

**Desired Results Developmental Profile-Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
Language and Literacy Development (LLD) and
the California Common Core State Standards for English Language Arts in Kindergarten**

There are many commonalities between the structure of the DRDP-K Language and Literacy (LLD) domain and the organization of the California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten. Although some DRDP-K domain elements do not coincide with the CA CCSS for ELA, and, likewise, a number of CA CCSS for ELA are not directly addressed in the DRDP-K, there is significant overlap in the way each addresses young children’s development. The following tables show the correspondence between the DRDP-K measures and the CA CCSS for ELA.

Overview of Correspondence between DRDP-K Measures in the LLD Domain and the California Common Core State Standards for English Language Arts in Kindergarten

LLD Measures	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening Standards	Language Standards
LLD 1*						
LLD 2*					X	
LLD 3					X	X
LLD 4					X	
LLD 5	X	X	X	X		X
LLD 6	X	X			X	X
LLD 7		X	X			
LLD 8			X			
LLD 9			X			X
LLD 10				X		X

*LLD 1 and LLD 2 focus on foundational receptive language skills and do not require the production of language as an indicator of understanding language. The CA CCSS for ELA only call out receptive language in one instance without reference to productive language. Overall, the DRDP-K is not as granular in the specification of knowledge and skills compared to the CA CCSS for ELA. For example, the Language Standards related to Vocabulary Acquisition and Use address both understanding and production of language, and children acquire vocabulary in the context of conversations or through interaction with texts. Rating LLD 1 and LLD 2 is important for two reasons: DRDP-K is psychometrically valid at the domain level, and, for the purposes of curriculum planning and supporting individual children’s learning and development, teachers should have information regarding children’s receptive language.

Correspondence between the DRDP-K Instrument and the California Common Core State Standards for English Language Arts in Kindergarten

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>LLD 1: Understanding of Language (Receptive)</p> <p>Definition: Child understands increasingly complex communication and language</p>	<p><i>LLD 1 and LLD 2 focus on foundational receptive language skills and do not require the production of language as an indicator of understanding language. The CA CCSS for ELA only call out receptive language in one instance without reference to productive language. Overall, the DRDP-K is not as granular in the specification of knowledge and skills compared to the CA CCSS for ELA. For example, the Language Standards related to Vocabulary Acquisition and Use address both understanding and production of language, and children acquire vocabulary in the context of conversations or through interaction with texts. Rating LLD 1 and LLD 2 is important for two reasons: DRDP-K is psychometrically valid at the domain level, and, for the purposes of curriculum planning and supporting individual children’s learning and development, teachers should have information regarding children’s receptive language.</i></p>	
<p>LLD 2: Responsiveness to Language</p> <p>Definition: Child communicates or acts in response to language and responds to increasingly complex language</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Comprehension and Collaboration 2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and two-step oral directions. CA</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Child carries out one- and multi-step requests in familiar and unfamiliar situations (2.a).</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>LLD 3: Communication and use of Language (Expressive)</p> <p>Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Presentation of Knowledge and Ideas 4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Conventions of Standard English 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). f. Produce and expand complete sentences in shared language activities.</p> <p>Vocabulary Acquisition and Use 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Child is able to use complex sentence structures and grammar to describe familiar people, places, things, and events (4).</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Child uses frequently occurring nouns and verbs in his or her speech (1.b).</p> <p>Child uses frequently occurring nouns orally by adding endings (e.g., /s/ or /es/) (1.c).</p> <p>Child communicates in complete sentences and uses grammar and words that are deemed “adult-like” (1.f).</p> <p>Child is able to discuss events in the past tense (4.b).</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>LLD 3: Communication and use of Language (Expressive) (continued)</p> <p>Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p>	<p><u>LANGUAGE STANDARDS (continued)</u></p> <p>Vocabulary Acquisition and Use 5</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><u>LANGUAGE STANDARDS (continued)</u></p> <p>Child uses language in complex ways (5.b–5.d).</p>
<p>LLD 4: Reciprocal communication and Conversation</p> <p>Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Comprehension and Collaboration 1</p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Child is able to participate and collaborate in various conversations with diverse peers and adults (1.a).</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>LLD 4: Reciprocal communication and Conversation (continued)</p> <p>Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations</p>	<p><u>SPEAKING AND LISTENING STANDARDS (continued)</u></p> <p>Comprehension and Collaboration 1 (cont.)</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>Comprehension and Collaboration 3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><u>SPEAKING AND LISTENING STANDARDS (continued)</u></p> <p>Child is able to participate and collaborate in various conversations with diverse peers and adults (1.b).</p> <p>Child will ask questions to seek information (3).</p>
<p>LLD 5: Interest in Literacy</p> <p>Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p>	<p><u>READING STANDARDS FOR LITERATURE</u></p> <p>Craft and Structure 4</p> <p>Ask and answer questions about unknown words in a text.</p> <p>Range of Reading and Level of Text Complexity 10</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. CA</p>	<p><u>READING STANDARDS FOR LITERATURE</u></p> <p>Child initiates literacy activities to understand new or unfamiliar words in a text (4).</p> <p>Child participates in group reading activities with different types of text and literacy activities related to them (10.a).</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>LLD 5: Interest in Literacy (continued)</p> <p>Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p>	<p><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></p> <p>Craft and Structure 4</p> <p>With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Range of Reading and Level of Text Complexity 10</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. CA</p> <p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p> <p>Print Concepts 1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>Fluency 4</p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></p> <p>Child initiates literacy activities to understand new or unfamiliar words in a text (4).</p> <p>Child participates in group reading activities with different types of text and literacy activities related to them (10.a).</p> <p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p> <p>Child tracks words from page to page in text (1.a).</p> <p>Child is able to read texts independently or through shared reading to research topics of interest (4).</p>
<p>LLD 5: Interest in Literacy (continued)</p>	<p><u>WRITING STANDARDS</u></p>	<p><u>WRITING STANDARDS</u></p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p>	<p>Research to Build and Present Knowledge 8</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Vocabulary Acquisition and Use 4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>Vocabulary Acquisition and Use 6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Child is able to recall information and provide the source of the information to answer a question (8).</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Child understands new and unfamiliar words (4.a).</p> <p>Child initiates literacy activities related to new words integrated (6).</p>
LLD 6: Comprehension of Age-Appropriate	<u>READING STANDARDS FOR LITERATURE</u>	<u>READING STANDARDS FOR LITERATURE</u>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Text</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<p>Key Ideas and Details 1</p> <p>With prompting and support, ask and answer questions about key details in a text.</p> <p>Key Ideas and Details 2</p> <p>With prompting and support, retell familiar stories, including key details.</p> <p>Integration of knowledge and Ideas 9</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading and Level of Text Complexity 10</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. CA</p> <p>b. Use illustrations and context to make predictions about text. CA</p> <p><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></p> <p>Key Ideas and Details 1</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	<p>Child is able to understand key ideas and details in text presented by adults (1).</p> <p>Child is able to understand key ideas and details in text presented by adults (2).</p> <p>Child compares people, objects, or events in informational or narrative texts (9).</p> <p>Child participates in group reading activities with different types of text and literacy activities related to them (10.a–10.b).</p> <p><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></p> <p>Child is able to answer questions about details in informational text (1).</p>
<p>LLD 6: Comprehension of Age-Appropriate</p>	<p><u>READING STANDARDS FOR INFORMATIONAL</u></p>	<p><u>READING STANDARDS FOR INFORMATIONAL</u></p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Text (continued)</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<p><u>TEXT (continued)</u></p> <p>Key Ideas and Details 2</p> <p>With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Ideas and Details 3</p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Integration of Knowledge and Ideas 8</p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Integration of Knowledge and Ideas 9</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><u>TEXT (continued)</u></p> <p>Child demonstrates the ability to identify the main ideas in a text (2).</p> <p>Child understands the relationship between individuals, events, and ideas (3).</p> <p>Child is able to summarize and make inferences about the text (8).</p> <p>Child is able to compare people, objects, or events in informational or narrative text (9).</p>
LLD 6: Comprehension of Age-Appropriate	<u>READING STANDARDS FOR INFORMATIONAL</u>	<u>READING STANDARDS FOR INFORMATIONAL</u>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Text (continued)</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<p><u>TEXT (continued)</u></p> <p>Range of Reading and Level of Text Complexity 10</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA</p> <p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Comprehension and Collaboration 2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Vocabulary Acquisition and Use 6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><u>TEXT (continued)</u></p> <p>Child participates in group reading activities with different types of text and literacy activities related to them (10.a–10.b).</p> <p><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>Child seeks to understand the information in a text that is read aloud by asking or answering questions (2).</p> <p><u>LANGUAGE STANDARDS</u></p> <p>Child acquires language through daily activities with others (6).</p>
LLD 7: Concepts About Print	<u>READING STANDARDS FOR INFORMATIONAL</u>	<u>READING STANDARDS FOR INFORMATIONAL</u>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>	<p><u>TEXT</u></p> <p>Craft and Structure 5</p> <p>Identify the front cover, back cover, and title page of a book.</p> <p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p> <p>Print Concepts 1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><u>TEXT</u></p> <p>Child is aware of the technical aspects of print (i.e., front and back covers of text) (5).</p> <p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p> <p>Child tracks words from right to left and top to bottom in text (1.a).</p> <p>Child shows understanding that spoken words represent sequences of letters (1.b).</p>
<p>LLD 8: Phonological Awareness</p>	<p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p>	<p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
<p>Definition: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p>	<p>Phonological Awareness 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words. CA</p>	<p>Child is able to rhyme, blend segmented words into syllables, segment and blend the onset of words, isolate vowels in words, add or substitute individual sounds to make new words, and blend phonemes into words (2.a–2.f).</p>
<p>LLD 9: Letter and Word Knowledge Definition: Child shows increasing awareness of letters in the environment and their</p>	<p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u> Print Concepts 1</p>	<p><u>READING STANDARDS: FOUNDATIONAL SKILLS</u> Child is able to recognize and name all upper</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
relationship to sound, and increasing understanding that letters make up words	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonics and Word Recognition 3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>and lowercase letters of the alphabet (1.d).</p> <p>Child can produce the sound of most consonants in the alphabet (3.a).</p> <p>Child identifies both short and long vowel sounds and the letters that represent them (3.b).</p> <p>Child is able to read high-frequency words (3.c).</p> <p>Child is able to distinguish between similarly spelled words by letter-sound differences (3.d).</p>
<p>LLD 9: Letter and Word Knowledge (continued)</p> <p>Definition: Child shows increasing awareness</p>	<p><u>LANGUAGE STANDARDS</u></p> <p>Conventions of Standard English 1</p>	<p><u>LANGUAGE STANDARDS</u></p> <p>Child communicates in complete sentences and uses grammar and words that are</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
of letters in the environment and their relationship to sound, and increasing understanding that letters make up words	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	deemed “adult-like” (1.f) .
<p>LLD 10: Emergent Writing</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p>	<p><u>WRITING STANDARDS</u></p> <p>Text Types and Purposes 2</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Text Types and Purposes 3</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>WRITING STANDARDS</u></p> <p>Child is able to compose explanatory sentences and paragraphs to describe, inform, and offer explanation about a topic (2).</p> <p>Child is able to compose explanatory sentences and paragraphs to describe, inform, and offer explanation about an event (3).</p>
<p>LLD 10: Emergent Writing (continued)</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters,</p>	<p><u>LANGUAGE STANDARDS</u></p> <p>Conventions of Standard English 2</p> <p>Demonstrate command of the conventions of</p>	<p><u>LANGUAGE STANDARDS</u></p> <p>Child is able to write words and compose simple sentences (2.a–2.d).</p>

DRDP-K Measure	California Common Core State Standards (CA CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CA CCSS for ELA in the Following Ways:
characters, or words to represent meaning	<p>standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	

Standards in English Language Arts not addressed by DRDP-K (2015) LLD domain

- Reading Standards for Literature: Key Ideas 3
- Reading Standards for Literature: Craft and Structure 5–6
- Reading Standards for Literature: Integration of Knowledge and Ideas 7
- Reading Standards for Informational Text: Craft and Structure 6
- Reading Standards for Informational Text: Integration of Knowledge and Ideas 7
- Reading Standards Foundational Skills: Print Concepts 1.c
- Writing: Text Types and Purposes 1
- Writing: Production and Distribution of Writings 5 & 6
- Writing: Research to Build and Present Knowledge 7
- Speaking and Listening Standards: Presentation of Knowledge and Ideas 5 & 6
- Language Standards: Conventions of Standard English 1.a, 1.d & 1.e
- Language Standards: Vocabulary Acquisition and Use 5.a

The DRDP-K was constructed to identify knowledge and skills that progressively develop in children at younger ages than those included in the CCSS for ELA. The current body of research indicates that children in this younger age group demonstrate their learning and development in an integrated way. Consequently, the DRDP-K measures focus on key areas of early learning and development in each domain, but not as exhaustively as a set of standards would. Given the breadth of knowledge and skills covered by the CCSS for ELA, an assessment instrument such as the DRDP-K is designed to measure a carefully selected set of key knowledge and skills. In other words, the DRDP-K broadly covers the most salient knowledge and skills in the language and literacy domain and corresponds to a sample of the key content in the CCSS for ELA.