

WV Pre-K Child Assessment System Reporting Support

Prepared by the WVDE Office of School Readiness

August 2011

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 School Readiness
- 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 Assessment and Accountability
- 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:

Early Learning Scale 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.

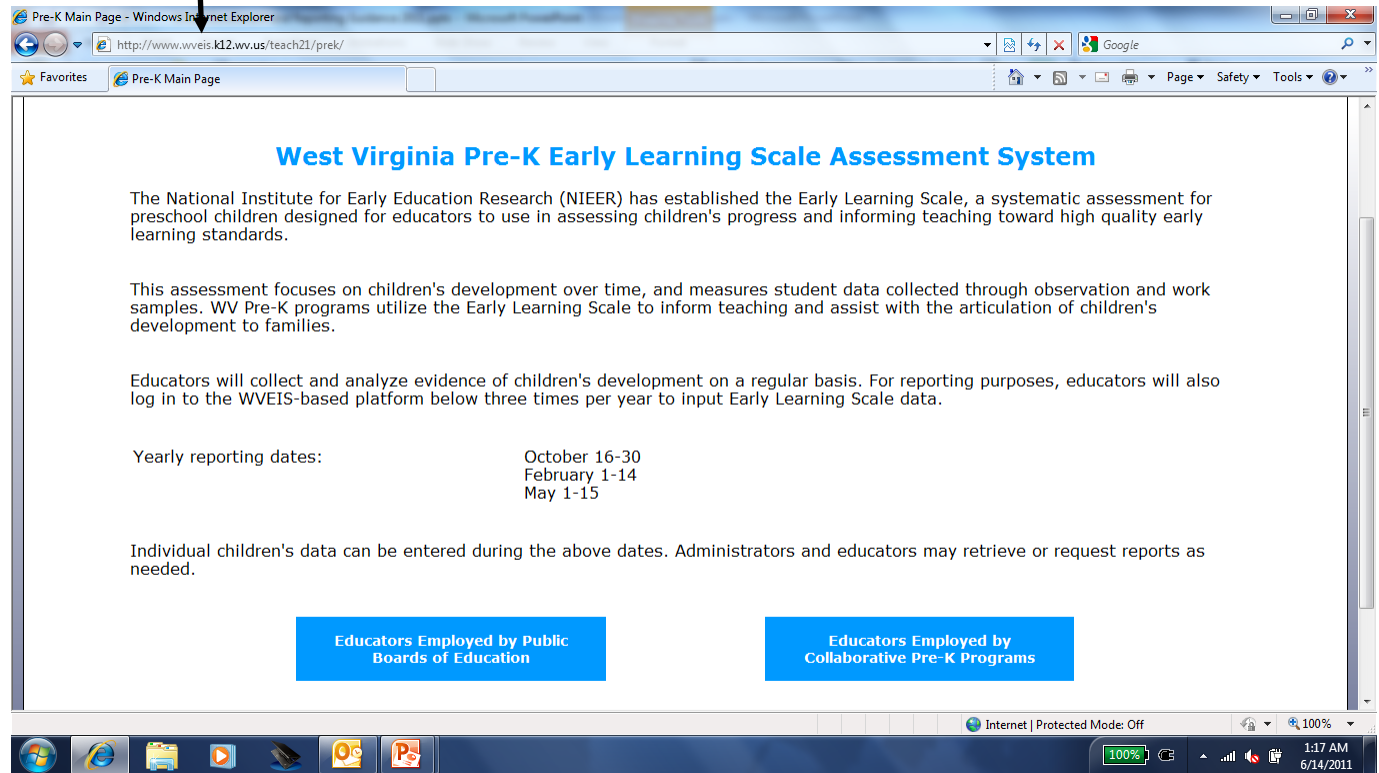
The following screens provide information and guidance regarding:

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

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

WV Pre-K Child Assessment System Reporting Support

Go to <http://www.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 for the West Virginia Pre-K Early Learning Scale Assessment System. The browser's address bar shows the URL <http://www.wveis.k12.wv.us/teach21/prek/>. The page content includes the following text:

West Virginia Pre-K Early Learning Scale 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:

October 16-30
February 1-14
May 1-15

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

At the bottom of the page, there are two blue buttons:

- Educators Employed by Public Boards of Education**
- Educators Employed by Collaborative Pre-K Programs**

The browser's taskbar at the bottom shows the system tray with the date and time: 1:17 AM, 6/14/2011.

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.

The screenshot shows a Windows Internet Explorer browser window displaying the 'WV PreK Programs Sign-on' page. The page has a black background with green and white text. The main heading is 'WV PreK Programs' in green, followed by 'Public School Signon' and 'WVEIS USER ID & WVEIS PASSWORD' in green. Below this is the title 'WV PreK Programs Sign-on' in white. The sign-on form consists of two input fields: 'USER ID:' and 'PASSWORD:', both with white text on a black background. A blue 'Sign On' button is positioned below the password field. At the bottom left of the page, there are two links: 'Sql User Sign On' and 'WV PreK Main Page'. The browser's address bar shows the URL 'http://www.wveis.k12.wv.us/teach21/prek/SignonWV.cfm'. The Windows taskbar at the bottom shows the system tray with the date '6/14/2011' and time '1:28 AM'.

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

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

WV Pre-K Child Assessment System Reporting Support

Those not employed by a BOE 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

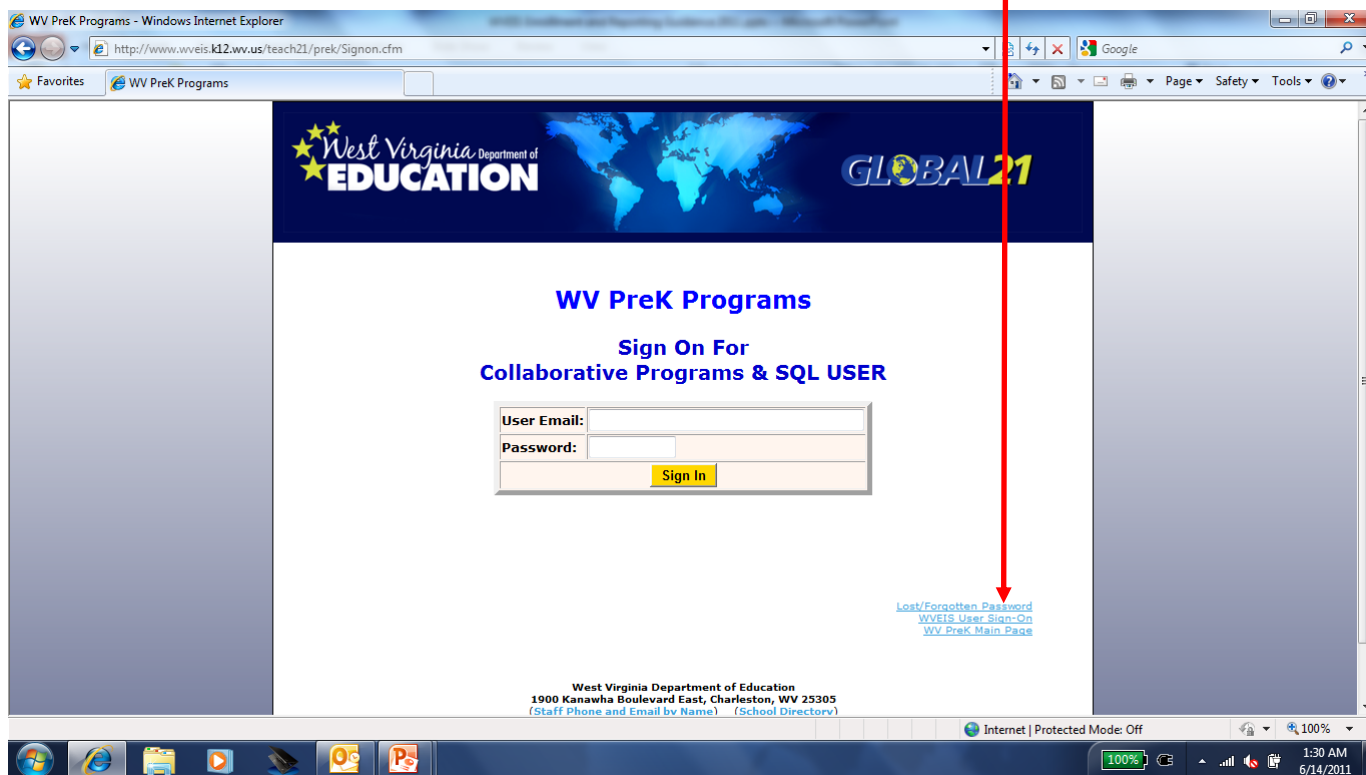
[Lost/Forgotten Password](#)
[WVEIS User Sign-On](#)
[WV PreK Main Page](#)

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

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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 titled "Early Learning Scale - Windows Internet Explorer". The address bar displays the URL "https://wveis.k12.wv.us/teach21/preK/mainpage.cfm". The page content is titled "West Virginia Pre-K Child Assessment System Data Entry and Reporting Menu".

WV Pre-K Child Assessment Entry Dates for 2011-2012:

- Period One:
October 15-31, 2011
- Period Two:
February 15-28, 2012
- Period Three:
May 15-30, 2012

Contact for general inquiries, access, and reporting questions:

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

Data Entry

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

Reports

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

Utilities

- [Collaborative Program Children Assignment](#)
- [Sign Off](#)

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 Pre-K Child Assessment System
Data Entry and Reporting Menu

WV Pre-K Child Assessment Entry Dates for 2011-2012:

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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 with a new window open displaying a PDF document. The PDF document is titled "Class List" and is for a county. The table in the PDF has the following columns: ID, Name, Birth Date, Age #, Reg. Code, Program, and Head Start. The table contains 13 rows of data, with the 'Name' column redacted with black bars. The 'Head Start' column contains 'Y' for all rows.

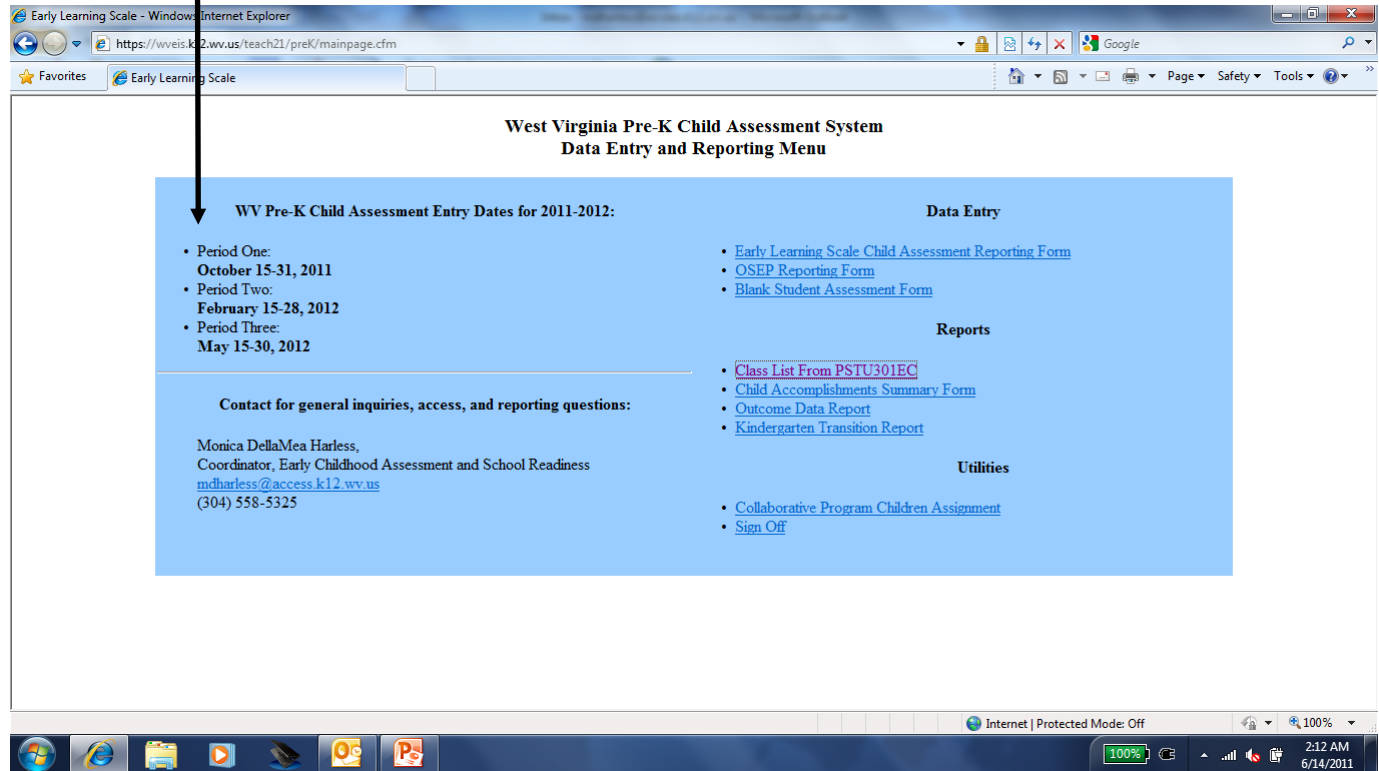
ID	Name	Birth Date	Age #	Reg. Code	Program	Head Start
1.						Y
2.						Y
3.						Y
4.						Y
5.						Y
6.						Y
7.						Y
8.						Y
9.						Y
10.						Y
11.						Y
12.						Y
13.						Y

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

As you can see, three reporting windows are open during 2011-2012 for ELS and OSEP reporting.



The screenshot shows a web browser window titled "Early Learning Scale - Windows Internet Explorer" with the URL <https://weis.k12.wv.us/teach21/prek/mainpage.cfm>. The page content is as follows:

**West Virginia Pre-K Child Assessment System
Data Entry and Reporting Menu**

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- [Kindergarten Transition Report](#)

Utilities

- [Collaborative Program Children Assignment](#)
- [Sign Off](#)

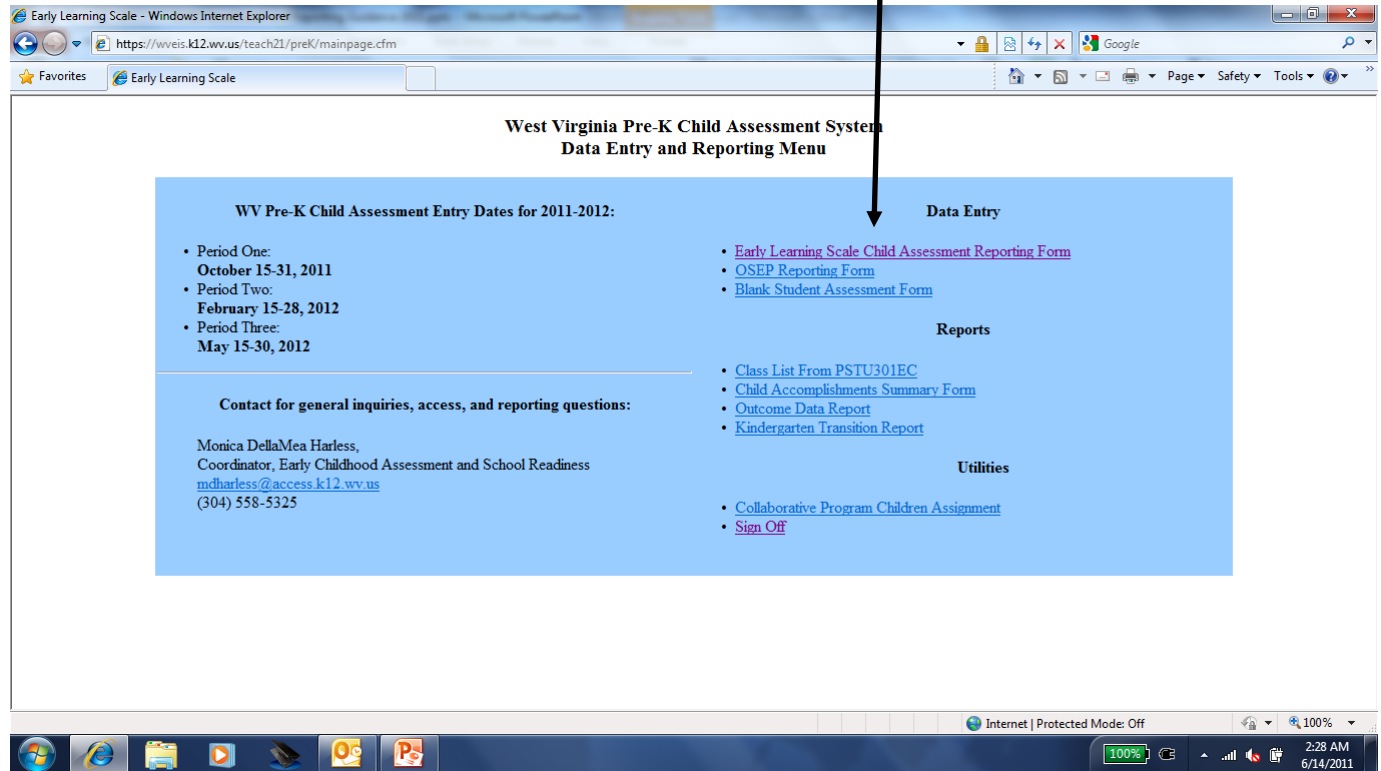
Reporting data

- 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 the Early Learning Scale Reporting

WV Pre-K Child Assessment System Reporting Support

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



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>. The page content is as follows:

**West Virginia Pre-K Child Assessment System
Data Entry and Reporting Menu**

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Data Entry

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Utilities

- [Collaborative Program Children Assignment](#)
- [Sign Off](#)

The "Early Learning Scale Child Assessment Reporting Form" link is highlighted with a red box, and a black arrow points from the instruction box above to this link.

WV Pre-K Child Assessment System Reporting Support

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

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

BROWN, NNNNNNN (DAY) - Started

Do Not Assessed BROWN, NNNNNNN [Menu](#)

**Math/Science
Student: BROWN, NNNNNNN (11)**

Assessment for BROWN, NNNNNNN Completed

(1) Number and Numerical Operations

Functional Counting	<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
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 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.
Algebraic Thinking	<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.

(3) Geometry and Measurement

Identifying and using shapes	<input checked="" type="radio"/> Identifies circle and square. Takes apart and fits	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-
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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**

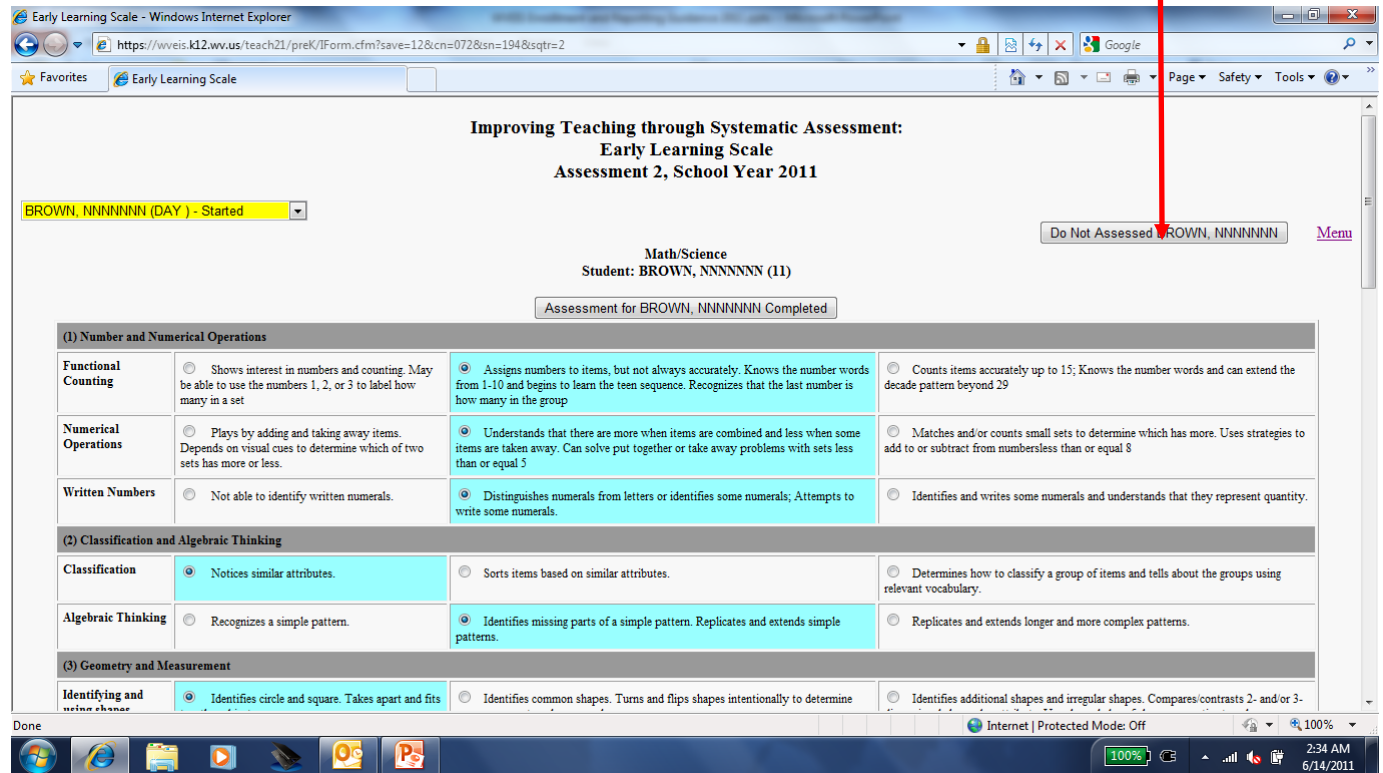
**Math/Science
Student: BBBB, NOZOMI (16)**

Re-Open Assessment on BBBB, NOZOMI

Functional Counting	<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.
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 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.
Algebraic Thinking	<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.
(3) Geometry and Measurement			
Identifying and using shapes	<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://wweis.k12.wv.us/teach21/preK/IForm.cfm?save=12&cn=072&csn=194&csqtr=2

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

BROWN, NNNNNNN (DAY) - Started

Do Not Assessed BROWN, NNNNNNN

Math/Science
 Student: BROWN, NNNNNNN (11)

Assessment for BROWN, NNNNNNN Completed

(1) Number and Numerical Operations

Functional Counting	<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
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 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.
Algebraic Thinking	<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.

(3) Geometry and Measurement

Identifying and using shapes	<input checked="" type="radio"/> Identifies circle and square. Takes apart and fits	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine	<input type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-
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Done Internet | Protected Mode: Off 100% 2:34 AM 6/14/2011

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.

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

EEEEEE, ALEXA (DAY) - Started

Do Not Assessed EEEEE, ALEXA [Menu](#)

Math/Science
Student: EEEEE, ALEXA (19)

Assessment for EEEEE, ALEXA Completed

(1) Number and Numerical Operations			
Functional Counting	<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 checked="" 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 type="radio"/> Sorts items based on similar attributes.	<input checked="" type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
Algebraic Thinking	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input checked="" 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	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine	<input checked="" type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-

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://wveis.k12.wv.us/teach21/preK/IForm.cfm?save=12&cn=072&sn=194&sqtr=2

Social Emotional/Social Studies
 Student: EEEEE, ALEXA (19)

(5) Self-regulation			
Independent Behavior	<input type="radio"/> Needs teacher support to move through classroom routines; Waits for teacher or others to notice he or she needs help.	<input type="radio"/> Needs reminders to move through classroom routines; Asks the teacher or other child for help.	<input checked="" type="radio"/> Moves through the classroom routines with minimal teacher direction; Demonstrates self-help skills.
Regulation of Emotions and Behavior	<input type="radio"/> Does not regulate behavior or emotions and acts out in impulse.	<input type="radio"/> Needs reminders and redirections to control behavior.	<input checked="" type="radio"/> Expresses needs and feelings verbally without being aggressive and suggests solutions; Channels negative feelings through specific positive coping techniques.
Prosocial Behavior	<input type="radio"/> Does not take turns or share materials with others; Does not recognize others' feelings.	<input checked="" type="radio"/> Needs reminders from the teacher to share and take turns; Has some understanding of others' feelings, but does not relate them to own feelings.	<input type="radio"/> Takes turns in play and conversations; Understands concept of sharing and is able to share at times; Empathizes with feelings of others.
Social Problem Solving	<input type="radio"/> Cannot successfully resolve social conflicts.	<input type="radio"/> Can resolve social conflicts with adult guidance.	<input checked="" type="radio"/> In social conflicts, attempts to follow social problem solving process independently.
(6) Play			
Quality and Attributes of Engagement and Exploration	<input type="radio"/> Does not engage with materials independently. Is not engaged during free play.	<input type="radio"/> 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	<input checked="" type="radio"/> 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	<input type="radio"/> Usually plays alone; May engage in parallel play-plays near another child with similar materials, but not influencing the other's play	<input checked="" type="radio"/> Engages in associative play- engages in separate activities, but interacts by sharing toys or commenting on each other's play	<input type="radio"/> 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	<input type="radio"/> Exclusively uses actual objects for intended purpose in pretend play.	<input type="radio"/> Pretend play is simplistic; Uses objects to stand for other objects in pretend play.	<input checked="" type="radio"/> 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;

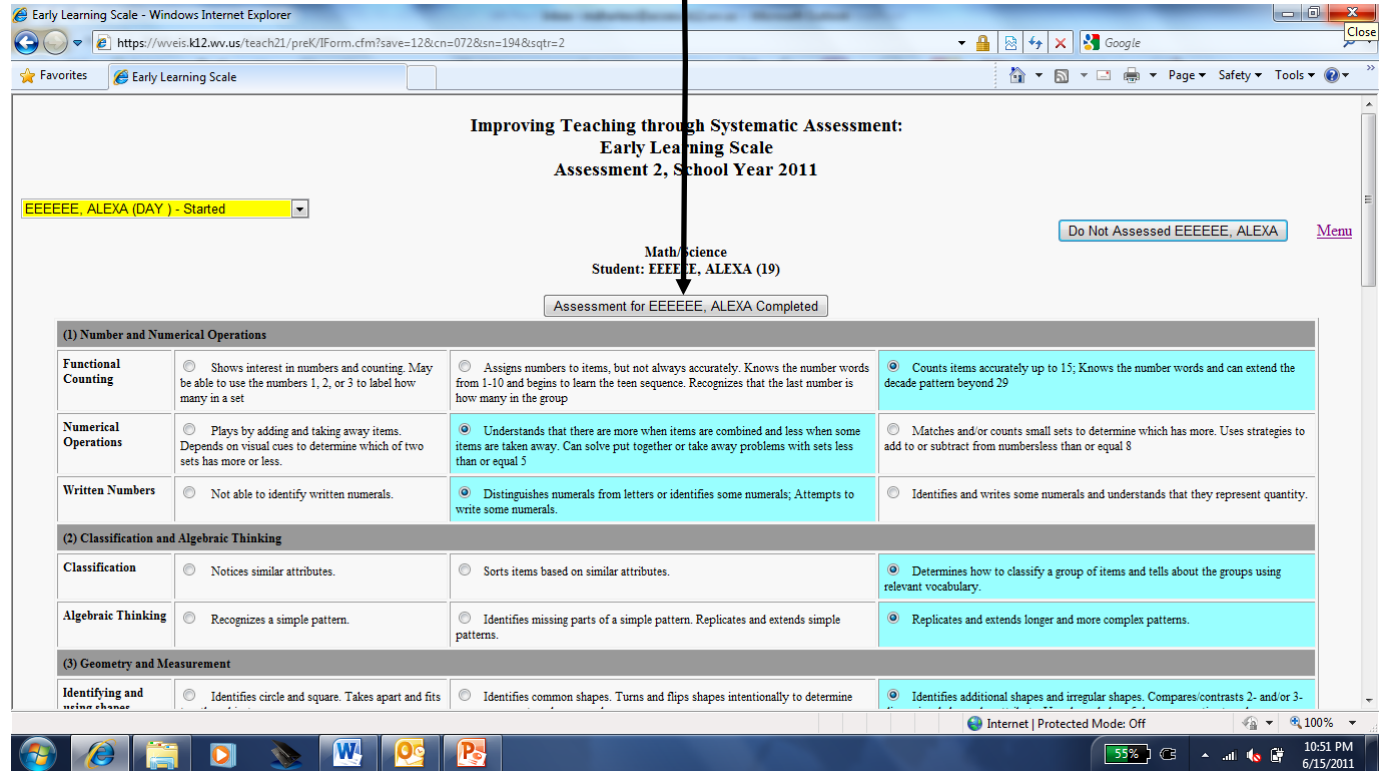
Save Data

Language Arts Literacy
 Student: EEEEE, ALEXA (19)

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) Completed."



Early Learning Scale - Windows Internet Explorer
 https://wveis.k12.wv.us/teach21/preK/IForm.cfm?save=12&cn=072&csn=194&csqtr=2

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

EEEEEE, ALEXA (DAY) - Started

Do Not Assessed EEEEE, ALEXA [Menu](#)

Math/science
 Student: EEEEE, ALEXA (19)

Assessment for EEEEE, ALEXA Completed

(1) Number and Numerical Operations			
Functional Counting	<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 checked="" 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 type="radio"/> Sorts items based on similar attributes.	<input checked="" type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
Algebraic Thinking	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input checked="" type="radio"/> Replicates and extends longer and more complex patterns.
(3) Geometry and Measurement			
Identifying and Describing Shapes	<input type="radio"/> Identifies circle and square. Takes apart and fits	<input type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine	<input checked="" type="radio"/> Identifies additional shapes and irregular shapes. Compares/contrasts 2- and/or 3-

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WV Pre-K Child Assessment System Reporting Support

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

Early Learning Scale - Windows Internet Explorer

https://wvweis.k12.wv.us/teach21/preK/IForm.cfm?save=12&cn=072&sn=194&sqtr=2

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

EEEEEE, ALEXA (DAY) - Done

Math/Science
Student: EEEEE, ALEXA (19)

Re-Open Assessment on EEEEE, ALEXA

(1) Number and Numerical Operations			
Functional Counting	<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 checked="" 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 type="radio"/> Sorts items based on similar attributes.	<input checked="" type="radio"/> Determines how to classify a group of items and tells about the groups using relevant vocabulary.
Algebraic Thinking	<input type="radio"/> Recognizes a simple pattern.	<input type="radio"/> Identifies missing parts of a simple pattern. Replicates and extends simple patterns.	<input checked="" 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 type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine congruency or to solve a puzzle	<input checked="" 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

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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.

Math/Science
Student: TAKESHIMA, DDDDD (4)

Assessment for TAKESHIMA, DDDDD Completed

(1) Number and Numerical Operations		
Functional Counting	<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
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
Written Numbers	<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.
(2) Classification and Algebraic Thinking		
Classification	<input type="radio"/> Notices similar attributes.	<input type="radio"/> Sorts items based on similar attributes.
Algebraic Thinking	<input 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		
Identifying and describing shapes	<input type="radio"/> Identifies circle and square. Takes apart and fits	<input checked="" type="radio"/> Identifies common shapes. Turns and flips shapes intentionally to determine

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://wv.eis.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
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS) 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

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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 COSR 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
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)							
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
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 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
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 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://wveis.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 situations? 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 situations? 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 situations? 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 three times per year
- 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

Child Accomplishment Summary:

- A copy of the pre-populated information from each child's Child Accomplishments Summary is automatically stored on the online platform and will stay with their permanent record.

Child Accomplishment Summary:

- However, with each checkpoint, teachers will need to save each child's Child Accomplishments Summary as a Microsoft Word document to add additional narrative summaries.
- Teachers are encouraged to save these Summaries in a pre-designated space as well.

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 Outcome Reports are generated at the state level.
- Program Outcome Reports (Head Start) are generated by contacting the WVDE Child Assessment and School Readiness Coordinator and requesting an outcome report for a specific Head Start grantee. Plans are being made to allow Head Start grantees access to generate their own reports in the near future.
- 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.
- Plans for the County Pre-K Coordinator to generate the Site Outcome Reports and Classroom Outcome Reports are still being designed and will be available by the first checkpoint.

For more information, contact:

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Office of School Readiness

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