



West Virginia DEPARTMENT OF  
**EDUCATION**

# Early Learning Reporting System Refresher Pre-K

2020



# The Early Learning Scale (ELS) and WV Policy

## WVBE Policy 2520.15, “WV Pre-K Standards (Ages 3-5)”

Formative (on-going, authentic) Assessment is required. Progress monitoring of the identified school readiness performance indicators, using the Early Learning Scale (ELS), shall be reported to the WVDE no fewer than three times during the school year as part of the WV Early Learning Reporting System (ELRS)...This reporting system will...drive instruction, inform families of progress, assist with transition to Kindergarten, and provide information for program improvement for comprehensive school readiness.”

# Formative Assessment

## Teachers use formative assessment to:

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



# Why Does WV Pre-k use the ELS?

## *It's Authentic*

- The ELS is an informal, observation-based assessment that measures children's performance over time and in the context of typical, daily activities.
- By assessing performance in real classroom situations over three scoring cycles annually, the ELS makes it possible for educators to effectively:
  - Assess progress towards WV Pre-K Standards
  - Inform teaching and plan instruction
  - Communicate with parents &
- The ELS Resource Guide



# ELS Guide Book



**Improving Teaching through  
Systematic Assessment:  
Early Learning Scale**

**GUIDEBOOK**





# Introduction to the Early Learning Reporting System (ELRS)

- The ELRS is the online platform where all WV Universal Pre-K program through 2<sup>nd</sup> 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.
- Program data includes: school and classroom data, annual WV Universal Pre-K Health and Safety Checklist results, and county collaborative early childhood core team member information.
- Child assessment data include child assessment checkpoints and Child Outcomes Summary (COS) for Pre-K special education reporting requirements.
- Through data input, the ELRS provides outcome reports for planning instruction and also for classroom, school, and program continuous quality improvement planning.

# Early Learning Reporting System



- Registration is required for pre-k teachers, ECCATS, district coordinators, head start representatives (administrators, not classroom staff), childcare site managers, special education core team members, and Special Education Itinerant staff.
- Registration is not required for principals. If a principal cannot log on the ELRS, then the correct role in Webtop must be assigned. The role is automatically generated nightly based on scheduling information in WVEIS. (The principal must be assigned to the principal course code (8037) for the current school year and term.)

# Reporting Requirements

- Reporting for Pre-K is required in WV Policy 2510 three times per year.



## 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



# WV ELRS Features



- Option to print Family Report by student or by classroom.
- Transition Reports available for receiving teachers grades K-3, featuring narrative sections.
- For administrators, access will be granted based upon role assigned in Webtop (principal). Pre-K staff MUST register.
- Class rosters will be assigned based upon WVEIS schedule and assignment in ELRS.380 by County Pre-K Coordinator.

# ELRS Home Screen



## Early Learning Reporting System

- Home
- District
- Pre-K Users
- Progress
- Assessment
- Outcome Data
- Health & Safety
- Audit
- Health
- Beta
- Help



### 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

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

#### 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

#### 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

- 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





### View Pre-K Assessment Progress [↶](#)

Note: If the reporting period is currently open, then these numbers are updated nightly.

2016: Period 3 (04/15/2016 - 06/10/2016)

Name	Webtop ID	Teacher Short ID	Location	Classroom	Assessments Started	COSF Completion	Assessments Finalized
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	18 / 18 100%	4 / 4 100%	18 / 18 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	17 / 17 100%	0 / 1 0%	17 / 17 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	18 / 18 100%	6 / 8 75%	18 / 18 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16 / 16 100%	1 / 1 100%	16 / 16 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	18 / 18 100%	1 / 1 100%	18 / 18 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	18 / 18 100%	7 / 7 100%	18 / 18 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10 / 10 100%	0 / 0 100%	10 / 10 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15 / 15 100%	2 / 2 100%	15 / 15 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	20 / 20 100%	3 / 3 100%	20 / 20 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	18 / 18 100%	1 / 2 50%	18 / 18 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16 / 16 100%	0 / 0 100%	16 / 16 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	19 / 19 100%	3 / 3 100%	19 / 19 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 / 2 100%	2 / 2 100%	0 / 2 0%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 / 4 100%	4 / 4 100%	0 / 4 0%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 / 1 100%	1 / 1 100%	0 / 1 0%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0 / 0 100%	0 / 0 100%	0 / 0 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3 / 3 100%	3 / 3 100%	0 / 3 0%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 / 2 100%	2 / 2 100%	2 / 2 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6 / 6 100%	6 / 6 100%	6 / 6 100%
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	13 / 13 100%	3 / 3 100%	13 / 13 100%

**\*\*ERROR\*\*** indicates that the teacher is unable to access to the assessment module. This can be caused by:

- No students assigned to short teacher ID or off-site classroom in STU.380
- On-site lead teacher has multiple short teacher IDs in PSTU240, and the incorrect one is being used in STU.380
- An off-site classroom does not have a valid WVS.216 ID
- An off-site classroom is marked as being an on-site classroom

# View Classroom

Click on Teacher ID to view that classroom

View Classroom:



2016, Period 3 (04/15/2016 - 06/10/2016)

Student	ID	Type	HS	SpEd	Assessment Progress	Actions
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY		Y	<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a> <a href="#">COSF</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY		Y	<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a> <a href="#">COSF</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>
[Redacted]	[Redacted]	DAY			<a href="#">Family Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Assessment</a> <a href="#">Child Accomp.</a> <a href="#">Next Steps</a>

# View By Classroom

Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>



# Early Learning Scale

## Pre-K Kindergarten Assessment – [REDACTED]



Statements highlighted in gray indicate assessment score from previous assessment window.

### Mathematics/Science

#### Number and Numerical Operations [REDACTED]

##### Functional Counting

- Shows interest in numbers and counting. May be able to use the numbers 1, 2, or 3 to label how many in a set
- 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
- Counts items accurately up to 15. Knows the number words and can extend the decade pattern beyond 29

##### Numerical Operations

- Plays by adding and taking away items. Depends on visual cues to determine which of two sets has more or less.
- 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
- 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

- Not able to identify written
- Distinguishes numerals from
- Identifies and writes some

# View By Classroom



Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>

# Accomplishments Report

## Child Accomplishments - 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.

- Development of Self-Concept
- Development of Self-Expression and Self-Awareness
- Development and Demonstration of Pro-Social Behaviors
- Intrinsic Motivation for Learning

## Child Accomplishments - 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.

- Expressive Language
- Receptive Language
- Print Concept
- Early Writing



# View By Classroom

Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>



# Transition Report Template

Please click on checkboxes matching the key clusters that best describe the child's development for the following, which will then populate into the Child Accomplishments Summary section in the Family Report. Additionally, please cluster.

## Social and Emotional Development

AI

- Development of Self-Concept
- Development of Self-Expression and Self-Awareness
- Development and Demonstration of Pro-Social Behaviors
- Cooperation
- Progression of Understanding of their Role in the Family and Community
- Intrinsic Motivation for Learning

## Next Steps

Develops growing capacity for independence in a range of activities, routines, and tasks.

# View By Classroom

Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>



# Child Outcome Summary

This Child Outcomes Summary (COS) 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.

## Type of Child Outcomes Summary

Exit COSF - child transitioned to Kindergarten, exited Preschool program and/or exited SpEd services ▼

## 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?  
*e.g. attachment/separation/autonomy, expressing emotions and feelings, social interactions and play, following rules if older than 18 months*

6. Somewhat. The child uses age expected behaviors and skills but there are still some significant concerns ▼

1b. Has this child shown any new skill or behaviors related to 'positive social emotional skills' in the last 12 months?

Yes ▼

# View By Classroom



Type	HS	SpEd	Data Entry Pro	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>

# Accomplishments Report

Descriptors			
P (Progressing) - Student is advancing forward.			
M (Meets Expectations) - Student demonstrates an understanding of the skill.			
Mathematics/Science			REPORTING PERIOD
Number and Numerical Operations			1 2 3
Functional Counting	Count in sequence to 10 and beyond.		M M M
Numerical Operations	Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).		P P P
Written Numbers	Begin to identify and write some numerals.		M M M
Classification and Algebraic Thinking			1 2 3
Classification	Sort items into categories according to common characteristics		M M M
Algebraic Thinking	Duplicate, create, and extend simple patterns using concrete objects.		M M M
Geometry and Measurement			1 2 3
Identifying and Using Shapes	Correctly names basic shapes regardless of their orientation or overall size.		M M M
Measurement	Estimates the size of objects in comparison to a common unit of measurement.		P P P

# View By Classroom

Type	HS	Mid	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>



# Standards Report

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		1	2	3	4
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			



# View By Classroom

Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
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The following 2 slides are examples of transition reports completed by classroom teachers.



"Pretty good report, isn't it? Do you think I can make some serious moolah with this?"

## 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 growth and maturation of the body. Physical development includes the growth and maturation of the body.

## 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.

## 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.

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.

## 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.

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.

# View By Classroom



Type	HS	SpEd	Data Entry Progress	Actions
DAY	Y	Y	<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a> <a href="#">COS</a>
DAY			<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>
DAY	Y		<a href="#">Accompl. Report</a> <a href="#">Standards Report</a> <a href="#">Transition Rpt.</a>	<a href="#">Data Entry</a> <a href="#">Accomplishments</a> <a href="#">Transition Rpt.</a>

# ELRS Reports Generated

- Teachers can produce Family Reports.
- Administrators will have options of :
  - Generating reports by Head Start, District, Location, Classroom, or Teacher.
  - Filtering even further by Head Start, Limited English Proficiency, Special Education, 3 year-olds, 4 year-olds, or collaborative students only.





### Formative Assessment Windows

#### Pre-Kindergarten

- Window 1: September 8, 2017 – October 9, 2017
- Window 2: January 5, 2018 – January 29, 2018
- Window 3: May 4, 2018 – June 4, 2018

#### Kindergarten

- Window 1: September 1, 2017 – October 27, 2017
- Window 2: December 1, 2017 – January 19, 2018 (optional)
- Window 3: February 19, 2018 – March 26, 2018 (optional)
- Window 4: May 1, 2018 – June 8, 2018

# Outcome Data

Green indicates the number of children at or above standard.

Mathematics/Science	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P1 - P3 (+/-)%
<b>Number and Numerical Operations</b>	1.82	73.66%	3.16	15.32%	3.65	100.27%
Functional Counting	2.12 (147, 77)	59.69%	3.38 (148, 127)	14.17%	3.86 (133, 119)	82.32%
Numerical Operations	1.67 (147, 48)	92.97%	3.22 (148, 117)	12.45%	3.62 (133, 112)	116.99%
Written Numbers	1.68 (147, 46)	72.11%	2.89 (148, 105)	19.86%	3.47 (133, 108)	106.29%
<b>Classification and Algebraic Thinking</b>	2.08	66.84%	3.47	12.14%	3.89	87.10%
Classification	2.37 (147, 97)	61.65%	3.84 (148, 135)	9.51%	4.20 (133, 125)	77.03%
Algebraic Thinking	1.79 (147, 57)	73.72%	3.11 (148, 118)	15.39%	3.59 (133, 110)	100.46%
<b>Geometry and Measurement</b>	1.90	67.79%	3.20	10.34%	3.53	85.13%
Identifying and Using Shapes	1.98 (147, 64)	61.10%	3.19 (148, 127)	11.99%	3.57 (133, 119)	80.41%
Measurement	1.83 (147, 54)	75.02%	3.20 (148, 122)	8.70%	3.48 (133, 114)	90.24%



# Frequently Asked Questions

- **Why is the Family Report button not appearing?**
  - For the Family Report button to appear, all forms (e.g. child accomplishments summary, narrative, et. al.) must be completed for each student's entry and the entry must be finalized
- **One of my Pre-K students is not appearing in the ELRS. What is causing this?**
  - Here are some possibilities:
  - The student is not in WVEIS
  - The student does not have any enrollment information (PATT270) in WVEIS
  - The student is not assigned or is assigned incorrectly in STU.380

# Frequently Asked Questions

- **I'm an assistant teacher for Head Start. Should I register as a Head Start Representative?**
  - No, Pre-K lead and assistant teachers should register as a teacher. The role is determined by the district coordinator's assignment and the certification data available during the approval process.
- **Can a teacher have more than one classroom?**
  - No, a teacher must have one, and only one, classroom for the ELRS to work properly.

# Frequently Asked Questions

- **What's the difference between an on-site classroom and an off-site classroom?**
  - An on-site classroom is defined as a classroom which physically resides on the home school's property (i.e. it is considered part of the school as a whole; it shares the same street address as the school). For on-site classrooms, the short teacher ID should be used to schedule students in STU.380. An off-site classroom is defined as a classroom which does not physically reside on the home school's property. Some off-site classroom examples include, but are not limited to:
    - Classrooms at private schools
    - Classrooms at head start centers
    - Classrooms at day care centers

# Frequently Asked Questions

- **What's the difference between an on-site classroom and an off-site classroom?**
  - Some off-site classroom examples include, but are not limited to:
    - Classrooms at private schools
    - Classrooms at head start centers
    - Classrooms at day care centers
    - Classrooms at facilities partnered with the LEA, but not located in the WVEIS Master List of Schools

# Frequently Asked Questions

- **The students are assigned in STU.380, but they are not appearing in the ELRS.**
- **What is causing this?** Here are some possibilities:
  - Some teachers have multiple teacher IDs assigned in PSTU240 for their school, and the preferred teacher ID was not chosen. For example, if there are two teacher IDs for John Smith (e.g. “SMIT J” and “9SMI J”), the ID without the number (SMIT J) should be used
  - Teacher IDs are being used for an off-site classroom
  - Off-site locations are being used for an on-site classroom
  - The student does not have any enrollment information in WVEIS

# Frequently Asked Questions

- **What is Webtop?**

- The WVDE Webtop is the West Virginia PK-12 Single Sign-On (SSO) platform developed and maintained in-house by the West Virginia Department of Education's Office of Education Information Systems. It provides an identity for faculty, staff and students across the state of West Virginia. Furthermore, it simplifies user management across the state by providing one set of credentials for systems connected to Webtop SSO, including Office 365.

- **What is Office 365?**

- Microsoft Office 365 is an online productivity suite that's provided free of charge to all Early Learning Reporting System users via Webtop. It also provides users with a @k12.wv.us email address. Additionally, users may download a free copy of Microsoft Office Professional from the Office 365 portal for use.

# Frequently Asked Questions

- **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.

# The Most Frequently Asked Question



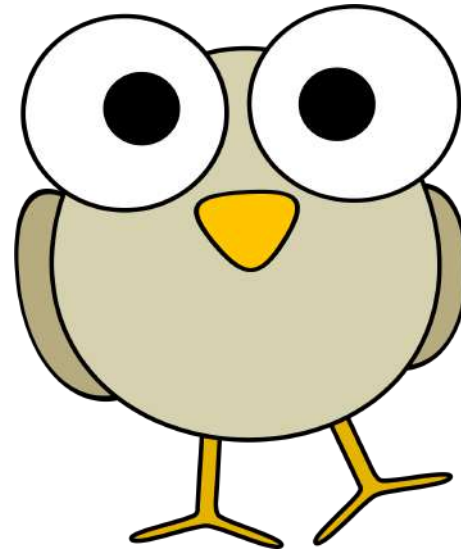
**Improving Teaching through  
Systematic Assessment:  
Early Learning Scale**

**GUIDEBOOK**





Questions?



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# Session Evaluation



<https://forms.office.com/Pages/ResponsePage.aspx?id=S7AZ-NapE-Oszk9RJgS7C6cljCXdUMVc3VUoyS1cxMDRGWVZRMTMzM...>

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**Please complete this survey before 5:00 pm today in order to receive credit for attendance.**

