

**Desired Results Developmental Profile–Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
English Language Development (ELD) and California English Language
Development Standards – Kindergarten (ELD-K)**

The English Language Development (ELD) measures of the DRDP-K and the California English Language Development Standards – Kindergarten (ELD-K) both address receptive language, expressive language, and literacy in English. Expressive language is the area where the ELD measures and the ELD-K standards share the most commonalities. In contrast, the DRDP-K focuses on areas not directly covered by the ELD-K standards, including receptive language understanding of and response to literacy activities in English, English letter knowledge, and English print knowledge. But the DRDP-K does not specifically address writing, while the ELD-K standards do. The other specific skills delineated in the ELD-K standards that the DRDP-K does not directly address include asking specific types of questions, presenting oral arguments with evidence, using academic vocabulary, and demonstrating understanding of text organization and cohesion. In general, several of the expectations in the ELD-K standards appear to focus on specific types of language abilities and text skills that are more advanced than what is currently assessed in the DRDP-K ELD measures.

**Correspondence between the DRDP-K Instrument and
the California English Language Development Standards – Kindergarten**

DRDP-K Measure	California English Language Development Standards – Kindergarten	Measure Corresponds with English Language Development Standards in the Following Ways:
<p>ELD 1: Comprehension of English (Receptive English)</p> <p>Definition: Child is progressing toward fluency in understanding English</p>	<p><i>No relevant standards.</i></p>	<p><i>ELD 1 focuses on comprehension of English without responding orally; ELD-K standards focus on interacting and using English, which requires understanding but does not limit expectation to just comprehension.</i></p>
<p>ELD 2: Self-Expression in English (Expressive English)</p> <p>Definition: Child shows increasing progress toward fluency in speaking English</p>	<p>Part I: Interacting in Meaningful Ways, A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p>	<p>Child develops ability to use English across settings and for different purposes (I.A.1).</p>

DRDP-K Measure	California English Language Development Standards – Kindergarten	Measure Corresponds with English Language Development Standards in the Following Ways:
<p>ELD 3: Understanding and Response to English Literacy Activities</p> <p>Definition: Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English</p>	<p>Part I: Interacting in Meaningful Ways, B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p>Child develops ability to understand the content of literacy activities through the use of elaborated English words and phrases (I.B.5, I.B.6).</p>
	<p>Part I. Interacting in Meaningful Ways, C. Productive</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>	<p>Child shows understanding of and communicates about literary activities (I.C.12).</p>
<p>ELD 4: Symbol, Letter, and Print Knowledge in English</p> <p>Definition: Child shows an increasing understanding that print in English carries meaning</p>	<p><i>No relevant standards.</i></p>	<p><i>ELD 4 focuses on understanding English print; there is no corresponding standard in ELD-K.</i></p>

Standards in English Language Development not addressed by DRDP-K (2015) ELD domain

- Part I: Interacting in Meaningful Ways, A. Collaborative, 2 and 3.
- Part I: Interacting in Meaningful Ways, B. Interpretive, 7 and 8.
- Part I. Interacting in Meaningful Ways, C. Productive, 9–11.
- Part II: Learning About How English Works, A. Structuring Cohesive Texts, 1 and 2.
- Part II: Learning About How English Works, B. Expanding and Enriching Ideas, 3–5.
- Part II: Learning About How English Works, C. Connecting and Condensing Ideas, 6 and 7.