

Parent Report Guidance for Family Members

What is the DRDP?

Your child's teacher or childcare provider uses a formative assessment instrument developed by the California Department of Education called DRDP© (Desired Results Developmental Profile). Teachers use the results of the DRDP assessment to reflect on the learning and development of children and plan activities to support each child's unique way of learning. The DRDP is designed for use with all children from early infancy up to kindergarten entry. The DRDP takes into consideration the specific cultural and linguistic characteristics of California's diverse population of children. This ensures that all children have the opportunity to demonstrate their knowledge and skills.

What is the Parent Report?

The Parent Report provides information from the DRDP assessment about your child's knowledge, skills, and behaviors across a range of areas of development, called "domains". These domains of development include:

- Approaches to Learning—Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- Cognition
- Physical Development—Health

Depending on the specific version of the DRDP your child's teacher completed, you may have information on the Parent Report for all of these domains or just some domains. Each domain is described in a few sentences below the domain name on the report.

What does the Parent Report tell me about my child's development?

The Parent Report shows how your child is developing two ways.

1. The *domain scale bar*, the shaded bar showing different developmental levels (such as "responding earlier"), includes a marker (such as a book for the Language and Literacy Development domain) showing where your child is developing.
2. A paragraph in the box below the domain scale bar describes children's knowledge, skills, and behaviors at your child's level of development, and provides suggestions for how you and your child's teacher can support your child's development at this level.

Children develop differently across domains. Within each domain, children may move over time from earlier levels to later levels or in some cases from later levels to earlier levels. These are all typical ways that children display their growth and development. If you have any questions or would like to learn more about working together to support your child's learning and development, please talk with your child's teacher. Resources about how children learn and develop can be found at www.allaboutyoungchildren.org.

Kailee's Developmental Progress

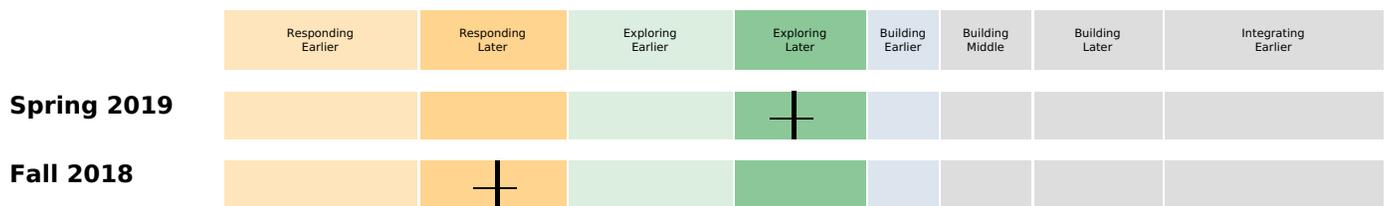
Name: **Kailee Ball** DOB: **12/11/2016** Classroom: **Apples (IT)** Teacher: **Teacher Apples, Teacher Two Apples, Tamarra Osborne, TeacherTamarra Barrett**

Site: **DEMO C Site 1** Agency/District: **DEMO Comprehensive**



Approaches to Learning Self-Regulation

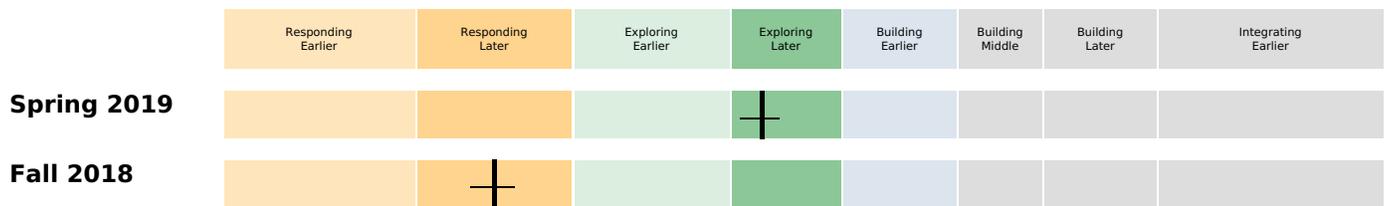
The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



At the Exploring Later level, your child is learning how to pay attention to and explore people, toys, and activities and interact with others for longer periods of time. You can support learning and development by noticing what your child is interested in and providing a variety of experiences and play materials that support your child's exploration of interesting things. Organize your child's toys in simple ways, for example, a basket for cars, another for blocks, and another for stuffed animals. An organized play environment will help your child focus on exploration and learning.

Social and Emotional Development

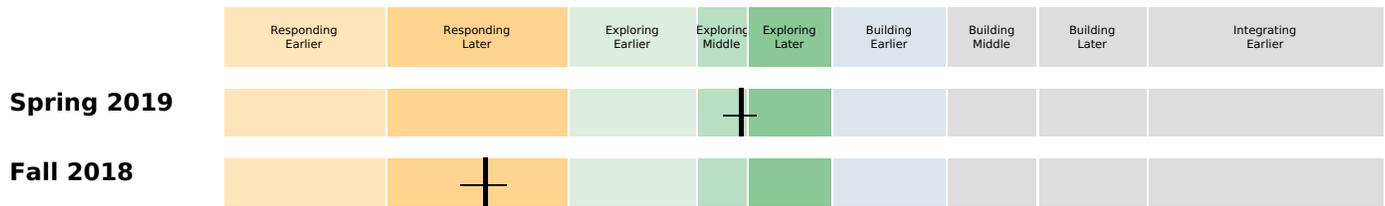
The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



At the Exploring Later level, your child is learning how to pretend an object is something else (such as pretending a block is a phone) and how to say the names of familiar adults to get their attention. You can support learning and development by helping your child understand what makes feelings happen. Comment on what your child might be feeling, such as, "You fell down. I wonder if you are hurt and a little scared."

Language and Literacy Development

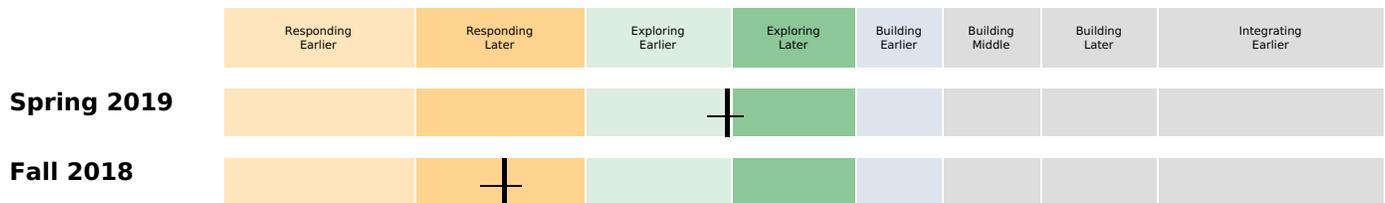
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



At the Exploring Middle level, your child is learning to use simple words to communicate and respond to others in brief back-and-forth conversations, and to explore the content of books and pictures (such as touching the pictures in a book). You can support learning and development by offering a rich variety of experiences with language. Tell your child what you are doing as you do things. Describe what your child is doing. Read simple books with more text on topics your child likes. Talk with your child about what your child sees in books and pictures. Provide materials for making marks on paper.

Cognition, Including Math and Science

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.



At the Exploring Earlier level, your child tries out different ways to cause things to happen (such as pushing all the different buttons on a toy) and shows interest in a variety of objects and events in the environment. Your child explores the shapes, textures, and quantity of objects by trying to feel them, fill them, and fit them together. You can support learning and development by offering a small selection of materials for your child to choose from. Allow for unhurried playtime for your child to explore the materials. Also, provide containers your child can use to collect and carry things, such as small baskets or bags that can be filled and dumped.

Physical Development: Health

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).



At the Exploring Later level, your child is learning to hold objects while walking and to try out different ways of using the body (such as first using hands to push on a door and then the whole body to push it open). Your child is also learning to follow adults' guidance for safety. You can support learning and development by providing things to carry, such as small baskets or purses with handles, that your child can use to fill with smaller objects (such as recycled water bottles in a basket or plastic bucket or other things your child finds). Provide a variety of soft balls (made out of socks or yarn) that your child can carry and throw. During daily routines, talk about safety activities (such as cleaning up spills, walking indoors, and pushing in chairs), and practice safe activities your child can watch you do. Provide guidance, give gentle reminders, and acknowledge your child's attempts to do safe behaviors.

The descriptions for each area of development may not apply to your child. While the descriptions are based on the child development research literature and the DRDP (2015), your child, like every child, is a unique individual, with different abilities, strengths, and needs that may not be reflected in these general descriptions of development. For more information about development and how you can support your child, visit www.allaboutyoungchildren.org. For more information about the DRDP(2015), see <https://www.desiredresults.us/drdp-forms>.

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

Signature: _____

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

This form describes your child's developmental progress in achieving four broad desired results for all children:

- ❖ Children are personally and socially competent
- ❖ Children are effective learners
- ❖ Children show physical and motor competence
- ❖ Children are safe and healthy

Your child's strengths include...

Areas your child is currently working on include...

We (teachers, caregivers, families) can help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____