DRDP (2015)

Rating Record

A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with preschool-age children

Child's Name (First and Last): _____

Student ID (Issued by distric for reporting to CASEMIS): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

		Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)			
Measure	Measure Name	Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		Not yet	EM	UR
ATL-REG 1	Attention Maintenance	○	○	○		○	○				○		☐	☐
ATL-REG 2	Self-Comforting	○	○	○		○	○				○		☐	☐
ATL-REG 3	Imitation	○	○	○		○	○				○		☐	☐
ATL-REG 4	Curiosity and Initiative in Learning	○	○	○		○	○	○	○	○			☐	☐
ATL-REG 5	Self-Control of Feelings and Behavior	○	○	○		○	○	○	○	○			☐	☐
ATL-REG 6	Engagement and Persistence			○		○	○	○	○	○		○	☐	☐
ATL-REG 7	Shared Use of Space and Materials			○		○	○	○	○	○		○	☐	☐
SED 1	Identity of Self in Relation to Others	○	○	○		○	○	○	○	○			☐	☐
SED 2	Social and Emotional Understanding	○	○	○		○	○	○	○	○			☐	☐
SED 3	Relationships and Social Interactions with Familiar Adults	○	○	○		○	○	○	○	○			☐	☐
SED 4	Relationships and Social Interactions with Peers	○	○	○		○	○	○	○	○			☐	☐
SED 5	Symbolic and Sociodramatic Play	○	○	○		○	○	○	○	○			☐	☐
LLD 1	Understanding of Language (Receptive)	○	○	○	○	○	○	○	○	○			☐	☐
LLD 2	Responsiveness to Language	○	○	○		○	○	○	○	○			☐	☐
LLD 3	Communication and Use of Language (Expressive)	○	○	○	○	○	○	○	○	○			☐	☐
LLD 4	Reciprocal Communication and Conversation	○	○	○	○	○	○	○	○	○			☐	☐
LLD 5	Interest in Literacy	○	○	○		○	○	○	○	○			☐	☐
LLD 6	Comprehension of Age-Appropriate Text				○	○	○	○	○	○		○	☐	☐
LLD 7	Concepts about Print				○	○	○	○	○	○		○	☐	☐
LLD 8	Phonological Awareness				○	○	○	○	○	○		○	☐	☐
LLD 9	Letter and Word Knowledge				○	○	○	○	○	○		○	☐	☐
LLD 10	Emergent Writing				○	○	○	○	○	○		○	☐	☐

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (Not rated)	EM	UR
ELD 1	Comprehension of English (Receptive English)	○	○	○	○	○	○	○	☐	☐
ELD 2	Self-Expression in English (Expressive English)	○	○	○	○	○	○	○	☐	☐
ELD 3	Understanding and Response to English Literacy Activities	○	○	○	○	○	○	○	☐	☐
ELD 4	Symbol, Letter, and Print Knowledge in English	○	○	○	○	○	○	○	☐	☐

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DRDP (2015)

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month day year

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not yet	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
COG 1	Spatial Relationships	○	○	○		○	○				○		☐	☐
COG 2	Classification	○	○	○		○	○	○	○	○			☐	☐
COG 3	Number Sense of Quantity	○	○	○		○	○	○	○	○			☐	☐
COG 4	Number Sense of Math Operations			○		○	○	○	○	○		○	☐	☐
COG 5	Measurement			○		○	○	○	○	○		○	☐	☐
COG 6	Patterning			○		○	○	○	○	○		○	☐	☐
COG 7	Shapes			○		○	○	○	○	○		○	☐	☐
COG 8	Cause and Effect	○	○	○		○	○	○	○	○			☐	☐
COG 9	Inquiry Through Observation and Investigation	○	○	○		○	○	○	○	○			☐	☐
COG 10	Documentation and Communication of Inquiry			○		○	○	○	○	○		○	☐	☐
COG 11	Knowledge of the Natural World	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 2	Gross Locomotor Movement Skills	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 3	Gross Motor Manipulative Skills	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 4	Fine Motor Manipulative Skills	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 5	Safety	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 6	Personal Care Routines: Hygiene	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 7	Personal Care Routines: Feeding*	○	○	○		○	○		○	○	○		☐	☐
PD-HLTH 8	Personal Care Routines: Dressing*	○	○	○		○	○		○	○	○		☐	☐
PD-HLTH 9	Active Physical Play				○	○	○	○	○	○		○	☐	☐
PD-HLTH 10	Nutrition				○	○	○	○	○	○		○	☐	☐
HSS 1	Sense of Time				○	○	○	○	○	○		○	☐	☐
HSS 2	Sense of Place				○	○	○	○	○	○		○	☐	☐
HSS 3	Ecology				○	○	○	○	○	○		○	☐	☐
HSS 4	Conflict Negotiation				○	○	○	○	○	○		○	☐	☐
HSS 5	Responsible Conduct as a Group Member				○	○	○	○	○	○		○	☐	☐
VPA 1	Visual Art				○	○	○	○	○	○		○	☐	☐
VPA 2	Music				○	○	○	○	○	○		○	☐	☐
VPA 3	Drama				○	○	○	○	○	○		○	☐	☐
VPA 4	Dance				○	○	○	○	○	○		○	☐	☐

* These measures required for children with IFSPs and IEPs.

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