

Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to California Foundations:
Cognition, Including Math and Science (COG) and the California Infant/Toddler Learning & Development Foundations (I/TLDF)

A comparison between the DRDP (2015) measures in the area of Cognition (COG) and the California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development indicates a high level of correspondence. As indicated in the table below, each of the DRDP (2015) COG measures reflects content in the I/TLDF. The measures Spatial Relationships, Classification, Number Sense of Quantity, and Cause and Effect directly correspond to the I/TLDF in these areas. The measures Inquiry Through Observation and Investigation and Knowledge of the Natural World are indirectly related to several foundations, such as Problem Solving, Cause-and-Effect, and Classification. No measure in the DRDP (2015) corresponds with the foundation on Memory. Overall, the DRDP (2015) measures in Cognition assess the development of key concepts, skills, and behaviors addressed in the I/TLDF in Cognitive Development.

**Correspondence between the DRDP (2015) and
the California Infant/Toddler Learning & Development Foundations**

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development			Measure Corresponds with I/TLDF in the Following Ways:
COG 1: Spatial Relationships Definition: Child increasingly shows understanding of how objects move in space or fit in different spaces	Spatial Relationships: The developing understanding of how things move and fit in space			Spatial Relationships Child develops understanding of how objects and people move and fit in space.
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	At around 18 months of age, children use trial and error to discover how things move and fit in space. (12–18 mos.; Parks 2004, 81)*	At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.	

* The full list of references, which correspond to citations found throughout this document, is available in: California Department of Education. (2009). *California Infant/Toddler Learning & Development Foundations*. Sacramento, CA: Author (pp. 83–86).

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development			Measure Corresponds with I/TLDF in the Following Ways:
<p>COG 2: Classification</p> <p>Definition: Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</p>	<p>Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes</p>			<p>Classification</p> <p>Child develops ability to group objects according to their attributes.</p>
	<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>	
	<p>At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them. (Barrera and Mauer 1981)</p>	<p>At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute. (Mandler and McDonough 1998)</p>	<p>At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized. (36 mos.; Mandler and McDonough 1993)</p>	
<p>COG 3: Number Sense of Quantity</p> <p>Definition: Child shows developing understanding of number and quantity</p>	<p>Number Sense: The developing understanding of number and quantity</p>			<p>Number Sense</p> <p>Child develops understanding of number and quantity.</p>
	<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>	
	<p>At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.</p>	<p>At around 18 months of age, children demonstrate understanding that there are different amounts of things.</p>	<p>At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much. (By 36 mos.; American Academy of Pediatrics 2004, 308)</p>	
<p><i>Note: COG 4 – COG 7 are only used for preschool age children.</i></p>				

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development			Measure Corresponds with I/TLDF in the Following Ways:
<p>COG 8: Cause and Effect</p> <p>Definition: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect</p>	<p>Cause-and-Effect: The developing understanding that one event brings about another</p>			<p>Cause-and-Effect</p> <p>Child develops ability to notice cause and effect, experiment, and communicate about what happens.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p>	<p>At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.</p>	<p>At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. (California Department of Education [CDE] 2005)</p>	
	<p>Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works</p>			<p>Problem Solving</p> <p>Child develops ability to try out different solutions to a problem.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.</p>	<p>At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.</p>	<p>At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed. (By 36 mos.; American Academy of Pediatrics 2004, 308)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development			Measure Corresponds with I/TLDF in the Following Ways:
<p>COG 9: Inquiry Through Observation and Investigation</p> <p>Definition: Child <i>observes</i>, explores, and <i>investigates</i> objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</p>	Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works			<p>Problem Solving</p> <p>Child explores different solutions to problems in the environment.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.	At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.	At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed. (By 36 mos.; American Academy of Pediatrics 2004, 308)	
	Cause-and-Effect: The developing understanding that one event brings about another			<p>Cause-and-Effect</p> <p>Child develops understanding of relationships between objects and events in the environment.</p>
<i>8 months</i>	<i>18 months</i>	<i>36 months</i>		
At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.	At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. (California Department of Education [CDE] 2005)		

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF) in Cognitive Development			Measure Corresponds with I/TLDF in the Following Ways:
<p>COG 11: Knowledge of the Natural World</p> <p>Definition: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</p>	<p>Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes</p>			<p>Classification</p> <p>Child develops understanding of the distinguishing characteristics of objects and what to expect from them.</p>
	<p><i>8 months</i></p> <p>At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them. (Barrera and Mauer 1981)</p>	<p><i>18 months</i></p> <p>At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute. (Mandler and McDonough 1998)</p>	<p><i>36 months</i></p> <p>At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized. (36 mos.; Mandler and McDonough 1993)</p>	
	<p>Cause-and-Effect: The developing understanding that one event brings about another</p>			<p>Cause-and-Effect</p> <p>Child develops understanding of how objects and events change in the environment.</p>
	<p><i>8 months</i></p> <p>At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p>	<p><i>18 months</i></p> <p>At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.</p>	<p><i>36 months</i></p> <p>At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. (California Department of Education [CDE] 2005)</p>	

Foundations in Cognitive Development not addressed by DRDP (2015) COG domain

- **Memory:** The developing ability to store and later retrieve information about past experiences