

DRDP (2025) P-3 View



mini measures

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mini measures

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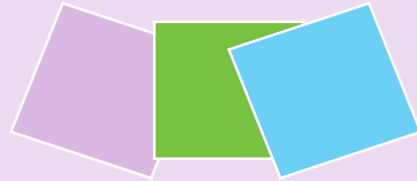
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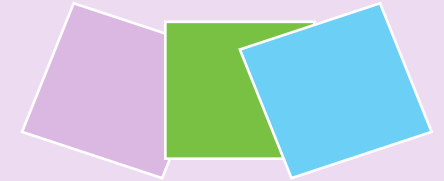
The **DRDP (2025)** is a formative observation-based assessment designed to help teachers assess a child's mastery at a level of developmental progress. The assessment tool is used to inform instruction and program development.

Mini Measures are a pocket-sized format designed as a quick reference guide to the developmental levels of the DRDP (2025).



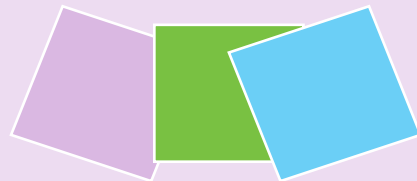
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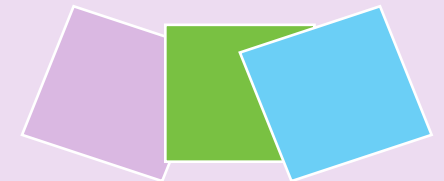
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The 8 Domains of the DRDP (2025)

Approaches to Learning (ATL)	
Social and Emotional Development (SED)	
Foundational Language Development (FLD)	
English Language Development (ELD)	
Math (MATH)	
Science (SCI)	
Physical Development (PD)	
Health (HLTH)	









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Developmental Domain

Approaches to Learning (ATL)

4 Measures

Developmental Domain

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Approaches to Learning (ATL)

4 Measures

Developmental Domain

Approaches to Learning (ATL)

4 Measures



**Developmental Domain
Approaches to Learning (ATL)**

ATL 1: Engagement, Attention, and Persistence

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities



**Developmental Domain
Approaches to Learning (ATL)**

ATL 1: Engagement, Attention, and Persistence

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities



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Approaches to Learning (ATL)**

ATL 1: Engagement, Attention, and Persistence

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ATL 1: Engagement, Attention, and Persistence

Responding Earlier	Orients to people, objects, or changes in the environment
Responding Later	Engages in explorations of people or objects for brief periods
Exploring Earlier	Engages in simple self-initiated activities, sometimes with adult support
Exploring Later	Engages in and returns to self-initiated activities after a brief interruption
Building Earlier	Engages in self-initiated activities for extended periods of time
Building Middle	Engages in group learning activities with adult guidance
Building Later	Manages distractions or challenges with adult support during group learning activities
Integrating Earlier	Manages distractions or challenges on own during group learning activities
Integrating Middle	Engages in complex adult-selected group learning activities with multiple components
Integrating Later	Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)
Extending Earlier	Engages in, on own, structured learning and returns to complex adult-selected activities that span several time periods
Extending Middle	Engages in, with adult support, complex, structured learning activities while incorporating new information or adjusting approaches
Extending Later	Engages in, usually on own, complex, structured learning activities while incorporating new information or adjusting approaches, spanning several time periods



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ATL 2: Curiosity, Interest, and Initiative

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding



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ATL 2: Curiosity, Interest, and Initiative

Responding Earlier	Orients toward movement or changes in people, objects, or sounds
Responding Later	Shows interest in new or unexpected characteristics or actions of people or objects
Exploring Earlier	Explores objects and notices and responds to interactions with people
Exploring Later	Explores new ways to use familiar objects outside of their intended use
Building Earlier	Explores self-selected ideas, objects, or events by manipulating, or asking simple “what” or “where” questions
Building Middle	Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed “why” or “how” questions, often with adult prompting
Building Later	Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support
Integrating Earlier	Tries out and builds on new ideas or approaches introduced by adults to extend explorations
Integrating Middle	Tests how things or materials react under different conditions by modifying actions or approaches
Integrating Later	Seeks purposefully to understand new information by making connections to information they know well
Extending Earlier	Explores new topics or ideas by making comparisons between different approaches or conditions
Extending Middle	Explores new topics or ideas by identifying multiple alternative outcomes or reasons, sometimes testing them out
Extending Later	Communicates about abstract ideas or asks open-ended questions without clear answers



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ATL 3: Problem-Solving

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities



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ATL 3: Problem-Solving

Responding Earlier	Orients toward people, sounds, or objects
Responding Later	Explores doing things with people or objects and attends to what happens
Exploring Earlier	Tries different ways to do things using people or objects when encountering problems
Exploring Later	Uses effective strategies, suggested by others or observed, to solve problems
Building Earlier	Comes up with strategies to solve everyday problems, with adult support
Building Middle	Identifies different aspects of everyday problems and comes up with strategies to try to solve them
Building Later	Pauses and examines everyday problems before trying out one or more targeted strategies to solve them
Integrating Earlier	Examines novel or complex problems and seeks help to come up with strategies to solve them
Integrating Middle	Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support
Integrating Later	Uses a variety of strategies to solve novel or complex problems on own
Extending Earlier	Identifies some potential novel or complex problems and takes steps to proactively solve them
Extending Middle	Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support
Extending Later	Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed

3
ATL



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3
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**Developmental Domain
Approaches to Learning (ATL)**

ATL 4: Planning

Child develops increasing ability to set and carry out goals and plans related to learning activities



**Developmental Domain
Approaches to Learning (ATL)**

ATL 4: Planning

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**Developmental Domain
Approaches to Learning (ATL)**

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**Developmental Domain
Approaches to Learning (ATL)**

ATL 4: Planning

Child develops increasing ability to set and carry out goals and plans related to learning activities

ATL 4: Planning

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure.
Exploring Later	Participates in familiar routines and activities
Building Earlier	Carries out the next two steps of familiar learning activities
Building Middle	Carries out the next one or two steps of new learning activities
Building Later	Makes and carries out a one- or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)
Integrating Earlier	Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support
Integrating Middle	Makes and carries out a multi-step plan for new learning activities on own or with peers
Integrating Later	Extends a multi-step plan beyond the initial goal on own or with peers
Extending Earlier	Sets a short-term goal (i.e., within one to two days) and makes and carries out a multi-step plan on own or with peers to achieve it
Extending Middle	Sets a longer-term goal (i.e., within a week) and makes and carries out a multi-step plan on own or with peers to achieve it, with adult support
Extending Later	Reviews and reflects on the success of plans to achieve goals

ATL 4



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ATL 4: Planning

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ATL 4



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Developmental Domain

**Social and Emotional
Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional
Development (SED)**

5 Measures

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Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional
Development (SED)**

5 Measures



**Developmental Domain
Social and Emotional Development (SED)**

SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others



**Developmental Domain
Social and Emotional Development (SED)**

SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others



**Developmental Domain
Social and Emotional Development (SED)**

SED 1: Self-Awareness

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**Developmental Domain
Social and Emotional Development (SED)**

SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

SED 1: Self-Awareness

Responding Earlier	Responds to others
Responding Later	Uses senses and movement to explore self and others
Exploring Earlier	Responds to their own name or nickname
Exploring Later	Communicates own needs and wants
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)
Building Later	Describes several of own preferences
Integrating Earlier	Compares own preferences, feelings, or cultural practices to those of others
Integrating Middle	Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school")
Integrating Later	Identifies strengths and weaknesses by comparing self with others
Extending Earlier	Demonstrates one of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect
Extending Middle	Demonstrates two of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect
Extending Later	Demonstrates all three of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect

SED 1



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SED 1: Self-Awareness

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Integrating Later	Identifies strengths and weaknesses by comparing self with others
Extending Earlier	Demonstrates one of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect
Extending Middle	Demonstrates two of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect
Extending Later	Demonstrates all three of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect

SED 1



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SED 1: Self-Awareness

Responding Earlier	Responds to others
Responding Later	Uses senses and movement to explore self and others
Exploring Earlier	Responds to their own name or nickname
Exploring Later	Communicates own needs and wants
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)
Building Later	Describes several of own preferences
Integrating Earlier	Compares own preferences, feelings, or cultural practices to those of others
Integrating Middle	Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school")
Integrating Later	Identifies strengths and weaknesses by comparing self with others
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SED 1



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**Developmental Domain
Social and Emotional Development (SED)**

SED 2: Social Awareness

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics



**Developmental Domain
Social and Emotional Development (SED)**

SED 2: Social Awareness

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**Developmental Domain
Social and Emotional Development (SED)**

**SED 3: Relationships and Reciprocal Interactions with
Familiar Adults**

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults



**Developmental Domain
Social and Emotional Development (SED)**

**SED 3: Relationships and Reciprocal Interactions with
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**Developmental Domain
Social and Emotional Development (SED)**

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**Developmental Domain
Social and Emotional Development (SED)**

**SED 3: Relationships and Reciprocal Interactions with
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Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults



**Developmental Domain
Social and Emotional Development (SED)**

SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions



**Developmental Domain
Social and Emotional Development (SED)**

SED 4: Relationships and Interactions with Peers

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SED 4: Relationships and Interactions with Peers

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SED 4: Relationships and Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in nearby children
Exploring Earlier	Indicates interest in being near peers and orients own activity to a peer's activity
Exploring Later	Engages with peers in brief back-and-forth of objects, actions, or words
Building Earlier	Plays together with various peers for brief amounts of time, when initiated or supported by an adult
Building Middle	Initiates or joins cooperative play with peers or preferred peers
Building Later	Maintains cooperative play with peers or preferred peers for extended amounts of time
Integrating Earlier	Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles
Integrating Middle	Chooses preferred peers or peers to play or work with and compromises with them to achieve goals
Integrating Later	Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them
Extending Earlier	Demonstrates one of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers
Extending Middle	Demonstrates two of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers
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**Developmental Domain
Social and Emotional Development (SED)**

SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions



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Social and Emotional Development (SED)**

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