

DESIRED RESULTS

for Children and Families



IN THIS SECTION

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

	PAGE
• Presenter Notes.....	3-85
• Participant Power Point Handouts.....	86-113
• Activities and Handouts.....	114-208
<i>Management Bulletins 15-03 and 16-06.....</i>	<i>114-116</i>
<i>Treasure Hunt Activity.....</i>	<i>117</i>
<i>Treasure Hunt Handout.....</i>	<i>118-128</i>
<i>Compare and Contrast Activity.....</i>	<i>129</i>
<i>Compare and Contrast Handout.....</i>	<i>130-136</i>
<i>DRDP Examples Activity.....</i>	<i>137</i>
<i>DRDP Examples Handout.....</i>	<i>138-140</i>
<i>At-A-Glance Handout.....</i>	<i>141</i>
<i>Noticing Descriptions and Interpretations Activity.....</i>	<i>143</i>
<i>Practicing Noticing and Interpretations H/O.....</i>	<i>144-146</i>
<i>A Deeper Look at the Descriptors Activity</i>	<i>147</i>

See back for additional Activities and Handouts...

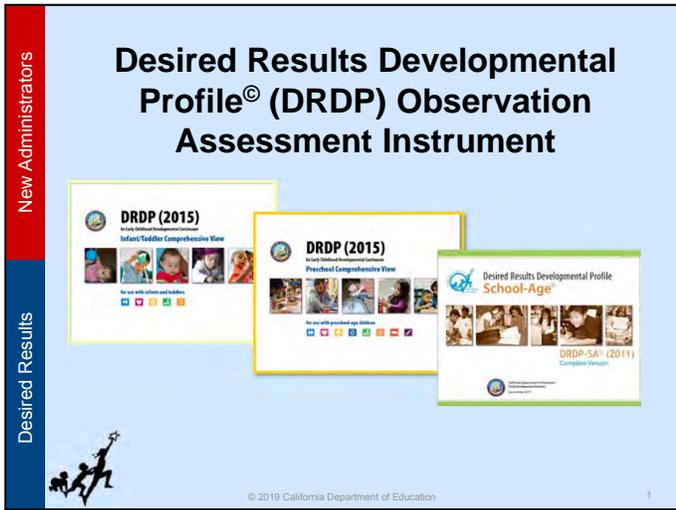


DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) cont...

	PAGE
<i>LLD and ELD Directions Activity</i>	148
<i>LLD and ELD Directions Handout</i>	149-150
<i>Completing a Developmental Profile Activity</i>	151
<i>Completing a Developmental Profile Handouts</i>	152-167
<i>Infant/Toddler Sample Portfolio & Rating Record</i>	152-157
<i>Preschool Sample Portfolio & Rating Record</i>	158-161
<i>School-age Sample Portfolio & Rating Record</i>	162-167
<i>Completing a Child's Dev. Progress Form Act</i>	168
<i>Child Progress Form Handouts</i>	169-170
<i>Writing a Summary of Findings Activity</i>	171
<i>Writing a Summary of Findings Handouts</i>	172-190
<i>PS & IT Classroom Profile Data & Questions for Reflection</i> ..	179-195
<i>Instructions for DRDP Summary of Findings</i>	191-194
<i>DRDP Summary of Findings Sample</i>	195
<i>AND - When it connects two skills in the DRDP</i>	196-197
<i>Preschool Fundamental View Conditional Measure</i>	198-199
<i>Child Progress Report Guidance for Teachers</i>	200-204
<i>Group Progress Report Guidance for Teachers</i>	205-212

Act: Activity

H/O: Handout



None

Script:

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

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

New Administrators

Desired Results

We observe...

- As each child interacts with other children, adults, and environment
- In the natural program setting



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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.

New Administrators

Desired Results

And we observe...

As children participate in the typical daily program



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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.

New Administrators

Desired Results

Collected documentation includes:

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



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None

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.”

New Administrators

Desired Results

DRDP enables us to...



determine how children are benefiting from programs.

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The image is a slide from a training presentation. It features a light blue background. On the left side, there is a vertical red bar with the text 'New Administrators' and a blue bar with the text 'Desired Results'. The main content area has the title 'DRDP enables us to...' at the top. Below the title is a photograph of two young children sitting on a blue mat with colorful circles, playing with a green and white toy. A white text box is overlaid on the bottom right of the photograph, containing the text 'determine how children are benefiting from programs.' At the bottom left of the slide, there is a small icon of three people running. At the bottom center, there is a copyright notice: '© 2019 California Department of Education' and a small number '5' at the bottom right.

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.

New Administrators

The DRDP Assists Providers

in meeting each child's developmental needs in each classroom or family child care home.



Desired Results

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The image shows two women, likely a provider and a DRDP assessor, sitting at a table and reviewing documents. The woman on the left is looking at a document, while the woman on the right is writing on a document with a yellow pencil. The background shows a classroom setting with a bulletin board and shelves.

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.

New Administrators

Desired Results

The DRDP provides...
a “snapshot” of the child’s development.



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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.

New Administrators

Desired Results

The DRDP provides a framework for showing children's progress over time



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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 Infant/Toddler View
- DRDP Preschool View
- DRDP SA view and
- DRDP K

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

New Administrators

Desired Results

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.

<https://www.cde.ca.gov/sp/cd/ci/progspeclist.asp>



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None

Script:

(Reference management Bulletin 15-03)

If you are providing services to children with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs), you are encouraged to visit the desired results access website to get additional information about training and specific requirements.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

The screenshot shows the homepage of the Desired Results Access Project website. The page has a blue header with the title 'Desired Results Access Project' and a logo. Below the header is a navigation menu with links for 'Home/Updates', 'About', 'FAQ', 'Subscribe', 'Contact Us', 'Links', and 'Site Map'. The main content area is divided into three columns. The left column contains a 'DRDP (2015) Timeline' with links to 'Preschool View', 'Infant/Toddler View', 'Teachers/Service Providers', 'Learning Center', 'Assessment Timeline', 'Reports Systems', 'SELPA Data Submission', 'Families', 'Video Library', 'Trainer/Faculty Materials', and 'Policy & Research'. The middle column is titled 'News and Updates' and features two articles: 'Training Report Fall 2018' and 'Using the DRDP (2015) with Children with Physical Disabilities'. The right column is titled 'Welcome' and contains a message from the project, along with a list of bullet points and a search bar. At the bottom of the page, the URL 'http://www.draccess.org' is displayed, along with a copyright notice for the California Department of Education and a page number '10'.

None

Trainer note:

DR Access Project is a website to discover requirements specific to Special Education programs

Participants may have additional questions about DRDP Access. Encourage them to visit the website listed on the screen to get additional information.

New Administrators

Desired Results

CDE Guidance Management Bulletin June 2015 (continued)

When children are served by both *ELCD* 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.



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None

Script:

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

The bulletin provides information on collaboration between ECE staff and the special education provider. It also gives the requirement of using DRDP Online for all ELCD 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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Treasure Hunt - Version 1



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?

Desired Results



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None

Activity: Treasure Hunt

New Administrators

DRDP Guidelines

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 calendar days
and every 6 months
thereafter

Desired Results



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None

Script:

An age-appropriate version of the DRDP must be completed for all children enrolled in a CDE/ELCD 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.

Teachers and staff need to be familiar with the DRDP

The slide contains two screenshots. The left screenshot is titled 'Measures at-a-Glance' and shows a table with columns for 'Measure ID', 'Measure Name', 'Developmental Level', and 'Assessment Type'. The right screenshot is titled 'DRDP (2015) Table of Contents' and lists various sections of the assessment kit with their corresponding page numbers.

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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 Desired Results website and are helpful in becoming familiar with the DRDP.

New Administrators

Desired Results

The DRDP was developed by the:

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

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



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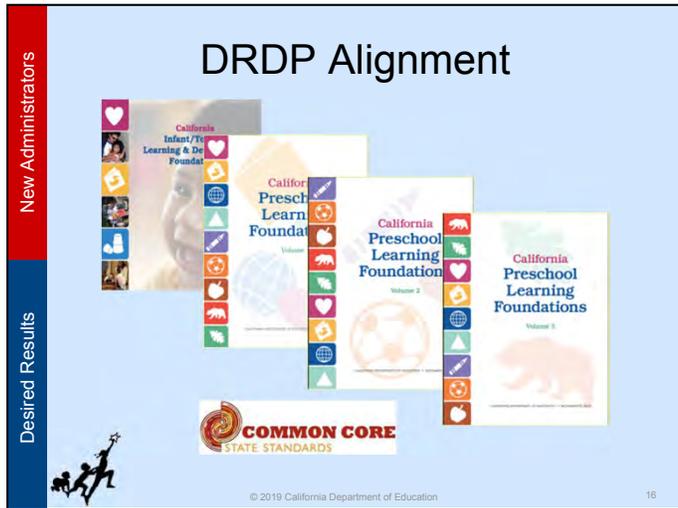
None

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.



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...

New Administrators

Build a Tower

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



Desired Results

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The image shows a young child standing on a blue plastic chair, reaching up to place a wooden block on top of a tall, narrow tower of similar blocks. The tower is built on a table. The child is wearing a red cap and a blue shirt. The background shows a classroom setting with shelves and educational materials.

None

Script:

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

New Administrators

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



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None

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.

New Administrators

Desired Results

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.



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None

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.

New Administrators

Desired Results

What is the relationship between the DRDP and the foundations?

- The **foundations** tell us how 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).



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None

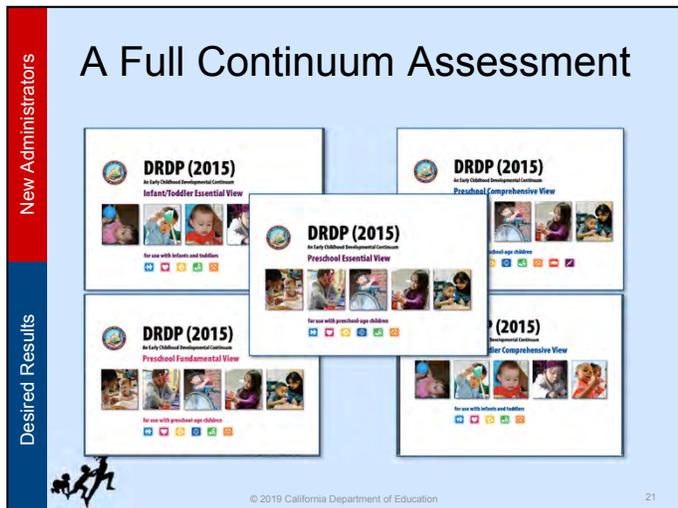
Script:

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.



None

Script:

The DRDP is a full continuum assessment. The same assessment is used for all children, including children with IFSPs and IEPs. There is one assessment and there are five 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.

- Infant/Toddler Comprehensive View has 5 domains and 29 measures.
- Infant /Toddler Essential View 5 domains and 21 measures.
- Preschool Comprehensive View has 8 domains and 56 measures, 10 of those measures are conditional.
- Preschool Fundamental View has 6 domains with 43 measures, thirteen of those measures are conditional.
- Preschool Essential View has 6 developmental sub domains and 29 measures

The fundamental view only pertains to preschool aged children. The essential views of the assessment do not meet special education requirements.. Agencies choose which view will be used to assess children.

To learn about what adaptations a child with an IFSP or IEP needs please collaborate with the child’s service providers.

DRDP School-Age

- 6 domains
- 31 measures

- 2 domains
- 13 measures

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None

Script:

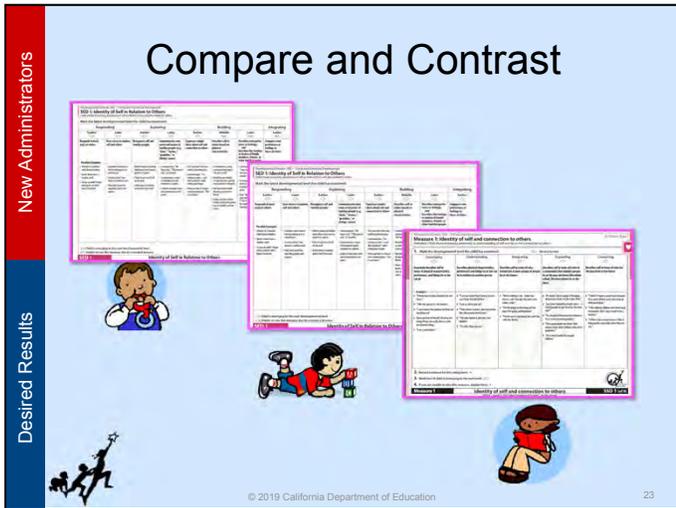
Programs may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2010) Complete Version.

Use the DRDP-SA© (2010) with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).

DRDP SA has two versions to choose from:

- DRDP–SA complete version which has all 35 measures
- 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.). ELCD felt it was still important to assess Self and Social Development as well as Health and Safety.



None

Activity: Compare and Contrast

Trainer Notes:

Point out the differences and similarities 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).

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

Navigation Map

Measure **Developmental Domain**

Definition

Descriptor

Developmental Level

Example

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		Emerging		
	Earlier	Later	Earlier	Later			
Responds in basic ways to others • Attempts to a familiar adult during feeding. • Quits when leaves a familiar adult. • Grabs an adult's finger when parent of (ADT) hand is touched.	Gives reasons to explore self and others. • Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when in embrace. • Plays with sound by separating grains and spoon.	Recognizes self as familiar people. • Identifies toward a familiar adult when one comes in Spanish. • Points to picture of self on the wall. • Notices when a familiar adult enters the room.	Communicates even names and names of familiar people (e.g., "Mama," "Daddy," "grandma," or sibling's name). • Communicates, "Me" or "I" (e.g., "I like mommy"). • Communicates names of family members (e.g., "Mama," "Daddy," "grandma," or sibling's name). • Acts out roles from own family in pretend play.	Expresses simple ideas about self and connection to others. • Acts out roles from own family in pretend play. • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a hand and communicates, "This is my hand." • Draws a picture of own family, representing traits such as height and hair color.	Describes self or others based on physical characteristics. • Communicates, only communication based. • Identifies own height, as indicated on a growth chart posted on the wall. • Names details while drawing a picture of a friend. • Expresses a picture of own family, representing traits such as height and hair color.	Describes own preferences or feelings; describes the feelings of family members or other family. • Communicates, "This meal because we both like to eat." • Communicates that a friend is happy because he is going to have birthday party. • Says, "Playing baseball only with the kid that did." (I like to play baseball with the kid that did.) • Communicates, "I don't want to touch the wall. It's green." (I don't want to touch the wall. It's green.)	Compares own preferences or feelings to those of others. • "I like to eat." (I like to eat.) • Communicates to a parent that they both like to go to the park and play sandboxes. • Communicates, "I like to eat." (I like to eat.) • Communicates, "I like to eat." (I like to eat.)

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** **SED 1**

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None

Script:

Let's look at all the elements of the DRDP measure page. Please fill in the empty boxes, as I click through the names. The back side provides the terms and definitions for the DRDP.

New Administrators

Desired Results

Remember, the examples listed...

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

Don't FORGET!



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None

Script:

The purpose of the examples is to help teachers clarify where the skills could be demonstrated, i.e., some ways a teacher might see the behavior.

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

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

New Administrators

Desired Results

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

DRDP (2015) Infant/Toddler Comprehensive View <small>For use with infants and toddlers</small>	DRDP (2015) Infant/Toddler Essential View <small>For use with infants and toddlers</small>	DRDP (2015) Preschool Comprehensive View <small>For use with preschool-age children</small>	DRDP (2015) Preschool Fundamental View <small>For use with preschool-age children</small>	DRDP (2015) Preschool Essential View <small>For use with preschool-age children</small>
5 Developmental Domains 29 Measures ATL-REG: (5) SED: (5) LLD: (5) COG: (6) PD-HLTH: (6)	5 Developmental Domains 21 Measures ATL-REG: (4) SED: (4) LLD: (5) COG: (6) PD-HLTH: (4)	8 Developmental Domains 56 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (11) PD-HLTH: (10) HSS: (5) VPA: (4)	6 Developmental Domains 43 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (7) PD-HLTH: (10)	6 Developmental sub-Domains 29 Measures ATL-REG: (4) SED: (4) LLD: (7) ELD: (4) COG: (6) PD-HLTH: (4)

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None

Script:

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

- 29 measures in the DRDP I/T Comprehensive View
- 21 measures in the DRDP I/T Essential View
- 56 measures in the DRDP Preschool Comprehensive View
- 43 measures in the DRDP Preschool Fundamental View
- 29 measures in the DRDP Preschool Essential View
- 55 measures in the DRDP-K Comprehensive View
- 37 measures in the DRDP-K Fundamental View
- 33 measures in the DRDP-K Essential View
- 25 measures in the DRDP-K Snapshot View
- DRDP-SA Complete Version has 31 measures and the DRDP-SA Simplified Version has 13 measures

New Administrators

Desired Results

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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None

Script:

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

Trainer Note:

Review the 4 Ds and emphasize that reading these components can assist staff in knowing the intent, or purpose, of each 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.

New Administrators

Desired Results

The DRDP is an
Observation-based assessment instrument



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None

Script:

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

New Administrators

The Power of Observation



“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

Desired Results

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None

Trainer note:

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

New Administrators

Motivation

“With the information you learn from observing, you can:

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

The Power of Observation



Desired Results

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None

Script:

ELCD 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, their strengths, need for support materials, and language. In addition, it helps teachers plan engaging activities to help children progress in their development.

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

The next activity will assist in writing meaningful anecdotal notes.

New Administrators

Desired Results

Develop Methods for Recording Observations and Collecting Evidence






- Anecdotal records
- Photographs
- Audio and video records
- Running records
- Sketches
- Work samples
- Daily logs
- Frequency counts

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31

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, such as anecdotal notes, work samples, frequency count sheets, and photos to provide evidence of mastered developmental levels across all of the measures.

Enlist all teachers, support staff, and parents to contribute documentation for the children’s portfolios. 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.

New Administrators

Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE

Desired Results



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None

Activity: Noticing Descriptions and Interpretations

New Administrators

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.

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None

Trainer Note:
Keep this slide up during the activity.

New Administrators

Desired Results

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
What are the specific details? What you actually... <ul style="list-style-type: none">• Observed• Read• Heard <i>Example: He is holding shirt with one hand and pen in other hand.</i>	What were your initial reactions? How you felt about what you... <ul style="list-style-type: none">• Observed• Read• Heard <i>Example: He looks worried.</i>

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None

Script:

This is a reminder of what quality notes have.

New Administrators

Steps to Completing the DRDP



Desired Results

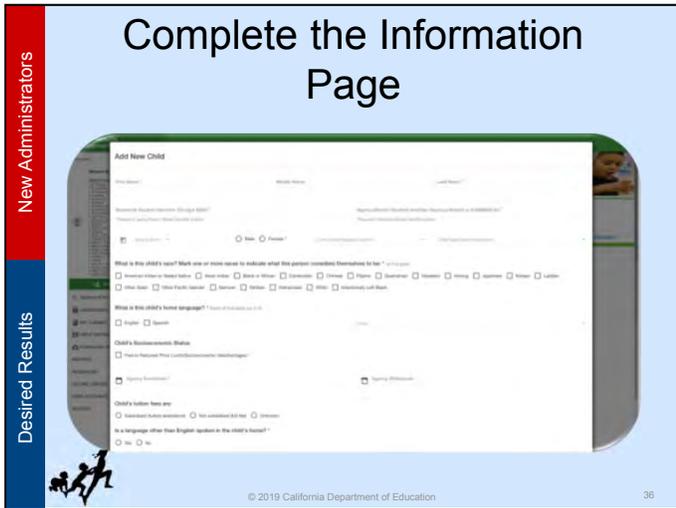


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None

Script:

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



None

Script:

One of the first steps is to enter children into the DRDP Online system.

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

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

Administrators can edit the information page when necessary in DRDP Online.

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

Micro learning videos are available on YouTube.

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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None

Script:

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

The 4 Ds 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 the child demonstrating with mastery to rate at that developmental level.

New Administrators

A Deeper Look at the Descriptors

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

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	
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; recites numbers in order	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 five objects; using one-to-one correspondence; and recites numbers correctly, up to 20
Possible Examples							

Descriptor

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38

None

Script:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

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

New

Desired Results

If the descriptor has ; followed by **and**, the child must demonstrate all the behaviors, but not necessarily during the same observation.

BUT

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None

Script:

The language inside the descriptors is very important.

If the descriptor has a ; AND the child must demonstrate all the behaviors, but not necessarily during 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.

New Administrators

When the Descriptor Says AND

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	Identifies or names several shapes in the environment (e.g., circles, squares,	Recognizes shapes when they are presented in different orientations or as	Describes several shapes and the differences between them

If the descriptor says **and**, then the child must be able to demonstrate all of the behaviors during the same observation.

Desired Results



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None

Script:

But if the descriptor says AND, then the child must demonstrate all the behaviors during the same observation.

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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	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							

New

Desired Results

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



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None

Script:

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

New Administrators

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 AND (when it connects two skills)
- Did you get them all?





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42

None

Refer to Activity Sheet #6 – A Deeper Look at the Descriptors

Script:

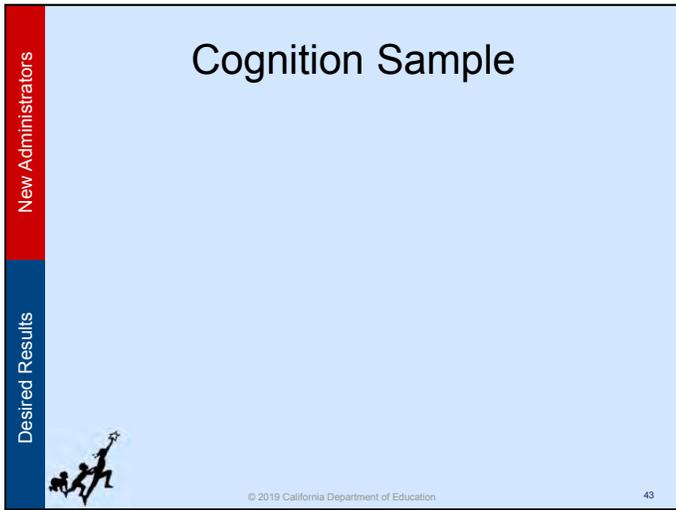
Now we are going to practice.

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 ORs, highlight the ;ANDs, and underline the AND in the descriptors.

Turn to COG 3 and COG 7 and circle the ORs, highlight the ;ANDs, 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 ;ANDs? How many ANDs?

Trainer note: Repeat this for COG 7.



None

Script:

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

New Administrators

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

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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 demonstrate during the clip?

New Administrators

Developmental Level Activity

Where are you in your development...as a cook?



Desired Results

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None

Script:

This practice model is a playful creation to assist staff in considering 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?”

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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 <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
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							
<ul style="list-style-type: none"> Says, "What smells good?" 	<ul style="list-style-type: none"> Asks to taste all samples at Costco 	<ul style="list-style-type: none"> Saves recipes for Mom to use 	<ul style="list-style-type: none"> Uses the "drive-thru" at least 2 times per week 	<ul style="list-style-type: none"> Heats frozen meals 	<ul style="list-style-type: none"> Makes spaghetti and a salad 	<ul style="list-style-type: none"> Prepares 5 course meals 	<ul style="list-style-type: none"> Graduated from Gordon 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**

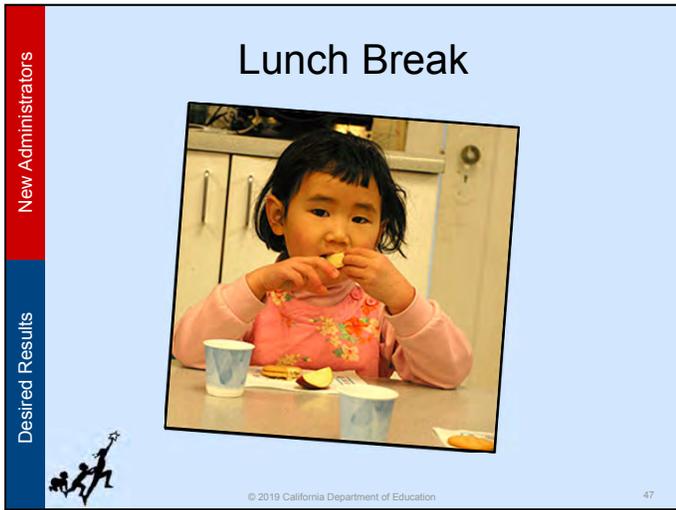
DRDP (2015) A Developmental Continuum for Kindergarten for the Kindergarten Individual Developmental Survey ©2014-2015 California Department of Education—All rights reserved. Page 46 of 55

None

Trainer Note:

Ask participants to raise hands or stand up to show pride for the highest level of “mastery” attained. Think about their behaviors in the last 60 days and choose one level that describes mastery of their skills.

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



None

Take a 15-minute break.

Trainer Note:

Remind participants to check out the gallery.

DESIRED RESULTS TRAINING

**SESSION 3: DRDP
Handout**

New Administrators

Desired Results

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



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The slide features a light blue background with a vertical red bar on the left containing the text 'New Administrators' and a vertical blue bar below it containing 'Desired Results'. The main text reads 'Review the collected evidence and reflect on the child's development'. Below the text are two photographs: the left one shows a black storage bin labeled 'Portfolios' filled with colorful folders, and the right one shows two people, a woman and a man, sitting at a table and reviewing documents. At the bottom left is a small graphic of three figures running, and at the bottom center is the copyright notice '© 2019 California Department of Education' and the number '48'.

None

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.

New Administrators

Desired Results

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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None

Trainer note:

Read the slide. Give pause to let participants think about the criteria for “mastered.” Suggest participants make a poster to put around the center to help staff learn this as a mantra.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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

None

New Administrators

Desired Results

Developmental Domains: ATL-REG 7 - Approaches to Learning: Self-Regulation

ATL-REG 7: Shared Use of Space and Materials

Child develops the ability to share the space and materials with others.

Mark the latest developmental level the child has mastered:

Responding	Exploring		Building		Integrating	
	Earlier	Later	Earlier	Later		
<p>Earlier</p> <p>Does not or rarely levels for the caregiver</p>	<p>Later</p> <p>Demonstrates independence in exploring a new specific type or material</p>	<p>Earlier</p> <p>Takes and plays with materials of interest, even when they are being used by another child</p>	<p>Later</p> <p>Shows awareness that other children might want to use materials, by taking materials out of play or suggesting to share</p>	<p>Earlier</p> <p>Establishes a pattern of sharing materials, although children use the materials off and on during play</p>	<p>Later</p> <p>Follows expectations or procedures for sharing, most of the time, without child prompting</p>	<p>Earlier</p> <p>Offers to share space or materials with children in the absence of explicit expectations for sharing</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> Does not or rarely levels for the caregiver Does not play with the materials of interest Does not play with the materials of interest when another child is playing with them Does not play with the materials of interest when another child is playing with them 	<ul style="list-style-type: none"> Does not play with the materials of interest when another child is playing with them Does not play with the materials of interest when another child is playing with them Does not play with the materials of interest when another child is playing with them 	<ul style="list-style-type: none"> Takes and plays with materials of interest, even when they are being used by another child Takes and plays with materials of interest, even when they are being used by another child Takes and plays with materials of interest, even when they are being used by another child 	<ul style="list-style-type: none"> Shows awareness that other children might want to use materials, by taking materials out of play or suggesting to share Shows awareness that other children might want to use materials, by taking materials out of play or suggesting to share Shows awareness that other children might want to use materials, by taking materials out of play or suggesting to share 	<ul style="list-style-type: none"> Establishes a pattern of sharing materials, although children use the materials off and on during play Establishes a pattern of sharing materials, although children use the materials off and on during play Establishes a pattern of sharing materials, although children use the materials off and on during play 	<ul style="list-style-type: none"> Follows expectations or procedures for sharing, most of the time, without child prompting Follows expectations or procedures for sharing, most of the time, without child prompting Follows expectations or procedures for sharing, most of the time, without child prompting 	<ul style="list-style-type: none"> Offers to share space or materials with children in the absence of explicit expectations for sharing Offers to share space or materials with children in the absence of explicit expectations for sharing Offers to share space or materials with children in the absence of explicit expectations for sharing

Child is not yet at the specified developmental level on this measure
 Child is emerging to the next developmental level
 Child is at this measure due to extended absence

ATL-REG 7 Shared Use of Space and Materials ATL-REG 7

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Script:

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

New Administrators

Is the child emerging?

After marking the developmental level mastered, ask “Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but not yet typically or consistently?” If so...



Desired Results



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None

Script:

After marking the developmental level mastered, ask “Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but not yet typically or consistently?” If so...

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Desired Results

Emerging

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
<p>ATL-REG 7: Shared Use of Space and Materials</p> <p>Child masters this capacity by demonstrating the following skills:</p> <p>Mark the latest developmental level the child has mastered:</p>	<p>Demons-trates preference for a new specific task or material</p>	<p>Takes and plays with materials of interest even when they are being used by another child</p>	<p>Shows awareness that other children might want to use materials, by holding materials but not using them</p>	<p>Resist-ance toward sharing materials with others but, when asked, will allow others to use materials</p>	<p>Follows expectations or procedures for sharing, most of the time, without adult prompting</p>	<p>Offers to share space or materials with others in the absence of explicit expectations for sharing</p>	
<p>• Shows no interest in new materials</p>	<p>• Takes another child's toy and does not return it to the child</p>	<p>• Shows all of the interest and awareness that other children might want to use materials, but does not share</p>	<p>• Shows some resistance toward sharing materials but, when asked, will allow others to use materials</p>	<p>• Shows some interest in sharing materials but does not share</p>	<p>• Shows a great interest in sharing materials and often offers to share</p>	<p>• Shows a great interest in sharing materials and often offers to share</p>	

None

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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.

New Administrators

Desired Results

Not Yet at the Earliest Developmental Level

New Administrators

Desired Results

Not Yet at the Earliest Developmental Level

Developmental Continuum (K-12) — Approaches to Learning: Self-Regulation
ATL-REG 7: Shared Use of Space and Materials
Child Development Inventory for Shared 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	Later	Earlier	
<p>Has an earlier level for this measure</p>	<p>Observes, approaches, or reaches for a new object, toy, or material</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Takes another child's toy and uses separately in another activity</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Takes another child's toy and uses separately in another activity</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Keeps all the objects nearby using a container or intervention</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Manipulates objects of some particular material, allowing others to use the materials</p> <p>Keeps all the objects nearby using a container or intervention</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Follows expectations or procedures for sharing, such as taking turns, without adult prompting</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>	<p>Offers to share space or materials with others in response to requests for sharing</p> <p>Chances to play with the object</p> <p>Sees to the gross motor needs for others at the table</p>

Child is not yet at the earliest developmental level on this measure
 Child is emerging to the next developmental level
 Unable to rate this measure due to extended absence

ATL-REG 7 Shared Use of Space and Materials **ATL-REG 7**

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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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

New Administrators

Desired Results

Unable to Rate

Developmental Domain: ATL-REG 7

Approaches to Learning: Self-Regulation

ATL-REG 7: Shared Use of Space and Materials

Child demonstrates the ability 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
<p>Behaviors and performance have not been observed for specific types of materials.</p>	<p>Behaviors and performance have been observed for specific types of materials.</p>	<p>Takes and plays with materials of interest even when they are not used.</p>	<p>Takes and plays with materials of interest when they are not used.</p>	<p>Shows awareness that other children might want to use materials, holding materials or not touching materials.</p>	<p>Maintains control of items preferred, unpreferred, or shared.</p>	<p>Follows expectations or procedures for sharing, most of the time, without adult prompting.</p>	<p>Often to share space or materials with others in the absence of explicit expectations for sharing.</p>
<p>Possible examples:</p> <ul style="list-style-type: none"> • Chooses to play with adult with both hands in required manner. • Chooses to play with the same toy because every time it does something new. • Leaves the game materials every time when at the table. 	<ul style="list-style-type: none"> • Takes another child's toy and uses appropriately for other child's purpose. • Picks up game materials when another child is done. • Leaves the game materials every time when at the table. 	<ul style="list-style-type: none"> • Shows awareness that other children might want to use materials. • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball. 	<ul style="list-style-type: none"> • Holds onto toy but lets other child play with it. • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball. 	<ul style="list-style-type: none"> • Holds onto toy but lets other child play with it. • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball. 	<ul style="list-style-type: none"> • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball. 	<ul style="list-style-type: none"> • Lets another child play with the toy. • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball. 	<ul style="list-style-type: none"> • Lets another child play with the toy. • Comments, "I see," "Oh yes," "I know," when another child reaches for a toy. • Places favorite ball, blocks, and materials in a container. • Lets another child take a ball from their hand, but holds onto the favorite ball.

Child is not yet at the earliest developmental level on this measure.

Child is emerging to the next developmental level.

Unable to rate this measure due to extended absence.

Share

ATL-REG 7

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.

DRDP-56

New Administrators

Desired Results

Conditional Measures

ATL-REG 2: Self-Comforting

Child develops the ability to comfort or soothe self in response to distress (internal or external stimulation).

Mark the latest developmental level the child has mastered:

Responding		Exploiting		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Middle	Later	
Responds to internal or external stimulation in basic ways	Responds in behaviors that have previously evoked by another self	Comforts self by looking at teacher, adults or a special thing	Comforts self in different ways, based on the situation	Anticipates need for comfort and prepares self by using previously learned self-soothing or other skills			
<ul style="list-style-type: none"> Looks at teacher or other people Looks at other people through objects Looks at hands and feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet 	<ul style="list-style-type: none"> Looks at teacher or other people Looks at other people through objects Looks at hands and feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet 	<ul style="list-style-type: none"> Looks at teacher or other people Looks at other people through objects Looks at hands and feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet 	<ul style="list-style-type: none"> Looks at teacher or other people Looks at other people through objects Looks at hands and feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet 	<ul style="list-style-type: none"> Looks at teacher or other people Looks at other people through objects Looks at hands and feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet Looks at mouth and nose Looks at feet 			

Conditional Measure

Child develops the ability to comfort or soothe self in response to distress (internal or external stimulation).

Child is emerging to the next developmental level.

Child is not emerging to the next developmental level.

ATL-REG 2 Self-Comforting ATL-REG 2

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None

Script:

Some measures in the DRDP are considered conditional measures that are only assessed when certain conditions are met.

Conditional measures should be used if they assist teachers and service providers in planning a child’s learning activities and supports, and documenting progress.

There is a short microlearning video on YouTube to explain conditional measures

DRDP-57

New Administrators

Conditional Measures

Conditional Measures for Preschool Age Children

Some measures on the DRDP include items or conditional measures that are only assessed when certain conditions are met. These measures should be used if the child meets the criteria and scoring procedures for 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 reached beyond the last level of the first earlier development measure.
- If a language other than English is spoken in the child's home.
- If the child is still meeting the health measures required for all children with IFSP.

Measures that are the Earlier Development Measure, and the Physical Development and Health measures are required for children with IFSP.

Earlier Development Measures	Conditions Under Which to Assess
AE 001 1 Emergent Mathematics AE 001 2 Counting AE 001 3 Writing AE 001 4 Spatial Knowledge	Measure for all preschool age children with IFSP. Recommended for preschool age children whose development is not beyond the next developmental level. If a child meets any of the four measures to assist in determining when a preschool age children measure are not reached.

English Language Development Measures	Conditions Under Which to Assess
ELD 1 Comprehension of English (Receptive English) ELD 2 Oral Expression in English (Expressive English) ELD 3 Understanding of English (English Language Proficiency) ELD 4 English Literacy and Found Knowledge in English	Check if a language other than English is spoken in the child's home and/or if the child is identified as a child with special needs who is at risk of having an oral language delay or other condition. If a child meets any of the four measures to assist in determining when a preschool age children measure are not reached.

Physical Development and Health Measures	Conditions Under Which to Assess
PD 001 1 Safety PD 001 2 Personal Care Routines (Hygiene) PD 001 3 Personal Care Routines (Dressing) PD 001 4 Personal Care Routines (Feeding) PD 001 5 Personal Care Routines (Toileting)	All preschool age children with IFSP. In the Fundamental View, PD 001 1-5 and PD 001 6-10 are conditional. Recommended for preschool children whose development is not beyond the next developmental level. Recommended for preschool children whose development is not beyond the next developmental level. Recommended for preschool children whose development is not beyond the next developmental level.

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:

Earlier Development Measures	How to Mark the DRDP
AE 001 1 Emergent Mathematics AE 001 2 Counting AE 001 3 Writing AE 001 4 Spatial Knowledge	These measures are required for all preschool age children with IFSP. If the measure is used, determine the child's latest level of mastery and mark accordingly. If the measure is not used, mark the box. Measures not used due to development beyond the latest developmental level.

English Language Development Measures	How to Mark the DRDP
ELD 1 Comprehension of English (Receptive English) ELD 2 Oral Expression in English (Expressive English) ELD 3 Understanding of English (English Language Proficiency) ELD 4 English Literacy and Found Knowledge in English	If these measures are used, determine the child's latest level of mastery and mark accordingly. Check the box on the Information Page about the child's home language. Not required for children who are deaf or hard of hearing who are not learning a spoken language. If these measures are not used, mark the box. Measures not used: English is the only language spoken in this child's home.

Physical Development and Health Measures	How to Mark the DRDP
PD 001 1 Safety PD 001 2 Personal Care Routines (Hygiene) PD 001 3 Personal Care Routines (Dressing) PD 001 4 Personal Care Routines (Feeding) PD 001 5 Personal Care Routines (Toileting)	These measures are required for preschool age children with IFSP. In the Comprehensive View, PD 001 1-5 and PD 001 6-10 are conditional. In the Fundamental View, PD 001 1-5 and PD 001 6-10 are conditional. If these measures are used, determine the level of mastery and mark accordingly. If these measures are not used, check the box. "Not used" can be checked because a child is deaf or hard of hearing or because the child is not learning a spoken language. Do not check the box if planning the child's learning activities and supports.

Desired Results

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None

Trainer Note:

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

Also refer to YouTube video.

DRDP-58

New Administrators

Desired Results

Preschool English-Language Development Measures



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The image shows three young children, two girls and one boy, smiling and looking towards the camera. They are standing in front of a whiteboard. The whiteboard has the word 'Market' written in black marker at the top, and 'Mercad' written in red marker below it. There are colorful drawings of fruits and vegetables on the board. The children are wearing casual clothing. The background is a light blue wall.

None

Script:

The DRDP (2015) Preschool View instruments contains four measures for English-language development.

(There are ELD tutorial on the Desired Results website.)

New Administrators

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



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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

New Administrators

Desired Results

Child's Language Information

The screenshot shows the 'DRDP (2015) Early Education Information Page' form. The 'Child's Language Information' section is highlighted with a blue bar and a yellow arrow. Another yellow arrow points to question 13, which asks if the child speaks a language other than English at home. The form includes sections for Child Information, Observer Information, and Child's Language Information. The 'Child's Language Information' section contains questions 13, 14, and 15, along with checkboxes for 'No', 'Yes', and 'Don't know'.

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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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

None

New Administrators

Desired Results

The New Developmental Levels for ELD

Developmental Domains: ELD - English Language Learners
Conditional Measure
☑️ This measure is not used for English for all language options in the child's choice

ELD 2: Self-Expression in English (Expressive English)
Child is participating in program consistently in speaking English

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
<p>Does a few "first words" or word-like sounds or gestures to communicate in home language</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Asks for food when holding up a spoon, fork, bowl, or glass • Communicates from child to home language, "Mama," "Dada," or other word approximations. • Reaches for an object for an object. 	<p>Communicates in home language or nonverbally with</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Takes an adult's hand and rubs the child in the dressing area when several children are dressing, and another or points toward the diaper or underwear. • Says, "Yes," and responds in home language to requests to a teacher, participant, or, "Yes, no, and more." • Communicates "I don't want your" in Spanish while approaching a peer who is leaving. • Communicates, "¿Dónde está el chocolate?" while pointing to a chocolate bar in the dramatic play area. 	<p>Communicates most components of home language, or occasionally single words or short sentences as questions or needs in English</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Communicates in English, "Yes," to a parent when being up in the middle of the day. • Uses signs to be understood and signs to request the work, "good morning" and "goodbye." • Shows an adult, "The seat" in English when an adult finishes modeling a story to a small group of children. 	<p>Communicates in English, using single words and common phrases (may mix English with home language)</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Communicates in English, "Water?" to ask a teacher how to pour water from a water bottle in the dramatic play area. • Communicates in English, "Is he a horse?" to ask about a picture of a horse. • Communicates in Spanish, "The dog is here!" to the teacher when the teacher is talking about the dog in the dramatic play area. 	<p>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Communicates in a peer while playing with play dough, "I want to play with you." or "I want to play with you." and "I want to play with you." • Communicates in a peer while playing with play dough, "I want to play with you." and "I want to play with you." • Communicates in a peer while playing with play dough, "I want to play with you." and "I want to play with you." 	<p>Communicates in English, following simplified sentences, shared a variety of social and instructional contexts, and may mix English with home language)</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Communicates in English, "This is my name tag." to the teacher and peers. • Communicates in Spanish, "I want to play with you." to the teacher and peers. • Communicates in Spanish, "I want to play with you." to the teacher and peers.

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

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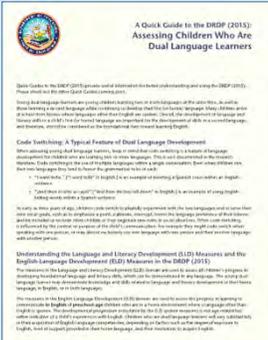
Script:

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

New Administrators

Desired Results

Assessing Children Who Are Dual Language Learners



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

Quick Guide to the DRDP (2015) provides a set of information to help understanding and using the DRDP (2015). Please consult the DRDP (2015) for more information.

Using the language features and young children learning to use both languages at the same time, as well as their ability to understand and use both languages, is a key indicator of their language skills. This guide provides information about how to assess children who are dual language learners. It includes information about the development of language and literacy skills in dual language learners and how to assess their language skills. It also includes information about the development of literacy skills in dual language learners and how to assess their literacy skills.

Code Switching: A Typical Feature of Dual Language Development

When assessing a child's language skills, it is important to understand that code switching is a normal part of dual language development. Code switching is the use of two languages in the same conversation. For example, a child might say "I want to go to the park" in English and then say "I want to go to the park" in Spanish. This is a normal part of dual language development and should not be considered a sign of a language disorder.

Children learning the language and literacy development (ELD) measures and the English Language Development (ELD) Measures in the DRDP (2015)

The measures in the language and literacy development (ELD) measures and the English Language Development (ELD) Measures in the DRDP (2015) are designed to assess children's language and literacy skills in both languages. The measures are designed to assess children's language and literacy skills in both languages and to provide information about their language and literacy skills in both languages.

The measures in the English Language Development (ELD) Measures and the English Language Development (ELD) Measures in the DRDP (2015) are designed to assess children's language and literacy skills in both languages. The measures are designed to assess children's language and literacy skills in both languages and to provide information about their language and literacy skills in both languages.

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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.

Ask, “What are some things that stood out to you from the handout?”

Use chart paper to chart responses about code switching.

New Administrators

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



Desired Results

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None

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

New Administrators

Desired Results

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.





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None

Script:

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.

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 a language other than English is spoken in the child’s home.

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

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

New Administrators

Completing a Developmental Profile

Desired Results

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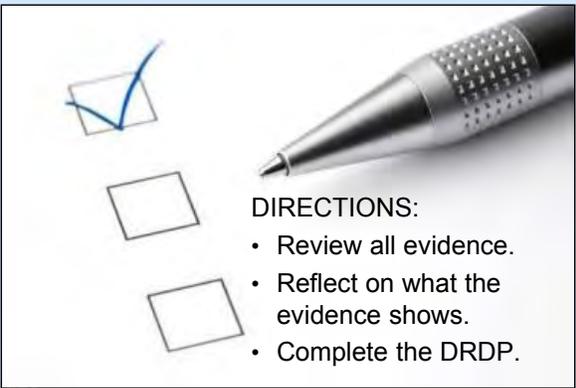
The image shows three overlapping covers of developmental profile forms. The top-left cover is the 'DRDP (2015) Infant/Toddler Comprehensive View'. The middle cover is the 'DRDP (2015) Preschool Comprehensive View'. The bottom-right cover is the 'Desired Results Developmental Profile School-Age DRDP-5A (2011) Complete Version'. A vertical red bar on the left contains the text 'New Administrators' and a vertical blue bar contains 'Desired Results'. At the bottom left is a silhouette of a person climbing a ladder. At the bottom center is the copyright notice '© 2019 California Department of Education' and at the bottom right is the page number '64'.

None

Activity: Completing a Developmental Profile

New Administrators

Into Practice



DIRECTIONS:

- Review all evidence.
- Reflect on what the evidence shows.
- Complete the DRDP.

Desired Results

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None

New Administrators

Desired Results

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



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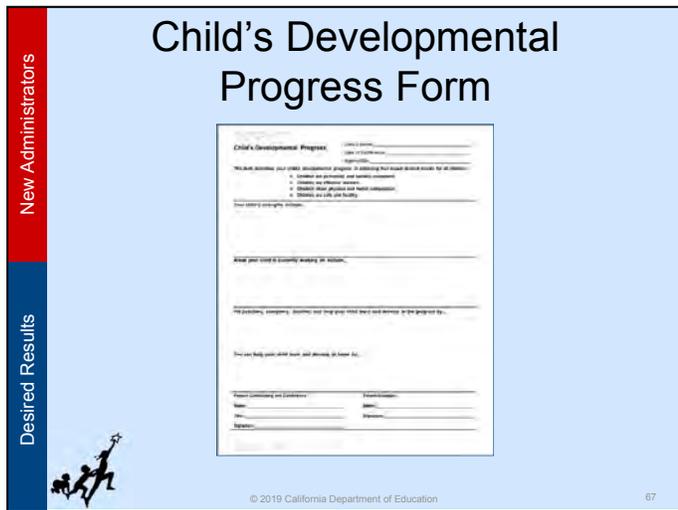
None

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.



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 and stress the importance of the parents' involvement and participation in the process of the child's learning and growth.

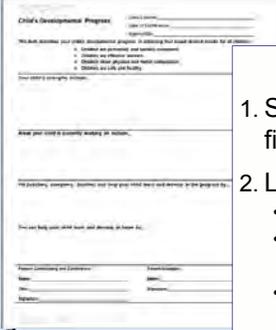
Teachers are also encouraged to use the parent report from DRDP Online to supplement the Child Developmental Progress form.

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

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Desired Results

Completing the Child's Developmental Progress Form



DIRECTIONS:

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

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None

Activity: Completing a Child's Developmental Progress Form

DRDP Online
Now required of all ELCD programs



Get information about DRDP Online on the Desired Results website: www.desiredresults.us

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Vertical text on the left side of the slide:
New Administrators
Desired Results

None

Script:

DRDP Online accounts are free for CDE funded programs, Head Start programs, California tribal CCDF, and for California K-12 school districts and all programs associated with Quality Counts.

There are many free tutorials and webinars available to support implementation of DRDP Online.

Program staff may schedule an appointment for support or join free webinars: <https://www.desiredresults.us/drdp-online-resources>

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Desired Results

DRDP data is compiled by...

- Individual child
- Classroom
- Contract
- DRDP Online
- Commercial software programs

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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.

DRDP Online 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 ELCD, it will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Program Action Plan.

New Administrators

What is DRDP Online?

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

Desired Results

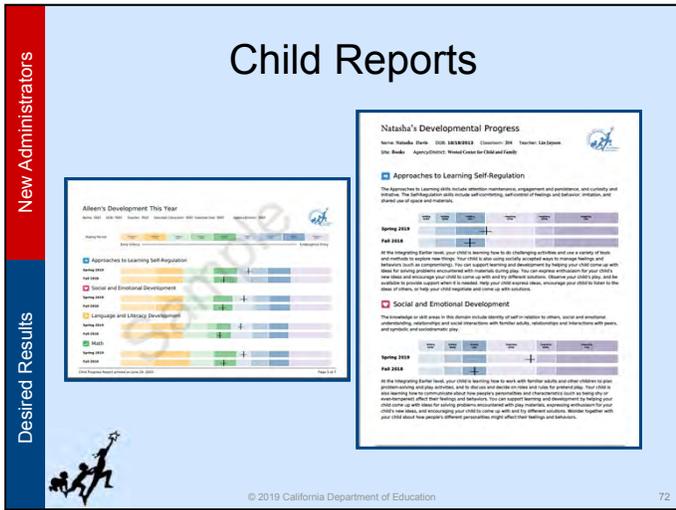


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None

Script:

Teachers can complete the DRDP assessment using the DRDP Online system, via the internet using a password and username. The system allows for automatic storage of DRDP data. It also allows programs to be completely paperless when completing the assessment. The data entry system compiles all the data and provides multi level summary reports by student, or by group, and even subgroup that can be shared with families and administrators.



None

Script:

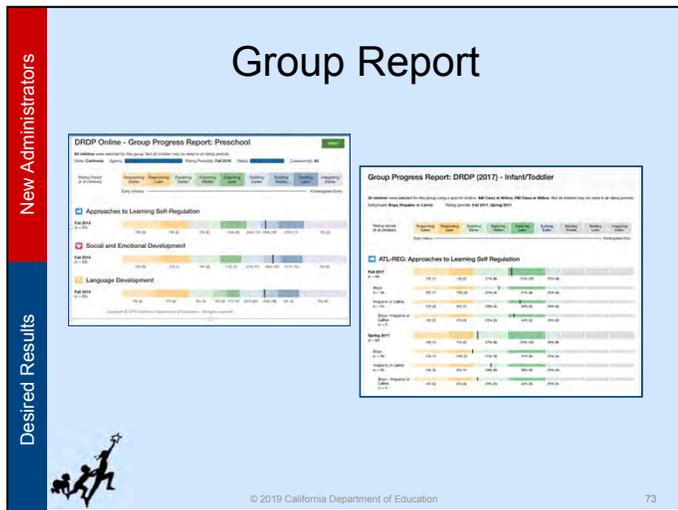
The child development this year report, shows the child's overall developmental level in each separate domain. Child Report—provides psychometrically valid domain level information for individual children. Teachers can use this information to visually see where children are strong in their development and where they may need additional support.

Psychometric measurement is how the DRDP Online system calculates the correct distances of growth from one developmental level to the next.

“The Parent Report provides information from the DRDP assessment about your child’s knowledge, skills, and behaviors across a range of areas of development, called domains” (Parent Report Guidance for Teachers, California Department of Education).

The parent report does not specify the strengths or the areas of growth for children, it provides generic statements in the box that are helpful. But teachers must add to the boxes to individualize the information for that specific child.

Parent reports should be discussed with families, not just printed and handed out.

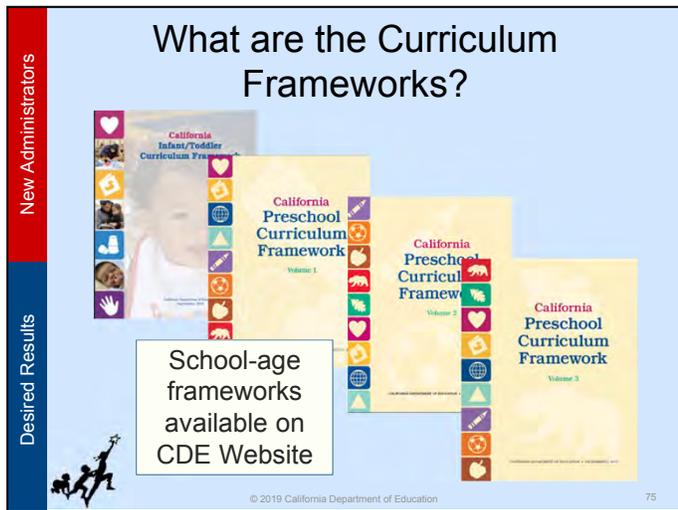


None

Script:

The Group Progress Report provides information on one rating period for an agency, program, site or classroom. The Group Cohort Report will show subgroup data along with the overall group data. The data will be available for all the domains completed by the program.

Teachers may use this information in their classroom to provide specific strategies to meet the needs of their groups. Administrators may use the Group Report to analyze data across the program and use the information to provide professional development or make changes for program improvement.



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.

New Administrators

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” (Preschool Curriculum Framework, p. v)



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None

Script:

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

New Administrators

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.

Desired Results



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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.

New Administrators

Desired Results

All teachers...

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



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The image shows a teacher sitting on a blue carpeted floor in a classroom, gesturing towards a large display board on the wall. Three young children are sitting on the floor in front of the board, looking at it. The display board is covered with many small, colorful photographs or drawings. The teacher is wearing a striped shirt and dark pants. The children are wearing various casual clothes. The background shows a typical classroom setting with a blue wall and some educational materials.

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.

New Administrators

DRDP Summary of Findings

California Department of Education
Early Education and Support Division
March 2018

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

Contractor Legal Name		Age Group (Infant/Toddler, Preschool, School Age)	
Contract Type and/or FCCEN	Lead Planner Name and Position		
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 process, learning opportunities, resources and needed supports, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Person Responsible	Follow-Up and Reflection (Changes made, data collected, etc. as needed)
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 what?

Desired Results

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None

Script:

Programs are required to summarize the data both at the classroom and contract level to determine key findings and action steps. These are trends or main points that require action. Think about where teachers want to see change or progress for the children in their class based on their data. Where will you put time, energy, and resources to see change?

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.

ELCD 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.

DRDP-81

New Administrators

Small and Large Group Planning

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

Desired Results

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None

Script:

This is one example of what the data may 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 DRDP Online reports to support planning for the groups of children in your own classroom.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Writing a DRDP Summary of Findings

California Department of Education
Early Education and Support Division
March 2019

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

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

This form can be expanded and is included in a pdf file.

Key Findings from Developmental Profile	Action Steps (Including general learning opportunities, interventions and related supports, environment and materials, family engagement)	Expanded Completion Date and/or Ongoing Implementation and Program Requirements	Follow-Up and Reflection (Changes made, data collected, data analyzed, etc.)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What steps can we take to meet the needs of the children currently enrolled in our classroom?		Ask: How did we do?

DIRECTIONS:

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

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None

Activity: Writing a Summary of Findings

New Administrators

Self-Study Checklist

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

Desired Results

None

Script:

Let's create a calendar of how we collect and organize documentation, when the first DRDPs are due, and when to complete the classroom summary of findings.

DESIRED RESULTS TRAINING

**SESSION 3: DRDP
Handout**

New Administrators

Desired Results

Thank you!



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The image is a slide from a training presentation. It features a light blue background. At the top center, the text "Thank you!" is written in a large, black, sans-serif font. Below the text is a photograph of two young children on a swing set at a playground. The child in the foreground is seen from the back, wearing a white sweater with blue stripes at the bottom. The child behind them is smiling and looking towards the camera. The swing set is made of metal and has a green support pole. The ground is paved with large, square tiles, some of which have chalk drawings on them. In the background, there are other playground structures and a building. On the left side of the slide, there is a vertical red bar with the text "New Administrators" written vertically in white. Below the red bar is a blue bar with the text "Desired Results" written vertically in white. At the bottom left of the slide, there is a small black silhouette of a person running. At the bottom center, there is a small copyright notice: "© 2019 California Department of Education". At the bottom right, there is a small number "83".

None

New Administrators

Desired Results Developmental Profile® (DRDP) Observation Assessment Instrument

Desired Results




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1

1

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We observe...

Desired Results

- As each child interacts with other children, adults, and environment
- In the natural program setting





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2

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And we observe...

Desired Results

As children participate in the typical daily program




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3

3

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Desired Results

Collected documentation includes:

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

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Desired Results

DRDP enables us to...

determine how children are benefiting from programs.

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Desired Results

The DRDP Assists Providers

in meeting each child's developmental needs in each classroom or family child care home.

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The DRDP provides...

a "snapshot" of the child's development.



Desired Results



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The DRDP provides a

framework for showing children's progress over time



Desired Results



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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.

<https://www.cde.ca.gov/sp/cd/ci/progspeclist.asp>

Desired Results



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9

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Desired Results Access Project

<http://www.draccess.org>

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10

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CDE Guidance Management Bulletin June 2015 (continued)

When children are served by both *ELCD* 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.

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11

New Administrators

Treasure Hunt - Version 1

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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12

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DRDP Guidelines

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

Desired Results



60 calendar days and every 6 months thereafter



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Teachers and staff need to be familiar with the DRDP

Desired Results




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14

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The DRDP was developed by the:

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

Desired Results

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



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DRDP Alignment

Desired Results

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16

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Build a Tower

Desired Results

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

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Key Points

Desired Results

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

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

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.




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19

New Administrators

What is the relationship between the DRDP and the foundations?

Desired Results

- The **foundations** tell us how 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).



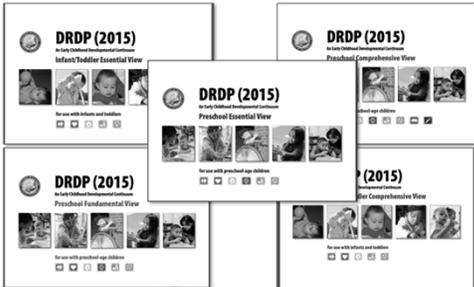
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A Full Continuum Assessment

Desired Results




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21

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Desired Results

Remember, the examples listed...

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



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Desired Results

DRDP at a Glance

DRDP (2015)
Developmental Domains & Measures at a Glance

Developmental Domains

ATL-REG: Approaches to Learning-Skill Acquisition
 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
 HSB: History-Social Science
 VPA: Visual and Performing Arts

<p>DRDP (2015) Infant/Toddler Comprehensive View For use with infants and toddlers</p> <p>5 Developmental Domains 29 Measures</p> <p>ATL-REG: (5) SED: (5) LLD: (5) COG: (5) PD-HLTH: (8)</p>	<p>DRDP (2015) Infant/Toddler Essential View For use with infants and toddlers</p> <p>4 Developmental Domains 21 Measures</p> <p>ATL-REG: (4) SED: (4) LLD: (5) COG: (4) PD-HLTH: (4)</p>	<p>DRDP (2015) Preschool Comprehensive View For use with preschool-age children</p> <p>5 Developmental Domains 58 Measures</p> <p>ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (11) PD-HLTH: (10) HSB: (5) VPA: (4)</p>	<p>DRDP (2015) Preschool Fundamental View For use with preschool-age children</p> <p>5 Developmental Domains 43 Measures</p> <p>ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (7) PD-HLTH: (10)</p>	<p>DRDP (2015) Preschool Essential View For use with preschool-age children</p> <p>6 Developmental sub-Domains 29 Measures</p> <p>ATL-REG: (4) SED: (4) LLD: (7) ELD: (4) COG: (6) PD-HLTH: (4)</p>
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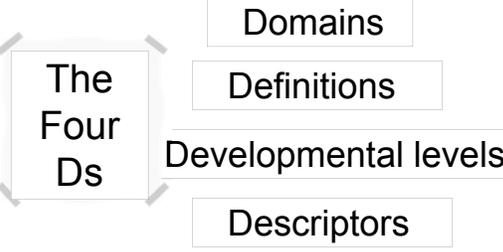
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26

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Desired Results



*LOOK to the 4 Ds:
Domains, definitions, developmental levels, and descriptors to clarify the intent of each measure.*

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27

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Desired Results

The DRDP is an Observation-based assessment instrument



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Desired Results

The Power of Observation



“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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29

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Motivation

“With the information you learn from observing, you can:

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

The Power of Observation

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30

Develop Methods for Recording Observations and Collecting Evidence

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- Anecdotal records
- Photographs
- Audio and video records
- Running records
- Sketches
- Work samples
- Daily logs
- Frequency counts

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31

Noticing Descriptions and Interpretations

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DESCRIPTIVE	INTERPRETIVE

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32

Still Photo Observation

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33

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
<p>What are the specific details?</p> <p>What you actually...</p> <ul style="list-style-type: none"> • Observed • Read • Heard <p><i>Example: He is holding shirt with one hand and pen in other hand.</i></p>	<p>What were your initial reactions?</p> <p>How you felt about what you...</p> <ul style="list-style-type: none"> • Observed • Read • Heard <p><i>Example: He looks worried.</i></p>

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Steps to Completing the DRDP



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Complete the Information Page



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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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37

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A Deeper Look at the Descriptors

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

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	
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, and uses number names, one through ten, to solve problems correctly, up to 20

Descriptor

Possible Examples

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38

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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	
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If the descriptor has ; followed by **and**, the child must demonstrate all the behaviors, but not necessarily during the same observation.

BUT

Possible Examples

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39

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Cognition Sample

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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?




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Developmental Level Activity

Where are you in your development...as a cook?




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

Responding	Exploring		Building		Integrating	
	Earlier	Later	Earlier	Later	Earlier	Later
<p>Responding to the needs to look for space and materials within.</p> <p>Mark the latest developmental level the child has mastered:</p>	<p>Responding to the needs to look for space and materials within.</p>	<p>Take of play with shared materials, using them to explore and investigate.</p>	<p>Share materials for play with others, using them to explore and investigate.</p>	<p>Recognize shared materials, using them to explore and investigate.</p>	<p>Take of play with shared materials, using them to explore and investigate.</p>	<p>Share materials for play with others, using them to explore and investigate.</p>
<p>Does not play with shared materials.</p>	<p>Take of play with shared materials, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>	<p>Share materials for play with others, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>	<p>Recognize shared materials, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>	<p>Take of play with shared materials, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>	<p>Share materials for play with others, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>	<p>Share materials for play with others, using them to explore and investigate.</p> <p>Does not play with shared materials.</p>

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Is the child emerging?

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



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Assessing Children Who Are Dual Language Learners



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

Quick Guide to the DRDP (2015) provides useful information for better understanding and using the DRDP (2015). Please refer to the DRDP (2015) for more information.

Having a language barrier can affect a child's communication and social interactions. For children who are dual language learners, it is important to understand their language abilities and how they use their home language and English. This guide provides information on how to assess dual language learners and how to use the DRDP (2015) to assess their language skills.

Code Switching: A Typical Feature of Dual Language Development

When communicating and learning, young children may use words or phrases from both of their languages. This is called code switching. It is a normal part of dual language development and is not a sign of confusion or lack of understanding. It is a sign that the child is using both languages and is able to understand and use both.

Examples of code switching:

- "I want more." (English) "I want more." (Spanish)
- "I want more." (English) "I want more." (Spanish)
- "I want more." (Spanish) "I want more." (English)

As a result of code switching, children may use words or phrases from both of their languages in the same conversation. This is a normal part of dual language development and is not a sign of confusion or lack of understanding. It is a sign that the child is using both languages and is able to understand and use both.

Understanding the Language and Literacy Development (LLD) Measure and the English Language Development (ELD) Measure on the DRDP (2015)

The LLD and ELD measures are designed to assess the language and literacy skills of children who are dual language learners. The LLD measure assesses the child's ability to understand and use their home language, and the ELD measure assesses the child's ability to understand and use English. Both measures are designed to be used together to provide a comprehensive assessment of the child's language and literacy skills.

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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

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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.



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Completing a Developmental Profile

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Into Practice

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DIRECTIONS:

- Review all evidence.
- Reflect on what the evidence shows.
- Complete the DRDP.

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The Child's Developmental Progress form is designed to...

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- 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

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Child's Developmental Progress Form

Child's Developmental Progress

Child's Name: _____ Date of Birth: _____
 Age: _____

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

- 1. Demonstrate personal and family competence
- 2. Demonstrate physical development
- 3. Demonstrate social-emotional competence
- 4. Demonstrate language and literacy

Your child's strengths include: _____

Areas your child is currently working on include: _____

As 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 Submitting the Evidence: _____ Period/Location: _____
 Name: _____ Date: _____
 Title: _____ Signature: _____
 Address: _____

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67

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Completing the Child's Developmental Progress Form

Child's Developmental Progress

Child's Name: _____ Date of Birth: _____
 Age: _____

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

- 1. Demonstrate personal and family competence
- 2. Demonstrate physical development
- 3. Demonstrate social-emotional competence
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Your child's strengths include: _____

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As 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 Submitting the Evidence: _____ Period/Location: _____
 Name: _____ Date: _____
 Title: _____ Signature: _____
 Address: _____

DIRECTIONS:

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

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68

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DRDP Online

Now required of all ELCD programs



Get information about DRDP Online on the Desired Results website: www.desiredresults.us

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DRDP data is compiled by...

- Individual child
- Classroom
- Contract

- DRDP Online
- Commercial software programs



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70

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What is DRDP Online?

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



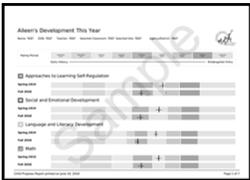
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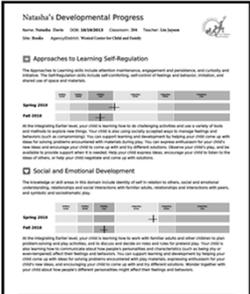
71

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Child Reports







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72

Group Report

DRDP Online - Group Progress Report: Preschool

Group Progress Report: DRDP (2017) - Infant/Toddler

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Class Planning Report

Class Planning Report - Preschool

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74

What are the Curriculum Frameworks?

California Infant/Toddler Curriculum Framework

California Preschool Curriculum Framework

California Preschool Curriculum Framework

California Preschool Curriculum Framework

School-age frameworks available on CDE Website

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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” (Preschool Curriculum Framework, p. v)

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76

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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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All teachers...

must use the results of assessments of children’s progress to support each child’s learning and development.

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DRDP Summary of Findings

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79

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Small and Large Group Planning

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80

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Writing a DRDP Summary of Findings

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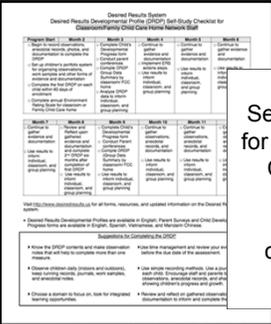
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81

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Self-Study Checklist

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

82

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Thank you!

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83

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

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

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



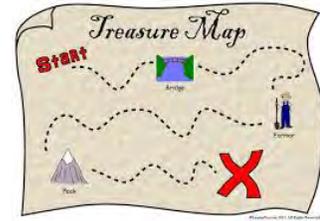
ACTIVITY PROCESS:

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.

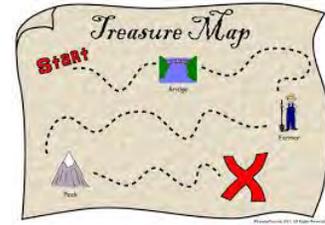


Treasure Hunt - Version 1

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?

Frequently Asked Questions (FAQ) by topic:

- [DRDP Online](#)
- [DRDP Online Reports](#)
- [DRDP: A Developmental Continuum from Early Infancy to Kindergarten Entry Requirements](#)
- [DRDP Fundamental View Frequently Asked Questions](#)
- [DRDP Formatting](#)
- [Developmental Levels](#)
- [Children with Special Needs](#)
- [Availability of Training/Training Documents](#)
- [Using with Specific Programs](#)
- [Family Child Care Home Education Network](#)
- [Preschool Learning Foundations](#)
- [Still have questions?](#)

DRDP Online

I have a DRDPtech account. Do I need to make a new account for the new DRDP Online?

No, your account information was transferred over to DRDP Online. However, you will need to reset your password prior to logging in to DRDP Online for the first time. To do this, go to www.drdponline.org and select "Forgot Password". Follow the prompts to reset your password.

How do I know what my user role is within the DRDP Online system?

You can view your user role(s) by selecting your name from the menu at the left and then selecting User Profile.

How do I know the functions associated with each type of user role?

For details about roles and permissions, see the DRDP Online Roles and Permissions [resource available on the Desired Results website](#).

What is the difference between the Agency Administrator role and the Lead Agency Administrator role?

A user with the Lead Agency Administrator role has all the same access and permissions as an Agency Administrator and can also select the age level instrument views for an agency. For more details about roles and permissions, see the DRDP Online Roles and Permissions [resource available on the Desired Results website](#).

Are Lead Agency Administrators able to add new administrators to the system?

Yes. Users with the Lead Agency Administrator role are able to add new administrators to the system.

Is it possible for one administrator to be assigned to multiple sites?

Yes. A user with the Agency Administrator role may be assigned to multiple sites.

Is it possible to assign a different site administrator to each site?

Yes, an agency administrator may assign a unique site administrator to each site. Users with the Site Administrator role may also be assigned to multiple sites.

Do all sites within an agency have to use the same age level instrument views?

Yes. The Lead Agency Administrator selects the age level instrument views for an agency.

How are the age level instrument views selected?

The Lead Agency Administrator selects the age level instrument views for an agency. For details on how to select the age level instrument views, see the Instructions to Select the DRDP View (PDF) and Selecting Assessment View for Your Agency (video) [resources available on the Desired Results website](#).

Is there a way to upload new users via an upload template?

Yes. Users with an administrator role may add new users to DRDP Online. For details on how to upload new users using an upload template, see the Using Templates to Upload Users (PDF) and Adding Users (video) [resources available on the Desired Results website](#).

Is there a way to upload new children to DRDP Online and update the files for children that already exist in the system using an upload template?

Yes. Users with an administrator role may add new children to DRDP Online and also update the files for existing children using an upload template. For details on how to upload new children and update files using a template, see the Using Templates to Upload (add) and Update Child Files (PDF), Adding Information to and Formatting Child Upload Templates (video), and Uploading Using Child Upload Templates (video) [resources available on the Desired Results website](#).

How do I edit children's demographic information?

Only users with an administrator role may edit children's demographic information. To access a child's demographic information, use the Search for Child/Enroll option from the menu on the left. From the search results, select the orange eye icon to view the child's demographic information. Select the pencil on the left to edit the child's demographic information and save any changes made.

Children's demographic information may also be updated using an upload template (see question 9 above).

Is there a way to upload and lock children's ratings using a template?

Yes. Users with an administrator role may upload and lock children's ratings using an upload template. For details on how to upload children's ratings using an upload template, see the Using Templates to Upload (add) and Update Child Files (PDF), Adding Information to and Formatting Child Upload Templates (video), and Uploading Using Child Upload Templates (video) [resources available on the Desired Results website](#).

Do I have to add new classes for each rating period?

Yes. Users with an administrator role add classes. For more information about how to add classes, see the Getting Started for Administrators (PDF) and Adding Classes (video) [resources for administrators](#) available on the Desired Results website.

Which type of user can add children to classes?

Users with an administrator role may add children to classes. For more details about roles and permissions, see the DRDP Online Roles and Permissions resource. For more details on how to add children to classes, see the Getting Started for Administrators (PDF), Re-enrolling and Re-assigning Children for Administrators (PDF), and Managing Enrollment (video) [resources available on the Desired Result website](#).

Is it required that I upload teacher observations to DRDP Online?

No. DRDP Online is for entering children's ratings and generating reports.

DRDP Online Reports

What reports are available in DRDP Online?

There are three reports available in DRDP Online.

- The **Group Progress Report** provides information for all children in one rating period.
- The **Cohort Progress Report** provides domain scale scores for a selected group of children. It also provides the ability to select a filter such as program type. The report shows all domain scaled scores for a selected group within the current year (to date).
- The **Child Progress Report** provides information on individual children in one rating period or the child's progress over the course of the year, if ratings are entered and locked in more than one rating period.

What does “cohort” mean in the Cohort Progress Report?

The Cohort Progress Report shows the progress of a group (or cohort) of children over the course of a year. A user may select Fall 2018 and see the progress of the children from fall through Spring 2019. If Spring 2019 is selected, the report will find the children with ratings in spring and show their progress throughout the year.

Why can't I see my school-age reports?

School-age reports are not yet available in DRDP Online; however, they can be accessed in DRDPtech or by contacting the Desired Results team at drdponline@wested.org.

When I look at my reports, the numbers are different for my agency each day. Why is this happening?

Proficiencies are moving into DRDP Online each day. As proficiencies are added, more reports become available. We recommend that users check for updates regularly.

I locked the ratings for all my children. Why can't I see my reports yet?

Once ratings are entered and locked, a scoring engine calculates those ratings to generate reports. The process of adding records to the scoring engine daily takes time; therefore, the reports are not automatically generated and available.

DRDP—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—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 Preschool Comprehensive View or the Preschool Fundamental View for children who are three years of age until kindergarten enrollment. The DRDP 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 ©) 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. DRDP Online 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 Learning and Care Division (ELCD) programs are required to maintain portfolios for each child. There is no requirement to add comments.

10. If a child terminates the program and reenrolls, do I complete a new assessment.

If a child returns after terminating the program, within 30 days, a new assessment does not need to be completed.

11. We are using an outside vendor to collect documentation and complete ratings for the DRDP, do ratings have to be entered in DRDP Online?

Effective Fall 2015, all state-funded agencies are required to enter all DRDP ratings in DRDP Online. The use of a vendor to help with data collection or organization of documentation is a choice of the agency. The California Department of Education requires DRDP ratings to be entered in DRDP Online and the psychometric reports used to support learning and development.

12. If a teacher selects the conditional measure bubble (Measure not rated: The child’s development is beyond the latest developmental level (required for children with IEPs)), is evidence required to show the child’s development is beyond the latest developmental level?

When asked, a teacher is expected to articulate why the conditional measure was not rated. The California Department of Education does not require documentation for not rating a conditional measure. However, an agency may have a different policy.

[back to top](#)

Frequently Asked Questions about the DRDP Fundamental View

13. Regarding the new Fundamental View for the DRDP Preschool tool, will there be an update to DRDP Online?

A. Yes, there will be an update in DRDP Online by May 2018. 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 DRDP Online 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.

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

Programs are able to enter ratings into DRDP Online now. There is no need to wait for the Fundamental View. There will be an update in DRDP Online 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.

15. 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.

16. When will the Fundamental View Spanish resource be available?

The DRDP Fundamental View Spanish resource will be available by August 30, 2016.

17. 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. 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.

[back to top](#)

Desired Results Developmental Profile (DRDP) Formatting

18. Should the DRDP be copied each time it is administered?

It is required that teachers use DRDP Online for entering their DRDP ratings. Therefore, the teacher only needs one copy of the DRDP. Some programs choose to enter data into DRDP Online 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>

19. 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 DRDP Online.

20. 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.

21. 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 DRDP Online.

22. Is the DRDP available in computerized version (meaning profiles can be filled out electronically and summaries automatically generated)?

DRDP Online is a cloud-based computer system for the DRDP assessment instruments. DRDP Online 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. DRDP Online is required for use by ELCD programs.

23. 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.

[back to top](#)

Developmental Levels

24. After marking the highest developmental level (integrating) on the DRDP-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.

25. 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.

26. 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-Infant/Toddler instrument and the DRDP-K instrument in order to encompass the range of abilities.

27. 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.

28. 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.

[back to top](#)

Children with Special Needs

29. 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 is required for all direct service agencies that contract with the ELCD 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).

[back to top](#)

Availability of Training/Training Documents

30. Are training materials available on the website?

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.

31. 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](#).

32. 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.

33. 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 Learning and Care Division (ELCD) 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](#).

34. 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 \(CECO\)](#). Training materials are routinely posted on the Desired Results Web site <https://www.desiredresults.us/materials>

35. 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

[back to top](#)

Using with Specific Programs

36. 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/cdeelcd-resources>

37. 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\(g\)\(2\)](#).

38. If the DRDP-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.

[back to top](#)

Family Child Care Home Education Network

39. 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.

40. 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.

[back to top](#)

Preschool Learning Foundations

41. How does the Desired Results Developmental Profile (DRDP) 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 is a child observation tool aligned with the foundations. The DRDP provides teachers with a means to assess children's learning along a continuum of four different developmental levels. The foundations and the DRDP 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.

[back to top](#)

Still have questions?

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

Answers to Treasure Hunt

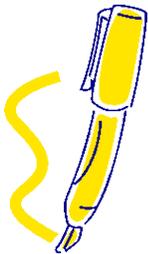
Treasure Hunt #1	Answer
1. First DRPD due	#1 and #2
2. Creative Curriculum	#32
3. Integrating Earlier	#21 and #22
4. FCCHEN	#36 and #37
5. Inclusive Classroom	#26
Treasure Hunt #2	
1. Which View	#5
2. Save Paper	#15 and #16
3. Portfolios	#8
4. All the Measures	#17
5. Training	#27

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:
 - The one difference in developmental domains among the three age levels
 - Similarities and differences in the developmental levels among the three age-level instruments.

REFLECTION:



- Return to the large group. Solicit observations from the group.
- Point out the similarities in domains
- Point out the continuity of the developmental levels
- Point out the Infant/Toddler and Preschool versions have the same measures

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
<i>Note: COG 4 - COG 7 and COG 10 are only for use for preschool age children</i>				
Physical Development–Health	PD-HLTH 	8	Cause and Effect	19
		9	Inquiry Through Observation and Investigation	20
		11	Knowledge of the Natural World	21
		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

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

Measure

Definition

Mark the latest developmental level the child has mastered:

Responding	Exploring		Building		Integrating
	Earlier	Later	Earlier	Middle	
<p>Earlier <input type="radio"/></p> <p>Responds in basic ways to others</p> <p>Uses senses to explore self and others</p> <p>Later <input type="radio"/></p> <p>Examines own hand or foot by looking at it or mouthing it.</p> <p>Touches others' hair when it is within reach.</p> <p>Plays with sound by repeating grunts and squeals.</p>	<p>Earlier <input type="radio"/></p> <p>Recognizes self and familiar people</p> <p>Later <input type="radio"/></p> <p>Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)</p> <p>Later <input type="radio"/></p> <p>Communicates, "Me llamo Luis," ["My name is Luis," in Spanish].</p> <p>Communicates names of immediate family members in a photo.</p> <p>Looks to new baby sister and communicates her name.</p>	<p>Earlier <input type="radio"/></p> <p>Expresses simple ideas about self and connection to others</p> <p>Later <input type="radio"/></p> <p>Describes self or others based on physical characteristics</p> <p>Middle <input type="radio"/></p> <p>N/A</p>	<p>Earlier <input type="radio"/></p> <p>Expresses simple ideas about self and connection to others</p> <p>Later <input type="radio"/></p> <p>Describes the feelings and desires of family members, friends, or other familiar people</p> <p>Middle <input type="radio"/></p> <p>N/A</p>	<p>Earlier <input type="radio"/></p> <p>Communicates to an adult, "I was mad when it rained because we couldn't go outside."</p> <p>Communicates that a friend is happy because he is going to have a birthday party.</p> <p>Says, "Ayokong hawakan ang suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].</p> <p>Says, "Ayokong hawakan ang suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].</p> <p>Draws a picture of own family, representing traits such as heights and hair colors.</p>	<p>Earlier <input type="radio"/></p> <p>Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.</p> <p>Communicates to a peer that they both like peanut butter and jelly sandwiches.</p> <p>Communicates, "我喜欢游泳, 但是我姐姐不喜欢," ["I love to swim, but my sister doesn't," in Chinese].</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<p>Earlier <input type="radio"/></p> <p>Orients toward a familiar adult when own name is spoken or signed.</p> <p>Points to picture of self on the wall.</p> <p>Smiles when a familiar adult enters the room.</p>	<p>Earlier <input type="radio"/></p> <p>Acts out roles family in pretend making cookies—just like Grandma!" while rolling play dough.</p> <p>Communicates, "I'm making cookies," while rolling play dough.</p> <p>Draws picture of a house and communicates, "This is my house."</p>	<p>Earlier <input type="radio"/></p> <p>Identifies own height, as indicated on a growth chart posted on the wall.</p> <p>Narrates details while drawing a picture of a friend.</p> <p>Draws a picture of own family, representing traits such as heights and hair colors.</p>	<p>Earlier <input type="radio"/></p> <p>Describes the feelings and desires of family members, friends, or other familiar people</p> <p>Middle <input type="radio"/></p> <p>N/A</p>	<p>Earlier <input type="radio"/></p> <p>Communicates to an adult, "I was mad when it rained because we couldn't go outside."</p> <p>Communicates that a friend is happy because he is going to have a birthday party.</p> <p>Says, "Ayokong hawakan ang suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].</p> <p>Draws a picture of own family, representing traits such as heights and hair colors.</p>



SED 1

Identity of Self in Relation to Others

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

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
Visual and Performing Arts	VPA 	5	Responsible Conduct as a Group Member	52
		1	Visual Art	53
		2	Music	54
		3	Drama	55
4	Dance	56		

Developmental Domain

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

Measure

Definition

Mark the latest developmental level the child has mastered:

	Responding		Exploring		Building		Integrating	
	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds in basic ways to others</p> <p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<p>Uses senses to explore self and others</p> <ul style="list-style-type: none"> 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. 	<p>Recognizes self and familiar people</p> <ul style="list-style-type: none"> 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. 	<p>Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)</p> <ul style="list-style-type: none"> Communicates, "We 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. 	<p>Expresses simple ideas about self and connection to others</p> <ul style="list-style-type: none"> Acts out roles from family in pretend making cookies—just like Grandma!—while rolling play dough. Draws picture of a house and communicates, "This is my house." 	<p>Describes self or others based on physical characteristics</p> <ul style="list-style-type: none"> Communicates, using a height chart posted on the wall. 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. 	<p>Describes preferences or feelings to members, friends, or other familiar people</p> <ul style="list-style-type: none"> 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 suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog]. 	<p>Compares own preferences or feelings to</p> <ul style="list-style-type: none"> 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]. 	

Developmental Level

Descriptor

Examples

- 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

SED 1

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

DRDP-SA® (2010)

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



Developmental Domain **Measure** **Definition** **School-Age**

Developmental Level

Developmental Domain: SSD — Self and social development

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

Not yet at first level		Not yet at first level	
Developing	Understanding	Integrating	Expanding
<p>Accurately describes self in terms of physical characteristics, preferences, and things he or she can do</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ "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." 	<p>Describes physical characteristics, preferences and things he or she can do in relation to another person</p> <ul style="list-style-type: none"> ▶ "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." 	<p>Describes self in terms of roles within one or more groups of people he or she knows</p> <p style="text-align: center;">Descriptor</p> <ul style="list-style-type: none"> ▶ "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." <p style="text-align: center;">Examples</p>	<p>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)</p> <ul style="list-style-type: none"> ▶ "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."
			<p>Describes self in terms of roles he/she may have in the future</p> <ul style="list-style-type: none"> ▶ "I think to 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."

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 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.

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
<p>Attends or responds to people or things in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<p>Plays with books; and Responds to other literacy activities</p> <ul style="list-style-type: none"> 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 dedos," ["Five Little Fingers," a finger play in Spanish]. 	<p>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</p> <ul style="list-style-type: none"> 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. 	<p>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</p> <ul style="list-style-type: none"> 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. 	<p>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</p> <ul style="list-style-type: none"> 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. 	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> 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. 	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> 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. 	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> 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

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
<p>Responds to people or objects in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Looks at objects that are hanging from a mobile. Calm in response to a familiar adult's touch. Turns toward a familiar adult's voice. 	<p>Responds to changes in the number of objects observed or interacted with</p> <ul style="list-style-type: none"> 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. 	<p>Demonstrates awareness of quantity</p> <ul style="list-style-type: none"> 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. 	<p>Uses number names, but not always correctly, in situations related to number or quantity</p> <ul style="list-style-type: none"> 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?" 	<p>Identifies small quantities without counting, up to three</p> <ul style="list-style-type: none"> 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. 	<p>Counts up to five objects using one-to-one correspondence; Recites numbers in order, one through ten</p> <ul style="list-style-type: none"> 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. 	<p>Shows understanding that the last number counted is the total number of objects in the group</p> <ul style="list-style-type: none"> 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. 	<p>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; Recites numbers correctly, up to 20</p> <ul style="list-style-type: none"> 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.



COG 3

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

Number Sense of Quantity

COG 3

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	Later
<p>Moves arms or hands in basic ways</p> <p>Uses arms or hands to make contact with objects in the environment</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Curts fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body. 	<p>Grasps objects with entire hand</p> <ul style="list-style-type: none"> • 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. 	<p>Grasps objects with thumb and fingers.</p> <ul style="list-style-type: none"> • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb. 	<p>Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects</p> <ul style="list-style-type: none"> • 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. 	<p>Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body</p> <ul style="list-style-type: none"> • 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. 	<p>Manipulates objects with both hands doing different movements</p> <ul style="list-style-type: none"> • 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. 	<p>Manipulates objects, using hands, with strength, accuracy, and coordination</p> <ul style="list-style-type: none"> • 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. 	<p>Performs, with efficiency, a variety of tasks that require precise manipulation of small objects</p> <ul style="list-style-type: none"> • 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



PD-HLTH 4

Fine Motor Manipulative Skills

PD-HLTH 4



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

DRDP (2015) Infant/Toddler Comprehensive View For use with infants and toddlers 5 Developmental Domains 29 Measures ATL-REG: (5) SED: (5) LLD: (5) COG: (6) PD-HLTH: (8)	DRDP (2015) Infant/Toddler Essential View For use with infants and toddlers 5 Developmental Domains 21 Measures ATL-REG: (4) SED: (4) LLD: (5) COG: (4) PD-HLTH: (4)	DRDP (2015) Preschool Comprehensive View For use with preschool-age children 8 Developmental Domains 56 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (11) PD-HLTH: (10) HSS: (5) VPA: (4)	DRDP (2015) Preschool Fundamental View For use with preschool-age children 6 Developmental Domains 43 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (7) PD-HLTH: (10)	DRDP (2015) Preschool Essential View For use with preschool-age children 6 Developmental sub-Domains 29 Measures ATL-REG: (4) SED: (4) LLD: (7) ELD: (4) COG: (6) PD-HLTH: (4)
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DRDP (2015) Developmental Domains & Measures at a Glance

<p>DRDP-K (2015) For use with transitional kindergarten and kindergarten-aged children</p> <p>11 Developmental Domains 55 Measures</p> <p>ATL-REG: (4) SED: (5) LLD: (10) ELD: (4) COG MATH: (6) COG SCI: (4) PD: (4) HLTH: (5) HSS: (5) VPA: (4) SPAN: (4)-supplemental</p>	<p>DRDP-K (2015) Fundamental For use with transitional kindergarten and kindergarten-aged children</p> <p>7 Developmental Domains 37 Measures</p> <p>ATL-REG: (4) SED: (5) LLD: (10) ELD: (4) COG MATH: (6) PD: (4) SPAN: (4)-supplemental</p>	<p>DRDP-K (2015) Essential For use with transitional kindergarten and kindergarten-aged children</p> <p>7 Developmental Domains 33 Measures</p> <p>ATL-REG: (4) SED: (4) LLD: (7) ELD: (4) COG MATH: (6) PD: (4) SPAN: (4)-supplemental</p>	<p>DRDP-K (2015) Snapshot For use with transitional kindergarten and kindergarten-aged children</p> <p>4 Developmental Sub Domains 17 Measures</p> <p>ATL-REG: (4) SED: (4) LLD: (5) COG MATH: (4)</p>	<p>School Age DRDP-SA (2009) Kindergarten through 12 years</p> <p>2 Developmental Domains 13 Measures</p> <p>Self & Social Development (SSD): (9) Health & Safety (HS): (4)</p> <p>Programs may use either the DRDP School Age Simplified or the DRDP-SA (2011) School Age Complete</p>
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Practice Noticing Descriptions and Interpretations



Session 3



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

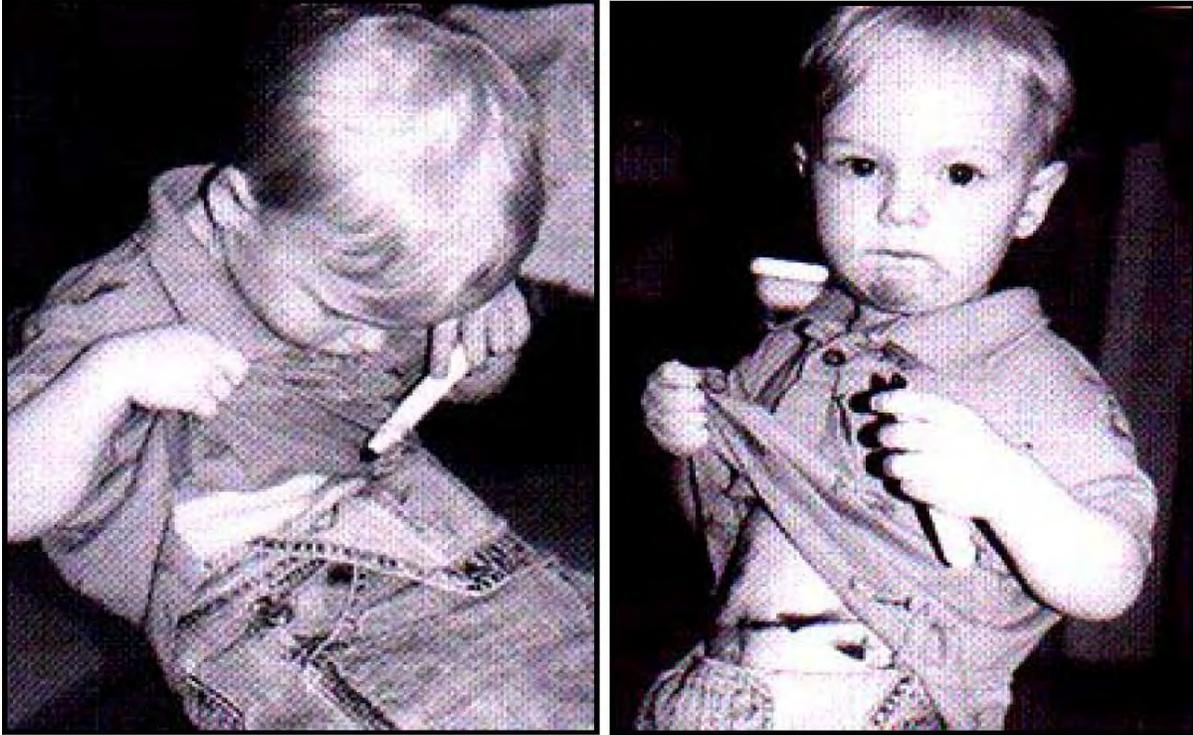
Descriptive Example

“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?



Session 3

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.
4. 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.

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

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 DRDP rating record.
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 her 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.

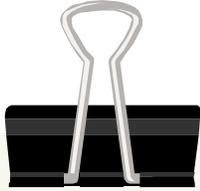
9-18

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.

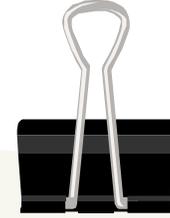
MOTOR with Mai



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.



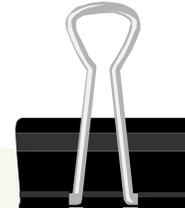
8-16

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.



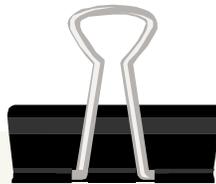
9-01

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.

DRDP (2015)

An Early Childhood Developmental Continuum

Early Education Information Page

For use with Early Care and Education Programs

- 1a. Child's first name (Legal): _____
- 1b. Child's last name (Legal): _____
- Date DRDP (2015) was completed (mm/dd/yyyy) _____ / _____ / _____
- Assessment period (e.g., Fall 2016) _____

Child Information

2. Statewide Student Identifier (10-digit SSID) _____
3. Agency Identifier _____
(agency identifier and statewide student identifier can be the same)
4. Child's classroom or setting: _____
5. Birth date (mm/dd/yyyy): _____ / _____ / _____
6. Gender Male Female
7. Initial date of enrollment in early childhood program (mm/dd/yyyy): _____ / _____ / _____
- 8a. Date child was withdrawn from the program (mm/dd/yyyy): _____ / _____ / _____
- 8b. What is this child's ethnicity? *Mark one or more races to indicate what this child considers himself/herself to be.*

- Asian Indian
- Black or African-American
- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hmong
- Japanese
- Korean
- Laotian
- Native American
- Other Asian
- Other Pacific Islander
- Samoan
- Tahitian
- Vietnamese
- White
- Intentionally left blank

17. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)? Yes No Don't know

Observer Information

9. Agency: _____ Site: _____
10. Your name: _____ Title: _____
11. Are you the primary teacher working with this child?
Yes
No (specify your relationship to the child): _____
12. Did another adult assist you with assessing this child?
Yes (role/relationship): _____
No

Child's Language Information

13. Child's home language(s): _____
Is a language other than English spoken in the child's home? Yes No
If yes, the ELD measures must be completed for a preschool-age child
14. What language(s) do you speak with this child? _____
15. Did someone who understands and uses the child's home language assist you with completing the observation?
Yes, role/relationship: _____ Not applicable (*if understand and use the child's home language*)
No
16. Child is enrolled in: Check all that apply.
State Infant/Toddler Program Tribal Head Start
State Preschool Migrant
Head Start First 5
Early Head Start Title 1
Child Care Center Family Child Care Home
Other: _____

- Child's tuition fees are:
Subsidized (tuition assistance) Not subsidized (full fee) Don't know

DRDP (2015)

An Early Childhood Developmental Continuum

I/T Comprehensive View Rating Record

For Use with Infants and Toddlers in Early Care and Education Programs and Special Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2016): _____

Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____

month day year

The Rating Record is to be used with the DRDP (2015) instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	EM	UR
ATL-REG 1	Attention Maintenance											
ATL-REG 2	Self-Comforting											
ATL-REG 3	Imitation											
ATL-REG 4	Curiosity and Initiative in Learning											
ATL-REG 5	Self-Control of Feelings and Behavior											
SED 1	Identity of Self in Relation to Others											
SED 2	Social and Emotional Understanding											
SED 3	Relationships and Social Interactions with Familiar Adults											
SED 4	Relationships and Social Interactions with Peers											
SED 5	Symbolic and Sociodramatic Play											
LLD 1	Understanding of Language (Receptive)											
LLD 2	Responsiveness to Language											
LLD 3	Communication and Use of Language (Expressive)											
LLD 4	Reciprocal Communication and Conversation											
LLD 5	Interest in Literacy											
COG 1	Spatial Relationships											
COG 2	Classification											
COG 3	Number Sense of Quantity											
COG 4	<i>Note: COG 4 - COG 7 are only for use for preschool age children</i>											
COG 8	Cause and Effect											
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts											
PD-HLTH 2	Gross Locomotor Movement Skills											
PD-HLTH 3	Gross Motor Manipulative Skills											
PD-HLTH 4	Fine Motor Manipulative Skills											
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											

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 descansa alli."
Translation-"The caterpillar fell in the ground and it died. Mrs. Wilson put it in the garden so it can rest there."

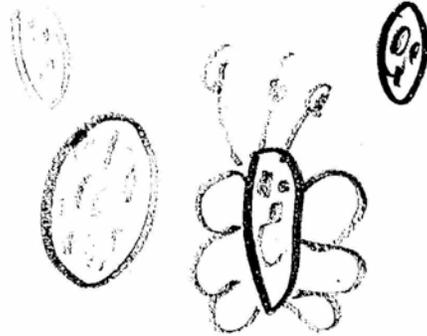
5/09 After listening to a story read aloud in English about the butterfly lifecycle, Ruby draws this representation. She draws each scene on a separate page of her booklet and dictates the story in English. She includes a front cover and points to her name when asked who the author is.

1

RUBY



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."

DRDP (2015)

An Early Childhood Developmental Continuum

Early Education PS Fundamental View Rating Record

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2016): _____

Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____

month

day

year

The Rating Record is to be used with the DRDP (2015) instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
ATL-REG 1	Attention Maintenance*													
ATL-REG 2	Self-Comforting*													
ATL-REG 3	Imitation*													
ATL-REG 4	Curiosity and Initiative in Learning													
ATL-REG 5	Self-Control of Feelings and Behavior													
ATL-REG 6	Engagement and Persistence													
ATL-REG 7	Shared Use of Space and Materials													
SED 1	Identity of Self in Relation to Others													
SED 2	Social and Emotional Understanding													
SED 3	Relationships and Social Interactions with Familiar Adults													
SED 4	Relationships and Social Interactions with Peers													
SED 5	Symbolic and Sociodramatic Play													
LLD 1	Understanding of Language (Receptive)													
LLD 2	Responsiveness to Language													
LLD 3	Communication and Use of Language (Expressive)													
LLD 4	Reciprocal Communication and Conversation													
LLD 5	Interest in Literacy													
LLD 6	Comprehension of Age-Appropriate Text													
LLD 7	Concepts about Print													
LLD 8	Phonological Awareness													
LLD 9	Letter and Word Knowledge													
LLD 10	Emergent Writing													

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (not rated)	EM	UR
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									

*These measures required for children with IEPs.

DRDP (2015)

PS Fundamental View Rating Record

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
C0G 1	Spatial Relationships*													
C0G 2	Classification													
C0G 3	Number Sense of Quantity													
C0G 4	Number Sense of Math Operations													
C0G 5	Measurement													
C0G 6	Patterning													
C0G 7	Shapes													
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts													
PD-HLTH 2	Gross Locomotor Movement Skills													
PD-HLTH 3	Gross Motor Manipulative Skills													
PD-HLTH 4	Fine Motor Manipulative Skills													
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 9	Active Physical Play													
PD-HLTH 10	Nutrition*													

*These measures required for children with IEPs.

School age Portfolio

Self Concept + Literacy

Children show self-awareness and a positive self-concept

Children demonstrate emerging literacy skills

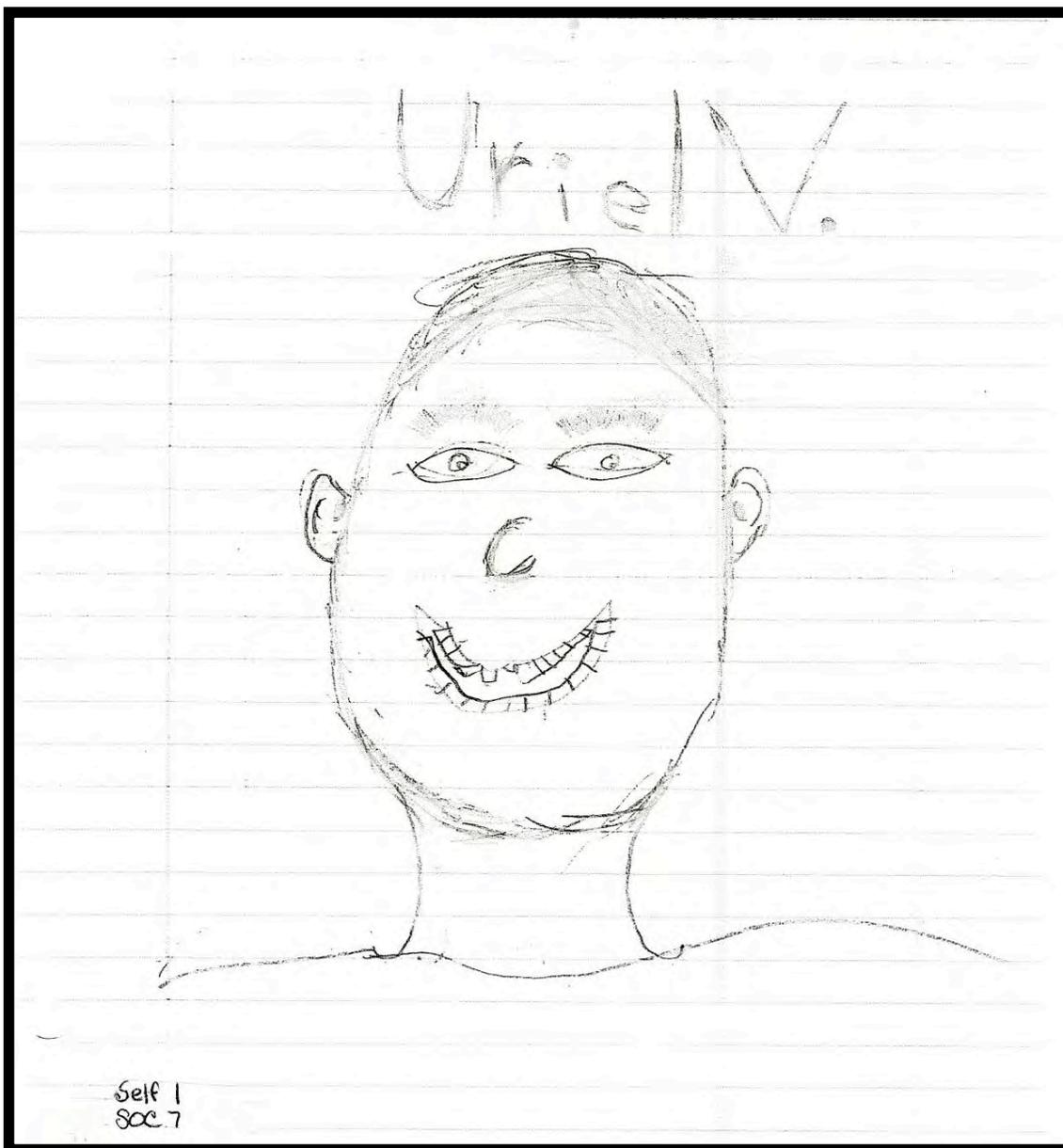
Uriel is 11 years old and Spanish was his primary language. He has been bilingual for 6 years. He has attended the after-school program for 6 years.



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.

Self Concept with Uriel



LITERACY with Uriel

Child Uriel Date 5/22 Time 4:00pm
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 3:10pm
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.

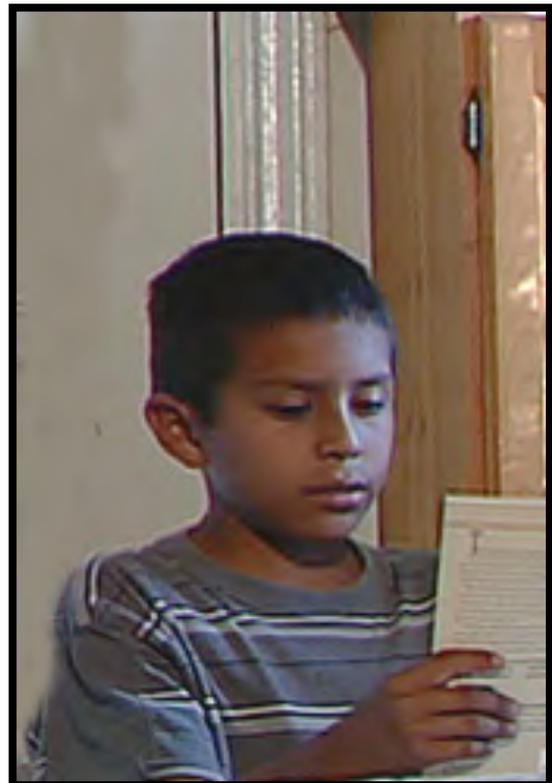
Child Uriel Date 6/7/05 Time 3:45pm
DR1 DR2 DR3 DR4 Indicator/Measure Lit 4 Mea 25

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. Everyone wanted
some jewels, especially 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 couldn't
find them! The man who took
it, the jewels were his. And the
man who took 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.

Desired Results Developmental Profile—School-Age® (2010) Simplified Version Rating Record

DRDP-SA® (2010)

Date of assessment: 07/18/2019 Child: Uriel Observer: Mr. George
 Classroom: Pathfinders Site: Bay Agency: Demo

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

SA Measure	Not yet at first level	Developmental Level				Emerging	Unable to Rate
		Developing	Understanding	Integrating	Expanding		
DOMAIN: Self and Social Development (SSD)							
1	SSD1: Identity of self and connection to others						
2	SSD2: Self-esteem						
3	SSD3: Empathy				X		
4	SSD4: Impulse control				X		
5	SSD5: Follows rules					X	
6	SSD6: Awareness of diversity: appreciation of differences and similarities				X		
7	SSD7: Interactions with adults						
8	SSD8: Friendship					X	
9	SSD9: Conflict negotiation					X	
Domain: Health (HLTH)							
10	HLTH1: Safety				X		
11	HLTH2: Understanding healthy lifestyle				X		
12	HLTH3: Personal care routines				X		
13	HLTH4: Exercise and fitness				X		



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

DRDP-SA® (2010)

Domain	Measure
 <p>Self and Social Development (SSD)</p>	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
 <p>Health (HLTH)</p>	10 HLTH1: Safety
	11 HLTH2: Understanding healthy lifestyle
	12 HLTH3: Personal care routines
	13 HLTH4: Exercise and fitness



Completing a Child's Developmental Progress Form

Session 3



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

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

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



GOAL:

Practice identifying key findings using the Class Planning Report and the DRDP Classroom Summary of Findings. Participants will gain experience writing a summary of finding.



MATERIALS REQUIRED:



- Copies of the DRDP Summary of Findings
- Copies of the Classroom profile
- Class Planning Report for either preschool or infant/toddler
- Sample of completed DRDP Classroom Summary of Findings form

TIME: 30-45 Minutes

ACTIVITY PROCESS

1. Have participants read the age appropriate Classroom Profile to know more about the classroom.
2. Work in small groups. Have each group identify key findings from the domains and measures presented in the classroom planning report.
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.
4. 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: Preschool Group Data Profile

Program:

- 3.5 hours per day
- Data collected Fall 2018

Children:

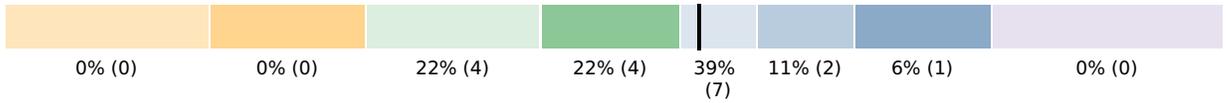
- 18 children enrolled
- Age Range 3.5 – 5 years
 - 2 four-year-old with Individual Education Program (IEP)
 - 11 Dual language learners
 - 5 children are 3.5 years of age
 - 4 children are 4 years of age
 - 9 children are 5 years of age

Staff:

- 2 teachers & 1 teacher's assistant
 - 1 teacher is English speaking only
 - 1 teacher is bilingual (Spanish & English)
 - Teacher assistant is bilingual (Chinese & English)

Approaches to Learning--Self-Regulation

Fall 2018
(n = 18)

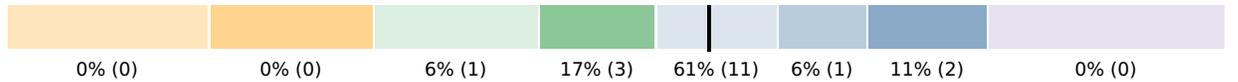


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance*			Heather R. Jarod P.	Caroline F. Ricky J. Sarah A.		Kara K. Kaylie F. Ellen N. Stephen L.	Evan A. Erik C. Gretchen T.			
ATL-REG0002 Self-Comforting*				Kara K. Erik C. Heather R. Jarod P.		Caroline F. Kaylie F. Ellen N. Ricky J. Sarah A.	Evan A. Gretchen T. Stephen L.			
ATL-REG0003 Imitation*				Caroline F. Kara K. Erik C. Jarod P.		Kaylie F. Ellen N. Heather R. Ricky J. Stephen L. Sarah A.	Evan A. Gretchen T.			
ATL-REG0004 Curiosity and Initiative in Learning				Kara K. Jarod P.		Caroline F. Ellen N. Heather R. Sarah A.	Kaylie F. Evan A. Erik C. Sabrina W. Nancy L. Ricky J. Stephen L. Tao Z.	Jerome Q. Julie R. Spencer T.	Gretchen T.	
ATL-REG0005 Self-Control of Feelings and Behavior				Caroline F. Kara K. Ellen N. Stephen L.		Heather R. Jarod P. Ricky J. Sarah A. Spencer T. Tao Z.	Kaylie F. Evan A. Sabrina W. Nancy L.	Erik C. Gretchen T. Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0006 Engagement and Persistence				Kara K.		Caroline F. Heather R. Sarah A.	Kaylie F. Ellen N. Evan A. Jarod P. Nancy L. Ricky J. Stephen L.	Erik C. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T. Tao Z.		
ATL-REG0007 Shared Use of Space and Materials				Kara K.		Caroline F. Heather R.	Ellen N. Evan A. Jarod P. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Kaylie F. Jerome Q. Julie R.	Erik C. Gretchen T.	

 Social and Emotional Development

Fall 2018
(n = 18)

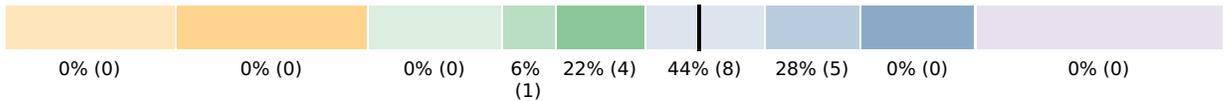


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0001 Identity of Self in Relation to Others				Kara K. Jarod P.		Caroline F. Erik C. Heather R. Sarah A.	Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
SED0002 Social and Emotional Understanding				Jarod P.		Caroline F. Kara K. Erik C. Heather R.	Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
SED0003 Relationships and Social Interactions with Familiar Adults			Caroline F.			Kara K. Kaylie F. Heather R. Jarod P. Sarah A.	Ellen N. Evan A. Erik C. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q.	Gretchen T. Julie R.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0004 Relationships and Social Interactions with Peers				Kara K.			Caroline F. Ellen N. Evan A. Heather R. Jarod P. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Kaylie F. Erik C. Jerome Q.	Gretchen T. Julie R.	
SED0005 Symbolic and Sociodramatic Play				Kara K.		Ellen N. Heather R. Ricky J. Stephen L.	Caroline F. Evan A. Erik C. Jarod P. Sabrina W. Nancy L. Spencer T. Tao Z.	Kaylie F. Jerome Q. Sarah A.	Gretchen T. Julie R.	

Language and Literacy

Fall 2018
(n = 18)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0001 Understanding of Language (Receptive)						Caroline F. Heather R. Jarod P.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Sabrina W. Nancy L. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Ricky J. Stephen L. Spencer T.		
LLD0002 Responsiveness to Language						Caroline F.	Kara K. Ellen N. Evan A. Heather R. Jarod P. Sabrina W. Nancy L. Sarah A. Tao Z.	Kaylie F. Erik C. Jerome Q. Ricky J. Stephen L. Spencer T.	Gretchen T. Julie R.	
LLD0003 Communication and Use of Language (Expressive)					Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Tao Z.	Kaylie F. Jerome Q.	Gretchen T. Julie R. Stephen L. Spencer T.	

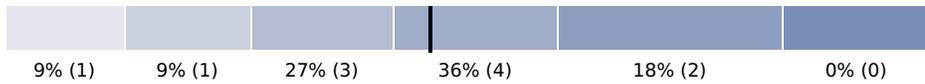
	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0004 Reciprocal Communication and Conversation				Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kaylie F. Ellen N.	Kara K. Evan A. Sabrina W. Nancy L. Ricky J. Tao Z.	Gretchen T. Jerome Q.	Julie R. Stephen L. Spencer T.	
LLD0005 Interest in Literacy				Caroline F.		Kaylie F. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Erik C. Jerome Q. Sabrina W. Nancy L. Ricky J. Tao Z.	Gretchen T. Julie R. Stephen L. Spencer T.		
LLD0006 Comprehension of Age-Appropriate Text					Caroline F. Erik C.	Kara K. Kaylie F. Ellen N. Heather R. Jarod P. Ricky J. Sarah A. Tao Z.	Evan A. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T.	Jerome Q. Julie R.		
LLD0007 Concepts about Print					Caroline F. Heather R. Sarah A.	Erik C. Jarod P.	Kara K. Kaylie F. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
LLD0008 Phonological Awareness					Caroline F. Erik C. Heather R. Jarod P.	Sarah A.	Kara K. Kaylie F. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
LLD0009 Letter and Word Knowledge					Caroline F. Kaylie F. Erik C. Heather R. Ricky J. Sarah A.	Ellen N. Jarod P. Stephen L. Spencer T.	Kara K. Evan A. Gretchen T. Sabrina W. Nancy L. Tao Z.	Julie R.	Jerome Q.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0010 Emergent Writing						Caroline F. Heather R. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

English Language Development



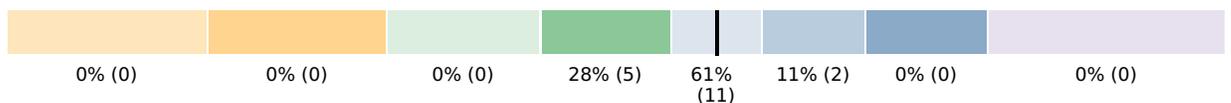
Fall 2018
(n = 11)



	Not Rated	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
ELD0001 Comprehension of English (Receptive English)	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F.	Heather R.	Jarod P. Sarah A.	Kara K. Erik C. Nancy L. Tao Z.	Evan A. Ricky J.	Stephen L.
ELD0002 Self-Expression in English (Expressive English)	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.		Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kara K. Nancy L. Tao Z.	Evan A. Ricky J. Stephen L.	
ELD0003 Understanding and Response to English Literacy Activities	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F.		Erik C. Heather R. Jarod P. Sarah A.	Kara K. Nancy L. Ricky J. Tao Z.	Evan A. Stephen L.	
ELD0004 Symbol, Letter, and Print Knowledge in English	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F. Erik C. Heather R. Ricky J. Sarah A.	Jarod P.	Nancy L. Stephen L.	Kara K. Evan A. Tao Z.		

Cognition, Including Math and Science

Fall 2018
(n = 18)



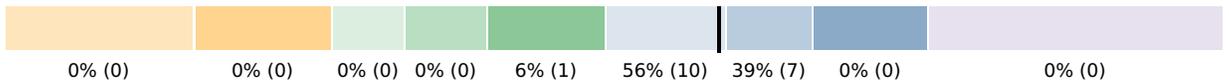
	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships*				Jarod P.		Caroline F. Kara K. Ellen N. Erik C. Heather R. Sarah A.	Kaylie F. Evan A. Gretchen T. Jerome Q. Julie R. Sabrina W. Nancy L. Ricky J. Stephen L. Tao Z.			
COG0002 Classification				Caroline F.		Heather R. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Jarod P. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R. Sabrina W.		
COG0003 Number Sense of Quantity				Heather R. Sarah A.		Caroline F. Ellen N. Erik C. Jarod P.	Kara K. Kaylie F. Evan A. Nancy L.	Gretchen T. Jerome Q. Julie R. Sabrina W. Ricky J. Stephen L. Spencer T. Tao Z.		
COG0004 Number Sense of Math Operations						Caroline F. Kaylie F. Erik C. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
COG0005 Measurement				Caroline F.		Kaylie F. Evan A. Erik C. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0006 Patterning				Heather R. Sarah A.		Caroline F. Ellen N. Erik C. Jarod P. Ricky J.	Kara K. Kaylie F. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T. Tao Z.	Evan A. Jerome Q. Julie R.		
COG0007 Shapes				Jarod P.		Kara K. Heather R. Sarah A.	Caroline F. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R. Sabrina W.		
COG0008 Cause and Effect						Caroline F. Kara K.	Kaylie F. Ellen N. Evan A. Erik C. Heather R. Jarod P. Sabrina W. Nancy L. Ricky J. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Stephen L. Spencer T.		
COG0009 Inquiry Through Observation and Investigation				Caroline F.		Erik C. Heather R. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
COG0010 Documentation and Communication of Inquiry				Erik C. Heather R. Jarod P.		Caroline F. Kaylie F. Ricky J. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0011 Knowledge of the Natural World				Jarod P.		Kaylie F. Erik C. Heather R. Sarah A.	Caroline F. Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

 Physical Development-Health

Fall 2018
(n = 18)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD- HLTH0001 Perceptual- Motor Skills and Movement Concepts				Jarod P.		Kara K.	Caroline F. Kaylie F. Ellen N. Evan A. Jerome Q. Sabrina W. Nancy L. Sarah A. Tao Z.	Erik C. Heather R. Julie R. Ricky J. Spencer T.	Gretchen T. Stephen L.	
PD- HLTH0002 Gross Locomotor Movement Skills						Jarod P.	Ellen N. Sabrina W.	Caroline F. Kara K. Kaylie F. Evan A. Erik C. Gretchen T. Heather R. Jerome Q. Nancy L. Ricky J. Sarah A. Tao Z.	Julie R. Stephen L. Spencer T.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0003 Gross Motor Manipulative Skills				Jarod P.			Caroline F. Kara K. Kaylie F. Ellen N. Evan A. Erik C. Heather R. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Spencer T.		
PD-HLTH0004 Fine Motor Manipulative Skills				Jarod P.			Caroline F. Kara K. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Sabrina W. Nancy L. Sarah A. Tao Z.	Heather R. Jerome Q. Julie R. Ricky J. Stephen L.	Spencer T.	
PD-HLTH0005 Safety				Caroline F.		Kaylie F. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T.	Erik C. Jerome Q. Julie R. Tao Z.		
PD-HLTH0006 Personal Care Routines: Hygiene						Jarod P.	Ellen N.	Caroline F. Kara K. Kaylie F. Evan A. Heather R. Jerome Q. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T.	Erik C. Gretchen T. Julie R. Sabrina W. Tao Z.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0007 Personal Care Routines: Feeding*							Ellen N. Heather R.		Caroline F. Kara K. Kaylie F. Erik C. Gretchen T. Ricky J. Stephen L. Sarah A.	
PD-HLTH0008 Personal Care Routines: Dressing*	Heather R.					Caroline F. Kaylie F. Erik C. Gretchen T. Ricky J. Stephen L. Sarah A.	Kara K. Ellen N.			
PD-HLTH0009 Active Physical Play							Kaylie F. Ellen N. Jarod P. Sabrina W.	Caroline F. Kara K. Erik C. Jerome Q. Sarah A. Tao Z.	Evan A. Gretchen T. Heather R. Julie R. Nancy L. Ricky J. Stephen L. Spencer T.	
PD-HLTH0010 Nutrition						Caroline F. Erik C. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Gretchen T. Heather R. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q.	Julie R.	

Reflective Questions for Teachers about the Planning Process

1. What does the data tell me about my classroom, groups of children and individual children?
 - What are areas of strength?
 - What are the areas that I need to focus on?
2. Do I know where my children should be developmentally at 48 and 60 months?
3. Have I looked at the Preschool Curriculum Framework for strategies that will support children's area of need at the domain level? At the strand level?

In the following questions, consider focus areas as well as areas of strength:

1. What changes can I make to my classroom environment to support children's learning and development? (Consider what you already know about classroom environments; refer to the ERS or framework.)
2. What can I do during the course of the daily routine to support children's learning and development? (Consider what you already know and refer to the framework.)
3. What can I do in my interactions with children to support their learning and development? (Consider what you already know and refer to the framework.)
4. What types of teacher-guided activities can I plan that would support children's learning and development during:
 - Large group time (preschool)
 - Individual or small group time
 - Transitions
 - Outdoor time
5. What types of child initiated activities can I plan that would support children's learning and development during:
 - Large group time (preschool)
 - Individual or small group time
 - Transitions
 - Outdoor time
6. What am I doing for the children who are either at a later level of development or an earlier level of development than most of their peers?

DRDP: Infant Toddler Group Data Profile

Program:

- State Funded Full day program
- Data collected Fall 2018

Children:

- 7 children enrolled
- Age range 16 months – 36 months of age

Staff:

- 1 teacher & 1 teacher's assistant
 - 1 teacher is English speaking only
 - Teacher assistant is bilingual (Spanish & English)



Approaches to Learning-Self-Regulation

Fall 2018
(n = 7)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
ATL-REG0002 Self-Comforting				Alesha H. Greg B. Michelle G.		Aaron S. Louis J. Mark S.	Leah P.			
ATL-REG0003 Imitation				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
ATL-REG0004 Curiosity and Initiative in Learning				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
ATL-REG0005 Self-Control of Feelings and Behavior				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Leah P. Mark S.				



Social and Emotional Development

Fall 2018
(n = 7)

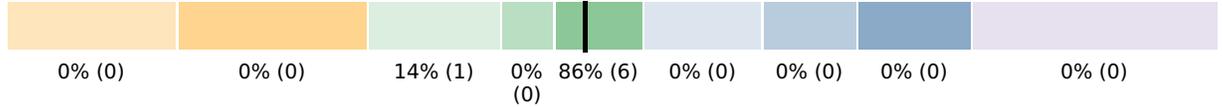


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0001 Identity of Self in Relation to Others				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0002 Social and Emotional Understanding				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0003 Relationships and Social Interactions with Familiar Adults				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
SED0004 Relationships and Social Interactions with Peers				Alesha H. Michelle G.		Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0005 Symbolic and Sociodramatic Play				Alesha H. Michelle G.		Louis J. Leah P. Greg B. Mark S.	Aaron S.			



Language and Literacy Development

Fall 2018
(n = 7)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0001 Understanding of Language (Receptive)				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
LLD0002 Responsiveness to Language				Michelle G.		Louis J. Leah P. Greg B. Mark S.	Alesha H. Aaron S.			
LLD0003 Communication and Use of Language (Expressive)				Michelle G.	Alesha H. Leah P. Greg B.	Aaron S. Louis J. Mark S.				
LLD0004 Reciprocal Communication and Conversation				Michelle G.	Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.					
LLD0005 Interest in Literacy				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			



Cognition, Including Math and Science

Fall 2018
(n = 7)

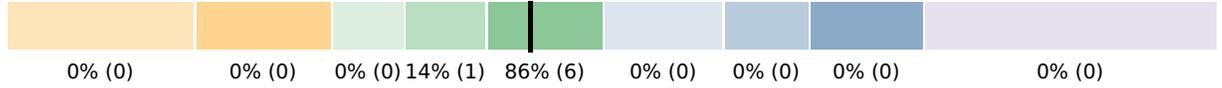


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships				Alesha H. Greg B. Michelle G.		Aaron S. Louis J. Leah P. Mark S.				
COG0002 Classification				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
COG0003 Number Sense of Quantity				Alesha H. Aaron S. Greg B. Michelle G.		Louis J. Leah P. Mark S.				
COG0008 Cause and Effect				Alesha H. Michelle G.		Aaron S. Louis J. Greg B. Mark S.	Leah P.			
COG0009 Inquiry Through Observation and Investigation				Alesha H. Michelle G.		Aaron S. Louis J. Greg B. Mark S.	Leah P.			
COG0011 Knowledge of the Natural World				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				



Physical Development-Health

Fall 2018
(n = 7)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0001 Perceptual-Motor Skills and Movement Concepts				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
PD-HLTH0002 Gross Locomotor Movement Skills					Michelle G.	Alesha H. Aaron S. Louis J.	Leah P. Greg B. Mark S.			
PD-HLTH0003 Gross Motor Manipulative Skills					Alesha H. Aaron S. Michelle G.	Louis J. Greg B.	Leah P. Mark S.			
PD-HLTH0004 Fine Motor Manipulative Skills				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0005 Safety				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0006 Personal Care Routines: Hygiene				Alesha H. Aaron S. Michelle G.		Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0007 Personal Care Routines: Feeding				Greg B. Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Mark S.				
PD-HLTH0008 Personal Care Routines: Dressing				Alesha H. Aaron S. Louis J. Michelle G.		Leah P. Greg B. Mark S.				

Reflective Questions for IT Teachers about the Planning Process

1. What does the data tell me about my classroom, groups of children and individual children?
 - What are areas of strength?
 - What are the areas that I need to focus on?
2. Do I know where my children should be developmentally at 8, 18, and 36 months?
3. Have I looked at the Infant Toddler Curriculum Framework for strategies that will support children's area of need in a specific domain(s)?

In the following questions, consider focus areas as well as areas of strength:

1. What changes can I make to my classroom environment to support children's learning and development? (Consider what you already know about classroom environments; refer to the ITERS or Curriculum Framework.)
 - a. How might I create opportunities for infants/toddlers to explore?
 - b. What strategies do infants & toddlers use to explore?
 - c. How might I add complexity and problems?
2. What am I doing during the course of the daily routine (feeding, diapering, greeting, departing, outdoor time, etc.) to support children's learning and development? (Consider what you already know and refer to the framework.)
 - a. How might I create opportunities for infants/toddlers to explore?
 - b. What strategies do infants & toddlers use to explore?
 - c. How might I add complexity and problems?
3. What can I do in my interactions with children to support their learning and development? (Consider what you already know and refer to the framework).
 - a. How might I encourage language, motor development, social skills?
 - b. How do I meet children's individual needs?
 - c. How might I add complexity and problems?
4. What am I doing for the children who are either at a later level of development or an earlier level of development than most of their peers?

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:
 - Planned learning opportunities, indoors and outdoors
 - Interactions and strategies to support the development of the key findings
 - The environment and materials
 - Strategies that help families engage in supporting the development of their child
- The following are resources for teachers and providers when developing Action Steps:
 - *California Infant/Toddler Curriculum Framework* at <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>
 - *California Preschool Curriculum Framework, Volumes 1-2* at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>
 - *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.

**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?

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

Contractor Name Happy Day Preschool	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Contract Type, and/or FCCHEN CCTR	Lead Planner's Name and Position Ms. Joy Baker
Planning Date October 18, 2015	Lead Planner's Name and Position Mr. George Brown and Ms. Linda Woods
Follow-up Date(s) December 15 2015, February 15 2016	

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 Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts. Implementing patterning and shape activities in morning circle three times a week	November 30 Teacher George Ongoing Teacher Joy	January 8 Teacher Linda

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	<u>Building Earlier:</u> 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	<u>Responding Later:</u> Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
ATL-REG 7: Shared Use of Space and Material	<u>Exploring Later:</u> 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	<u>Responding Later:</u> Shows a preference for familiar adults and tries to interact with them <u>Exploring Earlier:</u> Interacts in simple ways with familiar adults and tries to maintain the interactions <u>Integrating Earlier:</u> Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
SED 5: Symbolic and Sociodramatic Play	<u>Integrating Earlier:</u> Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
LLD 5: Interest in Literacy	<u>Building Middle:</u> 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)	<u>Exploring English:</u> 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	<u>Building Later:</u> 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 <u>Integrating Earlier:</u> 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	<u>Exploring Later:</u> Manipulates objects and explores the change in the number in a group
COG 6: Patterning	<u>Exploring Earlier:</u> Notices and responds to simple repeating sequences

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

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
DRDP-2015 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 	3	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

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	
<p>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.</p> <p>Conditional measures are used in three instances:</p> <ul style="list-style-type: none"> • 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). <p>Please note that the <i>Earlier Development Measures</i>, and the <i>Physical Development and Health measures</i> are required for children with IEPs.</p>	
Measure	Conditions Under Which to Assess
<p>Earlier Development Measures</p> <p>ATL-REG.1: Attention Maintenance ATL-REG.2: Self-Comforting ATL-REG.3: Initiation DOC.1: Spatial Relationships</p>	<ul style="list-style-type: none"> • 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
<p>English-Language Development Measures</p> <p>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</p>	<ul style="list-style-type: none"> • 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*
<p>Physical Development and Health Measures</p> <p>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</p>	<ul style="list-style-type: none"> • 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. • Required 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 Progress Report Guidance for Teachers

The Child Report provides information about a child’s knowledge, skills, and behaviors across a range of developmental domains¹ 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 Progress 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 Views.
- The preschool report displays whichever of the domains that are assessed in the DRDP (2015) Preschool Views. Depending on the view selected, it may break out the Language and Literacy Development domain into Language and Literacy subdomains and display 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 Progress 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 scaled score**, by calculating an estimate of that child’s developmental level in that domain based on their ratings on each individual measure in the domain. For example, all measures in the Social and Emotional Development (SED) domain are used to calculate the domain scaled score for SED. The vertical line on each domain scale indicates the child’s scaled score along the domain scale.

The **standard error** line is the horizontal line through the domain scaled score. Statisticians refer to the level of precision as “standard error.” The standard error line represents the range on which one can be confident that a child’s true level of development lies. All standardized instruments have standard errors. This provides an indication of the precision of the domain score. The size of the standard error depends on a number of factors, including the number of measures that are available to be rated. A larger standard error line does not indicate a problem with a teacher’s ratings. 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.

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

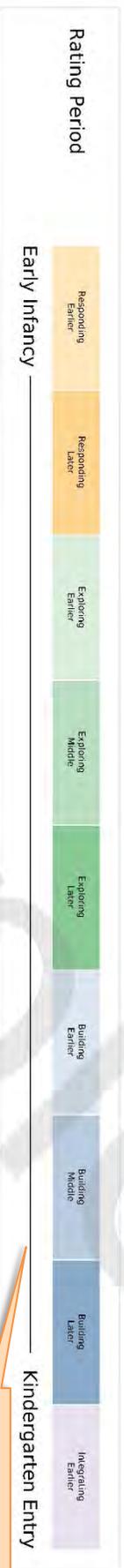
² For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

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.

Aileen's Development This Year

Name: TEST DOB: TEST Teacher: TEST Selected Classroom: TEST Selected Site: TEST Agency/District: TEST



Approaches to Learning Self-Regulation



Social and Emotional Development



Language and Literacy Development



Math



Domain Scale

Child's Domain Rating

Standard Error

DRDP Domain Icon

DRDP Domain/ Subdomain Name

DRDP-202

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).

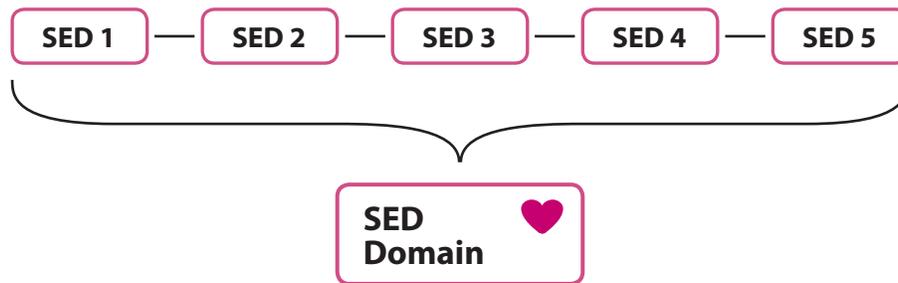


Figure 2. Measures form a domain.

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.

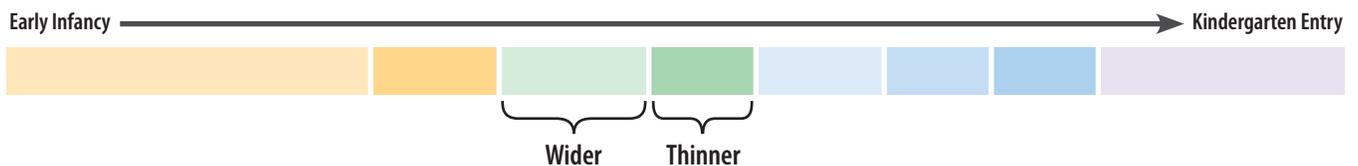


Figure 3. Developmental levels are represented by different widths.

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.

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.

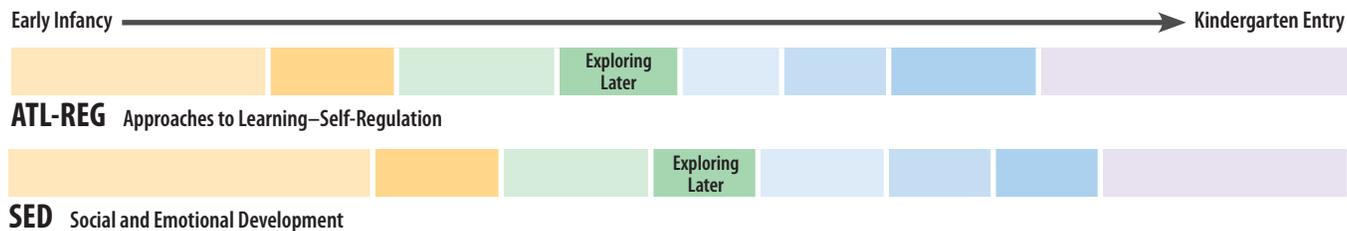


Figure 4. Placement of the developmental levels is unique to each domain.

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.

Group Report Guidance

The Group Report provides information about a child’s knowledge, skills, and behaviors across a range of developmental domains¹ that are aligned with California’s early learning and development foundations.² Educators may use the results to guide instruction, modify curriculum, and plan program improvement activities.

What information is displayed on the Group Report?

- The Group Report displays results for a user-defined group of children. For example, this might include the group of children comprising a caseload, classroom, or program.
- The Group Report displays, for a group of children, the median domain 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 Views.
- The preschool report displays whichever of the domains that are assessed in the DRDP (2015) Preschool Views. Depending on the view selected, it may break 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 Group 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 indicates the **group domain rating** for the group of children. Each child’s domain scaled score is based on the estimate of that child’s developmental level in that domain based on their ratings on each individual measure in the domain. The group domain rating is the “middle value” of each of those domain scaled scores for a group of children. For example, if there are 10 children in the group, the group domain rating is the median of those 10 individual domain scaled scores. In this instance, for five (half) of the children, domain ratings are to the left of the median, and to the right of the median for the other five (half) of the children.

The **number of children** represents the number of children within the selected group with a domain rating for that domain. Note: This number may differ between domains if domain ratings are not present for all children in the group.

The **percent (number) of children in the level** represents the percentage and number of children in the group whose domain ratings are located within a developmental level.

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.

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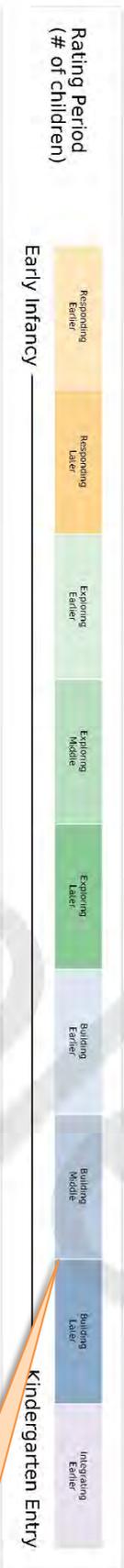
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³The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.

DRDP Online: Group Progress Report: Preschool

16 children were selected for this group. Not all children may be rated in all rating periods. State: **California** Agency: TEST Rating Period(s): **SPRING 2018**

Site(s): **All** Classroom(s): TEST



Approaches to Learning Self-Regulation

Fall 2018 (n = 16)



Social and Emotional Development

Fall 2018 (n = 16)



Language and Literacy Development

Fall 2018 (n = 16)



Fall 2018 (n = 16)



Understanding the domain scale

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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 playsidebyside	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

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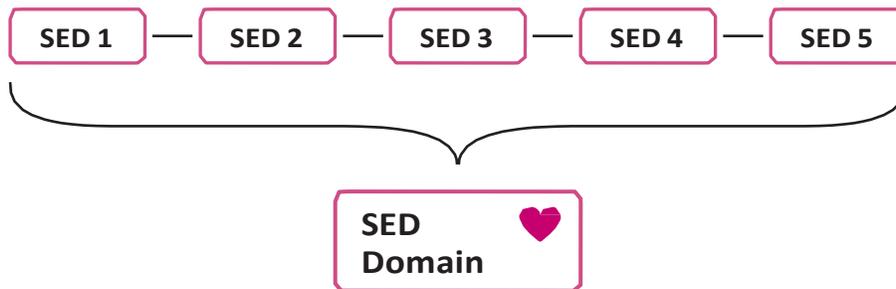


Figure 2. Measures form a domain.

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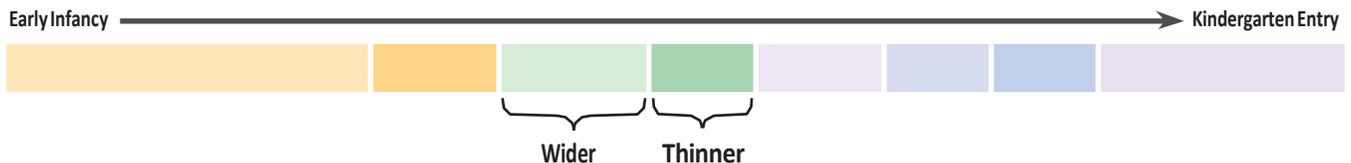


Figure 3. Illustration of how developmental levels are represented by different widths.

Like in the Child Progress Report, the variation between developmental levels within and across each domain scale means that a group domain rating at one level in a domain may not be at the same level in another domain. Even when the distribution of individual children’s domain ratings looks similar across two domains, the group domain rating line may not be in the same place on the domain scales.

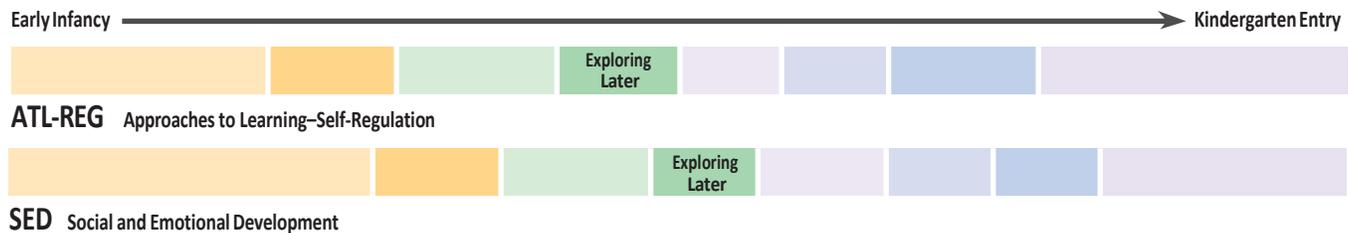


Figure 4. Illustration of how developmental levels are located in different places across domains.

How can the information in the Group Report be used?

The Group Report assists in understanding children’s development and in curriculum planning by providing an at-a-glance view of a group’s learning and development related to the group’s overall progress toward California’s early learning and development foundations. The Group Report can be used to:

- Identify broad areas of strength and areas that may require further support for a group of children.
- Look at the domain rating marker; half of the children are to the right of the marker and half of the children are to the left of the marker, in terms of number of children.
- Identify the numbers and percentages representing the children at each developmental level.
- Focus instructional planning by looking at the location of all groups of children in relation to the developmental levels.

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

- It should **not** be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- It is **not** intended to be the only source of information that teachers or service providers use in understanding children’s development.
- It is **not** intended for use with families.
- It should **not** be used to compare or label children.

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

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

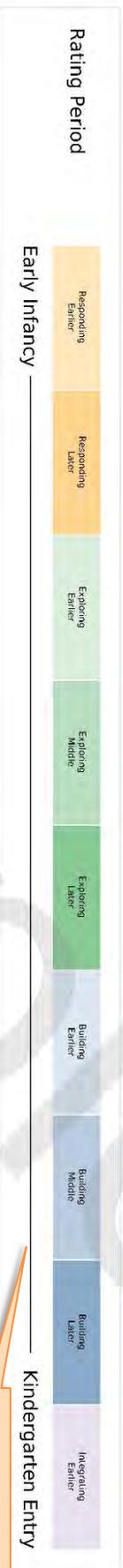
² For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

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.

Aileen's Development This Year

Name: TEST DOB: TEST Teacher: TEST Selected Classroom: TEST Selected Site: TEST Agency/District: TEST



Approaches to Learning Self-Regulation



Social and Emotional Development



Language and Literacy Development



Math



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	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).

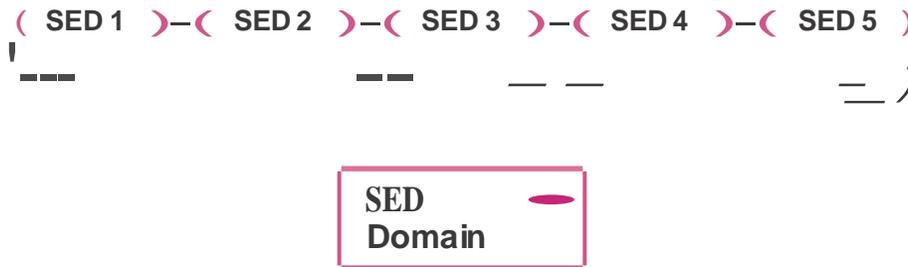


Figure 2. Measures form a domain.

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.

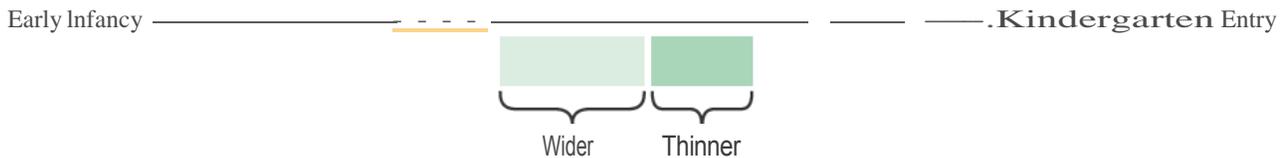


Figure 3. Developmental levels are represented by different widths.

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.

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.

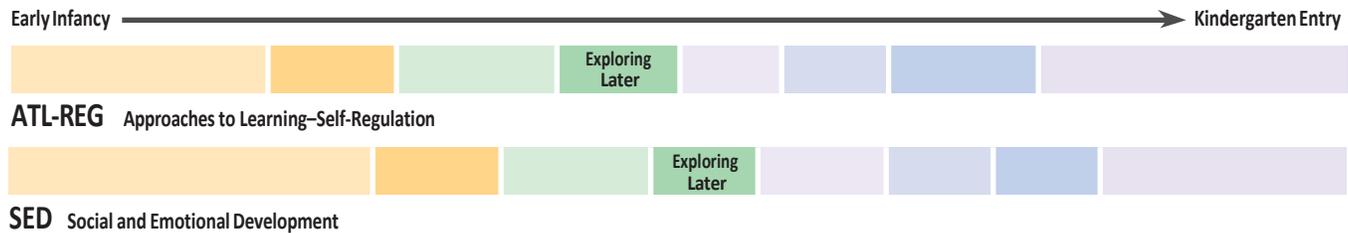


Figure 4. Placement of the developmental levels is unique to each domain.

How can the information in the Child Progress Report be used?

The Child Progress 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.
 - ê 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.
 - ê 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.
 - ê 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.
 - ê 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 Progress 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.