

# Louisiana Believes

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Kindergarten Entry Assessment (KEA):  
Desired Results Developmental Profile for  
Kindergarten (DRDP-K) Overview  
2020-2021

# Objectives

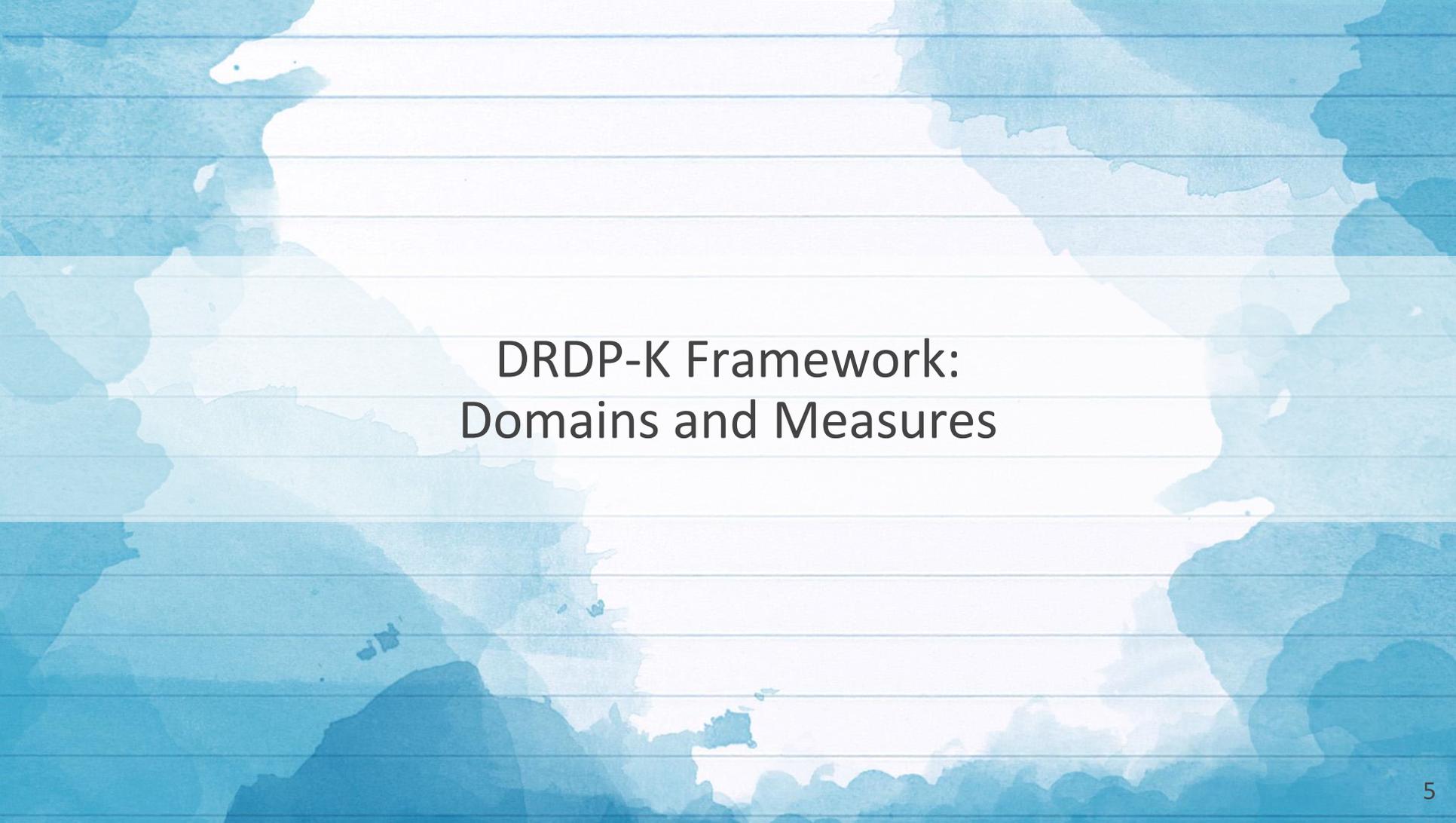
As a result of this presentation, participants will understand the:

- Purpose of the DRDP-K
- DRDP-K framework and which domains and measures are required by LDOE
- Steps to complete the DRDP-K
- Types of support/resources available for professional development

# Purpose of the DRDP-K

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- Document progress of individual students on key measures of Kindergarten readiness using an observation based rating tool.
- Provide teachers with individual student data to guide instruction.
- Provide administrators and families information about student's progress.



# DRDP-K Framework: Domains and Measures

## DRDP-K (2015)

A Developmental Continuum for Kindergarten

### Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation	ATL-REG 	1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD 	1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

### Measures at-a-Glance for DRDP-K

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science	COG-MATH 	1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science	COG-SCI 	1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development	PD 	1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health	HLTH 	1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science	HSS 	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA 	1	Visual Art
		2	Music
		3	Drama
		4	Dance
Language and Literacy Development in Spanish	SPAN 	1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish

# DRDP-K (2015)

A Developmental Continuum for Kindergarten

## Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children

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		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

## LDOE required domains and measures

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science		1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science		1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development		1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
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Health		1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science		1	Sense of Time
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		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts		1	Visual Art
		2	Music
		3	Drama
		4	Dance
Language and Literacy Development in Spanish		1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish

# DRDP-K Domains and Measures Required by the LDOE

<b>Developmental Domain</b>	<b>Measure (27 assessment item)</b>
Approaches to Learning	1-4
Social Emotional Development	1-5
Language & Literacy	1-10
Cognition: Math	2, 3, 4, 6
Physical Development	1-4

All other assessment items are optional and can be utilized at the discretion of the school system but will not be reported to the Department.

# The Structure and Components of the DRDP(2015)-K

**Developmental Domain**

**Measure**

Developmental Domain: LLD — Language and Literacy Development

## LLD 5: Interest in Literacy

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

**Definition**

**Developmental Level**

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p>Looks at books page by page.</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Pretends to read a book from start to finish.</li> <li>• Explores books with braille and tactile content with hands.</li> <li>• Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Asks questions or communicates about why something happened in a story.</li> <li>• Starts a song or rhyme with others while playing outside.</li> <li>• Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Uses flannel board pieces to retell parts of a story or to story line.</li> <li>• Retells a familiar story to a peer while pretending to read from a book.</li> <li>• Uses a communication device to tell the sequence of events in a favorite story.</li> <li>• Pretends to be a character in a story using puppets.</li> </ul>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairy tales).</li> <li>• Asks for help finding a book about topics of interest in a story about leprechauns.</li> <li>• Participates, with others, in using the computer to create a story about a character.</li> <li>• Makes guesses or names of remaining words.</li> </ul>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Chooses to read a storybook about places to visit that includes pictures from a seed magazine.</li> <li>• Looks at a book about the "jobs" of the moon after moon phases had been introduced by an adult.</li> <li>• Communicates that she is reading a book about the history of baseball after listening to grandparents talk about how the role trains as a child.</li> </ul>	<p>Engages in independent and shared book reading.</p> <p>Uses text to research topics of interest.</p> <p>Participates in adult-led discussions exploring literature.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Communicates excitedly about the story of a book all time or read with an adult yesterday and asks for the book to be read during group reading.</li> <li>• Resumes making a chapter book from the library during free time.</li> <li>• Takes time discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>• Selects a book from the library about how to care for a puppy and communicates about reading a puppy.</li> </ul>

**Emerging**

Occasionally a student will move to the next level

Not to be used as a checklist

**Unable to Rate**

For extended absences only.

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

**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.

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p>Looks at books page by page;</p> <p>or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song of rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character from a story using props.</li> </ul>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme of interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming song with peers' names.</li> </ul>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p> <ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<p>Engages in independent and shared book reading;</p> <p>and</p> <p>Uses text to research topics of interest;</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p> <ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball before he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Developmental Levels

The developmental levels on the DRDP-K includes the following:

**Building (Earlier, Middle, Later)**

**Integrating (Earlier, Middle, Later)**

**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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Looks at books page by page;</p> <p>or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song of rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character from a story using props.</li> </ul>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme of interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming song with peers' names.</li> </ul>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p> <ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<p>Engages in independent and shared book reading;</p> <p>and</p> <p>Uses text to research topics of interest;</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p> <ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball before he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

 Child is emerging to the next developmental level Unable to rate this measure due to extended absence**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Descriptors

- Each developmental level has a descriptor that defines the behaviors that would be observed if a child were at that developmental level.
- Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.
- 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 is demonstrating most consistently.

**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:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
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 Child is emerging to the next developmental level Unable to rate this measure due to extended absence**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Examples

Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

The examples are not a checklist.

An example is one of many possible ways a child might demonstrate mastery of a developmental level.

**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:**

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Looks at books page by page;  or  Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts	Engages in independent and shared book reading;  and  Uses text to research topics of interest;  and  Participates in adult-led discussions exploring literature
<b>Possible Examples</b>					
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○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Steps to Complete the DRDP-K

# The 3 Steps to Completing the DRDP-K

Step 1: Observation and Documentation

Step 2: Rating the Measure

Step 3: Finalizing the Assessment

# Step 1: Observation and Documentation

The DRDP-K focuses on the child's, knowledge, skills, or behaviors. To capture a child's behavior, the DRDP-K incorporates observation in natural settings.

Observations should occur over time, in typical settings:

1. In the child's typical program or settings such as transitional kindergarten or kindergarten classrooms
2. As the child interacts in familiar environments and routines with people he or she knows; and
3. As the child engages in typical classroom typical activities and routines.

Be sure to prepare and plan for observation and documentation.

# Step 1: Observation and Documentation

## Tips for Documenting Children's Development

1. Consider ways to document children's knowledge, skills, or behavior throughout the day.
2. Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
3. Label each piece of evidence with the date and the child's name.
4. Set aside time on a regular basis to organize documentation records and other evidence.
5. Consider using portfolios to keep documentation organized. Store portfolios in a secure place and accessible place.
6. Use the results of other assessments of children's learning and development to help complete DRDP–K.

# Step 1: Observation and Documentation

**The following materials may be helpful for observing and documenting:**

1. Sticky notes
2. Pre-printed labels with child's name
3. Charts
4. Checklists or worksheets
5. Clipboard, paper, pens, and pencils
6. Photo/video camera
7. Voice recorder

# Observation for Children Needing Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IEPs to demonstrate their knowledge and skills in typical environments.

Adaptations ensure that the DRDP-K instruments measure *ability*, rather than disability.

Types of adaptations:

1. Augmentative or alternative communication system
2. Alternative mode for written language
3. Visual support
4. Assistive equipment or device
5. Functional positioning
6. Sensory support
7. Alternative response mode

## 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. All ratings will be recorded on the [DRDP–K Rating Record](#).

### **The Descriptors and Examples**

Consider the descriptors 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 is demonstrating most consistently.

# Descriptors Using “Or”

If the descriptor says OR, then the child may do EITHER behavior that is listed.

An example is the level descriptor for Building Earlier in LLD 5: Interest in Literacy measure:

*Looks at books page by page*

*Or*

*Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult*

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, MASTERY can be rated at this level.

# Descriptors Including a Semi-colon Followed by “And”

If a descriptor includes a semi-colon (;) followed by “and”: then the child must do ALL behaviors listed to rate the level as mastered, but not necessarily in the same observation together.

An example is the level descriptor for Building Later in LLD9: Letter and Word Knowledge measure:

*Identifies ten or more letters (not necessarily at the same time);  
and  
Shows understanding that letters make up words.*

To be rated as mastered at this level , the child must BOTH identify ten or more letters AND demonstrate understanding that letters make up words, though the teacher does not have to observe both behaviors during the same observation within a rating period.

# 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:**

1. First, mark the developmental level the child has mastered.
2. Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

**Unable to Rate:** In the rare instance that you are unable to rate a specific measure provide the reason(s) as to why in the DRDP-K rating record.

## Step 3: Finalizing the Assessment

To finalize, simply review the assessment to make sure that:

1. Teachers and special educators enter ratings for all LDOE required measures of DRDP–K on the DRDP–K Rating Record.
2. The Information Page is complete and up-to-date.
3. Data managers and SIS coordinators should report data to the LDOE via SIS K-3 Assessment Collection by November 7. See the [K-3 Assessment Student Information System \(SIS\) Guidance 2020-2021](#) for updated reporting requirements and exemption codes.

# Using Information from the DRDP-K

When used on an ongoing basis, the DRDP–K instrument will provide teaching staff with information that will benefit children, families, and schools.

Information from the DRDP–K can be reviewed and analyzed at the level of the individual child. In addition, the DRDP–K results can be summarized to provide information on groups of children. Teachers, special educators, and other staff should review, share, and analyze the DRDP–K assessment results for the individual students in their classroom and use the information for curriculum planning and development.

# Virtual Learning Support and Resources

# Virtual Learning Support

It is recommended that schools consider scheduling multiple in-person appointments to collect the required items, adhering to all health and safety guidelines. If in-person observations are not possible, schools should attempt to collect data through whole, small group, or individual classroom virtual sessions. Parent engagement is encouraged during individual sessions to provide supplemental information. Teachers are encouraged to develop lessons that could capture multiple measures with one activity.

DRDP recommends using the DRDP Portfolio app as a way for families to provide input. Creating a class in the **free** [DRDP Portfolio app](#) and sharing with the family provides a way for families to upload photos, observations and videos through any mobile device. A tutorial on how to use the app is available on the [Desired Results website](#) or by clicking [here](#).

Please refer to the [KEA and K-3 Literacy Screener Guidance for Various Learning Environments](#) for additional information.

# Virtual Learning Resources

DRDP Portfolio App-

<https://www.desiredresults.us/drdp-portfolio-app>

Leading Focused Conversations-

[https://www.louisianabelieves.com/docs/default-source/assessment/leadingfocusedconversations.pdf?sfvrsn=99a7991f\\_2](https://www.louisianabelieves.com/docs/default-source/assessment/leadingfocusedconversations.pdf?sfvrsn=99a7991f_2)

Leading Focused Conversations Worksheet-

[https://www.louisianabelieves.com/docs/default-source/assessment/leadingconversationsworksheet.pdf?sfvrsn=9aa7991f\\_2](https://www.louisianabelieves.com/docs/default-source/assessment/leadingconversationsworksheet.pdf?sfvrsn=9aa7991f_2)

DRDP-K Rating Record Levels-

[https://www.louisianabelieves.com/docs/default-source/assessment/drdp2015\\_final\\_kv8-rating-record-levels.pdf?sfvrsn=9ba7991f\\_2](https://www.louisianabelieves.com/docs/default-source/assessment/drdp2015_final_kv8-rating-record-levels.pdf?sfvrsn=9ba7991f_2)

# Resources Available for the DRDP-K

# Resources

Observation Practice Videos- [https://drdpk.org/resources\\_obvideo.html](https://drdpk.org/resources_obvideo.html)

DRDP-K Resources- [https://drdpk.org/drdpk\\_resources.html](https://drdpk.org/drdpk_resources.html)

DRDP-K Training- [https://drdpk.org/drdpk\\_training.html](https://drdpk.org/drdpk_training.html)

DRDP-K Forms- [https://drdpk.org/drdpk\\_forms.html](https://drdpk.org/drdpk_forms.html)

DRDP-K Assessment- [https://drdpk.org/docs/DRDP2015K\\_Final\\_12032015.pdf](https://drdpk.org/docs/DRDP2015K_Final_12032015.pdf)

# LDOE Resources

## Pre-K to 3rd Grade Assessment Guidance

[https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pre-k-to-3rd-grade-assessment-guidance.pdf?sfvrsn=c10b8d1f\\_93](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pre-k-to-3rd-grade-assessment-guidance.pdf?sfvrsn=c10b8d1f_93)

## KEA Assessment Guidance

[https://www.louisianabelieves.com/docs/default-source/assessment/kea-guidance.pdf?sfvrsn=b29a951f\\_16](https://www.louisianabelieves.com/docs/default-source/assessment/kea-guidance.pdf?sfvrsn=b29a951f_16)

## KEA and K-3 Literacy Screener Guidance for Various Learning Environments

[https://www.louisianabelieves.com/docs/default-source/assessment/k-3-assessment-guidance-for-various-learning-environments-2020-2021.pdf?sfvrsn=a624981f\\_2](https://www.louisianabelieves.com/docs/default-source/assessment/k-3-assessment-guidance-for-various-learning-environments-2020-2021.pdf?sfvrsn=a624981f_2)

School Test Coordinators may email [assessment@la.gov](mailto:assessment@la.gov) for questions.