

**Desired Results Developmental Profile–Kindergarten (DRDP-K)  
Correspondence to California Learning Standards:  
Physical Development (PD) and the Physical Education Content Standards for  
California Public Schools for Kindergarten**

In general, the Physical Development (PD) domain of the DRDP-K aligns to the Physical Education Content Standards for California Public Schools for Kindergarten. The majority of key observable skills and behavioral indicators of physical development are similar. One notable difference is that the DRDP-K includes fine motor skills, whereas the Physical Education Content Standards do not. In addition, the standards include some knowledge areas that children are expected to communicate verbally, whereas the PD measures of the DRDP-K focus on observable physical skills. Each measure of the PD domain of the DRDP-K is discussed below.

**Correspondence between the DRDP-K Instrument and  
the Physical Education Content Standards for California Public Schools for Kindergarten**

<b>DRDP-K Measure</b>	<b>Physical Education Content Standards for California Public Schools for Kindergarten</b>	<b>Measure Corresponds with Content Standards in the Following Ways:</b>
<p><b>PD 1: Perceptual-Motor Skills and Movement Concepts</b></p> <p><b>Definition:</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>	<p><b>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b></p> <p><b><i>Movement Concepts</i></b></p> <p>1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p>1.2 Travel forward and sideways while changing direction quickly in response to a signal.</p> <p>1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.</p> <p>1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p> <p><b><i>Body Management</i></b></p> <p>1.5 Create shapes by using nonlocomotor movements.</p>	<p>Child maintains spacing (spatial distance) in relation to movements of others while coordinating own body movements <b>(1.1)</b>.</p> <p>Child adjusts movements in structured physical play, such as games and dance <b>(1.2)</b>.</p> <p>Child adjusts movements, including speed, in structured physical play <b>(1.3)</b>.</p> <p>Child anticipates and adjusts effort and spatial awareness for motor planning and control to create shapes with the body at various levels <b>(1.4)</b>.</p> <p>Child adjusts effort and spatial awareness for motor planning and body control to create shapes with the body <b>(1.5)</b>.</p>

DRDP-K Measure	Physical Education Content Standards for California Public Schools for Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p><b>PD 1: Perceptual-Motor Skills and Movement Concepts (continued)</b></p> <p><b>Definition:</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>	<p><b><i>Body Management (continued)</i></b></p> <p>1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.</p> <p><b><i>Locomotor Movement</i></b></p> <p>1.10 Travel in straight, curved, and zigzag pathways.</p>	<p>Child demonstrates spatial and directional awareness with increasing competency <b>(1.8)</b>.</p> <p>Child moves along straight, curved, and zigzag pathways <b>(1.10)</b>.</p>
<p><b>PD 2: Gross Locomotor Movement Skills</b></p> <p><b>Definition:</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p><b>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b></p> <p><b><i>Movement Concepts</i></b></p> <p>1.2 Travel forward and sideways while changing direction quickly in response to a signal.</p> <p>1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.</p> <p><b><i>Body Management</i></b></p> <p>1.6 Balance on one, two, three, four, and five body parts.</p> <p>1.7 Balance while walking forward and sideways on a narrow, elevated surface.</p> <p><b><i>Locomotor Movement</i></b></p> <p>1.9 Perform a continuous log roll.</p> <p>1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.</p>	<p>Child combines locomotor movements with control and speed <b>(1.2)</b>.</p> <p>Child varies speed with locomotor movements such as running <b>(1.3)</b>.</p> <p>Child maintains balance in a variety of locomotor movements <b>(1.6)</b>.</p> <p>Child coordinates locomotor movements to balance on a variety of surfaces <b>(1.7)</b>.</p> <p>Child combines and coordinates multiple movement patterns effectively to perform a variety of movements <b>(1.9)</b>.</p> <p>Child applies a locomotor skill to an organized game (such as jumping in jump roping) <b>(1.11)</b>.</p>

DRDP-K Measure	Physical Education Content Standards for California Public Schools for Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p><b>PD 2: Gross Locomotor Movement Skills (continued)</b></p> <p><b>Definition:</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p><b>Rhythmic Skills</b></p> <p>1.16 Perform locomotor and nonlocomotor movements to a steady beat.</p> <p>1.17 Clap in time to a simple, rhythmic beat.</p>	<p>Child applies locomotor and manipulative skills with rhythm <b>(1.16, 1.17)</b>.</p>
<p><b>PD 3: Gross Motor Manipulative Skills</b></p> <p><b>Definition:</b> Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>	<p><b>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b></p> <p><b>Body Management</b></p> <p>1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.</p> <p><b>Manipulative Skills</b></p> <p>1.12 Strike a stationary ball or balloon with the hands, arms, and feet.</p> <p>1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p>1.14 Kick a stationary object, using a simple kicking pattern.</p> <p>1.15 Bounce a ball continuously, using two hands.</p>	<p>Child applies manipulative skills with objects with directional awareness <b>(1.8)</b>.</p> <p>Child manipulates objects using one or more body parts <b>(1.12)</b>.</p> <p>Child coordinates manipulative skills (tossing and catching) and sequential movements (tossing followed by catching) <b>(1.13)</b>.</p> <p>Child kicks a stationary ball <b>(1.14)</b>.</p> <p>Child coordinates arms to manipulate a ball with sequential movements <b>(1.15)</b>.</p>
<p><b>PD 4: Fine Motor Manipulative Skills</b></p> <p><b>Definition:</b> Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p>	<p><i>No relevant standards.</i></p>	<p><i>No relevant standards.</i></p>

**Standards in Physical Education not addressed by DRDP-K (2015) PD domain**

- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (see HLTH 5 for 2.3)
- Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Some of these standards are addressed by measures in the DRDP-K Health (HLTH) domain. Others require knowledge that is communicated verbally in response to prompts, while the DRDP-K PD measures focus on observable physical skills.