DESIRED RESULTS
DEVELOPMENTAL PROFILE
FOR KINDERGARTEN

DRDP - K

Jeanne Madere
JPPSS Coordinator of Elementary ELA Instruction
AGENDA

- 30 minutes – Purpose of the DRDP-K
- 30 minutes – Parts of the DRDP-K and What to Assess/Observed
- 30 minutes – Understanding Verbiage of the DRDP-K
- 15 minutes – Break
- 20 minutes – Resources and Reporting
- 45 minutes – Let’s Practice and Collaborate
- 10 minutes – Debrief and Next Steps
DRDP-K Training Outcomes

- View the terms and layout of the DRDP-K
- Use the DRDP-K to observe, document, and rate children’s growth
- Review and reflect on evidence in relation to the DRDP-K domains, developmental levels, and measures
- Learn about the available resources
The DRDP-K is an observation tool; it is not a “test.”

Teachers observe students as they participate in routine classroom activities and complete the DRDP-K for each child within the first few weeks of school. The assessment is for beginning of the year only.

Provides kindergarten teachers (both regular and special education) with a valid and reliable measurement tool in the five key areas of school readiness.

LDOE has approved an abbreviated version.
PURPOSE of the DRDP-K

• Serves as a framework for documenting progress of individual students.

• Provides teachers concrete information to plan curriculum.

• Provides administrators and families information on children’s progress.
Alignment of DRDP-K and Louisiana’s Early Learning Standards
DRDP-K (2015)
A Developmental Continuum for Kindergarten

Measures at-a-Glance (School Readiness View)
For use with transitional kindergarten and kindergarten-aged children

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Domain Abbreviation</th>
<th>Number within Domain</th>
<th>Measure Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning - Self-Regulation</td>
<td>ATL-REG</td>
<td>1</td>
<td>Curiosity and Initiative in Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Self-Control of Feelings and Behavior</td>
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<td>3</td>
<td>Engagement and Persistence</td>
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<td>4</td>
<td>Shared Use of Space and Materials</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>SED</td>
<td>1</td>
<td>Identity of Self in Relation to Others</td>
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<td></td>
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<td>2</td>
<td>Social and Emotional Understanding</td>
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<td>3</td>
<td>Relationships and Social Interactions with Familiar Adults</td>
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<td>Relationships and Social Interactions with Peers</td>
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<td>5</td>
<td>Symbolic and Sociodramatic Play</td>
</tr>
<tr>
<td>Language and Literacy Development</td>
<td>LLD</td>
<td>1</td>
<td>Understanding of Language (Receptive)</td>
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<tr>
<td></td>
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<td>2</td>
<td>Responsiveness to Language</td>
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<td>3</td>
<td>Communication and Use of Language (Expressive)</td>
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<td>4</td>
<td>Reciprocal Communication and Conversation</td>
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<td>5</td>
<td>Interest in Literacy</td>
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<td>6</td>
<td>Comprehension of Age-Appropriate Text</td>
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<td>7</td>
<td>Concepts about Print</td>
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<td>8</td>
<td>Phonological Awareness</td>
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<td>9</td>
<td>Letter and Word Knowledge</td>
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<td>10</td>
<td>Emergent Writing</td>
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<tr>
<td>English Language Development</td>
<td>ELD</td>
<td>1</td>
<td>Comprehension of English (Receptive)</td>
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<td></td>
<td></td>
<td>2</td>
<td>Self-Expression in English (Expressive)</td>
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<td>3</td>
<td>Understanding and Response to English Literacy Activities</td>
</tr>
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<td></td>
<td></td>
<td>4</td>
<td>Symbol, Letter, and Print Knowledge in English</td>
</tr>
</tbody>
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<tr>
<td>Cognition, Including Math and Science</td>
<td>CDG-MATH</td>
<td>1</td>
<td>Classification</td>
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<td>2</td>
<td>Number Sense of Quantity</td>
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<td>3</td>
<td>Number Sense of Math Operations</td>
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<td>4</td>
<td>Measurement</td>
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<td>5</td>
<td>Patterning</td>
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<td>6</td>
<td>Shapes</td>
</tr>
<tr>
<td>Physical Development</td>
<td>PD</td>
<td>1</td>
<td>Perceptual-Motor Skills and Movement Concepts</td>
</tr>
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<td></td>
<td></td>
<td>2</td>
<td>Gross Locomotor Movement Skills</td>
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<td></td>
<td></td>
<td>3</td>
<td>Gross Motor Manipulative Skills</td>
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<td></td>
<td></td>
<td>4</td>
<td>Fine Motor Manipulative Skills</td>
</tr>
</tbody>
</table>
## 6 Developmental Levels

### Domain
- LLD 1: Understanding of Language (Receptive)
- Child understands increasingly complex communication and language

### Measure
- Developmental Levels Descriptors
- of the measure—what you are looking for

### Definition

<table>
<thead>
<tr>
<th>Developmental Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
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<td><strong>Middle</strong></td>
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<td><strong>Later</strong></td>
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<tr>
<td><strong>Integrating</strong></td>
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<tr>
<td><strong>Later</strong></td>
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</tbody>
</table>

### Examples
- not a checklist—just examples

#### Examples
- **Emerging**
  - Observes one level up on occasion
- **Unable to Rate**
  - For excessive absences only

---

**Domain:** LLD – Language and Literacy Development

**Definition:**

- **66 Developmental Levels Descriptors**
  - of the measure—what you are looking for

**Examples**
- **Emerging**
  - Observes one level up on occasion
- **Unable to Rate**
  - For excessive absences only
Definitions of Terms: (in diagram)

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

- **Measure:**
  - Measures are the individual assessment items in the DRDP-K.

- **Definition:**
  - Specifies the aspects of development to be observed.
## 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>Building</th>
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<tr>
<td>Looks at books page by page; or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games.</td>
<td>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</td>
<td>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.</td>
<td></td>
</tr>
<tr>
<td>Possible Examples: Pretends to read a book from start to finish. Explores book with braile and tactile content with hands. Sings same words of a familiar song, from beginning to end, with an adult.</td>
<td>Uses flannel-board pieces to retell parts of a story after story time. Creates 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.</td>
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<td>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests.</td>
<td>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts.</td>
<td>Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature.</td>
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### LLD 5 (of 10) - Interest in Literacy

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

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6 - 8 Developmental Levels

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

Example: LLD 5
## 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

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</table>
| Looks at books page by page:  
or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games. | 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

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<td>Engages in independent and shared book reading: and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature.</td>
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</table>

Possible Examples:
- Pretends to read a book from start to finish.
- Explores 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 retelling 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 bugs).
- Asks for help finding a book about bugs after listening to a story about ladybugs.
- 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.
- Constructs a storybook about places to visit that includes pictures from a travel magazine.
- Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.
- 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.
- Communicates excitedly about the story of a baseball hero she read with an adult yesterday and asks for the book to be read during group reading.
- Resumes reading a chapter book from the library during free time.
- Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.
- Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence.

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**ATL-REG 1: Curiosity and Initiative in Learning**

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

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

<table>
<thead>
<tr>
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<tr>
<td><strong>Earlier</strong></td>
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<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
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</tr>
</tbody>
</table>

- **Building**:
  - Explores through simple observations, or 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.
  - Carries out experiments with things or materials, by systematically modifying actions and reacting to the results.
  - Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions.

- **Possible Examples**:
  - Moves around a fish bowl to continue watching a fish in it curious about objects.
  - Sorts a marble in a maze and follows its path as it rolls to the bottom.
  - Asks, “What’s that doing?” when seeing the compact disc player in the listening center.
  - Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.
  - Changes the compact disc to listen to a new story.
  - Watches a communication device to learn about the new pet game a pig.
  - Examines images from informational books or a computer to learn about the habitats of different animals.
  - Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.
  - Sets up a project, with an adult, that involves investigating the growth of bean plants until different amounts of water, and documents their growth.
  - Communicates, “That’s different from what my daddy told me,” and asks why, after hearing an adult’s response to a question about why plants are green.
  - Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a game shows that object rolls down steeper ramps more quickly than shallow ramps.
  - Gather information from books and the internet to create an environment for the classroom butterflies.
  - Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

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

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

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**PreK**  
**Kindergarten**  
**First Grade**
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:**

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<tr>
<td><strong>Earlier</strong></td>
<td>Initiates literacy activities that explore and understand new or unfamiliar words, ideas, or concepts</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Uses text to research topics of interest; and</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Participates in adult-led discussions exploring literature</td>
</tr>
</tbody>
</table>

### Building

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Possible Examples</td>
<td></td>
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</tr>
<tr>
<td>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</td>
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<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
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<tbody>
<tr>
<td>Engages in independent and shared book reading; and</td>
<td></td>
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</tr>
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<td>Uses text to research topics of interest; and</td>
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</tr>
</tbody>
</table>

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

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

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**LLD 5 (of 10)**

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**Interest in Literacy**

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**LLD 5 (of 10)**
A Deeper Look at the Descriptors

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:

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.
A Deeper Look at the Descriptors

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.
### 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**
- Earlier
  - 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.

- Middle
  - Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.

- Later
  - Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.

**Integrating**
- Earlier
  - Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests.

- Middle
  - Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts.

- Later
  - Engages in independent and shared book reading; and
  - Uses text to research topics of interest; and
  - Participates in adult-led discussions on exploring literature.

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### Possible Examples

- **Earlier**
  - Pretends to read a book from start to finish.
  - Explores book with storyline and tactile content with hands.
  - Sings some words of a familiar song, from beginning to end, with an adult.

- **Middle**
  - 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 retelling a familiar rhyme.

- **Later**
  - Uses thumbnail shapes 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.

---

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

Unable to rate this measure due to extended absence.

---

**LLD 5 (of 10)**

Interest in Literacy

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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.
Tips for Documenting Children’s Development

- Consider ways to document children’s knowledge, skills, or behavior throughout the day.

- Use a variety of documenting techniques.

- Documentation may include anecdotal notes, photographs, audio or video documentation, teacher notes and work samples.

- Consider using portfolios to keep documentation organized.
Examples Of Documentation

The following materials may be helpful for observing and documenting:

- Sticky notes
- Charts
- Clipboard, paper, pens, and pencils
- Photo/video camera/voice recorder
- Checklist or worksheets

http://drdpk.org/resources_app.html
BREAK
Practicing Observation with Videos

http://www.drdpk.org/resources_obvideo.html

• Videos are provided for practice.

• The videos were filmed in a variety of settings. For each video, background information, a transcript, and evidence for the DRDP-K are provided.

Step 1  Video Background and Transcript
Step 2  Watch Video
Step 3  Reflect on DRDP-K measures
Practice Videos

1. *Jesse and the seat belt*
2. *Boy and rock in science center*
3. *Boy and paint bottle*

4. *Rebecca draws and writes sentence*
5. *Jose and the healthy snack*
6. *Riddle, riddle what am I?*
Video 1: Watch video 1 to determine what children can be observed and what Measure/Measures can be observed.
Developmental Domain: LLD — Language and Literacy Development

**LLD 4: Reciprocal Communication and Conversation**
Child engages in back-and-forth communication that develops into increasingly extended conversations

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

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

**Engages in brief back-and-forth communication, using short phrases and sentences**

**Engages in brief conversations with a shared focus**

**Engages in extended conversations that involve reasoning, predicting, problem solving, or understanding ideas**

**Builds on both concrete and abstract ideas of others during extended conversations**

**Seeks additional information during extended conversations in order to understand and build on the ideas of others; and Displays appropriate turn taking and social conventions of conversation**

**Possible Examples**

- Communicates, "I'm the baby," after a peer communicates, "I'm the mommy," while playing house.
- Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake."
- Asks a peer for some pattern blocks to put on the mat in the math center. When the peer replies, "Flowers" and hands over several blocks, responds, "That's too many," and takes only two pattern blocks from the peer.
- Communicates, "That's my family," while sharing a family photo with a peer. When the peer responds, "You have two sisters," says, "I have a big sister, and that's my baby sister."
- Responds to an adult's comments about animals that live in the zoo, "I went to the zoo." When an adult replies, "There are lots of animals in the zoo," says, "I like the alligators best," and continues to converse about other animals at the zoo.
- Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too.
- 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." When then peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues.
- Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.
- Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow.
- Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.
- Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.
- Has a conversation with an adult while riding a skateboard, asking questions about the skateboard and suggesting ways to improve the ride.
- Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole.
- Asks a peer, "Would you like to come over to my house to play?" When peer asks, "Today?" child responds, "I'll ask my mom if it's okay to invite a friend over today." Conversation continues.
- Adds, "And then you learn forward to go after." During a conversation with a friend about how to ride a skateboard.
- Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole.
- Asks an adult if it is a lie to tell your friend "you don't feel well if you don't want to play with them. Listens to adult's ideas about making choices and being truthful about what you want. Responds to adult, "Maybe I will just say that I don't feel like playing."
- Asks a peer, "Why don't you like broccoli?" After a peer communicates liking all vegetables except broccoli. After listening to peer's response, adds, "I like broccoli with melted cheese on it. Would you like that?" Waits for peer to respond.
- Asks, "Do you think it would be okay if I eat three crackers?" After a peer communicates, "We have to make sure there are enough crackers for everyone." Then communicates, "I think there will be enough," after peer asks, "Are you sure there will be enough if everyone gets three crackers?"
### 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:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes scribble marks or simple drawings that represent people, things, or events</td>
<td>Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes marks to represent own name or words</td>
<td></td>
</tr>
<tr>
<td>Uses letters or clearly recognizable approximations of letters to write own name</td>
<td></td>
</tr>
<tr>
<td>Writes several words or a few simple phrases, or clearly recognizable approximations</td>
<td></td>
</tr>
<tr>
<td>Writes and composes simple sentences to communicate ideas to others</td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Examples

- **Building**
  - Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
  - Signs a self-made card to grandma, using a few letters from own name.
  - Writes "STOP" on a stop sign in a drawing.
  - Writes, "dog" ["dog"], copying the word from a book, to label a drawing of a dog.
  - Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
  - Signs a self-made card to grandma, using a few letters from own name.
  - Write a simple sentence, e.g. "I went to the store," after the dentist visits the classroom.
  - Makes marks to write down 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 an autobiographical story about the day he learned to ride a bicycle.
  - Draws a picture of a dog and writes the word "dog." when asked to write a letter to his parents.
  - Makes marks to write down 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 a simple thank you note, e.g., "Thank you for coming to visit," after the dentist visits the classroom.
## Measures Reflected by the Evidence

### Jesse and the Seat Belt

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measure definition</th>
<th>Why this video clip might be evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 1 Comprehension of English (Receptive English)</td>
<td>Child is progressing toward fluency in understanding English. Click here for a view of the DRDP K (2010) ELD 1 (of 4). Read the descriptor and examples for Integrating English.</td>
<td>This video could be evidence for the <strong>integrating English</strong> level. Jesse actively engages in a conversation in which his teacher asks what his preferred method of transportation is and where he is going. Jesse responds he wants to go by train to Disneyland. He says &quot;yes&quot; when his teacher asks if he wants to go by metro.</td>
</tr>
<tr>
<td>ELD 2 Self expression in English</td>
<td>Child is progressing toward fluency in speaking English. Click here for a view of the DRDP K (2010) ELD 2 (of 4). Read the descriptor and examples for Integrating English.</td>
<td>This video could be evidence of the <strong>integrating English</strong> Level. Jesse is communicating in English with mostly complete sentences about a variety of topics. He explains why you should wear your seatbelt, what happens if you don't, and that he has a car seat that he uses.</td>
</tr>
</tbody>
</table>
Video 2:
Watch video 2 to determine what developmental level the child/children are working on in the Measure/Measures

Take notes to support your findings.
**SED 1: Identity of Self in Relation to Others**

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

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

- **Expresses simple ideas about self and connection to others**
  - Describes self or others based on physical characteristics
  - Describes own preferences or feelings; *and*
  - Describes the feelings or desires of family members, friends, or other familiar people

- **Possible Examples**
  - Acts out roles from own family in pretend play.
  - Communicates, "I'm making..."
  - Communicates, using communication board, "His hair is red".
  - Communicates to an adult, "I was mad when it rained because we couldn't go outside."
  - Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self.
  - Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day.
  - Communicates to a peer, "I'm great at math, but I'm not so great at reading," after an adult explains they will do it.

**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.

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

- **Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)**
  - Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
  - Takes initiative in creating cooperative activities with a familiar adult
  - Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
  - Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions

- **Possible Examples**
  - Communicates to a familiar adult, "Want to read with me?" during free-choke time.
  - Asks a familiar adult what they might see when they go on a field trip.
  - Others to carry napkins and cups to the table where a familiar adult has eaten a piece of food.
  - Works together with a familiar adult to complete a puzzle over several days, adapting pieces in different ways.
  - Communicates to peer who is talking loudly, "The teacher said to use my middle voice."

**Using one piece of evidence for multiple measures**
# ATL-REG 1: Curiosity and Initiative in Learning

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

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

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

### Building

<table>
<thead>
<tr>
<th><strong>Earlier</strong></th>
<th>Explores through simple observations, or manipulations, or asking simple questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle</strong></td>
<td>Explores by engaging in specific observations, manipulations, or by asking specific questions</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Carries out simple investigations using familiar strategies, tools, or sources of information</td>
</tr>
</tbody>
</table>

### Integrating

<table>
<thead>
<tr>
<th><strong>Earlier</strong></th>
<th>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle</strong></td>
<td>Carries out experiments with things or materials, by systematically modifying actions and reacting to the results</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions</td>
</tr>
</tbody>
</table>

### Possible Examples

- Moves around a fish bowl to continue watching a fish as it swims around objects.
- Drops a marble in a maze and follows its path as it rolls to the bottom.
- Asks, “What's that doing?” when seeing the compact disc player in the listening center.
- Puts a dry sponge in water and then squeezes it to see what happens.
- Observes a snail and asks, “Why do snails have shells?”
- Compares color or shape of leaves gathered on a nature walk.
- Uses a magnetic wand to figure out which objects on a table it will lift up.
- Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.
- Changes the compact disc to listen to a new story.
- Uses a communication device to learn about the new pet inside the pet store.
- Examines images from informational books or a computer to learn about the habitats of different animals.
- Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.
- Sets up a project, with an adult, that involves investigating the growth of plants.
- Makes a wooden block ramp and sees if it rolls down slower or runs a small metal car down it each time to find out what happens.
- Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes.
- Kicks a ball into a play soccer goal.
- Communicates, “But that's different from what my daddy told me,” and asks why, after hearing an adult’s response to a question about why plants are green.
- Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than
Unable to Rate:
This would be used if a child has extended absence.

Recording Evidence
Evidence used to rate each of the measures should be documented. Recording evidence can be as simple as “See portfolio,” or can describe the specific behavior(s) on which the rating was based.
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:

• First, mark the developmental level the child has mastered.
• Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.
• Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.
### DRDP-K (2015): A Developmental Continuum for Kindergarten

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

<table>
<thead>
<tr>
<th></th>
<th>Building</th>
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<th>Emergent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curiosity and Initiative in Learning</td>
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<tr>
<td>2. Self-Control of Feelings and Behavior</td>
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<tr>
<td>3. Engagement and Persistence</td>
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<tr>
<td>4. Shared Use of Space and Materials</td>
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#### Domain: Social and Emotional Development (SED)

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<tr>
<th></th>
<th>Building</th>
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</thead>
<tbody>
<tr>
<td>1. Identity of Self in Relation to Others</td>
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<tr>
<td>2. Social and Emotional Understanding</td>
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<td></td>
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<tr>
<td>3. Relationships and Social Interactions with Familiar Adults</td>
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<tr>
<td>4. Relationships and Social Interactions with Peers</td>
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<tr>
<td>5. Symbolic and Sociodramatic Play</td>
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#### Domain: Language and Literacy (LLD)

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<tr>
<th></th>
<th>Building</th>
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<th>Emergent</th>
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</thead>
<tbody>
<tr>
<td>1. Understanding of Language (Receptive)</td>
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<tr>
<td>2. Responsiveness to Language</td>
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<tr>
<td>3. Communication and Use of Language (Expressive)</td>
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<tr>
<td>4. Reciprocal Communication and Conversation</td>
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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 study.

Instructions: Mark the developmental level the child has reached 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 particular measure, check UR (Unable to Rate) and circle the reason why you are unable to rate this measure (absence or other).
<table>
<thead>
<tr>
<th>APPROACHES TO LEARNING</th>
<th>SOCIAL EMOTIONAL</th>
<th>LANGUAGE AND LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Ratings and Assign Codes as Follows:</td>
<td>Measure Ratings and Assign Codes as Follows:</td>
<td>Measure Ratings and Assign Codes as Follows:</td>
</tr>
<tr>
<td>Building: Earlier = 1, Middle = 2, Later = 3</td>
<td>Building: Earlier = 1, Middle = 2, Later = 3</td>
<td>Building: Earlier = 1, Middle = 2, Later = 3</td>
</tr>
<tr>
<td>Integrating: Earlier = 4, Middle = 5, Later = 6</td>
<td>Integrating: Earlier = 4, Middle = 5, Later = 6</td>
<td>Integrating: Earlier = 4, Middle = 5, Later = 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATL-REG 1</th>
<th>ATL-REG 2</th>
<th>ATL-REG 3</th>
<th>ATL-REG 4</th>
<th>SED 1</th>
<th>SED 2</th>
<th>SED 3</th>
<th>SED 4</th>
<th>SED 5</th>
<th>LLD 1</th>
<th>LLD 2</th>
<th>LLD 3</th>
<th>LLD 4</th>
<th>LLD 5</th>
<th>LLD 6</th>
<th>LLD 7</th>
<th>LLD 8</th>
<th>LLD 9</th>
<th>LLD 10</th>
<th>COG-MATH 2</th>
</tr>
</thead>
</table>


Frequent Questions & Answers

1. Where can the descriptors and examples to determine which developmental level is most consistent with observations be found? The full assessment is available on the West Ed website at https://www.desiredresults.us/faq

2. Will the state offer free training for DRDP-K? All the tutorials and trainings are online at http://drdpk.org/drdpk_training.html

3. Where can the abbreviated version be located? See the previous slide (slide 20) containing a spreadsheet; 27 items as opposed to 144 for DSC and 32 for GOLD. https://desiredresults.us/content/drdp-tutorials

4. Resources for teachers: https://www.desiredresults.us/teachers
Resources

https://desiredresults.us/content/drdp-tutorials
https://desiredresults.us/content/drdp-forms
(DRDP-K instrument, Rating Record, forms, etc.)
http://desiredresults.us/drdp-resources
(DRDP observation materials, tutorials, and more!)
http://desiredresults.us/content/drdptech

DRDPtech
https://desiredresults.us/content/practice-videos
Observation Practice Videos
http://desiredresults.us/content/teacher-training
Teacher Training Opportunities
When and Where to Observe

Number off into groups 1-5 or 1-10 {Depending on size of audience}

- Groups 1 and 6: DOMAIN ATL & Pick a MEASURE
- Groups 2 and 7: DOMAIN SED & Pick a MEASURE
- Groups 3 and 8: DOMAIN LLD & Pick a MEASURE
- Groups 4 and 9: DOMAIN Math & Pick a MEASURE
- Groups 5 and 10: DOMAIN PD & Pick a MEASURE

Brainstorm on chart paper:

Name an Activity to observe measure.
List Materials/Tools/Manipulatives needed
How could measure be documented?
BE READY TO SHARE
Next Steps

What will be your next three steps in preparing to administer the DRDP-K?

1. 
2. 
3. 
A school has four walls and tomorrow.

Anonymous