

Learning Accomplishment Profile – Third Edition (LAP-3)

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Sanford, Anne, Zelman, Janet, Hardin, Belinda, and Peisner-Feinberg, Ellen (2004). *Learning Accomplishment Profile Third Edition (LAP-3)*, Chapel Hill, NC: Chapel Hill Training Outreach Project, Inc, published by Kaplan Early Learning Company.

The *Learning Accomplishment Profile-Third Edition (LAP-3)* is a norm-referenced assessment tool that provides a systematic method for observing individual development of children functioning in the 36 to 72 month age range. The LAP-3 is the culmination of revisions and research designed to improve the quality and usability of the instrument. The purpose of the LAP-3 is to assess individual skill development in seven domains of development: gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal/social. The LAP-3's comprehensive approach to the total development of the young child addresses 383 samples of behavior. The "critical" nature of these items will vary with the individual needs of children.

The developmental domain of *gross motor* has 54 assessed behaviors; *fine motor* has 40 behaviors; *prewriting* has 38; *cognitive* has 87; *language* has 69; *self help* has 50; and *personal/social* has 45 behaviors.

Test administrators first determine the chronological age for a child converted into months then determine the appropriate starting point for each of the seven domains. The starting point is the first item in the same developmental age

range as the child's chronological age. Test administrators determine basal and ceiling scores for each of the domains. The LAP-3 is administered in an individualized setting rather than in a group setting. Although LAP-3 is a criterion-referenced instrument, care should be taken to follow specified administration guidelines in order to achieve the most accurate results. All users should be trained in appropriate administration procedures and scoring guidelines. The LAP-3 can be administered at home or in a child center environment. Expect to administer the assessment instrument in multiple sessions, since maximum performance of the child is the goal. The examiner should end a session if the child becomes inattentive or severely distracted, but attempt to complete the domain being administered before ending the session.

Training is available through the vendor. LAP-3 offers basic instruction on the correct administration, scoring, and interpretation of results.