DRDP (2025)
P-3 View
mini measures

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This Mini Measures belongs to

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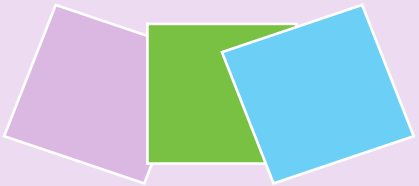
The 8 Domains of the DRDP (2025)

- 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)

4 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	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)

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	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

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	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

ATL 3

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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

ATL 4

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Developmental Domain

Social and Emotional Development (SED)

5 Measures

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
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

SED 1

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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	Communicates that others' behaviors are related to their thoughts or feelings
Building Later	Communicates that others' behaviors are related to their consistent preferences or past experiences
Integrating Earlier	Acknowledges that the thoughts or feelings of others can be different from child's own
Integrating Middle	Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel
Integrating Later	Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement

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	Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences
Building Later	Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities
Integrating Middle	Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own
Integrating Later	Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own

SED 3

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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 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

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

SED 4

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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	Recognizes basic emotions (e.g., happy, mad) in self
Building Later	Makes connections for reasons behind basic emotions, sometimes with adult support
Integrating Earlier	Uses a few strategies to process their emotions, sometimes with adult support
Integrating Middle	Makes connections between some of their emotional experiences and sensory experiences
Integrating Later	Uses numerous or varied strategies to process their emotions in different situations

SED 5

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SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions