

# DRDP-K (2015)



# Outcomes

- Learn about the DRDP (2015)
- Identify online resources to support implementing DRDP (2015)



# Collaborative Team



UC Berkeley – BEAR Center



California Department of Education, Early  
Education and Support Division and  
Special Education Division



# What is the DRDP?

- Individual child assessment
- Observation-based assessment tool
- Based in developmental research and theory
- Includes developmental sequences of behavior
- Based on ongoing activities and routines in the early care and education setting with familiar adults



# Accommodating the Range of Abilities

**Accommodate the development of almost all children in the age range:**

Each measure was created to prevent ceiling or floor effects.

- **Preventing a floor effect**: The earliest level of development on the continuum begins a little earlier than what would be expected for most children assessed by the instrument.
- **Preventing a ceiling effect**: In the developmental continuum, the latest level is beyond the development of what would be expected of most children assessed by the instrument.



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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people, things, or sounds	Notifies 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, 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
<b>Possible Examples</b> <ul style="list-style-type: none"> <li>Orients toward a noise.</li> <li>Turns head toward a person who comes into view or begins talking.</li> <li>Looks at a mobile.</li> </ul>	<ul style="list-style-type: none"> <li>Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.</li> <li>Smiles when an adult begins singing a song.</li> <li>Moves arms or legs when a mobile begins moving overhead.</li> </ul>	<ul style="list-style-type: none"> <li>Bangs a drum with hands repeatedly.</li> <li>Touches hair of another child.</li> <li>Pats, pulls on, or turns pages of a board book.</li> <li>Watches intently as an adult prepares snack.</li> </ul>	<ul style="list-style-type: none"> <li>Paints on paper and on arm when given a paintbrush and paint.</li> <li>Molds sand.</li> <li>Tries using utensils to work with play dough.</li> </ul>	<ul style="list-style-type: none"> <li>Moves around a fish bowl to continue watching a fish as it swims around objects.</li> <li>Moves a marble in a maze to follow its path as it rolls to the bottom.</li> <li>Observes a snail and asks, "Why does it have a shell?"</li> <li>Manipulates a movable action figure to change the positions of its body.</li> </ul>	<ul style="list-style-type: none"> <li>Puts a dry sponge in water and then squeezes it to see what happens.</li> <li>Observes a snail and asks, "Why do snails have shells?"</li> <li>Compares color or shape of leaves gathered on a nature walk.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a magnetic wand to figure out which objects on a table it will lift up.</li> <li>Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.</li> <li>Places a variety of objects in water to see which will float and which will sink.</li> </ul>	<ul style="list-style-type: none"> <li>Examines images from informational books or a computer to learn about the habitats of different animals.</li> <li>Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</li> <li>Sets up a project with an adult that involves investigating the growth of lima bean plants with different amounts of water, and on own documents their growth.</li> <li>Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</li> </ul>

Two new levels span into first grade to avoid a ceiling effect

For KIDS Field Study only - NOT FOR DISTRIBUTION

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

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

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

Building				Integrating	
Earlier	Middle	Later	Earlier	Middle	Later
<b>Descriptors</b>					
Explores how things work through observing, manipulating, or asking simple questions about them	Explores things, materials, people, or events by engaging in detailed observations, manipulations, or by asking specific questions	Uses familiar strategies, tools, or sources of information to carry out simple investigations to learn about things, materials, people, or events	Uses strategies, tools, or sources of information systematically to carry out extensive investigations to learn about things, materials, people, or events	Experiments with things or materials, by systematically modifying actions and reacting to the results	Compares multiple sources of information, including experiments, books and pictures, and asking questions, to find out about things, people, or events
<b>Examples</b>					
<ol style="list-style-type: none"> <li>1. Watches the fish in the fish tank intently after a conversation about how fish breathe underwater.</li> <li>2. Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.</li> <li>3. Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compares leaves gathered on a nature walk by color or shape.</li> <li>2. Places a variety of objects in water to see which will float and which will sink.</li> <li>3. Observes a snail and asks, "Why does it have a shell?"</li> <li>4. Manipulates a movable action figure to change the positions of its body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a magnetic wand to figure out which objects on a table it will lift up.</li> <li>2. Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.</li> <li>3. Stands back to back with a peer and asks an adult which child is taller.</li> <li>4. Uses a communication device to find out about the new pet guinea pig.</li> </ol>	<ol style="list-style-type: none"> <li>1. Examines images from informational books or a computer to learn about the habitats of different animals.</li> <li>2. Sets up a project with an adult that involves investigating the growth of lima bean plants with different amounts of water, and on own documents their growth.</li> <li>3. Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Makes a wooden block ramp steeper and runs a small metal car down it each time to find out what happens.</li> <li>2. 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.</li> <li>3. Kicks a ball into a playground soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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 shallow ramps.</li> <li>3. Describes a personal experience that confirms another's account during a conversation about snowstorms.</li> <li>4. Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.</li> </ol>

Four levels overlap with DRDP (2015) full continuum to avoid floor effect

# DRDP (2015) Domains

- Approaches to Learning—Self-Regulation\*
- Social and Emotional Development\*
- Language and Literacy Development\*
- English Language Development
- Cognition, Including Math and Science\*
- Physical Development—Health\*
- History—Social Science
- Visual and Performing Arts





# Developmental Levels

The full-range of developmental levels on the DRDP (2015) includes the following:

- **Responding (Earlier, Later):** Generally, knowledge, skills, or behaviors observed during early infancy
- **Exploring (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in later infancy, toddlerhood, and early preschool
- **Building (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in preschool
- **Integrating (Earlier):** Generally, knowledge, skills, or behaviors observed in late preschool and early kindergarten





# DRDP (2015) Continuum of Developmental Levels

Developmental Domain: LLD — Language and Literacy Development

**LLD 5: Interest in Literacy**  
Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Attends or responds to people or things in basic ways	Plays with books; and Responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
<ul style="list-style-type: none"> <li>• Participates in simple literacy activities</li> <li>• Looks at a book or a page of a book</li> <li>• Responds to a familiar adult reading a book</li> <li>• Looks at a book or a page of a book</li> <li>• Responds to a familiar adult reading a book</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with a cloth or board book by holding or mouthing it.</li> <li>• Touches a textured board book.</li> <li>• Vocalizes in response to a familiar adult reading a book, singing, or saying rhymes.</li> <li>• Responds to simple finger-play songs such as, "Pat-a-Cake" or "Los cinco deditos," ("Five Little Fingers," a finger play in Spanish).</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at pictures in a book for a short time while a familiar adult reads the book.</li> <li>• Reaches to turn the page of a board book as a familiar adult talks or sings about the pictures on the page.</li> <li>• Participates in simple literacy activities during a familiar adult reading a book.</li> <li>• Touches textured or tactile content on pages of a book as an adult is reading the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins a group doing a simple finger play led by an adult.</li> <li>• Points at a picture when joining an adult who is reading a book, newspaper, or tablet.</li> <li>• Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.</li> </ul>	<ul style="list-style-type: none"> <li>• Pretends to read a book from start to finish.</li> <li>• Explores a 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>	<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>	<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>	<ul style="list-style-type: none"> <li>• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or tables).</li> <li>• Asks for help finding a book about bugs after a nature walk.</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>

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

**LLD 5**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – A

Continuum from earlier to later levels of development

**LLD 5**

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# DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

## Measures at-a-Glance

### Preschool Comprehensive View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22
English Language Development	ELD 	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Cognition, Including Math and Science	COG 	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Feeding	43
		7	Personal Care Routines: Hygiene	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History–Social Science	HSS 	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA 	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

# Three Types of Measures

- **Full Continuum Measures** 7-9 levels that describe development from early infancy to early kindergarten
- **Earlier Development Measures** 5-6 levels that describe development that typically occurs in the infant/toddler and early preschool years
- **Later Development Measures** 6 levels that describe development that typically occurs in the preschool years and early kindergarten.



# Adaptations

- Are changes in the environment or differences in observed behavior that enable children with IFSPs and IEPs to be most accurately assessed in their typical settings
- Used throughout the day to allow children more control in their environment
- May be appropriate for other children in the classroom



# DRDP 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



# The System of Adaptations

- A set of adaptations was developed to use with the DRDP *access* based on research and recommend practice.
- The same set of adaptations has been integrated into the DRDP (2015).



# Why use adaptations?

To ensure that the  
DRDP instruments  
measure *ability*,  
rather than disability





# Working with Special Education

- With the DRDP (2015), assessments can be completed collaboratively.
- Observations may be shared.
- Conversations about ratings and results can lead to joint planning and ongoing communication.
- Special educators will continue to submit data to the Special Education Division.



# Completing the Assessment

- Review your documentation
- Carefully read the definition and descriptors
- Consider the examples
- Determine the child's level of mastery



# Resources

## Frequently Asked Questions (FAQ)

- Information about DRDP-K (2015), DRDPtech and more [FAQ](#)

## Observation Resources

- **DRDP-K (2015) Measures at a Glance** [PDF;33KB](#)
- **Anecdotal Notes Organizer** Optional format for anecdotal notes to organize in a binder for an entire class [DOC;62KB](#)
- **Documentation Record Sheet** A checklist of all documentation for portfolios [DOC;148KB](#)
- **DRDP-K Toolkit Ideas** A list of support materials to create or purchase [PDF;1.1MB](#)
- **DRDP-K Teacher Videos** Session 1 - [MP4](#); Session 2 - [MP4](#)
- **Observation Checklists** Time-saving checklists designed to help teachers when gathering evidence to complete the DRDP (2015):
  - LLD8: Phonological Awareness Checklist [DOC;17KB](#)
  - LLD9: Letter and Word Knowledge [DOC;17KB](#)
  - COG2: Number Sense of Quantity Checklist [DOC;31KB](#)
- **Observation Notes Organizer** This document may be used to organize notes [DOC;31KB](#)
- **Observation Worksheet** Write anecdotal notes directly on these worksheets as a companion document to a child's portfolio [PDF;88KB](#)
- **Watch Me Grow** Lists measures at bottom and provides space at top for photo and anecdotal notes [DOC; 29KB](#)

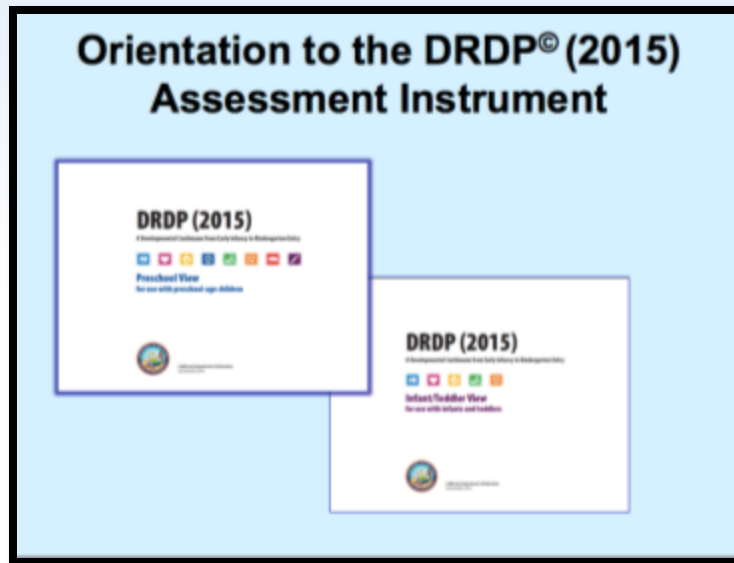
## Parent Information

- DRDP-K Information for parents [PDF](#)

## Transitional Kindergarten (TK) Resources



# DRDP (2015) Tutorials



# DRDP-K Modules

TK/K Module 1: A Walk through the DRDP-K (2015)

TK/K Module 2: Observation and Documentation

TK/K Module 3: Completing the DRDP-K (2015)

TK/K Module 4: Interfacing the DRDP-K (2015) with Other Assessments

TK/K Module 5: Using Generated Data in Curriculum Planning

TK/K Module 6: A Deeper Look at the Descriptors





# Questions??

