



DRDP (2025) Builds Upon the DRDP (2015) Approach to Content Development and Psychometric Rigor

The foundational analyses of the DRDP (2025), reviewed by nationally recognized leaders in education and psychometric research, showed that it was appropriate to move forward with implementation of the DRDP (2025) in fall 2026. Many sub-analyses must be completed before all technical information about the DRDP (2025) can be summarized and reported. This work is currently underway and will be published in the DRDP (2025) technical report, anticipated in Spring 2028.

In the meantime, because the DRDP (2025) is based on the DRDP (2015), the DRDP (2015) can be used to understand the psychometric properties of the DRDP (2025). The technical reports for the DRDP (2015) (provided on [this page](#)) can be referenced to learn about the psychometric approach underlying the basic structure of the DRDP (2025). The DRDP (2015) technical information is relevant to the DRDP (2025) in a general sense because the DRDP (2025) uses the same structure and methodology for developing content as the DRDP (2015).

The content for the DRDP (2025) was built on the prior developmental continua and approach as for the DRDP (2015), with the following enhancements: (1) the language development domain was refined to be broadly inclusive of cross-language skills; (2) descriptions of knowledge and skills have been expanded to be fully-inclusive of a wide-range of children's abilities; (3) updated research was used to refine descriptions of knowledge and skills, aligning those descriptions to the [California Infant-Toddler Learning and Development Foundations](#) and the [California Preschool/Transitional Kindergarten Learning Foundations](#); (4) extension of the assessment of approaches to learning and social and emotional development to early elementary school grades, to improve access to research-based assessment in these areas of development.

To enhance the instrument's user-friendliness, the number of DRDP measures was reduced, measures were more clearly defined, and the utility of the examples was increased by introducing throughline examples across the continuum. Additionally, efforts were made to create more examples demonstrating skills for children with low vision who use sign language and assistive devices to fully participate in the educational setting.