







DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool Fundamental View

| Domain Name | Domain Abbreviation | Number within Domain | Measure Name | Page Number |
|---|--|----------------------|--|-------------|
| Approaches to Learning –Self-Regulation | ATL-REG  | 1 | Attention Maintenance | 1 |
| | | 2 | Self-Comforting | 2 |
| | | 3 | Imitation | 3 |
| | | 4 | Curiosity and Initiative in Learning | 4 |
| | | 5 | Self-Control of Feelings and Behavior | 5 |
| | | 6 | Engagement and Persistence | 6 |
| | | 7 | Shared Use of Space and Materials | 7 |
| Social and Emotional Development | SED  | 1 | Identity of Self in Relation to Others | 8 |
| | | 2 | Social and Emotional Understanding | 9 |
| | | 3 | Relationships and Social Interactions with Familiar Adults | 10 |
| | | 4 | Relationships and Social Interactions with Peers | 11 |
| | | 5 | Symbolic and Sociodramatic Play | 12 |
| Language and Literacy Development | LLD  | 1 | Understanding of Language (Receptive) | 13 |
| | | 2 | Responsiveness to Language | 14 |
| | | 3 | Communication and Use of Language (Expressive) | 15 |
| | | 4 | Reciprocal Communication and Conversation | 16 |
| | | 5 | Interest in Literacy | 17 |
| | | 6 | Comprehension of Age-Appropriate Text | 18 |
| | | 7 | Concepts About Print | 19 |
| | | 8 | Phonological Awareness | 20 |
| | | 9 | Letter and Word Knowledge | 21 |
| | | 10 | Emergent Writing | 22 |

| Domain Name | Domain Abbreviation | Number within Domain | Measure Name | Page Number |
|---------------------------------------|---|----------------------|---|-------------|
| English Language Development | ELD  | 1 | Comprehension of English (Receptive English) | 23 |
| | | 2 | Self-Expression in English (Expressive English) | 24 |
| | | 3 | Understanding and Response to English Literacy Activities | 25 |
| | | 4 | Symbol, Letter, and Print Knowledge in English | 26 |
| Cognition, Including Math and Science | COG  | 1 | Spatial Relationships | 27 |
| | | 2 | Classification | 28 |
| | | 3 | Number Sense of Quantity | 29 |
| | | 4 | Number Sense of Math Operations | 30 |
| | | 5 | Measurement | 31 |
| | | 6 | Patterning | 32 |
| | | 7 | Shapes | 33 |
| Physical Development –Health | PD-HLTH  | 1 | Perceptual-Motor Skills and Movement Concepts | 34 |
| | | 2 | Gross Locomotor Movement Skills | 35 |
| | | 3 | Gross Motor Manipulative Skills | 36 |
| | | 4 | Fine Motor Manipulative Skills | 37 |
| | | 5 | Safety | 38 |
| | | 6 | Personal Care Routines: Hygiene | 39 |
| | | 7 | Personal Care Routines: Feeding | 40 |
| | | 8 | Personal Care Routines: Dressing | 41 |
| | | 9 | Active Physical Play | 42 |
| | | 10 | Nutrition | 43 |

Preschool Fundamental View Conditional Measures

- The nine conditional measures highlighted in yellow are required for preschool-age children with IEPs.
- The four in green are required for children who have a language other than English spoken in the home.
- For more information, please reference the DRDP (2015), p. Intro-4, below.

| Conditional Measures for Preschool-Age Children | |
|---|---|
| <p>Some measures in the <i>DRDP Preschool View</i> are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.</p> <p>Conditional measures are used in three instances:</p> <ul style="list-style-type: none"> - If a preschool child has not developmentally moved beyond the four earlier-development measures. - If a language other than English is spoken in the child's home. - If the child is still working on the health measures (required for all children with IEPs). <p><i>Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.</i></p> | |
| Measure | Conditions Under Which to Assess |
| Earlier Development Measures | |
| ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships | <ul style="list-style-type: none"> - Required for all infants and toddlers - Required for all preschool-age children with IEPs - Recommended for a preschool-age child whose development is not beyond the latest developmental level - If useful, select any or all of these four measures to assess |
| English-Language Development Measures | |
| 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 | <ul style="list-style-type: none"> - Used if a language other than English is spoken in the child's home as indicated on the Information Page - Used only with preschool-age children - Not used with children who are deaf or hard of hearing and not learning spoken language - If rated, complete all of the measures in the ELD domain* |
| Physical Development and Health Measures | |
| 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 10: Nutrition | <ul style="list-style-type: none"> - Required for all infants and toddlers except PD-HLTH 9 and 10 which are for preschool children only - In the Comprehensive View, PD-HLTH 7 and 8 are conditional. In the Fundamental View, PD-HLTH 5-8 and PD-HLTH 10 are conditional. - Required for all preschool-age children with IEPs - Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports |
| <p><small>*Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.</small></p> | |