

## WV Pre-K Child Assessment System:

# Utilizing the Online Reporting Platform and Completing the Child Accomplishments Summary

Prepared by the WVDE Office of Early Learning

*September 2012*

# Tutorial Reference Guide

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## WV Pre-K Child Assessment System Reporting Support

The West Virginia Pre-K Child Assessment System has been developed through a multi-program collaboration to meet child assessment and reporting needs for programs and families. The following groups have worked together to develop this system:

- WVDE Office of Early Learning
- Head Start State Collaboration Office
- WV Department of Health and Human Resources
- WVDE Office of Special Programs
- WVDE Office of Information Systems
- WVDE Office of Research
- WVDE Office of Title III
- WVDE Office of Healthy Schools
- Early Learning Scale 2011 Trainer Cadres
- WV Pre-K CQI Advisory Council

A collaborative effort:

The WV Pre-K Child Assessment System includes, but is not limited to:

- Health Data
- English Language Learner Data
- WV Early Learning Standards Framework Domains
- Early Learning Scale
- Office of Special Education (OSEP) / Early Childhood Outcomes Reporting

A collaborative effort:

The WV Pre-K Child Assessment System includes, but is not limited to:

- Health Data—populated from WVEIS
- English Language Learner Data—populated from WVEIS with brief teacher narrative
- WV Early Learning Standards Framework Domains—teacher synopsis based on documentation over time/ next steps and suggestions for families
- Early Learning Scale—populated from WVEIS based on teacher reported information and observations of children’s development over time/ teacher synopsis of next steps and suggestions for families
- Office of Special Education (OSEP) / Early Childhood Outcomes Reporting—populated from WVEIS based on teacher reported information and observations of children’s development over time

Important note:

WV Pre-K Child Assessment System documentation will occur on a daily basis. The maintenance of this daily documentation is to be determined by the county collaborative early childhood team.

Then, three times per year, teachers will log on to an online platform and report on the data they have collected over time.

The following screens provide information and guidance regarding:

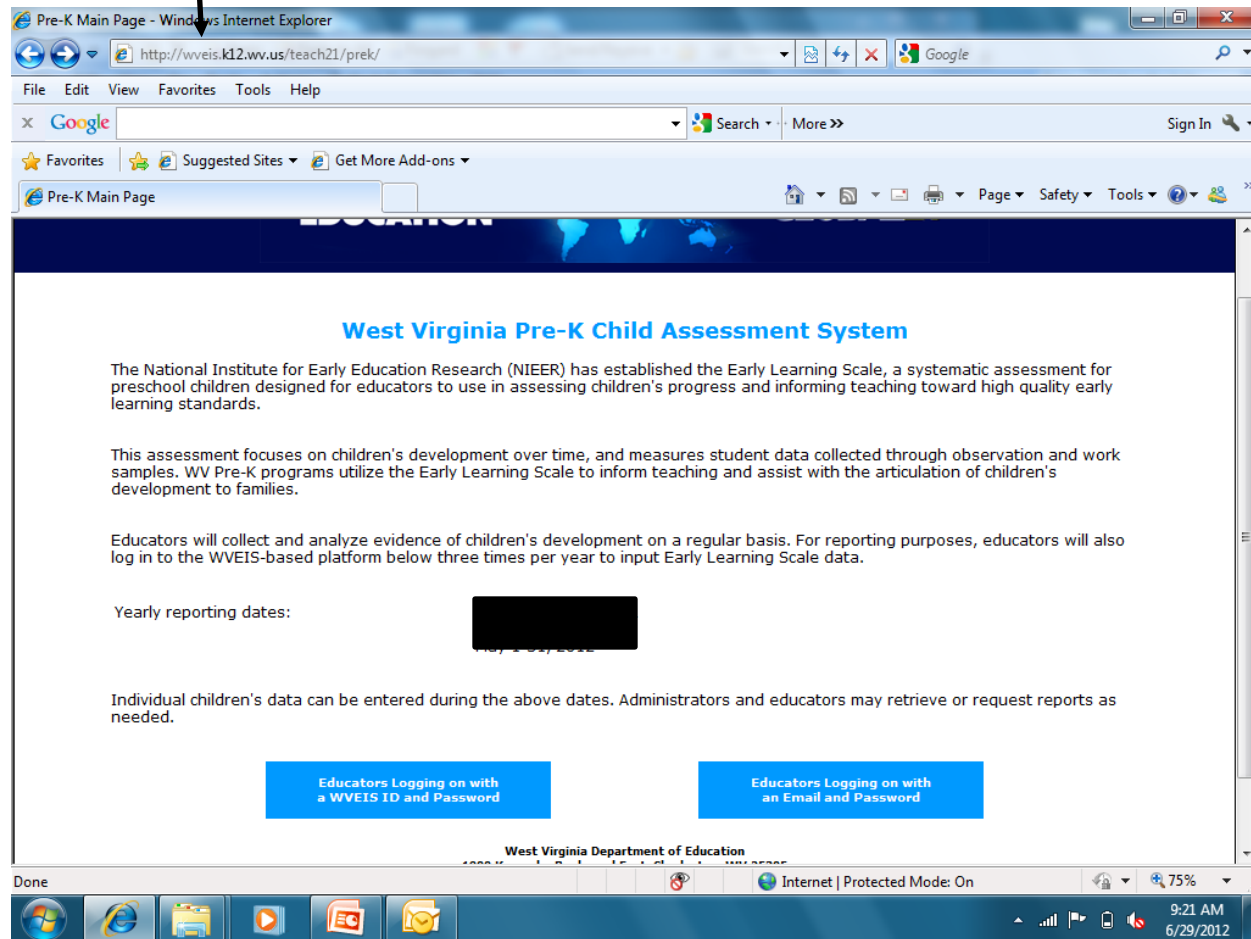
- Logging in to the system
- Accessing and verifying class lists
- Reporting data
- Types of reports
- Intent of reports
- Generating reports
- Completing the Child Accomplishments Summary

## Logging in to the WV Pre-K Child Assessment System Online Platform



# WV Pre-K Child Assessment System Reporting Support

Go to <http://wveis.k12.wv.us/teach21/prek/> for the WV Pre-K Child Assessment System homepage.



The screenshot shows a Windows Internet Explorer browser window displaying the homepage of the West Virginia Pre-K Child Assessment System. The browser's address bar shows the URL <http://wveis.k12.wv.us/teach21/prek/>. The page content includes the title "West Virginia Pre-K Child Assessment System" and several paragraphs of text describing the system's purpose and reporting requirements. At the bottom of the page, there are two blue buttons for login options: "Educators Logging on with a WVEIS ID and Password" and "Educators Logging on with an Email and Password". The browser's taskbar at the bottom shows the system tray with the date and time as 9:21 AM on 6/29/2012.

**West Virginia Pre-K Child Assessment System**

The National Institute for Early Education Research (NIEER) has established the Early Learning Scale, a systematic assessment for preschool children designed for educators to use in assessing children's progress and informing teaching toward high quality early learning standards.

This assessment focuses on children's development over time, and measures student data collected through observation and work samples. WV Pre-K programs utilize the Early Learning Scale to inform teaching and assist with the articulation of children's development to families.

Educators will collect and analyze evidence of children's development on a regular basis. For reporting purposes, educators will also log in to the WVEIS-based platform below three times per year to input Early Learning Scale data.

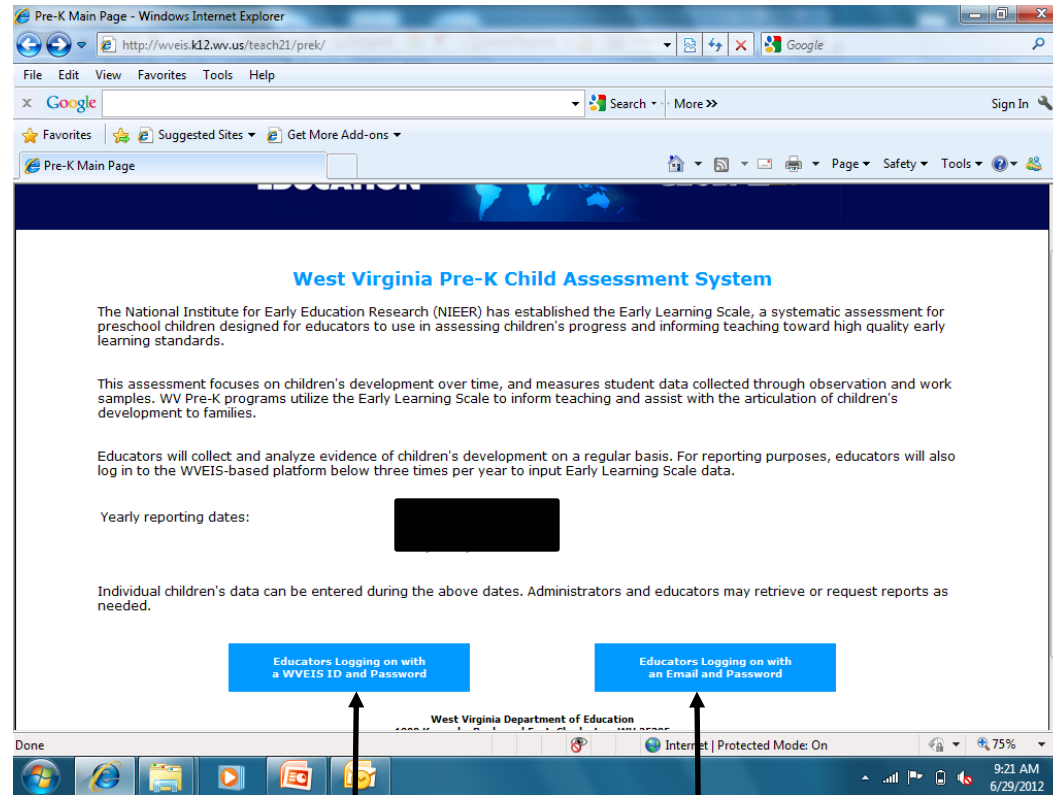
Yearly reporting dates: [REDACTED]

Individual children's data can be entered during the above dates. Administrators and educators may retrieve or request reports as needed.

**Educators Logging on with a WVEIS ID and Password**      **Educators Logging on with an Email and Password**

West Virginia Department of Education

# WV Pre-K Child Assessment System Reporting Support



If you plan to log on with your WVEIS ID, click this blue box.

If you plan to log on with an email address, click this blue box.

## WV Pre-K Child Assessment System Reporting Support

BOE employees will see this screen. Enter your WVEIS User ID and Password in the boxes provided, and then click the “sign on” button.

WV PreK Programs  
Public School Signon  
WVEIS USER ID & WVEIS PASSWORD

WV PreK Programs Sign-on

USER ID:	<input type="text"/>
PASSWORD:	<input type="password"/>
<input type="button" value="Sign On"/>	

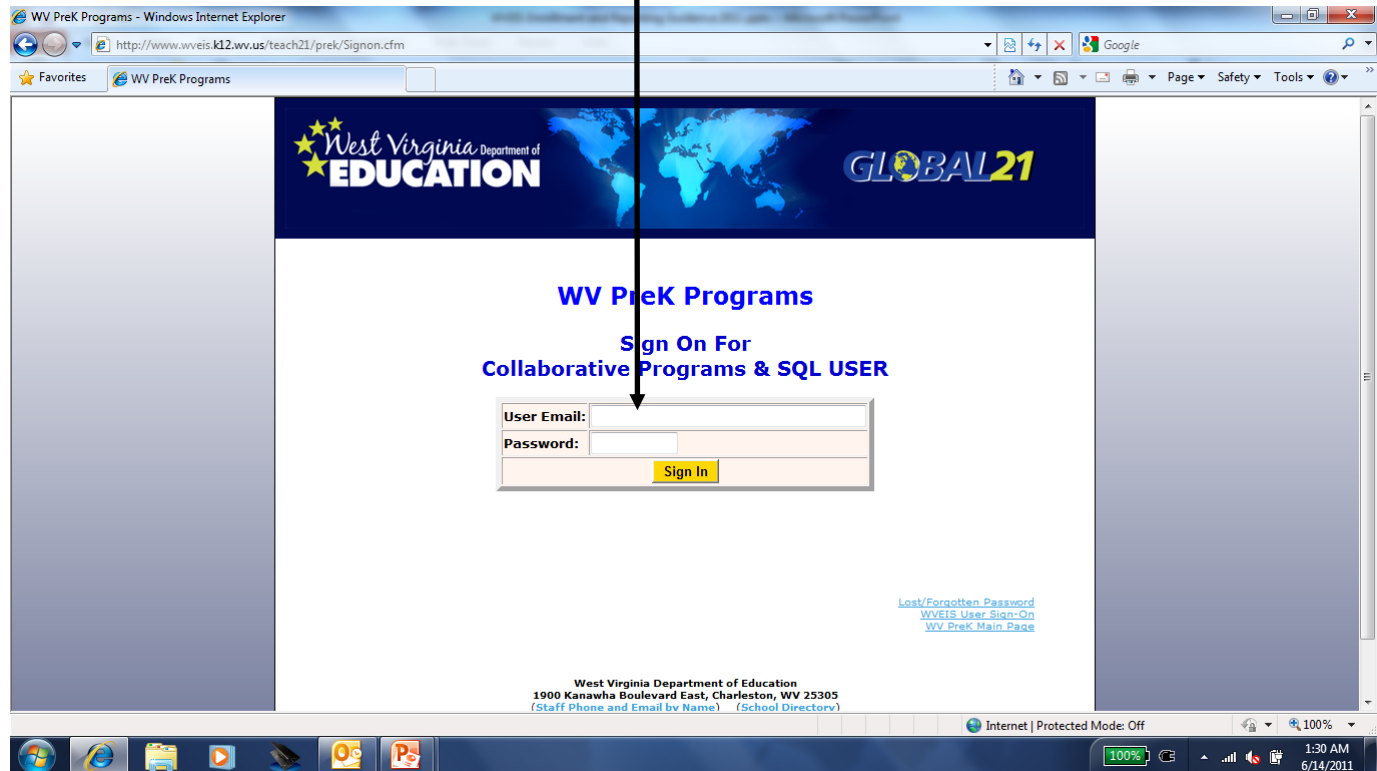
[Sql User Sign On](#)  
[WV PreK Main Page](#)

Internet | Protected Mode: Off 100%

1:28 AM  
6/14/2011

# WV Pre-K Child Assessment System Reporting Support

Those logging on with an email will see this screen. Enter your email on file and password. Then click “sign in.”



WV PreK Programs - Windows Internet Explorer

http://www.wveis.k12.wv.us/teach21/prek/Signon.cfm

West Virginia Department of  
**EDUCATION**

**GLOBAL21**

**WV PreK Programs**  
Sign On For  
Collaborative Programs & SQL USER

User Email:

Password:

**Sign In**

[Lost/Forgotten Password](#)  
[WVEIS User Sign-On](#)  
[WV PreK Main Page](#)

West Virginia Department of Education  
1900 Kanawha Boulevard East, Charleston, WV 25305  
(Staff Phone and Email by Name) (School Directory)

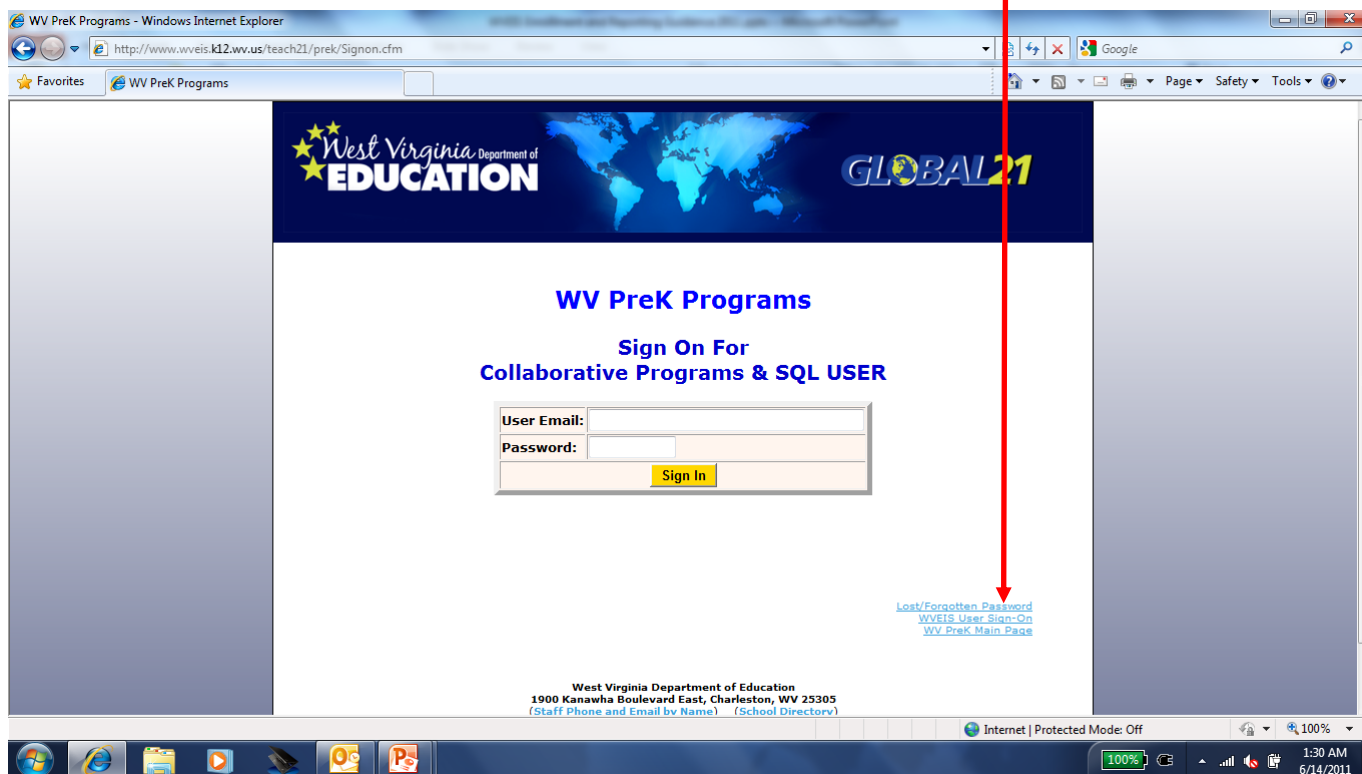
Internet | Protected Mode: Off

100%

1:30 AM  
6/14/2011

## WV Pre-K Child Assessment System Reporting Support

**Non-BOE employees: Before you log in the first time, you will have to click on “Lost/Forgotten Password” to retrieve your password. Keep this in a secure location!**



WV PreK Programs - Windows Internet Explorer

http://www.wveis.k12.wv.us/teach21/prek/Signon.cfm

West Virginia Department of  
**EDUCATION**

**WV PreK Programs**

**Sign On For  
Collaborative Programs & SQL USER**

User Email:

Password:

**Sign In**

[Lost/Forgotten Password](#)  
[WVEIS User Sign-On](#)  
[WV PreK Main Page](#)

West Virginia Department of Education  
1900 Kanawha Boulevard East, Charleston, WV 25305  
(Staff Phone and Email by Name) (School Directory)

Internet | Protected Mode: Off

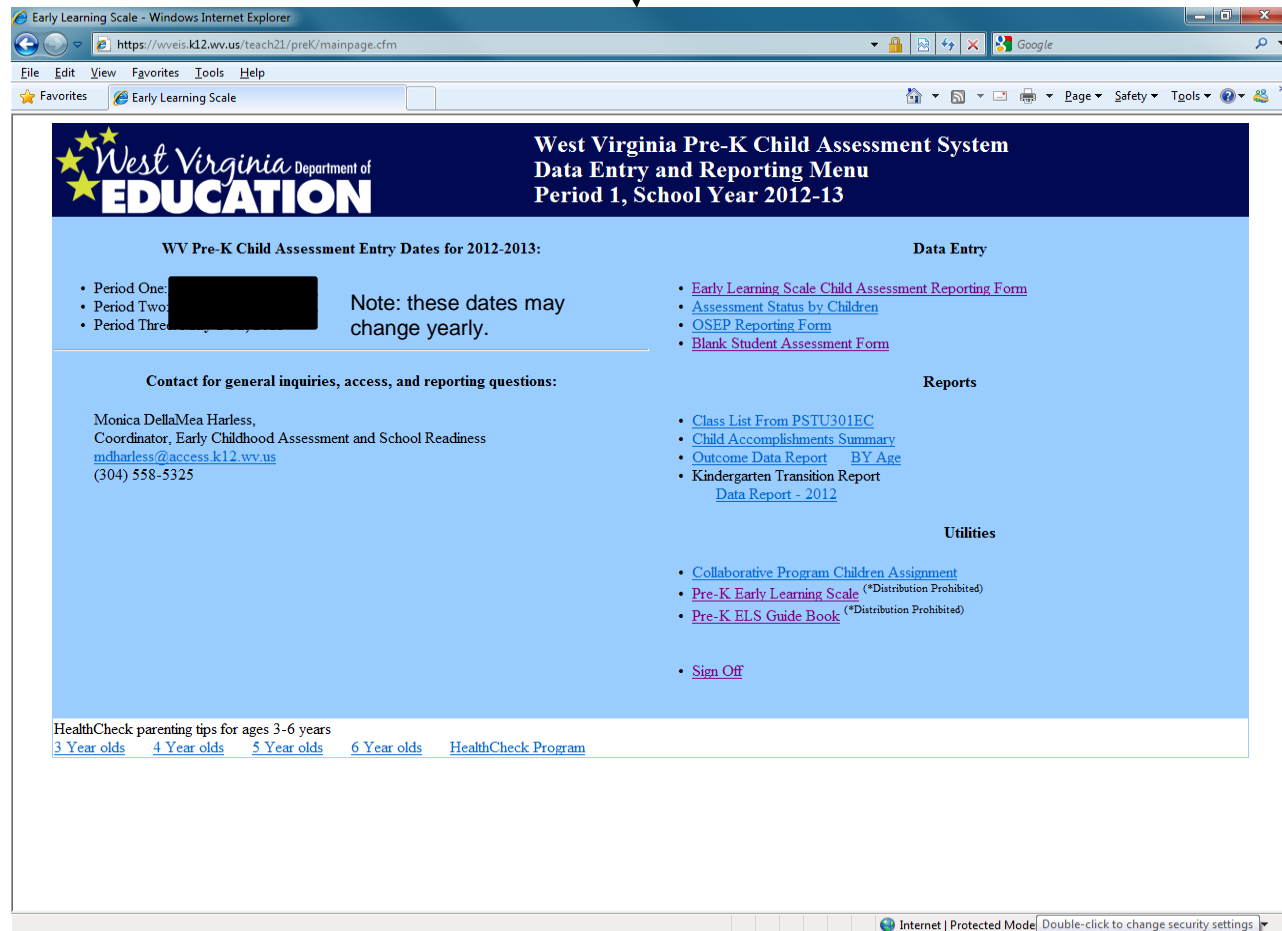
100%

1:30 AM  
6/14/2011

**If you are unable to log in, contact your supervisor. Your information may not have been provided to the WVDE as requested.**

# WV Pre-K Child Assessment System Reporting Support

All users will see this screen after successfully logging in to the system.



The screenshot shows a web browser window displaying the 'West Virginia Pre-K Child Assessment System Data Entry and Reporting Menu' for Period 1, School Year 2012-13. The page is organized into several sections:

- West Virginia Pre-K Child Assessment Entry Dates for 2012-2013:**
  - Period One: [Redacted]
  - Period Two: [Redacted]
  - Period Three: [Redacted]

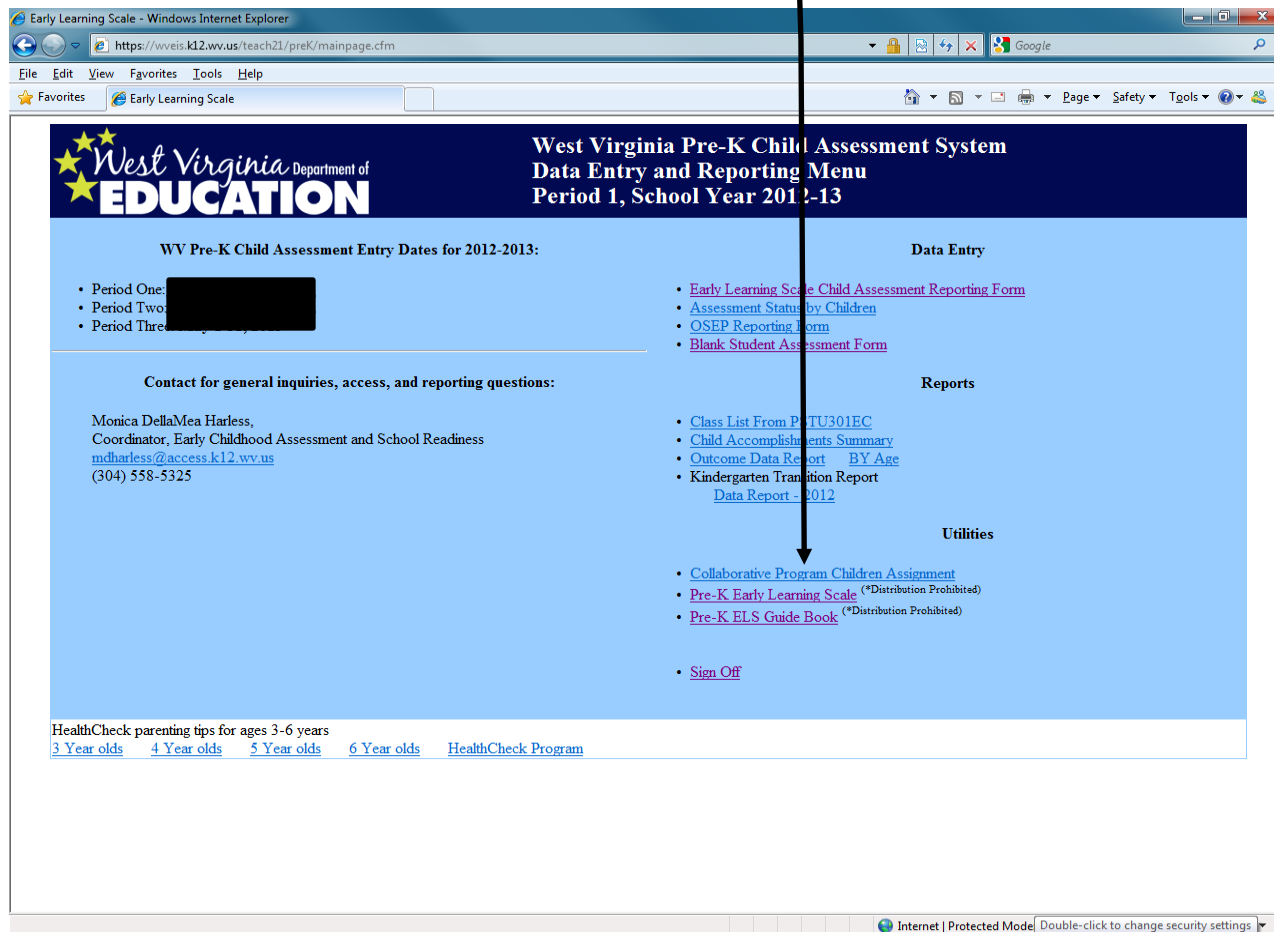
Note: these dates may change yearly.
- Contact for general inquiries, access, and reporting questions:**

Monica DellaMea Harless,  
Coordinator, Early Childhood Assessment and School Readiness  
[mdharless@access.k12.wv.us](mailto:mdharless@access.k12.wv.us)  
(304) 558-5325
- Data Entry:**
  - [Early Learning Scale Child Assessment Reporting Form](#)
  - [Assessment Status by Children](#)
  - [OSEP Reporting Form](#)
  - [Blank Student Assessment Form](#)
- Reports:**
  - [Class List From PSTU301EC](#)
  - [Child Accomplishments Summary](#)
  - [Outcome Data Report BY Age](#)
  - [Kindergarten Transition Report Data Report - 2012](#)
- Utilities:**
  - [Collaborative Program Children Assignment](#)
  - [Pre-K Early Learning Scale](#) (\*Distribution Prohibited)
  - [Pre-K ELS Guide Book](#) (\*Distribution Prohibited)
  - [Sign Off](#)

At the bottom, there is a link for 'HealthCheck parenting tips for ages 3-6 years' with sub-links for '3 Year olds', '4 Year olds', '5 Year olds', '6 Year olds', and 'HealthCheck Program'.

# WV Pre-K Child Assessment System Reporting Support

**IF you are a teacher located at a COLLABORATIVE site outside of a Board of Education building that has MORE THAN ONE PRE-K CLASSROOM, click on “Collaborative Program Children Assignment.”**



The screenshot shows a web browser window displaying the 'West Virginia Pre-K Child Assessment System Data Entry and Reporting Menu' for Period 1, School Year 2012-13. The page is organized into three main sections: Data Entry, Reports, and Utilities. A black arrow points from the text in the top box to the 'Collaborative Program Children Assignment' link in the Utilities section.

**West Virginia Pre-K Child Assessment System Data Entry and Reporting Menu**  
Period 1, School Year 2012-13

**WV Pre-K Child Assessment Entry Dates for 2012-2013:**

- Period One: [Redacted]
- Period Two: [Redacted]
- Period Three: [Redacted]

**Contact for general inquiries, access, and reporting questions:**

Monica DellaMea Harless,  
Coordinator, Early Childhood Assessment and School Readiness  
[mdharless@access.k12.wv.us](mailto:mdharless@access.k12.wv.us)  
(304) 558-5325

**Data Entry**

- [Early Learning Scale Child Assessment Reporting Form](#)
- [Assessment Status by Children](#)
- [OSEP Reporting Form](#)
- [Blank Student Assessment Form](#)

**Reports**

- [Class List From PPTU301EC](#)
- [Child Accomplishments Summary](#)
- [Outcome Data Report BY Age](#)
- [Kindergarten Transition Report Data Report - 2012](#)

**Utilities**

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- [Pre-K Early Learning Scale](#) (\*Distribution Prohibited)
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- [Sign Off](#)

HealthCheck parenting tips for ages 3-6 years  
[3 Year olds](#) [4 Year olds](#) [5 Year olds](#) [6 Year olds](#) [HealthCheck Program](#)

# WV Pre-K Child Assessment System Reporting Support

This step has to be completed by those teachers at collaborative sites outside of a BOE building with **MORE THAN ONE PRE-K CLASSROOM** at their location.

ID	Student	Type	OSEP P				
15		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Save							
20		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Save							

You will see all the children assigned to this site in this column.

You will see the teachers' names at this site in this row.



# WV Pre-K Child Assessment System Reporting Support

This step has to be completed by those teachers at collaborative sites outside of a BOE building with **MORE THAN ONE PRE-K CLASSROOM** at their location.

Improving Teaching through Systematic Assessment:  
Teacher Assignment

ID	Student	Type	OSEP P	Assessment Area 1	Assessment Area 2	Assessment Area 3	Assessment Area 4	
15		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Save				
20		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
23		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
24		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
25		DAY	N	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20		DAY	Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Save				

Click on the radio buttons beside the names of the children in your classroom.

Be sure to press save in all locations where indicated.

## Accessing and Verifying Class Lists

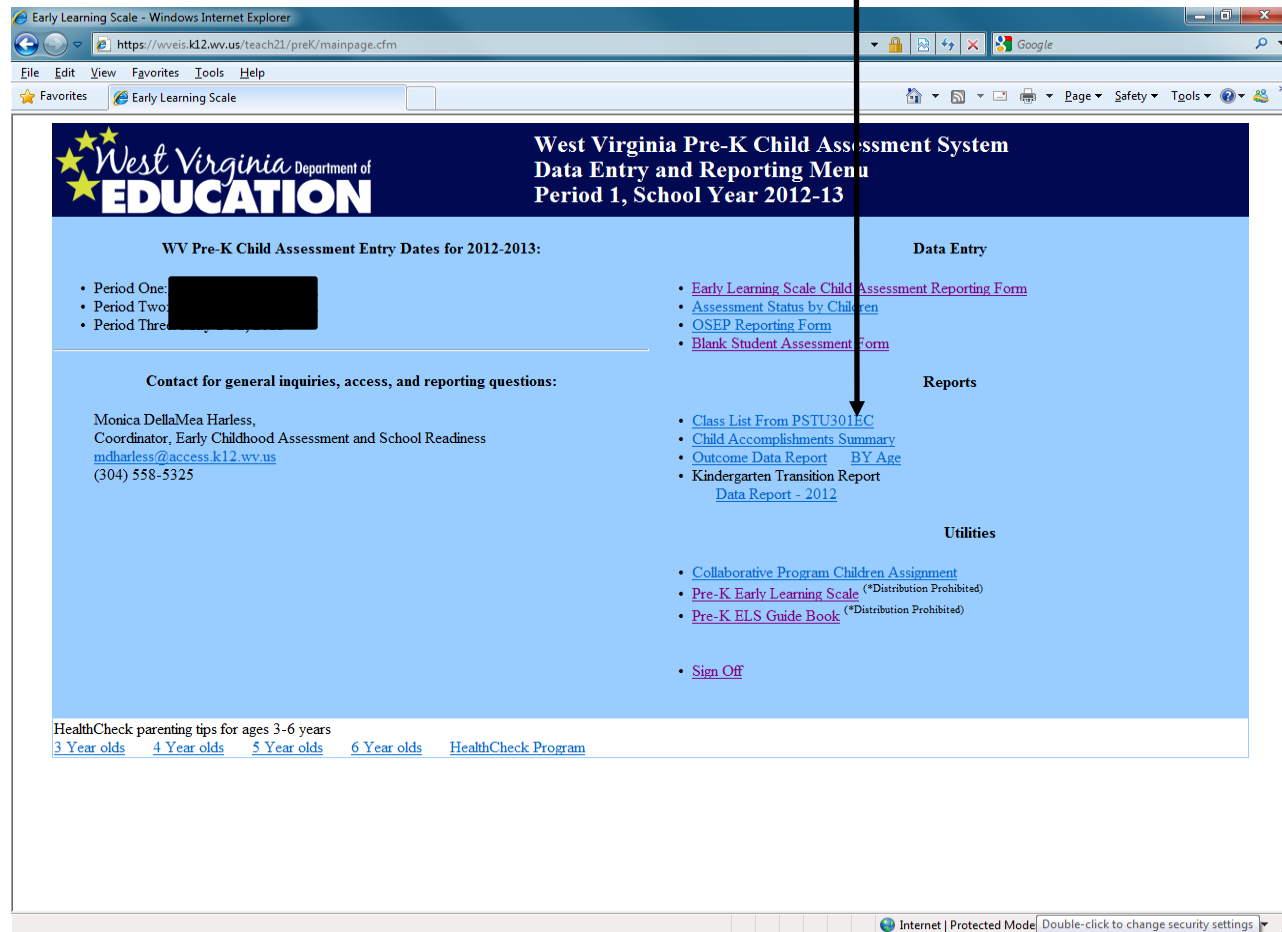
## WV Pre-K Child Assessment System Reporting Support

### Accessing and verifying class lists

- To ensure all children are properly enrolled in each classroom, teachers are asked to log in at the beginning of the year and verify their class rosters with their county pre-k coordinators and special education directors.
- Pre-k county coordinators should ask for verification of class rosters on an ongoing basis throughout the school year.
- If children are missing from or listed incorrectly on the class roster, it will not be possible for teachers to correctly enter child assessment reporting data mandated by policy.
- **If a class roster is incorrect, it is imperative that the classroom teacher contact the county pre-k coordinator immediately to inform them of the discrepancy.**

# WV Pre-K Child Assessment System Reporting Support

To access class lists, click on "Class List From PSTU301EC"



Early Learning Scale - Windows Internet Explorer  
<https://wweis.k12.wv.us/teach21/preK/mainpage.cfm>

**West Virginia Department of EDUCATION**  
**West Virginia Pre-K Child Assessment System**  
**Data Entry and Reporting Menu**  
**Period 1, School Year 2012-13**

**WV Pre-K Child Assessment Entry Dates for 2012-2013:**

- Period One: [REDACTED]
- Period Two: [REDACTED]
- Period Three: [REDACTED]

**Contact for general inquiries, access, and reporting questions:**

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 (304) 558-5325

**Data Entry**

- [Early Learning Scale Child Assessment Reporting Form](#)
- [Assessment Status by Children](#)
- [OSEP Reporting Form](#)
- [Blank Student Assessment Form](#)

**Reports**

- [Class List From PSTU301EC](#)
- [Child Accomplishments Summary](#)
- [Outcome Data Report - BY Age](#)
- [Kindergarten Transition Report Data Report - 2012](#)

**Utilities**

- [Collaborative Program Children Assignment](#)
- [Pre-K Early Learning Scale](#) (\*Distribution Prohibited)
- [Pre-K ELS Guide Book](#) (\*Distribution Prohibited)
- [Sign Off](#)

HealthCheck parenting tips for ages 3-6 years  
[3 Year olds](#) [4 Year olds](#) [5 Year olds](#) [6 Year olds](#) [HealthCheck Program](#)

Internet | Protected Mode | Double-click to change security settings

## WV Pre-K Child Assessment System Reporting Support

Your class list will pop up in a new window in a pdf document. Please review the list and verify with your county coordinator.

The screenshot shows a web browser window titled 'Early Learning Scale - Windows Internet Explorer' with the URL <https://wveis.k12.wv.us/teach21/preK/mainpage.cfm>. A smaller window is open over it, displaying a PDF document titled 'Class List' for a specific county. The PDF contains a table with the following columns: ID, Name, Birth Date, Age #, Reg. Code, Program, and Head Start. The table lists 13 children, with their names and birth dates redacted with black bars. The 'Head Start' column contains 'Y' for all entries.

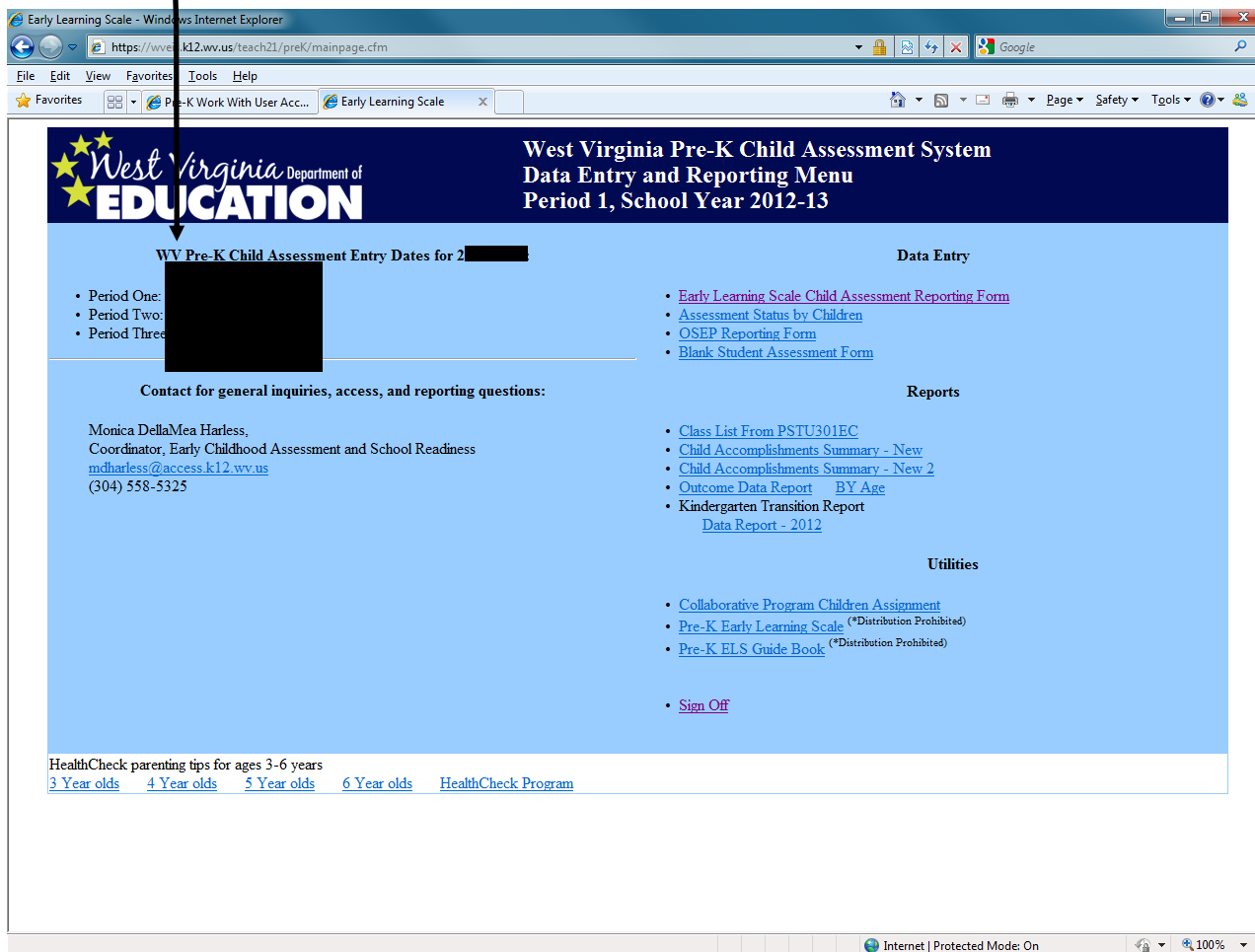
ID	Name	Birth Date	Age #	Reg. Code	Program	Head Start
1.						Y
2.						Y
3.						Y
4.						Y
5.						Y
6.						Y
7.						Y
8.						Y
9.						Y
10.						Y
11.						Y
12.						Y
13.						Y

If a class roster is incorrect, it is imperative that the classroom teacher contact the county coordinator immediately to inform them of the discrepancy.

## Reporting Data

# WV Pre-K Child Assessment System Reporting Support

On your screen, you will see the reporting dates for 2012-2013 for ELS and OSEP reporting.



Early Learning Scale - Windows Internet Explorer  
<https://www.k12.wv.us/teach21/prek/mainpage.cfm>

**West Virginia Department of EDUCATION**

**West Virginia Pre-K Child Assessment System  
Data Entry and Reporting Menu  
Period 1, School Year 2012-13**

WV Pre-K Child Assessment Entry Dates for 2012-2013

- Period One: [Redacted]
- Period Two: [Redacted]
- Period Three: [Redacted]

**Data Entry**

- [Early Learning Scale Child Assessment Reporting Form](#)
- [Assessment Status by Children](#)
- [OSEP Reporting Form](#)
- [Blank Student Assessment Form](#)

**Reports**

- [Class List From PSTU301EC](#)
- [Child Accomplishments Summary - New](#)
- [Child Accomplishments Summary - New 2](#)
- [Outcome Data Report BY Age](#)
- [Kindergarten Transition Report Data Report - 2012](#)

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HealthCheck parenting tips for ages 3-6 years  
[3 Year olds](#) [4 Year olds](#) [5 Year olds](#) [6 Year olds](#) [HealthCheck Program](#)

Internet | Protected Mode: On | 100%

# Reporting data

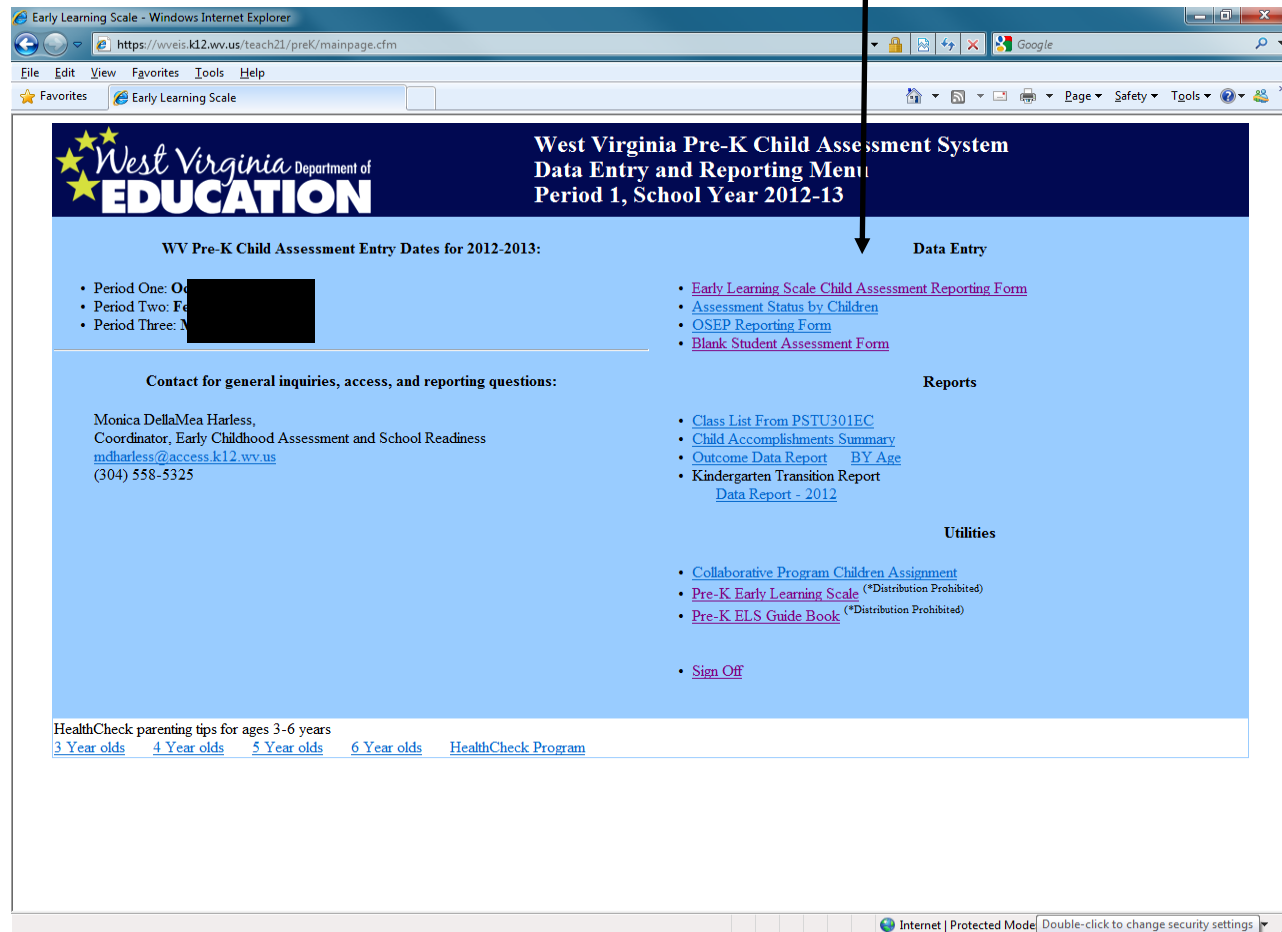
- For each reporting period, you will use the documentation you have collected to that point to make an educated, informed decision regarding children's placement on the ELS at that time.
- The Child Outcomes Summary Screen will be completed for all children with IEPs.
- Narrative data will be condensed to share with families.



## Completing Early Learning Scale Reporting

# WV Pre-K Child Assessment System Reporting Support

Click on “Early Learning Scale Child Assessment Reporting Form.”



Early Learning Scale - Windows Internet Explorer  
https://wweis.k12.wv.us/teach21/preK/mainpage.cfm

West Virginia Department of  
**EDUCATION**

West Virginia Pre-K Child Assessment System  
Data Entry and Reporting Menu  
Period 1, School Year 2012-13

WV Pre-K Child Assessment Entry Dates for 2012-2013:

- Period One: Oc [REDACTED]
- Period Two: Fe [REDACTED]
- Period Three: M [REDACTED]

Contact for general inquiries, access, and reporting questions:

Monica DellaMea Harless,  
Coordinator, Early Childhood Assessment and School Readiness  
[mdharless@access.k12.wv.us](mailto:mdharless@access.k12.wv.us)  
(304) 558-5325

HealthCheck parenting tips for ages 3-6 years  
[3 Year olds](#) [4 Year olds](#) [5 Year olds](#) [6 Year olds](#) [HealthCheck Program](#)

**Data Entry**

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- [OSEP Reporting Form](#)
- [Blank Student Assessment Form](#)

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- [Child Accomplishments Summary](#)
- [Outcome Data Report BY Age](#)
- [Kindergarten Transition Report Data Report - 2012](#)

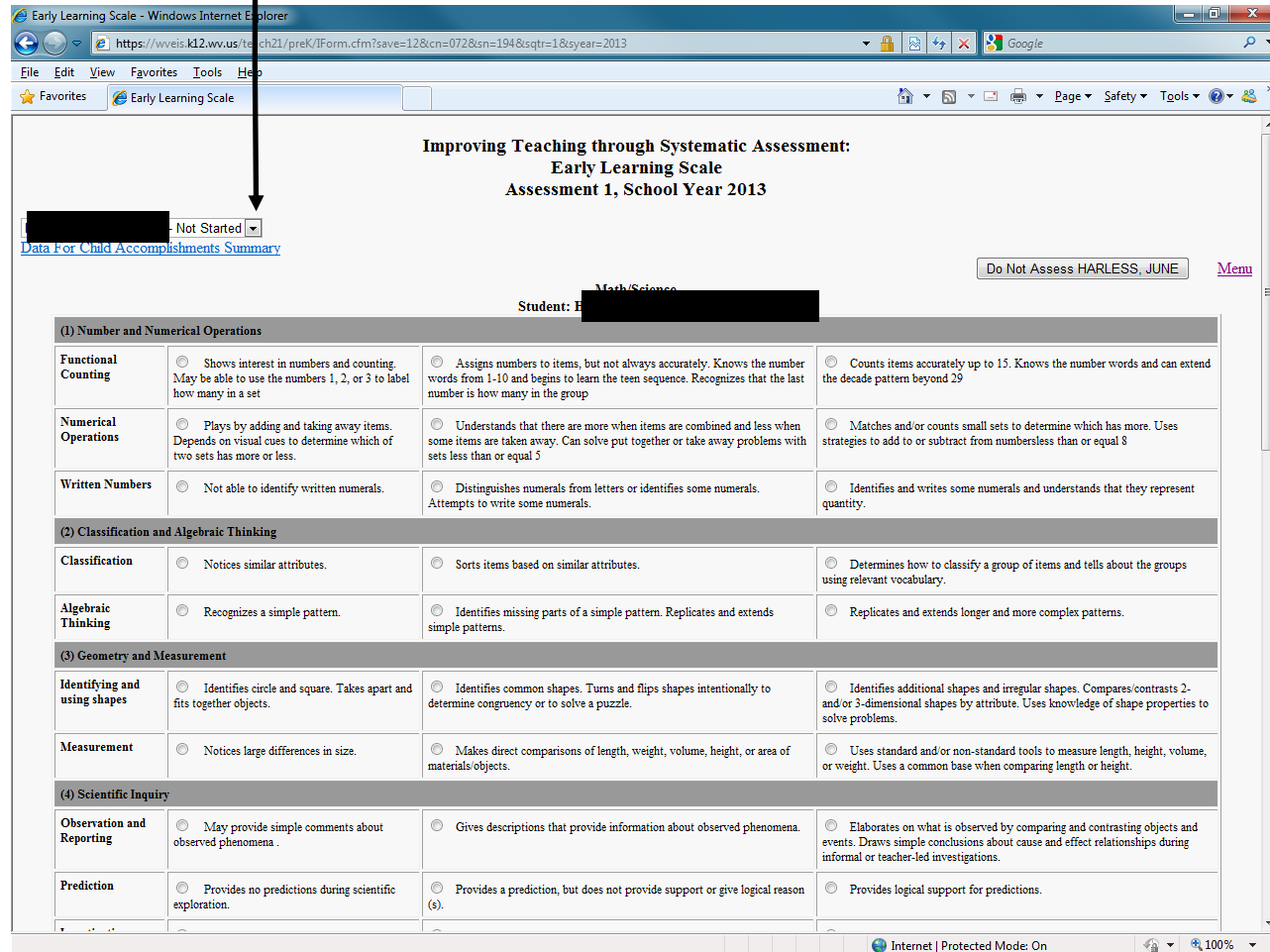
**Utilities**

- [Collaborative Program Children Assignment](#)
- [Pre-K Early Learning Scale](#) (\*Distribution Prohibited)
- [Pre-K ELS Guide Book](#) (\*Distribution Prohibited)
- [Sign Off](#)

Internet | Protected Mode | Double-click to change security settings

# WV Pre-K Child Assessment System Reporting Support

Click on this arrow to reveal a drop down menu of your class list.



Early Learning Scale - Windows Internet Explorer  
 https://weis.k12.wv.us/teach21/preK/IForm.cfm?save=12&cn=072&sn=194&sqtr=1&year=2013

File Edit View Favorites Tools Help

Early Learning Scale

Improving Teaching through Systematic Assessment:  
 Early Learning Scale  
 Assessment 1, School Year 2013

Not Started

[Data for Child Accomplishments Summary](#)

Do Not Assess HARLESS, JUNE

Memu

Student: H... Math/Science

(1) Number and Numerical Operations			
<b>Functional Counting</b>	<input type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numbers less than or equal 8
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
<b>Classification</b>	<input type="radio"/> Notices similar attributes.	<input type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
<b>Algebraic Thinking</b>	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
<b>Identifying and using shapes</b>	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
<b>Measurement</b>	<input type="radio"/> Notices large differences in size.	<input type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.	<input type="radio"/> Uses standard and/or non-standard tools to measure length, height, volume, or weight. Uses a common base when comparing length or height.
(4) Scientific Inquiry			
<b>Observation and Reporting</b>	<input type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
<b>Prediction</b>	<input type="radio"/> Provides no predictions during scientific exploration.	<input type="radio"/> Provides a prediction, but does not provide support or give logical reason(s).	<input type="radio"/> Provides logical support for predictions.

Internet | Protected Mode: On

# WV Pre-K Child Assessment System Reporting Support

After the drop down menu is displayed, move your mouse over the name of the child for whom you plan to complete ELS reporting.

Improving Teaching through Systematic Assessment:  
Early Learning Scale  
Assessment 2, School Year 2011

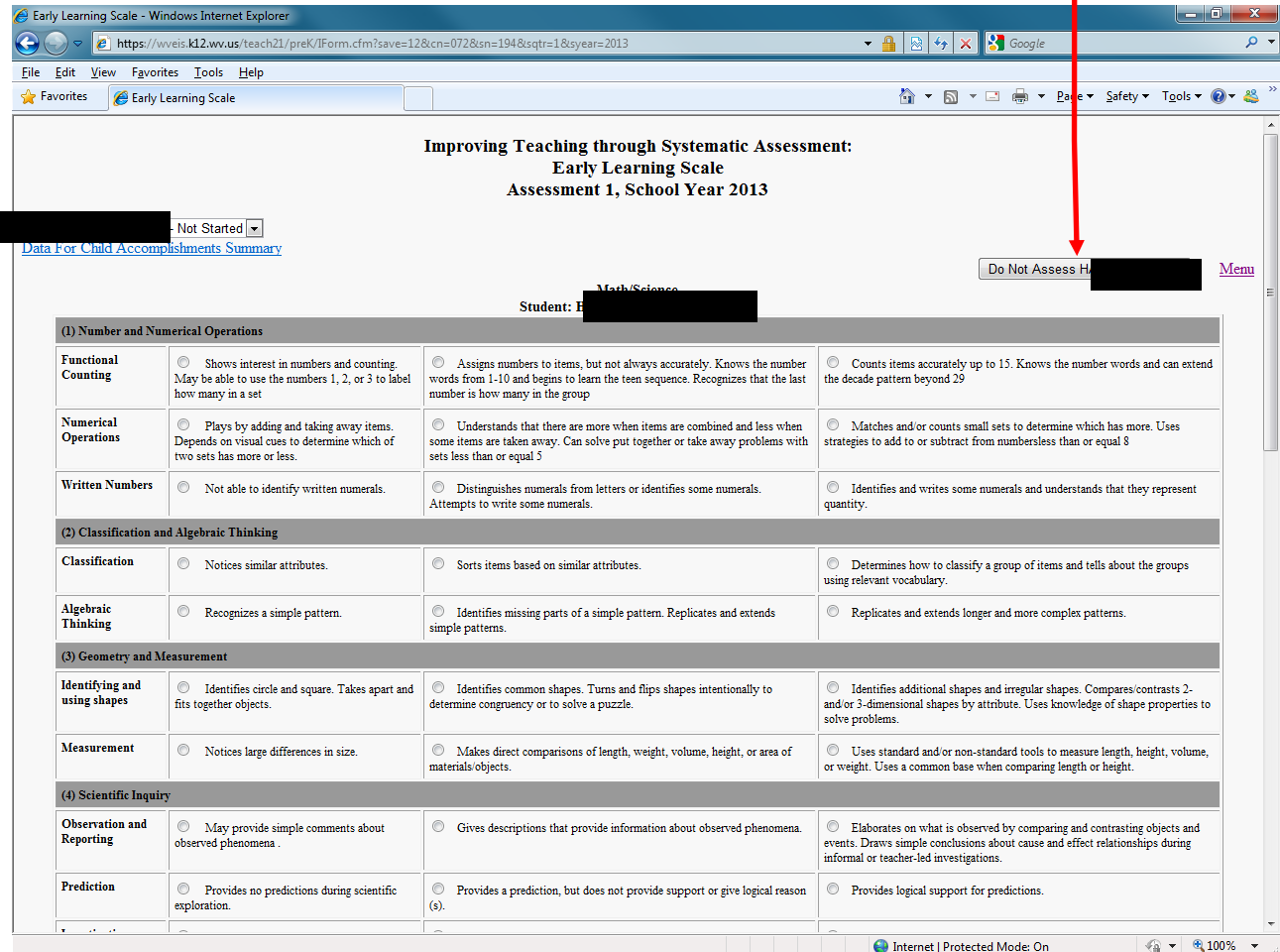
Math/Science  
Student: **BBBBBB, NOZOMI (16)**

Re-Open Assessment on BBBBBB, NOZOMI

<b>Functional Counting</b>	<input type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set	<input checked="" type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group	<input type="radio"/> Counts items accurately up to 15; Knows the number words and can extend the decade pattern beyond 29
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input checked="" type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numbers less than or equal 8
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input checked="" type="radio"/> Distinguishes numerals from letters or identifies some numerals; Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
<b>(2) Classification and Algebraic Thinking</b>			
<b>Classification</b>	<input checked="" type="radio"/> Notices similar attributes.	<input type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
<b>Algebraic Thinking</b>	<input type="radio"/> Recognizes a simple pattern.	<input checked="" type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
<b>(3) Geometry and Measurement</b>			
<b>Identifying and using shapes</b>	<input checked="" type="radio"/> Identifies circle and square. Takes apart and fits together objects	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attributes. Uses knowledge of shape properties to solve

# WV Pre-K Child Assessment System Reporting Support

**Note: If any child on your roster has moved into your classroom within two weeks of the reporting window, click Do Not Assess.**



Early Learning Scale - Windows Internet Explorer  
 https://weis.k12.wv.us/teach21/prek/IForm.cfm?save=12&cn=072&sn=194&sqtr=1&year=2013

File Edit View Favorites Tools Help  
 Favorites Early Learning Scale

**Improving Teaching through Systematic Assessment:  
 Early Learning Scale  
 Assessment 1, School Year 2013**

Not Started  
[Data For Child Accomplishments Summary](#)

Do Not Assess H... [Memu](#)

Student: H... Math/Science

(1) Number and Numerical Operations			
<b>Functional Counting</b>	<input type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numbers less than or equal 8
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
<b>Classification</b>	<input type="radio"/> Notices similar attributes.	<input type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
<b>Algebraic Thinking</b>	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
<b>Identifying and using shapes</b>	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
<b>Measurement</b>	<input type="radio"/> Notices large differences in size.	<input type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.	<input type="radio"/> Uses standard and/or non-standard tools to measure length, height, volume, or weight. Uses a common base when comparing length or height.
(4) Scientific Inquiry			
<b>Observation and Reporting</b>	<input type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
<b>Prediction</b>	<input type="radio"/> Provides no predictions during scientific exploration.	<input type="radio"/> Provides a prediction, but does not provide support or give logical reason (s).	<input type="radio"/> Provides logical support for predictions.

Internet | Protected Mode: On 100%

# WV Pre-K Child Assessment System Reporting Support

Now you are ready to enter ELS data. Based on the evidence you have collected, click on the radio button beside the ELS strand that best describes this child's development.

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 https://weis.k12.wv.us/teach21/prek/IForm.cfm?save=12&cid=072&sn=194&sqtr=1&year=2013

File Edit View Favorites Tools Help

Early Learning Scale

Improving Teaching through Systematic Assessment:  
 Early Learning Scale  
 Assessment 1, School Year 2013

Not Started

[Data for Child Accomplishments Summary](#)

Do Not Assess

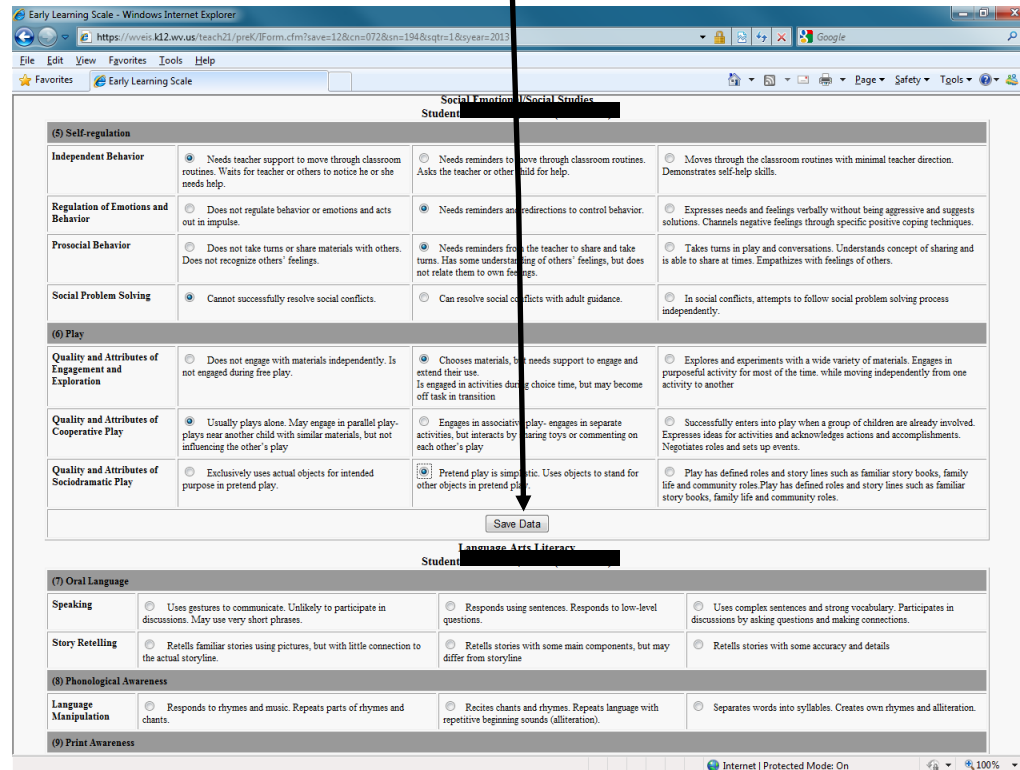
Menu

Student: E [redacted] Math/Science [redacted]

(1) Number and Numerical Operations			
<b>Functional Counting</b>	<input checked="" type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input checked="" type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numberless than or equal 8
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input checked="" type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
<b>Classification</b>	<input type="radio"/> Notices similar attributes.	<input checked="" type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
<b>Algebraic Thinking</b>	<input checked="" type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
<b>Identifying and using shapes</b>	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input checked="" type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
<b>Measurement</b>	<input type="radio"/> Notices large differences in size.	<input checked="" type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.	<input type="radio"/> Uses standard and/or non-standard tools to measure length, height, volume, or weight. Uses a common base when comparing length or height.
(4) Scientific Inquiry			
<b>Observation and Reporting</b>	<input type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
<b>Prediction</b>	<input type="radio"/> Provides no predictions during scientific exploration.	<input type="radio"/> Provides a prediction, but does not provide support or give logical reason(s).	<input type="radio"/> Provides logical support for predictions.

Internet | Protected Mode: On 100%

After you enter data for each ELS domain, be sure to click “Save Data” (under the last strand of each domain).



Early Learning Scale - Windows Internet Explorer  
 https://wv.es.k12.wv.us/teach21/prek/IForm\_cfm?save=12&con=972&un=194&sqtr=1&year=2013

File Edit View Favorites Tools Help  
 Favorites Early Learning Scale

Social Emotional/Social Studies  
 Student [redacted]

(5) Self-regulation

Independent Behavior  
 Needs teacher support to move through classroom routines. Waits for teacher or others to notice he or she needs help.  
 Needs reminders to move through classroom routines. Asks the teacher or other child for help.  
 Moves through the classroom routines with minimal teacher direction. Demonstrates self-help skills.

Regulation of Emotions and Behavior  
 Does not regulate behavior or emotions and acts out in impulse.  
 Needs reminders and redirections to control behavior.  
 Expresses needs and feelings verbally without being aggressive and suggests solutions. Channels negative feelings through specific positive coping techniques.

Prosocial Behavior  
 Does not take turns or share materials with others. Does not recognize others' feelings.  
 Needs reminders from the teacher to share and take turns. Has some understanding of others' feelings, but does not relate them to own feelings.  
 Takes turns in play and conversations. Understands concept of sharing and is able to share at times. Emphasizes with feelings of others.

Social Problem Solving  
 Cannot successfully resolve social conflicts.  
 Can resolve social conflicts with adult guidance.  
 In social conflicts, attempts to follow social problem solving process independently.

(6) Play

Quality and Attributes of Engagement and Exploration  
 Does not engage with materials independently. Is not engaged during free play.  
 Chooses materials, but needs support to engage and extend their use. Is engaged in activities during choice time, but may become off task in transition.  
 Explores and experiments with a wide variety of materials. Engages in purposeful activity for most of the time, while moving independently from one activity to another.

Quality and Attributes of Cooperative Play  
 Usually plays alone. May engage in parallel play; plays near another child with similar materials, but not influencing the other's play.  
 Engages in associative play; engages in separate activities, but interacts by sharing toys or commenting on each other's play.  
 Successfully enters into play when a group of children are already involved. Expresses ideas for activities and acknowledges actions and accomplishments. Negotiates roles and sets up events.

Quality and Attributes of Sociodramatic Play  
 Exclusively uses actual objects for intended purpose in pretend play.  
 Pretend play is simplistic. Uses objects to stand for other objects in pretend play.  
 Play has defined roles and story lines such as familiar story books, family life and community roles. Play has defined roles and story lines such as familiar story books, family life and community roles.

Save Data

Language Arts/Literacy  
 Student [redacted]

(7) Oral Language

Speaking  
 Uses gestures to communicate. Unlikely to participate in discussions. May use very short phrases.  
 Responds using sentences. Responds to low-level questions.  
 Uses complex sentences and strong vocabulary. Participates in discussions by asking questions and making connections.

Story Retelling  
 Retells familiar stories using pictures, but with little connection to the actual storyline.  
 Retells stories with some main components, but may differ from storyline.  
 Retells stories with some accuracy and details.

(8) Phonological Awareness

Language Manipulation  
 Responds to rhymes and music. Repeats parts of rhymes and chants.  
 Recites chants and rhymes. Repeats language with repetitive beginning sounds (alliteration).  
 Separates words into syllables. Creates own rhymes and alliteration.

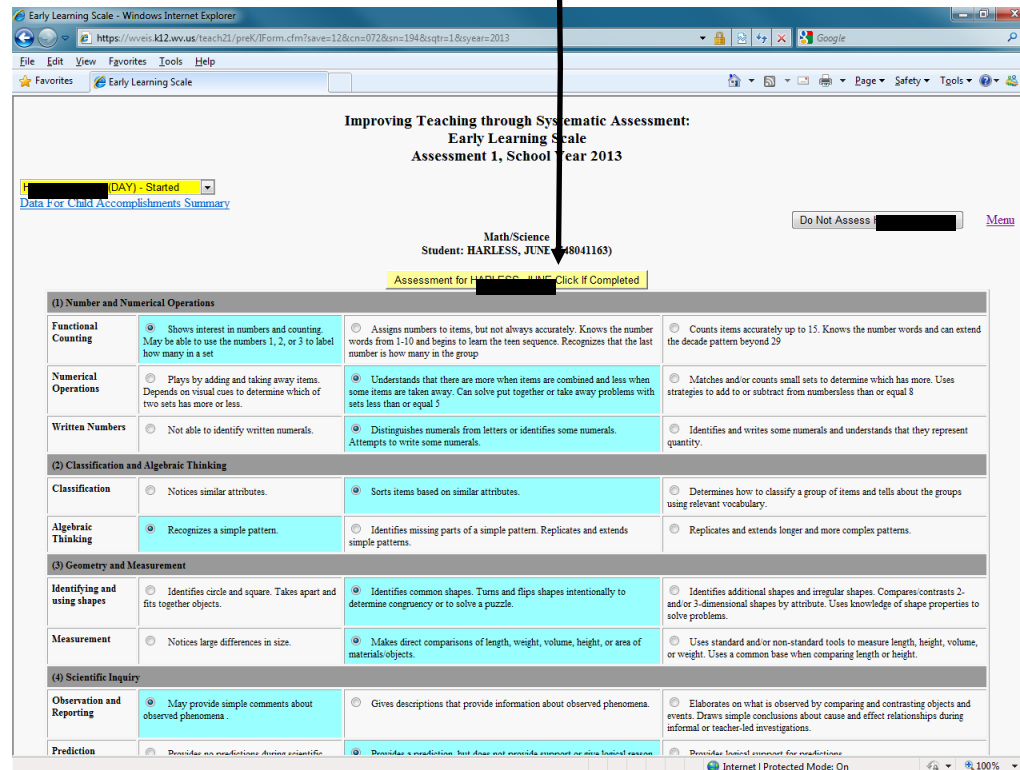
(9) Print Awareness

Internet | Protected Mode: On | 100%

Remember: There are three domains in the Early Learning Scale, so you will click “Save Data” a total of three times while entering each child’s data.

# WV Pre-K Child Assessment System Reporting Support

After each child's data is entered and saved, click  
"Assessment for (Child's Name) Click if Completed."



Improving Teaching through Systematic Assessment:  
Early Learning Scale  
Assessment 1, School Year 2013

(DAY) - Started  
[Data For Child Accomplishments Summary](#)

Math/Science  
Student: HARLESS, JUNE (18041163)

Assessment for HARLESS, JUNE Click if Completed

(1) Number and Numerical Operations		
<b>Functional Counting</b>	<input checked="" type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set.	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group.
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input checked="" type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5.
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input checked="" type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.
(2) Classification and Algebraic Thinking		
<b>Classification</b>	<input type="radio"/> Notices similar attributes.	<input checked="" type="radio"/> Sorts items based on similar attributes.
<b>Algebraic Thinking</b>	<input checked="" type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.
(3) Geometry and Measurement		
<b>Identifying and using shapes</b>	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input checked="" type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.
<b>Measurement</b>	<input type="radio"/> Notices large differences in size.	<input checked="" type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.
(4) Scientific Inquiry		
<b>Observation and Reporting</b>	<input checked="" type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.
<b>Prediction</b>	<input type="radio"/> Provides no predictions during scientific.	<input checked="" type="radio"/> Provides a prediction, but does not provide support or any logical reason.



# WV Pre-K Child Assessment System Reporting Support

Note that the drop down menu now indicates this child's data entry for this checkpoint is complete.

Improving Teaching through Systematic Assessment:  
Early Learning Scale  
Assessment 1, School Year 2013

(DAY) - Done  
Data For Child Accomplishments Summary

Student [REDACTED]

Re-Open Assessment on [REDACTED]

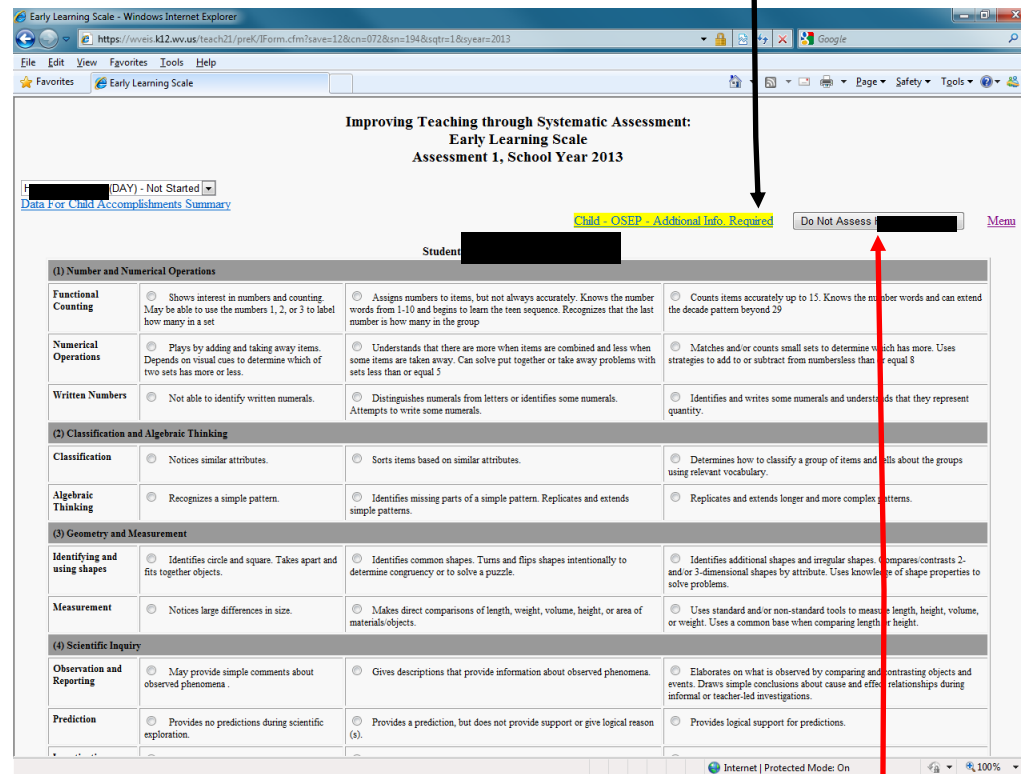
(1) Number and Numerical Operations			
Functional Counting	<input checked="" type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set.	<input type="radio"/> Assigns numbers to items but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the number is how many in the group.	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29.
Numerical Operations	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input checked="" type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5.	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numberless than or equal 8.
Written Numbers	<input type="radio"/> Not able to identify written numerals.	<input checked="" type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
Classification	<input type="radio"/> Notices similar attributes.	<input checked="" type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
Algebraic Thinking	<input checked="" type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of simple patterns. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
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Identifying and using shapes	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input checked="" type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
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(4) Scientific Inquiry			
Observation and Reporting	<input checked="" type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
Prediction	<input type="radio"/> Provides no predictions during scientific	<input checked="" type="radio"/> Provides a prediction, but does not provide support or give logical reason	<input type="radio"/> Provides logical support for predictions.

During the assessment window, the assessment can be reopened.

# Completing OSEP Reporting

## WV Pre-K Child Assessment System Reporting Support

Children with special needs will also have the “Child OSEP-Additional Info. Required” flag on their ELS screen. Click on this link either before or after entering the child’s ELS data.



Early Learning Scale - Windows Internet Explorer  
 https://wvies.k12.wv.us/teach21/prek/Form\_cfm?save=12&con=972&un=194&stgr=1&year=2013

Improving Teaching through Systematic Assessment:  
 Early Learning Scale  
 Assessment 1, School Year 2013

H [REDACTED] (DAY) - Not Started  
[Data For Child Accomplishments Summary](#)

[Child - OSEP - Additional Info. Required](#) [Do Not Assess \(Child's Name\)](#) [Menu](#)

Student [REDACTED]

(1) Number and Numerical Operations			
<b>Functional Counting</b>	<input type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set.	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the ten sequence. Recognizes that the last number is how many in the group.	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29.
<b>Numerical Operations</b>	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5.	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numbers less than or equal 8.
<b>Written Numbers</b>	<input type="radio"/> Not able to identify written numerals.	<input type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
<b>Classification</b>	<input type="radio"/> Notices similar attributes.	<input type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
<b>Algebraic Thinking</b>	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
<b>Identifying and using shapes</b>	<input type="radio"/> Identifies circle and squares. Takes apart and fits together objects.	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
<b>Measurement</b>	<input type="radio"/> Notices large differences in size.	<input type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.	<input type="radio"/> Uses standard and/or non-standard tools to measure length, height, volume, or weight. Uses a common base when comparing length or height.
(4) Scientific Inquiry			
<b>Observation and Reporting</b>	<input type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
<b>Prediction</b>	<input type="radio"/> Provides no predictions during scientific exploration.	<input type="radio"/> Provides a prediction, but does not provide support or give logical reason(s).	<input type="radio"/> Provides logical support for predictions.

Important: Children who receive speech only and are not in a pre-k classroom, or are medically fragile/home based will not have ELS data but will still complete OSEP reporting. Click on “Do Not Assess (Child’s Name)” to skip the ELS reporting step.

# WV Pre-K Child Assessment System Reporting Support

This is the COSF form you will see. Click the radio button beside the type of Child Outcomes Summary Form being completed. See the next slide for guidance.

Early Learning Scale - Windows Internet Explorer  
 https://wveis.k12.wv.us/teach21/preK/IEpform.cfm?iepid=35

**OFFICE OF SPECIAL EDUCATION  
CHILD OUTCOMES SUMMARY FORM**

This Child Outcomes Summary Form (COSF) is to be used to assist the classroom teacher in evaluating and reporting the child's individual progress toward important national child outcomes as required by the U.S. Department of Education. The classroom teacher will consider information gathered as part of the evaluation/ assessment process for the Early Learning Scale. [Back](#) [Print](#)

DATE: 01/28/2011  
 Child Name: TAKESHIMA, DDDDDD ID# 4  
 Type of COSF completed today:

- Entry COSF
- Ongoing/Progress COSF
- Exit COSF – child transitioned to kindergarten and/or exited preschool program
- Exit COSF not completed due to inability to locate family
- Exit COSF not completed, the initial IEP was completed less than six months ago

	Not Yet		Nearly		Somewhat		Completely
	The child uses no immediate foundational skills across settings and situations – has mostly foundational skills similar to a much younger child	The child occasionally uses immediate foundational skills across settings and situations – more foundational skills	The child uses immediate foundational skills most of the time across settings and situations – not yet age expected	The child occasionally uses age expected behaviors and skills across settings and situations – more not age expected	The child uses a mix of age expected and not age expected behaviors and skills across settings and situations	The child uses age expected behaviors and skills but there are still some significant concerns	The child uses age expected behaviors and skills in all or almost all everyday situations - no concerns
<b>1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)</b> To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? For example: attachment/separation/autonomy, expressing emotions and feelings, social interactions and play, following rules if older than	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Done Internet | Protected Mode: Off 100% 11:12 PM 6/15/2011

## Types of Child Outcomes Summary Form (COSF) Reporting:

- **Entry COSF:** The first time a COSF is completed
- **Ongoing/Progress COSF:** Reporting completed between the child's entry and exit of the program
- **Exit COSF:** Reporting completed when the child is transitioning to kindergarten and/or exits the preschool program
- **Exit COSF not completed due to inability to locate family:** If the child is unavailable, Exit COSF cannot be completed on child.
- **Exit COSF not completed, the initial IEP was completed less than six months ago:** If the child entry data is less than six months old, this option is in lieu of the EXIT COSF.

# WV Pre-K Child Assessment System Reporting Support

Based on the 7-point scale, click on the radio buttons which best describe the child's development for each of the three indicators.

Early Learning Scale - Windows Internet Explorer  
 https://wveis.k12.wv.us/teach21/preK/IEpform.cfm?iepid=35

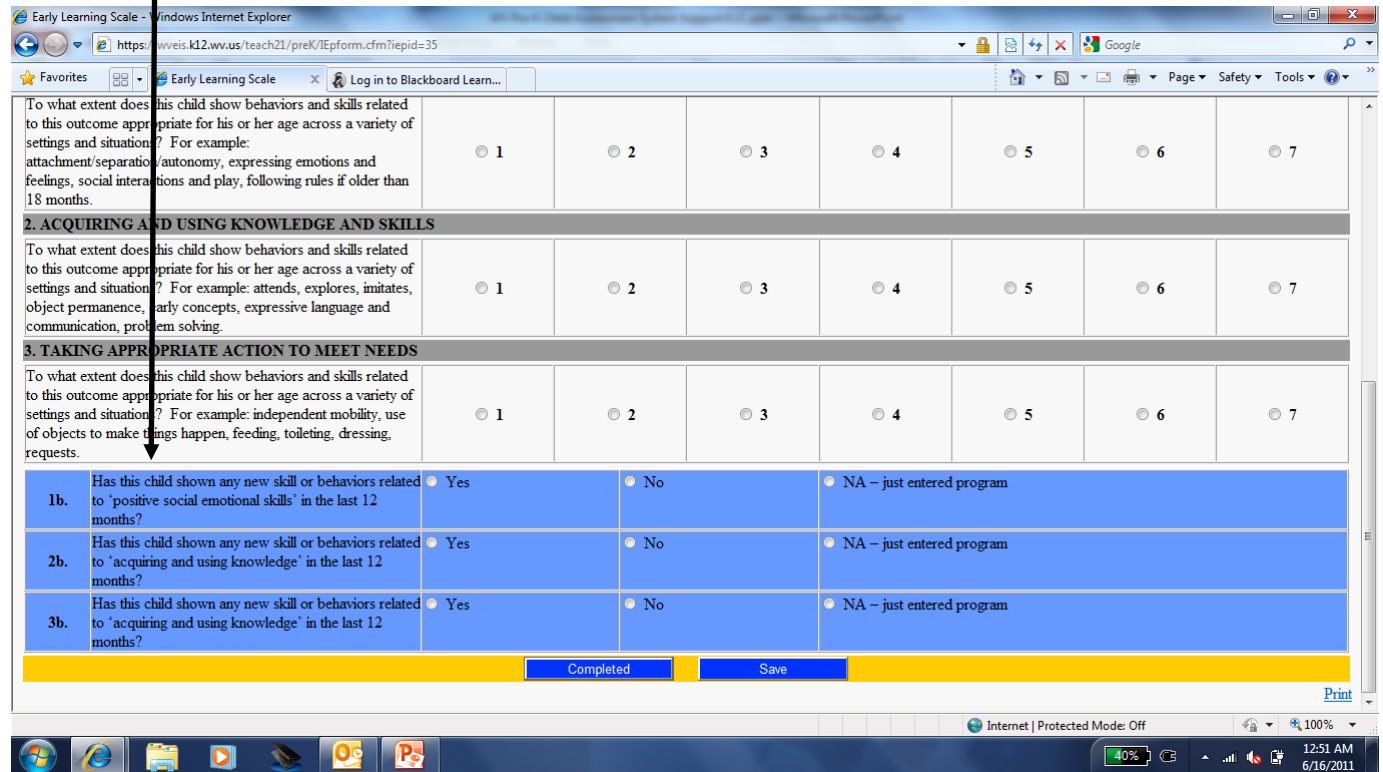
Next COSF not completed, the initial IEP was completed less than six months ago

	Not Yet		Nearly		Somewhat	Completely	
	The child uses no immediate foundational skills across settings and situations – has mostly foundational skills similar to a much younger child	The child occasionally uses immediate foundational skills across settings and situations – more foundational skills	The child uses immediate foundational skills most of the time across settings and situations – not yet age expected	The child occasionally uses age expected behaviors and skills across settings and situations – more not age expected	The child uses a mix of age expected and not age expected behaviors and skills across settings and situations	The child uses age expected behaviors and skills but there are still some significant concerns	The child uses age expected behaviors and skills in all or almost all everyday situations - no concerns
<b>1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)</b>							
To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? For example: attachment/separation/autonomy, expressing emotions and feelings, social interactions and play, following rules if older than 18 months.	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
<b>2. ACQUIRING AND USING KNOWLEDGE AND SKILLS</b>							
To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? For example: attends, explores, imitates, object permanence, early concepts, expressive language and communication, problem solving.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
<b>3. TAKING APPROPRIATE ACTION TO MEET NEEDS</b>							
To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? For example: independent mobility, use of objects to make things happen, feeding, toileting, dressing, requests.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
Has this child shown any new skill or behaviors related <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA – just entered program							

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# WV Pre-K Child Assessment System Reporting Support

Also complete items 1b, 2b, and 3b, and then click “Completed” and “Save” when finished.



Early Learning Scale - Windows Internet Explorer  
 https://wweis.k12.wv.us/teach21/preK/IEpform.cfm?epid=35

To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situation? For example: attachment/separation/autonomy, expressing emotions and feelings, social interactions and play, following rules if older than 18 months.

1     2     3     4     5     6     7

**2. ACQUIRING AND USING KNOWLEDGE AND SKILLS**

To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situation? For example: attends, explores, imitates, object permanence, early concepts, expressive language and communication, problem solving.

1     2     3     4     5     6     7

**3. TAKING APPROPRIATE ACTION TO MEET NEEDS**

To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situation? For example: independent mobility, use of objects to make things happen, feeding, toileting, dressing, requests.

1     2     3     4     5     6     7

1b.	Has this child shown any new skill or behaviors related to 'positive social emotional skills' in the last 12 months?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA – just entered program
2b.	Has this child shown any new skill or behaviors related to 'acquiring and using knowledge' in the last 12 months?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA – just entered program
3b.	Has this child shown any new skill or behaviors related to 'acquiring and using knowledge' in the last 12 months?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA – just entered program

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# Rating on the COSF

- Ratings will be completed for **every** child with an IEP across all three Child Outcomes
- Classroom teachers will complete the COSF for children with IEPs enrolled in their classroom.
- Ratings are needed in **all** areas even if:
  - No one has concerns about a child's development
  - A child has delays in one or two outcomes, but not in all three outcomes



# Understanding COSF Ratings

# Not Yet

- Child does **not yet** show functioning expected of a child his or her age in any situation.
- Child's functioning **does not yet include immediate foundational skills** upon which to build age-appropriate functioning.
  - Child functioning reflects skills that developmentally come before immediate foundational skills.
- Child's functioning might be described as like that of a **much younger child**.

# Between Emerging and Not Yet

- Child occasionally uses **immediate foundational skills** across settings and situations.
- More functioning reflects skills that are **not** immediate foundational than are immediate foundational.

# Emerging

- Child does **not yet** show functioning expected of a child of his or her age in any situation.
- Child uses **immediate foundational skills**, most or all of the time, across settings and situations.
  - Immediate foundational skills are the skills upon which to build age-appropriate functioning.
- Functioning might be described as like that of a **younger child**.

# Between Somewhat and Emerging

- Child shows occasional age-appropriate functioning across settings and situations.
- More functioning is **not** age-appropriate than age-appropriate.

# Somewhat

- Child shows functioning expected for his or her age **some of the time and/or in some settings and situations.**
- Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.
- Child's functioning might be described as like that of a **slightly younger child.**

# Between Completely and Somewhat

- Child's functioning generally is considered **appropriate** for his/her age but there are **some significant concerns** about the child's functioning in this outcome area.
  - These concerns may be substantial enough to suggest monitoring or possible additional support.
- Although **age-appropriate**, the child's functioning may border on not keeping pace with age expectations.

# Completely

- Child shows functioning in all or **almost all everyday situations** that are part of a child's life
  - home, store, park, child care, with strangers, etc.
- Functioning is considered **appropriate** for his/her age.
- No concerns about functioning in this outcome area



# Where to Focus in Deciding the Rating

- Focus on the child's overall functioning across settings and situations
- Functioning that is displayed rarely and/or when the child is provided with a lot of unusual supports or prompts is of little significance for the rating

## Types of Reports

After all children's data are entered, there are various types of reports which can be generated and utilized for different purposes:

- Child Accomplishment Summary
- Kindergarten Transition Report
- Outcome Reports (administrator-specific)

# Intent of Reports

## Child Accomplishment Summary:

- Shared with families a minimum of two times per year (does not have to be on the same timeframe as the reporting period)
- Used with supporting documentation to explain child's growth and development to families
- Used to drive classroom experiences and individualized instruction
- Provides families with ideas for home to assist with child's ongoing development
- Can be used when reporting progress on child's IEP.

## Kindergarten Transition Report:

- Developed by pre-k educators to inform kindergarten educators of the developmental progress individual children enrolled in WV Pre-K made over the previous school year
- Serves as a component of the county's plan for effective pre-k to kindergarten transitions

## Outcome Reports

- Provided to demonstrate progress at the state, program, county, site, or classroom levels
- Can be accessed to meet various programming requirements, such as Head Start and Special Education.
- Primary uses are to drive professional development and to continue to increase the quality of programs.

# Generating Reports: The Child Accomplishments Summary

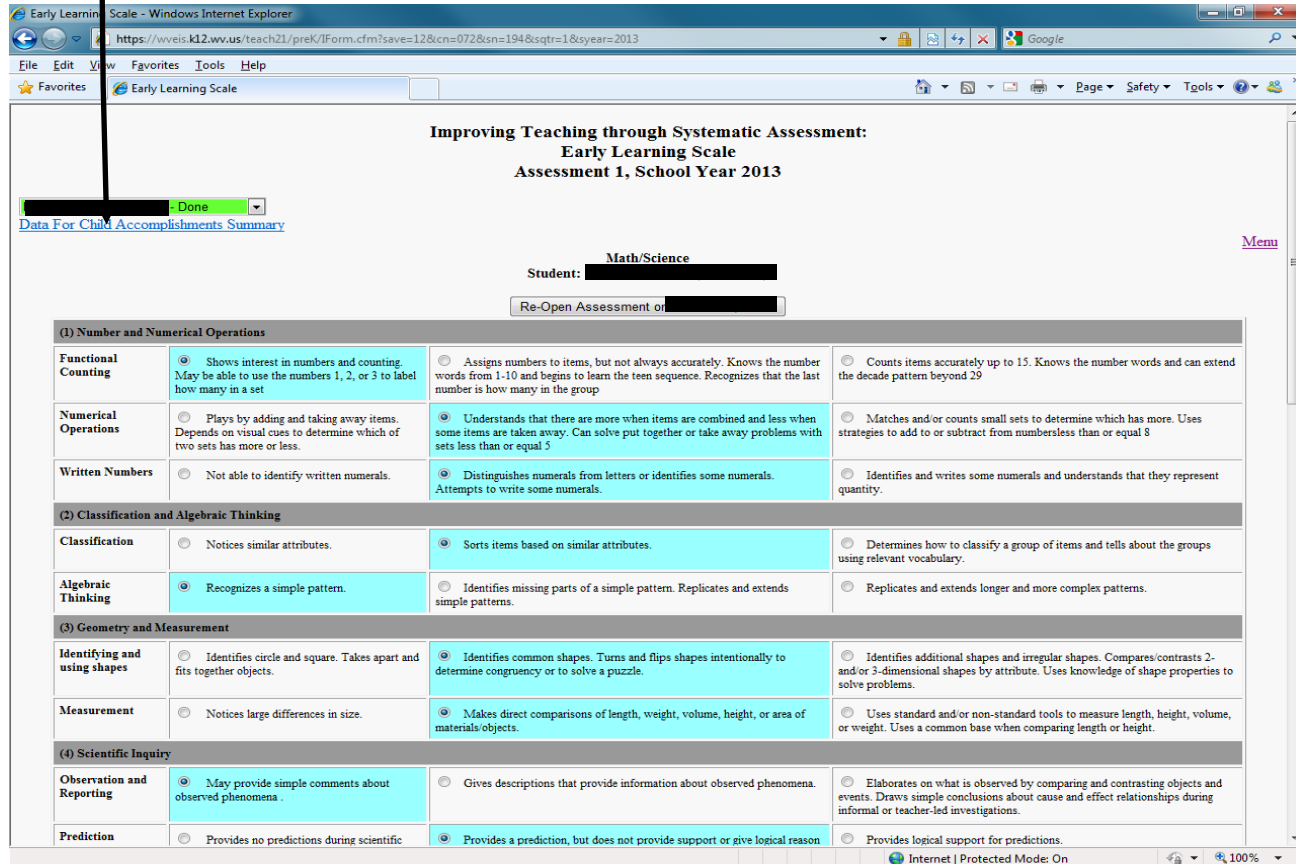


## Child Accomplishments Summary:

- This guidance has changed since last year to provide a more streamlined approach for completing the Child Accomplishments Summary.
- It is no longer necessary to save children's Child Accomplishments Summaries in a separate Word document; instead, each Summary is saved on the online reporting platform.
- To complete a Child Accomplishments Summary for each child, follow the steps on the next slides:

# WV Pre-K Child Assessment System Reporting Support

After completing the ELS Data Reporting Process, click on “Data for Child Accomplishments Summary” below each child’s name.



Early Learning Scale - Windows Internet Explorer  
 https://weis.k12.wv.us/teach21/prek/Form.cfm?save=12&cn=072&sn=194&sqtr=1&cyyear=2013

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Early Learning Scale

Improving Teaching through Systematic Assessment:  
 Early Learning Scale  
 Assessment 1, School Year 2013

Done

[Data For Child Accomplishments Summary](#)

Mem

Student: Math/Science

Re-Open Assessment of

(1) Number and Numerical Operations			
Functional Counting	<input checked="" type="radio"/> Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set.	<input type="radio"/> Assigns numbers to items, but not always accurately. Knows the number words from 1-10 and begins to learn the teen sequence. Recognizes that the last number is how many in the group.	<input type="radio"/> Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29.
Numerical Operations	<input type="radio"/> Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.	<input checked="" type="radio"/> Understands that there are more when items are combined and less when some items are taken away. Can solve put together or take away problems with sets less than or equal 5.	<input type="radio"/> Matches and/or counts small sets to determine which has more. Uses strategies to add to or subtract from numbers less than or equal 8.
Written Numbers	<input type="radio"/> Not able to identify written numerals.	<input checked="" type="radio"/> Distinguishes numerals from letters or identifies some numerals. Attempts to write some numerals.	<input type="radio"/> Identifies and writes some numerals and understands that they represent quantity.
(2) Classification and Algebraic Thinking			
Classification	<input type="radio"/> Notices similar attributes.	<input checked="" type="radio"/> Sorts items based on similar attributes.	<input type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
Algebraic Thinking	<input checked="" type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
Identifying and using shapes	<input type="radio"/> Identifies circle and square. Takes apart and fits together objects.	<input checked="" type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle.	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-dimensional shapes by attribute. Uses knowledge of shape properties to solve problems.
Measurement	<input type="radio"/> Notices large differences in size.	<input checked="" type="radio"/> Makes direct comparisons of length, weight, volume, height, or area of materials/objects.	<input type="radio"/> Uses standard and/or non-standard tools to measure length, height, volume, or weight. Uses a common base when comparing length or height.
(4) Scientific Inquiry			
Observation and Reporting	<input checked="" type="radio"/> May provide simple comments about observed phenomena.	<input type="radio"/> Gives descriptions that provide information about observed phenomena.	<input type="radio"/> Elaborates on what is observed by comparing and contrasting objects and events. Draws simple conclusions about cause and effect relationships during informal or teacher-led investigations.
Prediction	<input type="radio"/> Provides no predictions during scientific	<input checked="" type="radio"/> Provides a prediction, but does not provide support or give logical reason	<input type="radio"/> Provides logical support for predictions.

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# WV Pre-K Child Assessment System Reporting Support

This is the screen teachers will see. Teachers will click on the radio buttons matching the key clusters of the WV Pre-K Early Learning Standards that best describe the major areas of progress with this child. This information will populate into each child's Child Accomplishments Summary (see next slide). Be sure to click "Save Data" after each domain.

Early Learning Scale - Windows Internet Explorer

https://weis.k12.wv.us/teach21/preK/iform\_s.cfm?onid=107863&sqtr=1&year=2013&sid=107863&sn=194&cn=072

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Early Learning Scale

Early Learning Scale Child Assessment Reporting Form

Menu

Teachers will click on radio buttons matching the key clusters that best describe each child's development for the following, which will then populate into the Child Accomplishments Summary.

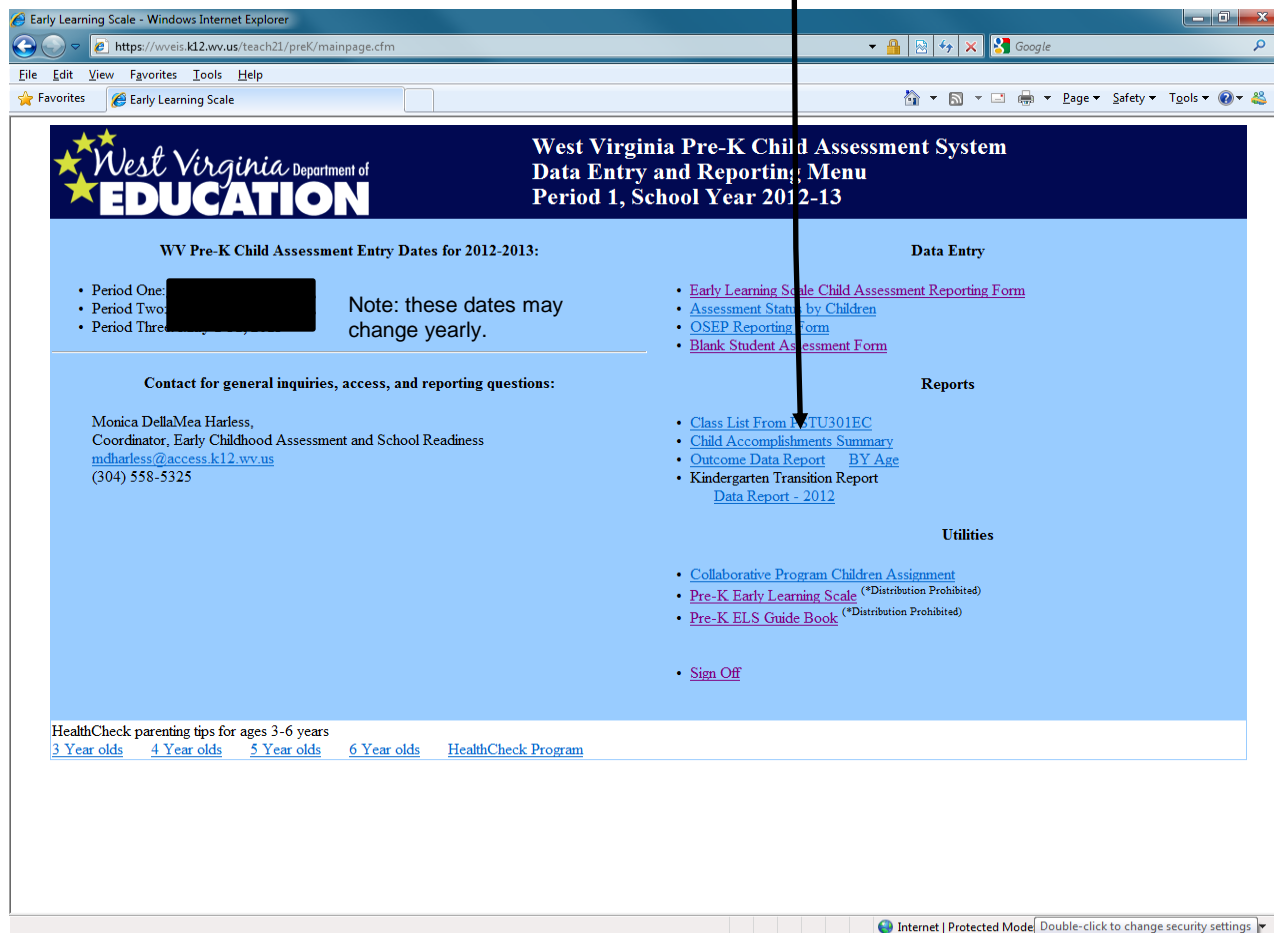
Observed	Cluster
<input type="checkbox"/>	Save Data
<b>Social and Emotional has shown progress with:</b>	
<input type="checkbox"/>	Development of self-awareness
<input type="checkbox"/>	Development of expressing themselves and understanding who they are
<input type="checkbox"/>	Development and use of positive social behaviors
<input type="checkbox"/>	Cooperation with others
<input type="checkbox"/>	Understanding their role in the family and community
<input type="checkbox"/>	Self-directed motivation for learning
<input type="checkbox"/>	Save Data
<b>Language and Literacy Development has shown progress with:</b>	
<input type="checkbox"/>	Using speaking and listening in a variety of ways
<input type="checkbox"/>	Understanding language
<input type="checkbox"/>	Concepts of print
<input type="checkbox"/>	Awareness of sounds
<input type="checkbox"/>	Recognition of words
<input type="checkbox"/>	Key ideas and details of literature
<input type="checkbox"/>	Using knowledge and ideas with literature
<input type="checkbox"/>	The purposes of writing and text
<input type="checkbox"/>	Save Data
<b>Mathematics has shown progress with:</b>	
<input type="checkbox"/>	Giving names to numbers
<input type="checkbox"/>	Counting to tell the number of objects
<input type="checkbox"/>	Comparing and ordering numbers
<input type="checkbox"/>	Basic concepts of adding and subtracting
<input type="checkbox"/>	Direct measurement

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# WV Pre-K Child Assessment System Reporting Support

To complete the Child Accomplishments Summary for each child, click “Child Accomplishments Summary” below.



The screenshot shows a web browser window displaying the 'West Virginia Pre-K Child Assessment System Data Entry and Reporting Menu' for Period 1, School Year 2012-13. The page is organized into several sections:

- WV Pre-K Child Assessment Entry Dates for 2012-2013:** Lists Period One, Two, and Three, with a note that these dates may change yearly.
- Contact for general inquiries, access, and reporting questions:** Provides contact information for Monica DellaMea Harless, Coordinator of Early Childhood Assessment and School Readiness.
- Data Entry:** Includes links for the Early Learning Scale Child Assessment Reporting Form, Assessment Status by Children, OSEP Reporting Form, and Blank Student Assessment Form.
- Reports:** Includes links for Class List From WVU301EC, Child Accomplishments Summary, Outcome Data Report by Age, and Kindergarten Transition Report Data Report - 2012.
- Utilities:** Includes links for Collaborative Program Children Assignment, Pre-K Early Learning Scale, Pre-K ELS Guide Book, and Sign Off.

At the bottom of the page, there is a section for 'HealthCheck parenting tips for ages 3-6 years' with links for 3 Year olds, 4 Year olds, 5 Year olds, 6 Year olds, and the HealthCheck Program.

# WV Pre-K Child Assessment System Reporting Support

Use the drop down menu to select the name of the child whose Child Accomplishments Summary you plan to complete.

**West Virginia Pre-K Child Assessment System**  
**Improving Teaching through Systematic Assessment:**  
**Assessment 1, School Year 2013**  
**Student - Parent Report (Individual)**

[Print](#) [Menu](#)

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**Child Accomplishments Summary**

Child's Name: [Redacted]      Teacher Signature: \_\_\_\_\_  
 Child's Age: 5 years 0 months      Parent Signature: \_\_\_\_\_  
 Period 1, School Year 2012-13      Today's Date: \_\_\_\_\_

**Part I: Child Health Information**

Health	Health Check Screening	Screening Date	Completed	Referral*
	Vision	na	na	na
	Hearing	na	na	na
	Oral Health Screening	na	na	na
	Speech & Language	na	na	na
	Developmental	na	na	na

\*Referral process to be determined by the child's parent and medical provider.

Immunizations Up To Date:	Yes	No
Disclaimer: The validation of the vaccine administration dates is not provided in this report. The school personnel will validate your child's immunization record for compliance with Public Health Laws for school entry. Please discuss any vaccination needs with your school. Thank you.		✓

**Missing Immunization Record**

Notices:

To keep your child healthy and ready to learn,

- Please be sure to schedule a well-child visit for your child annually.
- Please be sure to schedule dental visits for your child twice a year.

It is important to establish a medical and dental provider for your child. Should you need assistance with obtaining a medical or dental provider for your child please go to <http://www.ucomparehealthcare.com> . Please ask the provider's office staff if they accept the current insurance which covers medical or dental cost for your child.

# WV Pre-K Child Assessment System Reporting Support

After selecting a child's name, scroll down to the bottom of the page. Here you will see an area where you can directly type and then save "Next Steps/Suggestions for Families" for each domain of development for the children in your class. (There is no more saving in Word and completing this process!)

The screenshot displays the 'Early Learning Scale' reporting interface. The browser window title is 'Early Learning Scale - Windows Internet Explorer'. The address bar shows the URL: [https://weis.k12.wv.us/teach21/preK/Reports/Sformc\\_new2.cfm?save=12&cn=072&sn=148&sqtr=1&year=2013](https://weis.k12.wv.us/teach21/preK/Reports/Sformc_new2.cfm?save=12&cn=072&sn=148&sqtr=1&year=2013). The page content includes sections for 'The Arts progress' and 'Physical Health and Development'. Below these sections is a text input area labeled 'Next Steps / Suggestion For Families'. At the bottom of the page are 'Save Data' and 'Save/Lock Data' buttons.

Done

Internet | Protected Mode: On

Print Menu

100%

# WV Pre-K Child Assessment System Reporting Support

Click on "Print" to view and/or print a completed Child Accomplishments Summary.

Early Learning Scale - Windows Internet Explorer  
 https://wweis.k12.wv.us/teach21/preK/Reports/Sformc\_new2.cfm?cn=072&sn=194

File Edit View Favorites Tools Help

West Virginia Pre-K Child Assessment System  
 Improving Teaching through Systematic Assessment:  
 Assessment 1, School Year 2013  
 Student - Parent Report (Individual)

Print Menu

**Child Accomplishments Summary**

Child's Name: [Redacted] Teacher Signature: \_\_\_\_\_  
 Child's Age: 5 years 0 months Parent Signature: \_\_\_\_\_  
 Period 1, School Year 2012-13 Today's Date: \_\_\_\_\_

**Part I: Child Health Information**

Health	Health Check Screening	Screening Date	Completed	Referral*
	Vision	na	na	na
	Hearing	na	na	na
	Oral Health Screening	na	na	na
	Speech & Language	na	na	na
	Developmental	na	na	na

\*Referral process to be determined by the child's parent and medical provider.

**Immunizations Up To Date:**  
 Disclaimer: The validation of the vaccine administration dates is not provided in this report. The school personnel will validate your child's immunization record for compliance with Public Health Laws for school entry. Please discuss any vaccination needs with your school. Thank you.

	Yes	No
		✓

**Missing Immunization Record**  
 Notices:

To keep your child healthy and ready to learn,

- Please be sure to schedule a well-child visit for your child annually.
- Please be sure to schedule dental visits for your child twice a year.

It is important to establish a medical and dental provider for your child. Should you need assistance with obtaining a medical or dental provider for your child please go to <http://www.ucomparehealthcare.com>. Please ask the provider's office staff if they accept the current insurance which covers medical or dental cost for your child.



## WV Pre-K Child Assessment System Reporting Support

Be sure to share the Child Accomplishments Summaries with families during a face to face meeting or conference. They are not to be mailed out or sent home with the child only. This process provides you the opportunity to use the Child Accomplishments Summary as a guide when sharing other pieces of children's evidence with families.

## Kindergarten Transition Report:

- Kindergarten teachers may choose to print a Kindergarten Transition Report for each child who attended WV Pre-K from WVEIS on the Web, or they may choose to view the information online.
- Pre-k teachers are asked to provide suggestions for kindergarten teachers for each domain after the third checkpoint, which kindergarten teachers will also be able to access.

## Outcome Reports

- State and Program Outcome Reports are generated at the state level.
- Special Education Reports can be generated by the County Special Education Director for federal and state reporting.

## Outcome Reports

- County Outcome Reports are generated by the County Pre-K Coordinator or the County Special Education Director.
- Site Outcome Reports and Classroom Outcome Reports can be generated by the County Pre-K Coordinator. Classroom Outcome Reports can also be generated by the classroom teacher.

For more information, contact:

Monica DellaMea Harless, Lead Coordinator, PreK-2nd Grade

West Virginia Department of Education

Office of Early Learning

[mdharless@access.k12.wv.us](mailto:mdharless@access.k12.wv.us)

(304) 558-5325