



West Virginia DEPARTMENT OF
EDUCATION

Early Learning Reporting System (ELRS)

Kindergarten

2020

Introduction to the ELRS

- The Early Learning Reporting System (ELRS) is the online platform where all WV Universal Pre-K program through 2nd grade child reporting data is maintained.
- The ELRS Resource Guide is a manual designed to assist users with implementation of the ELRS and is found under the HELP tab on the ELRS home screen.
- Through data input, the ELRS provides outcome reports for planning instruction and also for classroom, school, and program continuous quality improvement planning.
- This is not about what has been “taught” but about what children know and are able to show through evidence of learning.



Reporting Requirements

- Reporting for kindergarten is required in WVBE Policy 2510 for the 4th reporting window only. Counties may require additional reporting, as the window is open 4 times per year.
- The Family Report is a standards-focused report that counties may utilize as their report card.



WVBE Policy 2510

Assuring Quality of Education: Regulations For Education Programs

Early Learning Primary grades use the formative assessment process to:

- Inform instruction
- Personalize learning
- Share students' progress with families
- Assure developmentally appropriate interactions, competencies, and skills are measured effectively.



WV ELRS Features



- Drop down menu for **Integrated Content** areas (Social Studies, Science, Student Success, the Arts, Library Media, and Wellness), also at the Cluster Level.
- Printable **Family Report**.
- **Transition Reports** available for receiving teachers grades K-3, featuring narrative sections.
- **Outcome Data Reports** for principals and county office administrators by teacher, school, and county.
- **Access** will be granted based upon role assigned in Webtop (principal, county office administrator, classroom teacher).
- **Class rosters** will be assigned based upon WVEIS schedule.

Home Screen

ELRS Link: <https://webtop.k12.wv.us/0/apps/elrs/>



Formative Assessment Calendar

Pre-Kindergarten

- Window 1: August 3, 2020 – October 5, 2020
- Window 2: January 8, 2021 – February 8, 2021
- Window 3: April 16, 2021 – May 24, 2021

Kindergarten

- Window 1: August 3, 2020 – November 2, 2020
- Window 2: December 4, 2020 – January 18, 2021
- Window 3: February 2, 2021 – March 15, 2021
- Window 4: April 30, 2021 – May 31, 2021

Available Dates for Reporting

First Grade

- Window 1: August 3, 2020 – November 2, 2020
- Window 2: December 4, 2020 – January 18, 2021
- Window 3: February 2, 2021 – March 15, 2021
- Window 4: April 30, 2021 – May 31, 2021

Second Grade

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Reports	Data Entry Progress	Actions			
Transition	Standards Report	Data Entry	Int. Content	Narrative	Transition Rpt.
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English Language Arts

English Language Arts refers to language development and the ability to interpret meaning from written text. Language development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Literacy knowledge and skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding print concepts and conventions, phonological awareness, alphabet knowledge, letter-sound relationships, and early writing.

He knows all upper and lowercase letters as well as letter sounds

Mathematics

Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative thinking is imperative to building mathematical competency. Mathematics is the ability to think logically, plan, solve problems, reason, make predictions, and notice patterns.

recognizes number 1-10

Science

Scientific thinking builds on children's prior experiences, backgrounds, and early theories. Children's fundamental math concepts support scientific experimentation, investigation, and inquiry, resulting in the development of new understandings of their world. Science and math concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences.

very interested in all experiments

The Arts

The Arts refers to opportunities for children to engage in creative expression and aesthetic appreciation in such forms as dramatic play, music, dance, visual arts, and other creative outlets for expression. Imagination and creativity are the foundation for new ideas and builds skills that are needed for problem solving, conflict resolution, and lifelong learning.

very creative and has a wild imagination

Health and Physical Development

Health and Physical Development refers to physical well-being, use of the body, muscle control, appropriate nutrition, exercise, hygiene, and safety. Physical Development includes the development of gross and fine motor skills, and the development of health and safety skills.

Social and Emotional Development

Positive social and emotional development provides a critical foundation for lifelong development and learning. Social and emotional skills are necessary to foster secure attachment with adults and peers, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity.

Peyton needs continued support in resolving social conflicts that may arise with guidance and suggesting solutions to problems. He builds positive peer relationships with other children in the classroom.

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Peyton is focusing on letter/sound connections, rhyming words, and extending vocabulary by incorporating new or unfamiliar words into our everyday conversations. We will encourage placing letters together (other than own name) to write words and writing for specific purposes.

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Peyton is focusing on patterns and understanding how to extend them. He is also learning the concept of measurement and tools used to measure. He is identifying and writing numerals beyond 20.

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Kindergarten Data Entry

Mathematics

Counting and Cardinality

Know Number Names and the Count Sequence 1

- Emerging or Working Towards
 - Counts to 10.
- Developing
 - Counts to 30 by 1s & 10s.
- At Standard
 - Counts to 100 by 1s and 10s.
- Above Standard
 - Recognizes patterns within the number system (0-100).

Know Number Names and the Count Sequence 2

- Emerging or Working Towards
 - Counts sets of objects with less than five members.
- Developing
 - Counts sets of objects with 5 or more.
- At Standard
 - Counts forward from a number other than 1.
- Above Standard
 - Counts forward from a number greater than 10.

Know Number Names and the Count Sequence 3

- Emerging or Working Towards
 - Writes some numbers 0-9.
- Developing
 - Writes most numbers 0-10 to represent a number of objects.
- At Standard
 - Writes numbers 0-20 to represent a number of objects.
- Above Standard
 - Writes the number to answer the question "How many?" with larger sets of objects.

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Integrated Content

Please mark the items listed where the student showed satisfactory progress.

Social Studies

- Civics (Understand citizenship, roles and responsibilities of community members and family, participates in patriotic practices.)
- Economics (Demonstrates an understanding of community and social contributions to an economy.)
- Geography (Constructs a simple map with land and water features and demonstrates an understanding of direction.)
- History (Identifies important leaders in their communities and understands how events from the past have affected the present and the future.)
- WV History (Demonstrates an understanding of state symbols and geographical attributes that contribute to the unique climate and landscape of the state.)

Science

- Forces and Interactions: Pushes and Pulls (Demonstrates an understanding of force by planning and conducting an experiment to compare the impact of force on an object and analyzing the data.)
- Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment (Demonstrates an understanding of environmental factors that influence ecosystems and environments.)
- Weather and Climate (Demonstrates an understanding of weather and climate.)

The Arts

- Music (Explores the world of music through singing, playing instruments, moving and listening.)
- Visual Art (Explores the world of art through subject matter that centers on the student's own environment; Allows the student to express feelings and ideas using a variety of media and tools.)

Wellness Education

- Health Education (Wellness Promotion and Disease Prevention; Wellness Information and Services; Wellness Behaviors.)
- Physical Education (Development of Movement Forms/Motor Skills; Physical Fitness; Responsible, Personal, and Social Behaviors.)

Student Success Standards

- Personal and Social Development (Understand Self and Others; Maintain Positive Relationships; Exhibit Respectful Behavior; Decision Making and Personal Responsibility; Protect Emotional and Physical Safety.)



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Narrative Information By Content Area Written By Teacher

Please enter a narrative of the child's progress to appear in the family report.





English Language Arts							
Made great progress since the beginning of the year.							
Mathematics							
Developed skills since the beginning of the year.							
General							
Kristina came to my class after Christmas break. She had not attended school since November.							
Attendance				1	2	3	4
Days Absent							
Tardy							





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Transition Report Template

Please provide details for each section that may be beneficial information for the student's next teacher.

English Language Arts


Mathematics

Science

Social Studies

Integrated Content Areas/Related Arts

Social and Emotional Development



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Standards Report

Descriptors
EM (Emerging) - Student is working towards beginning to understand.
PR (Progressing) - Student is advancing forward.
ST (At Standard) - Student demonstrates an understanding or skill, meets grade level expectations.
AS (Above Standard) - Student consistently demonstrates a deep understanding of the skill.

Mathematics		REPORTING PERIOD			
		1	2	3	4
Counting and Cardinality					
Know Number Names and the Count Sequence	Student counts to 100 by 1s and 10s, and forward from a given number.	EM			
Count to Tell the Number of Objects	Student connects numbers to objects, and counts to answer how many.	EM			
Compare Numbers	Student tells if a group of objects in one group is greater than, less than or equal to objects in another group.	EM			
Operations and Algebraic Thinking		1	2	3	4
Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking apart and Taking From	Student solves addition and subtraction problems and fluently adds and subtracts within 5.	EM			
Numbers and Operation in Base Ten		1	2	3	4
Work with Numbers 11-19 to Gain Foundation for Place Value	Student puts together and takes apart numbers from 11 to 19 to show tens and ones.	EM			
Measurement and Data		1	2	3	4
Describe and Compare Measurable Attributes	Student describes measurable attributes such as length, weight, and height to compare two objects. Student classifies objects into given categories.	EM			
Geometry		1	2	3	4
Identify and Describe Shapes	Student identifies and describes common 2-D and 3-D shapes.	EM			
Analyze, Compare, Create and Compose Shapes	Student makes, compares, and analyzes common 2-D and 3-D shapes.	EM			



English Language Arts

Ben needs to practice reading over the summer.

Mathematics

Ben needs to learn to count to 100 before he starts to school in the fall.

General

It has been a pleasure to see the progress that Ben has made academically this school year. His reading skills have shown noticeable improvement with our reading program. He continues to struggle with writing a sentence independently and applying spacing, punctuation, and capitalization, but more effort on his part coupled with your help and support will bring rewarding results in the upcoming school year. Please continue practicing with him over the summer break because students tend to slip into that summer slide, even though the break is only for a short time. Work on the skills that are developing because he did not master that skill, and First Grade only gets harder. Have a wonderful summer!!



Attendance

Days Absent

Tardy

1	2	3	4

Parent/Guardian Signature and Comments

Signature

Date

Comments



Home Screen



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Kindergarten Teacher Outcome Data Report

Green indicates the number of children at or above standard.

Mathematics	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P3 - P4 (+/-)%	P4	P1 - P4 (+/-)%
Counting and Cardinality	1.67	39.83%	2.34	29.08%	3.02	3.45%	3.12	86.72%
Know Number Names and the Count Sequence 1	1.06 (16, 0)	94.12%	2.06 (16, 3)	33.33%	2.75 (16, 10)	4.55%	2.88 (16, 11)	170.59%
Know Number Names and the Count Sequence 2	1.81 (16, 1)	34.48%	2.44 (16, 8)	30.77%	3.19 (16, 15)	0.00%	3.19 (16, 15)	75.86%
Know Number Names and the Count Sequence 3	1.69 (16, 0)	22.22%	2.06 (16, 2)	51.52%	3.12 (16, 15)	2.00%	3.19 (16, 15)	88.89%
Count to Tell the Number of Objects 1	1.75 (16, 0)	39.29%	2.44 (16, 8)	28.21%	3.12 (16, 14)	0.00%	3.12 (16, 14)	78.57%
Count to Tell the Number of Objects 2	1.75 (16, 0)	28.57%	2.25 (16, 5)	33.33%	3.00 (16, 15)	6.25%	3.19 (16, 15)	82.14%
Count to Tell the Number of Objects 3	1.75 (16, 0)	32.14%	2.31 (16, 6)	32.43%	3.06 (16, 15)	4.08%	3.19 (16, 15)	82.14%
Count to Tell the Number of Objects 4	1.75 (16, 0)	35.71%	2.38 (16, 7)	28.95%	3.06 (16, 15)	4.08%	3.19 (16, 15)	82.14%
Compare Numbers 1	1.75 (16, 0)	46.43%	2.56 (16, 10)	12.20%	2.88 (16, 14)	6.52%	3.06 (16, 14)	75.00%
Compare Numbers 2	1.75 (16, 0)	46.43%	2.56 (16, 10)	17.07%	3.00 (16, 15)	4.17%	3.12 (16, 15)	78.57%

Kindergarten District Outcome Data Report

Green indicates the number of children at or above standard.

Mathematics	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P3 - P4 (+/-)%	P4	P1 - P4 (+/-)%
Counting and Cardinality	1.86	40.02%	2.60	20.17%	3.12	9.13%	3.41	83.62%
Know Number Names and the Count Sequence 1	1.67 (1331, 251)	43.41%	2.39 (1335, 662)	23.39%	2.95 (1331, 1026)	11.09%	3.27 (1338, 1156)	96.58%
Know Number Names and the Count Sequence 2	2.10 (1331, 389)	35.65%	2.85 (1335, 894)	15.03%	3.28 (1331, 1145)	7.52%	3.53 (1338, 1235)	67.77%
Know Number Names and the Count Sequence 3	1.65 (1331, 137)	45.31%	2.40 (1335, 630)	27.43%	3.06 (1331, 1046)	10.62%	3.38 (1338, 1189)	104.83%
Count to Tell the Number of Objects 1	1.97 (1331, 341)	33.59%	2.64 (1335, 836)	17.68%	3.10 (1331, 1102)	8.44%	3.36 (1338, 1212)	70.48%
Count to Tell the Number of Objects 2	1.89 (1331, 241)	37.06%	2.59 (1335, 753)	21.46%	3.14 (1331, 1098)	9.34%	3.44 (1338, 1216)	82.02%
Count to Tell the Number of Objects 3	1.90 (1331, 260)	37.57%	2.62 (1335, 770)	20.68%	3.16 (1331, 1111)	8.92%	3.44 (1338, 1219)	80.81%
Count to Tell the Number of Objects 4	2.06 (1331, 449)	31.84%	2.72 (1335, 885)	17.85%	3.20 (1331, 1161)	7.73%	3.45 (1338, 1245)	67.39%
Compare Numbers 1	1.64 (1331, 188)	49.99%	2.46 (1335, 729)	20.62%	2.96 (1331, 1119)	10.68%	3.28 (1338, 1215)	100.23%
Compare Numbers 2	1.82 (1331, 337)	50.07%	2.73 (1335, 874)	18.95%	3.24 (1331, 1162)	8.19%	3.51 (1338, 1242)	93.11%

Frequently Asked Questions

One of my Kindergarten students is not appearing in the ELRS. What is causing this?

The student is not in WVEIS

The student does not have any enrollment information (PATT270) in WVEIS

You and your students are not scheduled in a valid Kindergarten course code

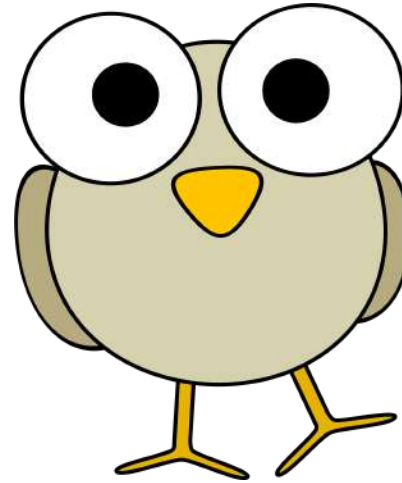
What is my Webtop user name and password?

Visit <https://webtop.k12.wv.us/0/apps/profile/> to view user name, active roles and email addresses linked to the assigned Webtop account. The user name or one of the email addresses can be used to log in to the ELRS or any other Webtop application.

How do I change my Webtop password?

The password can be changed at <https://webtop.k12.wv.us/0/apps/profile/>. How do I reset my Webtop password? Recover your account by going to <https://webtop.k12.wv.us/password/> and using one of the email addresses that is tied to the assigned Webtop account.

Questions?



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Lisa Fisher

lmray@k12.wv.us

Rhonda Fisher

rffisher@k12.wv.us



West Virginia DEPARTMENT OF
EDUCATION

Required Participation Survey

- Participation in the survey below is the ONLY way your county may verify attendance.

<https://forms.office.com/Pages/ResponsePage.aspx?id=S7AZ4AwzekaLrgn7FzdNapE-Oszzk9RJgS7C6cljCXdUMVc3VUoyS1cxMDRGWVZRMTMzMkjaTVU5MC4u>

