DRDP (2025)
IT View
mini measures

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This Mini Measures belongs to

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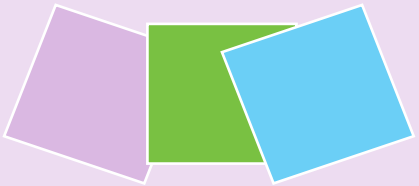
The 8 Domains of the DRDP (2025)

- 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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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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Developmental Domain

Approaches to Learning (ATL)

3 Measures

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	N/A
Building Later	N/A

1 ATL

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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	N/A
Building Later	N/A

2 ATL

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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 2: Curiosity, Interest, and Initiative

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



Developmental Domain
Approaches to Learning (ATL)

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

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	N/A
Building Later	N/A

ATL 3



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Developmental Domain

Social and Emotional Development (SED)

5 Measures

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	N/A
Building Later	N/A

SED 1



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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



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

SED 2: Social Awareness

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Anticipates what familiar people will do in repeated experiences such as care routines
Exploring Earlier	Shares a common focus with another person
Exploring Later	Acts in response to what they think another person wants
Building Earlier	Communicates about others' feelings, behaviors, or preferences
Building Middle	N/A
Building Later	N/A

SED 2

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SED 3: Relationships and Reciprocal Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of people nearby
Responding Later	Shows interest in familiar adults
Exploring Earlier	Shows a preference for interacting with familiar adults over unfamiliar adults
Exploring Later	Participates in familiar routines and activities with familiar adults
Building Earlier	Interacts for extended periods with familiar adults in a variety of situations
Building Middle	N/A
Building Later	N/A

SED 3

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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	N/A
Building Later	N/A

SED 4

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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 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 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

SED 5: Emotional Knowledge and Regulation

Responding Earlier	Calms in response to care from a familiar adult
Responding Later	Orients to a familiar adult when distressed and responds when comforted by them
Exploring Earlier	Shows preference for certain familiar adults for comfort and care
Exploring Later	Comforts self or seeks comfort from familiar adults
Building Earlier	Seeks out familiar adults for support when experiencing an emotion
Building Middle	N/A
Building Later	N/A



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Developmental Domain

Foundational Language Development (FLD)

3 Measures

FLD 1: Understanding Language (Receptive)

Responding Earlier	Responds to sounds or sights nearby in the environment
Responding Later	Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces
Exploring Earlier	Shows understanding that communication with gestures, words, or signs carries meaning
Exploring Middle	Shows understanding of a variety of single words in their environment
Exploring Later	Shows understanding of frequently used simple phrases or sentences, in the present
Building Earlier	Shows understanding of phrases or sentences, including those referring to the past or future
Building Middle	N/A
Building Later	N/A



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Developmental Domain
Foundational Language Development (FLD)

FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)



Developmental Domain
Foundational Language Development (FLD)

FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

FLD 2: Understanding Language (Receptive)

Responding Earlier	Makes sounds or moves hands spontaneously
Responding Later	Makes sounds, gestures, or facial expressions with intention
Exploring Earlier	Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate
Exploring Middle	Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate
Exploring Later	Combines two words, signs, a word and a sign, or symbols to communicate simple ideas
Building Earlier	Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate
Building Middle	N/A
Building Later	N/A

FLD 2



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FLD 3: Shared Communication and Conversation

Responding Earlier	Responds to others
Responding Later	Pays attention when an adult communicates to them
Exploring Earlier	Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze
Exploring Middle	Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions
Exploring Later	Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication
Building Earlier	Engages in brief conversations on topic for several turns, sharing opinions and thoughts
Building Middle	N/A
Building Later	N/A

FLD 3



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Developmental Domain

Cognition (COG)

6 Measures

Developmental Domain
Foundational Language Development (FLD)

FLD 3: Shared Communication and Conversation

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)

Developmental Domain
Cognition (COG)

COG 1: Imitation

Child repeats and practices the actions or words of others in increasingly complex ways

COG 1: Imitation

Responding Earlier	Responds to facial expressions, vocalizations, or touch
Responding Later	Tries to imitate single simple actions or sounds when interacting with others
Exploring Earlier	Repeats others' familiar actions, gestures, or words soon after they occur
Exploring Later	Repeats others' familiar actions, gestures, or words experienced at an earlier time
Building Earlier	Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time
Building Middle	N/A
Building Later	N/A

COG 1

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COG: MATH 1: Spatial Thinking

Responding Earlier	Responds physically to experiences in their immediate environment
Responding Later	Explores, responds to, and acts on objects, people, or own body movements through space
Exploring Earlier	Explores the relationship between self and objects or people in space
Exploring Later	Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space
Building Earlier	Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together
Building Middle	N/A
Building Later	N/A

COG-MATH 1

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COG: MATH 2: Classification

Responding Earlier	Attends to people, objects, or events
Responding Later	Interacts differently with familiar people and objects than with unfamiliar people and objects
Exploring Earlier	Associates a person or object with another person or object, based on a similarity or relationship between them
Exploring Later	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	N/A
Building Later	N/A

COG-MATH 2

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Developmental Domain
Math (MATH)

COG: MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space



Developmental Domain
Math (MATH)

COG: MATH 2: Classification

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use



Developmental Domain
Math (MATH)

COG: MATH 3: Number and Counting

Child shows developing understanding of number and quantity

COG: MATH 3: Number and Counting

Responding Earlier	Notices people or objects nearby in the environment
Responding Later	Explores one object at a time
Exploring Earlier	Attends to quantity in different situations
Exploring Later	Uses number words, signs, or gestures to communicate about small quantities
Building Earlier	Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Building Middle	Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Building Later	Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Integrating Earlier	Demonstrates all three of the following with quantities more than 20: (1) correctly uses the number sequence, with no more than two to three errors (2) uses one-to-one correspondence (3) uses cardinality
Integrating Middle	Demonstrates understanding that numbers up to 100 are composed of tens and additional ones
Integrating Later	Decomposes numbers greater than 20 into different combinations of ones, fives, and 10's

3 COG-MATH

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COG: SCI 1: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
Responding Later	Repeats the same action with the same objects or people that produced an effect
Exploring Earlier	Repeats the same action with different objects or people
Exploring Later	Explores possible causes of actions or events
Building Earlier	Acts on objects based on their features
Building Middle	N/A
Building Later	N/A

1 COG-SCI

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COG: SCI 2: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things, or sounds
Responding Later	Shows interest in people or things in the environment
Exploring Earlier	Attends to responses of objects or people that result from own actions
Exploring Later	Engages in simple, purposeful explorations of familiar objects in the environment
Building Earlier	Engages in extended explorations of objects and events in the environment
Building Middle	N/A
Building Later	N/A

2 COG-SCI

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Developmental Domain
Science (SCI)

COG: SCI 1: Cause and Effect

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events



Developmental Domain
Science (SCI)

COG: SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

Developmental Domain

Physical Development (PD)

4 Measures

PD 1: Perceptual-Motor Skills and Movement Concepts

Responding Earlier	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts
Responding Later	Responds to sensory information by moving body or limbs to reach for or move toward people or objects
Exploring Earlier	Uses sensory information to control body while exploring people, objects, or changes in the physical environment
Exploring Later	Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task
Building Earlier	Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment
Building Middle	N/A
Building Later	N/A

PD 1

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PD 2: Gross Locomotor Movement Skills

Responding Earlier	Turns head, and moves arms and legs,moving in response to touch, sound, or movement nearby
Responding Later	Holds head and torso upright against gravity
Exploring Earlier	Coordinates movements of whole body ton move into and out of positions, crawl, or scoot on bottom
Exploring Middle	Coordinates movements of whole body while upright, using support, to move from one place to another
Exploring Later	Coordinates movement of whole body while upright to move from one place to another
Building Earlier	Coordinates movement of the whole body to move off the ground momentarily
Building Middle	N/A
Building Later	N/A

PD 2

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Developmental Domain
Physical Development (PD)

PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.



Developmental Domain
Physical Development (PD)

PD 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.



Developmental Domain
Physical Development (PD)

PD 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

PD 3: Gross Motor Manipulative Skills

Responding Earlier	Orients to nearby objects
Responding Later	Uses arms, legs, or body to move toward, reach for, or mouth objects or people
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects **AND** Manipulates objects differently based on their properties
Exploring Middle	Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing
Exploring Later	Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability
Building Earlier	Manipulates objects using arms, legs, or body, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy
Building Later	Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Integrating Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks
Integrating Middle	Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm
Integrating Later	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities

PD 3

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PD 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms and hands
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with hand
Exploring Middle	Grasps objects with fingers and thumb
Exploring Later	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects
Building Earlier	Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body
Building Middle	Acts on objects with both hands working together to coordinate different movements
Building Later	Manipulates objects with accuracy and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Integrating Middle	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects
Integrating Later	Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand

PD 4

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Developmental Domain

Health (HLTH)

4 Measures



Developmental Domain
Physical Development (PD)

PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks



Developmental Domain
Health (HLTH)

HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

HLTH 1: Safety

Responding Earlier	Reacts to unpleasant events (e.g., sounds, touch)
Responding Later	Responds to situations that feel unsafe
Exploring Earlier	Seeks a familiar adult in situations that feel unsafe
Exploring Later	Follows adults' guidance about basic safety practices
Building Earlier	Follows basic safety practices in familiar situations with adult supervision
Building Middle	Follows basic safety practices, on own, in familiar situations, with occasional adult reminders
Building Later	Anticipates the need to follow basic safety practices in various situations
Integrating Earlier	Demonstrates understanding of the primary features of some safety practices
Integrating Middle	Demonstrates understanding of potentially safe and unsafe situations **AND** Demonstrates safe behaviors
Integrating Later	Communicates detailed strategies for staying safe

HLTH 1

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HLTH 3: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
Responding Later	Responds in ways that demonstrate awareness of a hygiene routine
Exploring Earlier	Anticipates one or two steps of a hygiene routine
Exploring Later	Participates in own hygiene routines, with an adult
Building Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Building Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
Building Later	Initiates and carries out most steps of familiar hygiene routines on own
Integrating Earlier	Initiates and completes familiar hygiene routines on own
Integrating Middle	There are no later levels for this measure
Integrating Later	

HLTH 3

HLTH 4: Personal Care Routines: Feeding

Responding Earlier	Responds in basic ways during feeding
Responding Later	Engages in the process of being fed
Exploring Earlier	Feeds self some food items using fingers or hands
Exploring Later	Explores the use of tools when feeding self, sometimes with adult support
Building Earlier	Feeds self different types of foods, some of which may involve the use of tools
Building Middle	N/A
Building Later	Serves self or others by opening packages or scooping or pouring from containers
Integrating Earlier	Prepares simple foods to serve to self or others
Integrating Middle	There are no later levels for this measure
Integrating Later	

HLTH 4

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Developmental Domain
Health (HLTH)

HLTH 3: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene



Developmental Domain
Health (HLTH)

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency



Developmental Domain
Health (HLTH)

HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

HLTH 5: Personal Care Routines: Self-Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
Exploring Later	Participates with adult in dressing self
Building Earlier	Puts on clothing that is simple to manipulate, sometimes with adult assistance
Building Middle	N/A
Building Later	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Middle	There are no later levels for this measure
Integrating Later	



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