The Group Report provides information about a child’s knowledge, skills, and behaviors across a range of developmental domains\(^1\) that are aligned with California’s early learning and development foundations.\(^2\) Educators may use the results to guide instruction, modify curriculum, and plan program improvement activities.

**What information is displayed on the Group Report?**

- The Group Report displays results for a user-defined group of children. For example, this might include the group of children comprising a caseload, classroom, or program.

- The Group Report displays, for a group of children, the median domain for the DRDP (2015) for the assessment period indicated at the top of the page.

- A color-coded legend of the developmental levels of the DRDP (2015) is displayed at the top of the page. Not all developmental levels are available in each domain.

- The infant and toddler report displays each of the five domains assessed in the DRDP (2015) Infant/Toddler View.

- The preschool report displays each of the eight domains assessed in the DRDP (2015) Preschool View. It breaks out the Language and Literacy Development domain into Language and Literacy subdomains and displays ratings for each separately. The Cognition domain breaks down into Math and Science. The Physical Development – Health domain breaks down into the Physical Development and Health subdomains.

**What are the features of the Group Report?**

A domain scale portrays the developmental progression of knowledge, skills, and behaviors encompassed by the collection of measures included in each DRDP (2015) domain.\(^3\) When looking at the measures on the DRDP (2015) instrument, each level appears to be an equal developmental distance from the other. However, as children grow and develop, some knowledge and skills take more time to master than others. These differences in development are expected and are represented by differing widths of the developmental levels in the domain scale; these widths are the same for all children.

The location of the marker on each domain scale indicates the *group domain rating* for the group of children. The group domain rating is the median or “middle value” of the domain ratings of the group of children. For example, if there are 10 children in the group, the group domain rating is the median of those 10 individual domain ratings. In this instance, for five (half) of the children, domain ratings are to the left of the median, and to the right of the median for the other five (half) of the children.

- **The number of children** represents the number of children within the selected group with a domain rating for that domain. Note: This number may differ between domains if domain ratings are not present for all children in the group.

- **The percent (number) of children in the level** represents the percentage and number of children in the group whose domain ratings are located within a developmental level.

- **The DRDP (2015) domain icon** represents the developmental domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education’s early learning and development foundations.

- **The DRDP domain/subdomain name** represents the abbreviation and full name of the DRDP (2015) domains and subdomains.

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\(^1\) The term *domain* also refers to the related subdomain.

\(^2\) For more information about California’s early learning and development foundations, visit [http://www.cde.ca.gov/sp/cd/re/cddpublications.asp](http://www.cde.ca.gov/sp/cd/re/cddpublications.asp)

\(^3\) The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.
For use with preschool-age children

Spring 2016

Teacher: Megan Anderson
School: Napa Preschool
Report Date: 04/03/2016
Understanding the domain scale

All of the levels for each measure follow a progression from early infancy (on the left), to kindergarten entry (on the right), like on the DRDP (2015) instrument. The DRDP (2015) instrument represents the developmental levels as equal intervals.

Figure 1. Developmental progression for a sample measure.

A group of measures forms each domain. Each domain scale reflects the psychometric transformation of the developmental levels of the measures within that domain into a scale that is based on the data collected during the calibration studies of the DRDP (2015).

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Shows awareness of other people, including children</td>
<td>Shows interest in other children</td>
<td>Plays alongside other children, rarely interacting with them</td>
<td>Interacts in simple ways with familiar peers as they play side by side</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Later</td>
<td>Later</td>
</tr>
<tr>
<td>Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays</td>
<td>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</td>
<td>Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</td>
<td>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</td>
</tr>
</tbody>
</table>

Figure 2. Measures form a domain.

Developmental levels on a domain scale that are represented with greater widths will typically take longer for children to master than developmental levels that are represented with lesser widths. The domain scale represents an overall developmental progression; however, it may take more or less time for an individual child to master a level.

Figure 3. Illustration of how developmental levels are represented by different widths.
Like in the individual Child Report, the variation between developmental levels within and across each domain scale means that a group domain rating at one level in a domain may not be at the same level in another domain. Even when the distribution of individual children’s domain ratings looks similar across two domains, the group domain rating line may not be in the same place on the domain scales.

Figure 4. Illustration of how developmental levels are located in different places across domains.

How can the information in the Group Report be used?

The Group Report assists in understanding children’s development and in curriculum planning by providing an at-a-glance view of a group’s learning and development related to the group’s overall progress toward California’s early learning and development foundations. The Group Report can be used to:

- Identify broad areas of strength and areas that may require further support for a group of children.
- Look at the domain rating marker; half of the children are to the right of the marker and half of the children are to the left of the marker, in terms of number of children.
- Identify the numbers and percentages representing the children at each developmental level.
- Focus instructional planning by looking at the location of all groups of children in relation to the developmental levels.

How should the information in the Group Report not be used?

- It should not be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- It is not intended to be the only source of information that teachers or service providers use in understanding children’s development.
- It is not intended for use with families.
- It should not be used to compare or label children.