment should end at this point. If the child has established a basal and successfully completes

all items in a domain without accumulating three minuses out of five consecutive items, use the last item of that domain as the ceiling cutoff.

ADDITIONAL SCORING RULES

If the examiner administers an item and the child refuses to attempt it, the score should be recorded as a minus (–) with the word *refused* written in the comment section.

If the examiner cannot administer an item because a material, such as a stairway, is not available or because of some other extenuating circumstance, a note should be made in the comment section. However, it is important to recognize that such missing information compromises the ability of the assessment to provide an accurate picture of the child's skills and should be indicated in subsequent uses of the assessment information for individual planning.

If a child changes a response any time during the administration of an item without adult assistance, the item should be scored based on the last response the child gives.

If a child responds correctly in another language, the score should be recorded as a plus (+) with a comment indicating that the response was given in a language other than English and identifying which language was spoken.

COMPUTING RAW SCORES

The raw score represents the number of items successfully completed in a given domain up to the ceiling, including all the items prior to the basal. All items prior to the basal are counted as correct, and all items beyond the ceiling are ignored. In any use of the information generated by the LAP: B–K assessment, it is important to be aware that the developmental age assigned to a specific item often varies among reputable research-based sources. Therefore, while the LAP: B–K data reflect documented norms, it is essential that the developmental ages be viewed as approximate. Raw scores for an individual child across assessment periods may be used to observe whether or not the child is acquiring new skills as would be expected over time.

The raw score is computed by the software application. It is computed as follows:

- The last item in the ceiling is determined.
- The number of minuses between the basal and ceiling are counted.
- The number of minuses in the domain are subtracted from the last ceiling item number to produce the child's raw score for that domain.

SCORING FOR EXECUTIVE FUNCTION ITEMS

The ten executive function (EF) items are scored differently from the rest of the LAP: B–K items. These items are scored only for children 36 months old and older. Items are scored as follows:

- 1: Almost never
- 2: Sometimes yes, sometimes no
- 3: Almost all the time

Items 3, 7, and 9 are reverse scored, as follows:

- 1: Almost all the time
- 2: Sometimes
- 3: Almost never

After reverse scoring these three items, scores on the ten items are summed for a total EF raw score. The assessor should observe the child across multiple activities across several days or weeks to score the EF items. There are no established age norms for executive function skills. The scores can be used to monitor growth in executive function over time and to suggest areas in which a child may need assistance.

REPORTS

The LAP: B-K software application produces a number of different reports on many levels of the program: child, classroom, site (physical building or school), district (county, school district, service area), and organization.

Teachers have the ability to run individual child reports to help monitor a child's progress during one checkpoint or over time by including multiple checkpoints. Reports are suited to be a tool for curriculum planning and creating meaningful child plans that involve the entire family. Administrators, depending on level of access, also have the ability to print summary reports to look at the organization as a whole. Summary reports will show improvements in performance and growth. Reports aligning with the *Head Start Early Learning Outcomes Framework* are also available on all levels of the program.

LAP: B-K ADMINISTRATOR REPORT SUMMARY: CLASSROOM, SITE, DISTRICT, OR ORGANIZATION REPORTS

REPORT NAME	GRAPH	COMPARATIVE	BEGINNING RESULTS	MID-YEAR RESULTS	END-OF-YEAR RESULTS	ONGOING RESULTS	DATE RANGE
Head Start Outcome Report (2015)	Yes	Yes	Yes	Yes	Yes	No	No
Group Progress Summary	Yes	Yes	Yes	Yes	Yes	No	Yes
Comma-Separated Values (CSV) Exports	No	Yes	Yes	Yes	Yes	Yes	No
Evaluation and Planning	Yes	Yes	Yes	Yes	Yes	Yes	Yes

LAP: B-K REPORT SUMMARY: TEACHER

REPORT NAME	REPORT LEVEL	GRAPH	COMPARATIVE	BEGINNING RESULTS	MID-YEAR RESULTS	END-OF-YEAR RESULTS	ONGOING RESULTS	DATE RANGE
All-Score Summary	Child	No	Yes	Yes	Yes	Yes	Yes	No
Child Report	Child	Yes	Yes	Yes	Yes	Yes	No	No
Head Start Outcome Report	Child	Yes	Yes	Yes	Yes	Yes	No	No
Family Report	Child	No	No	Yes	Yes	Yes	Yes	No
Summary of Results and Comments	Child	No	No	Yes	Yes	Yes	No	No
Individual Objectives by Domain	Child	No	No	Yes	Yes	Yes	Yes	No
Child Language Development	Child	Yes	Yes	Yes	Yes	Yes	No	No
Approximate Developmental Age	Child	No	Yes	Yes	Yes	Yes	No	No
Planning Form for IEP/IFSP	Child	Yes	No	Yes	Yes	Yes	No	No
Progress Report	Child	No	No	Yes	Yes	Yes	No	No
Classroom Report	Classroom	Yes	Yes	No	No	No	No	Yes
Head Start Outcome Report (2015)	Classroom	Yes	Yes	Yes	Yes	Yes	No	No
Starting Point Report	Classroom	No	Yes	Yes	No	No	No	No
Raw Score Summary by Domain	Classroom	No	Yes	Yes	Yes	Yes	Yes	No
Approximate Developmental Age by Domain	Classroom	No	Yes	Yes	Yes	Yes	No	No
Class Grouping by Item	Classroom	No	No	Yes	Yes	Yes	No	No
Language Developmental Report	Classroom	Yes	Yes	Yes	Yes	Yes	No	No