DRDP-K (2015)

Snapshot View

For use with transitional kindergarten and kindergarten-aged children

California Department of Education

Sacramento, 2018

DRDP-K (2015)

A Developmental Continuum for Kindergarten

Snapshot View
For use with transitional kindergarten and kindergarten-aged children

Table of Contents

Introduction to the DRDP-K (2015)

Welcome to the Desired Results Developmental Profile-Kindergarten (2015: A Developmental Continuum for Kindergarten© (DRDP-K (2015)©). The DRDP-K (2015) is an assessment instrument developed by the California Department of Education designed for teachers to observe, document and reflect on the learning and development of all children enrolled in transitional kindergarten and kindergarten classes. The DRDP-K (2015) serves a number of purposes:

- Assesses kindergarten readiness of individual children to identify where a child may require additional instructional supports

Key Features of the DRDP-K (2015):

- The DRDP-K (2015) is administered through observation in natural settings, through teacher observations, family observations, or examples of children's work that includes ongoing documentation of child's knowledge, skills and behavior.

- The DRDP-K (2015) expands on and replaces the DRDP- School Readiness (2012) (DRDP-SR (2012)) assessment instrument.

- The DRDP–K (2015) represents a full continuum assessment instrument for all children in Transitional Kindergarten and Kindergarten classes. The instrument is under study so that it can be used as an appropriate measure of progress for all children with and without Individualized Education Programs (IEPs).

- The DRDP-K (2015) is aligned with the California Preschool Learning Foundations and the Common Core Standards.

- The DRDP-K (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are dual language learners (see section below).

- The DRDP-K (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.

- Assists in curriculum planning

- Assess first grade readiness of individual children

- Demonstrates positive child outcomes

The DRDP-K (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education's Preschool Learning Foundations and the Common Core Standards. Key features of the DRDP-K (2015) are described below.

This Guide will assist teachers and administrators to:

- Observe, document, and reflect upon children's development

- Use the DRDP–K (2015) to plan curriculum for individual children and groups of children and to enhance classroom practices

- Share information about children's progress in learning and development domains with families

Information about Selected Key Features

Three of these key features: (1) consideration of children who are dual language learners, (2) universal design, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help assessors better understand and rate the measures of the DRDP-K (2015).

Dual Language Learners and the DRDP-K (2015)

Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting.

It is critical to consider the child's communication in all the languages that he or she is learning to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages.

There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language; so it is important to assess children in all of the languages he or she understands and uses.

The DRDP-K (2015) addresses cultural and linguistic responsiveness in three primary ways:

1. Teachers observe and document children's behavior in both the home/first language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains

2. Teachers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

3. Teachers in a Spanish-English bilingual education program (e.g., Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual) can rate children's progress on an additional language and literacy development domain that assesses progress in learning to communicate in Spanish: Language and Literacy Development in Spanish (SPAN). Note: This is a supplemental domain of the DRDP–K (2015).

Universal Design and the DRDP-K (2015)

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in age-appropriate, individual-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP-K (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

The Eleven Domains of the DRDP-K (2015)

The DRDP–K (2015) is made up of 11 domains, including one supplemental domain. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. Because there are multiple measures for each domain, a completed DRDP–K (2015) instrument provides enough information to support assessment along a developmental continuum. A child's learning and development across domains provides the child's overall learning and developmental profile.

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning–Self–Regulation (ATL–REG) domain assesses two interrelated areas that are recognized as important for children's school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

Social and Emotional Development (SED)

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

Language and Literacy Development (LLD)

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

English-Language Development (ELD)

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

Cognition, Including Math and Science (COG)

The Cognition: Math (COG: MATH) and Cognition: Science (COG: SCI) domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development (PD) and Health (HLTH)

The Physical Development (PD) and Health (HLTH) domains assess motor development and the development of routines related to personal care, safety, and nutrition. The PD domain includes the following knowledge or skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills. The HLTH domain includes the following knowledge or skills areas: active physical play, nutrition, safety, personal care routines, and knowledge of wellness.

History-Social Science (HSS)

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

sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

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

Supplemental Domain of the DRDP-K - Language and Literacy in Spanish (SPAN)

The Language and Literacy Development in Spanish (SPAN) domain is a supplemental domain. The SPAN domain is for use in a bilingual program (e.g. Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual). This domain assesses children's progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child's experiences with Spanish as part of the kindergarten curriculum, not the child's age. Keep in mind that various factors affect a child's acquisition of Spanish, including degree of exposure to Spanish and individual differences such as age of exposure to English or the structure of the child's home/first language.

About the Measures of the DRDP-K (2015)

The number of levels in a measure varies depending on the competencies appropriate for that measure's developmental continuum. The levels are organized under two categories that reflect a developmental continuum for the transitional kindergarten and kindergarten year. All but two domains, ELD and SPAN, include six developmental levels. ATL–REG, SED, LLD, COG: MATH, COG: SCI, PD, HLTH, HSS and VPA include the following developmental levels:

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

- **Integrating (Earlier, Middle, Later):** Knowledge, skills, or behaviors that demonstrate the increasing ability to connect and combine strategies in order to express, interpret, and explain complex thoughts and feelings, solve multi-step problems through systematic investigation and application of abstract ideas, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children build their capacity to engage in mutually supportive relationships and interactions**.**

The developmental levels for the ELD and SPAN domains are different from the format described above. The levels in the ELD domain represent the developmental progression for the acquisition of English as a second language. The levels in the SPAN domain represent the developmental progression for the acquisition of Spanish in the context of a kindergarten classroom where the curriculum provides opportunities for learning and development of Spanish.

Definitions of Terms in the Navigation Maps

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

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

Definition: Specifies the aspects of development to be observed.

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

Descriptor: A description that defines the skills or behaviors that would be observed for a child at that developmental level.

Example: Specific skills or behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-K are not the only way a child can demonstrate mastery of a developmental level.

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

The 3 Steps to Completing the DRDP-K (2015)

➡ Step 1: Observation and Documentation

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

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as transitional kindergarten or kindergarten classrooms
- As the child interacts in familiar environments and routines with people he or she knows; and

As the child engages in typical classroom typical activities and routines.

Be sure to prepare and plan for observation and documentation.

Tips for Documenting Children's Development

- Consider ways to document children's knowledge, skills, or behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Label each piece of evidence with the date and the child's name.
- Set aside time on a regular basis to organize documentation records and other forms of evidence.
- Consider using portfolios to keep documentation organized. Store portfolios in a secure place and accessible place.
- Use the results of other assessments of children's learning and development to help complete DRDP–K (2015).

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
- Voice recorder

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home/first language, signed, and through other communication modes

(e.g., communication device). The teacher's direct observations of a child are the primary method used to inform ratings. The assessor should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills, or behavior. Other sources of evidence include the following:

Observations by others – including teachers, family members/caregivers, and other service providers or caregivers. Observations made by others are obtained by the assessor through interviews or conversations with others.

Other documentation – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a range of situations. Their perspectives, combined with teachers' and service providers' observations, help assessors arrive at a more complete and reliable picture of a child's typical behaviors across settings. Inviting family members to share observations of their child's development and behavior is recommended practice for the DRDP-K (2015).

The opportunity to observe a child's level of mastery is enhanced when the child is interacting with a familiar adult. Because of this, it is helpful to observe children interacting with family members. These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains given social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Dual language learners may demonstrate knowledge and skills in their home/first language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains.

The teacher who is conducting observations and collecting documentation should speak the child's home/first language. If not, the adult should receive assistance from another adult, who does speak the child's home/first language. This may be an instructional assistant, teacher, director, parent, or other adult who knows the child.

Code switching is a strategy used by children learning more than one language:

> **Dual Language Learners' Use of Code Switching**
> - Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
> - Children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
> - Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
> - When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ["I want milk" in English] is an example of inserting a Spanish noun into a grammatically correct English sentence. "¡And then el niño se cayó!" ["And then the boy fell down" in English] is an example of using English linking words within a Spanish sentence.

The Role of Special Educator

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities participate in district-wide assessments. If you serve a transitional kindergarten or kindergarten student with an IEP in a district in which the DRDP-K is being implemented, you are to support that student's participation in this assessment. This includes ensuring that accommodations are in place such as the system of adaptations described below, as well as working with the child's teacher to be sure observations of children with IEPs are accurate and complete. The special educator should communicate with the kindergarten teacher to plan how to conduct the assessment collaboratively for children with IEPs.

Using Adaptations with Children with Individualized Education Plans (IEPs)

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

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

Seven Categories of Adaptations

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

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

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

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

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

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

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

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately. All ratings will be entered into DRDPtech©, the DRDP–K (2015) online system. Ratings may be entered directly into DRDPtech or recorded on the DRDP–K (2015) Rating Record.

The Descriptors and Examples

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

Descriptors:

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

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

If the descriptor says "or":

The child only needs to demonstrate the knowledge, skills, or behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- An example is the level descriptor for Building Earlier in the LLD 5: Interest in Literacy measure: *Looks at books page by page* **or** *participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult*

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

If a descriptor includes "and":

All parts of the descriptor are required for mastery and need to be observed together

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

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

If a descriptor includes a semi-colon (;) followed by "and":

The child must demonstrate all the knowledge, skills or behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- An example is the level descriptor for Integrating Middle in the LLD8: Phonological Awareness measure: *Matches initial and final sounds of words;* **and** *Segments and blends initial and final phonemes of words*

What is Mastery?

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

- ➡ Consistently over time
- ➡ In different situations or settings

Important notes about mastery:

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

Review and Reflect:

- It is a good idea to have a system to keep track of documentation to ensure a complete picture of the child. Halfway through the documentation period, check the measures of the DRDP–K (2015) instrument for which you have documentation. Plan to observe the child at times when the remaining measures can be documented.

- During the rating period, review the observations and documentation of the child's development collected (portfolio with work samples, anecdotal comments, photographs, video, other learning and development assessments, etc.). Reflect on what the evidence reveals about the child's development across the domains and measures of the DRDP–K (2015) instrument.

- If the documentation does not provide a clear picture of the child's development in one or more areas, determine how to gather additional evidence. Plan other opportunities to observe the child's behavior. Speak again 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.

To be rated as mastered at this level, the child must BOTH match initial and final sounds of words AND segment and blend initial and final phonemes of words, although the teacher does not have to observe both behaviors during the same observation within a rating period.

Examples:

Keep in mind these important points about examples:

- The examples are not a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is one of many possible ways a child might demonstrate mastery of a developmental level. Teachers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.

Additional Rating Options

Emerging to the Next Developmental Level:

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

To indicate emerging:

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

Unable to Rate:

In the rare instance that you are unable to rate a specific measure provide the reason(s) as to why in DRDPtech or in the designated column if you are submitting ratings on a rating record.

Notes about Emerging:

- Do not mark emerging if the child has mastered the last level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

➡ Step 3: Finalize the Assessment

- To finalize, simply review the assessment to make sure that:
- Teachers and special educators enter ratings for all required measures of DRDP–K (2015) into DRDPtech or on the DRDP–K (2015) Rating Record. DRDPtech will provide prompts to complete any missing information.
- The Information Page is complete and up-to-date.

Using Information from the DRDP-K (2015)

When used on an ongoing basis, the DRDP–K (2015) instrument will provide teaching staff with information that will benefit children, families, and schools.

Information from the DRDP–K (2015) can be reviewed and analyzed at the level of the individual child. In addition, the DRDP–K (2015) results can be summarized to provide information on groups of children. Teachers, special educators, and other staff will review, share, and analyze the DRDP–K (2015) assessment results for the individual students in their classroom and use the information for curriculum planning and development.

Because the DRDP–K (2015) provides opportunities to observe and document children's knowledge, skills, or behaviors 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. Teaching staff may also find it useful to interpret a child's ratings on individual DRDP–K (2015) measures. DRDP results may indicate that the child might benefit from additional support in one or more specific areas of development, such as in developing self-control of feelings and behavior or with number sense of quantity. This information, together with other sources of information about the child's development, can be used to plan curriculum tailored to the interests and needs of all children.

For Classroom or School Level

- Teachers or other staff may summarize DRDP–K (2015) information using DRDPtech.

- DRDP–K (2015) data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the DRDP–K (2015), such as mathematics or language and literacy development.

- Thus, results from the DRDP–K (2015) can assist teaching staff in supporting the learning and development of individual children and groups of children, and can inform overall school improvement efforts.

Communicating with Families about Children's Progress

It is vital that schools work in partnership with families to foster children's learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Teachers who observe and document the child's behaviors and rate the DRDP–K (2015) measures are encouraged to seek input from families. Input from family members about the child's knowledge, skills, or behaviors can enrich and complement evidence collected by teachers and other staff.

The Child Developmental Profile that summarizes results from the DRDP–K (2015) assessments can be found at DRDPtech. Teachers, including special educators, and family members can use this summary as a tool for sharing information about the child's learning and development during parent-teacher conferences. Teachers should review the Child Developmental Profile with the family, and may be used to generate ideas about ways in which the family and the school can work together to support the child's development both at home and in the school setting.

DRDP (2015)

DRDP-K (2015)
Information Page

A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with Transitional Kindergarten and Kindergarten Programs

1a. Child's Legal First Name: _____

1b. Child's Legal Last Name: _____

Date assessment completed (*mm/dd/yyyy*): _____

Assessment Period (*e.g., Fall 2015*): _____

Child Information

2. **Agency Identifier or Statewide Student Identifier** (10-digit SSID) _____

3. **Child's Classroom or Setting:** _____ _____

4. **Birth date** (mm/dd/yyyy): _____ _____

5. **Gender:** ☐ male   ☐ female

6. **Initial date of enrollment** (mm/dd/yyyy): _____ _____

   Date child was withdrawn from the program (mm/dd/yyyy): _____ _____

7. **Does this child qualify for free or reduced lunch?**   ☐ yes   ☐ no

8a. **What is this child's ethnicity? Check one.**

   ☐ **Hispanic or Latino**   ☐ **Not Hispanic or Latino**

8b. **What is this child's race?** *Mark one or more races to indicate what this child considers himself/ herself to be, even if Hispanic or Latino is selected.*

   ☐ Asian Indian   ☐ Korean
   ☐ Black or African American   ☐ Laotian
   ☐ Cambodian   ☐ Native American
   ☐ Chinese   ☐ Other Asian
   ☐ Filipino   ☐ Other Pacific Islander
   ☐ Guamanian   ☐ Samoan
   ☐ Hawaiian   ☐ Tahitian
   ☐ Hmong   ☐ Vietnamese
   ☐ Japanese   ☐ White
   ☐ Intentionally left blank

16. **Does this child have an Individualized Education Program (*IEP*) or an Individualized Family Service Plan (*IFSP*)?**   ☐ Yes   ☐ No   ☐ Don't Know

Observer Information

9. **Agency:** _____ _____   **Site:** _____ _____

10. **County:** _____ _____   **State:** _____ _____

11. **Your Name:** _____ _____   **Title:** _____ _____

12. **Are you the primary teacher working with this child?**

   ☐ Yes   ☐ No

13. **Did another adult assist you with assessing this child?**

   ☐ Yes (role/relationship): _____

      ☐ *Language Support* ☐ *Cultural Support* ☐ *Additional Support* ☐ *Other* _____

   ☐ No

Child's Language Information

14. **Child's Home Language(s):** _____ _____

   Is a language other than English spoken in the child's home? ☐ Yes   ☐ No
   If yes, the ELD measures must be completed for a preschool-age child

15. **Child is enrolled in** (*check all that apply*):   ☐ **Half Day**   ☐ **Full Day**

   ☐ **Transitional Kindergarten**

   ☐ **Kindergarten**

DRDP-K (2015)

Snapshot View Rating Record

DRDP-K (2015): A Developmental Continuum for Kindergarten

Child: _____   Date of assessment: _____   Assessor: _____

Classroom: _____   District/Agency: _____   School or Site: _____

Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

	DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG)	Building			Integrating			Emergent	In the rare circumstance that you are unable to rate a measure:		
		Earlier	Middle	Later	Earlier	Middle	Later	EM	UR	Reason	
1	Curiosity and Initiative in Learning	○	○	○	○	○	○	⌒	⌒	absence	other
2	Self-Control of Feelings and Behavior	○	○	○	○	○	○	⌒	⌒	absence	other
3	Engagement and Persistence	○	○	○	○	○	○	⌒	⌒	absence	other
4	Shared Use of Space and Materials	○	○	○	○	○	○	⌒	⌒	absence	other
	DOMAIN: Social and Emotional Development (SED)	Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
1	Identity of Self in Relation to Others	○	○	○	○	○	○	⌒	⌒	absence	other
2	Social and Emotional Understanding	○	○	○	○	○	○	⌒	⌒	absence	other
3	Relationships and Social Interactions with Familiar Adults	○	○	○	○	○	○	⌒	⌒	absence	other
4	Relationships and Social Interactions with Peers	○	○	○	○	○	○	⌒	⌒	absence	other
	DOMAIN: Language and Literacy (LLD)	Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
3	Communication and Use of Language (Expressive)	○	○	○	○	○	○	⌒	⌒	absence	other
4	Reciprocal Communication and Conversation	○	○	○	○	○	○	⌒	⌒	absence	other
6	Comprehension of Age-Appropriate Text	○	○	○	○	○	○	⌒	⌒	absence	other
8	Phonological Awareness	○	○	○	○	○	○	⌒	⌒	absence	other
9	Letter and Word Knowledge	○	○	○	○	○	○	⌒	⌒	absence	other
	DOMAIN: Cognition, Including Math and Science (COG:MATH)	Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
1	Classification	○	○	○	○	○	○	⌒	⌒	absence	other
2	Number Sense of Quantity	○	○	○	○	○	○	⌒	⌒	absence	other
3	Number Sense of Math Operations	○	○	○	○	○	○	⌒	⌒	absence	other
6	Shapes	○	○	○	○	○	○	⌒	⌒	absence	other

BLANK PAGE

DRDP-K (2015)
A Developmental Continuum for Kindergarten
Measures at-a-Glance (School Readiness View)
Snapshot View
for use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning – Self-Regulation	ATL-REG	1	Curiosity and Initiative in Learning	1
		2	Self-Control of Feelings and Behavior	2
		3	Engagement and Persistence	3
		4	Shared Use of Space and Materials	4
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	5
		2	Social and Emotional Understanding	6
		3	Relationships and Social Interactions with Familiar Adults	7
		4	Relationships and Social Interactions with Peers	8
Language and Literacy Development	LLD	3	Communication and Use of Language (Expressive)	9
		4	Reciprocal Communication and Conversation	10
		6	Comprehension of Age-Appropriate Text	11
		8	Phonological Awareness	12
		9	Letter and Word Knowledge	13
Cognition, Including Math and Science	COG:MATH	1	Classification	14
		2	Number Sense of Quantity	15
		3	Number Sense of Math Operations	16
		6	Shapes	17

ATL-REG 1: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Explores through simple observations, or manipulations, or asking simple questions	**Explores by engaging in specific observations, manipulations, or by asking specific questions**	**Carries out simple investigations using familiar strategies, tools, or sources of information**	**Carries out multi-step investigations, using a variety of strategies, tools, or sources of information**	**Carries out experiments with things or materials, by systematically modifying actions and reacting to the results**	**Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions**
──── Possible Examples ──── ▸ Moves around a fish bowl to continue watching a fish as it swims around objects. ▸ Drops a marble in a maze and follows its path as it rolls to the bottom. ▸ Asks, "What's that doing?" when seeing the compact disc player in the listening center.	▸ Puts a dry sponge in water and then squeezes it to see what happens. ▸ Observes a snail and asks, "Why do snails have shells?" ▸ Compares color or shape of leaves gathered on a nature walk.	▸ Uses a magnetic wand to figure out which objects on a table it will lift up. ▸ Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. ▸ Changes the compact disc to listen to a new story. ▸ Uses a communication device to learn about the new pet guinea pig.	▸ Examines images from informational books or a computer to learn about the habitats of different animals. ▸ Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. ▸ Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.	▸ Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens. ▸ Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. ▸ Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick. ▸ Watches a cup of snow to see how long it takes to melt.	▸ Communicates, "But that's different from what my daddy told me," and asks why, after hearing an adult's response to a question about why plants are green. ▸ Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps. ▸ Gathers information from books and the internet to create an environment for the classroom butterflies. ▸ Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

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

ATL-REG 1 (of 4)   **Curiosity and Initiative in Learning**   **ATL-REG 1 (of 4)**

ALT-REG 2: Self-Control of Feelings and Behavior

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**	**Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively**	**Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success**
┌ Possible Examples ‣ Waits to ride a favorite tricycle without trying to take it from another child. ‣ Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" ‣ Frowns, but goes to a different play center when an adult communicates that there are too many children at this play center.	‣ Insists that another child return a favorite item, but when refused, asks familiar adult for help. ‣ Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes the manipulative without asking. ‣ Communicates, "I want to sit here," when upset that there are no empty chairs near a friend. ‣ Calls out, "Teacher!" when another child takes all the counting bears.	‣ Offers an object in exchange when another child has a desired object. ‣ Communicates, "Okay, but it's my turn when you're done," while waiting for a drink at the water fountain. ‣ Leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there.	‣ Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. ‣ Communicates, "Don't push!" to another child trying to fit on the rug for story time, and then says, "Here's a spot," and moves over. ‣ Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. ‣ Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.	‣ Waits to be acknowledged by the adult before answering a question at circle time. ‣ Raises hands, as if to push, pauses, and then communicates, "I don't like it when you push! I was here first," when pushed by peer. ‣ Communicates to adult while in the computer center, "Can you tell me when I can play on the computer?" and then goes to the writing center, periodically looking toward the computer and the adult.	‣ Communicates to an adult, "It's sad that my daddy doesn't live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!" ‣ Turns to play with another child and later communicates, "I don't like to play with them, they're mean," after being excluded by favorite playmates. ‣ Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

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

ATL-REG 2 (of 4)   **Self-Control of Feelings and Behavior**   **ATL-REG 2 (of 4)**

ATL-REG 3: Engagement and Persistence

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Continues self-selected activities with adult support, even though interest briefly shifts to other activities	**Continues self-selected activities on own, seeking adult support to work through challenges**	**Works through challenges on own while engaged in self-selected activities**	**Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**	**Pursues simple multi-step activities, following the steps through to completion**	**Completes complex multi-step activities, making and adjusting plans as needed**

Possible Examples

▸ Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. ▸ Stops looking at books and starts to move away from literacy area, but returns when an adult begins reading a familiar book. ▸ Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing.	▸ Continues working on a difficult puzzle, asking an adult for help when needed. ▸ Continues looking at a book as an adult encourages other children entering the same area to find a book. ▸ Asks adult for headphones while listening to a story on a compact disc when other children begin to play noisily nearby. ▸ Starts to get ready to go outside with other children, and asks for adult assistance with zippers when putting on coat.	▸ Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. ▸ Glues a variety of materials together to create a three- dimensional collage, trying different ways to make them stick. ▸ Repeatedly tries to trace around own hand. ▸ Completes an obstacle course using a walker, even on bumpy ground.	▸ Continues to work on spinning a round hoop around own waist over successive days. ▸ Revisits a painting started on a previous day to add more detail and color. ▸ Writes own name, then writes it more clearly a second time at classroom sign-in table.	▸ Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way. ▸ Makes a landscape on the sand table, planning roads, bridges and houses. ▸ Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station.	▸ Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed. ▸ Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch. ▸ Helps to create props and scenery in preparation for reenacting a story to present to the class.

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

ATL-REG 4: Shared Use of Space and Materials

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Shows awareness that other children might want to use materials, by taking action to control the materials	**Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children**	**Follows expectations or procedures for sharing, most of the time, without adult prompting**	**Offers to share space or materials with others in the absence of explicit expectations for sharing**	**Shows concern about everyone being treated fairly in collaborative activities with others**	**Engages in sustained collaborative activities that involve mutual assistance**
⌐ Possible Examples ▸ Keeps all of the crayons nearby even if only using one or two colors. ▸ Communicates, "It's mine," when another child reaches for a red counting bear. ▸ Places favorite dolls behind back when other children are playing in the doll area.	▸ Holds onto all the pencils while at the writing center, but then gives some to other children, with adult prompting. ▸ Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. ▸ Lets another child take a book from a pile nearby, but holds onto a few favorite books.	▸ Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. ▸ Gets individual white boards off of the shelf to give to other children, according to the usual classroom practice. ▸ Communicates, "It's my turn when you are done," to a child who is using the water fountain. ▸ Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.	▸ Brings a carpet square to another child while getting ready for story time, without being asked. ▸ Makes room for another child who wants to join in the writing activity, and then offers a pencil to the child. ▸ Uses a communication device to ask another child to join in working with pattern blocks.	▸ Helps a peer find a favorite book in the classroom library. ▸ Communicates, "It's not fair!" when a peer is excluded from a game. ▸ Passes the dice to another child who has been watching them play a math game.	▸ Works with one or two peers to assemble a puzzle, accepting and offering help to figure out where the pieces go. ▸ Communicates, "Look at the picture." to a peer who has trouble identifying a word during shared storybook reading. ▸ Shares a magnifying glass with a partner so they both have a chance to see details of the insect wing they are closely looking at together.

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

ATL-REG 4 (of 4) **Shared Use of Space and Materials** **ATL-REG 4 (of 4)**

SED 1: Identity of Self in Relation to Others

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Expresses simple ideas about self and connection to others	**Describes self or others based on physical characteristics**	**Describes own preferences or feelings;** *and* **Describes the feelings or desires of family members, friends, or other familiar people**	**Compares own preferences or feelings to those of others**	**Describes and compares self and others using personality characteristics**	**Identifies and evaluates strengths and weaknesses by comparing self with others**
── **Possible Examples** ──					
▸ Acts out roles from own family in pretend play. ▸ Communicates, "I'm making cookies— just like Grandma!" while rolling play dough. ▸ Draws picture of a house and communicates, "This is my house."	▸ Communicates, using communication board, "His hair is red!" ▸ Identifies own height, as indicated on a growth chart posted on the wall. ▸ Narrates details while drawing a picture of a friend. ▸ Draws a picture of own family, representing traits such as heights and hair colors.	▸ Communicates to an adult, "I was mad when it rained because we couldn't go outside." ▸ Communicates that a friend is happy because he is going to have a birthday party. ▸ Says, "I don't want to touch the caterpillar. It scares me."	▸ Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self. ▸ Communicates to a peer that they both like peanut butter and jelly sandwiches. ▸ Communicates, "I love to swim, but my sister doesn't."	▸ Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day when she comes to pick her up. ▸ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▸ Communicates, "I'm shy." ▸ Communicates to a peer, "I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school."	▸ Communicates to a peer, "I'm great at math, but I'm not so good at reading," after an adult explains they will do a reading activity next. ▸ Moves to the back of a group of children when an adult asks, "Who knows how to use the microscope?" ▸ Communicates, "I think he likes her better than me."

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

SED 1	**Identity of Self in Relation to Others**	**SED 1**

SED 2: Social and Emotional Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Identifies own or others' feelings	**Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**	**Communicates ideas about why one has a feeling or what will happen as a result of a feeling**	**Communicates ideas about how own or another's personality affects how one thinks, feels, and acts**	**Compares people's personality traits;** *and* **Demonstrates consideration for the thoughts or feelings of others**	**Uses understanding of another's personality traits to explain and predict their behavior**
Possible Examples					
▶ Communicates, "I like to listen to music, too; it makes me happy," after noticing a child playing with a musical triangle. ▶ Communicates that a crying child is sad. ▶ Communicates, "She wants the big truck." ▶ Points to "angry" picture on emotion chart while listening to a story about a character who is angry.	▶ Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" ▶ Communicates that the turtle in the story was scared, when an adult asks, "Why did the turtle go into its shell?" ▶ Communicates, "She misses her mommy," when adult asks, "What happened?"	▶ Communicates, "He'll be mad if his bridge is knocked down again." ▶ Uses a communication device to express, "I feel sleepy when it gets dark." ▶ Communicates, "I'm tired. I don't want to write anymore."	▶ Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. ▶ Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. ▶ Communicates that another child plays with everyone because he is so friendly.	▶ Communicates that a new friend is nice, just like his sister. ▶ Communicates to a child who is new to the class at pick-up time, "Don't worry. Your mommy will come." ▶ Describes self as a good friend and identifies other children who are also good friends. ▶ Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.	▶ Communicates to a friend, "I think Joey left these crayons out. He's always so messy," after discovering crayons still out in the art area. ▶ Gestures toward a specific child and communicates, "She can do it, she isn't scared of anything," when the adult asks who wants to hold the baby chick. ▶ Asks a peer, "Do you want to help me water the flowers and plants, I know you always like to help."

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

| **SED 2** | **Social and Emotional Understanding** | **SED 2** |

SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	**Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child**	**Takes initiative in creating cooperative activities with a familiar adult**	**Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems**	**Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions**	**Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior**
Possible Examples					
▸ Communicates to a familiar adult, "Want to read with me?" during free-choice time. ▸ Completes a simple puzzle with a familiar adult, taking turns to fit pieces. ▸ Shows a drawing to a familiar adult and tells the adult what is happening in the drawing. ▸ Uses an electronic tablet to play a game with a familiar adult.	▸ Asks a familiar adult what they might see when they go on a field trip. ▸ Asks a teacher why another child is not going outside with the group. ▸ Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly. ▸ Asks a familiar adult, "Is that the zoo we went to?" while looking at photos of zoo animals.	▸ Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack. ▸ Brings a board game to a familiar adult and communicates an interest in playing together. ▸ Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink."	▸ Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. ▸ Plans a writing activity with a familiar adult, communicating by signing the materials needed. ▸ Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. ▸ Works with a familiar adult and a group of children to make a prop for a class play over two days, offering ideas for its design and what materials to use.	▸ Communicates to peer who is talking loudly, "The teacher said to use our inside voices." ▸ Communicates to peers, "It's time to clean up and get ready for snack," after noticing a familiar adult clearing off the lunch table. ▸ Opens door for a familiar adult who is carrying an armful of books. ▸ Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group.	▸ Laughs and communicates, "That was funny!" while watching as a familiar adult tells a joke and laughs. ▸ Asks a familiar adult what kinds of things they like to do together after the adult shares a picture of being outside with a dog. ▸ Asks a familiar adult, "Do you like to dance?" after the adult puts on dance music. ▸ Communicates, "Sometimes my mom is tired from working all day and doesn't feel like playing games with me at night."

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

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

SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	**Participates in extended episodes of cooperative play (including pretend play) with one or two friends**	**Initiates sustained episodes of cooperative play (including pretend play), particularly with friends**	**Organizes or participates in planning cooperative play activities with several peers, particularly with friends**	**Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)**	**Explains own feelings, thoughts, and opinions to other children**
─── **Possible Examples** ───					
▸ Takes a few turns trying on hats with a peer. ▸ Plays chase briefly outside with two peers, and then goes to play alone on the slide. ▸ Plays cars with a peer for a short while.	▸ Builds a train track with two friends, taking turns connecting the track pieces. ▸ Laughs and makes funny noises or faces with a friend while singing a song together. ▸ Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	▸ Invites friends to build a castle with blocks, and, at clean-up time, asks to save it so they can continue building tomorrow. ▸ Invites friends to continue working on the art project from the day before. ▸ Plays school with friends, showing them the charts on the wall and pretending to read a book aloud.	▸ Plans how to design a large drawing on a poster with several peers, choosing materials and negotiating tasks. ▸ Acts out a familiar story with peers, planning different characters and scenarios. ▸ Joins peers in planning and gathering materials needed for small group writing activity.	▸ Asks a friend, "What should we play, blocks or puppets?" and plays the activity the friend chooses. ▸ Suggests taking turns when they both want to play on the swings. ▸ Defends a friend who is teased by another child. ▸ Tells another child to not sit on the carpet square because it is being saved for another friend.	▸ Shares with a friend that blue is the prettiest color and that's why it is her favorite. ▸ Communicates to another child, "I was scared when the door slammed shut, I thought it was a stranger." ▸ Communicates in agreement with a friend, "I like her, too. She is nice. But, he's too loud and I don't like to sit next to him during reading time."

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

SED 4 | **Relationships and Social Interactions with Peers** | **SED 4**

LLD 3: Communication and Use of Language (Expressive)

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯	**Middle** ◯	**Later** ◯
Uses short phrases or sentences of more than two words to communicate	**Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**	**Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**	**Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**	**Uses much of the grammar of adult-like speech, sometimes with grammatical errors;** *and* **Adapts own speech to the level of the listener**	**Uses most of the grammar of adult-like speech;** *and* **Converses about a broad range of abstract ideas and concepts**
Possible Examples					
▸ Communicates, "It's my turn," when an adult brings the pet rabbit for a visit. ▸ Communicates, "I want Mommy." ▸ Communicates, "I like dogs," while looking at an animal book.	▸ Communicates, "The rabbit is scared," when sharing a story about a rabbit who went into the bushes. ("Scared" is an adjective.) ▸ Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) ▸ Communicates, "Our dog is *huge*," after hearing a peer use the word "*huge*." ("Huge" is a recently encountered vocabulary word.)	▸ Communicates to a peer, during play, "Yesterday, we made vegetable soup at my house." ("We" is a pronoun; "made" is past tense.) ▸ Communicates, "His birthday is tomorrow. He *will* be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) ▸ Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) ▸ Communicates, "He *runned* really fast [He *ran* really fast]." ("Runned" is past tense with grammatical error.)	▸ Communicates via spoken words, signs, or a communication device, 'The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." ▸ Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." ▸ Communicates to a peer, "Let's hurry and clean up so we can go outside." ▸ Communicates, "My grandma is really old. She has white hair and lots of wrinkles."	▸ Communicates, "I used to like those cookies," pointing to a cookie and then repeats to a friend who can't see over the counter, "I used to like chocolate chip cookies, but now I like sugar cookies." ▸ Begins communicating loudly and then lowers to a whisper, "I am going to read this book over there," to an adult in the room. ▸ Asks another child, "Do you like the red dinosaur or the green dinosaur?" then communicates to adult, "She likes the stegosaurus."	▸ Communicates, "I don't always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work." ▸ Communicates to peer while looking at a book about the moon and planets, "I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving." ▸ Communicates to adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?"

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

LLD 3 **(of 10)** **Communication and Use of Language (Expressive)** **LLD 3**

LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	**Middle** ⬭	**Later** ⬭	**Earlier** ⬭	**Middle** ⬭	**Later** ⬭
Engages in brief back-and-forth communication, using short phrases and sentences	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**	**Builds on both concrete and abstract ideas of others during extended conversations**	**Seeks additional information during extended conversations in order to understand and build on the ideas of others;** *and* **Displays appropriate turn taking and social conventions of conversation**
Possible Examples					
▸ Communicates, "I'm the baby," after a peer communicates, "I'm the mommy," while playing house. ▸ Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." ▸ Asks a peer for some pattern blocks to put on the mat in the math center. When the peer replies, "Here" and hands over several blocks, responds, "That's too many," and takes only two pattern blocks from the peer	▸ Communicates, "That's my family," while sharing a family photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." ▸ Responds to an adult's comments about animals that live in the zoo, "I went to the zoo." When an adult replies, "There are lots of animals in the zoo," child says, "I like the alligators best," and continues to converse about other animals at the zoo. ▸ Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	▸ Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. ▸ Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	▸ Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. ▸ Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. ▸ Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.	▸ Asks a peer, "Would you like to come over to my house to play?" When peer asks, "Today?" child responds, "I'll ask my mom if it's okay to invite a friend over today." Conversation continues. ▸ Adds, "And then you lean forward to go again," during a conversation with a friend about how to ride a skateboard. ▸ Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole.	▸ Asks an adult if it is a lie to tell your friend you don't feel well if you don't want to play with them. Listens to adult's ideas about making choices and being truthful about what you want. Responds to adult, "Maybe I will just say that I don't feel like playing." ▸ Asks a peer, "Why don't you like broccoli?" after a peer communicates liking all vegetables except broccoli. After listening to peer's response, adds, "I like broccoli with melted cheese on it. Would you like that?" Waits for peer to respond. ▸ Asks, "Do you think it would be okay if I eat three crackers?" after a peer communicates, "We have to make sure there are enough crackers for everyone." Then communicates, "I think there will be enough," after peer asks, "Are you sure there will be enough if everyone got three crackers?"

Note: Conversations can include communication using sign language or alternative communication systems.

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

LLD 4 (of 10) | **Reciprocal Communication and Conversation** | **LLD 4**

LLD 6: Comprehension of Age-Appropriate Text
Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and information text by summarizing, comparing, or making inferences about people, objects, or events	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
Possible Examples					
‣ Communicates, "Elephants have really big ears," after an adult reads about elephants. ‣ Asks, "Why did they go there?" during the reading of a story. ‣ Points to a lighted exit sign and asks, "What does that say?"	‣ Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. ‣ Pretends to direct traffic after listening to a book about what community helpers do. ‣ Uses a shawl to carry a doll after a read-aloud of the storybook *What Can You Do with a Rebozo?* ["Shawl" in Spanish]. ‣ Communicates that the caterpillar will have a stomachache after rereading **The Very Hungry Caterpillar.**	‣ Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" ‣ Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. ‣ Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are*. ‣ Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story **Caps for Sale.**	‣ Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. ‣ Holds up two books about bears and communicates, "These two books are about bears, but the bears in *Goldilocks* are nicer." ‣ Relates what happens in a familiar storybook to a peer as they begin to share the book together. ‣ Brings a book from home and communicates to the class about what happens in the story and why.	‣ Communicates, "At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry," after reading a book together with an adult. ‣ Retells a story using detail explaining why it is an important story about how we are polluting the earth. ‣ Communicates, "It is not okay that some people don't have food to eat and go to bed hungry," after hearing a story read by an adult about children living in poverty. ‣ Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.	‣ Asks, "How can you go back in time?" after hearing a story about time travel. ‣ Asks a peer, "In the story, did the wizard cast a spell over the children or did they just change?" ‣ Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, "Should we water the plant today?"

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

LLD 6 (of 10)   **Comprehension of Age-Appropriate Text**   **LLD 6**

LLD 8: Phonological Awareness

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages actively in play with sounds in words or rhymes, *or* **Sings simple songs,** *or* **Repeats simple nursery rhymes**	**Demonstrates awareness of larger units of language (e.g., words, syllables)**	**Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;** *and* **Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects**	**Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects;** *and* **Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects**	**Matches initial and final sounds of words;** *and* **Segments and blends initial and final phonemes of words**	**Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words**
Possible Examples ▶ Rhymes children's names with other words during a group sing-along. ▶ Sings "Twinkle, Twinkle, Little Star" with a group. ▶ Communicates the rhyming word "fall" after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . .?" ▶ Uses signs to participate in a song such as "The Wheels on the Bus."	▶ Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. ▶ Claps the syllables in familiar words, such as children's names or days of the week with adult and peers. ▶ Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat" with adult and peers.	▶ Answers, "Goldfish," after an adult asks, "If you put together the words '*gold*' and '*fish*,' what word does that make?" ▶ Communicates, "*Rain*," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word '*coat*'?" while moving a picture of a coat away from a picture of rain. ▶ Communicates, "Zebra," after an adult separates the word into syllables, and says, "*Ze–*" and "*–bra*," while looking at a wordless picture book about the zoo. ▶ Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables '*mark-*' and '-*er*,' together?"	▶ Communicates, "Cup," at the snack table, after an adult says, "I have a *c– up*. What do I have?" ▶ Communicates, "Ice," after an adult asks what word is left when the *m–* is removed from the word "'mice,'" while playing a word game. ▶ Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.	▶ Chooses the picture of a mouse after an adult shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk. ▶ Selects a picture of a bat when asked to find the word that ends the same as 'pet'. ▶ Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; e.g., /j/-/u/-/g/ for jug). ▶ Communicates, "Ink, pink ink," when adult playing sound game asks, "What little word do you have if I take off the initial sound of '/P/' from the word pink?"	▶ Sounds out the word cat, "/c/ /a/ /t/," when adult playing sound game asks, "What are the sounds in "cat"?" ▶ Sings the name "Mary" then sings the name "Gary" by substituting "/G/" for "/M/" to make Gary, when playing the name game. ▶ Communicates to a peer, "No, my name is pronounced 'Kim,' not 'Kam.'"

Note: Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.

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

LLD 9: Letter and Word Knowledge

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⭘	Middle ⭘	Later ⭘	Earlier ⭘	Middle ⭘	Later ⭘
Demonstrates awareness of a few letters in the environment	**Identifies some letters by name**	**Identifies ten or more letters (not necessarily at the same time);** *and* **Shows understanding that letters make up words**	**Identifies most uppercase letters;** *and* **Identifies most lowercase letters;** *and* **Shows understanding that letters correspond to sounds in words**	**Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;** *and* **Identifies frequently-used words (e.g., the, of, is, to, you, she, my)**	**Assembles or splits apart words to make new words;** *and* **Identifies both short vowel sounds and long vowel sounds for most vowels**
Possible Examples					
▸ Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. ▸ Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. ▸ Communicates, "I found the same letter," when playing a letter matching game in print or Braille.	▸ Names some letters while looking at an alphabet book. ▸ Points and names some letters in an alphabet puzzle. ▸ Communicates some letter names in Braille. ▸ Identifies some letters in Braille.	▸ Names at least ten letters while placing them on a magnet board. ▸ Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). ▸ Says, "Fish," after reading the word in Braille.	▸ Communicates, "I have two As in my name, one big A and one little a," when reading own name, Anna, on cubby. ▸ Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. ▸ Communicates, "Those both start with B," after hearing the words "ball" and "bat" in a story. ▸ Looks at the word "mat" in large print and says "m" (letter sound).	▸ Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as "h,/ha/." ▸ Says the sound of each letter, "/c/-/a/-/t/, cat," after identifying the word "cat" by sight or touch. ▸ Identifies common words "the" and "like" when looking at a song chart.	▸ Communicates, "There are two ways you can say this letter," while pointing to the lowercase letter "a." ▸ Looks at the word "bait," and accurately says "the second vowel means it's not "bat," it's "bait." ▸ Communicates, "If you take out the "o" in "come" and put in an "a" it becomes "came.'"

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

COG: MATH 1: Classification

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information
Possible Examples ▶ Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. ▶ Sorts rocks into two piles, big and small, after a neighborhood walk. ▶ Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.	▶ Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). ▶ Puts crayons, pencils, and markers into different containers. ▶ Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	▶ Sorts buttons by color, and then sorts all of them again by shape or size. ▶ Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes). ▶ Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then re-sorts all of them by what is worn on a hot day and what is worn on a cold day.	▶ Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. ▶ Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. ▶ Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).	▶ Puts pictures of a scarf, hat, and warm jacket together and pictures of a bathing suit, sandals, and bucket together. Communicates, "These three you use in the winter and these three you use in the summer." ▶ Sorts cards with pictures of tools into garden tools, building tools, and kitchen tools, and communicates the type of tools in each group. ▶ Puts a ruler, a magnifying glass, and a balance scale into a storage bin, and scissors, a hole puncher, and construction paper in a basket, and then communicates, "The tools in the storage bin are for the science table and the tools in the basket are for art."	▶ Places a variety of apples into three bowls based on color, counts the number of apples in each bowl and communicates, "The most apples we have are green, then red, then yellow." ▶ Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month. ▶ Organizes the forks and spoons, and communicates, "We have more spoons than forks and more small spoons than large spoons."

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

COG: MATH 1 (of 6)	Classification	COG: MATH 1

COG: MATH 2: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚬	Middle ⚬	Later ⚬	Earlier ⚬	Middle ⚬	Later ⚬
Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20	Recites numbers in order up to 100 by ones and by tens, starting at any given number; *and* Counts at least 20 objects correctly using one-to-one correspondence; *and* Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); *and* Reads and writes numerals 0 to 20	Counts beyond 100, starting at any given number; *and* Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; *and* Reads and writes two digit numerals up to 100

Possible Examples

▸ Communicates a desire for two apple slices after noticing that a peer has two apple slices. ▸ Communicates, "Three dogs," while looking at a picture of three dogs. ▸ Communicates, "Now I have one bear and you have one," while giving a peer a counting bear.	▸ Counts out loud, "One, two, three, four, five," saying the next number as the next cup is placed on the table. ▸ Chants numbers from one to 10 in order while waiting for a drink at the water fountain. ▸ Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	▸ Counts ducks in a story book, "One, two, three, four, five," and then communicates that there are five. ▸ Communicates that there are six cubes after counting a collection of six cubes. ▸ Counts four pencils and says, "Four," when asked how many pencils there are.	▸ Counts six chairs, then counts seven children, and communicates, "We need one more chair." ▸ Counts accurately to 20 while marching. ▸ Counts on fingers to determine how many pencils to get so that each child at a table of six has one.	▸ Counts days on a number chart continuously up to 100 marking the 100th day of school on the class calendar. ▸ Arranges 25 small rocks in a line, and counts them in order, one at a time. ▸ Separates 14 flowers into two groups, 10 and 4, and communicates, "All together there are 14." ▸ Writes down the number "12" to indicate how many peers like red apples.	▸ Counts 34 straws by first counting three bundles of ten straws, "ten, twenty, thirty," and then counts four loose straws "31, 32,33,34," and writes down that there are "34" straws. ▸ Draws six circles and marks ten lines in each circle and communicates, "There are sixty all together." ▸ Communicates, "93 is bigger than 85," and places a ">" symbol between the numbers. ▸ Counts by tens up to 100 and then continues by ones "101, 102, 103, 104, 105, 106, 107, 108, 109, 110."

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

COG: MATH 2 (of 6) | **Number Sense of Quantity** | **COG: MATH 2**

COG: MATH 3: Number Sense of Math Operations

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

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; *and* Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7=5+2; 7=6+1)	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction
Possible Examples					
▸ Communicates, "Now we have more," when an adult combines markers from the shelf with some on the table. ▸ Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket. ▸ Notices when another child's bowl has more beads than own bowl, and asks an adult to add beads to own bowl.	▸ Communicates, "Now we have three," when adding a third snail to the two collected from the yard. ▸ Communicates, "Only two left," when an adult removes a torn bean bag from a group of three bean bags. ▸ Gives one of two cars to another child, and then communicates, "I have one and you have one."	▸ Adds one counting bear to a group of four, and counts, "I have one . . . two . . . three . . . four . . . five." ▸ Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. ▸ Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. ▸ Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.	▸ Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." ▸ Brings six papers to the table after adult communicates, "We usually have four children, but today we have two visitors, so how many papers do we need altogether?" ▸ Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"	▸ Holds up five fingers on one hand and three fingers on the other hand and counts to self, "1, 2, 3, 4, 5, 6, 7, 8," when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons. ▸ Solves the problem: "7 + 2," presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles. ▸ Removes three cars and counts the number of cars left. "1, 2, 3, 4, 5, 6, 7," and replies "7" when adult asks, "You have 10 cars, if I took 3 away, how many would you have left?" ▸ Creates a group of three manipulatives and a group of five manipulatives and communicates, "I have eight. I can also do four and four and still have eight."	▸ Writes the equation "11 + 3," then counts aloud, "11, 12, 13, 14," and replies "14," when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count–on strategy) ▸ Communicates, "12 minus 2 is 10, and then 10 minus 1 is 9," when explaining her solution to the problem: "12 minus 3." (make a 10 strategy) ▸ Communicates, "8 plus 2 is 10, so it is two," when presented with the subtraction problem: "10 minus 8." (subtraction is inverse to addition strategy) ▸ Communicates, "7 plus 3 is 10 and then 2 more is . . .10, 11, 12. There are 12," when solving the equation: "7 plus 2 plus 3." (make a 10 and count–on strategies)

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

COG: MATH 3 (of 6) **Number Sense of Math Operations** **COG: MATH 3**

COG: MATH 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**	**Recognizes shapes when they are presented in different orientations or as parts of other objects**	**Describes several shapes and the differences between them**	**Names, describes and compares a variety of two- dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three- dimensional shapes (e.g., cylinder, cubes)**	**Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles);** ***and*** **Creates representations of shapes based on knowledge of defining attributes**
⎯ Possible Examples ⎯ ▶ Places different-shaped blocks on shelves labeled with matching shapes. ▶ Uses ink stamps to make a row of circles and a row of squares. ▶ Chooses blocks of the same shape to build a tower with a peer.	▶ Communicates, "Next, I'll do the triangle," after placing a square in a puzzle. ▶ Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game. ▶ Communicates, "My sandwich is a square," while holding up a sandwich at lunch. ▶ Names "square," "circle," and "triangle" after exploring each shape piece with hands.	▶ Finds embedded shapes in a picture book such as *Bear in a Square.* ▶ Communicates that the face in a figure drawing is a circle. ▶ Communicates, "It's an upside-down triangle," after noticing a yield sign.	▶ Communicates, "This one has a pointy part. This one is curvy," when examining a triangle and a circle. ▶ Communicates that a triangle has three sides and a square has four sides. ▶ Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.	▶ Communicates, "This triangle has three sides and this hexagon has one, two, three, four, five sides," after a group activity comparing different shapes. ▶ Points to the door and then to a rectangle block laying on its side and communicates, "The door is a big rectangle and the block is a small rectangle," while playing a shape-finding game. ▶ Communicates to the adult, "I put two cylinders on the bottom and a rectangle on top to make the bridge." ▶ Points to the pyramid and communicates that the pyramid has a triangle on each side, in response to adult asking, "What shape do you see in a pyramid?"	▶ Communicates, "This is still a triangle because it has three sides and three corners," while pointing to a very narrow triangle that has two long sides and one short side. ▶ Sorts ovals from circles and communicates, "These are round, but they are not circles because here it is long and here it is short." ▶ Constructs an accurate rectangle out of straws and communicates, "I needed two long straws and two short straws to make a rectangle." ▶ Communicates, "They both have four sides, but they are not the same shape," and then lays the parallelogram shape on top of the rectangle to show the difference.

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

COG: MATH 6 (of 6)	Shapes	COG: MATH 6

Appendix A: Glossary of Terms and Phrases Used in the DRDP-K (2015)

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

    (California Department of Education. [2011]. California Preschool Curriculum Framework, Vol. 2, p. 286. Sacramento, CA: Author.) Appears in VPA 1: Visual Art

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

    (California Department of Education. [2008]. Preschool Learning Foundations, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG:SCI 3: Documentation and Communication of Inquiry

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

    (California Department of Education. [2010]. California Preschool Learning Foundations, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in: PD 2: Gross Locomotor Movement Skills and PD 3: Gross Motor Manipulative Skills

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

    (California Department of Education. [2010]. California Preschool Learning Foundations, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in PD 3: Gross Motor Manipulative Skills

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

    (California Department of Education. [2008]. Preschool Learning Foundations, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG: SCI 3: Documentation and Communication of Inquiry

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

    (California Department of Education. [2008]. Preschool Learning Foundations, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness

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

    (California Department of Education [2008]. Preschool Learning Foundations, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness

Appendix B: Comprehensive Definitions of Adaptations to be Used with the DRDP-K (2015)

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

1. **Augmentative or Alternative Communication Systems**

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

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

2. **Alternative Modes for Written Language**

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

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

3. **Visual Support**

Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:

- Adjustments in contrast

- Adjustments in lighting

- Distance from objects

- Increased size of materials

- Verbal description of events

4. **Assistive Equipment or Devices**

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

- Walkers

- Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

- Standers

- Cube chairs

- Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

- Reducing background noise

- Adjusting tactile stimulation

- Adjusting visual stimulation

7. Alternative Response Mode

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