

**Desired Results Developmental
Profile[©] (2010)
Assessment Instruments
User's Guide**

June 2010

Acknowledgments

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Table of Contents

| | Page |
|---|-------------|
| Preface | 5 |
| Chapter 1 | |
| Introduction to Desired Results for Children and Families | 6 |
| Background of Desired Results for Children and Families | 6 |
| Components of the DR system | 7 |
| How the Components of the DR system Work Together | 10 |
| Chapter 2 | |
| Using the DRDP [®] (2010) Assessment Instruments | 11 |
| Overview | 11 |
| Preparing to Use the DRDP [®] (2010) Assessment Instruments | 11 |
| Structure and Components of the DRDP [®] (2010) Assessment Instruments | 13 |
| Fig. 1: Sample Measure from the DRDP-IT [®] (2010) | 14 |
| Fig. 2: Sample Measure from the DRDP-PS [®] (2010), Interim Version -- | 14 |
| Fig. 3: Sample Measure from the DRDP-SA [®] (2010), Simplified Version | 15 |
| How the Components of the DRDP [®] (2010) Work Together | 17 |
| Completing the DRDP [®] (2010) Assessment Instruments | 18 |
| Before You Begin | 18 |
| Steps in Completing the DRDP [®] (2010) assessment instruments | 18 |
| Fig. 4: DRDP-IT [®] (2010) measure with rating bubbles | 23 |
| Fig. 5: DRDP-PS [®] (2010), Interim Version measure with rating bubbles | 23 |
| Fig. 6: DRDP-SA [®] (2010), Simplified Version measure with rating bubbles | 24 |
| Fig. 7: DRDP-IT [®] (2010) Sample Rating Record page | 26 |
| Fig. 8: DRDP-PS [®] (2010), Interim Version Sample Rating Record page | 27 |
| Fig. 9: DRDP-SA [®] (2010), Simplified Version Sample Rating Record page | 27 |
| Chapter 3 | |
| Additional Information for Family Child Care Home Education Networks | 29 |
| Chapter 4 | |
| Using Information from the DRDP [®] (2010) | 32 |
| Informing program planning and development | 32 |
| Communicating with families about children’s progress | 33 |

| | |
|--|----|
| Reporting Program Information to CDD ----- | 33 |
| DRDPtech ----- | 33 |
| Resources | |
| Infant/Toddler ----- | 34 |
| Preschool ----- | 36 |
| Early Childhood Special Education----- | 36 |
| School Age ----- | 37 |
| Environmental Rating Scales ----- | 38 |
| Appendix A | |
| DRDP-IT [®] (2010): Domains and Measures ----- | 39 |
| DRDP-PS [®] (2010), Interim Version: Domains and Measures ----- | 40 |
| DRDP-SA [®] (2010), Simplified Version: Domains and Measures ----- | 41 |
| Appendix B | |
| DRDP-IT [®] (2010): Developmental Level Names and Definitions ----- | 42 |
| DRDP-PS [®] (2010), Interim Version: Developmental Level Names and Definitions | 43 |
| DRDP-SA [®] (2010), Simplified Version: Developmental Level Names and Definitions | 44 |
| Appendix C | |
| Review: Steps in Completing the DRDP [®] (2010) Assessment Instrument ----- | 45 |
| Appendix D | |
| DRDP [®] (2010) Assessment Instruments Terms and Definitions ----- | 46 |
| DRDP [®] (2010) Assessment Instrument Domains and Abbreviations ----- | 47 |

Preface

The Desired Results Developmental Profile® (DRDP®) assessment instruments were developed by the California Department of Education (CDE), Child Development Division (CDD) to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs, and their families.

Beginning in 2001, the first set of Desired Results Developmental Profile® (DRDP®) assessment instruments were released, and in 2002 all child development centers and Family Child Care Home Education Networks (FCCHEN) funded by the California Department of Education (CDE), Child Development Division (CDD) began using the instruments. In 2006, the DRDP® was revised and became known as the DRDP-R. In 2010, the infant/toddler and preschool instruments were revised to be aligned to the Infant/Toddler Learning and Development Foundations, the Preschool Learning Foundations, Volume 1, and the kindergarten content standards. In addition a simplified version of the school-age instrument was released. These instruments are known as the DRDP® (2010) instruments.

The primary purpose of this User's Guide (Guide) is to assist program teachers in completing the DRDP® (2010) assessment instruments. The Guide provides information about how to observe, assess, document, and report on children's development using the DRDP® (2010) instruments.

The Guide will assist teachers and administrators to:

- Observe, document, and reflect upon children's development.
- Use the DRDP® (2010) assessment instruments to plan curriculum for individual children and groups of children and to enhance program practices.
- Share children's progress with families.
- Compile information from the DRDP® assessment results for program administrators to support continuous program improvement.

Chapter 1 includes an overview of the Desired Results system (DR system). Chapter 2 provides information about how to use the DRDP® (2010) assessment instruments in child development centers and FCCHEN programs. Chapter 3 presents additional information for FCCHEN programs. Chapter 4 describes how the information from the DRDP® (2010) assessments can be used for improving program practices and curriculum and sharing children's progress with families. Additionally, this guide provides numerous references to websites and other associated materials.

Chapter 1

Introduction to Desired Results for Children and Families

Background of Desired Results for Children and Families

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs, and their families.

Desired Results are defined as conditions of well-being for children and families. Each Desired Result defines an overall outcome. The DR system was developed based on six Desired Results – four for children and two for their families.

The Desired Results for Children and Families

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

DR5: Families support their child's learning and development

DR6: Families achieve their goals

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The centerpiece of the DR system are the Desired Results Developmental Profile[®] (DRDP[®]) assessment instruments. The DRDP[®] assessment instruments are designed for teachers to observe, document, and reflect on the learning, development, and progress of all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs. The DR system consists of three DRDP[®] assessment instruments (infant/toddler, preschool, and school-age). The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and for program administrators to guide continuous program improvement.

The DRDP[®] (2010) assessment instruments are aligned to the foundations and kindergarten content standards in three ways. First, the measures in the DRDP[®] (2010) instruments are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP[®] (2010) instruments are grounded in the same research and child development literature as the foundations and standards. The DRDP[®] (2010) instruments document the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP[®] (2010) instrument to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

Components of the DR System

The DR system consists of the following components:

1. Ongoing Program Self Evaluation Tool (OPSET)
2. Desired Results Developmental Profile[®] assessment instruments
3. Desired Results Parent Survey
4. The Environment Rating Scales

This section briefly describes each of the components. Additional information on the DRDP[®] assessment instruments and the Parent Survey are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and also at http://www.wested.org/desired_results/training/index.htm.

1. Ongoing Program Self Evaluation Tool (OPSET)

The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. They provide a foundation for developing and maintaining programs that will facilitate this achievement for children and families. The OPSET addresses: family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.

2. Desired Results Developmental Profile[®] (2010) Assessment Instruments

The DRDP[®] (2010) assessment instruments are designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP[®] assessment instruments:

- DRDP-IT[®] - Birth to 36 months
- DRDP-PS[®] Interim Version - Three years to kindergarten entry
- DRDP-SA[®] Simplified Version - Kindergarten through 12 years

Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left to right representation of levels of development from earlier to later within each instrument.

A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. The three DRDP[®] assessment instruments are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and also at http://www.wested.org/desired_results/training/index.htm.

In addition, the Special Education Division has developed an alternative version of the DRDP[®], known as DR access, with measures that have an expanded range for assessing preschool-age children with disabilities. Information about DRDP access is available at <http://draccess.org>.

The development of the three DRDP[®] assessment instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K – 12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school age.

Extensive studies of the DRDP[®] assessment instruments have been conducted over the years of instrument development and refinement. These studies have established the validity and reliability of the DRDP[®] instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP[®] instruments, this evidence begins with the researchers whose contributions ensured the wording of the descriptors and the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at this age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP[®] instruments in research studies. Teachers shared their understandings to

help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP[®] measures work together consistently, according to the intended assessment design, and that DRDP[®] results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment instrument constitutes additional evidence for validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP[®] studies, the level of agreement between observers documented for the DRDP[®] measures consistently met and exceeded accepted standards for reliability.

3. Desired Results Parent Survey

The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. Families in the program are asked to complete the Parent Survey once a year and return it to their classroom. Families complete this survey anonymously to ensure that their opinions and concerns are kept confidential. The Parent Survey is available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and also at http://www.wested.org/desired_results/training/index.htm.

4. Program Quality Review

The Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted CDE/CDD program staff.

The following versions of the ERS are used for different age groups and programs:

- Infant/Toddler programs: Infant/Toddler Environment Rating Scale-Revised Edition (ITERS-R; Harms, Cryer, & Clifford, 2003)
- Preschool programs: Early Childhood Environment Rating Scale – Revised Edition (ECERS-R; Harms, Clifford, & Cryer, 2005)
- After school programs: School-Age Care Environment Rating Scale (SACERS; Harms, Jacob, & Romero, 1995)
- Family Child Care Home Education Networks: Family Child Care Environment Rating Scale – Revised Edition (FCCERS-R; Harms, Cryer, & Clifford, 2007).

Additional information on the ERS is available at <http://www.fpg.unc.edu/~ecers/>.

How the Components of the DR System Work Together

The components of the DR system work together to inform and facilitate activities aimed at promoting high-quality programs for children in California. The results of the DRDP[®] (2010) assessments provide the teacher with information about the level of development of each child and to plan curriculum to support individual children's learning. The program quality review reveals areas for program improvement that can be addressed by program staff and administrators. The Parent Survey provides critical input from families on how programs are meeting their needs and the needs of their children.

The CDD monitors the local agency's use of the DR components for continuous program improvement. This enables CDE to provide support and technical assistance to increase program quality and to identify broad trends for statewide policy considerations.

At the program level, practitioners use the Desired Results system to determine the extent to which children and families are demonstrating progress toward achieving the Desired Results. In addition, DRDP[®] (2010) assessment results for individual children and classrooms are used by the teachers, family members, and program administrators to support their internal process of improving the experience of each child in their care and to improve the overall quality of their program. This enables programs to implement quality improvement activities that are targeted to directly and effectively benefit participants.

Chapter 2

Using the DRDP[®] (2010) Assessment Instruments

Overview

The Desired Results Developmental Profile[®] (2010) is an assessment instrument that is designed for teachers to use to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education or before- and after-school programs.

This chapter describes how to use the DRDP[®] (2010) assessment instruments in CDE/CDD funded child development centers and Family Child Care Home Education Network (FCCHEN) programs. The purposes of this chapter are to:

1. Outline the basic requirements and guidelines for using the DRDP-IT[®] (2010), DRDP-PS[®] (2010), Interim Version, and the DRDP-SA[®] (2010), Simplified Version.
2. Describe the structure and components of each of the age-group instruments.
3. Provide information about best practices in the observation of children.
4. Provide detailed instructions on how to complete each of the age-group assessment instruments.

Preparing to use the DRDP[®] (2010) assessment instruments

Which children are to be observed with the DRDP[®] (2010) assessment instruments?

The DRDP[®] (2010) assessment instruments are to be completed for children who are enrolled in CDE/CDD funded child development center (including before/after school programs) or a FCCHEN program for **at least ten hours** per week between the hours of 6 AM and 8 PM. Refer to page 12 for more information about using the DRDP[®] (2010) assessment instruments with a child who has an IEP or IFSP.

- The DRDP-IT[®] (2010) is to be completed for infants and toddlers from birth up to 36 months of age.
- The DRDP-PS[®] (2010), Interim Version is to be completed for preschool children from three years of age to kindergarten entry.*
- The DRDP-SA[®] (2010), either the Complete or Simplified Version, is to be completed for schoolchildren from kindergarten through twelve years of age.

*Although the specified age range for the DRDP-PS[®] (2010), Interim Version begins at three years, children who are not yet three years of age may be observed using the DRDP-PS[®] (2010), Interim Version if they have entered a preschool program, are at least two years and seven months of age, and will turn three on or before December 2.

When is the DRDP[®] (2010) assessment to be completed?

The first DRDP[®] (2010) assessment must be completed **within 60 calendar days** of the child's first day of enrollment in the program. Thereafter, it must be completed every six months.

Finalizing the rating of a child's development on the DRDP[®] (2010) instrument is usually completed within a two-week period. However, teachers are expected to **record observations and gather evidence on an ongoing basis**.

Who is responsible for completing the DRDP[®] (2010) assessment?

The person who is designated as the child's teacher is responsible for completing the DRDP[®] (2010) assessment. Teachers are encouraged to consult and collaborate with others, including assistant teachers and family members, who have ongoing contact with the child. The observations and insights of families and others who know the child well are an important source of information about the child's development.

In FCCHEN settings, agency staff persons who are designated as teachers are responsible for completing the DRDP[®] (2010) assessment with input from the family child care provider. Because designated teachers may work at several sites, it is especially important that child care providers, who have day-to-day contact with the children and their families, are involved in this assessment process. (For additional information concerning FCCHEN programs and use of the DRDP[®] (2010) instruments, see Chapter 3, *Additional Information for Family Child Care Home Education Network Programs*.)

Using the DRDP[®] (2010) assessment instrument with a child who has an IFSP or IEP

If an infant or toddler has an Individualized Family Service Plan (IFSP), the infant teacher is to complete the DRDP-IT[®] (2010) and to consult to the extent possible with Regional Center service providers working with the child and family when completing the assessment.

If a preschooler has an Individualized Education Program (IEP), the preschool teacher should provide input to the special education service provider to facilitate the completion of the child's assessment.

If a school-age child has an IEP, the before-and after-school teacher completes the DRDP-SA[®] (2010) assessment using either the complete or simplified version. It is recommended that the teacher consult with the child's special education service provider to complete the assessment.

Using the DRDP[®] (2010) assessment with children who are dual language learners

Children who are acquiring both the language of their family as well as the language of the larger community are dual language learners. The teacher who completes the assessment for a child who is a dual language learner should speak the child's home language. If not, the teacher must receive assistance from another adult, such as an assistant teacher, director, or parent, who does speak the child's home language. It is important that the program plans for time during the day when the child and the adult have time to interact if the adult is not the child's parent or the assistant teacher in the child's classroom.

Training and Support

Numerous training opportunities are available for practitioners who are using and learning to use the DRDP[®] (2010) assessment instruments. These include in-person training sessions and a variety of online training options. Information on these training opportunities and how to access them can be found at <http://www.desiredresults.us>.

Structure and Components of the DRDP[®] (2010)

This section describes the structure and components of the DRDP[®] (2010) and how the components work together to assess children's learning and development.

Sample Measure pages from the DRDP-IT[®] (2010), DRDP-PS[®] (2010), Interim Version, and DRDP-SA[®] (2010), Simplified Version are shown in Figures 1 – 3. The following six components of the DRDP[®] (2010) instruments are labeled to highlight the page structure:

- Domains
 - Measure Names
 - Definitions
 - Developmental Levels
 - Descriptors of Levels
 - Examples of Levels

Domain: Self and social development

Measure: **Measure 1: Identity of self in relation to others**

Definition: Child shows awareness that self is distinct from and also connected to others

Developmental Level: **SSD 1**

Descriptor for this level: **1. Mark the developmental level the child has mastered.**

| Responding with Reflexes | Expanding Responses | Acting with Purpose | Discovering Ideas | Developing Ideas |
|---|---|---|--|---|
| <p>Communicates needs and attends with reflexes to teacher</p> <p>Examples</p> <ul style="list-style-type: none"> • Cries. • Moves head, arms, or legs. • Makes sounds. • Attends to teacher during feeding. • Quiets to listen to teacher during caregiving routine. • Turns head toward teacher during caregiving routine. | <p>Uses senses to explore self and others</p> <p>Examples</p> <ul style="list-style-type: none"> • Examines own hand or foot by looking at it or mouthing it. • Attends to other people's faces or voices for long periods of time. • Makes eye contact. • Touches teacher's hair when it is within reach. | <p>Recognizes self, familiar people, and familiar things</p> <p>Examples</p> <ul style="list-style-type: none"> • Pays attention when own name is called. • Attends to familiar people or things when named. • Maintains contact with familiar person. • Holds familiar object, such as blanket, for comfort or security. • Recognizes reflection of self in mirror. • Hesitates around unfamiliar people. | <p>Communicates own name and names of familiar people and things</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates, "Mama," "Daddy," or "Bumble." • Refers to teacher by name or a special gesture. • Points to peer and says his or her name. • Points at picture of self and says name. • Pats doll and says, "Baby Mimi" (the child's name & Mimi). | <p>Communicates family roles, such as, "Dad," "Baby sister," "Mommy," or "Daddy" in pretend play.</p> <p>Examples</p> <ul style="list-style-type: none"> • Scribbles and then communicates that it is a picture of self. • Communicates details about family or social experiences. • While playing in the kitchen area, pretends to prepare food the way it is done in own home. |

2. Record evidence for this rating here. >

3. Mark here if child is emerging to the next level. <

4. If you are unable to rate this measure, explain here. >

Measure 1 Identity of self in relation to others SSD 1 (of 13)

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Figure 1. Sample Measure page from the DRDP-IT[®] (2010).

Domain: Self and social development

Measure: **Measure 1: Identity of self**

Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others

Developmental Level: **SSD 1**

Descriptor for this level: **1. Mark the developmental level the child has mastered.**

| Exploring | Developing | Building | Integrating |
|---|--|---|---|
| <p>Shows recognition of self as individual, recognizing own name and names of familiar people</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates own name to someone else, "I am Mandy." • Gestures with excitement when own name is used in gesture song. • Points to peer and communicates his name, "That is TeShawn." • Refers to adult by name or special gesture. • Refers to things as "mine" or "Daddy's." | <p>Describes self or others based on obvious physical characteristics</p> <p>Examples</p> <ul style="list-style-type: none"> • "My hair is red!" • "I'm big!" • Communicates, "I am four," or shows four fingers to indicate age. • "Lami has long hair!" | <p>Describes self and others in terms of preferences</p> <p>Examples</p> <ul style="list-style-type: none"> • "I like red hair!" • "David likes crackers." • "I like to jump rope." • "I like the play dough. It is nice and warm." • "Camera always likes to wear her rain boots." | <p>Accurately compares self to others and displays a growing awareness of own thoughts and feelings.</p> <p>Examples</p> <ul style="list-style-type: none"> • "I like to eat peanut butter. My mommy likes cheese." • Noticing a friend's shoes, communicates, "We both have sandals on today!" • "My daddy took us to the beach. I got in the water, but my sister didn't." • Communicates, "I can skip, but my baby sister can't." • Communicates, "I couldn't do that when I was little." • Communicates, "I'm more happy than Jackie." |

2. Record evidence for this rating here. >

3. Mark here if child is emerging to the next level. <

4. If you are unable to rate this measure, explain here. >

Measure 1 Identity of self SSD 1 (of 12)

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Figure 2. Sample Measure page from the DRDP-PS[®] (2010), Interim Version.

Developmental Domain: **Self and social development**
Measure 1: Identity of self and connection to others
 Definition: Child shows increasing awareness or understanding of self and his or her connection to others

School-Age

1. Mark the developmental level the child has mastered. Not yet at first level

| Developing | Understanding | Integrating | Expanding | Connecting |
|---|--|--|--|---|
| Accurately describes self in terms of physical characteristics, preferences, and things he or she can do | Describes physical characteristics, preferences and things he or she can do in relation to another person | Describes self in terms of roles within one or more groups of people he or she knows | Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives) | Describes self in terms of roles he/she may have in the future |
| Examples ▶ "I know how to play checkers but not chess." ▶ "I like this game; it's my favorite." ▶ "I can swim in the shallow end but not the deep end." ▶ Draws picture of herself, showing her doing things she really does or with her favorite things. ▶ "I use a wheelchair." | ▶ "I can run faster than Tommy, but he can throw the ball farther." ▶ "I am as tall as you are." ▶ "I like cheese crackers, but my brother likes the peanut butter ones." ▶ "I'm right handed, and she's left-handed." ▶ "I'm older than you are." | ▶ "We're making a city. I make the house, and Tina digs the rivers and makes roads." ▶ "I'm the singer in the band, and he plays the guitar and keyboard." ▶ "I'm the one in my family who sets the table for dinner." | ▶ "At school, I'm in charge of bringing attendance sheets to the main office." ▶ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a service-learning project." ▶ "I'm a policeman at school; that means I help other children solve their problems." ▶ "I'm a study buddy to younger children." | ▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▶ "I like helping children with their math homework; that's why I want to be a teacher." ▶ "I'd like to be a nurse because I like to help people, especially when they are sick." |

2. Record evidence for this rating here. >>>
 3. Mark here if child is emerging to the next level.
 4. If you are unable to rate this measure, explain here. >>>

Measure 1 Identity of self and connection to others **SSD 1 (of 9)**
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Figure 3. Sample Measure page from the DRDP-SA© (2010), Simplified Version.

These six components of a DRDP[©] (2010) measure are defined and illustrated below.

- A **domain** is a crucial area of learning and development for young children.
 - The first **domain** is **Self and Social Development** (abbreviated SSD).
 - A table showing the domains and abbreviations for the three instruments is provided in Appendix D.
- A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP[©] (2010) instruments. Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.

The names and the number of the measures in a domain will vary across the three age groups. For example, the first measure for the SSD domain for each of the three instruments is as follows:

IT: **Identity of self in relation to others (SSD1)** is shown in Figure 1.

PS, Interim Version: **Identity of self (SSD1)** is shown in Figure 2.

SA, Simplified Version: **Identity of self and connection to others (SSD1)** is shown in Figure 3.

Complete listings of the domains and measures for the DRDP-IT[®] (2010), the DRDP-PS[®] (2010), Interim Version, and the DRDP-SA[®] (2010), Simplified Version are given in Appendix A.

- The **definition** of a measure specifies the aspect of development that is being observed.
 - IT: The **definition** for DRDP-IT[®] (2010) SSD1 is **Child shows awareness that self is distinct from and also connected to others.**
 - PS: The **definition** for DRDP-PS[®] (2010), Interim Version SSD1 is **Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others.**
 - SA: The **definition** for DRDP-SA[®] (2010), Simplified Version SSD1 is **Child shows increasing awareness or understanding of self and his or her connection to others.**
- The **developmental levels** for each measure represent a developmental continuum. Each **level** specifies a point along the developmental continuum.
 - IT: The first **developmental level** for DRDP-IT[®] (2010) SSD1 is **Responding with Reflexes.** In the DRDP-IT[®] (2010), most measures have five developmental levels. Some measures in the LLD domain and all in the MPD domain have six developmental levels.
 - PS: The first **developmental level** for DRDP-PS[®] (2010), Interim Version SSD1 is **Exploring.** All DRDP-PS[®] (2010), Interim Version measures have four developmental levels.
 - SA: The first **developmental level** for DRDP-SA[®] (2010), Simplified Version SSD1 is **Developing.** In the DRDP-SA[®] (2010), Simplified Version, measures in the SSD domain have five developmental levels and measures in the HS domain have four developmental levels.

The names and definitions of the developmental levels for each of the instruments are listed in Appendix B. Developmental levels are discussed in greater detail later in this chapter in the section “Rating the Measures.”

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

IT: The **descriptor** for SSD1 *Responding with reflexes* is ***Communicates needs and attends to teacher with reflexes.***

PS, Interim Version: The **descriptor** for SSD1 *Exploring* is ***Shows recognition of self as individual, recognizing own name and names of familiar people.***

SA, Simplified Version: The **descriptor** for SSD1 *Developing* is ***Accurately describes self in terms of physical characteristics, preferences, and things he or she can do.***

- Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An **example** is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

IT: One **example** for SSD1 *Responding with reflexes* is ***Turns head toward teacher during caregiving routine.***

PS, Interim Version: One **example** for SSD1 *Exploring* is ***Refers to things as “mine” or “Daddy’s.”***

SA, Simplified Version: One **example** for SSD1 *Developing* is ***“I know how to play checkers but not chess.”***

How the Components Work Together to Ensure the Usefulness of the DRDP[®] (2010) Assessment Instruments

Each DRDP[®] (2010) domain provides a useful and interpretable measurement of a child’s growth and development within a particular area of development. Because there are multiple measures for each domain, a completed DRDP[®] (2010) instrument provides enough information to support reliable assessment of a child’s development along a developmental continuum. The key to DRDP[®] (2010) assessment instruments is that every measure is defined in terms of the typical sequence in which a child’s development is expected to progress with appropriate support. The measurements on all of the domains, taken together, provide the child’s developmental profile. Repeated assessments using the DRDP[®] (2010) instruments detail how a child’s entire developmental profile has progressed over time.

Completing the DRDP[®] (2010) Instruments

This section outlines the requirements and guidelines for completing the DRDP[®] (2010) assessment instruments for the child(ren) you will be observing, including detailed instructions on how to complete it.

Before You Begin

Your knowledge of the instrument, what is included and how the sequences of development are described, should guide your observations.

- Read and become familiar with all the Domains and Measures in the DRDP[®] (2010) instrument you are using.
- Arrange to be trained to use a DRDP[®] (2010) instrument, if you have not already done so (<http://www.desiredresults.us>).
- Consult the videos and written materials available at <http://www.desiredresults.us>.
- Discuss strategies for using the DRDP[®] (2010) instrument with the teachers and administrators in your program.
- If children come from homes where languages other than English are spoken and you do not speak the child's home language, determine who will contribute information and then determine how the children's responses will be documented and/or translated.

Steps in Completing the DRDP[®] (2010)

- A. Complete the Child Information section of the Information Page
- B. Collect Documentation
- C. Rate the Measures
- D. Finalize the Assessment

Step A. Complete the Child Information section of the Information Page

Complete the Child Information section and make a copy of the Information Page. Use the original for the initial assessment and the copy for the six-month follow-up assessment. At the time of each assessment, complete the Observer Information and enter the date ratings were completed.

Step B. Collect Documentation

Strategies for Observing and Documenting Children's Development

Plan ahead. Prepare materials, such as sticky labels, note cards, or a clipboard, to allow you to jot down short observations while interacting with children. When planning curriculum, think about what measures may be observed during the activities planned and who is available to best capture the observations. For example, if you lead an activity, you may ask the assistant teacher to observe children's responses and interactions. Arrange activities in a way that will allow children's conversations to be heard.

Observe behaviors as they occur. Observe and document the child's behavior, with minimal interruptions, during the course of the day. All of the children's indoor and outdoor activities (e.g., playing, interacting with other children or adults, routines such as diapering/toileting and feeding/eating, small or large group activities, and drop off/pick-up time) should provide observations useful for completing the DRDP[®] (2010) instrument.

Do not set up tasks or artificial situations to "test" the child. Rather, think about opportunities where you would be most likely to observe the measures.

For example:

DRDP-IT[®] (2010): Engaging an infant or toddler in a simple game of "peek-a-boo" can provide opportunities to observe the child's development on several measures of the DRDP-IT[®] (2010), including *Interactions with adults* (SSD9), *Memory* (COG4), and *Attention maintenance* (COG7).

DRDP-PS[®] (2010), Interim Version: When an assistant teacher reads a book about farm animals to a group of preschool children and leads a discussion about it, this can provide opportunities to observe one or more children's development on several measures of the DRDP-PS[®] (2010), Interim Version, including *Relationships with adults* (SSD7), *Expression of self through language* (LLD3), and *Interest in literacy* (LLD5).

DRDP-SA[®] (2010), Simplified Version: A group of school age children playing basketball can provide opportunities to observe one or more children's development on several measures of the DRDP-SA[®] (2010), Simplified Version, including *Self-esteem* (SSD2), *Conflict negotiation* (SSD9), and *Exercise and fitness* (HLTH4).

Creating environments or situations that invite children to participate in activities and interactions in the areas covered by the DRDP[®] (2010) instruments can facilitate your observations and create learning opportunities for children.

Observe for variety and consistency. Observe children over time and in as many different settings as possible (e.g., in the classroom, on the playground, during group time, during free play, with family during drop-off/pick-up). Consider the consistency of the child's behavior and how particular observations fit within the child's overall conduct.

Observe strategically. Keep the DRDP[®] (2010) domains and measures in mind when observing and recording your observations. An observation can provide evidence for several measures, as in the examples above. You may also be able to gather information on more than one child in the same observation, for example when two children are interacting or playing side-by-side.

Observe objectively and record factually. Focus on observing and recording what the child does, not what you think the child is doing or what you think the child can do. Avoid using labels or qualitative descriptors such as “shy,” “helpful,” or “happy.” Instead, describe what you actually observe.

For example:

DRDP-IT[©] (2010): Statements like “he cried when his mother left” or “she smiled,” describe observable behaviors. Statements such as “he was sad when his mother left” or “she was happy” are based on the observer’s interpretation.

DRDP-PS[©] (2010), Interim Version: “She ran away from Leticia” or “he picked up a book” are observable behaviors. Statements such as “she was afraid of Leticia” or “he wanted to have someone read to him” reflect the observer’s interpretation.

DRDP-SA[©] (2010), Simplified Version: “She stomped her foot and frowned” or “he helped a friend find her book” describe observable behaviors. Statements such as “she was frustrated” or “he was helpful” are based on the observer’s interpretation.

Observe daily. When observations are gathered daily, children become accustomed to being observed and seeing notes being recorded.

Record sooner not later. Record your observations as soon as possible. Details are important and might be easily forgotten.

Keep it confidential. Remember that your documentation is confidential. Keep the DRDP[©] (2010) instrument, including notes, in a secure location to ensure confidentiality for each child.

Tips for Documenting Children’s Development

- Consider ways to document children’s behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Date each piece of evidence so you know how recent it is.
- Set aside a regular time each day to organize your documentation records and other forms of evidence.
- Consider using portfolios to keep your documentation organized. Store portfolios in a secure place that is also easily accessible to you.
- Review records weekly. If there are particular areas of development that have not been observed for an individual child, take steps to fill in these gaps.
- Remember, over time and with practice, recording observations becomes easier, and the benefits of using the DRDP[©] (2010) assessment instrument become clearer.

- The following materials may be helpful for observing and documenting.
 - “Sticky notes”
 - Pre-printed labels with child’s name
 - Charts
 - Checklists or worksheets
 - Clipboard, paper, pens, and pencils
 - Photo/video camera
 - Tape-recorder

You can access and download a variety of observation and documentation resources on the Desired Results website at <http://www.desiredresults.us>.

You are required to keep the completed documentation on which your DRDP[®] (2010) ratings are based while the child is in your program. When a child leaves your program, you are required to keep the completed DRDP[®] (2010) assessment instruments a minimum of five years as part of the basic Family Data file, but not the child’s portfolio or other forms of documentation.

Gathering Additional Sources of Evidence – Collaborating with Others

In addition to documenting your observations of the child’s development, plan to seek input from other individuals, including teacher assistants and families, who have ongoing contact with the child and know the child well. The observations and insights of family members, as well as other program staff, are an important source of information about the child’s typical day-to-day behaviors. Including others in the assessment process will enable you to obtain the most complete and accurate picture of the child’s developmental progress.

Step C. Rate the Measures

Reviewing and Reflecting

It is a good idea to have a system to keep track of your documentation to ensure you have a complete picture of the child. Halfway through the documentation period you may want to check for which measures of the DRDP[®] (2010) instrument you have documentation. Then plan to observe the child at times when you can document the remaining measures.

When you are ready to rate the measures of the DRDP[®] (2010) instrument for a child, review the observations and documentation of the child’s development that you have collected (portfolio with work samples, anecdotal comments, photographs, video tapes, etc.). Reflect on what this evidence tells you about the child’s development across the domains and measures of the DRDP[®] (2010) instrument.

If you find that your documentation does not provide a clear picture of the child's development in one or more areas, determine how to gather additional evidence. Plan for other opportunities to observe the child's behavior. You will also again want to talk with family members, staff, and others who know this child to ensure that you have the most complete and accurate picture of the child's skills and abilities.

Determining the Child's Level of Mastery

Your ratings should indicate the developmental level that the child has mastered at the time of the assessment, based on the child's **typical** behavior. A child has mastered a developmental level if the child **typically** demonstrates the behaviors in that level's descriptor.

Behaviors are considered typical if the child demonstrates them

- easily and confidently
- consistently over time
- in different settings

As you rate each of the measures, carefully read the definition for the measure and the descriptors for each of the developmental levels so that you have a clear understanding of the intent of the measure. Read the examples to clarify your understanding of the descriptor. Keep in mind that an example is one of many possible ways a child might demonstrate a particular developmental level. Many of the behaviors you observe in determining a child's developmental level may not be listed as examples.

To determine the child's level of mastery, consider which descriptor is most consistent with your observations and other documentation of the child's **typical** behavior. A child may occasionally demonstrate behaviors at an earlier or later developmental level, but in general the child demonstrates behaviors representative of one level. Note that children in all age groups can demonstrate mastery of a developmental level in their home language.

The developmental levels have the same names across most of the different measures within each of the age-group instruments (see Appendix B). However, a child is not expected to be at the same developmental level on all the measures since development does not generally proceed at the same rate in all areas.

Recording Ratings for the Measures

Complete the measure ratings by marking the developmental level that the child has mastered at the time of the assessment. Ratings can be recorded directly on the pages of the DRDP[®] (2010) instrument or on the DRDP[®] (2010) Rating Record (see detailed instructions for completing the Rating Record below).

Sample measure pages, with rating bubbles and other related sections labeled, are shown in Figures 4 - 6.

Developmental Domain: SSD — Self and social development
Measure 1: Identity of self in relation to others
 Definition: Child shows awareness that self is distinct from and also connected to others

Infant/Toddler

1. Mark the developmental level the child has mastered.

| Responding with Reflexes | Expanding Responses | Acting with Purpose | Discovering Ideas | Developing Ideas |
|---|---|--|---|--|
| Communicates needs and attends with reflexes to teacher | Uses senses to explore self and others | Recognizes self, familiar people, and familiar things | Communicates own name and names of familiar people and things | Expresses ideas about self and his or her connection to other people and things |
| Examples • Cries. • Moves head, arms, or legs. • Makes sounds. • Attends to teacher during feeding. • Quietly listens to teacher during caregiving routine. • Turns head toward teacher during caregiving routine. | Examples • Examines own hand or foot by looking at it or mouthing it. • Attends to other people's faces or voices for long periods of time. • Makes eye contact. • Touches teacher's hair when it is within reach. | Examples • Pays attention when own name is called. • Attends to familiar people or things when named. • Maintains contact with familiar person. • Holds familiar object, such as blanket, for comfort or security. • Recognizes reflection of self in mirror. • Hesitates around unfamiliar people. | Examples • Communicates, "Mama," "Daddy," or "Blankie." • Refers to teacher by name or a special gesture. • Points to peer and says his or her name. • Points at picture of self and says name. • Pats doll and says, "Baby Mimi" (the child's name is Mimi). | Examples • Uses family roles, such as, "Brother," "Baby sister," "Mama," or "Daddy" in pretend play. • Scribbles and then communicates that it is a picture of self. • Communicates details about family or social experiences. • While playing in the kitchen area, pretends to prepare food the way it is done in own home. |

2. Record evidence for this rating here. >

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain here. >

Measure 1 **Identity of self in relation to others** **SSD 1 (of 13)**

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Figure 4. Sample Measure page from the DRDP-IT[®] (2010) showing rating bubbles.

Developmental Domain: SSD — Self and social development
Measure 1: Identity of self
 Definition: Child shows increasing awareness of own physical characteristics, preferences, and abilities as separate from those of others

Preschool

1. Mark the developmental level the child has mastered.

| Exploring | Developing | Building | Integrating |
|---|--|---|--|
| Shows recognition of self as individual, recognizing own name and names of familiar people | Describes self or others in obvious physical characteristics | Describes self and others in terms of preferences | Accurately compares self to others and displays a growing awareness of own thoughts and feelings |
| Examples • Communicates own name to someone else, "I am Margo." • Gestures with excitement when own name is used in gesture song. • Points to peer and communicates his name, "That is Jackson." • Refers to adult by name or special gesture. • Refers to things as "mine" or "Daddy's." | Examples • "My hair is red!" • "I'm big!" • Communicates, "I am four," or shows four fingers to indicate age. • "Tami has long hair." | Examples • "I like red hair." • "David likes crackers." • "I like to jump rope." • "I like the play dough. It is nice and warm." • "Cameron always likes to wear her rain boots." | Examples • "My hair is red, but she has brown hair." • "I like to eat peanut butter. My mommy likes cheese." • Kicking a friend's shoes, communicates, "We both have sandals on today!" • "My daddy took us to the beach. I got in the water, but my sister didn't." • Communicates, "I can skip, but my baby sister can't." • Communicates, "I couldn't do that when I was little." • Communicates, "I'm more happy than Jackie." |

2. Record evidence for this rating here. >

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain here. >

Measure 1 **Identity of self** **SSD 1 (of 12)**

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Figure 5. Sample Measure page from the interim DRDP-PS[®] (2010), Interim Version showing rating bubbles.

Developmental Domain: SSD — Self and social development
Measure 1: Identity of self and connection to others
 Definition: Child shows increasing awareness or understanding of self and his or her connections to others

School-Age

1. Mark the developmental level the child has mastered.

| Developing | Understanding | Integrating | Not yet at first level | Expanding | Connecting |
|--|---|--|---|---|--|
| Accurately describes self in terms of physical characteristics, preferences, and things he or she can do | Describes physical characteristics, preferences and things he or she can do in relation to another person | Describes self in terms of roles within one or more groups of people he or she knows | Not yet at first level | Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives) | Describes self in terms of roles he/she may have in the future |
| Examples ▶ "I know how to play checkers but not chess." ▶ "I like this game it's my favorite." ▶ "I can swim in the shallow end but not the deep end." ▶ Draws picture of herself, showing her doing things she really does or with her favorite things. ▶ "I use a wheelchair." | ▶ "I can run faster than Tommie, but I can throw the ball farther." ▶ "I am as tall as you are." ▶ "I like chess, but my brother likes the paint better ones." ▶ "I'm right handed, and she's left-handed." ▶ "I'm older than you are." | ▶ "I'm the singer in the band, and he plays the guitar and keyboard." ▶ "I'm the one in my family who sets the table for dinner." ▶ "I'm the one in charge of bringing attendance sheets to the math office." ▶ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a science-learning project." ▶ "I'm a peacemaker at school; that means I help other children solve their problems." ▶ "I'm a study buddy to younger children." | ▶ "At school, I'm in charge of bringing attendance sheets to the math office." ▶ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a science-learning project." ▶ "I'm a peacemaker at school; that means I help other children solve their problems." ▶ "I'm a study buddy to younger children." | ▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▶ "I like helping children with their math homework; that's why I want to be a teacher." ▶ "I'd like to be a nurse because I like to help people, especially when they are sick." | |

2. Record evidence for this rating here. >>>

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. >>>

Measure 1 Identity of self and connection to others **SSD 1 (of 9)**

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Figure 6. Sample Measure page from the DRDP-SA[®] (2010), Simplified Version showing rating bubbles.

Recording ratings on the DRDP[®] (2010) assessment instruments (See Figures 4, 5, and 6.)

- Mark the bubble corresponding to the developmental level the child has mastered.
- Record your evidence.
- If a child has not mastered the earliest level of the developmental continuum for a measure on the DRDP-PS[®] (2010), Interim Version or the DRDP-SA[®] (2010), Simplified Version, indicate this by marking the bubble “Not yet at first level” above the descriptors.
- If the child is emerging to the next level, indicate this by marking the bubble in the lower left of the page (“3. Mark here if the child is emerging to the next level.”).
- If you are unable to rate a measure, document the circumstances and reason for no rating in the lower left of the page (“4. If you are unable to rate this measure, explain why.”).

Recording Your Evidence

Evidence used to rate each of the measures should be documented. You may do this by making a note at the bottom of the DRDP[®] (2010) measure page or on a separate piece of paper that you attach to it.

A note recording your evidence can be as simple as “see portfolio.” Or, you can describe the specific behavior(s) the rating was based on.

For example:

DRDP-IT[©] (2010) Measure 28 -- *Number*

“10/5 – Bobby asked for one more cracker at snack; 10/13 – When asked how old he was, held up two fingers.”

DRDP-PS[©] (2010), Interim Version Measure 32 – *Number sense of quantity and counting*

“10/5 – Jose lines up 8 dinosaurs and counts them. 10/13 – Counted 6 train cars.”

DRDP-SA[©] (2010), Simplified Version Measure 11 – *Understanding healthy lifestyle*

“10/5 – Lucy chose an apple for snack; 10/13 – L. told her friends she wanted to finish a chapter of her report before playing outside.”

Keep in mind that you should have enough evidence for the rating of each measure to be confident that you have accurately determined a child’s level of mastery.

Determining if the child is emerging to the next developmental level

If the child has mastered a developmental level, but is also demonstrating some of the behaviors described for the next level (although not yet easily or consistently across settings), the child may be emerging to the next level. You may indicate this on the measure page or Rating Record you are using.

You must rate the developmental level the child has mastered **before** indicating that the child is emerging to the next level. Indicating that the child is “emerging” to the next developmental level is an **option** that may be helpful to you and other program staff in planning curriculum. However, it does not affect the measure rating. If the child is rated at the final level of the developmental continuum for a measure, “emerging” does not apply since the instrument does not include what would be the next developmental level.

If you are unable to rate a measure


In some rare instances, you may be unable to rate a child’s developmental level on a particular measure. For example, if the child’s attendance is extremely inconsistent, there may be limited opportunities to observe the child’s behavior. Of course, you should make every effort to rate all the measures. If it is not possible to rate a measure indicate this on the measure page, Rating Record, or a separate sheet of paper. Document the circumstances and reasons for not rating the measure. It is expected that all measures in the DRDP[©] (2010) instrument will be completed most of the time.

Using the Rating Record

For the first assessment, record your ratings on the DRDP[®] (2010) instrument. For the second assessment, you may use the Rating Record or a new, unmarked DRDP[®] (2010) instrument. In either case, it is important to complete each assessment without looking at the ratings of previous assessments. When you use the Rating Record, also use an unmarked instrument and review the definition and descriptors for each measure to determine your rating.

Sample rating record pages, with rating columns labeled, are shown in Figures 7 - 9.

| Desired Results Developmental Profile—Infant/Toddler [®] (2010) | | DRDP-IT [®] (2010) | | | | | | | |
|--|---|-----------------------------|---------------------|---------------------|-------------------|------------------|------------------|----------|----------------|
| Rating Record | | | | | | | | | |
| Date of assessment: _____ | | Child: _____ | | Observer: _____ | | | | | |
| Classroom: _____ | | Site: _____ | | Agency: _____ | | | | | |
| Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the Developmental Level the child has mastered. Mark the column Emerging if the child is emerging to the next level for a measure. Mark the column Unable to Rate in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi) | | | | | | | | | |
| IT Measure | DOMAIN: Self and Social Development (SSD) | Developmental Level | | | | | | Emerging | Unable to Rate |
| | | Responding with Reflexes | Expanding Responses | Acting with Purpose | Discovering Ideas | Developing Ideas | | | |
| 1 | SSD1: Identity of self in relation to others | | | | | | | | |
| 2 | SSD2: Recognition of ability | | | | | | | | |
| 3 | SSD3: Self expression | | | | | | | | |
| 4 | SSD4: Empathy | | | | | | | | |
| 5 | SSD5: Self comforting | | | | | | | | |
| 6 | SSD6: Seeking others' help to regulate self | | | | | | | | |
| 7 | SSD7: Responsiveness to others' support | | | | | | | | |
| 8 | SSD8: Impulse control | | | | | | | | |
| 9 | SSD9: Interactions with adults | | | | | | | | |
| 10 | SSD10: Relationships with familiar adults | | | | | | | | |
| 11 | SSD11: Interactions with peers | | | | | | | | |
| 12 | SSD12: Relationships with familiar peers | | | | | | | | |
| 13 | SSD13: Social understanding | | | | | | | | |
| IT Measure | DOMAIN: Language and Literacy Development (LLD) | Developmental Level | | | | | | Emerging | Unable to Rate |
| | | Responding with Reflexes | Expanding Responses | Acting with Purpose | Discovering Ideas | Developing Ideas | Connecting Ideas | | |
| 14 | LLD1: Language comprehension | | | | | | | | |
| 15 | LLD2: Responsiveness to language | | | | | | | | |
| 16 | LLD3: Communication of needs, feelings, and interests | | | | | | | | |
| 17 | LLD4: Reciprocal communication | | | | | | | | |
| 18 | LLD5: Interest in literacy | | | | | | | | |
| 19 | LLD6: Recognition of symbols | | | | | | | | |



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Figure 7. DRDP-IT[®] (2010) Sample Rating Record page showing rating columns.

Desired Results Developmental Profile—Preschool® (2010) DRDP-PS® (2010)
Rating Record

Date of assessment: _____ Child: _____ Observer: _____
Classroom: _____ Site: _____ Agency: _____

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

| PS Measure | DOMAIN: Self and Social Development (SSD) | Not yet at first level | Developmental Level | | | | Emerging | Unable to Rate |
|------------|---|------------------------|---------------------|------------|----------|-------------|----------|----------------|
| | | | Exploring | Developing | Building | Integrating | | |
| 1 | SSD1: Identity of self | | | | | | | |
| 2 | SSD2: Recognition of own skills and accomplishments | | | | | | | |
| 3 | SSD3: Expressions of empathy | | | | | | | |
| 4 | SSD4: Impulse control | | | | | | | |
| 5 | SSD5: Taking turns | | | | | | | |
| 6 | SSD6: Awareness of diversity in self and others | | | | | | | |
| 7 | SSD7: Relationships with adults | | | | | | | |
| 8 | SSD8: Cooperative play with peers | | | | | | | |
| 9 | SSD9: Socio-dramatic play | | | | | | | |
| 10 | SSD10: Friendships with peers | | | | | | | |
| 11 | SSD11: Conflict negotiation | | | | | | | |
| 12 | SSD12: Shared use of space and materials | | | | | | | |
| PS Measure | DOMAIN: Language and Literacy Development (LLD) | Not yet at first level | Developmental Level | | | | Emerging | Unable to Rate |
| 13 | LLD1: Comprehension of meaning | | Exploring | Developing | Building | Integrating | | |
| 14 | LLD2: Following increasingly complex instructions | | | | | | | |
| 15 | LLD3: Expression of self through language | | | | | | | |
| 16 | LLD4: Language in conversation | | | | | | | |
| 17 | LLD5: Interest in literacy | | | | | | | |
| 18 | LLD6: Comprehension of concepts about print | | | | | | | |
| 19 | LLD7: Phonological awareness | | | | | | | |
| 20 | LLD8: Letter and word knowledge | | | | | | | |
| 21 | LLD9: Letter and word knowledge | | | | | | | |
| 22 | LLD10: Emergent writing | | | | | | | |

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Figure 8. DRDP-PS® (2010), Interim Version sample Rating Record page showing rating columns.

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

Date of assessment: _____ Child: _____ Observer: _____
Classroom: _____ Site: _____ Agency: _____

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

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

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Figure 9. the DRDP-SA® (2010), Simplified Version sample Rating Record page showing rating columns.

Recording ratings on the Rating Record (See Figures 7, 8, and 9.)

- Fill out the information at the top of the page(s).
- Mark the column corresponding to the developmental level the child has mastered at the time of the assessment.
- If a child has not mastered the earliest level of the developmental continuum for a measure on the DRDP-PS[®] (2010), Interim Version or the DRDP-SA[®] (2010), Simplified Version, indicate this by marking the column labeled “Not yet at first level” on the Rating Record.
- If the child is emerging to the next level, indicate this by marking the column labeled “Emerging” on the Rating Record.
- If you are unable to rate a Measure, mark the column labeled “Unable to Rate.”
- On a separate page(s), record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked "Emerging." For any measure marked "Unable to Rate," describe the reason.

Step D. Finalize the Assessment

Review the DRDP[®] (2010) assessment and make sure that all the measures have been rated and that all the related information is complete.

Review the Information Page. Make sure all items on the Child Information section of the Information Page are complete and up-to-date. Complete the Observer Information section of the Information Page. Record the date you finished marking your ratings on the DRDP[®] (2010) instrument for this assessment period.

If you are completing the second or subsequent assessment for the child this year, attach the Information Page to the new DRDP[®] (2010) instrument or Rating Record.

A review of the steps in completing the DRDP[®] (2010) assessment instrument is provided in Appendix C. You may want to make a copy of it to have on hand for easy reference while completing the assessment.

Chapter 3

Additional Information for Family Child Care Home Education Network Programs

Overview

This section provides information for practitioners who use the DRDP[®] (2010) assessment instruments in Family Child Care Home Education Network (FCCHEN) programs funded by CDE/CDD. The goal is to provide a summary of essential guidelines for implementing the DRDP[®] (2010) assessment in these programs. It is not meant to substitute for the detailed information that is included in the previous sections. You will still need to read the information in this User's Guide that describes how the assessment should be completed.

Basic Requirements for Using the DRDP[®] (2010) Assessment Instruments

Family Child Care Home Education Network (FCCHEN) programs are expected to complete the DRDP[®] (2010) assessment instruments following the same requirements and guidelines as other CDE/CDD funded programs.

The DRDP[®] (2010) assessment instruments must be completed for state-subsidized children who attend a FCCHEN program for **at least ten hours** per week between the hours of 6 AM and 8 PM.

- Although only state-subsidized children are required to have a DRDP[®] (2010) assessment, most programs find it beneficial to use it for the entire group of children.
- The first DRDP[®] (2010) assessment is completed within **60 calendar days** of the child's enrollment in the program.
- Thereafter, it must be completed every six months.
- The DRDP[®] (2010) assessment instrument should be completed by the agency staff person designated as the child's teacher.

Roles and Responsibilities of the Designated Agency Teacher and the Home Child Care Provider in the DRDP[®] (2010) Assessment

The person responsible for completing the DRDP[®] (2010) assessment is the FCCHEN agency staff person who is designated as the child's teacher. These are not the same people as the home child care providers. The designated teacher is the person who is responsible for visiting the child care homes. Some agencies call this person a Child Development Specialist, but your agency may use a different title. This person is referred to as the designated teacher for the purposes of this guide.

Designated teachers generally work at several sites, so they do not have day-to-day contact with the children they serve or their families. Therefore, it is especially important that they collaborate with the child care providers to collect evidence of the child's growth and progress. The provider's knowledge of the child should inform the teacher's DRDP[®] (2010) ratings. Working closely with the child care provider in the assessment process will enable you to obtain the most complete and accurate picture of the child's skills and abilities.

Some DRDP[®] (2010) Assessment Details for FCCHEN

- The DRDP[®] (2010) assessment instrument should be completed by the designated teacher with input from providers and families.
- The designated teacher schedules and conducts observation visits for the DRDP[®] (2010) assessment. At least one observation for each child is required as part of the DRDP[®] (2010) assessment process. However, most teachers conduct multiple visits/observations.
- The child care provider may be asked to collect information to help the designated teacher complete the DRDP[®] (2010) assessment.
- The designated teacher is responsible for completing the ratings on the DRDP[®] (2010) measures in consultation with the child care provider and other sources as needed.
- The DRDP[®] (2010) assessment results are used by the teacher and provider to help document children's progress and to help set goals and strategies to support children's development.
- The DRDP[®] (2010) assessment results are also used to share information with families about their children's progress – for example, during family conferences.
- Twice a year, the designated teacher summarizes the DRDP[®] (2010) assessment results by home or groups of homes, as designated by the agency. The summary goes to the agency to give them information for their annual report.

Determining Which Instrument to Use

FCCHEN programs may include children who range in age from infancy to school-age. Use the following age-range definitions to identify which instrument is appropriate to rate a child's development.

Age ranges for each of the DRDP[®] (2010) instruments:

- Infant Toddler (IT) - Birth to 36 months
- Preschool (PS), Interim Version – three years to kindergarten entry
- School Age (SA), Simplified or Complete version - Kindergarten through twelve years

Read and become familiar with all the DRDP[®] (2010) instruments that you will be using. Chapter 2 of this User's Guide contains detailed information and instructions for using

the DRDP[®] (2010) instruments, including specific information for using the DRDP-IT[®] (2010), the DRDP-PS[®] (2010), Interim Version, and the DRDP-SA[®] (2010), Simplified Version.

Using the DRDP[®] (2010) Assessment Instrument with a Child Who Has an IFSP or IEP in FCCHEN Settings

It is critical that the special education service providers, family child care providers, and the designated teachers work closely together to ensure that the assessments of children with Individual Family Service Plans (IFSPs) or Individual Education Programs (IEPs) are shared soon after completion of each assessment. When this is done, the designated teachers can work with the family child care providers to modify curriculum, lesson plans, and programs to meet the needs of children with disabilities and support their progress in meeting the development and educational goals set for them.

Infants and Toddlers with an IFSP

The development of an infant or toddler with an IFSP is assessed with the DRDP-IT[®] (2010). The designated teacher is responsible for completing the instrument in consultation with the child care provider. It is recommended that the teacher also consult with the child's Regional Center service providers to complete the assessment.

Preschool Age Children with an IEP

If a preschooler has an Individualized Education Program (IEP), the designated teacher should provide input to the special education service provider to facilitate the completion of the child's assessment.

School Age Children with an IEP

The development of a school age child with an IEP is assessed with the DRDP-SA[®] (2010). The designated teacher is responsible for completing the instrument in consultation with the child care provider. It is recommended that the teacher also consult with the child's special education provider to complete the assessment.

Chapter 4

Using Information from the DRDP[®] (2010) Assessment Instruments

When used on an ongoing basis, the DRDP[®] (2010) assessment instruments will provide program staff with information that will benefit children, families, and programs. This chapter describes how information from the DRDP[®] (2010) instruments can be used.

Informing program planning and development

Information from the DRDP[®] (2010) assessment can be reviewed and analyzed at the level of the individual child. In addition, DRDP[®] (2010) assessment results can be summarized to provide information on groups of children. Teachers and other program staff will review, share and analyze the DRDP[®] (2010) assessment results in their classroom, and use their conclusions in program planning and development.

Because the DRDP[®] (2010) provides opportunities to observe and document children's behavior systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children.

For each child:

- The DRDP[®] (2010) Domains are the level of reliable measurement that provides a child's Desired Results Developmental Profile each time the DRDP[®] (2010) ratings are recorded and documents a child's progress over time. Program staff may also find it useful to interpret a child's ratings on individual DRDP[®] (2010) Measures. DRDP[®] (2010) assessment results may indicate that the child might benefit from additional support in one or more specific areas of development, such as fine motor skills and number sense. This information, together with other sources of information about the child's development, can be used to plan curriculum tailored to the child's needs.
- Information from the DRDP[®] (2010) assessment can also be a basis for sharing information with families about the child's development.

For classroom or program level:

- Each CDE/CDD funded center based and Family Child Care Home Education Network program uses the DRDP[®] (2010) assessment information collected within the program to plan for improvement at the classroom and program level. Staff members summarize the DRDP[®] (2010) information, and complete the DRDP[®] (2010) Summary of Findings for a classroom. (Forms and directions on how to do this can be found at <http://www.desiredresults.us>). Agencies then summarize the data for all children in their agency, and write a program DRDP[®] (2010) Summary of Findings.

- The DRDP[®] (2010) assessment information collected within a classroom or program may indicate a need to change or add activities in a specific area covered by the DRDP[®] (2010) instruments, such as math or literacy. The DRDP[®] (2010) Summary of Findings also contributes to the Program Action Plan, which each program develops and submits to CDD.

Thus, the results from the DRDP[®] (2010) can assist program staff in supporting the healthy growth and development of individual children as well as in overall program improvement. For additional resources on program improvement, please see the Resources section at the end of this guide.

Communicating with families about children's progress

To achieve the Desired Results for children, it is vital that programs work in partnership with families to foster children's development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP[®] (2010) assessment process from the beginning. Program staff members who observe and document the child's behaviors and complete the DRDP[®] (2010) assessment are encouraged to seek input from families. Input from family members about the child's behavior and development can enrich and complement evidence collected by staff.

A Child Developmental Progress Form that summarizes the results from DRDP[®] (2010) assessments can be found at <http://www.desiredresults.us>. Teachers and family members can use this summary as a tool for sharing information about the child's development during family conferences. Teachers should go over the Child Developmental Progress Form with the family and verify with them that their input is accurately reflected in the summary. This information can be used to generate ideas about ways in which the family and the program can work together to support the child's development both at home and in the program or family child care setting.

Reporting Program Information to CDD

Once a year, programs compile and tally the information collected from the DRDP[®] (2010) assessments, the ERS, and DR Family Surveys, and write a Summary of Findings for each of these components. Programs use this information for self-evaluation and to define goals and action steps for program improvement. The trends that are revealed in these summaries and the program's plans for improvement are written into a Program Action Plan, which is submitted to CDD. Complete information and instructions for completing this process and submitting the Program Action Plan and Environment Rating Scales summary to CDD can be found at the CDE/CDD website at <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp> and at the Desired Results Child and Family Project's website at <http://www.desiredresults.us>

DRDPtech

DRDPtech is a computer application for the DRDP[®] (2010) assessment instruments. It is expected to be available to programs by December 2010.

Resources

The following list includes a sample of CDE publications relevant to the DRDP[®] (2010) assessment instruments. To order, visit the CDE website:

<http://www.cde.ca.gov/re/pn/rc>.

Resources: Infant/Toddler

The Program for Infant/Toddler Care (PITC)

Note: PITC materials are available in English and Spanish, except where noted.

Module I: Social-Emotional Growth and Socialization

Audiovisual Materials

1. *First Moves: Welcoming a Child to a New Caregiving Setting*, 1988.
2. *Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers*, 1990.
3. *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers*, 1990.

Printed Materials

1. *Module I Trainer's Manual*, 1993
2. *Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization*, 1990.

Module II: Group Care

Audiovisual Materials

1. *Space to Grow: Creating a Child Care Environment for Infants and Toddlers*, 2004.
2. *It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers*, Second edition, 2000.
3. *Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups*, 1993.
4. *Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care*, 1988.

Printed Materials

1. *Infant/Toddler Caregiving: A Guide to Routines*, Second edition, 2002
2. *Module II Trainer's Manual*, 1993.
3. *Infant/Toddler Caregiving: A Guide to Setting Up Environments*, 1990.

Module III: Learning and Development

Audiovisual Materials

1. *The Next Step: Including the Infant in the Curriculum*, 2001
2. *Early Messages: Facilitating Language Development and Communication*, 1998.
3. *Discoveries of Infancy: Cognitive Development and Learning*, 1992.
4. *The Ages of Infancy: Caring for Young, Mobile, and Older Infants*, 1990.

Printed Materials

1. *Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning*, 1995.
2. *Module III Trainer's Manual*, 1993.
3. *Infant/Toddler Caregiving: A Guide to Language Development and Communication*, 1992.

Module IV: Culture, Family, and Providers

Videos and Video Magazines

1. *Talking Points for Protective Urges: Videoclips for Group Discussions*, 1998. (Only available in English)
2. *Talking Points for Essential Connections: Videoclips for Group Discussions*, 1998. (Only available in English)
3. *Protective Urges: Working with the Feelings of Parents and Caregivers*, 1996.
4. *Essential Connections: Ten Keys to Culturally Sensitive Child Care*, 1993.

Printed Materials

1. *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*, 1995.
2. *Module IV Trainer's Manual*, Revised edition, 1997.
3. *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Families*, 1990.

Other PITC Infant/Toddler Resources

1. *In Our Hands*, 1997. (Only available in English)

Other CDE/CDD Infant/Toddler Resources

Note: CDE/CDD infant/toddler resources available only in English, except where noted:

Audiovisual Materials

1. *Infant/Toddler Learning and Development Foundations DVD set, 2009*
2. *Infant/Toddler Learning and Development Program Guidelines DVD set, 2009.*
3. *New Perspectives on Infant/toddler Learning, Development, and Care, DVD, 2006.*

Print Materials

1. *Infant/Toddler Learning and Development Foundations*, 2009. (Available in English, Spanish Edition in press)
2. *Infant/Toddler Learning and Development Program Guidelines*, 2006. (Available in English and Spanish)
3. *Infant/Toddler Learning and Development Program Guidelines: The Workbook, 2009*

For more information about PITC materials and activities, visit the PITC website:

<http://www.pitc.org>.

Resources: Preschool

Materials are available only in English, except where noted.

Audiovisual Materials

1. *A World Full of Language: Supporting Preschool English Learners*, 2007. (Both English and Spanish on same DVD)
2. *Prekindergarten Learning and Development Guidelines Companion Videos: Parents and Teachers*, 2003; *Teachers on Teaching*, 2003.

Print Materials

1. *California Preschool Learning Foundations (Volume 1)*, 2008.
2. *California Preschool Curriculum Framework (Volume 1)*, 2010.
3. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Second Edition*, 2009, (Available in English and Spanish).
4. *Prekindergarten Learning and Development Guidelines*, 2000.
5. *First Class: A Guide for Early Primary Education, Preschool-Kindergarten-First Grade*, 1999.
6. *California Department of Education Early Start Program Guide*, 1998.
3. *Ready to Learn – Quality Preschools for California in the 21st Century: The Report of the Superintendent’s Universal Preschool Task Force*, 1998.

Additional Resources:

1. *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs*, 2009
2. *Guidelines for Early Learning in Child Care Home Settings*, 2010 (in press)

NOTE: Audiovisual and print materials can be purchased from CDE Press by calling the toll-free number at 1-800-995-4099. Items noted as being “in press” will be available for sale upon release in 2010.

Resources: Early Childhood Special Education

Materials are available only in English, except where noted.

1. *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs*, 2009.
2. *Assessing Children with Disabilities who are English Learners: Guidance for the DRDP access and the PS DRDP[®] (2010) for Children with IEPs*, 2007.
3. *Handbook on Developing and Evaluating Interagency Collaboration in Early Childhood Special Education Programs*, 2007.

4. *Handbook on Transition from Early Childhood Special Education Programs*, 2005.
5. *Handbook on Developing and Implementing Early Childhood Special Education Programs and Services*, 2001.
6. *Handbook on Developing Individualized Family Service Plans and Individualized Education Programs in Early Childhood Special Education Programs*, 2001
7. *Handbook on Administration of Early Childhood Special Education Programs*, 2000.
8. *Handbook on Assessment and Evaluation in Early Childhood Special Education Programs*, 2000.
9. *Handbook on Family Involvement in Special Education Programs*, 1999.
10. *California Department of Education Early Start Program Guide*, 1998.
11. *Every little bite counts: Supporting Young Children with Special Needs at Mealtime*, 1998.
12. *Project EXCEPTIONAL: A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Volume 1*, 1996.
13. *Project EXCEPTIONAL: A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Volume 2*, 1996.

Resources: School-Age

Materials are available only in English, except where noted.

1. *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve, 2004. Updated Edition with New Criteria for Instructional Materials*, 2004.
2. *Science Framework for California Public Schools, Kindergarten through Grade Twelve, with New Criteria for Instructional Materials*, 2004.
3. *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve*, 2004.
4. *Health Framework for California Public Schools, Kindergarten through Grade Twelve*, 2003.
5. *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve*, 2003
6. *College Students Working in After-School and School-Age Care Programs: A Guide for College Faculty*, 2002.
7. *College Students Working in After-School and School-Age Care Programs: A Guide for Administrators*, 2002.
8. *English-Language Development Standards for California Public Schools, Kindergarten through Grade Twelve*, 2002.
9. *College Students Working in After-School and School-Age Care Programs: A Guide for College Students*, 2001.
10. *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students*, 2001.

11. *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten through Grade Twelve*, 2001.
12. *History-Social Science Content Standards for California Public Schools, Kindergarten through Grade Twelve*, 2000.
13. *Science Content Standards for California Public Schools, Kindergarten through Grade Twelve*, 2000.
14. *Content Standards on CD-ROM, Includes English-Language Arts, History-Social Science, Mathematics, and Science*, 2000.
15. *Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve*, 2000.
16. *Mathematics Content Standards for California Public Schools, Kindergarten through Grade Twelve*, 1999.
17. *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*, 1999.
18. *First Class: A Guide for Early Primary Education*. Sacramento: California Department of Education, 1999.
19. *English-Language Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve*, 1998.
20. *Kids' Time: Planning School-Age Care Activities* (Video; Also available in Spanish), 1996.
21. *Kids' Time: A School-Age Care Program Guide*, 1994.

Environment Rating Scales

- Harms, Thelma; Richard M. Clifford; and Debby Cryer. *Early Childhood Environment Rating Scale-Revised (ECERS-R)*. New York: Teachers College Press, 2005.
- Harms, Thelma; Debbie Cryer; and Richard M. Clifford. *Family Child Care Environment Rating Scale (FCCERS-R)*. New York: Teachers College Press, 2007.
- Harms, Thelma; Debby Cryer; and Richard M. Clifford. *Infant/toddler Environment Rating Scale-Revised (ITERS-R)*. New York: Teachers College Press, 2003.
- Harms, Thelma; Ellen V. Jacob; and Donna Romano. *School-age Care Environment Rating Scale-Revised (SACERS)*. New York: Teachers College Press, 1995.

Appendix A

DRDP-IT[®] (2010): Domains and Measures

| Domain | Measure |
|--|---|
| Self and Social Development (SSD) | 1 Identity of self in relation to others |
| | 2 Recognition of ability |
| | 3 Self expression |
| | 4 Empathy |
| | 5 Self comforting |
| | 6 Seeking others' help to regulate self |
| | 7 Responsiveness to others' support |
| | 8 Impulse control |
| | 9 Interactions with adults |
| | 10 Relationships with familiar adults |
| | 11 Interactions with peers |
| | 12 Relationships with familiar peers |
| | 13 Social understanding |
| Language and Literacy Development (LLD) | 14 Language comprehension |
| | 15 Responsiveness to language |
| | 16 Communication of needs, feelings, and interests |
| | 17 Reciprocal communication |
| | 18 Interest in literacy |
| | 19 Recognition of symbols |
| Cognitive Development (COG) | 20 Cause and effect |
| | 21 Problem solving |
| | 22 Imitation |
| | 23 Memory |
| | 24 Symbolic play |
| | 25 Curiosity |
| | 26 Attention maintenance |
| | 27 Understanding event sequences through personal care routines |
| | 28 Number |
| | 29 Classification and matching |
| | 30 Space and size |
| Motor and Perceptual Development (MPD) | 31 Gross motor |
| | 32 Balance |
| | 33 Fine motor |
| | 34 Eye-hand coordination |
| Health (HLTH) | 35 Safety |

DRDP-PS© (2010), Interim Version: Domains and Measures

| Domain | Measure |
|--|---|
| Self and Social Development (SSD) | <ol style="list-style-type: none">1 Identity of self2 Recognition of own skills and accomplishments3 Expressions of empathy4 Impulse control5 Taking turns6 Awareness of diversity in self and others7 Relationships with adults8 Cooperative play with peers9 Socio-dramatic play10 Friendships with peers11 Conflict negotiation12 Shared use of space and materials |
| Language and Literacy Development (LLD) | <ol style="list-style-type: none">13 Comprehends meaning14 Following increasingly complex instructions15 Expression of self through language16 Language in conversation17 Interest in literacy18 Comprehension of age-appropriate text presented by adults19 Concepts about print20 Phonological awareness21 Letter and word knowledge22 Emergent writing |
| English Language Development (ELD) | <ol style="list-style-type: none">23 Comprehension of English (receptive English)24 Self-expression in English (expressive English)25 Understanding and response to English literacy activities26 Symbol, letter, and print knowledge in English |
| Cognitive Development (COG) | <ol style="list-style-type: none">27 Cause and effect28 Problem solving29 Memory and knowledge30 Curiosity and initiative31 Engagement and persistence |
| Mathematical Development (MATH) | <ol style="list-style-type: none">32 Number sense of quantity and counting33 Number sense of mathematical operations |

| | |
|------------------------------|---------------------------|
| | 34 Classification |
| | 35 Measurement |
| | 36 Shapes |
| | 37 Patterning |
| Physical Development (PD) | 38 Gross motor movement |
| | 39 Balance |
| | 40 Fine motor skills |
| Health (HLTH) | 41 Personal care routines |
| | 42 Healthy lifestyle |
| | 43 Personal safety |

DRDP-SA© (2010), Simplified Version: Domains and Measures

| Domain | Measure |
|--------------------------------------|--|
| Self and Social Development (SSD) | 1 Identity of self and connection to others |
| | 2 Self-esteem |
| | 3 Empathy |
| | 4 Impulse control |
| | 5 Follows rules |
| | 6 Awareness of diversity: appreciation of differences and similarities |
| | 7 Interactions with adults |
| | 8 Friendship |
| | 9 Conflict negotiation |
| Health (HLTH) | 10 Safety |
| | 11 Understanding healthy lifestyle |
| | 12 Personal care routines |
| | 13 Exercise and fitness |

Appendix B

DRDP-IT[®] (2010): Developmental Level Names and Definitions

- **Responding with Reflexes (In the MPD Domain this level is called Moving with Reflexes).** Children at this level respond with basic responses such as the Moro Reflex, turning the head, looking in their immediate visual field, and cooing.
- **Expanding Responses (In the MPD Domain this level is called Combining Simple Movements).** Over time, as infants interact with people caring for them and objects in their immediate physical environment and gain some rudimentary motor control, they move to the next level on the continuum. They add new responses to their basic responses, for example, they start to make new sounds, gain control over head movements, reach for objects, and smile in response to a pleasurable experience.
- **Acting with Purpose (In the MPD Domain this level is called Coordinating Simple Movements).** Infants at this level begin to organize responses to accomplish goals, solve problems, strengthen their sense of emotional security, communicate, explore the environment, coordinate simple actions with others' actions, grasp objects, coordinate arms and legs to move on stomach or all fours, and attend to the routine actions of others.
- **Discovering Ideas (In the MPD Domain this level is called Exploring Complex Movements).** Children at this level explore and express simple concepts about self, others, and things; maintain attention for increasingly extended periods of time; begin to stand; pick up and move objects; begin both to engage in cooperative interaction, such as playing a simple game, and to follow guidance from others.
- **Developing Ideas (In the MPD Domain this level is called Making Complex Movements).** Children at this level anticipate situations by preparing self and taking action ahead of time; use increasingly complex language to describe self, others, routines, and events; engage in simple play around a common idea; initiate and follow through actions; respond to increasingly complex requests; rely on past adult guidance; engage in interactions to share thoughts, feelings, and experiences to solve problems and to make plans; balance on two feet; and begin to use hands to manipulate objects.
- **Connecting Ideas (In the MPD Domain this level is called Expanding Complex Movements).** Children at this level combine words, phrases, or actions to express themselves, play, and solve problems; follow increasingly complex sequences of actions such as the meaning of simple stories; communicate about future events; move easily on two feet; and coordinate manipulation of objects with one hand.

DRDP-PS© (2010), Interim Version: Developmental Level Names and Definitions

- **Exploring:** Children at this level show awareness of the feelings and physical differences of self and others; engage in play; use language to describe self, others, events, and stories; enjoy interacting with familiar adults; engage with and respond to literacy activities; recognize symbols, shapes, and patterns; make basic movements with confidence; cooperate in completing routines; and follow guidance from adults about rules and routines.
- **Developing:** Children at this level engage in play and communicate about play with peers; initiate cooperative activities with adults; show increasing knowledge of print; use familiar strategies to solve problems; know some letters and numbers; sort and count small quantities of objects; copy patterns; use movement skills in a variety of settings and tasks; and begin to complete routines and follow rules on their own.
- **Building:** Children at this level express their feelings and acknowledge the feelings of others; engage in play that is increasingly complex and cooperative; develop close friendships; relate to adults to share experiences and get information; understand and use language to refer to real and imaginary experiences and for social purposes; show increasing understanding of stories and books; write some letters to communicate meaning; use a variety of strategies to learn about objects and solve problems; count, sort, and order objects; use complex movement skills in play and activities; independently complete simple routines; and apply rules in a variety of situations.
- **Integrating:** Children at this level are able to communicate the "how" and "why" of actions and events. They consider the needs and feelings of others and propose activities and solutions that work for themselves and others; cooperate with adults and peers to plan activities and solve problems; understand and use language to explain, predict, compare, or summarize real and imaginary events and activities and for complex social purposes; knows most letters; show understanding of text; show awareness that sounds make up language; solve simple subtraction and addition problems; coordinate multiple movements with balance, strength or control; and communicate why practices and rules are important.

DRDP-SA© (2010), Simplified Version: Developmental Level Names and Definitions

- **Developing:** Children at this level demonstrate an awareness of their behaviors and capabilities. They demonstrate an awareness of their own feelings and needs; recognize differences and similarities between themselves and others; engage in play with others while focusing primarily on their own needs; and, when reminded, respond consistently to adult requests and directions around rules, safety, personal care, and physical activity.
- **Understanding:** Children at this level begin to gain knowledge of their own skills and needs compared to those of others. They start to compare their own characteristics, skills and preferences to others; consider the needs of others; and more consistently apply known rules and expectations for social interaction, safety, personal care, and physical activity with few reminders.
- **Integrating:** Children at this level begin to apply their knowledge of themselves and others. They begin to understand themselves in relation to others; carefully consider others' perspectives; resolve conflicts; follow rules for safety; and engage in personal care routines without reminders.
- **Expanding:** Children at this level more consistently apply their knowledge and skills, demonstrating a more advanced understanding of themselves within the context of their community. They understand themselves as an important member of their community; understand and consider feelings, experiences, needs and rules of their group; propose solutions to conflicts; regularly follow safety rules; and encourage others to practice good personal care routines.
- **Connecting:** Children at this level consistently apply their knowledge and skills and demonstrate a deeper understanding of themselves in relation to others outside of their community. They understand experiences of others beyond their community; and demonstrate an understanding of rules for the broader community.

Appendix C

Review: Steps in Completing the DRDP® (2010) Instrument

Gathering evidence of children's growth and development

1. Complete the Child Information section of the Information Page.
2. Read the entire DRDP® (2010) instrument before beginning.
3. If children come from homes where languages other than English are spoken, determine who will contribute information and then determine how the children's responses will be documented and/or translated.
4. Collect documentation for the DRDP® (2010) assessment by observing children and recording observations; collect evidence of children's learning such as children's work and photographs; use teacher-made tools such as journals and checklists. Date each piece of evidence.
5. As you observe and document the child's behavior, consider the DRDP® (2010) measures and how your observations provide evidence for rating one or more of the measures.
6. For children learning English, include in your observation notes if the interaction was in English, the home language, or a combination of both.
7. Continue to collect documentation over time during the course of the child's day.
8. Organize your documentation in the child's portfolio.

Completing the DRDP® (2010) Instrument

9. Complete the Observer Information section of the Information Page.
10. If you are using a Rating Record, fill in the requested information at the top of the Rating Record.
11. Review and reflect on the child's portfolio, teacher records, and any other evidence you have. Remember to collaborate with others.
12. Read the measure definition and descriptors and mark the developmental level the child has mastered.
13. If the child is emerging to the next developmental level, indicate this **after** marking the level the child has mastered. If the child is rated at the final level of the developmental continuum for a measure, "emerging" does not apply since the instrument does not include what would be the next developmental level.
14. Record the evidence for the measure rating (e.g., "See photo of Susie, 10/1/07, – portfolio.").

Final steps in completing the DRDP® (2010) Instrument

15. Review the DRDP® (2010) or Rating Record and make sure all the information and measures are completed.
16. Make sure that the Information Page is completed and attached to the DRDP® (2010) or Rating Record.

Appendix D

DRDP[®] (2010) Assessment Instrument Terms and Definitions

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|---|---|
| Desired Result | A condition of well being for children and families. |
| Desired Results Developmental Profile[®] (2010) | Observation-based assessment instrument used by teachers and Family Child Care Home Education Network specialists in state-sponsored programs to determine how each child is developing towards achieving the four Desired Results for children. |
| DRDP-IT[®] (2010) | Assessment instrument used to measure the development of children from birth to 36 months of age. |
| DRDP-PS[®] (2010), Interim Version | Assessment instrument used to measure the development of children in preschool, from 3 years of age to kindergarten entry. |
| DRDP-SA[®] (2010), Simplified Version | Assessment instrument used to measure the development of children in kindergarten through 12 years of age in before- and after-school programs. |
| DRDP access | Assessment instrument for preschool age children with disabilities that covers a developmental range from birth to five years. Use determined by child's IEP team. Implemented Spring, 2007. |
| Domain | A crucial area of learning and development for young children. |
| Measure | The developmental continuum along which a child's observed behavior is assessed. Measures are the individual observational items in the DRDP [®] (2010) assessment instruments. |
| Definition | A statement that defines a measure by specifying the aspect of developmental that is being observed. |
| Developmental Level | A point along a developmental continuum for a particular measure. |
| Descriptor | A description of the observable child behaviors that would be associated with that developmental level. |
| Example | Specific behaviors that are consistent with the developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. |
| Mastered Developmental Level | A developmental level is mastered if a child typically demonstrates the behaviors described in that level's descriptor. Behaviors are considered typical if the child demonstrates them: <ul style="list-style-type: none"> - Easily and confidently - Consistently overtime - In different settings |
| Emerging | Describes a child's growth and development towards the next developmental level; child demonstrates behaviors described for the next developmental level, but not typically or consistently. |

| | |
|---------------------------|---|
| Documentation | A record of a behavior or skill that serves as a basis for determining a child's developmental level. This can include notes, anecdotal records, pictures, videotape, audiotape, or any other evidence that documents behaviors, knowledge, and skills. |
| Observation | Intentional watching and recording of children's behaviors and skills in their daily activities. |
| Observation system | A structure for observing, documenting and storing evidence of children's developmental progress. |
| Portfolio | A collection of children's work samples, anecdotal notes, photos and any other evidence of a child's growth. |
| Curriculum | Educational subjects and activities provided support children's learning in the program. |

DRDP[®] (2010) Assessment Instrument Domain Abbreviations

| Abbreviation | Domain | Infant/ Toddler | Preschool, Interim Version | School Age, Simplified Version |
|---------------------|-----------------------------------|----------------------------|---|---|
| SSD | Self and Social Development | X | X | X |
| LLD | Language and Literacy Development | X | X | |
| ELD | English Language Development | | X | |
| COG | Cognitive Development | X | X | |
| MATH | Mathematical Development | | X | |
| MPD | Motor and Perceptual Development | X | | |
| PD | Physical Development | | X | |
| HLTH | Health | X | X | X |