DESIRED RESULTS

for Children and Families

★ **IN THIS SECTION**

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

See back for additional Activities and Handouts…

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) cont…

Act: Activity

H/O: Handout

None

Script:

In this session, participants will learn about the Desired Results Developmental Profile.

We will focus on observation skills, rating the DRDP, collecting the DRDP data, the Summary of Findings, and the Child's Developmental Progress form.

1

None

Script:
Teachers observe children in their natural, daily activities. Agencies will be able to describe children's achievements in learning and development to advocate the strengths and benefits of the program to families and the larger community.

2

                                                                    None

Script:

Good observation and recording methods over time are the cornerstones for using the DRDP effectively. The DRDP is not a test, but an observation based assessment for children.

The person who is the designated teacher should complete the DRDP. Assistants, parents, and other staff should contribute observations.

Note: Family Child Care Networks have a "teacher identified" person complete the DRDP. This person may be the case manager who oversees the network care providers. The case manager consults with care providers and parents in completing the DRDP.

None

Collected documentation includes:

- Anecdotal notes
- Photos
- Work samples
- Other evidence of knowledge and behaviors

4

Script:

Teachers collect a substantial number of anecdotal notes, photos, work samples, and other pieces of documentation from family members and other staff, that demonstrate the children's mastered developmental levels. The organization of collected documentation can be achieved through "portfolios."

4

None

> ## Script:
> The DRDP findings provide information for agencies to use to improve programs.
>
> Information is shared with families during parent conferences to support parents in supporting the child's progress.
>
> Information can also be shared with the community to demonstrate how children benefit from involvement in the program.

5

None

Script:

The DRDP documents the kind of work that quality programs are already doing every day.

As teachers learn more about the children in their care, the DRDP information assists them in adapting and modifying curriculum plans and activities for the individual child, as well as activities for small and large groups.

6

None

Script:

Children grow and change quickly, so a completed DRDP is a "snapshot" (i.e., a representative moment in time) of a child's development.

All succeeding observations will document changes that result from growth and progress.

7

None

Script:

Each age-level instrument provides a framework that serves in monitoring children's progress throughout the program year.

There are a suite of DRDP instruments:

DRDP (2015) is one instrument with three views. The DRDP (2015) is a full continuum instrument used for all children infancy through kindergarten entry including children with special needs. There is the Infant/Toddler View for use with children infancy to 36 months. There are two preschool views that are used to assess preschool-age children until kindergarten entry: the comprehensive view and the fundamental view. The DRDP (2015) Preschool Comprehensive View has 56 measures. The DRDP (2015) Preschool Fundamental View has 43 measures. Agencies choose which view will be used to assess preschool age children.

DRDP SA has two versions to choose from:
1.   DRDP–SA complete version which has all 35 measures
2.   DRDP-SA© (2010) simplified version, which has 2 domains with 13 measures.

The DRDP-SA©(2010) was simplified because the other areas were already being assessed during the school day (e.g., reading, math, etc.). EESD felt it was still important to assess *Self and Social Development* as well as *Heath and Safety*.

Each profile provides guidance in documenting observations that reflect the developmental growth for each age group.

**CDE Guidance
Management Bulletin June 2015**

Effective Fall 2015, the DRDP (2015) is required for all EESD programs that provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs.

Desired Results

Desired Results

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None

Script: (Reference management Bulletin 15-03)

If you are providing services to children with an IEP or IFSP, you are encouraged to visit the draccess website to get additional information about training and specific requirements.

9

None

Trainer note:
Participants may have additional questions about DRDP
Access. They are encouraged to visit the website listed on the
screen to get additional information.

10

None

CDE Guidance
Management Bulletin June 2015

When children are served by both *EESD and SED* programs, the teachers and specialists are to collaborate on one assessment following the more stringent timeline, and handle DRDP data according to the requirements of each division.

Desired Results

Desired Results

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Script:
More details can be found on Management Bulletin 15-03.

11

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┌─────────────────────────────────────────────┐
│                CDE Guidance                   │
│      Management Bulletin June 2015            │
│                                               │
│  The management bulletin can be               │
│  downloaded from the EESD website at:         │
│                                               │
│  http:www.cde.ca.gov/sp/cd/ci/mb1004.asp      │
│                                               │
│  Take five minutes to read the bulletin and use│
│  the highlighter as you read.                 │
│                                               │
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└─────────────────────────────────────────────┘
```

None

Script:
The entire bulletin provides information on collaboration between ECE staff and the special education provider. It also gives the requirement of using DRDPtech for all EESD programs. Take five minutes to read the bulletin. We recommend that you provide this bulletin to your staff or share it at a staff meeting.

Trainer note:
Direct participants to read the bulletin and use a highlighter as they read it.

12

None

Treasure Hunt - Version 1

Your group is going on a treasure hunt, looking for answers about the DRDP©. Use the FAQS as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP© is due?

2. Our program likes the Creative Curriculum System. Must we use the CDE proposed curriculum instead?

3. One of the children in my group is amazing! I rated several measures at "Integrating Earlier" and she does more than what is at Integrating Earlier. Is this one of those times I use "Emerging" to show she's emerging to the next level?

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Activity: Treasure Hunt

None

Script:

An age-appropriate version of the DRDP must be completed for all children enrolled in a CDE/EESD funded center or family child care home network.

Trainer Note:

Clarify how often and when DRDPs are required to be completed. Emphasize 60 calendar days from the enrollment date of children. Enrollment is typically determined to be the first date the child receives care.

14

None

Script:

Get to know the Desired Results, developmental domains, measures, definitions, developmental levels, and descriptors. Read through the introduction and appendices of the assessment for clarification.

The DRDP tool kit ideas, such as the mini-measures, are on the DR website and helpful in becoming familiar with the DRDP.

15

The DRDP was developed by the:

Desired Results

- California Department of Education, Child Development Division- (now Early Education and Support Division)
- WestEd Center for Child and Family Studies
- University of California, BEAR Center

With valuable input from teachers and directors who participated in the research study

Desired Results

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None

Script:
WestEd and BEAR aligned the instruments and developed new measures.

BEAR provided overall direction for the study and summarized the data.

BEAR is the Berkeley Evaluation and Assessment Research Center.

16
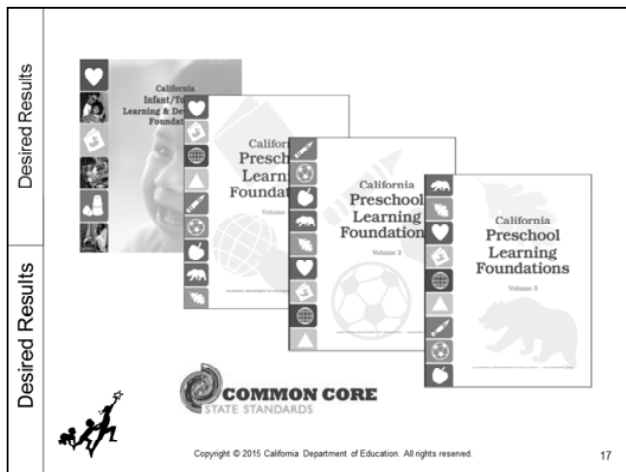
None

Script:

The DRDP aligns with the:

- Infant and Toddler Early Learning and Development Foundations
- Preschool Learning Foundations, Volumes 1-3
- Common Core Standards
- Head Start Child Development and Early Learning Framework

Now let's look at the instrument in more detail…

1

Build A Tower

- Use the items on your table.
- As a group, build a tower.
- You have five minutes.

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None

Script:

Refer to DR-2015 Activity Sheet #3 – Build a Tower
Have participants build a tower using (cups, blocks, paper) any accessible material.

18

None

Key Points

- What was your first step?
- How did you know to start there?
- What does this have to do with children's learning?

Desired Results

Desired Results

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Script:
This is the debrief slide.

The purpose of the activity is to make a connection between having a foundation in order to support a structure. For us that structure is children's learning. Our foundation is our California Preschool and Infant toddler Learning and development Foundations. These are important first steps in understanding child development and understanding the skills that children are capable of.

19

None

Why was it important to align the DRDP to the foundations?

To ensure we assess what we want children to learn and that it is aligned to what is appropriate for children of this age

Desired Results

Desired Results

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Script:
The state has taken care to build a cohesive system.

The foundations describe children's learning and development.

Thus it is important that we are assessing what we want children to learn, and that we align it to what is appropriate for children of this age.

20

What is the relationship between the DRDP and the foundations?

- The **foundations** tell us what children, with adequate support, typically learn and develop.

- The **DRDP** provides a structure and a tool for recording an individual child's development and documenting progress.

- All volumes of the California Learning and Development Foundations provide the research backing for the DRDP (2015).

21

None

Script:

The developmental domains work in an integrated fashion to support all four Desired Results. Ways to use the foundations and DRDP together:

- Read foundations at the beginning of the school year to understand development in a general way.
- Complete the DRDP twice each year to see children's progress.

Foundations provide the overall developmental landscape or backdrop. The DRDP helps determine where an individual child is on that backdrop.

21
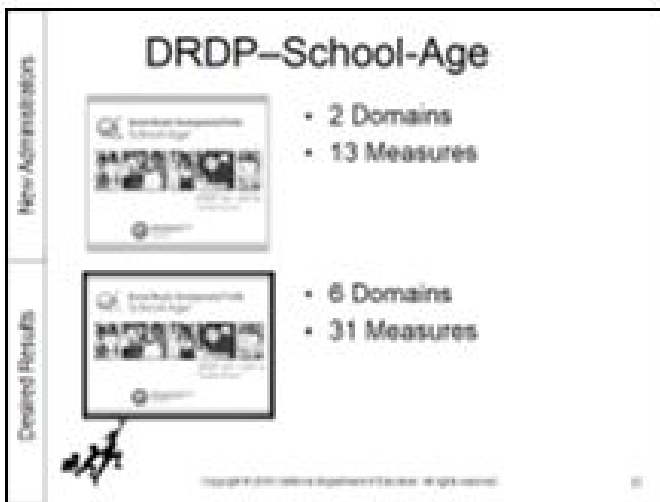
None

Script:
Teachers may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2010) Complete Version.
Use the DRDP-SA© (2010) with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).

Script:

The DRDP (2015) is a full continuum assessment. The same assessment is used for all children, including children with IFSP's and IEP's. There is one assessment and there are three views of this assessment. The measures however, are the same. This means that ATL-REG 1 is the same measure in all views. The difference is the number of measures in the different views.

- The Infant/Toddler View has 5 domains and 29 measures.

- The Preschool Comprehensive View has 8 domains and 56 measures, 10 of those measures are conditional

- the Preschool Fundamental View has 6 domains with 43 measures, thirteen of those measures are conditional.

The fundamental view only pertains to preschool aged children. The infant toddler assessment remains the same. To learn about what adaptations a child with an IFSP or IEP needs please collaborate with the child's service providers.

23

None

Desired Results

Desired Results

Why a Fundamental View?

24

Script:

The requirement for all EESD programs is to complete the fundamental measures for all children. Programs may then choose to complete COG: SCI, HLTH, HSS, and/or VPA domains

Teachers should complete any conditional measures as needed. For preschool age children with IEPs, the early development and physical development conditional measures must be completed.

24

None

25

None

Activity: Compare and Contrast

Trainer Notes:
Point out the differences between the Infant/Toddler View and the Preschool View of the DRDP (2015).

Point out the difference in the School Age assessment (developmental levels, measures numbered consecutively).

26

None

Script:
The back side provides the terms and definitions for the DRDP (2015) and DRDP 2010.

27

Remember, the examples listed…

are only a few ways a child might demonstrate a particular developmental level.

28

None

Script:
The purpose of the examples is to help teachers clarify where the skills could be demonstrated; e.g., "Some ways a teacher might see the behavior."

Encourage staff to add examples of what they observe for the developmental levels.

DRDP examples activity to do with staff is in the binder.

None

Script:

The DRDP at a Glance shows the developmental domains and number of measures in parenthesis for all age-level instruments:

- There are 29 measures in the DRDP (2015) Infant/Toddler View.
- There are 43 measures in the Preschool Fundamental View.
- There are 56 measures in the Preschool Comprehensive View.
- There are 55 measures in the DRDP-K.
- The DRDP-School Age Complete Version had 31 measures and the DRDP-SA Simplified Version (2010) has 13.

29

The Four Ds
- Domains
- Definitions
- Developmental levels
- Descriptors

LOOK to the 4 Ds:
Domains, Definitions, Developmental Levels, and Descriptors to clarify the intent of each measure

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30
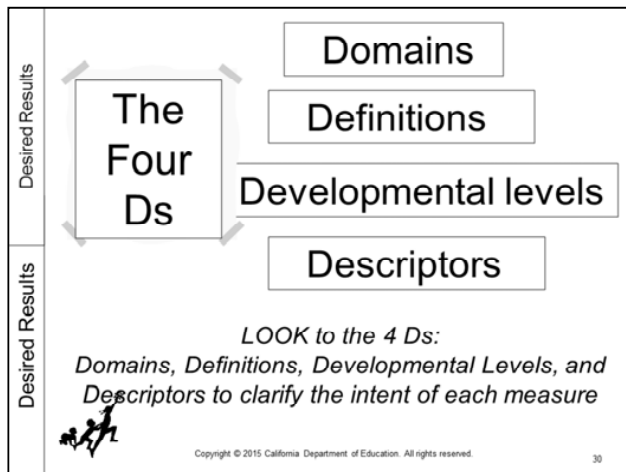
None

Script:
These are the four components of the DRDP – the 4 Ds.

Trainer Note:
Review them and emphasize that reading these components can assist staff in knowing the *intent* or purpose of the measure.

- The *domain* represents a crucial area of learning and development for children.
- The *definition* specifies the aspect of development that is being observed.
- The *descriptor* describes observable child behaviors associated with that developmental level.
- The *developmental levels* for each measure represent a developmental continuum.

30

None

The DRDP is an

Observation Based Assessment Instrument

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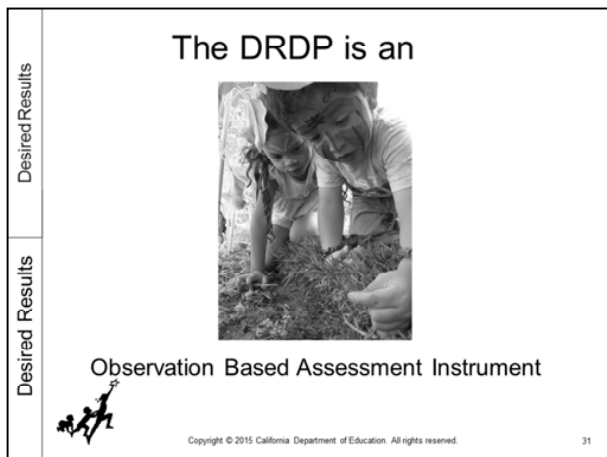
Script:

We will focus on observation skills, rating the DRDP, collecting the DRDP data, the Summary of Findings, and the Child's Developmental Progress form.

31

None

"Getting to know children as people and as learners gives you the information you need to be an effective decision maker in the classroom."

The Power of Observation

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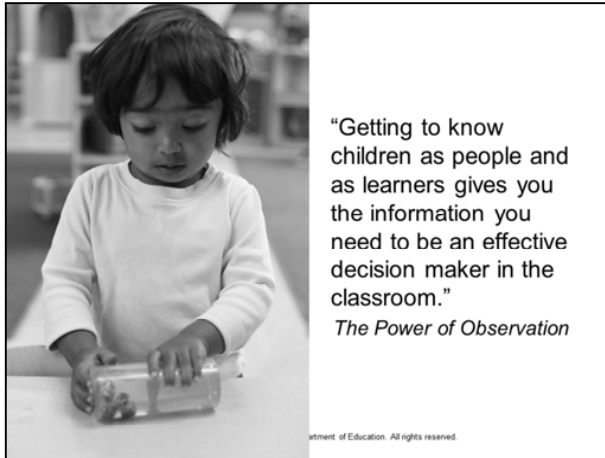
Trainer note: Share quote and show book, *The Power of Observation*, if available.
Click to next slide.

32

"With the information you learn from observing, you can select the:

- right materials,
- plan appropriate activities,
- ask questions that guide children in learning to understand the world around them."

The Power of Observation

33

None

Script:

EESD requires programs to use the DRDP for assessment as a motivator. The real reason we use observation is to get to know children.

Through observation, we get to know how children learn best, as well as their strengths, need for support materials, and language. In addition, it helps teachers plan engaging activities to help them progress in their development.

Observation is a skill that can be learned and gets easier with practice. The observations we are making should provide good information that can inform our ratings on the DRDP.

The next activity will assist in writing meaningful anecdotal notes.

33

None

Script:
Before teachers can rate the DRDP, they need to collect relevant information about the children.

Once teachers know the "what", "when" and "how," they are ready to plan to observe, record, and collect evidence on children's typical behaviors.

Teachers and staff can collect a wide variety of documentation to provide evidence of children's mastered developmental levels across all of the measures, such as anecdotal notes, work samples, use frequency count sheets, take photos, and other forms of evidence.

Enlist all classroom staff, support staff, and parents to contribute documentation to the child's portfolio. We know that teachers who are successful in implementing an observation-based assessment, plan for observations.

Trainer Note:
Remind participants to look at the gallery during breaks for samples.

34

None

Activity: Noticing Descriptions and Interpretations

35

None

Trainer Note:
Keep this slide up during the activity.

36

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
What are the specific details?	What were your initial reactions?
What you actually… • Observed • Read • Heard	How you felt about what you… • Observed • Read • Heard
Example: He is holding shirt with one hand and pen in other hand.	*Example: He looks worried.*

Desired Results

Desired Results

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37

None

Script:
This is a reminder of what quality notes have.

37

Steps to Completing the DRDP

Desired Results

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38
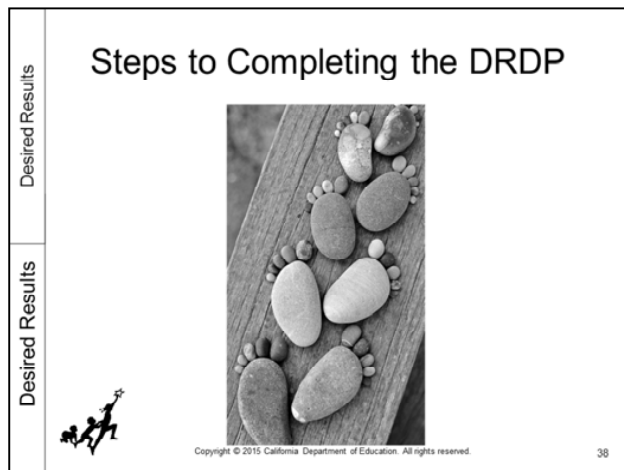
None

Script:

The next section of the presentation provides the steps to completing the instrument. (There is tutorial on the website on completing the DRDP.)

38

None

Script:
One of the first steps, is to enter children into the DRDPtech system.

The Child Record will need to be completed for all children.

Ensure that the date of assessment at the top of the page is within 60 days of the child's enrollment.

Teachers can edit the information page when necessary.

A tutorial on on Steps to Completing the DRDP is available on the website.

39
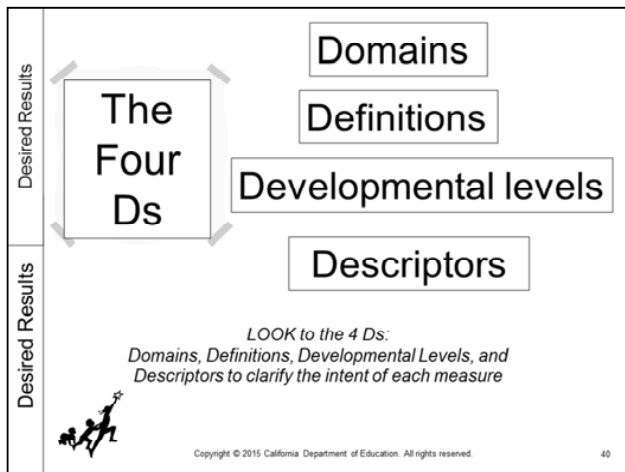
Script:

One of the first steps, is to become familiar with the components of he assessment.

The 4Ds of the DRDP assessment instrument are crucial to helping staff clarify the intent or purpose of each measure.

The *domain* represents a crucial area of learning.

The *definition* specifies the aspect of development that is being observed.

The *developmental levels* represent a developmental continuum. Each level specifies a point along the developmental continuum.

The *descriptors* provide the behaviors and/or skills you must see with mastery to rate at that developmental level.

40

None

Script:
The descriptor can be found right under the developmental level, in every measure.

None

Developmental Domain: COG — Cognition, Including Math and Science
COG 3: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

If the descriptor has ; followed by **and**, the child <u>must</u> do all the behaviors, <u>but</u> <u>not necessarily</u> in the same observation.

BUT

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Script:
The language inside the descriptors is very important.

If the descriptor has a ; AND the child must do all the behaviors but not necessarily in the same observation.

For example if the descriptor says walk ;and skips, the child needs to exhibit both behaviors. He could walk today and skip tomorrow.

42

None

COG 7: Shapes
Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
	There are no earlier levels for this measure	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them

If the descriptor says **and**, then the child MUST be able to do <u>all</u> of the behaviors and they need to be observed together.

Script:
BUT if the descriptor says AND then the child must do all the behaviors and they need to be observed together.

For example, if the descriptor says "walk AND skip" the child needs to walk and skip in the same observation.

43

None

Developmental Domain: COG — Cognition, Including Math and Science
COG 3: Number Sense of Quantity
Child shown developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

If the descriptor says <u>or</u>, a child only needs to demonstrate the behavior in one of the listed ways.

44

Script:

If the descriptor says <u>or</u>, a child only needs to demonstrate the behavior in one of the listed ways**.**

44

DESIRED RESULTS TRAINING   **SESSION 3: DRDP**
                                                              Handout

None

Refer Activity Sheet #6 – A Deeper Look at the Descriptors
Script:
Now we are going to practice.

It's important to understand what the descriptors are asking you to observe. As you read the descriptor think about what skills you are looking for. Are they asking you to observe a specific skill? Are they asking you to observe the child displaying more than one skill? Read through each descriptor for each measure and circle the word *or* and highlight the word ***and.***

Turn to COG 3 and COG 7 and circle the ORs, highlight the ;AND and underline the AND in the descriptors (only in descriptors).

Now that we are done turn to COG 3. How many ORs did you find? How many ;AND? How many ANDs? (TRAINER: Repeat this for COG 7.)

None

Cognition Sample

Desired Results
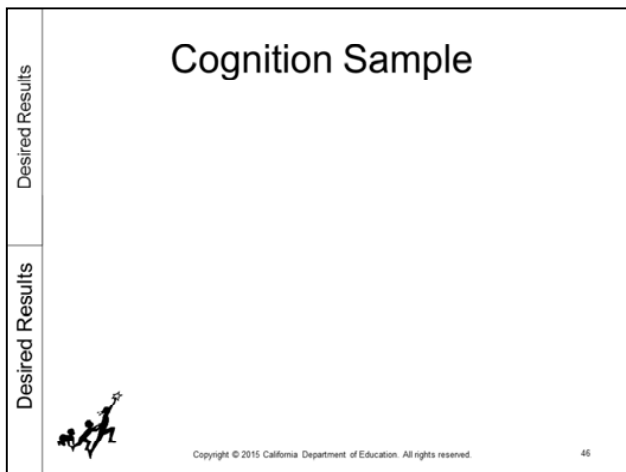
Desired Results

Script:

Administrators can show there own video and have staff analyze the descriptors. See activity sheet - Deeper Look at Descriptors.

46

A Deeper Look at the Descriptors

- What is the child able to do?
- Look at COG 3 and COG 7 and their descriptors.
- Which parts of the descriptors can the child do?

Desired Results

Desired Results

47

None

Script:

Remember we are not rating. We are looking at the child's behavior to see how those behaviors may be related to the descriptors.

What did you see the child do? What did the child demonstrated during the clip?

47

Developmental Level Activity

Where are you in your development…
as a cook?

48

Desired Results

Desired Results

None

Script:
This practice model is a playful creation to assist staff consider how circumstances may change behaviors - not just developmental progress.

Trainer Note:
Explain that now the training will move to learning more about developmental levels in the DRDP.
Read slide… "Where are you in your development…as a cook?"

48

None

Developmental Domain: HLTH – Health Development							
HLTH 10: Cooking							
Definition: Adults show increasing skill in making healthy meals and snacks.							
Mark the latest developmental level the adult has mastered:							
Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Responds to the smells of food	Uses multiple senses to explore food	Watches cooking shows	Eats food prepared by others	Heats premade food	Prepares simple meals and follows simple recipes	Prepares complex meals from scratch	Prepares the newest cuisines from around the world on a weekly basis
— Examples —							
▸ Says, "What smells good!"	▸ Asks to taste all samples at Costco	▸ Saves recipes for Mom to use	▸ Uses the "drive-thru" at least 3 times per week	▸ Heats frozen meals	▸ Makes spaghetti and a salad	▸ Prepares 5 course meals	▸ Graduated from Cordon Bleu and is top chef at a 5 star restaurant

○ **Adult is emerging to the next developmental level**
○ **If you are unable to rate this measure, explain here:**

Cooking / HLTH 10

Script:

It does not matter where the participants are on the continuum, each one is making continuous progress towards the desired result!

Trainer Note:

Ask participants to raise hands or stand up to show pride for the level of "mastery" attained.

49

Developmental Level Activity

Prepare an activity to do with your staff

or …

Participate in the tutorial
on the Desired Results Web site

50

Desired Results

Desired Results

None

Trainer note:
Hold up the developmental level activity and show.

50

Lunch Break

51

None

Take a 15 minute break.

Trainer Note:
Remind participants to check out the gallery.

51

None

Review the collected evidence and reflect on the child's development

Portfolios

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Script:

As the due date to complete the DRDP nears, review the collected evidence to ensure documentation exists to support the developmental level the child has mastered.

52

None

> ## How do children demonstrate a developmental level is mastered?
>
> A developmental level is mastered when the child typically demonstrates the behavior(s)
>
> ✓Consistently over time
>
> ✓In different situations or settings
>
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Trainer Note:
Read slide. Give pause to let participants think about the criteria for "mastered." Suggest participants make poster to put around center to help staff learn this as a *mantra*.

None

Based on observations, fill-in **one** bubble that best describes the child's highest developmental level mastered

54

Script:

Based on observations, fill-in **one** bubble that best describes the child's highest developmental level mastered.

None

After marking the developmental level mastered, ask "Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but are not yet typical or consistent?" If so…..

55

None

Script:

After marking the developmental level mastered, consider if the child is beginning to sometimes demonstrate behaviors from the next level. As compared to mastered behaviors which are consistent, emerging behaviors are not yet typical or consistent.

If you determine that the child is emerging to the next level, you may mark the bubble labeled, *emerging.*

Using the emerging bubble is optional and up to the individual teacher.

If the child is at the last developmental level do not rate the child as emerging to the next level.

56

None

Script:

Not yet at the earliest developmental level means that you do not see mastered skills or behaviors that would allow you to mark the first developmental level.

Note that the *not yet at earliest developmental level* bubble is not available in the infant/toddler instrument because that instrument begins with the reflexive stage which children typically evidence at birth.

None

Script:

In the rare circumstance that you are unable to rate a child on a specific measure, explain in detail the reason for a lack of rating in the box at the bottom of the page. *Unable to rate* is only used for extended absences.

58

None

Script:

If you determine that a conditional measure is not used for documenting progress or planning for this child's learning activities and supports there is an option in the top right corner for Conditional Measures.

If the conditions are met the measures are required.

59

None

Conditional Measures

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Script:
Refer to the charts on Intro 4 and Intro 9 for more information.

60

None

Script:

The DRDP (2015) Preschool View instrument contains four measures for English-language development. (There are ELD tutorial on the website.)

61

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

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None

Script:

The four English-Language Development measures used for children learning English are:

•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

None

Child's Language Information

Add Child Record to Fall 2015

Date of assessment (mm/dd/yyyy): [   ]   Age Group Instrument: **DRDP(2015) - Preschool**

▲ **Child's Information**

＋ **Observer Information**

－ **Child's Language Information**

13. Child's home language(s)? (Check all that apply)

☐ English ☐ Spanish [Choose a language   ▼]

Is a language other than English spoken in the child's home? ☐ Yes ☐ No

If yes, a language other than English is spoken in the child's home, the ELD measures must be completed.

14. What language(s) do you speak with this child? (Check all that apply)

☐ English ☐ Spanish [Choose a language   ▼]

63

Script:

When completing the child record sheet inside of DRDPtech, it is important to answer question number 13 correctly. If answer is yes, another language other than English is spoken in the child's home, the ELD measures will be available. If answer is no, the ELD measures will be marked NA.

63

None

Script:

On Intro 10. Question #13 gives directions on when to use the ELD measures.

If a language other than English is spoken in the child's home, the ELD measures must be completed for preschool age children.

None

Script:

The descriptors in the first two levels (Discovering language and Discovering English) refers to the child's use of their home language.

65

**Assessing Children Who Are
Dual Language Learners**

Desired Results

Desired Results

A Quick Guide to the DRDP (2015):
Assessing Children Who Are
Dual Language Learners

None

Script:

In the folder is the handout Assessing Children Who are Dual Language Learners which explores code switching. Give teachers time to read the handout (8-10) minutes and circle what is important to them.

What are some things that stood out to you from the handout?

Use chart paper to chart responses about Code Switching.

None

Code Switching

- Typical of dual language development
- Use of multiple languages in one conversation
- Uses grammatical rules of each language (at the 3 and 4 year old level of course!)
- Influenced by context and purpose

67

Script:

What we observed the children doing is code switching. What is code switching?
- Typical of dual language development
- Use of multiple languages in one conversation
- Uses grammatical rules of each language-of course at the three and four year old level!
- Influenced by context and purpose

67

None

Script:

1. The Language and Literacy Development measures are used to assess progress in developing foundational language and literacy skills. These measures are used with all children. Children who are dual language learners may demonstrate mastery in their home language, in English, or in both. This is true not only for Language and Literacy Development, but for all other domains as well, except for the English Language Development domain.

2. The four English-Language Development measures are used to document and assess progress in learning to communicate in English. These four measures are used if another language other than English is spoken in the child's home.

3. Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains.

4. Refer to Intro 6 and the appendices for more information on Assessing Dual Language Learners.

68

None

Activity: Completing a Developmental Profile

None

None

Script:
A progress form is used during parent conferences to describe children's development and growth.

The progress form provides a review of the child's strengths, areas that need improvement, and goals for developmental growth in the program and at home.

The information teachers write on the form is based on the DRDP, observations, work samples, and other evidence from the child's portfolio, as well as information provided by parents.

Child's Developmental Progress Form

None

Script:

This format may be used to encourage a conversation with parents about their role as the child's first and most important teacher, as well as stressing the importance of the parents' involvement and participation in the process of the child's learning and growth.

Scheduled parent conferences are to occur at least two times each program year.

72

None

Activity: Completing a Child's Developmental Progress Form

73

None

Script:
DRDPtech CLOUD accounts are free for CDE funded programs, Head Start programs, California tribal CCDF, and for California K-12 school districts.

74

None

Script:

Data on the DRDP is collected first at the individual child level, then at the classroom level, and then compiled at the contract level.

DRDPtech, provides an online system of tools for summarizing DRDP data.

Although the individual child and classroom data is kept on site and is not sent to EESD, it will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Agency Program Action Plan.

75

None

Script:

Teachers can complete the DRDPtech online, via the internet using a password and username. The system allows for automatic storage of DRDP data. The data entry system compiles all the data and provides multi level summary reports by student, or by group, and even sub group that can be shared with families and administrators.

76
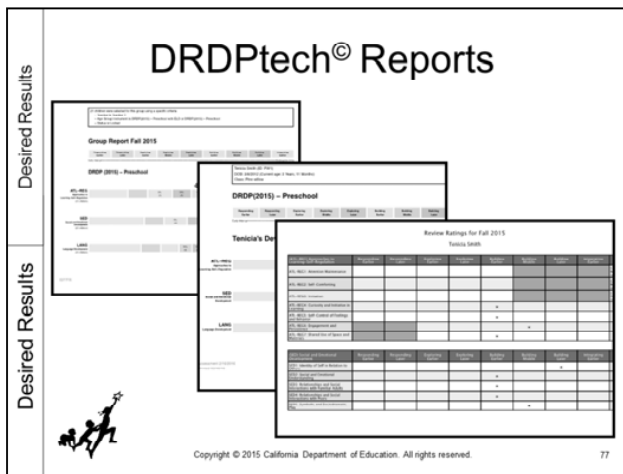
Script:

All reports are designed in collaboration with EESD. They provide information about children's competencies across developmental domains, and overtime progression. Three types of reports are featured in this slide.

1. Group report–provides psychometrically valid domain level information for a specified group. Teachers can use this information in their classroom to provide specific strategies to meet the needs of their groups. Administrators can use the group report to analyze data across the program, and use the information to provide professional development or make changes for program improvement.

2. Child Report–provides psychometrically valid domain level information for individual children. Teacher can use this information to visually see where children are strong in their development and where they may need some support.

3. Review ratings–provides raw score information for individual children.

None

Script:

Programs are required to summarize the data both at the classroom and the contract level to determine key findings and action steps. These are trends or main points that require action.

Trainer note: After sharing, ask participants to view the sample DRDP Classroom Summary of Findings.

These findings will inform administrators and guide them in making continuous program improvements.
EESD field service consultants will be checking the DRDP Classroom Summary of Findings forms to make sure programs are using the data to inform the "continuous improvement" process.
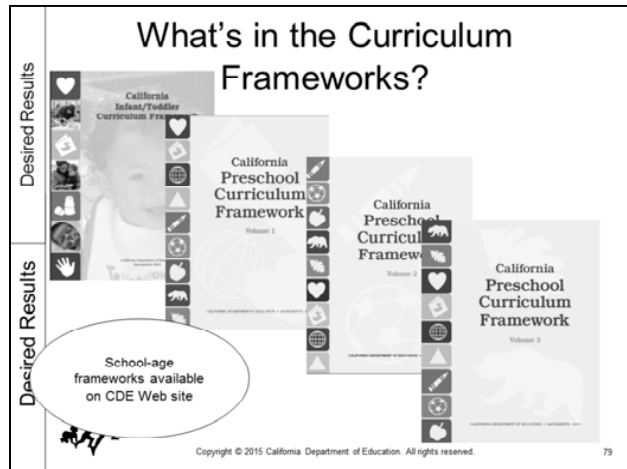
None

Script:

After compiling your data, action steps must be written to address the data.

The Curriculum Framework chapters provide information to support children's learning in the areas described in the *California Learning and Development Foundations.*

The icons and their colors are used to identify domain sections inside of the book. We will look at the sections of the book on the next slide.

79

None

What does the framework do?

"Created as a companion to the *California Preschool Learning Foundations, Volume 1,* this framework presents strategies and information to enrich learning and development opportunities for all of California's preschool children." p. v

Script:

There is a companion Curriculum Framework for each volume of the California Learning and Development Foundations.

80

Tips When Planning

- Review current curriculum to find links with the DRDP.
- Summarize children's progress by reviewing, discussing, and consulting with others who know them.
- Reflect on your collection of observations, including photos, notations, audio tapes, sketches, etc.
- Consult other resources to support planning for the needs of children's developmental levels.

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None

Script:

It's important to plan to observe. When planning an activity for children, think about what to plan in relation to the DRDP. This does not mean setting up a testing situation, rather creating an invitation for children to have interactions with materials, their peers, or an adult that might provide an observation opportunity related to the DRDP.

81

None

Script:

This is one example of the data can look like. This is a Progress this Year Report. In your classroom or agency planning process, you would look at the DRDP data that is provided through your DRDPtech reports to support planning for the groups of children in your own classroom.

None

Script:

All teachers, whether teaching in a Head Start or state preschool program, must use the results of the DRDP to support each child's learning and development.

83

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

None

Activity: Writing a Summary of Findings

DESIRED RESULTS TRAINING

None

November Webinar

Dual Language Learner
9:00 am (or) 3:00 pm
November 15, 2016

HOMEWORK: Complete the LLD and ELD Foundations
and Frameworks Modules inside of CECO.

Read the Assessing Dual Language Learner handout.

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None

Taking it
Back to the Agency

Copyright © 2015 California Department of Education. All rights reserved.
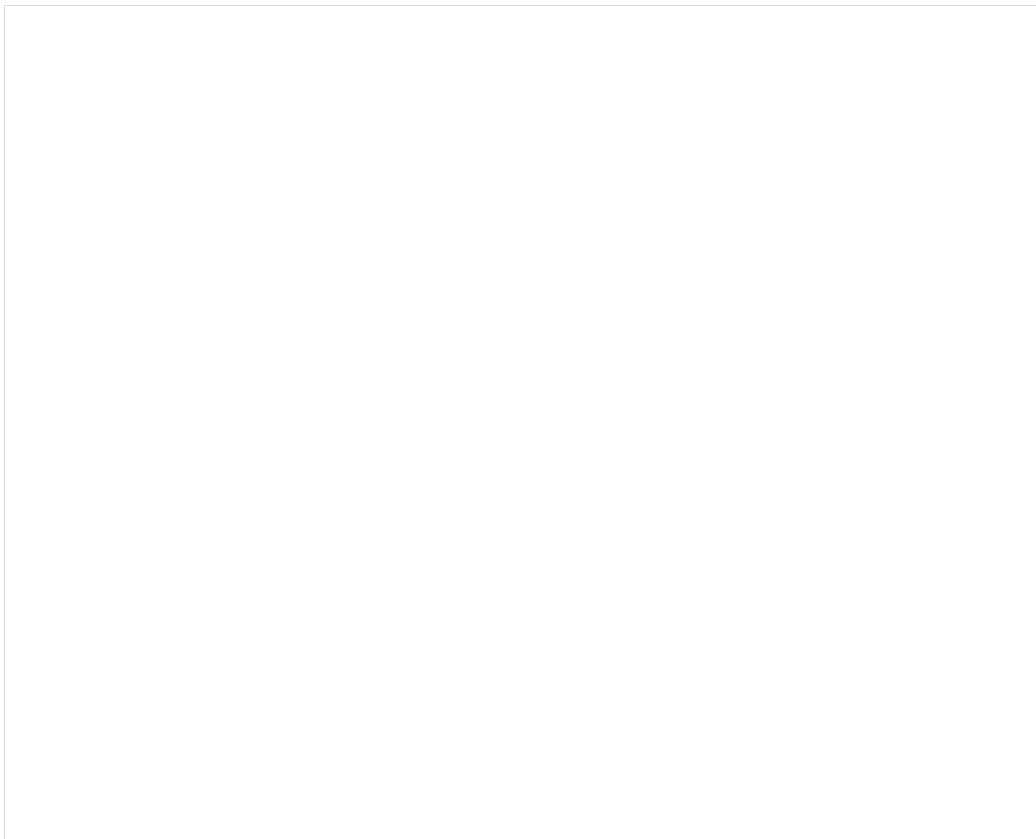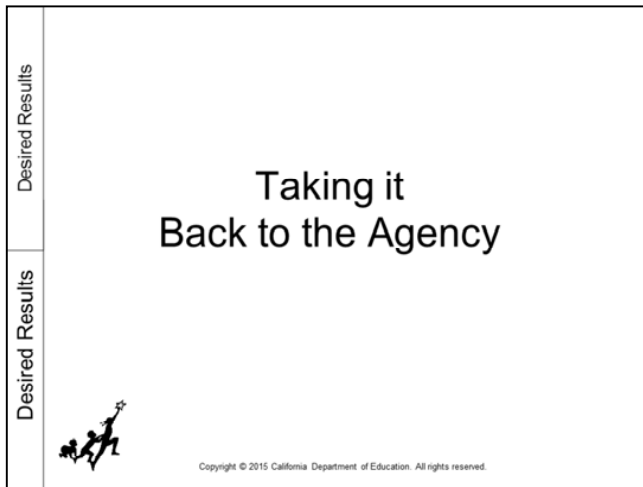
Script:

Use calendar pages when planning to:
- Train staff to complete the DRDP
- Complete the first and second DRDP, complete each Child's Developmental Progress Form, and schedule parent/teacher conferences
- Group the DRDP data
- Complete the DRDP Summary of Findings per classroom and agency

86

None

Script:

To support participants in planning month to month training activities, direct participants to the DR system self-study checklist in their DR binder. In the Resources section, at the back of the binder, participants will find calendar pages.

Requirements are listed on the checklist with suggested times (months) for completion.

None

Use the Self-Study Checklist for Classroom/Family Childcare Home Network Staff to plan classroom/group calendar

Script:
Note that there are two sides to the checklist. One is for classroom/FCC home staff and the other side addresses the requirements of program/agency administrators.

Session III

DRDP (2015)
Infant/Toddler View
for use with infants and toddlers

DRDP (2015)
Preschool Comprehensive View
for use with preschool age children

Desired Results Developmental Profile
School-Age®
DRDP-SA® (2011)
Complete Version

Desired Results Developmental Profile©
Observation Assessment Instrument

1

We observe…

- As each child interacts with other children, adults, and environment

- In the natural program setting

2

As children participate in the typical daily program

3

1

Collected documentation includes:

- Anecdotal notes
- Photos
- Work samples
- Other evidence of knowledge and behaviors

4

DRDP serves as a way to…

determine how children are benefiting from programs
5

DRDP also serves as a way…

to assist providers in meeting each child's developmental needs in each classroom or family child care home

6

2

DRDP provides…
a "snapshot" of the child's development

Desired Results

Desired Results

7

The DRDP provides a

framework for showing children's progress over time

Desired Results

Desired Results

8

CDE Guidance
Management Bulletin June 2015

Effective Fall 2015, the DRDP (2015) is required for all EESD programs that provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs.

Desired Results

Desired Results

Desired Results

9

3

Desired Results Access Project:

For more information:
http://www.draccess.org

10

CDE Guidance
Management Bulletin June 2015

When children are served by both *EESD and SED* programs, the teachers and specialists are to collaborate on one assessment following the more stringent timeline, and handle DRDP data according to the requirements of each division.

11

CDE Guidance
Management Bulletin June 2015

The management bulletin can be downloaded from the EESD website at:

http:www.cde.ca.gov/sp/cd/ci/mb1004.asp

Take five minutes to read the bulletin and use the highlighter as you read.

12

4

Treasure Hunt - Version 1"

Desired Results

Treasure Hunt - Version 1

Your group is going on a treasure hunt , looking for answers about the DRDP©. Use the FAQS as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP© is due?

2. Our program likes the Creative Curriculum System. Must we use the CDE proposed curriculum instead?

3. One of the children in my group is amazing! I rated several measures at "Integrating Earlier " and she does more than what is at Integrating Earlier. Is this one of those times I use "Emerging" to show she's emerging to the next level?

13

DRDP Guidelines

Desired Results

An age-appropriate version of the DRDP must be completed within 60 calendar days of the child's enrollment and every six months thereafter.

60 days

60 calendar days and every 6 months thereafter

14

Teachers and staff need to become familiar with the DRDP.

Desired Results

DRDP (2015)
Measures at-a-Glance
Preschool Comprehensive View

DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry
Preschool Comprehensive View
For use with preschool-age children

Table of Contents

15

5

The DRDP was developed by the:

- California Department of Education, Child Development Division- (now Early Education and Support Division)
- WestEd Center for Child and Family Studies
- University of California, BEAR Center

With valuable input from teachers and directors who participated in the research study

16

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17

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Build A Tower

- Use the items on your table.
- As a group, build a tower.
- You have five minutes.

18

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6

Key Points

Desired Results

Desired Results

- What was your first step?
- How did you know to start there?
- What does this have to do with children's learning?

19

Why was it important to align the DRDP to the foundations?

Desired Results

Desired Results

To ensure we assess what we want children to learn and that it is aligned to what is appropriate for children of this age

20

What is the relationship between the DRDP and the foundations?

Desired Results

Desired Results

- The **foundations** tell us what children, with adequate support, typically learn and develop.

- The **DRDP** provides a structure and a tool for recording an individual child's development and documenting progress.

- All volumes of the California Learning and Development Foundations provide the research backing for the DRDP (2015).

21

7

DRDP–School-Age

- 2 domains
- 13 measures

Desired Results Developmental Profile School-Age®

DRDP-SA® (2011)
Complete Version

- 6 domains
- 31 measures

22

DRDP (2015)

Infant/Toddler View

- 5 Domains
- 29 Measures

DRDP (2015)

Preschool Comprehensive View

- 8 Domains
- 56 Measures
- 10 Conditional Measures

DRDP (2015)

Preschool Fundamental View

- 6 Domains
- 43 Measures

Why a Fundamental View?

24

8

Early Education and Support Division

Management Bulletin (MB) 16-06 from the Early Education and Support Division (EESD) was released in May 2016 detailing the two preschool views of the DRDP (2015).
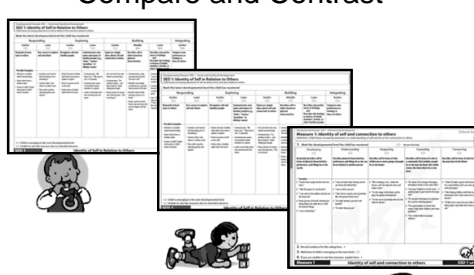
http://www.cde.ca.gov/sp/cd/ci/progspeclist.asp

Desired Results

Compare and Contrast
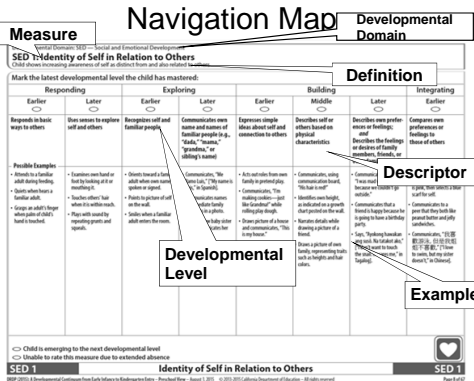
26

Desired Results

Navigation Map

Measure · **Developmental Domain** · **Definition** · **Descriptor** · **Developmental Level** · **Example**

27

Desired Results

9

Slide 28

Remember,
the examples listed…

Don't FORGET!

are only a few ways a child might demonstrate a particular developmental level.

Desired Results

28

Slide 29

DRDP at a Glance

DRDP (2015)
Developmental Domains & Measures at a Glance

Developmental Domains

ATL-REG: Approaches to Learning–Self-Regulation
SED: Social and Emotional Development
LLD: Language and Literacy Development
ELD: English Language Development
COG: Cognitive Development, includes Math and Science
PD-HLTH: Physical Development–Health
HSS: History–Social Science
VPA: Visual and Performing Arts

Desired Results

29

Slide 30

The Four Ds

Domains

Definitions

Developmental levels

Descriptors

LOOK to the 4 Ds:
Domains, Definitions, Developmental Levels, and Descriptors to clarify the intent of each measure

Desired Results

30

Slide 1

The DRDP is an

Desired Results
Desired Results

Observation Based Assessment Instrument

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Slide 2

"Getting to know children as people and as learners gives you the information you need to be an effective decision maker in the classroom."

The Power of Observation

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Slide 3

Desired Results
Desired Results

"With the information you learn from observing, you can select the:

- right materials,
- plan appropriate activities,
- ask questions that guide children in learning to understand the world around them."

The Power of Observation

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11

Develop Methods for Recording Observations and Collecting Evidence

Desired Results

- Anecdotal records
- Photography
- Audio and video records
- Running records
- Sketches
- Work samples
- Daily log
- Frequency countfiles

34

Noticing Descriptions and Interpretations

Desired Results

DESCRIPTIVE	INTERPRETIVE

35

Still Photo Observation

Desired Results

Adapted by permission, The Art of Awareness © 2000 Deb Curtis and Margie Carter, Redleaf Press. St. Paul, Minnesota, www.redleafpress.org.

36

12

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
What are the specific details? What you actually… • Observed • Read • Heard *Example: He is holding shirt with one hand and pen in other hand.*	What were your initial reactions? How you felt about what you… • Observed • Read • Heard *Example: He looks worried.*

Desired Results

37

Steps to Completing the DRDP

Desired Results

38

Complete the Information Page

Desired Results

39

13

Slide 40

The Four Ds

Domains

Definitions

Developmental levels

Descriptors

LOOK to the 4 Ds:
Domains, Definitions, Developmental Levels, and
Descriptors to clarify the intent of each measure

Desired Results

40

Slide 41

A Deeper Look at the Descriptors

Developmental Domain: COG — Cognition, Including Math and Science
COG 3: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

Descriptor

Each developmental level has a **descriptor** that defines the behaviors that would be observed if a child were at that developmental level.

Desired Results

41

Slide 42

Developmental Domain: COG — Cognition, Including Math and Science
COG 3: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

If the descriptor has **;** followed by **and**, the child <u>must</u> do all the behaviors, <u>but not necessarily</u> in the same observation.

BUT

Desired Results

42

14

Developmental Domain: COG — Cognition, Including Math and Science

COG 7: Shapes
Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
	There are no earlier levels for this measure	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them

Desired Results

> If the descriptor says **and**, then the child
> <u>MUST</u> be able to do <u>all</u> of the behaviors
> and they need to be observed together.

43

Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

Desired Results

> If the descriptor says <u>or</u>, a child only
> needs to demonstrate the behavior in
> one of the listed ways.

44

Desired Results

A Deeper Look at the Descriptors

- Look at COG 3 and COG 7.
- Read each descriptor carefully:
  - Circle the word (or)
  - Highlight **;** followed by **AND**
  - Underline <u>AND</u> **(when it connects two skills)**
- Did you get them all?

45

15

Cognition Sample

Desired Results

Desired Results

46

A Deeper Look at the Descriptors

Desired Results

Desired Results

- What is the child able to do?
- Look at COG 3 and COG 7 and their descriptors.
- Which parts of the descriptors can the child do?

47

Developmental Level Activity

Desired Results

Desired Results

Where are you in your development…
as a cook?

48

16

HLTH 10: Cooking

Definition: Adults show increasing skill in making healthy meals and snacks.

Mark the latest developmental level the adult has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Responds to the smells of food	Uses multiple senses to explore food	Watches cooking shows	Eats food prepared by others	Heats premade food	Prepares simple meals and follows simple recipes	Prepares complex meals from scratch	Prepares the newest cuisines from around the world on a weekly basis

— Examples —

▸ Says, "What smells good?"	▸ Asks to taste all samples at Costco	▸ Saves recipes for Mom to use	▸ Uses the "drive-thru" at least 3 times per week	▸ Heats frozen meals	▸ Makes spaghetti and a salad	▸ Prepares 5 course meals	▸ Graduated from Cordon Bleu and is top chef at a 5 star restaurant

○ Adult is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:

Cooking   **HLTH 10**

Desired Results

Developmental Level Activity

Prepare an activity to do with your staff
or …
Participate in the tutorial
on the Desired Results Web site

Desired Results

Lunch Break

17

Review the collected evidence and reflect on the child's development

Desired Results

Desired Results

52

How do children demonstrate a developmental level is mastered?

Desired Results

A developmental level is mastered when the child typically demonstrates the behavior(s)

✓ Consistently over time

✓ In different situations or settings

Desired Results

53

Based on observations, fill-in **one** bubble that best describes the child's highest developmental level mastered

Desired Results

Desired Results

54

18

Desired Results

After marking the developmental level mastered, ask "Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but are not yet typical or consistent?" If so…..

55

Emerging

56

Not Yet at the Earliest Developmental Level

57

19

Unable to Rate

Developmental Domain: ATL-REG — Approaches to Learning: Self-Regulation

ATL-REG 7: Shared Use of Space and Materials
Child develops the capacity to share the use of space and materials with others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier

58

Conditional Measures

Developmental Domain: ATL-REG — Approaches to Learning: Self-Regulation

Conditional Measure

ATL-REG 2: Self-Comforting
Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier

59

Conditional Measures

Rating Conditional Measures
If you are using the conditional measures for a preschool-age child, mark them on the Rating Record according to the following guidance.

Conditional Measures for Preschool-Age Children

60

20

Preschool English-Language Development Measures

Desired Results

Desired Results

61

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

Desired Results

Desired Results

62

Child's Language Information

Desired Results

Desired Results

Add Child Record to Fall 2015

Date of assessment (mm/dd/yyyy): [   ]   Age Group Instrument: **DRDP(2015) - Preschool**

+ **Child's Information**
+ **Observer Information**
− **Child's Language Information**

13. Child's home language(s)? (Check all that apply)
   ☐ English ☐ Spanish [Choose a language ▼]
   Is a language other than English spoken in the child's home?   ☐ Yes ☐ No
   If yes, a language other than English is spoken in the child's home, the ELD measures must be completed.

14. What language(s) do you speak with this child? (Check all that apply)
   ☐ English ☐ Spanish [Choose a language ▼]

63

21

Child's Language Information

64

The New Developmental Levels for ELD

65

Assessing Children Who Are Dual Language Learners

66

22

Code Switching

- Typical of dual language development
- Use of multiple languages in one conversation
- Uses grammatical rules of each language (at the 3 and 4 year old level of course!)
- Influenced by context and purpose

67

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Key points for LLD & ELD

1. LLD is used with all children to measure progress in their home language.
2. ELD is used with any child where a language other than English is spoken in the home.

Important

68

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Completing a Developmental Profile

DRDP (2015)
Infant/Toddler View
for use with infants and toddlers

DRDP (2015)
Preschool Comprehensive View
for use with preschool age children

Desired Results Developmental Profile
School-Age®

DRDP-SA® (2011)
Complete Version

Desired Results Developmental Profile©

69

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23

Into Practice

DIRECTIONS:

1. Review all evidence.
2. Reflect on what the evidence shows.
3. Complete the DRDP.

70

The Child's Developmental Progress form is designed to…

- Describe the child's development to parents
- Engage parents as partners in supporting curriculum objectives for the child
- Assist in determining curriculum objectives to support the child's development
- Complete twice per year prior to the parent conference

71

Child's Developmental Progress Form

72
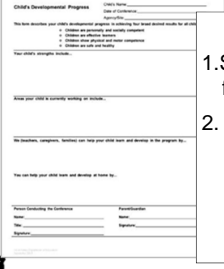
Completing the Child's Developmental Progress Form

Desired Results

DIRECTIONS:

1. Summarize DRDP findings

2. List:
   - 3 strengths
   - 1 area for improvement
   - A way the program helps

73 73

DRDPtech©

Desired Results

Now required of all EESD programs

Desired Results Developmental Profile©

Get information about DRDPtech on the Desired Results Web Site:
www.desiredresults.us

74

DRDP data is compiled by…

Desired Results

- Individual child
- Classroom
- Contract

- DRDPtech
- Excel spreadsheet
- Commercial software programs

75

25

What is DRDPtech©?

- An online data entry system
- An easy way to compile information about your students
- Tool for printing out summary reports
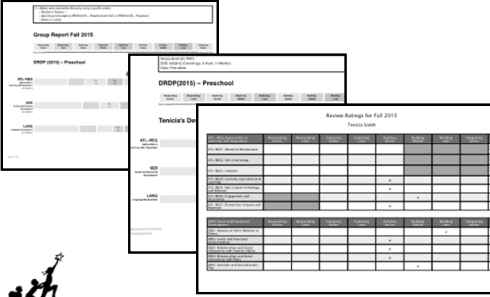
Desired Results

Desired Results

76

DRDPtech© Reports

Desired Results

Desired Results

77

DRDP Summary of Findings

Desired Results

Desired Results

78

26
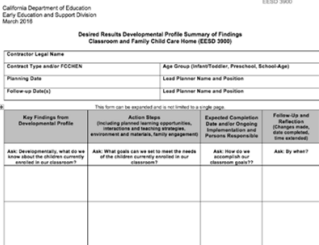
What's in the Curriculum Frameworks?

Desired Results

School-age frameworks available on CDE Web site

79

What does the framework do?

Desired Results

"Created as a companion to the *California Preschool Learning Foundations, Volume 1,* this framework presents strategies and information to enrich learning and development opportunities for all of California's preschool children." p. v

80

Tips When Planning

Desired Results

- Review current curriculum to find links with the DRDP.
- Summarize children's progress by reviewing, discussing, and consulting with others who know them.
- Reflect on your collection of observations, including photos, notations, audio tapes, sketches, etc.
- Consult other resources to support planning for the needs of children's developmental levels.

81

27

Small and Large Group Planning

Group Development Report This Year

DRDP (2015) - Infant/Toddler

Use the data provided from DRDPtech to plan for individual children, as well as for small and large group activities.

All teachers…

Must use the results of assessments of children's progress and teaching practices to support each child's learning and development.

83

Writing a DRDP Summary of Findings

California Department of Education
Early Education and Support Division
March 2016

EESD 3900

Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EESD 3900)

DIRECTIONS:

1. Review narrative and DRDP Group Data Summary.
2. Identify **key findings.**
3. Draft **action steps.**

84

Slide 1

Desired Results | **Desired Results**

November Webinar

Dual Language Learner

9:00 am (or) 3:00 pm

November 15, 2016

HOMEWORK: Complete the LLD and ELD Foundations and Frameworks Modules inside of CECO.

Read the Assessing Dual Language Learner handout.

85

Slide 2

Desired Results | **Desired Results**

Taking it
Back to the Agency

Slide 3

Desired Results | **Desired Results**

Use the Self-Study Checklist for Program/Agency Administrators to plan agency/contract calendar

87

29

Use the
Self-Study
Checklist for
Classroom/Family
Childcare Home
Network Staff
to plan
classroom/group
calendar

California Department of Education (http://www.cde.ca.gov/sp/cd/ci/mb1503.asp)
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Management Bulletin 15-03

Early Education and Support Division

Subject: Information about the Implementation of the Desired Results Developmental Profile (2015) (DRDP [2015]) for providers of early education services funded by the Early Education and Support Division (EESD) and the Special Education Division (SED).

Number: 15-03

Date: June 2015

Expires: Until Rescinded

Authority: California *Education Code* (*EC*) sections 8203, 8203.5, 8261, and 8282; *California Code of Regulations*, Title 5, sections 18270 and 18272

Attention: Executive Directors and Program Directors of all EESD's CCTR, CSPP, CFCC, CMIG and CHAN contracts and SED-funded Early Education programs

Purpose

The purpose of this Management Bulletin (MB) is to provide guidance on the implementation of the DRDP (2015) assessment to the California Department of Education (CDE), EESD programs and SED programs serving children from early infancy to kindergarten entry.

Authority

For EESD: *California Code of Regulations*, Title 5, Section 18272 requires EESD contracted centers, preschools, and FCCHEN to complete the age-appropriate DRDP for each child enrolled in the program for at least ten hours per week. The DRDP must be completed for each child within 60 calendar days of the child's enrollment in the program and at least once every six months thereafter.

For SED: Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) and regulations from the U.S. Department of Education's Office of Special Education Programs (OSEP) form the legal basis for the participation of infants and toddlers and their families with Individual Family Service Plans (IFSPs) and preschool-age children with Individualized Education Programs (IEPs) in the DRDP Assessment System. For information on eligible children and assessment timelines, visit http://draccess.org/system/DRDPaccessSystemFedRequirements.html.

Return to Top

Background

About the DRDP (2015)

The DRDP (2015), a developmental continuum from early infancy to kindergarten entry, is designed to assess the developmental progression of all children in CDE, funded programs including children with an IFSP or an IEP. The assessment has an Infant-Toddler view for children younger than three years of age, and a Preschool view for children who are age three years and older. The Infant-Toddler and Preschool views include measures in five domains: (1) Approaches to Learning-Self Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Cognition, and (5) Physical Development Health. The Preschool view includes the additional domains of: (1) History-Social Science, (2) English-Language Development, (3) Visual and Performing Arts, and (4) additional measures for Mathematics and Science in the Cognition domain. The assessment is fully aligned to the California Early Learning Foundations and the Head Start Child Development and Early Learning Framework.

During the spring of 2014, a field study was conducted with a group of approximately 1,600 children from EESD and SED programs. Data gathered from this study was used to refine the DRDP (2015) instrument. During the 2014–15 program

DRDP-121

year, a calibration study was conducted with a group of more than 20,500 children served in EESD and SED programs in preparation for full implementation in the 2015–16 contract year.

Policy

Implementation of the DRDP (2015) for EESD and SED Programs

Beginning with the 2015–16 contract year, the use of the DRDP (2015) is required for all direct service agencies that contract with the EESD to provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs reporting to the California Special Education Management Information System (CASEMIS). Training will be provided to EESD and SED assessors via webinars, training modules, and in-person training. For up-to-date information regarding training activities, check the following Web sites:

- For EESD funded programs, go to http://www.desiredresults.us.

- For SED funded programs or for information about children with IFSPs and IEPs, go to http://www.draccess.org.

Children dually enrolled in SED and EESD programs will no longer need to be assessed on both the DRDP *access* and the DRDP (2010). They will be assessed using the DRDP (2015) instrument. **When children are served by both EESD and SED programs, the teachers and specialists are to collaborate on one assessment** following the more stringent timeline, and handle DRDP data according to the requirements of each Division.

For EESD contractors who begin the observation process in July, a draft DRDP (2015) assessment was posted on the http://www.desiredresults.us Web site on **June 15, 2015**. The official DRDP (2015) will be posted by **August 3, 2015**. Programs may use the draft document to guide their observations until the final version is released. The finalized assessment will contain additional information.

Using DRDPtech© to Record Assessment Data for EESD Programs

DRDPtech©, a secure cloud application, is provided free of charge to: (1) EESD-funded programs, (2) California Head Start programs, (3) California School Districts and County Offices of Education, and (4) California Tribal Child Care and Development Fund Child Care. Beginning in the 2015–16 program year, EESD-funded agencies are required to use the DRDPtech© to obtain psychometrically valid reports. Use of DRDPtech© will also meet the record retention requirement. This means no paper copies of the instrument are required for individual children when assessment data is stored in DRDPtech©. For agencies that use commercial vendors, an Excel format will be provided so data can be uploaded into DRDPtech© to take advantage of the psychometrically valid report functions.

For EESD-funded agencies that cannot access DRDPtech© through the Internet, an optional rating record is available. This is an Inspiron form that can be completed as a hard copy and submitted to be scanned into the DRDPtech© system. Additional instructions regarding submission will be found on the bottom of the Inspiron form. This service will be available for a small per-child charge ($1 per child). The Inspiron DRDP (2015) form will be available beginning **September 8, 2015**. Please contact desiredresults@wested.org for more information and to receive copies of the form.

The DRDPtech© (2015) will be online and available to enter child information **by August 28, 2015**. If an agency is not already using DRDPtech©, begin the setup process by linking to http://www.desiredresults.us and click on DRDPtech© at Quick Links. Please allow adequate time to set up an account prior to meeting the submission deadline (typically two weeks).

For EESD-funded agencies that are unable to use DRDPtech©, an exemption can be obtained by contacting your assigned EESD Field Service Consultant. You will be asked to complete and submit a form which is renewed each fiscal year. For a list of consultants by region, please visit http://www.cde.ca.gov/sp/cd/ci/assignments.asp.

This requirement for the use of DRDPtech© also applies to contractors serving school age children and using the DRDP-SA.

Submitting DRDP (2015) Data to CASEMIS for SED Programs

SED programs will submit DRDP (2015) data to CASEMIS. **SED programs do not enter DRDP data into DRDPtech©.** For questions about CASEMIS, contact casemis@cde.ca.gov. For more information about SED requirements for DRDP (2015), including training, reports, technical assistance, or requirements, contact the Desired Results Access Project by e-mail at info@draccess.org, by phone at 1-800-673-9220, or by visiting http://draccess.org/prodevelopment/.

Directives

Assessment Cycle	For EESD Programs	For SED Providers
First assessment	Completed within the first 60 days of enrollment in program.	Completed for any child made eligible by **October 1** and submitted to CASEMIS by **February 1**.
Next assessment	Completed every six months after initial assessment.	Completed for any child made eligible for services by **March 1** of the program year. Data is submitted to CASEMIS by **July 1**.
Limitation	If child is enrolled for less than 10 hours per week, an assessment is not required.	If a child is eligible for services, an assessment is required regardless of hours of service received.
Limitation	If a child is ill for an extended period of time or is out of the country and not attending the program, an assessment may not be possible and should be documented.	If a child is ill for an extended period of time or is out of the country and not attending the program, an assessment may not be possible and should be documented.

EESD Programs

Questions regarding the information in this MB can be addressed by contacting Serene Yee, Consultant, Quality Improvement Office, by phone at 916-322-1048 or by e-mail at syee@cde.ca.gov.

SED Programs

Questions regarding special education's participation in the DRDP Assessment System may be addressed to Sheila Self, Consultant, Policy Program Services Office, by e-mail at sself@cde.ca.gov.

If you have any questions regarding the information in this management bulletin, please contact your assigned Early Education and Support Field Services Consultant at http://www.cde.ca.gov/sp/cd/ci/assignments.asp or by phone at 916-322-6233.

Return to Top

This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.

Questions: Early Education and Support Division | 916-322-6233

Last Reviewed: Wednesday, September 9, 2015

DRDP-123

California DEPARTMENT OF EDUCATION

Management Bulletin 16-06

Early Education and Support Division

Subject: Information about the options for implementation of the Desired Results Developmental Profile (2015) (DRDP [2015]) for providers of early education services for preschool-aged children funded by the Early Education and Support Division (EESD) and the Special Education Division (SED)

Number: 16-06

Date: May 2016

Expires: Until Rescinded

Authority: California *Education Code* (*EC*) sections 8203, 8203.5, 8261, and 8282; *California Code of Regulations*, Title 5, sections 18270.5 and 18272

Attention: Executive Directors and Program Directors of EESD General Child Care and Development Programs (CCTR), California State Preschool Programs (CSPP), Family Child Care Home Education Networks (FCCHEN), Migrant Center Programs (CMIG) and Severely Handicapped Programs (CHAN) and of SED-funded Early Education programs

Purpose

The purpose of this Management Bulletin (MB) is to inform DRDP (2015) assessment users that, starting Fiscal Year 2016–17, the DRDP (2015) will have two preschool views, a fundamental view and comprehensive view, for assessing children from preschool-age to kindergarten entry. This MB does not address the Infant/Toddler view of this instrument.

Authority

For EESD: *California Code of Regulations*, Title 5 Section 18272 requires EESD contracted centers, preschools, and FCCHEN to complete the age-appropriate DRDP for each child enrolled in the program for at least ten hours per week, and for each child with exceptional needs, even if enrolled less than ten hours per week. The DRDP must be completed for each child within 60 calendar days of the child's enrollment in the program and at least once every six months thereafter.

For SED: Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) and regulations from the U.S. Department of Education's Office of Special Education Programs (OSEP) form the legal basis for the participation of infants and toddlers and their families with Individual Family Service Plans (IFSPs) and preschool-age children with Individualized Education Programs (IEPs) in the DRDP Assessment System. For information on eligible children and assessment timelines, visit the Desired Results Access Web page at http://draccess.org/system/DRDPaccessSystemFedRequirements.html.

Background

About the DRDP (2015)

The DRDP (2015), a developmental continuum from early infancy to kindergarten entry, is designed to assess the developmental progression of all children in California Department of Education (CDE)-funded programs including children with an IFSP or an IEP. The assessment has an Infant/Toddler view for children younger than three years of age, and a Preschool view for children who are age three years and older. This assessment is fully aligned to the California Early Learning Foundations and Head Start Child Development and Early Learning Framework.

The Infant/Toddler and Preschool views include measures in five domains: (1) Approaches to Learning-Self Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Cognition, and (5) Physical Development-Health.

The 2015–16 Preschool view includes the additional domains of: (1) History-Social Science, (2) English-Language Development, (3) Visual and Performing Arts, and (4) Additional measures for Mathematics and Science in the Cognition domain.

Recognizing the need for flexibility and based on research indicating which domains are most predictive of later school success, the CDE has identified fundamental domains that assess the essential domains of school readiness for preschool-aged children and created two preschool view options. The two view options are: (1) the Preschool Fundamental View which will require 30 measures and (2) the Preschool Comprehensive View which is comprised of the current 59 measures.

The Preschool Fundamental View option requires fewer domains for assessing preschoolers. The required domains are: (1) Approaches to Learning-Self Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Mathematics, and (5) Physical Development.

The Preschool Fundamental View allows flexibility for agencies who desire a more compact profile of a preschooler's development. The Preschool Comprehensive View (the current full, unabbreviated Preschool View) will continue to be available as an option for programs to use. The CDE is committed to the idea of the whole child and supporting all domains and encourages programs serving preschool-aged children to use the Preschool Comprehensive View.

The new Preschool Fundamental and Preschool Comprehensive Views pertain only to assessment of preschool-age children. The DRDP (2015) Infant/Toddler View remains unchanged.

Policy

Implementation of the DRDP (2015) Preschool options for EESD and SED Programs

The DRDP (2015) continues to be required for all preschool-aged children enrolled at least ten hours per week in a direct service CDE EESD contract and for each preschool-aged child with an IEP, even if receiving services less than ten hours per week. Beginning with the 2016–17 contract year, contractors have the option to use either the DRDP (2015) Preschool Fundamental View or the Preschool Comprehensive View. Program administrators will decide which preschool view their programs will use for the program year. The Preschool Fundamental View is required for all preschool-aged children with IEPs reporting to the California Special Education Management Information System (CASEMIS). Training will be provided to EESD teachers and SED assessors via webinars, training modules, and in-person training.

For up-to-date information regarding training activities, for EESD-funded programs, visit the Desired Results for Children and Families Web page at https://www.desiredresults.us/training-opportunities. For SED-funded programs or for information about children with IFSPs and IEPs, visit the Desired Results Access Web site at https://www.desiredresults.us/faq.

The DRDP *access* and the DRDP (2010) have been discontinued. Children dually enrolled in SED and EESD programs will be assessed using the DRDP (2015) instrument. **When children are served by both EESD and SED programs, the teachers and specialists are to collaborate utilizing one assessment** following the more stringent timeline, and handle DRDP data according to the requirements of each division.

DRDP Data Reporting

For EESD Programs

DRDPtech©, a secure cloud application, is provided free of charge to: (1) EESD-funded programs, (2) California Head Start programs, (3) California School Districts and County Offices of Education, (4) California Tribal Child Care and Development Fund programs and (5) California Community Colleges, California State University and University of California. As of the 2015–16 program year, per MB 15-03, EESD-funded agencies are required to use the DRDPtech© to obtain psychometrically valid reports. Use of DRDPtech© will also meet the record retention requirement. This means no paper copies of the instrument are required for individual children when assessment data is stored in DRDPtech©. For agencies that use commercial vendors, an Excel format will be provided so data can be uploaded into DRDPtech© to take advantage of the psychometrically valid report functions. Inspiron DRDP (2015) forms are available for programs without internet access. If you have further questions, please see MB 15-03.

For SED Programs

SED programs will submit DRDP (2015) Preschool Fundamental View data for all preschool-aged children with IEPs to CASEMIS. For questions about CASEMIS, contact casemis@cde.ca.gov.

Questions

EESD Programs

Questions regarding the information in this MB may be addressed to Serene Yee, Consultant, Quality Improvement Office, by phone at 916-322-1048 or by e-mail at syee@cde.ca.gov or your assigned Early Education and Support Field Services Consultant. Contact information can be found on the Consultant Regional Assignments Web page at http://www.cde.ca.gov/sp/cd/ci/assignments.asp or by phone at 916-322-6233.

SED Programs

Questions regarding the participation of SED in the DRDP Assessment System may be addressed to Sheila Self, Consultant, Policy Program Services Office, by e-mail at sself@cde.ca.gov. For questions regarding SED requirements for use of the DRDP (2015), including training, reports, or technical assistance, contact the Desired Results Access Project by e-mail at info@draccess.org, by phone at 1-800-673-9220, or by visiting the Desired Results Access Project Web page at http://www.draccess.org/professionaldevelopment.

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Questions: Early Education and Support Division | 916-322-6233

Last Reviewed: Friday, May 27, 2016

Treasure Hunt

GOALS:

The goal of this activity is for participants to become familiar with DRDP guidelines and learn about the FAQ resource.
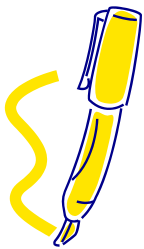
MATERIALS REQUIRED:

- Copies of DRDP Frequently Asked Questions (FAQ)
- Copies of the two versions of Treasure Hunt

TIME: 30 min

ACTIVITY PROCESS:

1. Have participants work in dyads, triads or table groups. Give one version of questions to each table.

2. Ask each small group to work together to find the answers to the questions, use the FAQ as a resource in answering the questions, and note which FAQ the group used to answer each question.

REFLECTION:

- Return to the large group. Read the Treasure Hunt questions and solicit answers from the group. Correct misconceptions as needed.

- Explain that the DRDP Frequently Asked Questions are available on the Desired Results website, and that participants should check the site regularly to see if there have been updates. Explain that, this resource answers many questions teachers may have about using the DRDP.

Treasure Hunt - Version 1

Your group is going on a treasure hunt, looking for answers about the DRDP. Use the FAQS as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP is due?

2. Our program likes the Creative Curriculum System. Must we use the CDE proposed curriculum instead?

3. One of the children in my group is amazing! I rated several measures at "Integrating Earlier" and she does more than what is at Integrating Earlier. Is this one of those times I use "Emerging" to show she's emerging to the next level?

4. We are part of a FCCHEN, and I supervise 6 family childcare homes. The providers tell me they are not allowed to complete DRDPs. Is this true? Who is responsible for completing the DRDP's on the children in their care?

5. We have an inclusive preschool program. Do I still complete the DRDP on children in the program that have an IEP?
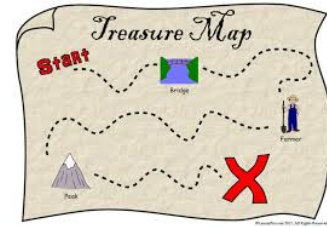
Treasure Hunt - Version 2

Your group is going on a treasure hunt, looking for answers about the DRDP. Use the FAQS as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. I'm teaching a 3-year-old classroom, but I also have a two-year-old who will turn three around Thanksgiving. The first DRDP is due while she's still two, though. Do I have to use the Infant/Toddler view with her even though she's in a preschool classroom?

2. Our program hates wasting so much paper. Can we use the same DRDP forms for both the fall and spring assessment periods? And if not, is there another paper-saving option that you can think of?

3. We really don't have room at our school to keep all the children's portfolios for five years, should we rent out one of those storage spaces?

4. The DRDP is so long, we only want to use some measures in certain domains. Can we skip measures?

5. This is my first time using DRDP, where do I go to find free training opportunities?

DRDP (2015) Frequently Asked Questions (FAQ)

DRDP (2015) - A Developmental Continuum from Early Infancy to Kindergarten Entry Requirements

1. When is the Desired Results Developmental Profile (DRDP) to be completed?
The first DRDP assessment instruments must be completed within 60 calendar days of the child's first day of enrollment in the program and every six months thereafter. Completing the DRDP (rating the child's development on the DRDP measures) is usually completed over a two-week period; however, teachers and caregivers are expected to record observations and gather evidence on an ongoing basis.

2. For part-time preschoolers who are attending one or two days a week, would the 60 days count from days of enrollment or calendar days?
The DRDP must be completed for all children within 60 calendar days regardless of the circumstances. Remember, in order for a DRDP to be completed, children must attend the program ten hours a week or more.

3. If the child leaves or withdraws before the 60 days, does an assessment still need to be completed?
The assessment is only completed if the child is still enrolled in the program.

4. Who is required to administer the DRDP?
The child's primary teacher or caregiver is responsible for completing the DRDP. It should not be completed by assistant teachers or by families, although their comments and other anecdotal observations should be used to inform the child's primary teacher or caregiver ratings. The staff person who completes the developmental profile should be able to understand the child's language, or use an interpreter if necessary.

5. Which version of the Desired Results Developmental Profile (DRDP) should be used?

- **Infant/Toddler:** Use the DRDP (2015)–Infant/Toddler View for children from early infancy to 36 months, unless two years and seven months in a preschool classroom.
- **Preschool:** The agency may use the DRDP (2015) Preschool Comprehensive View or the Preschool Fundamental View for children who are three years of age until kindergarten enrollment. The DRDP (2015) Preschool Comprehensive View or the Preschool Fundamental View may also be used for children who are at least two years and seven months entering a preschool classroom who will turn three on or before December 2. Use of the Preschool Fundamental View is required for all preschool age children with an IEP.
- **School Age:** For after school programs that provide services for children from kindergarten entry through 12 years of age, the agency may use the Desired

Results Developmental Profile–School Age (DRDP-SA©), Simplified Version or the Complete Version.

6. Is it okay to use DRDP-K for preschool children?
The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©) is an assessment instrument that is designed for teachers to use to reflect on the learning, development, and progress of all children during the transitional kindergarten/ kindergarten year. It may not be used with preschool children.

7. For how long should DRDP forms be maintained on file?
There is a five-year record retention requirement for maintaining DRDP records. DRDPtech allows programs to meet this record retention requirement and store the DRDP records in a free, secure online system.

8. Should the portfolios be kept on file also?
Portfolios should be kept on file (either electronically or paper versions) while the child is enrolled in the program. Once the child leaves the program, the portfolio should be sent home with the child. There is no need to store them for five years.

9. Should there be a comment for each measure?
To complete the DRDP, teachers and caregivers should gather ongoing evidence and documentation of the child's growth. California Department of Education (CDE) Early Education and Support Division (EESD) programs are required to maintain portfolios for each child. There is no requirement to add comments.

Frequently Asked Questions about the DRDP (2015) Fundamental View

10. Regarding the new Fundamental View for the DRDP (2015) Preschool tool, will there be an update to DRDPtech?

A. Yes, there will be an update in DRDPtech by December 2016. Meanwhile, please mark "unable to rate" in conditional measures Physical Development-Health (PD-HLTH) measures 5-6 and 10, if you do not need them, as well as for all measures for the domains of History-Social Science (HSS) and Visual Performing Arts (VPA). Once that is completed, child records can be locked.

B. There is an option for an administrator to upload the child records into DRDPtech with the template that has PD-HLTH measures 5-6 and 10 and all measures in the domains of HSS and VPA marked "unable to rate." After uploading, only the fundamental measures will show as being able to rate for the teacher. However, if there are children with IEPs in the classroom programs, the teacher should not mark PD-HLTH measures as unable to rate, but rather the teacher should fill those conditional measures out themselves.

11. Is it possible for our staff to use the paper ratings record until the online version is ready, and then input the data into DRDPtech?

Programs are able to enter ratings into DRDPtech now. There is no need to wait for the Fundamental View. There will be an update in DRDPtech by December 2016. Meanwhile, please mark "unable to rate" in PD-HLTH measures 5-6 and 10 (if a child does not have an IEP) as well as for all measures in the domains of HSS and VPA. Once that is completed, child records can be locked.

12. Will children with IEPs use the Fundamental View or the Comprehensive View?
Please use the same DRDP view with all of your children. All conditional measures are required for children with IEPs, except for the English Language Development (ELD) measures. The use of the ELD measures is dependent upon whether a language other than or in addition to English is spoken in the home. Special Education staff should go to www.draccess.org for information on requirements on what to submit to the state for state reporting.

13. When will the Fundamental View Spanish resource be available?
The DRDP (2015) Fundamental View Spanish resource will be available by August 30, 2016.

14. Is the Fundamental View going to be available in the DRDP Portfolio App? If so, what's the estimated date of its availability?
The DRDP Portfolio App has all of the measures of the DRDP (2015). Teachers can collect evidence for the measures they are rating. The DRDP Portfolio App does not require evidence for all measures. It may be updated in the future, but at this time, the DRDP Portfolio App has all the measures for each age group.

Desired Results Developmental Profile (DRDP) Formatting

15. Should the DRDP be copied each time it is administered?
It is required that teachers use DRDPtech for entering their DRDP ratings. Therefore, the teacher only needs one copy of the DRDP. Some programs choose to enter data into DRDPtech by scanning in ratings using an outside service. In those cases, a rating record will be needed for every child, each rating period. Teachers should still review and reflect on the evidence and documentation while reading the measure and level descriptors.

The DRDP instruments and the DRDP Rating Records can be found on the Web site at https://desiredresults.us/drdp-forms

16. What is the purpose of the DRDP Rating Record?
In order to maintain the validity and reliability of the DRDP, each time the teacher completes the DRDP, teachers are asked to come to the rating with "fresh eyes." The DRDP Rating Record is simply for the convenience of the teacher. Ratings for all rating periods must be entered into DRDPtech.

17. Is it okay to modify or skip measures from the DRDP?
All components of the DRDP are research-based. They work together to provide the child's developmental profile along a continuum. The DRDP has gone through formative evaluations to demonstrate that it is a reliable and valid assessment instrument in its current form. Modifying or skipping measures compromises the reliability and validity factors.

If an agency chooses to complete the Preschool Fundamental View, the agency also has the option of completing additional domains, as required by the agency.

18. Can observations be put directly on the DRDP so information can be stored in one place?
In order to rate the DRDP, look at the child's portfolio, anecdotal notes, teacher's records, and any other evidence of the child's progress during the marking period. There is no comment box available on the DRDP or in DRDPtech.

19. Is the DRDP available in computerized version (meaning profiles can be filled out electronically and summaries automatically generated)?
DRDPtech is a cloud-based computer system for the DRDP assessment instruments. DRDPtech is designed to allow teachers, program administrators, and other designated staff to enter the results of assessments using the DRDP instruments and to produce a variety of reports about the results for individual children and groups of children. DRDPtech is required for use by EESD programs.

20. Can a child demonstrate mastery of a developmental level on the DRDP in their home language?
Children in all age groups can demonstrate mastery of a developmental level in their home language. The teacher who completes the DRDP should speak the child's home language, or have assistance from another adult such as an assistant teacher or caregiver, director, or parent, who does speak the child's home language. The exception is the English-language development measures.

Developmental Levels

21. After marking the highest developmental level (integrating) on the DRDP (2015)-Preschool can "Emerging to the next level" be marked?
No. Since there is not a next developmental level available for reference on the age level instrument, there is no definition of what a child would be emerging towards.

22. If a child reaches the last developmental level on an age level instrument, what should occur next?
Staff should continue documenting and observing the child and using the information to plan curriculum.

23. Will most preschoolers reach the integrating level prior to enrolling in kindergarten?

The DRDP research shows that most preschoolers will reach the building level by the end of their preschool years. In California, some children begin transitional kindergarten at age 4, kindergarten at age 5 or at age 6. The DRDP is calibrated to accommodate a broader range of abilities. There is some overlap both with the DRDP (2015)-Infant/Toddler instrument and the DRDP-K instrument in order to encompass the range of abilities.

24. If the first level has not yet been marked, can emerging be marked?
No. Emerging is a way of showing that the child is moving from the present developmental level to the next developmental level. Since there is no first developmental level, the child is not emerging from a developmental level to the next developmental level.

25. Is emerging a developmental level?
No. Emerging is used to show the child is beginning to demonstrate some of the skills, knowledge or behaviors at the next level. A developmental level must be marked first before marking emerging.

Children with Special Needs

26. For a child on an IEP, what instrument should be used?
There is only one instrument for all children, including children with an IEP. Per the California Department of Education Management Bulletin 15-03, beginning with the 2015–16 contract year, the use of the DRDP (2015) is required for all direct service agencies that contract with the EESD to provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with an Individualized Education Program (IEP) and for all infants and toddlers with Individual Family Service Plans (IFSP) reporting to the California Special Education Management Information System (CASEMIS).

Availability of Training/Training Documents

27. Are training materials available on the Web site?
Training materials* are available on the Desired Results Web site under Training/Materials. In addition, you may refer to our Getting to Know You through Observation DVD and training workbook. It has many great ideas, plus clips of children to use for training.

These materials are intended solely for use by state-funded agencies for educational purposes. Commercial use is not authorized without express permission.

28. Is there any other training available?
Yes, there are online modules available on caearlychildhoodonline.org as well as tutorials on the desiredresults.us website. Teacher training is available for a fee. Teacher training dates and locations are posted on the Desired Results Web site under Training/Onsite Training.

29. Is a training of trainer's available on the DRDP?
The Desired Results Trainer's Institute trains a cadre of trainers on the DRDP. The materials provided at the Desired Results Regional Training can be utilized for training staffs.

30. Where can I find a list of Desired Results certified trainers?
The WestEd Desired Results Training and Technical Assistance Project is the sole California Department of Education (CDE) Early Education and Support Division (EESD) contractor authorized to provide training on the DRDP and to certify trainers to provide training on the DRDP within their agencies. To schedule a training for your agency, please fill out the Teacher Training Request Form.

31. Is there a training video or materials for the Desired Results Developmental Profile (DRDP)?
Online courses on the DRDP, Observation of Young Children, and Preschool English Learners may be available through California Early Childhood Online (CECO) on the website at https://www.caearlychildhoodonline.org/login.aspx . Training materials are routinely posted on the Desired Results Web site
https://www.desiredresults.us/materials

32. Is there also a state-adopted curriculum based on research from the Desired Results system as a guide?
The California Department of Education does not approve texts, materials, or particular curriculum for preschool programs. These are all local decisions. The state of California has adopted preschool learning foundations to give guidance to programs on what children should know and be able to do at the end of preschool. A curriculum framework has been developed to provide guidance for using the foundations in program planning, instructional strategies and professional development. Please check the California Department of Education's Web site for more information at
www.cde.ca.gov/sp/cd/re/psfoundations.asp

Using with Specific Programs

33. Is this instrument aligned with the Head Start (HS) framework?
Yes, it is. Alignment resources are available on the Web site
https://www.desiredresults.us/cdeeesd-resources

34. How many times a year is the DRDP completed in a Head Start program?
The requirement for Head Start programs is "Aggregating and analyzing aggregate child-level assessment data at least three times per year." Head Start Performance Standards 1307.3(b)(1) and 1307.3(b)(2). Also: Head Start Act, section 641A(g)(2).

35. If the DRDP (2015)-PS is completed 3 times a year, as some programs require, are the results still valid?
Yes, the results will still be valid since the instrument is calibrated and not dependent on frequency.

Family Child Care Home Education Network

36. In a Family Child Care Home Education Network (FCCHEN), who may complete the Desired Results Developmental Profile (DRDP)?
The DRDP is to be completed by those agency staff members that are designated as teachers.

37. Are trained Family Child Care providers in a Family Child Care Home Education Network (FCCHEN) allowed to complete DRDP?
FCCHEN teachers are responsible for completing the DRDP. Agencies may call them specialists or coordinators. Certainly, family child care providers are encouraged to assist in collecting evidence and documentation of the child's growth and progress. However, since they are not employees or direct contractors of the state, they cannot be required to complete the DRDP unless it is part of the contract with the FCCHEN.

Preschool Learning Foundations

38. How does the Desired Results Developmental Profile (DRDP)–[DRDP (2015)] relate to the foundations?
Foundations focus on nine domains: social-emotional development, language and literacy, English-language development, mathematics, visual and performing arts, physical development, health, as well as history/social science. The foundations provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when participating in a high-quality preschool program. The DRDP (2015) is a child observation tool aligned with the foundations. The DRDP (2015) provides teachers with a means to assess children's learning along a continuum of four different developmental levels. The foundations and the DRDP (2015) are to be used together to plan the environment, play, learning activities and instruction to meet the needs of the children and provide a high-quality preschool experience.

Still have questions?

E-mail us at desiredresults@wested.org for a prompt response!

Answers to Treasure Hunt

Treasure Hunt #1	Answer
1. First DRPD due	#1 and #2
2. Creative Curriculum	#32
3. Integrating Earlier	#21 and #22
4. FCCHEN	#36 and #37
5. Inclusive Classroom	#26
Treasure Hunt #2	
1. Which View	#5
2. Save Paper	#15 and #16
3. Portfolios	#8
4. All the Measures	#17
5. Training	#27

Compare and Contrast

GOALS:

The goal of this activity is for participants to identify similarities and differences among the three age level DRDP© instruments.
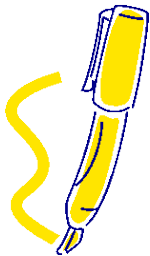
MATERIALS REQUIRED:

- Three age-level List of Measures within Domains
- Three age-level Navigation Maps

TIME: 10 minutes

ACTIVITY PROCESS:

1. Ask participants to pull out the three age levels of List of Measures within Domains and Navigation Maps.
2. As elbow partners or table groups, have participants find:
   o The one difference in developmental domains among the three age levels
   o Similarities and differences in the developmental levels among the three age-level instruments.

REFLECTION:

- Return to the large group. Solicit observations from the group.
- If needed, clarify that the three age-level tools have some of the same developmental domains.
- Point out that the preschool tool uniformly uses the four developmental levels from the example. Both the infant/toddler and the school-age tools have varying developmental levels depending on the measure.

DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance
Infant/Toddler View: for use with infants and toddlers

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
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	6
		2	Social and Emotional Understanding	7
		3	Relationships and Social Interactions with Familiar Adults	8
		4	Relationships and Social Interactions with Peers	9
		5	Symbolic and Sociodramatic Play	10
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	11
		2	Responsiveness to Language	12
		3	Communication and Use of Language (Expressive)	13
		4	Reciprocal Communication and Conversation	14
		5	Interest in Literacy	15
Cognition, Including Math and Science	COG	1	Spatial Relationships	16
		2	Classification	17
		3	Number Sense of Quantity	18
			Note: COG 4 - COG 7 and COG 10 are only for use for preschool age children	
		8	Cause and Effect	19
		9	Inquiry Through Observation and Investigation	20
		11	Knowledge of the Natural World	21
Physical Development– Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	22
		2	Gross Locomotor Movement Skills	23
		3	Gross Motor Manipulative Skills	24
		4	Fine Motor Manipulative Skills	25
		5	Safety	26
		6	Personal Care Routines: Hygiene	27
		7	Personal Care Routines: Feeding	28
		8	Personal Care Routines: Dressing	29

Developmental Domain

Measure

Definition

Developmental Level

Descriptor

Examples

Developmental Domain: SED — Social and Emotional Development

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

	Responding		Exploring		Building			Integrating
	Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle N/A	Later	Earlier N/A
	Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes ...ences o... *and* Describes the feelings or desires of family members, friends, or other familiar people	feelings to those of others
Possible Examples	• Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	• Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	• Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles ... family in prete... • Communicates, "I'm making cookies—just like Grandma" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	...s, using ...n board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

◯ Child is emerging to the next developmental level
◯ Unable to rate this measure due to extended absence

SED 1 | Identity of Self in Relation to Others

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance
Preschool View: for use with preschool-age children

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
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

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
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
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development–Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Hygiene	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History–Social Science	HSS	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

Developmental Domain: SED — Social and Emotional Development

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	**Later** ○	**Earlier** ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○	**Earlier** ○
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes ... preferences or fe... *and* Describes ... or desire... members, friends, or other familiar people	Compares own preferences or feelings to
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	• Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	• Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles from ... family in preten... • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	• Communicates, using ... board, "..." • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳，但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

Callout labels: Developmental Domain · Measure · Definition · Developmental Level · Descriptor · Examples

DRDP-146

Desired Results Developmental Profile—School-Age© (2010) Simplified Version
List of Measures Within Domains

Domain	Measure		
Self and Social Development (SSD)	1	SSD1:	Identity of self and connection to others
	2	SSD2:	Self-esteem
	3	SSD3:	Empathy
	4	SSD4:	Impulse control
	5	SSD5:	Follows rules
	6	SSD6:	Awareness of diversity: appreciation of differences and similarities
	7	SSD7:	Interactions with adults
	8	SSD8:	Friendship
	9	SSD9:	Conflict negotiation
Health (HLTH)	10	HLTH1:	Safety
	11	HLTH2:	Understanding healthy lifestyle
	12	HLTH3:	Personal care routines
	13	HLTH4:	Exercise and fitness

viii

Developmental Domain

Measure

Definition

Developmental Level

School-Age

Measure 1: Identity of self and connection to others

Definition: Child shows increasing awareness or understanding of self and his or her connection to others

1. Mark the developmental level the child has mastered. ○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	**Describes physical characteristics, preferences and things he or she can do in relation to another person**	**Describes self in terms of roles within one or more groups of people he or she knows**	**Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)**	**Describes self in terms of roles he/she may have in the future**
Examples ▶ "I know how to play checkers but not chess." ▶ "I like this game; it's my favorite." ▶ "I can swim in the shallow end but not the deep end." ▶ Draws picture of herself, showing her doing things she really does or with her favorite things. ▶ "I use a wheelchair."	▶ "I can run faster than Tommy, but he can throw the ball farther." ▶ "I am as tall as you are." ▶ "I like cheese crackers, but my brother likes the peanut butter ones." ▶ "I'm right-handed, and she's left-handed." ▶ "I'm older than you are."	▶ "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ▶ "I'm the singer in the band, and he plays the guitar and keyboard." ▶ "I'm the one in my family who sets the table for dinner."	▶ "At school, I'm in charge of bringing attendance sheets to the main office." ▶ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a service-learning project." ▶ "I'm a peacemaker at school: that means I help other children solve their problems." ▶ "I'm a study buddy to younger children."	▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▶ "I like helping children with their math homework; that's why I want to be a teacher." ▶ "I'd like to be a nurse because I like to help people, especially when they are sick."

Descriptor

Examples

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain here. ▶

DESIRED RESULTS
For Children and Families

Desired Results Developmental Profile© (DRDP©)
Terms and Definitions

Developmental Domain: A domain represents a crucial area of learning and development for young children. There are two domains in the DRDP-SA© (2010).

Measure: A measure focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SA© (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.

Definition: The definition of a measure specifies the aspect of development being observed.

Developmental Level: The developmental levels for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-SA© (2010) Simplified Version, measures in the SSD domain have five developmental levels and measures in the HLTH domain have four developmental levels. The developmental levels are defined on page iii of the front matter of the DRDP-SA© (2010).

Descriptor: Each developmental level has a descriptor that describes observable child behaviors associated with that developmental level.

Examples: Each descriptor is illustrated with several examples of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

DRDP© Developmental Domain Acronyms

SSD	Self and Social Development
HS	Health and Safety

DRDP (2015) Examples

GOALS:
Encourage participants to think beyond the provided DRDP examples which illustrate just some of the ways a child may demonstrate mastery.

MATERIALS REQUIRED:

- Copies of measures LLD5, COG 3, PD HLTH4, from the DRDP (2015)
- Post-its and writing implements

TIME: 20 minutes

PROCESS:
1. Divide a large group into small groups of three to five people or table groups.
2. Give each group a copy of one of the measures.
3. Ask each group to write one more example at each of the developmental levels for that measure, and to put each one on a post-it.
4. Ask group to pass their measure page and post-its to another table. That table sorts the new examples under the corresponding developmental levels.
5. Switch back with original table. Have tables discuss any discrepancies.

REFLECTION:

Return to the large group. Review the activity and resolve any questions.

DRDP-152

Developmental Domain: LLD — Language and Literacy Development

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○		Earlier ○
Attends or responds to people or things in basic ways	Plays with books; *and* Responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult	Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story		Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

Possible Examples

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
• Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine.	• Interacts with a cloth or board book by holding or mouthing it. • Pats a textured board book. • Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ["Five Little Fingers," a finger play in Spanish].	• Looks at pictures in a book for a short time while a familiar adult reads the book. • Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult. • Touches textured or tactile content on pages of a book as an adult is reading the book.	• Joins a group doing a simple finger play led by an adult. • Points at a picture when joining an adult who is reading a book, newspaper, or tablet. • Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	• Pretends to read a book from start to finish. • Explores a book with Braille and tactile content with hands. • Sings some words of a familiar song, from beginning to end, with an adult.	• Asks questions or communicates about why something happened in a story. • Starts a song or rhyme with others while playing outside. • Uses finger puppets while reciting a familiar rhyme.	• Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story, using props.	• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). • Asks for help finding a book about bugs after a nature walk. • Participates, with others, in using the computer to create a story about a class trip. • Makes up own version of rhyming song with peers' names.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 5

Interest in Literacy

LLD 5

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Middle ○	Later ○	Earlier ○
Responds to people or objects in basic ways	**Responds to changes in the number of objects observed or interacted with**	**Demonstrates awareness of quantity**	**Uses number names, but not always correctly, in situations related to number or quantity**	**Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten**	**Identifies small quantities without counting, up to three**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20**

Possible Examples

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Middle	Building Earlier-Later	Integrating
• Looks at objects that are hanging from a mobile. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	• Attends to one moving toy on a mobile, then to another. • Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. • Holds an object in each hand, and then touches the two objects together.	• Communicates, "More," during lunch. • Dumps small cars out of a bucket. • Gestures for more when playing with play dough. • Shows excitement when an adult offers another book.	• Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. • Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. • Signs, "Two," in response to the question of "How old are you?"	• Communicates a desire for two apple slices after noticing that a peer has two apple slices. • Communicates, "Three dogs," while looking at a picture of three dogs. • Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear.	• Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. • Chants numbers from one to 10 in order while waiting for a tricycle. • Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	• Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. • Communicates that there are six rocks after counting a collection of six rocks. • Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are.	• Counts six chairs, then counts seven children, and communicates, "We need one more chair." • Counts accurately to 20 while marching. • Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

COG 3

Number Sense of Quantity

COG 3

DRDP-154

PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding			Exploring			Building			Integrating
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○	○
Moves arms or hands in basic ways	Uses arms or hands to make contact with objects in the environment	Grasps objects with entire hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects, using hands, with strength, accuracy, and coordination	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

Possible Examples

• Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body.	• Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	• Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon.		• Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	• Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door.	• Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand.	• Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt.	• Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	• Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

*Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

DRDP-155

Developmental Domains

ATL-REG: Approaches to Learning–Self-Regulation
SED: Social and Emotional Development
LLD: Language and Literacy Development
ELD: English Language Development
COG: Cognitive Development, includes Math and Science
PD-HLTH: Physical Development–Health
HSS: History–Social Science
VPA: Visual and Performing Arts

DRDP (2015) Infant/Toddler View	DRDP (2015) Preschool Fundamental View	DRDP (2015) Preschool Comprehensive View	DRDP-K (2015)	School Age DRDP-SA (2009)
For use with infants and toddlers	For use with preschool-age children	For use with preschool-age children	For use with transitional kindergarten and kindergarten-aged children	Kindergarten through 12 years
5 Developmental Domains	**6** Developmental Domains	**8** Developmental Domains	**11** Developmental Domains	**2** Developmental Domains
29 Measures	**43** Measures	**56** Measures	**55** Measures	**13** Measures
ATL-REG: (5)	**ATL-REG:** (7)	**ATL-REG:** (7)	**ATL-REG:** (4)	**Self & Social Development (SSD):** (9)
SED: (5)	**SED:** (5)	**SED:** (5)	**SED:** (5)	**Health & Safety (HS):** (4)
LLD: (5)	**LLD:** (10)	**LLD:** (10)	**LLD:** (10)	
COG: (6)	**ELD:** (4)	**ELD:** (4)	**ELD:** (4)	Programs may use either the DRDP School Age Simplified or the DRDP-SA (2009) School Age Complete
PD-HLTH: (8)	**COG:** (7)	**COG:** (11)	**COG MATH:** (6)	
	PD-HLTH: (10)	**PD-HLTH:** (10)	**COG SCI:** (4)	
		HSS: (5)	**PD:** (4)	
		VPA: (4)	**HLTH:** (5)	
			HSS: (5)	
			VPA: (4)	
			SPAN: (4)-supplemental	

Practice Noticing Descriptions and Interpretations

GOALS:
This activity is designed to give the participants practice in separating descriptive data from interpretive data. This activity also familiarizes participants with the components of observation skills.
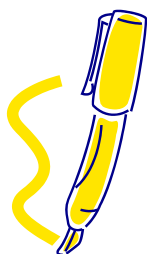
MATERIALS REQUIRED:

Instruction page
Photo page
Post-Its
Descriptive/Interpretive Chart

TIME: 10 minutes

ACTIVITY PROCESS:

1. Discuss the importance of good observation skills as it relates to the DRDP.
2. Participants may work alone, with a partner, or in a small group.
3. Direct participants to view the picture on screen or in the binder.

Reflection:
Ask the participants to share insights with the entire group. Encourage discussion of "good" observation skills. Include thoughts on objectivity, directness, specificity, mood, and completeness. Some suggested questions are as follows:

- What judgments did you put on hold during the observation?
- What specific details did you see in the photos?
- How can you use descriptive details to determine the mood of the child?
- Does the photo give you any clues about the sequence of the event?
- Discuss the following: the setting, who was involved, the actions in the order they occurred, the responses, the interactions, and the ending.

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Practice Noticing Descriptions and Interpretations

1. Look at the photos.
2. Using a post-it paper for each observation, record your reactions.

Example:

"He's making a mess. I better stop him before he gets that black marker all over himself and his clothes."

1. Place notes in appropriate side of the sheet - **Descriptive or Interpretive**

2. Review observations.

3. Sort them into categories termed **Descriptive and Interpretive.**

4. Use the following questions to guide your discussion:

   - Which observations have the details of what actually happened?
   - Which observations have your interpretation of what might have been occurring?
   - Compare your observations to the following examples:

Descriptive	Interpretive

Descriptive Example
"He has a black marker clutched in his left hand and he is making black marks around his belly button."

Interpretive Example
"He is exploring how the marker feels and looks on his body."

What do you see in these two photos?
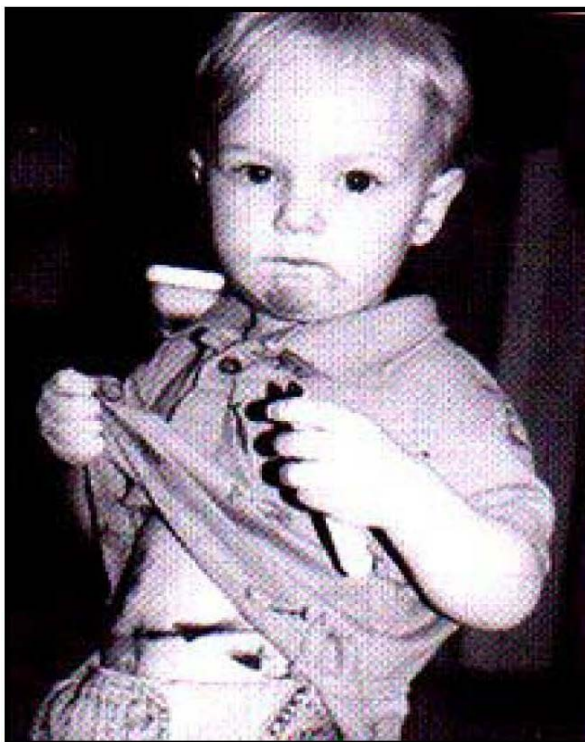
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DESCRIPTIVE	INTERPRETIVE

A Deeper Look at the Descriptors

GOAL: Gain deeper understanding of the skills and behaviors within each descriptor by comparing documentation and descriptors for Measures COG 5, COG 7, and COG 9.

MATERIALS REQUIRED:
- PowerPoint slides
- DRDP Measures COG 5, COG 7, and COG 9
- Video clip from 2:50-3:17 - LLD Foundations: Speaks Clearly
- Post it notes

TIME: 30 minutes

ACTIVITY PROCESS

1. Display the PowerPoint slide with the math video.
2. Participants read the descriptors for COG 5. Direct them to circle the word *or*, highlight the **;** followed by the word ***and***, and underline the word **and** when it connects two skills.
3. It is important to emphasize: 1) What ; followed by ***and*** means 2) What ***and*** means 3) What *or* means.
4. Participants compare their work with their neighbor's circles, highlights, and underlines to see if they identified them all. Make needed corrections or additions.
5. Discuss what the measure is assessing and what children might do for each of the developmental levels.
6. Repeat the process for COG 7 and COG 9.
7. Show the video clip and ask them to take notes on a post-it or a piece of paper.
8. What is this child able to do?
9. Which part(s) of the descriptor for COG 5 does the video address?
10. Which part(s) of the descriptor for COG 7 and COG 9 does the video address?

LLD and ELD Directions Activity

GOAL:
Participants will be able to learn how to use and become familiar with the LLD and ELD measures.

MATERIALS REQUIRED:
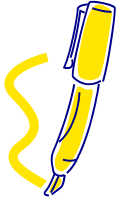
- PowerPoint slides
- DRDP (2015) Preschool View
- Assessing Dual Language Learner handout

TIME: 15 minutes

ACTIVITY PROCESS:

1. Facilitator will show slide of the Instructions for Using the Language and Literacy Development (LLD) and English Language Development (ELD) Measures.
    2. Facilitator will ask participants to highlight question #12 inside the assessment and explain that if another language other than English is spoken in the child's home, they ELD measures must be completed.
    3. Facilitator will show slide of the Assessing Children that are Dual; Language Learners handout. Provide 8-10 minutes to read the handout and highlight what stands out to them.
2. After the reading, facilitator will chart responses from the group "What was important to you?"

REFLECTION:
Facilitator shows the slide of the Key Points for ELD & LLD and reviews the key points with the group.

OPTIONS:
1. Participants can partner read the article.
2. Participants can chart their own response on chart paper (the top 3 important themes from the handout).

A Quick Guide to the DRDP (2015): Assessing Children Who Are Dual Language Learners

Quick Guides to the DRDP (2015) provide useful information for better understanding and using the DRDP (2015). Please check out the other Quick Guides coming soon.

Young dual language learners are young children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Many children arrive at school from homes where languages other than English are spoken. Overall, the development of language and literacy skills in a child's first (or home) language are important for the development of skills in a second language, and therefore, should be considered as the foundational step toward learning English.

Code Switching: A Typical Feature of Dual Language Development

When assessing young dual language learners, keep in mind that code switching is a feature of language development for children who are learning two or more languages. This is well documented in the research literature. Code switching is the use of multiple languages within a single conversation. Even when children mix their two languages they tend to honor the grammatical rules of each:

- "I want leche." ["I want milk" in English.] is an example of inserting a Spanish noun within an English sentence
- "¡And then el niño se cayó!" ["And then the boy fell down" in English.] is an example of using English linking words within a Spanish sentence

As early as three years of age, children code-switch to playfully experiment with the two languages and to serve their own social goals, such as to emphasize a point, elaborate, interrupt, honor the language preference of their listener, and be included or exclude other children as they negotiate new roles in social situations. Often code-switching is influenced by the context or purpose of the child's communication. For example they might code-switch when speaking with one person, or may almost exclusively use one language with one person and then another language with another person.

Understanding the Language and Literacy Development (LLD) Measures and the English-Language Development (ELD) Measures in the DRDP (2015)

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills, which can be demonstrated in any language. The young dual language learner may demonstrate knowledge and skills related to language and literacy development in their home language, in English, or in both languages.

The measures in the English Language Development (ELD) domain are used to assess the progress in learning to communicate **in English** of **preschool-age** children who are in a home environment where a language other than English is spoken. The developmental progression articulated by the ELD spoken measures is not age-related but rather indicative of a child's experiences with English. Children who are dual language learners will vary substantially in their acquisition of English language competencies, depending on factors such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.

DRDP-169

For children who speak English at home, the assessor will complete the LLD measures only. Still, assessors should keep in mind that children who speak English at home may begin to use some words and phrases from other languages that they learn from their peers and adults in the classroom, family friends, the broader community, and the media. Children may also begin to mix these words and phrases with English. This experimentation with other languages contributes to children's overall development of language and literacy skills.

Remember: for all children (infants, toddlers, and preschool-age) the assessor will complete the LLD measures. For preschool-age children who are dual language learners the assessor will complete both the LLD and the ELD measures.

Collecting Documentation for Young Dual Language Learners

Children who are dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in all languages the child uses should be considered when the Language and Literacy Development (LLD) measures of the DRDP (2015) are completed, as well as measures in the other domains.

The assessor who completes the instrument for a child who is a dual language learner should speak the child's home language. If not, the assessor must receive assistance from another adult who speaks the child's home language, for example an assistant teacher, a program director, an interpreter, or an adult family member who does speak the child's home language. If the adult who speaks the child's home language is not the child's family member or the assistant teacher in the child's class, the program should make arrangements for the adult and child to have time to interact. The adult can then communicate what s/he observes during the interaction to the assessor.

Learn More:

For additional information on Code-Switching, refer to the section titled 'Code Switching' of "Paper 2: Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy" (of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*).

The following publication provides reviews of the most current research regarding young dual language learners: Governor's State Advisory Council on Early Learning and Care. 2013. *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. Sacramento: California Department of Education. Available at: www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf

DRDP-170

Completing a Developmental Profile

GOALS:
The goal of this activity is to provide the participants with practice in using observation notes to complete a child's profile.
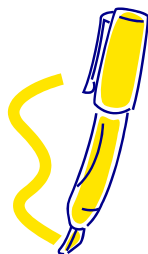
MATERIALS REQUIRED:

- Copies of Ruby's preschool portfolio, "Ruby"
- Copies of a DRDP (2015) (or age appropriate assessment)
- Copies of a partially completed DRDPtech Measures Rated report for Ruby

TIME: 45 minutes

VARIATION: *Participants working with children of other ages are free to use one of the other portfolios (e.g. "Mai–14 Months" and "Uriel– Nine-Ten Years.")*

ACTIVITY PROCESS:

1. Distribute copies of all materials.
2. Ask the participants to form pairs and read through the portfolio. Study the photos, work samples, and dated observation notes.
3. Each pair should work together to find information about each child to record on the DRDPtech Measures Rated report.
4. Participants mark the three to four measures that have no rating with the highest level mastered. They also need to be prepared to share what documentation provided support.

REFLECTION:
Return to the large group. Ask participants to share lessons learned in doing this activity. What will the biggest challenges be in completing this process for each of the real children in the program? How might participants address these challenges?

Infant/Toddler Portfolio

Language and Motor

Children show growing abilities in communication and language

Children demonstrate an increased proficiency in motor skills

Mai is 14-months-old. English is her primary language. She has attended the Infant/Toddler program for three months.

8-10

Mai smiles and walks unsteadily to mom when she comes to pick her each day. She raises hers arms to say "Up".

8-12

Mai says "hi" when she arrives at the center. She says "hi" when other children arrive.

8-17

Mai says "uh-oh" when she loses her balance and falls. She says "uh-oh" when other children or objects fall. If they cry – she gets a concerned look

8-16

Mai found Alex's pacifier. She said "uh-oh". She walked to Alex and gave him the pacifier. She smiled as Alex put the pacifier in his mouth.

LANGUAGE with Mai

8-23
When Joan tells Mai that they are going "Outside to play," she repeats "Out, Out" as she goes to the playground door.

9-10
I asked "Who's that?" (I pointed to the photo of M. with mom.) She said, "mama." She continued to look, then pointed to herself.

9-18
Mai walked to the kitchen half door. She took in a big whiff of air – smelling lunch. She said "eat."

STAFF REFLECTION NOTE:
All of these observations are evidence of Mai's comprehension and responsiveness to language. She repeats many words that she hears and she communicates her needs and interests through gestures and a few words.

MOTOR with Mai

8-10

Mai walks steadily on a flat surface. She balances her body front to back when stepping on uneven surfaces like in the sand box or on the mattress on the floor.

Her mom says that she started pulling up to stand at 10.5 months and has been walking steadily for 2 months.

8-16

Mai works at keeping her balance while she walks – moving her upper body and arms forward and back. She appears to work at more physically when she carries objects in both hands. Today, she carried pegs, books, and stuffed animals from one part of the classroom to another – usually to Joan or friend.

8-18

Mai grasped the pegs with her full hand, wrapping her thumb and fingers around the sides of the pegs. She then brought the pegs in each hand to her center and banged them together making a click sound. She matched the two rounded parts of the pegs turning the pegs by turning her hands. When I put a peg into a hole of the mat, she turned away carrying the pegs to another location.

9-01

Alex and Joan were rolling a ball on the floor. Mai followed the ball to the wall. When it slowly bounced back toward her, it slowed and she picked it up. She rolled the ball back in Alex's direction, pushing it forward, losing her balance for a few seconds. She regained her balance and followed the ball again.
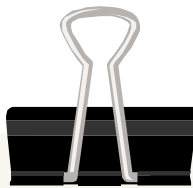
9-12

Mai goes to the sink after her diaper is changed and steps up on the stool. She reaches for the soap pump and puts her hands in the running water under the faucet with assistance. She takes a paper towel and squishes it in her hands and wipes her mouth.
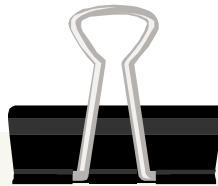
9-25

Mai played in the playhouse kitchen. She picked up the baby doll, holding it in one hand and then the other. She rocked it gently, gave it a kiss on the head, took it to Alex and then walked back to the playhouse, bringing the doll back. She stopped every few minutes to examine the doll's arms and legs – moving them up and down.

Child: Mai W   **Child ID:** BB009   **Birth Date:** 4/12/2014
Age Group Instrument: DRDP(2015) Calibration, Infant/Toddler
Teacher: Teacher 14   **Class:** Bay Bridge   **Site:** Spruce

Child's DRDP Measures Assessed for Spring 2015

Mai W

(ATL–REG) Approaches to Learning–Self-Regulation	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL–REG1: Attention Maintenance			☀					
ATL–REG2: Self–Comforting			☀					
ATL–REG3: Imitation				☀				
ATL–REG4: Curiosity and Initiative in Learning			☀					
ATL–REG5: Self–Control of Feelings and Behavior			☀					

(SED) Social and Emotional Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED1: Identity of Self in Relation to Others			▲ ☀					
SED2: Social and Emotional Understanding			☀					
SED3: Relationships and Social Interactions with Familiar Adults				☀				
SED4: Relationships and Social Interactions with Peers				☀				
SED5: Symbolic and Sociodramatic Play			▲ ☀					

(LLD) Language and Literacy Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD1: Understanding of Language (Receptive)									
LLD2: Responsiveness to Language									
LLD3: Communication and Use of Language (Expressive)									
LLD4: Reciprocal Communication and Conversation									
LLD5: Interest in Literacy			▲ ☀						

(COG) Cognition, Including Math and Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG1: Spatial Relationships			☀					
COG2: Classification		☀ ▲						
COG3: Number Sense of Quantity		☀ ▲						
COG4: Cause and Effect			☀					
COG5: Inquiry Through Observation and Investigation		☀						
COG6: Knowledge of the Natural World		☀						

(PD–HLTH) Physical Development – Health	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD–HLTH1: Perceptual–Motor Skills and Movement Concepts			☀						
PD–HLTH2: Gross Locomotor Movement Skills				☀					
PD–HLTH3: Gross Motor Manipulative Skills				☀					
PD–HLTH4: Fine Motor Manipulative Skills		☀	☀						
PD–HLTH5: Safety		☀							
PD–HLTH6: Personal Care Routines: Hygiene		☀ ▲							
PD–HLTH7: Personal Care Routines: Feeding		☀ ▲							
PD–HLTH8: Personal Care Routines: Dressing		☀ ▲							

Legend:

☀ = Score

▲ = Child is emerging to the next developmental level

▲ = Child is not at the earliest developmental level on this measure

▼ = Child is beyond the latest developmental level on this measure

▲ = The measure is not rateable at this level

This report shows which DRDP© measures have been rated for an individual child so far during the current observation and assessment. Measure names appear down the left side, in the same order as in the DRDP©. Developmental level names appear across the top. A (☀) symbol indicates the developmental level rated for the measure. A (▷) symbol shifted to the right indicates that the level was rated and that the box for "Child is emerging to the next level" was also marked. A row with no symbol means the child has not yet been assessed for that measure or that "Unable to rate" was marked.

LANGUAGE AND LITERACY with Ruby

1/09 Ruby works at an overhead projector.
"Mira Maestra."
"You look like you're working very hard."
"Mmhmm. A lot of work."
"Can you tell me about this?"
"I do my name. Ruby. R, R (letter sounds).

2/09 Ruby understands and follows the request, "Please put your work in the drying rack, put the paint away, and then wash your hands."

2/09 Ruby works side by side with Elizabeth, sharing a set of watercolors. She works first to paint her name, and then begins painting various other letter like forms. She identifies, in English, an O, M, B and C.
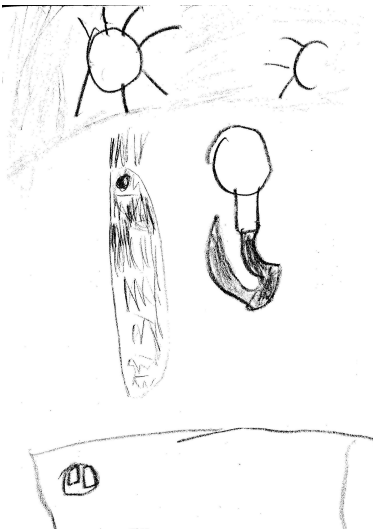
4/09 Ruby draws this picture after a discussion conducted in English about the death of a classroom caterpillar. She explains, "La oruga se cayo en el suelo y se murio. La Sra. Wilson la puso en el jardin para que descanse alli."
Translation-"The caterpillar fell in the ground and it died. Mrs. Wilson put it in the garden so it can rest there."

5/09 After listening to a story read aloud in English about the butterfly lifecycle, Ruby draws this representation. She draws each scene on a separate page of her booklet and dictates the story in English. She includes a front cover and points to her name when asked who the author is.

1

R U 6 +
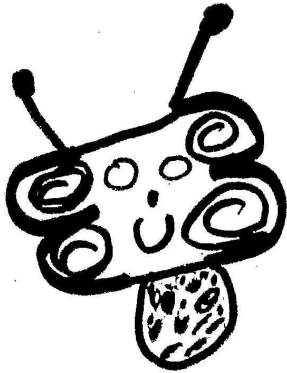
2
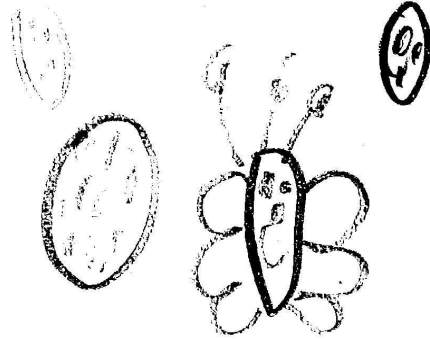
"The eggs coming through the hole in the butterfly."

3

"Right here, the baby butterfly coming through the leaf."

4

"Right here, the mommy and the daddy crying because the baby not coming out the tummy of the mom."

5
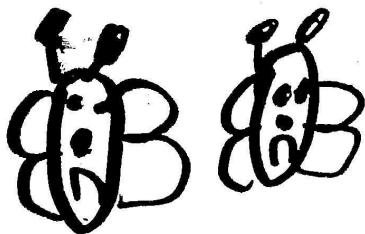
"Right here, the brother and sister crying because the baby not coming from the tummy the mom."

Child's DRDP Measures Assessed for Spring 2015

Ruby S

(ATL–REG) Approaches to Learning–Self-Regulation	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL–REG1: Attention Maintenance								
ATL–REG2: Self–Comforting								
ATL–REG3: Imitation								
ATL–REG4: Curiosity and Initiative in Learning					☀			
ATL–REG5: Self–Control of Feelings and Behavior					☀			
ATL–REG6: Engagement and Persistence					☀			
ATL–REG7: Shared Use of Space and Materials						☀		

(SED) Social and Emotional Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED1: Identity of Self in Relation to Others						☀		
SED2: Social and Emotional Understanding					☀			
SED3: Relationships and Social Interactions with Familiar Adults						☀		
SED4: Relationships and Social Interactions with Peers						☀		
SED5: Symbolic and Sociodramatic Play					☀			

(LLD) Language and Literacy Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD1: Understanding of Language (Receptive)								☀	
LLD2: Responsiveness to Language							☀		
LLD3: Communication and Use of Language (Expressive)							☀		
LLD4: Reciprocal Communication and Conversation							☀		
LLD5: Interest in Literacy									
LLD6: Comprehension of Age–Appropriate Text									
LLD7: Concepts About Print									
LLD8: Phonological Awareness						☀			
LLD9: Letter and Word Knowledge							☀		
LLD10: Emergent Writing							☀		

(ELD) English–Language Development	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
ELD1: Comprehension of English (Receptive English)					☀	
ELD2: Self-Expression in English (Expressive English)					☀	
ELD3: Understanding and Response to English Literacy Activities					☀	
ELD4: Symbol, Letter, and Print Knowledge in English					☀	

DRDP-184

(COG) Cognition, Including Math and Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG1: Spatial Relationships								
COG2: Classification						☀		
COG3: Number Sense of Quantity						☀		
COG4: Number Sense of Math Operations						☀		
COG5: Measurement					☀ ▲			
COG6: Patterning					☀ ▲			
COG7: Shapes						☀		
COG8: Cause and Effect					☀			
COG9: Inquiry Through Observation and Investigation					☀			
COG10: Documentation and Communication of Inquiry					☀			
COG11: Knowledge of the Natural World					☀			

(PD–HLTH) Physical Development – Health	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD–HLTH1: Perceptual–Motor Skills and Movement Concepts								☀	
PD–HLTH2: Gross Locomotor Movement Skills								☀	
PD–HLTH3: Gross Motor Manipulative Skills									☀
PD–HLTH4: Fine Motor Manipulative Skills								☀	
PD–HLTH5: Safety							☀		
PD–HLTH6: Personal Care Routines: Hygiene									☀
PD–HLTH7: Personal Care Routines: Feeding									☀
PD–HLTH8: Personal Care Routines: Dressing									☀
PD–HLTH9: Active Physical Play								☀	
PD–HLTH10: Nutrition							☀ ▲		

(HSS) History – Social Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
HSS1: Sense of Time							☀		
HSS2: Sense of Place							☀		
HSS3: Ecology							☀		
HSS4: Conflict Negotiation							☀		
HSS5: Responsible Conduct as a Group Member							☀		

(VPA) Visual and Performing Arts	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
VPA1: Visual Art								☀	
VPA2: Music								☀	
VPA3: Drama								☀	
VPA4: Dance								☀	

Legend:

☀ = Score

▲ = Child is emerging to the next developmental level

▼ = Child is not at the earliest developmental level on this measure

▲ = Child is beyond the latest developmental level on this measure

⬜ = The measure is not rateable at this level

DRDP-186

This report shows which DRDP© measures have been rated for an individual child so far during the current observation and assessment. Measure names appear down the left side, in the same order as in the DRDP©. Developmental level names appear across the top. A (☀) symbol indicates the developmental level rated for the measure. A (▷) symbol shifted to the right indicates that the level was rated and that the box for "Child is emerging to the next level" was also marked. A row with no symbol means the child has not yet been assessed for that measure or that "Unable to rate" was marked.

School age Portfolio

Self Concept + Literacy

Children show self-awareness and a positive self-concept

Children demonstrate emerging literacy skills

Uriel is 11 years old and Spanish was his primary language. He has been bilingual for 6 years. He has attended the after-school program for 6 years.

10/12
Uriel had snack with friends outside. He shared in conversation that he had two brothers and he was in the middle. He also told that he is a peace patrol officer and a club leader.

1
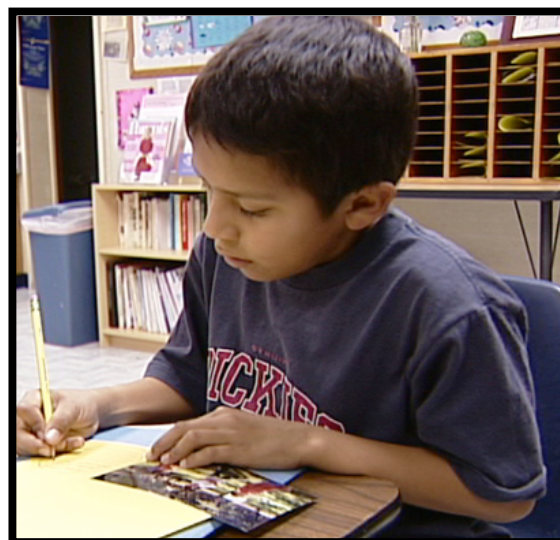
Self Concept with Uriel
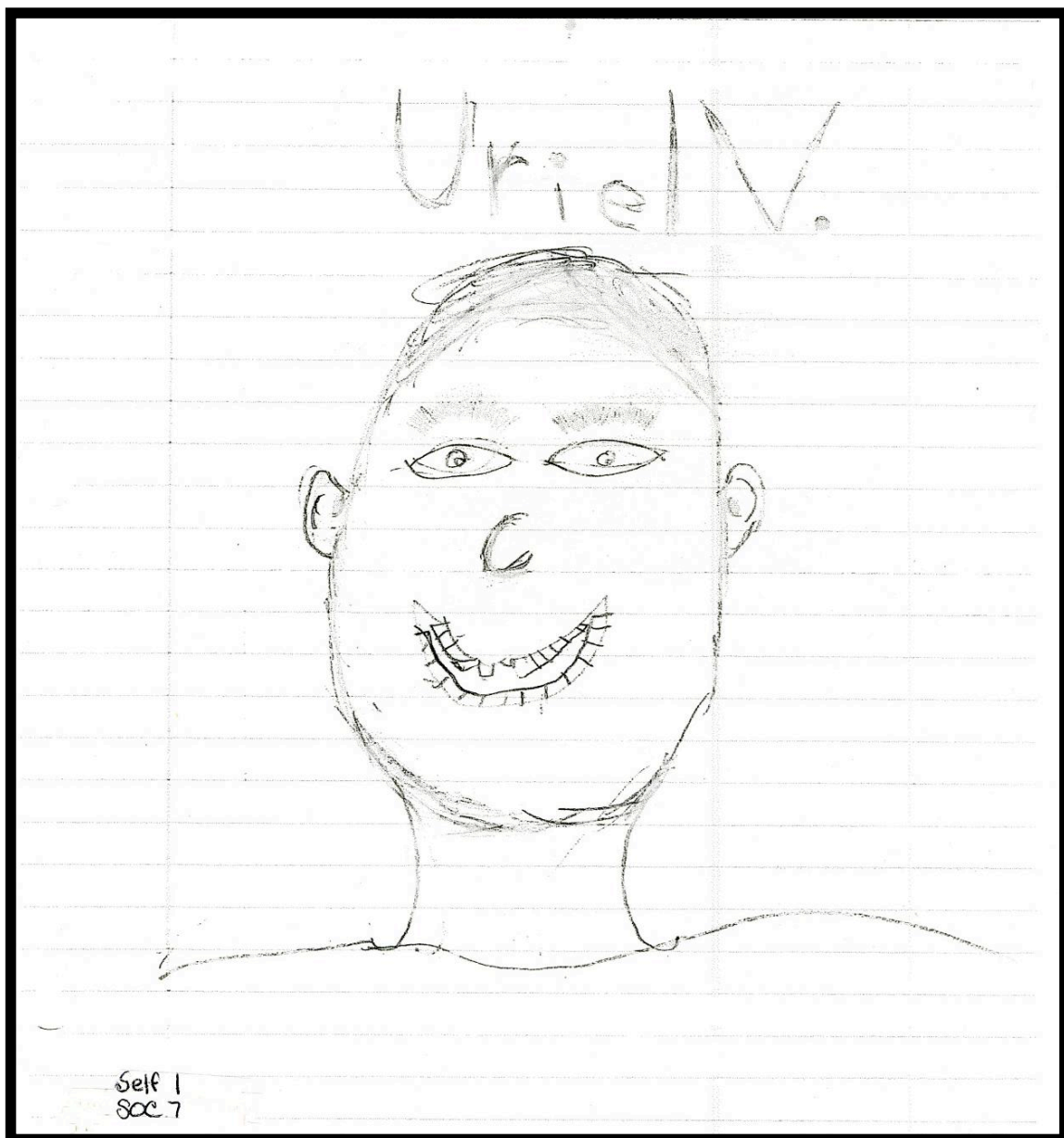
LITERACY with Uriel

Child _Uriel_ Date _5/22_ Time _4:00 pm_
DR1 (DR2) DR3 DR4 Indicator/Measure _Lit 3 mea 24_
Lit 4 mea 25

OBSERVATION

Uriel had finished reading the third book in the Harry Potter series. He was writing his book report and was sharing with a first grader about why he thought the first book was better than the third book.

Child _Uriel_ Date _5/23_ Time _3:10 pm_
DR1 (DR2) DR3 DR4 Indicator/Measure _Lit 1 mea 22_

OBSERVATION

Took out the game Upwards and proceeded to read the directions to teach three other children how to play the game. Half way through reading the directions, one child quit. Another child came and asked if she could play. Uriel patiently recapped the directions already read and they began to play. They played for 30 minutes.

Child _Uriel_ Date _6/7/05_ Time _3:45 pm_
DR1 (DR2) DR3 DR4 Indicator/Measure _Lit 4 mea 25_

OBSERVATION

Uriel wanted to write a skit for the 5th grade graduation on "Captain Kind". He wanted it to follow the song and book. While playing the song over and over he wrote out the words. When it was time for him to go home, the skit was 1/2 done.

6/2
Uriel will select a book from the reading corner nearly everyday. He finds a comfortable chair or cushion and reads to himself in soft whispers for 10 to 15 minutes.

Uriel's Writing Sample

Once there was a pirate at a carnival with a bag full of jewels. Ervereyone wanted some jewels, escipicilly the greedy people. But one day he woke up and got ready, then went to his place where the jewels were, But when he went there his jewels were gone! He looked and looked. But he cadn't find them! The man who took it the jewels were his. And the man who took it it was his brother
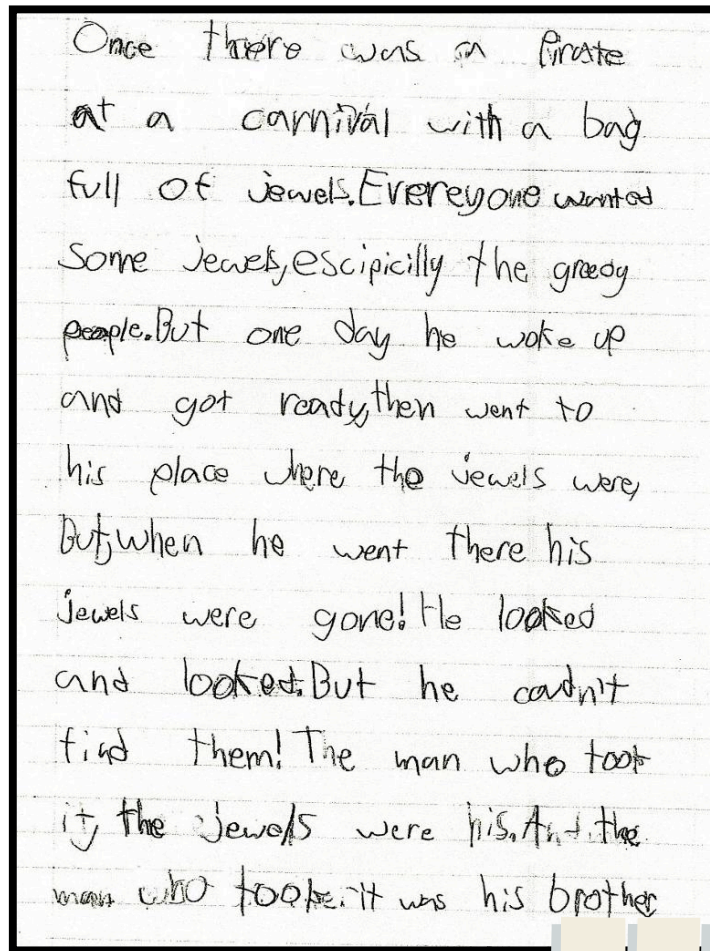
7/12
Uriel and four other children entered an essay contest through the YMCA program. The topic was the importance of having a hero.

Uriel won the contest with his essay and his prize was having the professional pitcher, Adam Eaton, visit the center to meet and talk with the children about baseball and having heroes in their lives.

Child: Uriel F   **Child ID:** BB007   **Birth Date:**
Age Group Instrument: School Age
Teacher: Teacher 14   **Class:** Bay Bridge   **Site:** Spruce

Child's DRDP Measures Assessed for Spring 2015

Uriel F

(SSD) Self and social development	Developing	Understanding	Integrating	Expanding	Connecting
SSD1: Identity of self and connection to others					
SSD2: Self-esteem					
SSD3: Empathy				☀	
SSD4: Impulse control				☀	
SSD5: Follows rules					☀
SSD6: Awareness of diversity: appreciation of differences and similarities				☀	
SSD7: Interactions with adults					
SSD8: Friendship					☀
SSD9: Conflict negotiation					☀

(HLTH) Health	Developing	Understanding	Integrating	Expanding
HLTH1: Safety				☀
HLTH2: Understanding healthy lifestyle				☀
HLTH3: Personal care routines				☀
HLTH4: Exercise and fitness				☀

Legend:

✴ = Score

▲ = Child is emerging to the next developmental level

▼ = Child is not at the earliest developmental level on this measure

▲ = Child is beyond the latest developmental level on this measure

░ = The measure is not rateable at this level

This report shows which DRDP© measures have been rated for an individual child so far during the current observation and assessment. Measure names appear down the left side, in the same order as in the DRDP©. Developmental level names appear across the top. A (✴) symbol indicates the developmental level rated for the measure. A (▷) symbol shifted to the right indicates that the level was rated and that the box for "Child is emerging to the next level" was also marked. A row with no symbol means the child has not yet been assessed for that measure or that "Unable to rate" was marked.

Completing a Child's Developmental Progress Form

GOALS:

The goal of this activity is for the participants to practice completing a Child's Developmental Progress form.

MATERIALS REQUIRED:
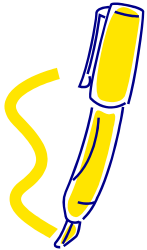
- Copies of observation notes and portfolio for preschool child
- Copies of a completed DRDP or use the completed sample from the previous activity
- Copy of blank Child's Developmental Progress Form
- Copy of completed sample Child's Developmental Progress form

TIME: 30 minutes

ACTIVITY PROCESS:

1. Explain that the Child's Developmental Progress Form is used during the parent conferences to describe an individual child's development. Teachers use this form to summarize adult observations, developmental profile data, and parent conference notes. Avoid using DRDP terminology with parents, as it may be difficult for them to understand. When discussing a child's developmental progress, talk about his or her strengths, areas for improvement, and goals he or she should meet. Write parent feedback on the form.
2. Have participants work in table groups.
3. Ask each small group to review the preschool portfolio and completed DRDP
4. Using the DRDP as a reference, have each group identify three strengths and at least one area needing improvement to report to the parents. Find one way that the program can help the preschooler learn and develop. Collaborate with the family on one or more ways that the preschooler could be supported at home.
5. Each group may record this information on a blank progress form.

REFLECTION:

1. Distribute the completed sample progress form. Explain that there are many ways to complete the form. Ask the participants how the information provided by this imaginary teacher compares with what they wrote.
2. Discuss any remaining questions the participants may have about using the summary form.
3. While programs may not delete any of the fields from the Child Developmental Progress Form, additional information may be added.

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	**Parent/Guardian**
Name: _____	**Name:** _____
Title: _____	**Signature:** _____
Signature: _____	

Summary of Your Child's Developmental Progress [SAMPLE]

This summary describes your child's developmental progress in achieving four broad desired results for 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:
- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or feeling sad.

- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.

- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.

- She uses the climbing structure, bikes in the yard, and practices her climbing, running, jumping and galloping.

Areas your child is currently working on:
- Amy is exploring number concepts, counting and quantities to five.

- Amy spends a lot of time drawing or writing symbols for her stories. This is one of the first steps in reading and writing.

- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by…
In the program
- Providing support to help her use letters in her writing attempts through dictation.

- Providing opportunity and materials for her to practice use of numbers and math ideas.

- Allowing Amy increased opportunity to orally share her ideas in conversation.

- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her motor skills.

At home
- Talk with Amy about any activities that may have happened that day.

- Read and tell stories at home, pointing out familiar words and asking questions about what you read.

- Help Amy recognize letters in her name and other familiar letters in print.

- Inform us of any progress, questions or ideas you may have regarding Amy's development.

Person Conducting the Conference	Parent/Guardian
Name:	Name:
Title:	Signature:
Signature:	

Writing a Summary of Findings

GOALS:

The goal of this activity is to provide participants with practice in identifying key findings in the DRDP©
Group Data Summary spreadsheet. Participants will also gain experience writing a summary of findings.
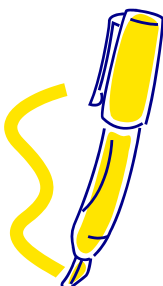
MATERIALS REQUIRED:

- Copies of the DRDP© Summary of Findings: Narrative
- Copies of the completed sample DRDP© Group Data Summary
- DRDP© Classroom Summary of Findings form
- Sample of completed DRDP© ClassroomSummary of Findings form

TIME: 30-45 Minutes

ACTIVITY PROCESS

1. Read (or ask participants to read) the DRDP© Summary of Findings: Narrative handout. Stop at the end of the sentence that follows "Identifying Key Findings."
2. Work in small groups. Have each group identify key findings from the domains and measures presented in the narrative.
3. Ask each group to discuss the questions provided for the domains and measures. Have the groups then complete the DRDP© Classroom Summary of Findings form.

Return to the large group. Ask one member from each small group to share with the large group the group's discussions and completed forms. Discuss any remaining questions or concerns.

DRDP© Summary of Findings: Narrative

Introduction

Every child in a Title V program must have a completed Desired Results Developmental Profile©. This is true for children in both center-based programs and family child care home education networks.

The CPM/CMR requires that the programs then summarize all the profile information for each group.

Ways to Summarize Profile Information

These programs should identify trends among various age groups and categories. Effective Fall of 2015 EESD programs are required to enter their data into DRDPtech: DRDPtech uses psychometric measurement to provide valid reports for individual children, groups of children. Data can also be provided across many other parameters (classrooms, sites, teachers, etc).

Practice: Identifying Key Issues

For this activity, we have provided a narrative of the results for a group of twenty-four 4 year-old children within three domains: SED, LLD, and COG. This is the first assessment of the year and took place in October 2014. All children will be going to kindergarten next fall.

Measures SED1 through SED5, under the domain SED:

Social and Emotional Development indicates how preschool children acquire the social skills, self-awareness, and personal qualities that are interconnected with learning in a classroom. In our sample class average for SED, 3% have mastered the "exploring later " developmental level, 12% have mastered "building earlier", 62% have mastered "building middle" and 23% have mastered the "building later" developmental level.

- What does this information tell you about this group of children?
- How can the teacher modify the curriculum to support the children's learning in Self and Social Development?
- How can the teacher improve the environment to support the children's learning?
- Would books or group activities encourage cooperative play?

  Based on these answers, what can teachers do to support the group's movement towards the Desired Result: #1 "Children are personally and socially competent?"

Look now at the ten measures under the domain LLD: Language and Literacy Development. These measures look at a group of children who show growing abilities in communication and language. Within the group domain average, 0% of children are "not yet at first level", 4% are at the "exploring later" level, 28% have mastered "building earlier", 33% have mastered "building middle", 33% have mastered "building later" and 2% have mastered integrating earlier.

- What does this information tell you about this group of children?

- How can the teacher modify the curriculum to improve communication and language?

- How can the teacher improve the environment to support learning?

- Do the children have opportunities to develop communication and language abilities?

- Do the children have materials, equipment, and activities that support communication?

Based on these answers, what can teachers do to support the group's movement towards the Desired Result #1: "Children are personally and socially competent?"

The third domain in the sample is COG: Cognition, Including Math and Science. There are eleven measures under this domain. These measures look at how children construct mathematical knowledge. Within this domain the group average is, 3% of children were at the "not yet at first level", 0% are at the "exploring later" developmental level, 17% have mastered "building earlier", 42% have mastered "building middle", 26% have mastered "building later", and 12% have mastered "integrating earlier"

- What does this information tell you about this group of children?

- How can the teacher modify the curriculum to support approaches to learning?

- How can the teacher improve the environment to support learning?

- Do the teachers give children opportunities to show interest, motivation, and persistence?

- Are teachers offering materials, equipment and ideas that are interesting, motivating and encourage persistence?

Based on the answers to questions like these, what can teachers do to support the group's movement towards the Desired Result #2: "Children are effective learners?"

Instructions For
Desired Results Developmental Profile Summary of Findings (EESD 3900)
For The Classroom and Family Child Care Home Level

A critical step toward supporting children's learning and developmental progress is for teachers to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom or home setting, as a guide for ongoing planning.

To help ensure DRDP data is linked to ongoing classroom or group planning for children, the DRDP Summary of Findings (EESD 3900) form has been developed as a resource. The DRDP Summary of Findings is a recommended form to assist teachers and providers in the planning process. Regardless of whether this resource is used or the program develops their own form, the written process must be completed and include all information detailed below, to ensure activity plans reflect the results of classroom or family child care home DRDP data.

The EESD 3900 form includes Key Finding(s), Action Steps, Expected Completion Date and/or Ongoing Implementation and Persons Responsible, and Follow-Up and Reflection. The first three sections of this form are completed after the first 60-day assessment period. The Follow-Up section should be completed periodically, with Reflections recorded after the six-month follow-up assessment period to document progress of the Key Finding(s).

Top Section of EESD 3900 Form

- Complete the Contractor Name. Identify the Contract Type, and/or Family Child Care Home Education Network (FCCHEN), and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Severely Handicapped (CHAN), Family Child Care Home (CFCC), or California Migrant (CMIG).

- Record the Planning Date. This is the date the first three sections of the form are completed. Identify the Lead Planner's Name and Position. This is the teacher completing the EESD 3900 form.

- Record the Follow-up Date(s). These dates indicate when the Action Steps have been reviewed during the following six months. The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

Key Findings from Developmental Profiles – Ask: Developmentally, what do we know about the children currently enrolled in our classroom?

- Summarize and review the results of the DRDPs after the first 60-day assessment period. Sample tally sheet forms and excel spreadsheets can be found at the Desired Results Web page at http://www.desiredresults.us/index.htm.

- Identify trends or patterns in the childrens' development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data.

Action Steps Implementation – Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?

- Develop and write attainable Action Steps to improve the key finding(s).

- Action Steps should include new approaches, modifications, and/or changes to:

    o Planned learning opportunities, indoors and outdoors

    o Interactions and strategies to support the development of the key findings

    o The environment and materials

    o Strategies that help families engage in supporting the development of their child

- The following are resources for teachers and providers when developing Action Steps:

    o *California Infant/Toddler Curriculum Framework* at
    http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf

    o *California Preschool Curriculum Framework, Volumes 1-2* at
    http://www.cde.ca.gov/sp/cd/re/psframework.asp

    o *Guidelines for Early Learning in Child Care Home Settings* at
    http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf

Expected Completion Date and/or Ongoing Implementation and Persons Responsible – Ask: How do we accomplish our classroom goals?

- Enter the date when the Action Steps will be completed.
- Enter "Ongoing" when the Action Step implementation will continue throughout the year.
- Identify the key person(s) who will be responsible for each Action Step.

Follow-Up and Reflection – Ask: By when?

- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up.

- Record modifications or changes needed to complete the Action Steps, and expected completion dates.

- After the six-month follow-up assessment period, tally and review the results of the DRDPs. Reflect on the results and record progress or changes made to the key finding(s), including data.

California Department of Education
Early Education and Support Division
March 2016

Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EESD 3900)

Contractor Legal Name	
Contract Type and/or FCCHEN	**Age Group (Infant/Toddler, Preschool, School-Age)**
Planning Date	**Lead Planner Name and Position**
Follow-up Date(s)	**Lead Planner Name and Position**

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profile	**Action Steps** (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	**Expected Completion Date and/or Ongoing Implementation and Persons Responsible**	**Follow-Up and Reflection** (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?

DRDP-205

Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EESD 3900)

Contractor Name
Happy Day Preschool

Contract Type, and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)
CCTR	Preschool

Planning Date	Lead Planner's Name and Position
October 18, 2015	Ms. Joy Baker

Follow-up Date(s)	Lead Planner's Name and Position
December 15 2015, February 15 2016	Mr. George Brown and Ms. Linda Woods

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?
42% of the class is at Building Earlier in the COG domain	Give families handout (at quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions	November 30 Teacher George	
	Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts.	Ongoing Teacher Joy	
	Implementing patterning and shape activities in morning circle three times a week	January 8 Teacher Linda	

DRDP-206

AND - When it connects two skills in the DRDP (skills or behaviors are highlighted in the descriptor). BOTH of the skills, or behaviors, must be observed in ONE observation.

If the descriptor uses ; and, then the behavior may be observed in two separate observations.

Measure	Developmental Level & Descriptor
ATL-REG 2: Self Comforting	Building Earlier: Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways
ATL-REG 5: Self Control of Feelings and Behaviors	Responding Later: Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
ATL-REG 7: Shared Use of Space and Material	Exploring Later: Takes and plays with materials of interest, even when they are being used by another child
SED 3: Relationships and Social Interactions with Familiar Adults	Responding Later: Shows a preference for familiar adults and tries to interact with them Exploring Earlier: Interacts in simple ways with familiar adults and tries to maintain the interactions Integrating Earlier: Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
SED 5: Symbolic and Sociodramatic Play	Integrating Earlier: Engages in pretend-play sequences with others by organizing and negotiating roles or rules abound a shared elaborated idea
LLD 5: Interest in Literacy	Building Middle: Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
ELD 1: Comprehension of English (Receptive English)	Exploring English: Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines
COG 2: Classification	Building Later: Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups Integrating Earlier: Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
COG 4: Number Sense of Math Operations	Exploring Later: Manipulates objects and explores the change in the number in a group
COG 6: Patterning	Exploring Earlier: Notices and responds to simple repeating sequences

Measure	Developmental Level & Descriptor
COG 7: Shapes	Building Earlier: Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
	Integrating Earlier: Describes several shapes and the differences between them
COG 9: Inquiry Through Observation and Investigation	Building Middle: Observes objects and events of interest in the environment, makes simple predictions about them and checks the predictions
	Integrating Earlier: Contributes to planning and carries out detailed observations and complex investigations to answer question of interest
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts	Building Later: Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
	Integrating Earlier: Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
PD-HLTH 2: Gross Locomotor Movement Skills	Building Middle: Coordinates and controls individual locomotor movements, with some success
	Building Later: Combines and coordinates two or more locomotor movements together in effective ways with some success
	Integrating Earlier: Combines a variety of locomotor movements and moves effectively across a range of activities
PD-HLTH 6: Personal Care Routines: Hygiene	Building Later: Initiates and carries out most steps of familiar hygiene routines on own
	Integrating Earlier: Initiates and completes familiar hygiene routines on own
HSS 4: Conflict Negotiations	Building Later: Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
VPA 3: Drama	Building Later: Creates and maintains details of a character when contributing to an improvised drama (e.g. dialogue, plot, setting) without adult prompting
VPA 4: Dance	Building Middle: Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues
	Building Later: Produces dance like movements with increasing body control and awareness, in response to music, tempo, rhythms, others' movements, or adults' cues
	Integrating Earlier: Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music

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

DRDP-209

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

Some measures in the *DRDP Preschool View* 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.

Conditional measures are used in three instances:
- 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).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.

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	- 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	- 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	- 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. - Recommended 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

*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.

Child Report Guidance for Teachers

The Child Report provides information about a child's knowledge, skills, and behaviors across a range of developmental domains[1] that are aligned with California's early learning and development foundations.[2] Educators may use the results to guide individual instruction and modify curriculum; they may also share them with families and other providers in order to better understand and plan support for each child's learning and development. Along with a system for organizing ongoing observation notes and completing the Desired Results Developmental Profile (DRDP) (2015), the Child Report provides teachers, service providers, and families with information about a child's development, indicating areas of strength and areas for further support.

What information is displayed on the Child Report?

- The Child Report displays the child's domain ratings for the DRDP (2015) for the assessment period, indicated at the top of the page.

- A color-coded legend of the developmental levels of the DRDP (2015) is displayed at the top of the page. Not all developmental levels are available in each domain.

- The infant and toddler report displays each of the five domains assessed in the DRDP (2015) Infant/Toddler View.

- The preschool report displays each of the eight domains assessed in the DRDP (2015) Preschool View. It breaks out the Language and Literacy Development domain into Language and Literacy subdomains and displays ratings for each separately. The Cognition domain breaks down into Math and Science. The Physical Development – Health domain breaks down into the Physical Development and Health subdomains.

What are the features of the Child Report?

A **domain scale** portrays the developmental progression of knowledge, skills, and behaviors encompassed by the collection of measures included in each DRDP (2015) domain.[3] When looking at the measures on the DRDP (2015) instrument, each level appears to be an equal developmental distance from the other. However, as children grow and develop, some knowledge and skills take more time to master than others. These differences in development are expected and are represented by differing widths of the developmental levels in the domain scale; these widths are the same for all children. The location of the marker on each domain scale is unique to each child.

The child's ratings for each measure in the domain are statistically transformed to create the overall **domain rating**. For example, all measures in the Language and Literacy Development domain are used to calculate the domain rating. The vertical line on each domain scale indicates the child's rating along the domain scale.

The **standard error** line is the horizontal line through the domain rating. The standard error line represents the range on which one can be confident that a child's level of development lies.[4]

The **DRDP (2015) domain icon** represents the developmental domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education's early learning and development foundations.

The **DRDP domain/subdomain name** represents the abbreviation and full name of the DRDP (2015) domains and subdomains.

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[1] Wherever the term domain is presented, it also refers to the subdomain.

[2] For more information about California Early Learning and Development Foundations, visit http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

[3] The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.

[4] For more information about standard error, see the Child Report Technical Guidance document.

DRDP-211

DRDP (2015)
Child Report
For use with preschool-age children

Child: _Angeline Smithe_ Date of Birth: _01/12/2012 (3 years, 8 months)_

Date DRDP (2015) was completed: _09/01/2015_ Report Date: _09/03/2015_

Teacher: _Megan Anderson__ School: _Napa Preschool_____

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier

Early Infancy -Kindergarten Entry

Angeline's Development for Spring 2015

Domain Scale

ATL-REG Approaches to Learning—Self-Regulation

Child's Domain Rating

SED Social and Emotional Development

Standard Error

LLD Language Development

DRDP (2015) Domain Icon

LLD Literacy Development

No earlier levels - - - - - - - - - - - - - - - - - - -

COG Math

DRDP Domain/Subdomain Name

COG Science

PD-HLTH Physical Development

PD-HLTH Health

No earlier levels - - - - - - - - - - - - - - - - - - -

HSS History–Social Science

No earlier levels - - - - - - - - - - - - - - - - - - -

VPA Visual and Performing Arts

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English

ELD English-Language Development

DRDP-212

Understanding the domain scale

All of the levels for each measure follow a progression from early infancy (on the left), to kindergarten entry (on the right), like on the DRDP (2015) instrument. The DRDP (2015) instrument represents the developmental levels as equal intervals.

Developmental Domain: SED — Social and Emotional Development
SED 4: Relationships and Social Interactions with Peers
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

Figure 1. Developmental progression for a sample measure.

A group of measures forms each domain. Each domain scale reflects the psychometric transformation of the developmental levels of the measures within that domain into a scale that is based on the data collected during the calibration studies of the DRDP (2015)
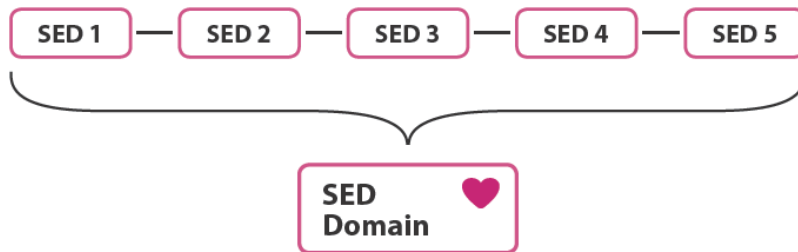

Figure 2. Measures form a domain.

Developmental levels on a domain scale that are represented with greater widths will typically take longer for children to master than developmental levels that are represented with lesser widths. The domain scale represents an overall developmental progression; however, it may take more or less time for an individual child to master a level.
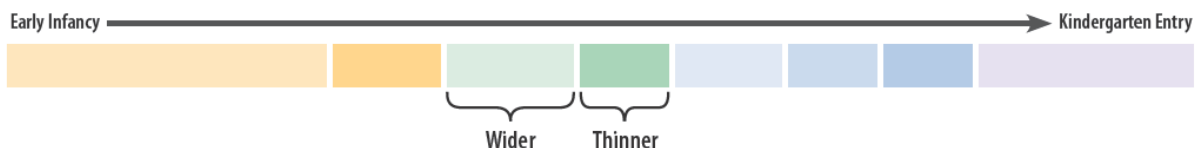
Figure 3. Developmental levels are represented by different widths.

If a child stays in a particular level for what appears to be an extended period of time, it is important to consider that the child may still have made gains within that domain. A teacher's observation notes, participation in classroom learning activities, and ongoing curriculum data (and other documents) can provide additional information about a child's learning and development.

DRDP-213

The variation between developmental levels within and across each domain scale means that a child who demonstrates mastery at the Exploring Later level in one domain, for example, will not necessarily demonstrate mastery at Exploring Later in every other domain. Even when a child's ratings are both at the Exploring Later level across two domains, the vertical domain rating line may not be in the same place on each of the domain scales.
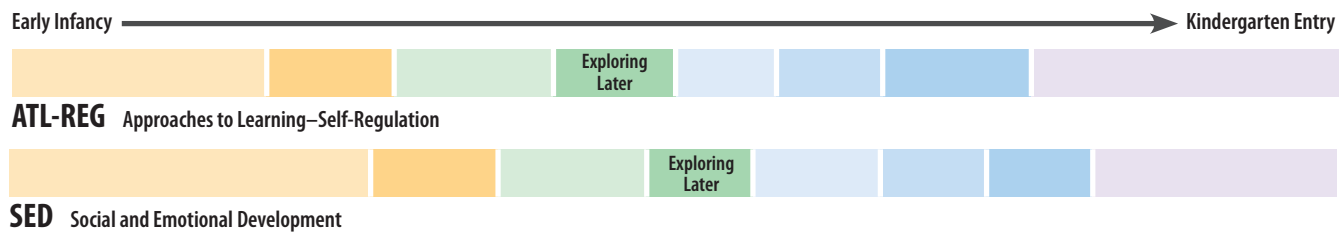
Early Infancy ——▶ Kindergarten Entry

Exploring Later

ATL-REG Approaches to Learning–Self-Regulation

Exploring Later

SED Social and Emotional Development

Figure 4. Placement of the developmental levels is unique to each domain.

How can the information in the Child Report be used?

The Child Report assists in understanding children's development and curriculum planning by:

- Highlighting broad areas of strength and areas that may require further support for an individual child.
  - ‣ Domain markers that are further to the left indicate earlier levels of development; domain markers further to the right indicate later levels of development.
- Providing an at-a-glance view of a child's learning and development related to a child's overall progress toward California's early learning and development foundations.
  - ‣ When looking at the location of the domain rating, consider whether it is near the early end of the level or the later end of the level and then consider whether to focus instructional planning within the current level or at the next level.
  - ‣ The standard error line indicates whether a given child's current level of development squarely falls within one level on the domain scale or whether the child is likely to be transitioning to the next developmental level and assists with focusing instructional planning.
- Displaying the different developmental distances of the levels and giving teachers more information about how much difficulty is associated with each level.
  - ‣ Developmental levels on a domain scale that are represented with greater widths will typically take longer for children to master than developmental levels that are represented with lesser widths.

How should the information in the Child Report *not* be used?

- It should **not** be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- The information is **not** intended to be the only source of information that teachers or service providers use in understanding children's development.
- It should **not** be used to determine the developmental age for a child.

For more information about the DRDP (2015) refer to www.desiredresults.us and www.draccessreports.org.

DRDP-214