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| **Desired Result** | A condition of well-being for children and families. |
| **DRDP (2015)** | Assessment tool used to measure the development of children from early infancy to kindergarten entry including children with IEPs and IFSPs. |
| **DRDP (2015) Infant/Toddler View** | Assessment tool used to measure the development of children from early infancy to kindergarten entry including children with IEPs and IFSPs. The Infant/Toddler View of the assessment is for children younger than three years of age. |
| **DRDP (2015) Fundamental View** | Assessment tool used to measure the development of children from early infancy to kindergarten entry including children with IEPs and IFSPs. The Preschool Fundamental View option requires fewer domains for assessing preschoolers. This view is comprised of 30 measures and 13 conditional measures. |
| **DRDP (2015) Comprehensive View** | Assessment tool used to measure the development of children from early infancy to kindergarten entry including children with IEPs and IFSPs. The Preschool Comprehensive View is the unabbreviated option that includes all eight domains. This view is comprised of 59 measures. |
| **School-age DRDP** **Complete Version** | Assessment tool used to measure the development of children in kindergarten through 12 years of age in school-age programs. This assessment tool assesses all the domains. |
| **School-age DRDP** **Simplified Version** | Assessment tool used to measure the development of children in kindergarten through 12 years of age in school-age programs. This assessment tool only assesses **SSD** and **HS**. |
| **Developmental Domain** | A crucial area of learning and development for children. \*  |
| **Measure** | The developmental continuum along which a child’s observed behavior is assessed. Measures are the individual assessment items in the **DRDP.**  |
| **Full Continuum** **Measures**  | Describe development from early infancy to early kindergarten. |
| **Early Development** **Measures**  | Describe development that typically occurs in infant/toddler and early preschool years. |
| **Later Development Measures** | Describes developmental that typically occurs in the preschool years and early kindergarten.  |
| **Conditional Measures** | Measures in the DRDP (2015) Preschool View are considered conditional measures that are assessed when certain conditions are met.  |
| **Definition** | A statement that defines a measure by specifying the developmental achievement (knowledge, skill) that is being measured.  |
| **Developmental Level** | A point along a developmental progression for a particular measure.  |
| **Descriptor** | A description that defines the behaviors that would be observed for a child at that developmental level. |
| **Example** | Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the **DRDP** are not the only way a child can demonstrate mastery of a developmental level.  |
| **Mastery of a Developmental Level**  | A child demonstrates the knowledge, behaviors, and skills defined at that level: - **Consistently overtime** - **In different situations or settings** |
| **Emerging** | A child may be emerging to the next level by showing behaviors from the next developmental level, but that are **not yet** typical or consistent. |
| **Evidence** | Documentation of children’s skills, behaviors, and knowledge. |
| **Documentation** | A record of a behavior or skill that serves as evidence of a mastered developmental level. This can include notes, anecdotal records, pictures, videotape, audiotape, or any other evidence that documents behaviors, knowledge, and skills. |
| **Naturalistic observation**  | Evaluation of children’s progress that is based on observations of daily natural activities, collected over time. |
| **Observation** | Intentional watching and recording of children’s behaviors and skills.  |
| **Observation system** | A structure for observing, documenting and storing evidence of children’s developmental progress.  |
| **Anecdotal or observation notes** | Clear, objective, detailed, factual notes that describe what is seen and heard of a particular event. |
| **Portfolio**  | A collection of children’s work samples, anecdotal notes, photos and any other evidence of a child’s growth. |
| **Work sample** | Example of children’s work that provides evidence of knowledge, behaviors, or skills. |
| **Daily log** | A diary listing behaviors, activities, and events. |
| **Curriculum** | Educational subjects and activities provided to meet the learning needs of children in the program. |
| **To reflect** | Careful, thoughtful review of multiple pieces of information and evidence to rate a child’s developmental level. |

**\*** Definition from the *California Preschool Learning Foundations, Volume 1*, Introduction page vii.

**DRDP Developmental Domain Acronyms**

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| **ATL-REG** | Approaches to Learning - Self-Regulation |
| **SED** | Social and Emotional Development  |
| **LLD** | Language and Literacy Development |
| **ELD\*\*** | English-Language Development |
| **COG** | Cognition, including Math and Science |
| **PD-HLTH** | Physical Development - Health |
| **HSS\*\*** | History-Social Science |
| **VPA\*\*** | Visual and Performing Arts |

**\*\*** These domains are used to assess preschool age children