DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool View
for use with preschool-age children

California Department of Education
Sacramento, 2015
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Desired Results Training and Technical Assistance Project, WestEd’s Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at www.cde.ca.gov/sp/cd/ci/drdpforms.asp

For more information

Early Education and Support Division Programs may contact:
Desired Results Training and Technical Assistance Project
Website: www.desiredresults.us
Email: desiredresults@desiredresults.wested.org
Phone: (800) 770-6339

Special Education Division Programs may contact:
Desired Results Access Project
Website: www.draccess.org
Email: info@draccess.org
Phone: (800) 673-9220

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# DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

**Preschool View**

For use with preschool-age children

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Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development.

The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education’s Early Learning and Development Foundations.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
- The DRDP (2015) replaces the DRDP-Infant/Toddler© (2010), the DRDP-Preschool© (2010), and the DRDP access assessment instruments.
- The DRDP (2015) represents a full continuum of development from early infancy up to kindergarten entry. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs.
- The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California’s diverse population of young children, with specific consideration for children who are young dual language learners (see section below).
- The DRDP (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.
- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children learning a second language while continuing to develop their first (or home) language. A child’s experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child’s communication in all the languages that he or she is learning in order to have an accurate picture of a child’s knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children’s behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.
2. Teachers and service providers rate children’s progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (2015)

In the context of assessment, “Universal Design” refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children’s access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.
The Eight Domains of the DRDP (2015)
The DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs.

Approaches to Learning–Self-Regulation (ATL-REG)
The ATL-REG domain assesses two related areas that are recognized as important for young children's school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development (SED)
The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners.

English-Language Development (ELD)
The ELD domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. The ELD measures should be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math and Science (COG)
The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health (PD-HLTH)
The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)
The HSS domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)
The VPA domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

About the Measures of the DRDP (2015)
The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures**: describe development from early infancy to early kindergarten entry. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures**: describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).
- **Later Development Measures**: describe development that typically occurs from early preschool ages up to kindergarten entry. These measures should be used with all preschool-age children.
Conditional Measures for Preschool-Age Children

Some measures in the DRDP Preschool View are considered conditional measures that are 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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Conditions Under Which to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATL-REG 1: Attention Maintenance</td>
<td>• Required for all infants and toddlers</td>
</tr>
<tr>
<td>ATL-REG 2: Self-Comforting</td>
<td>• Recommended for preschool children when this information would be useful for documenting progress or planning this child’s learning activities and supports</td>
</tr>
<tr>
<td>ATL-REG 3: Imitation</td>
<td>• If useful, select any or all of these four measures to assess</td>
</tr>
<tr>
<td>COG 1: Spatial Relationships</td>
<td>• If useful, select any or all of these four measures to assess</td>
</tr>
<tr>
<td>ELD 1: Comprehension of English (Receptive English)</td>
<td>• Used if a language other than English is spoken in the child’s home as indicated on the Child Information Page</td>
</tr>
<tr>
<td>ELD 2: Self-Expression in English (Expressive English)</td>
<td>• Used only with preschool children</td>
</tr>
<tr>
<td>ELD 3: Understanding and Response to English Literacy Activities</td>
<td>• If rated, complete all of the measures in the ELD domain*</td>
</tr>
<tr>
<td>ELD 4: Symbol, Letter, and Print Knowledge in English</td>
<td>• Required for all infants and toddlers</td>
</tr>
<tr>
<td>PD-HLTH 7: Personal Care Routines: Feeding</td>
<td>• Required for all infants and toddlers</td>
</tr>
<tr>
<td>PD-HLTH 8: Personal Care Routines: Dressing</td>
<td>• Required for all preschool-age children with IEPs</td>
</tr>
<tr>
<td>PD-HLTH 9: Personal Care Routines: Toilet Training</td>
<td>• Recommended for preschool children when this information would be useful for documenting progress or planning this child’s learning activities and supports</td>
</tr>
<tr>
<td>PD-HLTH 10: Personal Care Routines: Personal Appearance</td>
<td>• If useful, select either or both of these measures to assess</td>
</tr>
</tbody>
</table>

*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.

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure’s developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.
### Example of an Earlier Developmental Measure

**Developmental Domain:** PD-HLTH 2: Gross Locomotor Movement Skills

**Definition:** Describes development from early infancy to early kindergarten.

**Description:**
- **No Earlier Levels**
- **Emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

**Example of an Earlier Developmental Measure (PD-HLTH 2: Gross Locomotor Movement Skills)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Paying attention and working on a simple activity briefly</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Selects activities, but is switchy from one activity to another</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Continues full selected activities even though interest wavers</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Works through challenges on own even while engaged in other selected activities</td>
</tr>
</tbody>
</table>

**Possible Examples**
- Pulls up and stands, and maintains standing position |
- Pulls up and stands, and then walks a short distance |
- Starts to become more independent during daily activities |
- Continues to develop balance and coordination while engaging in varied activities |
- Continues to build on existing skills while engaging in daily activities |

**No Earlier Levels**
- Child is emerging to the next developmental level |
- Child is unable to rate this measure due to extended absence |

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### Example of a Full Continuum Measure

**Developmental Domain:** ATL-REG 1: Attention Maintenance

**Definition:**
- **Not Yet at the Earliest Developmental Level**
- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

**Example of a Full Continuum Measure (ATL-REG 1: Attention Maintenance)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Child is not yet at the earliest developmental level on this measure</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Child is emerging to the next developmental level</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Unable to rate this measure due to extended absence</td>
</tr>
</tbody>
</table>

**Possible Examples**
- Child is not yet at the earliest developmental level |
- Child is emerging to the next developmental level |
- Unable to rate this measure due to extended absence |

---

### Example of a Later Developmental Measure

**Developmental Domain:** PD-HLTH 2: Gross Locomotor Movement Skills

**Definition:** Describes development typically occurs in infant/toddler and early preschool years.

**Description:**
- **No Earlier Levels**
- **Emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

**Example of a Later Developmental Measure (PD-HLTH 2: Gross Locomotor Movement Skills)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Responds to playmate and/or adult</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Selects activities, but is switchy from one activity to another</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Continues full selected activities even though interest wavers</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Works through challenges on own even while engaged in other selected activities</td>
</tr>
</tbody>
</table>

**Possible Examples**
- Child is emerging to the next developmental level |
- Child is unable to rate this measure due to extended absence |

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### Definitions of Terms in the Navigation Maps

**Developmental Domain:** A crucial area of learning and development for children.

**Measure:** The developmental continuum along which a child’s observed behavior is assessed. Measures are the individual assessment items in the DRDP.

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

**Definition:** Specifies the aspects of development to be observed.

**Developmental Level:** A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

**Descriptor:** Defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level.
The 3 Steps to Completing the DRDP (2015)

Step 1: Observation and Documentation

The DRDP (2015) focuses on the child's behavior, knowledge, and skills. To capture a child's behavior, the DRDP (2015) incorporates observation in natural settings.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). The teacher's and service provider's direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a variety of situations. Their perspectives, combined with teachers' and service providers' observations, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child's home language. If not, the adult must receive assistance from another adult, who does speak the child's home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

Dual Language Learners' Use of Code Switching

- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ("I want milk") is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.
Seven Categories of Adaptations

Augmentative or Alternative Communication System
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device
Tools that make it possible or easier for a child to perform a task.

Functional Positioning
Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support
Increasing or decreasing sensory input to facilitate a child’s attention and interaction in the environment.

Alternative Response Mode
Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child’s typically developing peers.

Step 2: Rating the Measures

Determining the Child’s Latest Level of Mastery
For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately.

The Descriptors and Examples
Consider the descriptors first, and then the examples, to determine which developmental level is most consistent with your observations and other documentation of the child’s typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child demonstrates most consistently.

Descriptors:
The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Maps). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some include more than one behavior or skill, separated by “and,” “or,” or a semicolon (;) followed by “and.”

If the descriptor includes “or”:
The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

What is Mastery?
A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- Consistently over time
- In different situations or settings

Important notes about mastery:
- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child’s mastery level may not appear on the list of examples, although they are consistent with the descriptor.

If the child includes “or”:
The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:
  Looks at books on own briefly or Chooses to join reading, singing, or rhyming activities led by an adult

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.
If a descriptor includes "and": All parts of the descriptor are required for mastery and need to be observed together.

- For example, the descriptor for Building Earlier in ATL-REG 2: Self-Comforting is:
  Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by "and": The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- For example, the descriptor for Exploring Later in SED 3: Relationships and Social Interactions with Familiar Adults is:
  Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults.

To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults. The assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

Please note that key terms and phrases in the descriptors that may be new or have specific meaning to the measures are defined in the Glossary at the end of the instrument.

Examples:
Keep in mind these important points about examples:

- The examples are not a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is one of many possible ways a child might demonstrate mastery of a developmental level. Teachers and service providers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.
- Examples have not been written to include all areas of disability. Universal design is intended to support the inclusion of children with disabilities on the DRDP (2015). However, it is important to review the adaptations as well as understand the construct being measured when assessing children with disabilities.

Additional Rating Options

Emerging to the Next Developmental Level:
If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Notes about Emerging:

- You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark emerging if the child has mastered the latest level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:
If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark “Child is not yet at the earliest developmental level on this measure.”

Unable to Rate due to extended absence:

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information
  - The nature of a child’s disability or the severity of a child’s disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.
Rating Conditional Measures

If you are using the conditional measures, you will mark them on the DRDP according to the following guidance:

<table>
<thead>
<tr>
<th>Measure</th>
<th>How to Mark the DRDP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ATL-REG 1: Attention Maintenance</td>
<td>- If the measure is rated, determine the child's latest level of mastery and mark</td>
</tr>
<tr>
<td>ATL-REG 2: Self-Comforting</td>
<td></td>
</tr>
<tr>
<td>ATL-REG 3: Imitation</td>
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<tr>
<td>COG 1: Spatial Relationships</td>
<td>- If the measure is not rated, mark the box, “I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports”</td>
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<tr>
<td><strong>English-Language Development Measures</strong></td>
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<tr>
<td>ELD 1: Comprehension of English (Receptive English)</td>
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<tr>
<td>ELD 2: Self-Expression in English (Expressive English)</td>
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<tr>
<td>ELD 3: Understanding and Response to English Literacy Activities</td>
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<tr>
<td>ELD 4: Symbol, Letter, and Print Knowledge in English</td>
<td>- If these measures are rated:</td>
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<td>- Check the box on the Information Page about the child’s home language</td>
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<tr>
<td></td>
<td>- Determine the latest level of mastery for each measure and mark</td>
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<tr>
<td></td>
<td>- If these measures are not rated, leave them blank</td>
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<tr>
<td><strong>Physical Development and Health Measures</strong></td>
<td></td>
</tr>
<tr>
<td>PD-HLTH 7: Personal Care Routines: Feeding</td>
<td></td>
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<tr>
<td>PD-HLTH 8: Personal Care Routines: Dressing</td>
<td>- If these measures are rated, determine the level of mastery and mark</td>
</tr>
<tr>
<td></td>
<td>- If these measures are not rated, check the box, “I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports”</td>
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<tr>
<td></td>
<td>- Complete all the other PD-HLTH measures for all children</td>
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</tbody>
</table>

*Reminder: These measures are required for all preschool-age children with IEPs.*

**Step 3: Finalize the Assessment**

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For EESD programs: enter your ratings into DRDPtech,
- For SED programs: enter your ratings into your MIS system for your SELPA’s CASEMIS submission. Check with your administrator for when and to whom your Rating Records are due.
DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved

Desired Results Developmental Profile
Early Education Program Information Page

Date assessment completed (mm/dd/yyyy): ____________________________

Child’s Information

1. Child’s name:
   1a. Legal First Name: ____________________________________________
   1b. Legal Last Name: ____________________________________________

2. Agency Identifier or Statewide Student Identifier (10-digit SSID)
   Choose role from list below:__________
   ‡ Primary Teacher
   ‡ Special Education Teacher
   ‡ Early Intervention Specialist
   ‡ Home visitor
   ‡ Other (please specify)___

3. Child’s classroom or setting: ____________________________________

4. Birth date (mm/dd/yyyy): ______________________________________

5. Gender: ☐ male    ☐ female

6. Initial date of enrollment in early childhood program(mm/dd/yyyy):
   ___________________________

7. Ethnicity:
   7a. What is this child’s ethnicity? Check one.
      ☐ Hispanic or Latino    ☐ Not Hispanic or Latino
      ☐ Asian Indian
      ☐ Black or African American
      ☐ Cambodian
      ☐ Chinese
      ☐ Filipino
      ☐ Guamanian
      ☐ Hawaiian
      ☐ Hmong
      ☐ Japanese
      ☐ Intentionally left blank

   7b. What is this child’s race? Mark one or more races to indicate what this child considers himself/herself to be.
      ☐ Korean
      ☐ Laotian
      ☐ Native American
      ☐ Other Asian
      ☐ Other Pacific Islander
      ☐ Samoan
      ☐ Tahitian
      ☐ Vietnamese
      ☐ White

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

Assessor Information

9. Agency/site: ____________________________

10. Person(s) completing the assessment:
    Name/role: __________________________________________

   Name/role: ___________________________________________

   Choose role from list below:
   • Primary Teacher
   • Special Education Teacher
   • Early Intervention Specialist
   • Home visitor
   • Other (please specify)___

11. Did another adult assist you with assessing this child?
    ☐ Yes (role/relation): ______________________________________
    ☐ No

Child’s Language Information

12. Child’s home language(s)? ____________________________

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

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

13. What language(s) do you speak with this child?

14. Did someone who understands and uses the child’s home language assist you with completing the observation?
    ☐ Yes (role/relation):
    ☐ No

    ☐ Not applicable – I understand and use the child’s home language.

15. Child is enrolled in: (Check all that apply)
    ☐ State Preschool
    ☐ Head Start
    ☐ Early Head Start
    ☐ State After-School Program
    ☐ Special Education Services
    ☐ State Infant/Toddler Program
    ☐ First 5
    ☐ Title 1
    ☐ State Child Care Home
    ☐ Migrant
    ☐ Tribal Head Start
    ☐ Other
A Developmental Continuum from Early Infancy to Kindergarten Entry

For Use with Early Intervention and Early Childhood Special Education Programs

Child Information

5. Student ID (Issued by district for reporting to CASEMIS) ____________________________________________

6. Statewide Student Identifier (10-digit SSID) ______________________________________________________

7. Gender □ Male □ Female

8. Birth date (e.g., 03/05/2012) _______ / _______ / ________ month    day        year

9. Special education enrollment. Check one.
   □ Individualized Family Service Plan (IFSP)    □ Individualized Education Program (IEP)

Child’s Language Information

10. Child’s home language(s):
    □ English □ Spanish
    □ Vietnamese □ Cantonese
    □ Hmong □ Tagalog/Pilipino
    □ Other (specify) ____________________________

11. Language(s) used with this child:
    □ English □ Spanish
    □ Vietnamese □ Cantonese
    □ Hmong □ Tagalog/Pilipino
    □ Other (specify) ____________________________

12. Is a language other than English spoken in the child’s home? □ Yes □ No

Child’s Ethnicity

13a. Is this child Hispanic or Latino? Check one.
    □ Yes, Hispanic or Latino □ No, not Hispanic or Latino □ Intentionally left blank

13b. What is the race of this child? Check up to three.
    □ Asian Indian □ Hmong □ Samoan
    □ Black or African-American □ Japanese □ Tahitian
    □ Cambodian □ Korean □ Vietnamese
    □ Chinese □ Laotian □ White
    □ Filipino □ Native American □ Intentionally left blank
    □ Guamanian □ Other Asian
    □ Hawaiian □ Other Pacific Islander

Assessment Information

14. Special education eligibility. Check one.
    □ Autism □ Hard of Hearing
    □ Deaf-Blindness □ Intellectual Disability
    □ Deafness □ Multiple Disability
    □ Emotional Disturbance □ Orthopedic Impairment
    □ Established Medical Disability □ Other Health Impairment
    □ Speech or Language Impairment □ Traumatic Brain Injury
    □ Visual Impairment

15. Adaptations used in the assessment. Check all that apply.
    □ Augmentative or alternative communication system
    □ Alternative mode for written language
    □ Visual support
    □ Assistive equipment or device

Program Information

16. SELPA ______________________________________________________

17. District of service ____________________________________________

Special Education Information

18. Name of person completing the assessment ____________________________

19. Role of person completing the assessment:
    □ Early Intervention Specialist □ Speech/Language Pathologist
    □ Occupational/Physical Therapist □ Teacher of the Deaf/Hard of Hearing
    □ Program Specialist or Administrator □ Teacher of the Visually Impaired
    □ Special Education Teacher □ Other

20. Assistance completing the assessment? □ Yes □ No

If yes, what is that person’s relationship to the child? ____________________________
Quick Guide to Rating the Measures

1. **Review your documentation/evidence.**
   Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. **Carefully read the definition and the descriptors, looking for mastery.**
   Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:
   - Consistently over time
   - In different situations or settings

   **Important Note:** When reading the descriptors, be sure you understand and pay attention to semicolons and the words “or” and “and.” Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:
   - The word “or,” the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
   - The word “and,” all parts of the descriptor are required for mastery and need to be observed together.
   - A semi-colon (;) followed by the word “and,” the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

3. **After you read the descriptors, consider the examples.**
   The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. **Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.**
   Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. **Indicate if the child is emerging to the next level (when the option to mark emerging is available).**
   If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.
A Developmental Continuum from Early Infancy to Kindergarten Entry
For use with preschool-age children

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Measure Name</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
<th>Conditional Measure</th>
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<th>EM</th>
<th>UR</th>
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<td>Middle</td>
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### DRDP (2015) Rating Record

**Child’s Name (First and Last):** _____________________________________  **Assessment Period (e.g., Fall 2015):** ____________________________________

**Student ID (Issued by district for reporting to CASEMIS):** _____________________________________  **Date DRDP (2015) was completed (e.g., 09/07/2015):** ______ / ______ /  __________

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* These measures required for children with IFSPs and IEPs.
DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry

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

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</table>
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

**Conditional Measure**

I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports.

**ATL-REG 1: Attention Maintenance**

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Attends or responds briefly to people, things, or sounds**
  - Shifts attention frequently from one person or thing to another
  - Maintains attention, on own or with adult support, during brief activities
  - Maintains attention, with adult support, during activities that last for extended periods of time
  - Maintains attention on own during activities that last for extended periods of time

- **Possible Examples**
  - **Responding**
    - Attends or responds briefly to people, things, or sounds
      - Turns attention toward an interesting toy, then back to an adult or a child.
      - Actively shifts interest from one child to another playing close by.
      - Drops one thing in order to reach for another.
      - Briefly watches other children playing and then resumes play with a toy.
      - Resumes playing at sand table when an adult joins in digging.
      - Dumps toy animals from container, puts animals back in the container, and then dumps them out again.
      - Listens to a book from beginning to end and then gestures for an adult to read it a second time.
      - Starts working on a simple puzzle with an adult and continues when the adult steps away briefly.
      - Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.
      - Makes a pile of pretend pancakes with play dough on own and then offers them to peers.
      - Builds multiple towers with interlocking blocks.
      - Looks through several books on own in library corner during the morning.
      - Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.

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

- **I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports.**

---

### Mark the latest developmental level the child has mastered:

<table>
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<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Engages in behaviors that have previously worked to soothe self</td>
<td>Comforts self in different ways, based on the situation</td>
<td>Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways</td>
</tr>
<tr>
<td>Later</td>
<td>Comforts self by seeking a familiar adult or a special thing</td>
<td></td>
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</tr>
</tbody>
</table>

#### Possible Examples

- Cries when hears a loud noise.
- Closes eyes when taken into bright sunlight.
- Brings fist to mouth and fusses when hungry.
- Sucks thumb or fist to soothe self.
- Turns away from sensory experiences such as loud noises, bright lights, or specific textures.
- Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.
- Retrieves a familiar object, such as a blanket, to soothe self when upset.
- Gestures “up” to a familiar adult to be picked up when sleepy.
- Seeks contact with a familiar adult when a toy is taken by another child.
- Softly hums or vocalizes to self when lying down for naptime.
- Goes to cubby and gets a photo of family when upset after a parent leaves.
- Seeks out a cozy place to get away from active play of other children.
- Remains seated in a small group activity while manipulating a favorite toy.
- Asks what’s going to happen next, to get ready to transition to a new activity.
- Requests favorite book to read with parent before the parent leaves.
- Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.

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

---

**ATL-REG 2**

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**Self-Comforting**

---

**ATL-REG 2**

---

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

## ATL-REG 3: Imitation

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

### Mark the latest developmental level the child has mastered:

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<tr>
<th>Responding</th>
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</table>

- **Responding**
  - Earlier
  - Later

- **Exploring**
  - Earlier
  - Later

- **Building**
  - Earlier
  - Middle
  - Later

- **Integrating**
  - Earlier

### Possible Examples

- Responds to facial expressions or vocalizations in basic ways
  - Pays attention to vocalizations from an adult, such as cooing, heard during an interaction.
  - Attends to an adult's face during an interaction.
  - Orients toward the gestures of a familiar adult.

- Imitates approximations of single simple actions or sounds when interacting with others
  - Makes a sound like "Mmmmm" after an adult makes the "Mmmmm" sound during feeding.
  - Smiles when an adult smiles.
  - Widens eyes and raises eyebrows after observing these movements on an adult's face during an interaction.

- Imitates actions, or repeats familiar words or gestures by others when interacting with them
  - Open and shuts hands as an adult leads open-shut-them finger play.
  - Raises arms in the air, following an adult's actions, during a game of "So big!"

- Imitates a few actions, or repeats familiar actions or words experienced at an earlier time
  - Holds a toy telephone to ear and says, "Hello."
  - Places doll in front of a toy shopping cart and wheels it around the classroom.
  - Communicates, "Be safe," (using adult intonation) when friends begin to move too fast through the classroom.

- Imitates multiple steps of others' actions, or repeats phrases, experienced at an earlier time
  - Engages in exercise movements that adults typically do.
  - Wraps a teddy bear in a blanket and communicates, "Night-night."
  - Communicates, "It's time to party."

### Conditional Measure

- I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports

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

---

**ATL-REG 3**

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

#### ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.

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**Mark the latest developmental level the child has mastered:**

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<tr>
<th>Responding</th>
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<td>Early</td>
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<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
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</tbody>
</table>

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**Possible Examples**

- **Responds to people, things, or sounds**
  - Notices new or unexpected characteristics or actions of people or things
  - Explores people or things in the immediate environment
  - Explores new ways to use familiar things, including simple trial and error
  - Explores through simple observations, manipulations, or asking simple questions
  - Explores by engaging in specific observations, manipulations, or by asking specific questions
  - Carries out simple investigations using familiar strategies, tools, or sources of information
  - Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

- **Possibility of Examples**
  - Responds to people, things, or sounds
  - Notices new or unexpected characteristics or actions of people or things
  - Explores people or things in the immediate environment
  - Explores new ways to use familiar things, including simple trial and error
  - Explores through simple observations, manipulations, or asking simple questions
  - Explores by engaging in specific observations, manipulations, or by asking specific questions
  - Carries out simple investigations using familiar strategies, tools, or sources of information
  - Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

---

**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
## ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

### Mark the latest developmental level the child has mastered:

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<th>Integrating</th>
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</table>

#### Possible Examples

- **Responding**: Calms when comforted by an adult
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
  - Communicates feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings when needed

- **Exploring**: Calms when comforted by an adult
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
  - Communicates feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings when needed

- **Building**: Calms when comforted by an adult
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
  - Communicates feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings when needed

- **Integrating**: Calms when comforted by an adult
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
  - Communicates feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings when needed

---

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
**Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation**

**ATL-REG 6: Engagement and Persistence**

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tr>
<td><strong>Possible Examples</strong></td>
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</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Participates in a simple activity briefly</td>
<td>Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity</td>
<td>Continues self-selected activities with adult support, even though interest briefly shifts to other activities</td>
</tr>
<tr>
<td>Puts a ring on and off of a ring stack a few times.</td>
<td>Chooses to play in the dramatic play area for a short while and then plays in the block area.</td>
<td>Strings large beads with an adult to make a difficult puzzle, asking an adult for help when needed.</td>
<td>Continues working on a structure with interlocking blocks even when having difficulty finding the “right” pieces.</td>
</tr>
<tr>
<td>Fills and dumps sand from a bucket.</td>
<td>Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult’s encouragement to continue.</td>
<td>Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks.</td>
<td>Continues looking at a book as an adult encourages other children entering the same area to find a book.</td>
</tr>
<tr>
<td>Shakes a bell while others are singing.</td>
<td>Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity.</td>
<td>Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy.</td>
<td>Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby.</td>
</tr>
<tr>
<td>Uses hands to smear finger paint.</td>
<td>Activates a switch toy.</td>
<td>Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes.</td>
<td>Completes an obstacle course using a walker, even on bumpy ground.</td>
</tr>
</tbody>
</table>

- 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

---

**Engagement and Persistence**

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

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

Child develops the capacity to share the use of space and materials with others.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Exploring</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - There are no earlier levels for this measure
  - Demonstrates preferences for a few specific toys or materials
  - Takes and plays with materials of interest, even when they are being used by another child
  - Shows awareness that other children might want to use materials, by taking action to control the materials
  - Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
  - Follows expectations or procedures for sharing, most of the time, without adult prompting
  - Offers to share space or materials with others in the absence of explicit expectations for sharing

- **Responding**
  - Chooses to play with doll with red hair on repeated occasions.
  - Chooses to play with the same toy dinosaur every day.
  - Selects the green marker every time when at the art table.

- **Exploring**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.

- **Building**
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Places favorite dolls behind back when other children are playing in the doll area.

- **Integrating**
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.

- **Communicates to another child**, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
- **Gets riding toys out of the shed to give to other children**, according to the usual classroom practice.
- **Communicates**, “It’s my turn when you are done,” to a child who is using the tricycle.
- **Puts name on waiting list when wanting to have a turn at the computer**, after reminder by an adult that there is a waiting list.

- **Brings a carpet square to another child while getting ready for story time**, without being asked.
- **Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add.**
- **Uses a communication device to ask another child to join in making a necklace.**

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## 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:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier □</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Responds in basic ways to others
    - 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.
  - Uses senses to explore self and others
    - Orient 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.
  - Recognizes self and familiar people
    - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)
    - Communicates, “Me llamo Luis,” (“My name is Luis,” in Spanish).
    - Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
    - Looks to new baby sister and communicates her name.
  - Expresses simple ideas about self and connection to others
    - Acts out roles from own family in pretend play.
    - Communicates, using communication board, “His hair is red!”
    - Identifies own height, as indicated on a growth chart posted on the wall.
    - Narrates details while drawing a picture of a friend.
    - Draws a picture of own family, representing traits such as heights and hair colors.
  - Describes self or others based on physical characteristics
    - 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.
    - Communicates, “I love to swim, but my sister doesn’t,” in Chinese.
  - Compares own preferences or feelings to those of others
    - 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, “I like swimming, but my sister doesn’t,” in Chinese.

- □ Child is emerging to the next developmental level
- □ Unable to rate this measure due to extended absence
**Developmental Domain:** SED — Social and Emotional Development  
**SED 2: Social and Emotional Understanding**  
Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
</table>
| **Responding**                                      | **Exploring**                                          | **Building**                                           | **Integrating** \n
### Responding
- **Earlier**
  - Responds to faces, voices, or actions of other people
- **Later**
  - **Possible Examples**
    - Looks at faces.
    - Turns head toward an adult during feeding.
    - Grasps an adult's finger when palm of child's hand is touched.

### Exploring
- **Earlier**
  - Shows awareness of what to expect from familiar people by responding to or anticipating their actions
- **Later**
  - Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations

### Building
- **Earlier**
  - Adjusts behavior in response to emotional expressions of people who are less familiar
- **Middle**
  - Identifies own or others' feelings
- **Later**
  - Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
- **Earlier**
  - Communicates ideas about why one has a feeling or what will happen as a result of a feeling

### Integrating
- **Earlier**
  - Communicates ideas about how own or another's personality affects how one thinks, feels, and acts

| ![Heart](image.png)  |

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

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**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Preschool View — August 1, 2015 © 2013-2015 California Department of Education — All rights reserved**
## SED 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Middle</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

### Possible Examples

- **Responding**
  - Widens eyes or brightens face at the face of a familiar adult.
  - Orient toward a familiar adult’s voice.
  - Quiets when picked up by a familiar adult.

- **Exploring**
  - Reaches for a familiar adult when being held by another adult.
  - Vocalizes at a familiar adult to gain the adult’s attention.
  - Laughs in anticipation before a familiar adult nuzzles child’s neck.

- **Building**
  - Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.
  - Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses.
  - Repeatedly hands little cars to a familiar adult to continue a joint activity.

- **Integrating**
  - Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
  - Communicates interest in looking at a book with a familiar adult.
  - Brings a blanket to a familiar adult and then pauses. About bees.
  - Uses an electronic tablet to play a game with a familiar adult.

### Child is emerging to the next developmental level

- **Unable to rate this measure due to extended absence**

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**SED 3 Relationships and Social Interactions with Familiar Adults**

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# 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:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Shows awareness of other people, including children</td>
<td>Shows interest in other children</td>
<td>Plays alongside other children, rarely interacting with them</td>
<td>Interacts in simple ways with familiar peers as they play side by side</td>
</tr>
</tbody>
</table>

### Possible Examples

- Moves excitedly when another child comes near.
- Reaches toward another child to gain attention.
- Notices another child nearby.
- Cries when hearing the sound of another child crying.
- Orients toward other children.
- Selects a truck when other children nearby are playing with trucks.
- Explores a toy alongside another child who is also exploring.
- Reaches for a toy in the water alongside other children at the water table.
- Hands a bucket to a familiar peer sitting next to child in the sandbox.
- Offers a block to a peer building a tower next to child.
- Splashes excitedly with a peer at the water table, continuing back and forth.
- Takes a few turns trying on hats with a peer in the dramatic play area.
- Plays chase briefly outside with two peers, and then goes to play alone in sandbox.
- Plays cars with a peer for a short while.
- Builds a train track with two friends, taking turns connecting the track pieces.
- Laughs and makes funny noises or faces with a friend while singing a song together.
- Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.

### Child is emerging to the next developmental level

- Child is emerging to the next developmental level

### Unable to rate this measure due to extended absence

- Unable to rate this measure due to extended absence

---

**SED 4**  
**Relationships and Social Interactions with Peers**  
**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View** – August 1, 2015  
© 2013-2015 California Department of Education – All rights reserved  
Page 11 of 67
<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cries in response to a loud voice.</td>
</tr>
<tr>
<td>- Looks toward a lamp when it is turned on.</td>
</tr>
<tr>
<td>- Moves arm in response to a touch.</td>
</tr>
<tr>
<td>- Reaches toward an adult’s glasses.</td>
</tr>
<tr>
<td>- Grabs a toy, shakes it, and then shakes it again.</td>
</tr>
<tr>
<td>- Picks up a toy and mouths it.</td>
</tr>
<tr>
<td>- Gazes intently at an adult’s changing facial expressions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rocks a doll in arms.</td>
</tr>
<tr>
<td>- Uses a brush on a doll’s hair.</td>
</tr>
<tr>
<td>- Pushes a toy car along the floor.</td>
</tr>
<tr>
<td>- Places objects from around the room in a toy shopping cart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses a stacking ring as a bagel.</td>
</tr>
<tr>
<td>- Holds a rectangular block to ear and talks into it as if it is a phone.</td>
</tr>
<tr>
<td>- Pretends that puzzle pieces are cookies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pretends to be a doctor and takes care of a stuffed bear that is “sick.”</td>
</tr>
<tr>
<td>- Makes a pretend cake in the sandbox and offers a “taste” to an adult.</td>
</tr>
<tr>
<td>- Makes a “pizza” out of play dough and puts it in the play oven.</td>
</tr>
<tr>
<td>- Sits in a box, pretending it is a boat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sits in a box with a peer, holding a “steering wheel,” and communicates, “My</td>
</tr>
<tr>
<td>turn to drive the bus.”</td>
</tr>
<tr>
<td>- Pours “coffee” for friends while seated together at a table in the dramatic</td>
</tr>
<tr>
<td>play area.</td>
</tr>
<tr>
<td>- Pretends to put out fires on the playground with others, using pretend</td>
</tr>
<tr>
<td>hoses and wearing firefighter hats.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pumps arm while saying, “Whoo-whoo,” and then collects “tickets” from</td>
</tr>
<tr>
<td>seated “passengers.”</td>
</tr>
<tr>
<td>- Plays store, “scanning” items, placing them in bags, and collecting “money”</td>
</tr>
<tr>
<td>from peers.</td>
</tr>
<tr>
<td>- Uses a hose to “pump gas” as other children wait in line with their tricycles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Agrees with peers on who will be the bus driver, who will be the child, and</td>
</tr>
<tr>
<td>who will be the mommy, while acting out school-bus play.</td>
</tr>
<tr>
<td>- Plans with peers to pretend to be a family going on a trip: using chairs as</td>
</tr>
<tr>
<td>seats for a car, negotiating roles, and deciding where they will go.</td>
</tr>
<tr>
<td>- Assigns roles and acts out classroom routines (e.g., circle time, snack time)</td>
</tr>
<tr>
<td>with other children.</td>
</tr>
<tr>
<td>Developmental Domain: LLD — Language and Literacy Development</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>LLD 1: Understanding of Language (Receptive)</td>
</tr>
<tr>
<td>Child understands increasingly complex communication and language</td>
</tr>
</tbody>
</table>

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Responding**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence

- **Exploring**
  - Recognizes a few frequently used words or gestures in familiar situations
  - Shows understanding of a variety of single words
  - Shows understanding of frequently used simple phrases or sentences

- **Building**
  - Shows understanding of a wide variety of phrases or sentences
  - Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities

- **Integrating**
  - Shows understanding of language that refers to abstract concepts, including imaginary events
  - Shows understanding of a series of complex statements that explain how or why things happen

---

**Possible Examples**

- **Responding**
  - Smiles or gurgles in response to a familiar adult's voice or simple gestures.
  - Makes a sound similar to “Mmmmm” during a social interaction with a familiar adult.
  - Averts eyes to disengage from a social interaction with an adult.
  - Turns head toward, or looks in the direction of the voice of an adult.
  - Quiets or orients in the direction of a sound, touch, or gesture.
  - Makes eye contact with a familiar adult.

- **Exploring**
  - Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, “More?”
  - Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.
  - Indicates a bell in a storybook when adult asks about a bell.
  - Looks to the wagon after an adult refers to the wagon
  - Moves to the sink after an adult communicates, “Time to wash hands.”
  - Passes the milk at lunchtime after an adult communicates, “Please pass the milk.”
  - Offers to help after an adult communicates, “Get your jacket. It’s time to go outside.”
  - Collects different types of art supplies after an adult explains an art project and where to find the supplies.
  - Hands crayons from the shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”
  - Adds blocks to a tower after a peer says, “Let’s make our skyscraper taller!”
  - Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.
  - Points to the picture of an eagle and its nest while sharing a book about animals building their homes.
  - Communicates, “I’m a princess and I live in a castle,” while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.
  - Expects how to plant seeds to a peer after an adult reads a book about planting seeds.
  - Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
  - Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

- **Building**
  - Communicates, “I’m a princess and I live in a castle,” while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.

- **Integrating**
  - Communicates, “I’m a princess and I live in a castle,” while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.
**Developmental Domain:** LLD — Language and Literacy Development  
**LLD 2: Responsiveness to Language**  
Child communicates or acts in response to language and responds to increasingly complex language

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to voices, sounds, gestures, or facial expressions in basic ways</td>
<td>Responds to a few frequently used words or gestures in familiar situations</td>
<td>Responds to simple comments that relate to a present situation</td>
<td>Carries out one-step request that involves a familiar activity or routine</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>• Turns head or looks in direction of voices.</td>
<td>• Turns head and looks away after a familiar adult offers a bottle or food again.</td>
<td>• Picks up sand toys after an adult says, “Please pick up the sand toys.”</td>
<td>• Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time.</td>
</tr>
<tr>
<td>• Sustains gaze at an adult’s smiling face.</td>
<td>• Reaches for a familiar adult’s voice after it is named.</td>
<td>• Brings a watering can to the garden after a peer asks, “Want to water?”</td>
<td>• Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands.</td>
</tr>
<tr>
<td>• Quiets or orients in the direction of a sound or gesture.</td>
<td>• Communicates, “Bye-bye,” in response to a parent waving and saying, “Bye-bye.”</td>
<td>• Communicates, “Okay,” after an adult asks, “More milk?”</td>
<td>• Follows adult’s request to “push your chair in, put your book in the cubby, and wash your hands.”</td>
</tr>
<tr>
<td>• Cries when child hears another child cry.</td>
<td>• Signs, “More,” after an adult says, “Your friend wants to play, too.”</td>
<td>• Calms when adult communicates, “Your turn is next.”</td>
<td>• Chooses a book and then carries it to the library counter after an adult says, “Find a book and take it to the library counter.”</td>
</tr>
<tr>
<td>• Smiles in response to a familiar adult’s voice or gestures.</td>
<td>• Looks up at sky after an adult communicates, “There’s an airplane.”</td>
<td>• Picks up sand toys after an adult says, “Please pick up the sand toys.”</td>
<td>• Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display.</td>
</tr>
<tr>
<td>• Vocalizes in response to a familiar adult’s voice.</td>
<td>• Moves toward the sandbox after an adult says, “I see new toys in the sandbox.”</td>
<td>• Brings a watering can to the garden after a peer asks, “Want to water?”</td>
<td>• Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.</td>
</tr>
<tr>
<td>• Moves toward a familiar adult’s extended arms.</td>
<td>• Communicates, “Okay,” after an adult says, “Your friend wants to play, too.”</td>
<td>• Communicates, “Okay,” after an adult asks, “Who is the helper for snack?”</td>
<td>O</td>
</tr>
</tbody>
</table>
LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Makes sounds</td>
<td>Uses sounds, gestures, or facial</td>
<td>Uses short sentences that contain nouns,</td>
<td>Combines phrases and sentences with a</td>
</tr>
<tr>
<td>spontaneously</td>
<td>expressions to communicate</td>
<td>verbs, and other words, such as adjectives</td>
<td>variety of word forms, including</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and recently encountered vocabulary, to</td>
<td>past tense, future tense, plurals,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>communicate</td>
<td>pronouns, or possessives, to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>communicate, sometimes with errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Smiles when a</td>
<td>• Asks for food when hungry, by using</td>
<td>• Communicates, “Mommy come,” when wanting</td>
<td>• Communicates to a peer, during play,</td>
</tr>
<tr>
<td>familiar person</td>
<td>a special word, sound, or gesture</td>
<td>a parent.</td>
<td>“Yesterday we made vegetable soup.”</td>
</tr>
<tr>
<td>approaches.</td>
<td>for food.</td>
<td>• Communicates, “More juice,” when thirsty.</td>
<td>(“We” is a pronoun; “made” is past</td>
</tr>
<tr>
<td></td>
<td>• Communicates ideas such as “No,”</td>
<td>• Communicates, “I want mommy.”</td>
<td>tense.)</td>
</tr>
<tr>
<td></td>
<td>“More,” or “Up.”</td>
<td>• Communicates via a communication board, “I</td>
<td>• Communicates, “His birthday is</td>
</tr>
<tr>
<td></td>
<td>• Indicates a picture of a ball</td>
<td>need a tissue.</td>
<td>tomorrow. He will be five.”</td>
</tr>
<tr>
<td></td>
<td>when asked what the child wants to</td>
<td>• Communicates in sign language that the cat’s</td>
<td>(“His” is a possessive pronoun; “he”</td>
</tr>
<tr>
<td></td>
<td>play with next.</td>
<td>feet are wet.</td>
<td>is a pronoun; “will be” is future</td>
</tr>
<tr>
<td>• Vocalizes or</td>
<td>• Names familiar foods, toys, or</td>
<td>• Communicates, “I like dogs,” while looking</td>
<td>tense.)</td>
</tr>
<tr>
<td>babbles when</td>
<td>family members.</td>
<td>at an animal book.</td>
<td>• Communicates, “I want to ride</td>
</tr>
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<td>interacting with</td>
<td>• Communicates, “Mama,” “Dada,”</td>
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<td>bikes.”</td>
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<td>an adult.</td>
<td>“Baba,” or similar word</td>
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<td></td>
<td>approximations.</td>
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<td>• Reaches for or gestures for an</td>
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<td>object.</td>
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<td>• Cries.</td>
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<td>• Coos.</td>
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<td></td>
<td>• Gurgles.</td>
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<td></td>
<td>• Communicates, “My truck!” [“My</td>
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<td></td>
<td>truck!” in Chinese] after another</td>
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<td></td>
<td>child takes a toy truck.</td>
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<td></td>
<td>• Communicates, “His “Baba,” or</td>
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<td></td>
<td>similar word mommy.”</td>
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<td></td>
<td>• Communicates using an adult’s</td>
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<td>• Communicates via a communication</td>
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<td></td>
<td>board, “I need a tissue. My nose is</td>
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<td></td>
<td>runny.”</td>
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<td>• Communicates, “The rabbit is</td>
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<td>scared,” when the pet rabbit</td>
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<td></td>
<td>snuggles into an adult’s lap.</td>
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<td></td>
<td>• Communicates, “Tie an</td>
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<td></td>
<td>“runned” really fast,”</td>
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<td></td>
<td>• Communicates, “Malaking malaki</td>
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<td></td>
<td>“ang aso namin,” [“Our dog is</td>
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<td></td>
<td>huge,” in Tagalog] after hearing a</td>
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<td>peer use the word “huge.” [“Huge”</td>
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<td>is a recently encountered vocabulary</td>
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<td></td>
<td>word.]</td>
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<td></td>
<td>• Communicates, “Our dog is huge,”</td>
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<td></td>
<td>“in plural.”</td>
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<td></td>
<td>• Communicates using an adult’s</td>
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<td></td>
<td>• Communicates, “I want to play</td>
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<td></td>
<td>the cat’s food, and then he get in</td>
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<td></td>
<td>trouble. We put him outside and he</td>
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<td></td>
<td>was very sad.”</td>
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<td></td>
<td>• Communicates, “My grandma is really</td>
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<td></td>
<td>old. She has white hair and lots</td>
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<td></td>
<td>of wrinkles,” in Spanish].</td>
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</table>

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Later</th>
<th>Earlier</th>
<th>Exploring</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
<th>Building</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
<th>Integrating</th>
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<tr>
<td>Responds to sounds or movements of others in basic ways</td>
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<tr>
<td>- Looks in the direction of voices or movement.</td>
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<td>- Quiets in response to sound.</td>
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<td>- Turns toward the soft touch of an adult.</td>
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<td>- Looks at a familiar adult during feeding.</td>
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<td>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</td>
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<td>- Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.</td>
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<td>- Makes sounds when a familiar adult stops talking.</td>
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<td>- Reaches toward a familiar adult.</td>
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<td>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</td>
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<td>- Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”</td>
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<td>- Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”</td>
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<td>- Covers eyes to signal an adult to continue playing peek-a-boo.</td>
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<td>Engages in brief back-and-forth communication, combining words to communicate meaning</td>
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<td>- Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” communicates, “My bear.”</td>
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<td>- Communicates, “That’s a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” replies, “Climbing up high.”</td>
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<td>Engages in brief back-and-forth communication, using short phrases and sentences</td>
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<td>- Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” responds, “I have a big sister, and that’s my baby sister.”</td>
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<td>- Responds to an adult’s comments about animals that live in the zoo, “Fui al zoológico.” [“I went to the zoo,” in Spanish]. When an adult replies, “There are lot of animals in the zoo,” child says, “Los caimanes son los animales que más me gustan,” [“I like the alligators best,” in Spanish] and continues to converse about other animals at the zoo.</td>
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<tr>
<td>- Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When peer asks, “Every Sunday?” child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when peer says, “My grandma takes me to the park,” child responds, “My grandma takes me to the store.” Conversation continues.</td>
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<td>Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas</td>
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<td>- Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When peer asks, “Every Sunday?” child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when peer says, “My grandma takes me to the park,” child responds, “My grandma takes me to the store.” Conversation continues.</td>
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<td>- Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When peer asks, “Every Sunday?” child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when peer says, “My grandma takes me to the park,” child responds, “My grandma takes me to the store.” Conversation continues.</td>
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* Conversations can include communication using sign language or alternative communication systems.

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

**LLD 4: Reciprocal Communication and Conversation**

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**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:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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<td>Later</td>
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</tbody>
</table>

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

**Possible Examples**

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

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
# LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

### Mark the latest developmental level the child has mastered:

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<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tr>
<td>Earlier</td>
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<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td><strong>Possible Examples</strong></td>
<td><strong>There are no earlier levels for this measure</strong></td>
<td><strong>Shows interest when attending to books, pictures, or print materials, with an adult</strong></td>
<td><strong>Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult</strong></td>
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<tr>
<td>Looks at a picture book with an adult.</td>
<td>Answers, “Cow,” when adult asks, “What do you see?” while reading a book about farm animals together.</td>
<td>Communicates, “Elephants have really big ears,” after an adult reads about elephants.</td>
<td>Reenacts a story about firefighters with peers, using props for hoses, boots, and hats.</td>
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<tr>
<td>Brings a favorite book about baby animals to an adult, to be reread often.</td>
<td>Communicates, “Ali dentro,” (“In there,” in Spanish) when asked, “Where’s the mouse?” while an adult reads a book aloud.</td>
<td>Communicates, “Pasta,” after an adult points out items on a children’s menu.</td>
<td>Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.</td>
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<td>Points to photos, with captions, that were taken while on a nature walk.</td>
<td>Turns the page after an adult stops reading a book.</td>
<td>Communicates, “Shawl” in Spanish.</td>
<td>Pretends to direct traffic burned,” after an adult asks, “Where’s the mouse?” during the reading of a story.</td>
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<td>Touches Braille and image of sheep with textured wool in a book and says, “Sheep.”</td>
<td>Uses a shawl to carry a doll after a read-aloud of the storybook What Can You Do with a Rebozo? (“Shawl” in Spanish).</td>
<td>Communicates that the caterpillar will have a stomachache, after rereading The Very Hungry Caterpillar.</td>
<td>Reenacts a story about firefighters with peers, using props for hoses, boots, and hats.</td>
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</table>

○ 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

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**Comprehension of Age-Appropriate Text**

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## LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.

### Mark the latest developmental level the child has mastered:

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<th>Responding</th>
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### Possible Examples

- Opens and closes a book.
- Touches the pages of a book when looking at a book on own.
- Holds or carries a book.
- Brings book to adult.
- Points to pictures in a book while an adult reads the book aloud.
- Lifts tabs in an interactive book while being read to by an adult.
- Picks up a book, opens it up, and then turns it right side up.
- “Reads” to self, attempting to turn pages from front to back.
- Turns pages of an adapted book, using ice pop stick handles.
- Points at a stop sign and then communicates, “That means stop,” while on a neighborhood walk.
- Points to the print while pretending to read a page with both print and pictures.
- Requests that an adult write words next to a picture the child has drawn.
- Moves fingers along print, from one end of the page to another.
- Points to the first word on a page and then communicates, “Bắt đầu ở đây,” [“Start here,” in Vietnamese].
- Points to the words on the front cover of the book or title page and communicates that it is the name of the book.
- Follows along Braille text with both hands.
- Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.”
- Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.”
- Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.

*Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.*

- ○ 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
**LLD 8: Phonological Awareness**

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language*

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**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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<tr>
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<td>Middle</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early</td>
</tr>
</tbody>
</table>

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**Possible Examples**

- There are no earlier levels for this measure
- Attends to sounds or elements of language
- Demonstrates awareness of variations in sounds
- Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats simple nursery rhymes
- Demonstrates awareness of larger units of language (e.g., words, syllables)
- Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects.

- Turns toward adult when adult sings a song.
- Looks at adult's hands when adult signs "more."
- Attends to adult saying, "bye-bye."
- Whispers a word, and then says it loudly.
- Communicates, "No, no, no, no," varying pitch.
- Uses sounds or hand movements to play with variations of stress and rhythm.
- Rhymes children's names with other words during a group sing-along.
- Sings "Twinkle, Twinkle, Little Star" with a group.
- Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?"
- Uses signs to participate in a song such as "The Wheels on the Bus."
- Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words.
- Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers.
- Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers.
- Answers, "Goldfish," after an adult asks, "If you put together the words "gold" and "fish," what word does that make?"
- Communicates, "Rain," after an adult communicates, "There are two words in "raincoat." What happens when we take away the word 'coat'?" while moving a picture of a coat away from a picture of rain.
- Communicates, "Zebra," after an adult separates the word into syllables, and says, "Zee-" and "-bra," while looking at a wordless picture book about the zoo.
- Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er' together?"
- Communicates, "Cup," at the snack table, after an adult asks, "I have a c–up. What do I have?"
- Communicates, "Ice," after an adult asks what word is left when the m–is removed from the word "mice," while playing a word game.
- Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult asks, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.

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* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.

- ○ 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
**LLD 9: Letter and Word Knowledge**

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
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<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Demonstrates awareness that pictures represent people or things</td>
<td>Demonstrates awareness of a few common simple symbols in the environment</td>
<td>Demonstrates awareness of a few letters in the environment</td>
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<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td>Points to a picture of a bird in a book when adult communicates, &quot;Bird.&quot;</td>
<td>Recognizes that a stop sign means &quot;stop.&quot;</td>
<td>Holds up hand or communicates, &quot;Me,&quot; when an adult holds up a sign with child's name.</td>
<td>Names some letters while looking at an alphabet book.</td>
</tr>
<tr>
<td>Goes and gets teddy bear after seeing a picture of a bear.</td>
<td>Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin.</td>
<td>Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.</td>
<td>Points and names some letters in an alphabet puzzle.</td>
</tr>
<tr>
<td>Sees a photo of mother and communicates, &quot;Mama.&quot;</td>
<td>Notices a familiar store or business in the neighborhood from its logo.</td>
<td>Communicates, &quot;I found the same letter,&quot; when playing a letter matching game in print or Braille.</td>
<td>Identifies some letters in Braille.</td>
</tr>
<tr>
<td>Asks an adult what signs in Braille say.</td>
<td>Asks an adult what letters in print or Braille say.</td>
<td>Names some letters while placing them on a magnet board.</td>
<td></td>
</tr>
</tbody>
</table>

- ○ 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
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 10: Emergent Writing**

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning*

**Mark the latest developmental level the child has mastered:**

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<th>Building</th>
<th>Integrating</th>
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</tbody>
</table>

- There are no earlier levels for this measure

**Possible Examples**

- Dips sponge in paint and dots onto paper.
- Makes a dot on a paper and then makes more dots using different markers.
- Holds crayon against paper.
- Uses crayons, pencils, or markers to make back-and-forth marks.
- Paints using large or small movements.
- Scribbles by moving finger on screen of tablet or by using Braille writer.
- Draws circles and lines and comments, “Baby,” and “Mommy.”
- Makes marks on paper and then explains that it is a birthday cake.
- Draws a series of lines to represent a house and a tree.
- Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.
- Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
- Makes marks for a restaurant order in the dramatic play area.
- Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”
- Writes own name on drawings made in class.
- Signs a self-made card to grandma with a close approximation of own name.
- Uses a few letter stamps to represent own name.
- Writes “bog” (“dog”), copying the word from a book, to label a drawing of a dog.
- Writes “STOP” on a stop sign in a drawing.
- Writes “I love you” on a drawing made for a family member.
- Uses a Braille writer to practice writing a few simple words.

*Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).*

**LLD 10: Emergent Writing**

- 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
<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</td>
<td>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</td>
<td>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</td>
<td>Shows understanding of some common words and phrases in English during interactions and activities conducted in English, and shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- Waves good-bye after an adult communicates, “Good-bye,” in the child’s home language and culture.
- Indicates interest in continuing an activity after an adult pauses and asks to continue in the child’s home language and culture.
- Orient toward a familiar person or thing when it is named in the home language.
- Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”
- Passes a book to another child when requested in the child’s home language, having not responded to the same request in English.
- Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.
- Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.
- Nods head when an adult at the snack table asks in English, “Do you want more apples?” while holding up a plate of apple slices.
- Begins to put blocks on a shelf when a peer says in English, “Clean-up time.”
- Points to the ball when a peer says in English, “Where is the ball?” during outdoor play time.
- Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer.
- Approaches the door to go inside when an adult says in English, “It is time to go in for a snack,” and adds, “[Hora de comer!” [“Time to eat!” in Spanish].
- Adds more blocks to a road when a peer communicates in English, “We need a longer road.”
- Pretends to talk on the phone when a peer says in English, “Baby’s sick. Call the doctor.”
- Puts drawing on the counter after an adult points to the counter and requests in English, “Please put your drawing on the counter. It’s wet and it needs to dry.”
- Sorts orange and green squash after an adult says in English, “Let’s separate them by color.”
- Brings a bigger block to a peer in response to a question in English by the peer, “Could you bring me the bigger block?”
- Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

**Mark the latest developmental level the child has mastered:**

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

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**Comprehension of English (Receptive English)**

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**Conditional Measure**

This measure is not rated: English is the only language spoken in this child’s home.

## ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a few “first words” or word-like sounds or gestures to communicate in home language</td>
<td>Communicates in home language or nonverbally, or both</td>
<td>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</td>
<td>Communicates in English, using single words and common phrases (may mix English with home language)</td>
<td>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</td>
<td>Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)</td>
</tr>
</tbody>
</table>

### Possible Examples

- Asks for food when hungry, by using a special word, sound, or gesture for food.
- Communicates from child’s home language, “Mama,” “Dada,” or other word approximations.
- Reaches for or gestures for an object.
- Takes an adult’s arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.
- Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk.
- Communicates, “¿Puedo pintar contigo?” (“Can I paint with you?” in Spanish) while approaching a peer who is painting.
- Communicates, “This is their home,” in Chinese while putting some toy animals under a blanket in the dramatic play area.
- Communicates in English, “Bye,” to a peer when leaving at the end of the day.
- Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song.
- Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children.
- Communicates in English, “Marker,” to ask for a marker from a peer while playing in the dramatic play area.
- Communicates in English, “I do a house,” “[I made a house],” while painting.
- Communicates to a peer in English, “My turn,” and gestures at the slide during outdoor play.
- Communicates, “The dog 变成了一个 lady 了,” “[The dog turned into a lady],” in English and Chinese while helping to put a dress on a stuffed dog in the dramatic play area.
- Communicates to a peer while playing with play dough, “I make galletitas ["cookies"] in Spanish and pan ["bread"] in Spanish. You like it?” ["I made cookies and bread. Do you like it?"]
- Communicates to a peer in English, “Come! I show you!” ["Come! I will show you!"] and brings the peer to child’s cubby, where child takes a stuffed animal out of a bag.
- Communicates to a peer, “My dad rides a ngựa,” ["My dad rides a" in English; “horse” in Vietnamese] while attempting to draw a horse.
- Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.”
- Communicates to a peer, “I ate huevitos ["little eggs"] in Spanish. The huevitos were really yummy! My papi ["daddy"] in Spanish and me, we get them at la tiendita ["the little store"] in Spanish.”
- Communicates in English, “I’m going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here’s a plate for you,” while handing it to a peer.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**ELD 3: Understanding and Response to English Literacy Activities**

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English.

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Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</td>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</td>
<td>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</td>
<td>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</td>
</tr>
</tbody>
</table>

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**Possible Examples**

- Looks at pictures in a book for a short time while a familiar adult reads in the home language.
- Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme in the home language.
- Joins in with peers who are singing a song or chanting in child’s home language.
- Looks at pages of a picture book with a peer while an adult reads the book aloud in English.
- Attends to the retelling of a story in English on the flannel board, after the story has been read in child’s home language.
- Attends to the retelling of a story in English to a small group of children.
- Comments in home language about a picture in a book, after hearing other children making comments.
- Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers.
- Gestures at a picture of a baby bear and says, “Baby,” while an adult is reading a book about animals in English to a small group of children.
- Comments to a peer, “Look! Look! Una oruga ["a caterpillar" in Spanish]! Like the book!” while playing outside, after The Very Hungry Caterpillar was read aloud in English.
- Communicates to a peer, “Look! Look! Una oruga ["a caterpillar" in Spanish]! Like the book!” while playing outside, after The Very Hungry Caterpillar was read aloud in English.
- Brings the book Rosie’s Walk to a peer and communicates, “Chicken take a walk. Fox want eat her. Oh, no!”
- Communicates, “Baby bear mad! The girl, she eat it all. Lahat ito!” [“The girl is mad! The girl, she ate it all,” in English; “All of it!” in Tagalog] during a teacher-guided discussion in English about The Three Little Bears, which has been read aloud and retold on several occasions with props.
- Communicates, “She sat in Papa Bear’s chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.
- Communicates most of the words of “Five Little Monkeys Jumping on the Bed” and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.
- Communicates most of the words of “Five Little Monkeys Jumping on the Bed” and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.
- Communicates, “Baby bear mad! The girl, she eat it all. Lahat ito!” [“The baby bear is mad! The girl, she ate it all,” in English; “All of it!” in Tagalog] during a teacher-guided discussion in English about The Three Little Bears, which has been read aloud and retold on several occasions with props.
- Communicates, “She sat in Papa Bear’s chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.
- Communicates, “My mommy kiss me before I come to school. She say, ‘I love you, hijito.’ Then she goes to work,” while paging through a book about the ocean.
- Communicates, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean.
- Communicates, “My mommy kiss me before I come to school. She say, ‘I love you, hijito.’ Then she goes to work,” while paging through a book about the ocean.
- Communicates, “She sat in Papa Bear’s chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.
- Communicates, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean.
- Communicates, “My mommy kiss me before I come to school. She say, ‘I love you, hijito.’ Then she goes to work,” while paging through a book about the ocean.
- Communicates, “She sat in Papa Bear’s chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.

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

- **ELD 4 Symbol, Letter, and Print Knowledge in English**
  - Child shows an increasing understanding that print in English carries meaning

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
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</tr>
</tbody>
</table>

- **Possible Examples**
  - Points to a picture of a bird in a book after seeing or hearing a bird outside.
  - Goes and gets teddy bear after seeing a picture of a bear.
  - Sees a photo of mother and communicates in home language, “Mama.”
  - Explores a toy teacup and tries to take a drink.

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

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**ELD 4 Symbol, Letter, and Print Knowledge in English**

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**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 1: Spatial Relationships**
Child increasingly shows understanding of how objects move in space or fit in different spaces

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<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves body parts in basic ways</td>
<td>Moves hand to mouth.</td>
<td>Tries to squeeze body between a chair and the legs of a table to get a toy.</td>
<td>Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space</td>
<td></td>
</tr>
<tr>
<td>Attends or responds as objects, people, or own body move through space</td>
<td>Lifts head from an adult’s shoulder.</td>
<td>Fills a purse or bucket, sometimes until it is overflowing.</td>
<td>There are no later levels for this measure</td>
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</tr>
<tr>
<td>Explores how self or objects fit in or fill up different spaces</td>
<td>Lifts arms toward an adult as the adult reaches down to pick child up.</td>
<td>Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.</td>
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<tr>
<td>Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</td>
<td>Turns toward an adult who enters the room.</td>
<td>Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.</td>
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<tr>
<td>Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space</td>
<td>Watches and tracks a moving object.</td>
<td>Repeatedly rolls various objects down a ramp.</td>
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<tr>
<td>Possible Examples</td>
<td>Lifts head from an adult’s shoulder.</td>
<td>Changes directions to move around several obstacles while pushing a toy shopping cart.</td>
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<td></td>
<td>Stretches while lying on back.</td>
<td>Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.</td>
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<tr>
<td></td>
<td>Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space</td>
<td>Moves around people and objects in the classroom, using a mobility aid, such as a walker.</td>
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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## COG 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.

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<table>
<thead>
<tr>
<th>Attends to people, objects, or events</th>
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<tr>
<td>Interacts differently with familiar people and objects than with unfamiliar people and objects</td>
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<tr>
<td>Associates a person or object with another person or object, based on a similarity or relationship between them</td>
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<td>Selects some objects that are similar from a collection of objects</td>
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<tr>
<td>Sorts objects into two groups based on one attribute, but not always accurately</td>
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<tr>
<td>Sorts objects accurately into two or more groups based on one attribute</td>
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<tr>
<td>Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute</td>
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</tbody>
</table>

#### Possible Examples

- Looks at people's faces.
- Smiles at a familiar adult's face or voice.
- Reaches for own special blanket or toy from home.
- Turns face away from an approaching unfamiliar adult.
- Looks for the hammer that goes with the pounding bench.
- Looks at another child when the child's parent walks into the room.
- Looks for baby bottle when playing with baby doll.
- Selects the shovels from among toys in the sandbox.
- Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.
- Picks out some train cars from a box of toys.
- Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.
- Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).
- Sorts rocks into two piles, big and small, after a neighborhood walk.
- Sorts shoes based on color, and then sorts all of them again by shape or size.
- Sorts squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.
- Sorts buttons by color, and then sorts them again by shape or size.
- Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.
- Sorts flannel-board pieces by type (e.g., squares and rectangles).
- Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.
- Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity.

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</table>

- 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

- Looks at objects that are hanging from a mobile.
- Calms in response to a familiar adult’s touch.
- Turns toward a familiar adult’s voice.

- Attends to one moving toy on a mobile, then to another.
- Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult.
- Holds an object in each hand, and then touches the two objects together.
- Communicates, “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.
- Shows excitement when an adult offers another book.
- 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.
- Communicates, “Apat,” (“Four,” in Tagalog) when asked how many pencils there are.
- Communicates, “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 out loud, “—,  —,  —,  —,  —,” (“One, two, three, four, five,” in Tagalog) when asked how many pencils there are.
- Counts six chairs, then counts seven children, and communicates, “We need one more chair.”
- Counts accurately to 20 while marching.
- Counts on fingers to determine how many napkins to get so that each child at a table of six has one.
**Developmental Domain: COG — Cognition, Including Math and Science**

### COG 4: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

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</table>

- **Possible Examples**

  - Demonstrates awareness of quantity
  - Manipulates objects and explores the change in the number in a group
  - Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
  - Identifies the new number of objects after one object is added to or removed from a set of two or three objects
  - Uses counting to add or subtract one or two objects to or from a group of at least four objects
  - Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

- **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**
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 5: Measurement**

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.

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<tr>
<td>Earlier</td>
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<td>Earlier</td>
<td>Later</td>
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</tbody>
</table>

- There are no earlier levels for this measure

#### Possible Examples

- **Responding**
  - Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
  - Explores how objects differ by properties (e.g., size, length, weight, or capacity)
  - Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
  - Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
  - Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
  - Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)

- **Early**
  - Gestures by holding one hand high in the air to indicate that an adult is tall.
  - Positions arms and legs far apart to “catch” a big ball while sitting on the floor.
  - Finds the big doll when asked to do so.
  - Grunts before picking up an object that might be heavy.
  - Makes repeated attempts to put different-sized trucks into a small tunnel.
  - Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse.
  - Pours water or sand back and forth between containers of different sizes.
  - Gestures to indicate how big the family dog is, when asked.
  - Communicates, “This pumpkin is so heavy.”
  - Communicates, “My braid goes down my back. It’s long.”
  - Communicates, “Este es más largo,” [“This one is longer,” in Spanish] when placing train tracks side by side to check which is longer.
  - Chooses the bigger of two buckets when asked to bring the one that will hold more water.
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
  - Communicates, “Mine and dragging. 10 steps long!”
  - Grunts before picking up containers of different sizes. a block tower next to a heavy. on a balance scale, then peer’s block tower. lines them up from lightest to heaviest.
  - Communicates, “My ball while sitting on the purse with blocks, and
  - Arranges five shapes on an electronic tablet from small to large by touching and dragging.
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
  - Fills a measuring cup twice to add two cups of oatmeal during a cooking activity.
  - Lines up several stuffed animals from smallest to largest, during pretend play.
  - Chooses the bigger of two buckets when asked to bring the one that will hold more water.
  - Uses a balance scale to find out which of two fruits is heavier.
  - Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

- **Later**
  - Fills a measuring cup above twice to add two cups of oatmeal during a cooking activity.
  - Lines up several stuffed animals from smallest to largest, during pretend play.
  - Chooses the bigger of two buckets when asked to bring the one that will hold more water.
  - Uses a balance scale to find out which of two fruits is heavier.
  - Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

- **Earlier**

**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**
Developmental Domain: COG — Cognition, Including Math and Science

**COG 6: Patterning**

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

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</tr>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Exploring</strong></td>
<td><strong>Building</strong></td>
<td><strong>Integrating</strong></td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Noticing and responding to simple repeating sequences</td>
<td>Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions</td>
<td>Matches simple sequences that are seen, heard, or experienced</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
<td></td>
<td>Attempts to create simple repeating patterns (with two elements)</td>
</tr>
<tr>
<td>• Watches intently and waves hands while adult sings “Open, shut them” song.</td>
<td>• Lines up farm animals in the same order as a peer does.</td>
<td>• Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.</td>
<td>• Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern</td>
</tr>
<tr>
<td>• Makes “E” sound during a song of “E-I-E-I-O.”</td>
<td>• Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”</td>
<td>• Continues a simple repeating pattern of drumbeats, started by an adult.</td>
<td>• Creates, copies, or extends complex patterns (with three or more elements)</td>
</tr>
<tr>
<td>• Watches another child hit drum twice, followed by adult hitting the drum twice.</td>
<td>• Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book <em>Brown Bear, Brown Bear, What Do You See?</em></td>
<td>• Adds cubes to continue red-yellow-blue pattern.</td>
<td></td>
</tr>
</tbody>
</table>

○ 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

**COG 6**

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### COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics.

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
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<tbody>
<tr>
<td>Earlier</td>
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<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Explores shapes of objects</td>
<td>Manipulates objects based on shape</td>
<td>Identifies or names several shapes in the environment (e.g., circles, squares, triangles)</td>
<td>Recognizes shapes when they are presented in different orientations or as parts of other objects</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Feels along the edges of a triangle.
- Puts one or two rings on a ring stack.
- Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table.
- Moves along a line of a circle painted on the pavement in an outdoor play area.
- Puts a square-shaped puzzle piece into the correct hole of a form board.
- Tries a variety of solutions to fit lids on boxes and other containers.
- Puts a circle piece into the correct hole of a shape sorter.
- Places different-shaped blocks on shelves labeled with matching shapes.
- Uses ink stamps to make a row of circles and a row of squares.
- Chooses blocks of the same shape to build a tower with a peer.
- Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game.
- Communicates, “My sandwich is a square,” while holding up a sandwich at lunch.
- Names “square,” “circle,” and "triangle" after exploring each shape piece with hands.
- Finds embedded shapes in a picture book, such as *Bear in a Square*.
- Communicates that the face in a figure drawing is a circle.
- Communicates, “It’s an upside-down triangle,” after noticing a yield sign.

- Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
- Communicates that a triangle has three sides and a square has four sides.
- Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

○ 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
Developmental Domain: COG — Cognition, Including Math and Science

**COG 8: Cause and Effect**

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

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- **Responds or shows anticipatory excitement to people, objects, or actions**
- **Exploring**
  - Searchs for possible causes of actions, events, or behaviors
  - Acts on objects to cause a specific result
  - Acts in ways that take into account an anticipated result

- **Building**
  - Offers possible explanations for why certain actions or behaviors result in specific effects
  - Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results

- **Integrating**
  - Communicates, “The ice melted and made water because it’s hot in the sun.”
  - Points to wilted leaves on a plant and communicates that the plant needs water.
  - Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over.
  - Communicates to a peer about how to feed the fish: “We have to give it a little bit of food every day. If we give it too much, it will get sick.”

**Possible Examples**

- Widens eyes or opens mouth when a bottle or breast is presented.
- Quiets in response to an adult’s voice.
- Orient to a music toy nearby.

- Shakes a rattle, pauses, then shakes it again.
- Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
- Pushes objects off a table, watching or listening as they fall.
- Presses different buttons on a toy and notices what happens.
- Tries to turn a doorknob after watching an adult open and close the door.
- Looks up in the sky and points when hearing a loud noise from a plane flying overhead.
- Pushes on different parts of a toy to try to make music turn on again.
- Pours water into a water wheel to make it spin.
- Puts a toy car in a tube and watches it roll out the other end when the tube is tilted.
- Pulls or directs an adult to pull a tab in an interactive book.
- Puts hands over ears to cause a specific result.
- Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.

- Communicates, “The ice melted and made water because it’s hot in the sun.”
- Points to wilted leaves on a plant and communicates that the plant needs water.
- Communicates to a peer about how to feed the fish: “We have to give it a little bit of food every day. If we give it too much, it will get sick.”

**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
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</table>

- **Responding**
  - Responds to people, things, or sounds
  - Attends to responses of objects and people that result from own actions

- **Exploring**
  - Shows interest in people or things in the environment
  - Engages in simple purposeful explorations of familiar objects in the environment
  - Engages in sustained explorations
  - Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
  - Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
  - Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest

- **Possible Examples**
  - Notices and gazes at own hand.
  - Makes a sound and then waits for adult’s response.
  - Mentions object and then looks at it.
  - Bangs objects one at a time and then observes what happens each time.

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

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COG 9 Inquiry Through Observation and Investigation

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**COG 10: Documentation and Communication of Inquiry**

Child develops the capacity to describe and record *observations* and *investigations* about objects (living and nonliving things) and events, and to share ideas and explanations with others.

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<td>Earlier</td>
</tr>
</tbody>
</table>

- **Possible Examples**

  - Points to bunny in its pen, then points to picture of a bunny.
  - Touches toy oven and communicates, "hot."
  - Communicates, "Lunch!" after observing plates of food come to the table.
  - Watches a bird outside, gets an adult's attention, and then pretends to be a bird by flapping arms and making sounds like a bird.
  - Walks through a puddle, stomping feet hard to splash the water, and communicates that child can make a big splash.
  - Communicates, "La pelota es grande," ["The ball is big," in Spanish] while trying to pick up a large beach ball.
  - Gathers several rocks while outside and indicates which are heavy and which are light.
  - Communicates, "This one has a leaf, but that one doesn't," after an adult asks, "How are our plants doing?"
  - Communicates, "The grapefruit is big. The lemon is small."
  - Uses sign language to describe what a worm feels like and what a caterpillar feels like.
  - Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like.
  - Holds and looks at a caterpillar closely, and asks an adult to write down, "It's wiggling. It tickles."
  - Takes photos each week by an adult.
  - Communicates, "Lunch!"
  - Walks through a puddle, doesn't, after an adult.
  - Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.
  - Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest.
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Communicates that child tickles.
  - "Some animals that live in the water have fins."
  - Communicates, "The sunflower seeds that tried to create a model nest, using clay, twigs, and other materials.
  - Communicates, "This one a bird. has a leaf, but that one doesn't," after an adult.
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Communicates which is biggest and which is smallest.
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Communicates, "The sunflower seeds that were planted and put in the nest, using clay, twigs, and other materials.
  - Communicates, "Some animals that live in the water have fins."

- **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**
Developmental Domain: COG — Cognition, Including Math and Science

**COG 11: Knowledge of the Natural World**
Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

Mark the latest developmental level the child has mastered:

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<tr>
<td>Attends to people, objects, or events</td>
<td>Interacts with objects or people</td>
<td>Shows interest in the characteristics of living or nonliving things in the environment</td>
<td>Explores how objects in the natural world will behave or function</td>
</tr>
<tr>
<td>Changes to objects, people, or events</td>
<td>Examines objects, people, or events in the natural world</td>
<td>Observes how objects and events interact within the natural world</td>
<td>Identifies basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)</td>
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<td>Possible Examples</td>
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<tr>
<td>Looksa at the movement of a mobile.</td>
<td>Shows pleasure during a playful interaction with adult during feeding.</td>
<td>Touchesa rock on another rock, then on the pavement.</td>
<td>Communicates, “My puppy likes to eat a lot because he’s growing and getting bigger.”</td>
</tr>
<tr>
<td>Quiets when an adult moves close.</td>
<td>Mouthsa rock.</td>
<td>Pours sand through a funnel.</td>
<td>Observes that the water is below the roots in a sweet-potato jar and adds more water.</td>
</tr>
<tr>
<td>Orientsa round to a sound, touch, or gesture.</td>
<td>Makes repeated attempts to grab at a family pet’s fur.</td>
<td>Goes to cage where classroom pet is kept.</td>
<td>Identifies different animal sounds when visiting a zoo or farm.</td>
</tr>
</tbody>
</table>

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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.

### Mark the latest developmental level the child has mastered:

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- **Responding**
  - Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts
  - Possible Examples:
    - Moves toward a familiar adult while being picked up.
    - Quiets in response to an adult singing.
    - Responds to being touched on the cheek.

- **Exploring**
  - Responds to sensory information by moving body or limbs to reach for or move toward people or objects
  - Uses sensory information to control body while exploring people, objects, or changes in the physical environment
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
  - Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Building**
  - Possible Examples:
    - Turns head in response to a light being turned on.
    - Moves toward a familiar adult while being picked up.
    - Quiets in response to an adult singing.
    - Responds to being touched on the cheek.

- **Integrating**
  - Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 2: Gross Locomotor Movement Skills**

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

Mark the latest developmental level the child has mastered:

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**Moves in basic and often involuntary ways**

- Moves in basic and often involuntary ways

**Possible Examples**

- Turns head in response to stimulation or nourishment.
- Turns head to seek source of stimulation or nourishment.
- Responds involuntarily to a sudden loud noise or movement by extending arms and legs.

- Moves head and reaches for a toy.
- Kicks at a mobile when lying on back.
- Rolls from stomach to back or from back to stomach.

- Creeps or crawls toward a familiar adult.
- Moves from lying down to a sitting position.
- Moves by rolling body on the floor.
- Moves by using arms to pull self forward.

- Takes steps sideways or forward while holding onto furniture.
- Walks forward steadily while pushing a cube chair.
- Pulls up to a standing position while grasping an adult’s hands.
- Stands up with support of a mobility aid, such as a walker.

- Walks forward with a wide base (legs farther apart) and arms held high.
- Stands up from squatting, unassisted, after picking up a toy.
- Walks with one object in each hand.
- Moves by using arms to pull self forward.

- Runs with short, uneven steps with arms to the side.
- Crouches down and jumps up, with heels barely coming off of the ground.
- Hops with two feet leaving the ground momentarily.

- Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
- Crouches down and then jumps forward using both legs.
- Navigates changes in surface and direction, using a mobility aid, such as a walker.

- Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg).
- Changes direction and stops quickly and easily while running.
- Swings arms back and then forward in preparation for jumping.
- Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 3: Gross Motor Manipulative Skills

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

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<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Uses arms, legs, or body to move toward or reach for people or objects</td>
<td>Uses arms, legs, or body to engage in simple, repeated actions on objects</td>
<td>Manipulates objects, using one or more body parts, with limited stability</td>
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<tr>
<td>- Kicks legs.</td>
<td>- Bangs a cup on a table.</td>
<td>- Raises arm to throw a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td>- Uses hands to catch a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.</td>
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<tr>
<td>- Extends arm.</td>
<td>- Splashes in water.</td>
<td>- Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td>- Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.</td>
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<td>- Flexes foot.</td>
<td>- Kicks table leg while seated for snack.</td>
<td>- Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.</td>
<td>- Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.</td>
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<tr>
<td>- Rolls onto side, toward an object, while lying on a blanket.</td>
<td>- Moves toward a ball, pushes it away, then moves toward it and pushes it again.</td>
<td>- Reaches under table to retrieve a block; then crawls back out while holding the block.</td>
<td>- Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.</td>
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<td>- Reaches toward a familiar adult, using both arms.</td>
<td>- Puts up and drops blocks while holding onto a low table.</td>
<td>- Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td>- Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot food, right arm back), maintaining balance.</td>
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**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
**Developmental Domain: PD-HLTH — Physical Development–Health**

**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*

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**Mark the latest developmental level the child has mastered:**

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</table>

<table>
<thead>
<tr>
<th>Moves arms or hands in basic ways</th>
<th>Uses arms or hands to make contact with objects in the environment</th>
<th>Grasps objects with entire hand</th>
<th>Grasps objects with fingers and thumb</th>
<th>Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects</th>
<th>Manipulates objects with one hand while stabilizing the objects with another hand or with another part of body</th>
<th>Manipulates objects, using hands, with strength, accuracy, and coordination</th>
<th>Performs, with efficiency, a variety of tasks that require precise manipulation of small objects</th>
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<tr>
<td>• Curls fingers around an adult’s finger.</td>
<td>• Holds a stuffed toy against body.</td>
<td>• Uses fingers and palm to grasp toys of different shapes or sizes.</td>
<td>• Holds a spoon, using thumb and fingers.</td>
<td>• Lifts a cup to mouth with both hands, but may spill some.</td>
<td>• Holds play dough with one hand while cutting it with a wooden knife.</td>
<td>• Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.</td>
<td>• Makes a necklace by stringing a variety of small beads with narrow holes.</td>
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<td>• Brings fist to mouth.</td>
<td>• Pulls an object closer, using a raking motion.</td>
<td>• Holds a stacking ring with full fist.</td>
<td>• Pinches cereal pieces between finger and thumb.</td>
<td>• Scribbles back and forth on pavement with sidewalk chalk, using one hand.</td>
<td>• Steadies a container of block accessories on lap while picking out the tree-shaped blocks.</td>
<td>• Uses a computer mouse to draw details of a picture on a computer screen.</td>
<td>• Uses a computer mouse to draw details of a picture on a computer screen.</td>
</tr>
<tr>
<td>• Makes small movements of arms and hands near the sides of body.</td>
<td>• Pushes hands against an adult.</td>
<td>• Holds a spoon with full fist while being fed by an adult with another spoon.</td>
<td>• Picks up a stacking ring, using fingers and thumb.</td>
<td>• Grasps and turns a doorknob, but may not have strength or coordination to open the door.</td>
<td>• Scoops sand into a container with one hand while holding the container with other hand.</td>
<td>• Rotates pencil within the hand to use the eraser when scribbling with a pencil.</td>
<td>• Rotates pencil within the hand to use the eraser when scribbling with a pencil.</td>
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* 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.
# PD-HLTH 5: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.

| Mark the latest developmental level the child has mastered: |
|---|---|---|---|---|---|
| **Responding** | **Exploring** | **Building** | **Integrating** |
| **Earlier** | **Later** | **Earlier** | **Later** | **Earlier** | **Middle** | **Later** | **Earlier** |
| Reacts to unpleasant stimulation or events in basic ways | Responds to situations that make child feel unsafe | Seeks to make contact with familiar adult | Follows adults' guidance about basic safety practices | Follows basic safety practices, with close adult supervision | Follows basic safety practices on own in familiar environments, with occasional adult reminders | Applies basic safety practices on own across different situations | Communicates an understanding of some safety practices to others |

### Possible Examples

- **Responding**
  - Startles after hearing a loud noise.
  - Closes eyes in response to a bright light.
  - Cries when touched by a cold washcloth.

- **Exploring**
  - Turns away from an unfamiliar adult after the adult's grip loosens while child is being carried.
  - Cries when an unfamiliar adult approaches.

- **Building**
  - Stops running and walks after a familiar adult communicates, "Use walking feet."
  - Pats the classroom pet gently when a familiar adult communicates, "Gentle touches."
  - Accepts a familiar adult's hand and holds it when requested to before crossing the street.

- **Integrating**
  - Cleans up spills during a cooking activity.
  - Waits turn to climb ladder on outside play equipment, with an adult reminder.
  - Stays behind the boundaries set up by adults to designate the swing-set area.

**Note:** Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.

* Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence
# Developmental Domain: PD-HLTH — Physical Development–Health

## PD-HLTH 6: Personal Care Routines: Hygiene

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

### Mark the latest developmental level the child has mastered:

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- Looks at an adult’s face, or quiets, during a diaper change.
- Closes eyes when face is washed.
- Kicks legs during a diaper change.
- Attends to an adult’s actions during diapering routine.
- Grabs for the washcloth as an adult washes child’s face.
- Shows excitement during bathtime.
- Pulls at diaper or pants when diaper needs to be changed.
- Puts hands under a faucet before an adult starts to turn on the water.
- Turns head toward or away from a tissue when an adult tries to wipe child’s nose.
- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Lines up at sink to wash hands before lunch time.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
- Gets own toothbrush and gives it to an adult after meals when asked.
- Uses the toilet on own, and flushes after adult reminder.
- Washes and partially dries hands, and then dries them completely when suggested to by an adult.
- Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.
- Uses tooth on own, sometimes forgetting to do one step, such as washing hands.
- Washes hands before eating and usually remembers to use soap.
- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses tooth on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

◇ Child is emerging to the next developmental level
◇ Unable to rate this measure due to extended absence
# PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

## Mark the latest developmental level the child has mastered:

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<tr>
<td><strong>Responds in basic ways during feeding</strong></td>
<td><strong>Shows interest in participating in the process of being fed</strong></td>
<td><strong>Feeds self some finger food items</strong></td>
<td><strong>Feeds self some foods using a spoon and cup, sometimes needing help</strong></td>
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<tr>
<td><strong>Feeds self some foods using a spoon and cup, sometimes needing help</strong></td>
<td><strong>Feeds self a wide variety of foods using a spoon, fork, and an open cup</strong></td>
<td><strong>Serves self or others by scooping or pouring from containers</strong></td>
<td><strong>Prepares simple foods to serve to self or others</strong></td>
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### Possible Examples
- Turns toward an adult’s touch during feeding.
- Sucks on the nipple of a bottle or breast.
- Gazes at or nuzzles up to an adult when feeding.
- Closes lips around food on a spoon.
- Puts one or both hands on a bottle or breast while being held during feeding.
- Holds and bites a banana.
- Picks up and eats crackers from a tray.
- Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand.
- Drinks soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
- Drinks from a cup while an adult guides the cup.
- Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
- Drinks from a cup while an adult guides the cup.
- Uses a child-sized fork to pierce food.
- Uses adaptive utensils to feed self a meal when positioned functionally.
- Uses a scoop to fill small bowls with cereal for snack time.
- Spreads jelly on bread with a small spatula to make a sandwich.
- Cuts foods with a small plastic knife.
- Takes the shell off of a hard-boiled egg.

* Required for children with IFSPs and IEPs.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: PD-HLTH — Physical Development–Health

**PD-HLTH 8: Personal Care Routines: Dressing**

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

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**Mark the latest developmental level the child has mastered:**

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**Responds in basic ways during dressing**

- Cries or fusses when diaper is changed.
- Looks at adult while being dressed.
- Blinks eyes as clothing is placed over head.

**Responds in ways that demonstrate awareness of a dressing routine**

- Shifts body as an adult puts a clean diaper on child.
- Squirms to avoid having shirt being pulled over the head while being dressed.
- Allows an adult to move child’s arms while removing child’s jacket.

**Anticipates one or two steps of a dressing routine**

- Extends arms out when an adult approaches with a jacket.
- Leans toward an adult while wearing a shirt being put on child.
- Sits down and extends feet for an adult to put shoes on child.

**Participates with adult in dressing self**

- Pushes arms through the sleeves of a shirt held by an adult.
- Lifts smock for an adult to pull it over child’s head.
- Slips foot into shoe while an adult holds it open.
- Lifts one leg, then the other, while an adult guides child’s legs into pants.

**Puts on clothing that is simple to manipulate, sometimes with adult assistance**

- Puts legs through pant legs with adult assistance, and then pulls up pants on own.
- Puts on own jacket as an adult holds it open or lays it out.
- Puts feet into shoes on own.
- Pulls on loose-fitting socks on own.

**Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)**

- Zips own jacket up, but needs adult assistance with starting the zipper.
- Puts on own socks and shoes, but needs shoes tied or tabs fastened.
- Changes into T-shirt and sweatpants on own after water play.

**Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)**

- Puts on own shoes and fastens tabs.
- Buttons own jacket.
- Zips and snaps own pants.

---

* Required for children with IFSPs and IEPs.

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☑ Child is emerging to the next developmental level
☑ Unable to rate this measure due to extended absence
### PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

#### Mark the latest developmental level the child has mastered:

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Possible Examples

- Pushes a wheeled toy for a short distance.
- Climbs up a small slide, sits down, slides, and then goes to another activity.
- Puts toys in a wagon and pulls the wagon around the room.
- Lies prone on a scooter board and uses hands to push self around the room.

- Hops with two feet, pauses, and then hops again, while pretending to be a bunny.
- Runs to the ladder of a slide outdoors, climbs the ladder, and slides.
- Holds a drum and marches with a peer during part of a song.

- Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade.
- Joins in a dance started by a peer and then dances until the song ends.
- Climbs up and down around a climbing structure several times.

- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Rides around the bike trail several times.
- Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).

- Rides around the bike trail several times, increasing speed to pass a peer.
- Dances to several different songs, moving slowly, then quickly, in response to changes in music.
- Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play.
- Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.
- Joins a group of children playing chase, while propelling own wheelchair.
- Initiates a dance activity, keeping up with a fast beat until the music ends.

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*Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child’s capacity for engaging in vigorous active physical play, in which a child’s heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.*

- ○ 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

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## Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Level</th>
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<th>Building</th>
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<tr>
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<td>Earlier</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Shows a preference for several favorite foods</td>
<td>Shows interest in a variety of foods</td>
<td>Recognizes or identifies a variety of foods</td>
<td>Demonstrates knowledge of the characteristics of a variety of foods</td>
</tr>
<tr>
<td>Shows awareness that some foods are more healthful than others</td>
<td>Communicates simple explanations about the healthfulness of different food choices</td>
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</tbody>
</table>

### Possible Examples

- **Responding**
  - Selects a banana when offered choice between a banana and an apple.
  - Selects a carrot when offered a choice between carrots and celery.
  - Chooses the picture of milk when offered a choice between water and milk.

- **Exploring**
  - Accepts a variety of foods offered from a serving plate.
  - Explores unfamiliar foods that are placed on a plate.
  - Observes others’ reactions when they eat food items that are unfamiliar to child.

- **Building**
  - Communicates, “Me gustan las bananas y las manzanas,” (“I like bananas and apples,” in Spanish) when selecting bananas and apples from a plate of sliced fruit.
  - Identifies several pretend food items when playing restaurant with a peer.
  - Makes different pretend food items, such as a tortilla and a pizza, with play dough.

- **Integrating**
  - Communicates, “This rice is sticky.”
  - Communicates, “I like mangos. They’re sweet.”
  - Purses lips together and shakes head, “No,” when offered a slice of lemon to taste while making lemonade.
  - Communicates, during pretend play, “First we eat vegetables, and later we can have dessert.”
  - Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods.
  - Chooses to drink water instead of lemonade during snack time.

- **Integrating**
  - Tells a peer, “Milk is good for my teeth.”
  - Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better.
  - Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” (“My mama said that I will grow big and strong if I eat my beans,” in Tagalog).
  - Communicates, “Broccoli is good for you,” when eating broccoli.

- **Integrating**
  - Communicates, “This broccoli is green.”
## Developmental Domain: HSS — History–Social Science

### HSS 1: Sense of Time
Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

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- **Possible Examples**
  - Goes to wash hands when other children go to wash hands.
  - Puts backpack and coat in cubby during morning arrival.
  - Puts plate into dishes bin after lunch.
  - Gestures or signs for favorite blanket, as part of getting ready for naptime, after finishing lunch.
  - Asks or gestures to ring the clean-up bell when it is clean-up time.
  - Waits by the door for a familiar peer who usually arrives after breakfast.
  - Communicates about seeing a dog and a squirrel, after coming back from a walk.
  - Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago.
  - Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
  - Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow.
  - Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.
  - Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.
  - Communicates, “I will be in this school this year, but next year, I will be at my sister’s school.”
  - Communicates, “我下次到學校還要吃生日蛋糕嗎?” (“I’m going to make a card today for my mom’s birthday next week,” in Chinese).

- **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**

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### Developmental Domain: HSS — History–Social Science

#### HSS 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.

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</table>

There are no earlier levels for this measure.

**Possible Examples**

- 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

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- Participates in activities that are related to specific environments
- Recognizes changes in familiar environments or in the people associated with them
- Recognizes the routes between familiar locations
- Communicates about the relative distances between familiar locations, including details about those locations

- Communicates that school is close to child's house, but child's aunt's house is far away.
- Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station.
- Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.
- Communicates, “It snows where my auntie lives, but not here because it’s hot.”
- Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.
- Describes a trip to a farmers' market and communicates, “That grocery store is outside! Not like our grocery store.”

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<table>
<thead>
<tr>
<th>Possible Examples</th>
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<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Puts paint brushes back in holder before leaving paint area.</td>
<td>• Participates in activities that are related to specific environments</td>
<td>• Recognizes changes in familiar environments or in the people associated with them</td>
<td>• Communicates about the relative distances between familiar locations, including details about those locations</td>
</tr>
<tr>
<td></td>
<td>• Puts cars into car bin during clean-up time.</td>
<td>• Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them</td>
<td>• Recognizes the routes between familiar locations</td>
<td>• Communicates that school is close to child’s house, but child’s aunt’s house is far away.</td>
</tr>
<tr>
<td></td>
<td>• Puts picture into the “Who’s here today?” pocket chart hanging near the classroom door during morning arrival.</td>
<td>• Communicates, “We go that way,” while on the way down the hall from the classroom to the bathroom.</td>
<td>• Uses a communication board to ask to go by a favorite playground, when planning a walk.</td>
<td>• Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station.</td>
</tr>
<tr>
<td></td>
<td>• Shows cubby to family member upon arrival at child care.</td>
<td>• Asks, “¿Quién es ella?” (“Who’s that?” in Spanish) when a peer’s grandma comes to visit.</td>
<td>• Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.</td>
<td>• Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.</td>
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<td>• Goes to the sink to wash hands before finding a place at the table for breakfast.</td>
<td>• Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time.</td>
<td>• Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.</td>
<td>• Communicates, “It snows where my auntie lives, but not here because it’s hot.”</td>
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<tr>
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<td>• Takes an adult’s hand after being helped with putting on a jacket, and then points outside to the sandbox.</td>
<td>• Takes an adult’s hand after being helped with putting on a jacket, and then points outside to the sandbox.</td>
<td>• Communicates, “This time. they are almost to the people live. arrival. jacket, and then is the wrong way!”</td>
<td>• Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.</td>
</tr>
<tr>
<td></td>
<td>• Communicates to an adult, “¿Quién es ella?” (“Who’s that?” in Spanish) when a peer’s grandma comes to visit.</td>
<td>• Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.</td>
<td>• Takes an adult’s hand on the appropriate when planning a walk. neighborhood walk story about different near the classroom after being helped shelf, during clean-up with an adult, that types of homes where door during morning with putting on a jacket.</td>
<td>• Describes a trip to a farmers’ market and communicates, “That grocery store is outside! Not like our grocery store.”</td>
</tr>
</tbody>
</table>
### Developmental Domain: HSS — History–Social Science

### HSS 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Mark the latest developmental level the child has mastered:

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</table>

- **Possible Examples**
  - There are no earlier levels for this measure
  - Demonstrates awareness of living things in the environment, especially animals
  - Explores living things in the environment, especially animals
  - Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
  - Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)
  - Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)

- **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
HSS 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.

Mark the latest developmental level the child has mastered:

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</table>

There are no earlier levels for this measure.

Possible Examples:

- **Responding**
  - 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.

- **Exploring**
  - Takes action to get needs or wants met without considering impact on others or self.
  - Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress.
  - Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict.
  - Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs.

- **Building**
  - Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let's find another one."
  - Communicates to a peer that child is still playing with a toy while the peer tries to take the toy away.
  - Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars."
  - Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

- **Integrating**
  - Communicates to another child when another child takes a toy.
  - Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square.
  - Communicates to a peer that child is still playing with a toy.
  - Communicates to another child when another child takes a toy.

Conflicts involving child's needs are resolved through social play, using appropriate language to express desires and to negotiate resolve.

**Possible Examples:**

- Reaches for food on another child's plate.
- Takes an object of interest away from another child.
- Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using.
- Steps in front of other children who are waiting to take their turn.
- Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers.
- Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger.
- Communicates, "My baby, my turn," to another child.
- Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away.
- Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars."
- Communicates, "You have a turn after me," to another child who wants to use the big shovel in the sandbox.
- Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

- Takes action to get needs or wants met without considering impact on others or self.
- Responds to a peer's different book than to make the circle bigger.
- Steps in front of other children who are waiting to make the circle bigger.
- Communicates, "My baby, my turn," to another child.
- Communicates that another child won't give child a turn on the tricycle after waiting for a turn.
- Communicates with another child when another child takes a toy.
- Communicates to another child when another child takes a toy.

- Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square.
- Communicates to a peer that child is still playing with a toy.
- Communicates to another child when another child takes a toy.
- Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars."
- Communicates, "You have a turn after me," to another child who wants to use the big shovel in the sandbox.
- Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

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**Developmental Domain:** HSS — History–Social Science

**HSS 5: Responsible Conduct as a Group Member**

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.

### Mark the latest developmental level the child has mastered:

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</table>

- **Possible Examples**

  - There are no earlier levels for this measure
  - Takes action to get needs or wants met without considering impact on others
  - Needs specific adult guidance to cooperate with group expectations
  - Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity
  - Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end
  - Follows through with group expectations on own during extended activities
  - Communicates about group expectations; and
  - Cooperates with others in carrying group expectations

- Continuing playing while other children are cleaning up during clean-up time.
- Reaches for food on another child's plate.
- Takes an object of interest away from another child.
- Steps in front of other children who are waiting to take their turn.
- Takes toys handed by an adult one by one at clean-up time and puts them on the shelf to help.
- Joins a group for lunch after an adult encourages child to come to the table.
- Makes room for another child to sit when adult communicates that the other child needs more space.
- Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the "clean up" song.
- Returns from computer to hang up smock when an adult says, "You need to put your smock away at the easel before taking your turn at the computer."
- Begins to get on a tricycle with another peer, but stops when an adult says, "We take turns with the trike, and your turn is next."
- Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table.
- Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe.
- Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.
- Cleans up blocks during clean-up time, on own.
- Holds hands with a peer while on a neighborhood walk.
- Gives space to other painters when painting.
- Being gentle when caring for the classroom pet.
- Suggests to a peer, while holding the class pet, “Let’s take turns. I can hold it now, and you can hold it next”; then, after a few minutes, gives the class pet to the peer.
- Reminds a peer that it’s time to clean up for lunch, and then cleans up own art project and washes hands.
- Reminds peers to get in line outside the door before entering the classroom from the play yard.

- 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
## VPA 1: Visual Art
Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art.

### Mark the latest developmental level the child has mastered:

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</tbody>
</table>

#### Possible Examples

- **Responding**
  - There are no earlier levels for this measure.
  - Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience.
  - Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional), or uses tools and materials to create basic sculpted shapes (three-dimensional).
  - Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or assemblage (three-dimensional), sometimes representing a concrete thing.
  - Creates two-dimensional and three-dimensional representations of things; and, experiments with detail or color.
  - Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization.

- **Exploring**
  - Dabs dot markers on paper repeatedly, with different degrees of pressure.
  - Uses a paintbrush to paint with water on various outdoor surfaces.
  - Squeezes dough in hands, feeling it ooze between fingers.
  - Paints with fingers, hands, or feet.
  - Uses crayons, pencils, or markers to make back-and-forth marks.
  - Finger paints to fill up a piece of paper with paint.
  - Rolls play dough into shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
  - Paints with fingers, hands, or feet.
  - Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people).
  - Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
  - Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).
  - Glues wooden sticks together and weaves materials (paper, fabric) and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization.

- **Building**
  - Creates a mobile of a sun hot dogs, or pancakes. as reaching and kicking between fingers.
  - Paints a picture of a brown boat in a blue lake.
  - Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker.
  - Rolls and stacks balls of clay in order to make a head and body.
  - Tapes two toilet paper hands, or feet, using a touch screen.
  - Paints teardrops below eyes on a face to show sadness.
  - Creates a mobile of a sun and paper flowers with happy faces.
  - Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher.

### Symbols for Developmental Levels

- ☐ 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

### VPA 1

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### VPA 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity.

#### Mark the latest developmental level the child has mastered:

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### Possible Examples

- There are no earlier levels for this measure.
- Demonstrates interest in musical sounds.
- Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting).
- Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
- Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
- Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments.
- Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer).

---

- Turns toward adult who starts to sing.
- Puts hands on a drum while another child is tapping on the drum.
- Plays a favorite song on a recorder or electronic device.
- Claps cymbals together while marching outside.
- Makes vocal sounds or hums spontaneously during play time.
- Shakes a tambourine as an adult shakes a tambourine.
- Taps a triangle to follow a song, changing the tempo of the strumming device.
- Sings a familiar song on own, first softly, then loudly.
- Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster.
- Mimics the sounds of a musical instrument to extend the chorus of a familiar song.

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- Hums softly to self when initiated by adult prompting.
- Responds rhythmically, "I see a red bird looking at me," when an adult chants, "Brown bear, brown bear, what do you see?" and then continues to respond to the adult with other chants.
- Shakes a string of bells a few times, following a peer who is making a few taps on a drum.
- Sings the words to "De Colores" for part of the song. [Note: "De Colores," a song in Spanish.]
- Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.
- Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long.
- Sings a song in different voices (high, low, soft, loud), following an adult's lead.
- Moves arms to the song "Row, Row, Row Your Boat," faster and then slower, depending on how rapidly or slowly others are singing the song.

---

- Plays rhythm sticks with voice, body, or instruments.
- Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments.
- Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer).

---

- Turns toward adult who starts to sing.
- Puts hands on a drum while another child is tapping on the drum.
- Plays a favorite song on a recorder or electronic device.
- Claps cymbals together while marching outside.
- Makes vocal sounds or hums spontaneously during play time.
- Shakes a tambourine as an adult shakes a tambourine.
- Taps a triangle to follow a song, changing the tempo of the strumming device.
- Sings a familiar song on own, first softly, then loudly.
- Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster.
- Mimics the sounds of a musical instrument to extend the chorus of a familiar song.

---

- There are no earlier levels for this measure.
- Demonstrates interest in musical sounds.
- Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting).
- Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
- Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
- Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments.
- Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer).

---

- \( \bigcirc \) Child is not yet at the earliest developmental level on this measure.
- \( \bigcirc \) Child is emerging to the next developmental level.
- \( \bigcirc \) Unable to rate this measure due to extended absence.
### Developmental Domain: VPA — Visual and Performing Arts

**VPA 3: Drama**

Child increases engagement, skill development, and creative expression in drama

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
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<tr>
<td>Earlier</td>
<td>Later</td>
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</tbody>
</table>

**Possible Examples**

- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - Demonstrates interest in adult’s dramatic portrayal of a character
  - Uses facial expressions, voice, or gestures in response to an adult’s dramatic portrayal of a character
  - Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
  - Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or contributes to dialogue or ideas about a plot in response to adult’s suggestions
  - Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting

- **Building**
  - Extends a plot by portraying a familiar character or contributes to an improvised drama
  - Creates and maintains details of a character when contributing to an improvised drama
  - Communicates details about a character’s emotions or thoughts when contributing to an improvised drama

- **Integrating**
  - There are no earlier levels for this measure

**Possible Examples**

- **Responding**
  - Laughs when adult acts out a silly character.
  - Watches closely as adult uses puppets to present a story.
  - Moves toward adult who is getting out props to act out a character.

- **Exploring**
  - Jumps up and down or moves hands, in response to an adult acting as the doctor while reciting “Five Little Monkeys Jumping on the Bed.”
  - Flaps arms like wings and pretends to fly, imitating an adult who is acting like a mother bird.
  - Cradles a baby doll in arms while gazing and cooing at the doll, as an adult acts out a story about a mother and her baby.
  - Roars like a lion in response to an adult pretending to be a lion.
  - Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit.
  - Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire.
  - Pretends to be a monster and does a monster dance after hearing the story *Where the Wild Things Are.*
  - Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads *If You Give a Mouse a Cookie.*
  - Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is “just right.”
  - Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather.
  - Communicates, “We can push him in the water. Help me!” as a character in a teacher-led story dramatization about a whale that is stranded on a beach.
  - Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children.
  - Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story.
  - Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: “I like the octopus. I’m going to stay in the sea and be her friend because she’s lonely.”
  - Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip.

- **Building**
  - Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: “I like the octopus. I’m going to stay in the sea and be her friend because she’s lonely.”

- **Integrating**
  - Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.

- **Responding**
  - Unable to rate this measure due to extended absence

- **Exploring**
  - Child is not yet at the earliest developmental level on this measure

- **Building**
  - Child is emerging to the next developmental level

- **Integrating**
  - Unable to rate this measure due to extended absence
### VPA 4: Dance
Child develops capacity to respond, express, and create through movement in dance

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
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<tr>
<td>Earlier</td>
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<tr>
<td>Earlier</td>
<td>Later</td>
<td>Middle</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

- **Possible Examples**

  - Watches intently as other children move or dance to music.
  - Moves toward other children who are doing dance-like movements with streamers.
  - Asks to watch a dance on a computer or an electronic tablet.

  - Demonstrates interest in others’ dance-like movements.
  - Moves body in response to music, rhythms, or others’ movements.
  - Moves body or body parts through space in response to music, rhythms, others’ movements, or adults’ cues.
  - Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others’ movements, or adults’ cues.
  - Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others’ movements, or adults’ cues.
  - 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.

- **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**

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Glossary of Terms and Phrases Used in the DRDP (2015)

**Assemblage:** An artistic composition made from scraps, junk, or odds and ends.

Appears in VPA 1: Visual Art

**Investigates/Investigation:** In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

**Locomotor Skills:** The ability to project the body into or through space.

Appears in:
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 3: Gross Motor Manipulative Skills

**Manipulative Skills:** Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

Appears in PD-HLTH 3: Gross Motor Manipulative Skills

**Observes / Observation:** Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

**Onset:** The first consonant or consonant cluster in a syllable (e.g., the *h* in the one-syllable word *hat*; the *m* and *k* in the two syllables in the word *monkey*).

Appears in LLD 8: Phonological Awareness

**Rime:** A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word *big*, the rime unit is /ig/. In the word *bring*, the rime unit is /ing/.

Appears in LLD 8: Phonological Awareness
Appendix

The following resources provide additional information for use of the DRDP (2015)

Appendix A: Requirements of the DRDP (2015) Assessment ................................................................. 59
Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015) ........ 60
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Appendix D: Comprehensive Definitions of Adaptations to be Used with the DRDP (2015) ................. 64
Appendix E: Resources for Working in Partnership with Families ......................................................... 65
Appendix F: Collaboration to Complete the DRDP (2015) ................................................................. 66
### Appendix A:
Requirements of the DRDP (2015) Assessment

<table>
<thead>
<tr>
<th>Which children are assessed?</th>
<th>Early Education and Support Division (EESD) Programs</th>
<th>Special Education Division (SED) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment</td>
<td>All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system.</td>
</tr>
<tr>
<td></td>
<td>If a child receives services for less than ten hours per week, a DRDP assessment is not required</td>
<td>All preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be included in the fall assessment, children must begin services before <strong>October 1</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be included in the spring assessment, children must begin services before <strong>March 1</strong>.</td>
</tr>
<tr>
<td>When are children assessed?</td>
<td>Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter</td>
<td>Children are assessed twice a year, fall and spring. Plan to submit data:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By December 1 for the fall and June 1 for the spring assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check with local administrators as to how, when, and to whom DRDP data will be submitted.</td>
</tr>
<tr>
<td>How are children assessed?</td>
<td>All children are assessed with the DRDP (2015).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Children birth to three years of age are assessed with the Infant/toddler View</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Children three to five years of age are assessed with the Preschool View</td>
<td></td>
</tr>
<tr>
<td>Where to submit DRDP data</td>
<td>Assessment data is input to DRDPTech for secure data storage and to obtain psychometrically valid reports</td>
<td>Submit data files in the Fall and Spring to CDE/SED in one of two ways:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Into the SELPA’s MIS that will upload to CASEMIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Into the DR Access Reports secure data system to prepare data for SELPA upload to CASEMIS</td>
</tr>
</tbody>
</table>

The DRDP (2015) will be administered in both the California Department of Education’s Early Education and Support Division (EESD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed with the DRDP (2015), and when, how, and where to submit the results of the DRDP (2015).

**For more information:**
- For CDE-funded Early Education programs: [http://www.cde.ca.gov/sp/cd/](http://www.cde.ca.gov/sp/cd/)
- For CDE-funded Special Education programs: [http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp](http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp)
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at [www.desiredresults.us](http://www.desiredresults.us)
- For SED Training and Technical Assistance: Desired Results Access Project at [www.draccess.org](http://www.draccess.org)
Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California’s diverse population of young children, with specific consideration for children who are young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young 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 collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

<table>
<thead>
<tr>
<th>From the California Department of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>California’s Best Practices for Young Dual Language Learners: Research Overview Papers</td>
<td>Two papers in this series are particularly relevant: “Assessment of Young Dual Language Learners in Preschool” focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families’ language practices. “Early Intervention and Young Dual Language Learners with Special Needs” addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.</td>
</tr>
<tr>
<td>Assessing Children with Disabilities who are Dual Language Learners</td>
<td>This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning.</td>
</tr>
<tr>
<td>Source</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>From the Office of Head Start National Center on Cultural and Linguistic Responsiveness</td>
<td>Gathering and Using Language Information that Families Share</td>
</tr>
<tr>
<td></td>
<td>Code Switching: Why It Matters and How to Respond: Workbook for Early Head Start/Head Start Programs</td>
</tr>
<tr>
<td>From the Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)</td>
<td>Development of Infants and Toddlers Who Are Dual Language Learners</td>
</tr>
<tr>
<td>From the Council for Exceptional Children/Division for Early Childhood (DEC)</td>
<td>YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities</td>
</tr>
</tbody>
</table>
Appendix C: Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, What is Authentic Assessment at http://draccess.org/guidancefordrdp. Many observation and documentation job aids can be found at https://desiredresults.us/content/teachers. You will also find a training DVD, Getting to know You Through Observation, at https://desiredresults.us/drdp-resources that can be used by EESD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.

- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as “+” for correct and “−” for incorrect.

- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.

- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

- **Work Samples** – Documentation can also include the collection of 2- or 3-dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.

- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

Information on strategies for implementing the above documentation strategies can be found at: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html
Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program’s environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children’s names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located throughout the classroom.
- Observe children’s behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

**Organizing Documentation**

**Portfolios:** Portfolios are a helpful way of organizing information. EESD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children’s work samples, photos of children’s activities, audio or video recordings, and transcripts of the child’s language. The portfolio methods selected should work well for the program.

**Electronic Portfolios:** If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

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**Collaboration to Support Effective Documentation**

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child’s developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child’s skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child’s skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child’s development, or viewing short videos or recordings that illustrate a child’s behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child’s family, who else might provide helpful information to assist in documenting their child’s development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family’s permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. For a more detailed look at collaboration and the assessment process please refer to Appendix F.
Appendix D:
Comprehensive Definitions of Adaptations to be Used with the DRDP (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP (2015). This is the same system of adaptations developed for and used in the DRDP access.

1. **Augmentative or Alternative Communication Systems**
   Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

   If American Sign Language is the child's primary language, it is designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation.

2. **Alternative Modes for Written Language**
   Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braille writer, keyboard, or computer.

   Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. **Visual Support**
   Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:
   - Adjustments in contrast
   - Adjustments in lighting
   - Distance from objects
   - Increased size of materials
   - Verbal description of events

4. **Assistive Equipment or Devices**
   Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:
   - Walkers
   - Standers

5. **Functional Positioning**
   Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:
   - Standers
   - Cube chairs
   - Tricycles with seat belts and built-up pedals

6. **Sensory Support**
   Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:
   - Reducing background noise
   - Adjusting tactile stimulation
   - Adjusting visual stimulation

7. **Alternative Response Mode**
   Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child's unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child's response may differ from that of his peers and still be considered to demonstrate mastery of a skill.
Appendix E: 
Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child’s developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members’ descriptions of their child’s behavior in the home or in community settings will help teachers and service providers know more about the child’s behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child’s teachers and service providers of the child’s history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child’s strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child’s development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans IFSPs) or Individualized Education Program (IEPs) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:

http://draccess.org/OverviewOfDRDPaccessForFamilies.html
A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: https://allaboutyoungchildren.org/
A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging:

http://cainclusion.org/camap/
The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Resources for Teachers and Service Providers

Family Engagement and Ongoing Child Assessment
A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:

http://draccess.org/RoleOfFamilyObsv.html
A document describing the research findings that suggest parents’ observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org
Collaboration to Complete the DRDP (2015)

“The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives.” – Robert John Meehan

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child’s life and offers perspectives that enhance our understanding of a child’s skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child’s unique learning needs and specific understanding of a child’s disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another’s work in assessing a child’s skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person’s role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child’s goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child’s day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDPtech. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.
Collaborating with Families

Gathering family perspectives about their child’s development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child’s development and behavior is required for EESD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child’s behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child’s dressing or other self-help skills. However, families have repeated opportunities to observe their child’s self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child’s skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child’s grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.

- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child’s behavior during activities and routines that occur in the classroom setting may differ from the same child’s behavior in activities and routines in home or community settings. Not all perspectives about children’s behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, focusing on routines and activities provides a very useful context for asking a family about their child’s everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP (2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child’s skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Collaboration
Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.
http://www.dec-sp ed.org/recommendedpractices

Inclusive Planning Checklist: Home-Visiting Programs
Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.

Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children’s Everyday Routines and Activities
A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).
http://drac ess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System
An overview of the research findings that suggest parents’ observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.
http://drac ess.org/RoleOffamilyObsv.html

Desired Results Training and Technical Assistance Project
Website: www.desiredresults.us
Email: desiredresults@desiredresults.wested.org
Phone: (800) 770-6339

Desired Results Access Project
Website: www.draccess.org
Email: info@draccess.org
Phone: (800) 673-9220