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Berkeley Evaluation and Assessment Research Center, University of California, Berkeley
Desired Results Access Project, Napa County Office of Education
Desired Results Training and Technical Assistance Project, WestEd’s Center for Child and Family Studies

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# Table of Contents

- Introduction ......................................................... Intro-2
- About the Measures of the DRDP (2015) ................................ Intro-3
- The 3 Steps to Completing the DRDP (2015) ................................ Intro-6
- Information Page (For Use with Early Education Programs) ........................................ Intro-10
- Information Page (For Use with Early Intervention and Early Childhood Special Education Programs) ... Intro-11
- Quick Guide to Rating the Measures .................................................. Intro-12
- Measures of the DRDP (2015) ............................................... 1-56
- Glossary .............................................................................. 57
- Appendix .............................................................................. 58

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**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry**

**Preschool View**

For use with preschool-age children
Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) (DRDP (2015)): A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development.

The DRDP (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 Early Learning and Development Foundations.

Key Features of the DRDP (2015):

1. The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
2. The DRDP (2015) replaces the DRDP-Infant/Toddler© (2010), the DRDP-Preschool© (2010), and the DRDP access assessment instruments.
3. The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs.
4. The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
6. The DRDP (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 young dual language learners (see section below).
7. The DRDP (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.
8. The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children 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 in order 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 (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.
2. Teachers and service providers 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 where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (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, individually-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 (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 Eight Domains of the DRDP (2015)

The DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs.

Approaches to Learning–Self-Regulation (ATL-REG)
The ATL-REG domain assesses two related areas that are recognized as important for young children’s school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-sufficiency, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development (SED)
The 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 interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)
The 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.

English-Language Development (ELD)
The 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 be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math and Science (COG)
The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health (PD-HLTH)
The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)
The 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 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.

About the Measures of the DRDP (2015)
The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures**: describe development from early infancy up to kindergarten entry. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures**: describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).
- **Later Development Measures**: describe development that typically occurs from early preschool ages up to kindergarten entry. These measures should be used with all preschool-age children.
Conditional Measures for Preschool-Age Children

Some measures in the DRDP Preschool View are considered conditional measures that are assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child’s learning activities and supports, and documenting progress.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Conditions Under Which to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ATL-REG 1: Attention Maintenance</td>
<td>• Required for all infants and toddlers</td>
</tr>
<tr>
<td>ATL-REG 2: Self-Comforting</td>
<td>• Recommended for preschool children when this information would be useful for documenting progress or planning this child’s learning activities and supports</td>
</tr>
<tr>
<td>ATL-REG 3: Imitation</td>
<td>• If useful, select any or all of these four measures to assess</td>
</tr>
<tr>
<td>COG 1: Spatial Relationships</td>
<td></td>
</tr>
<tr>
<td><strong>English-Language Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ELD 1: Comprehension of English (Receptive English)</td>
<td>• Used if a language other than English is spoken in the child’s home as indicated on the Child Information Page</td>
</tr>
<tr>
<td>ELD 2: Self-Expression in English (Expressive English)</td>
<td>• Used only with preschool children</td>
</tr>
<tr>
<td>ELD 3: Understanding and Response to English Literacy Activities</td>
<td>• If rated, complete all of the measures in the ELD domain*</td>
</tr>
<tr>
<td>ELD 4: Symbol, Letter, and Print Knowledge in English</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Development and Health Measures</strong></td>
<td></td>
</tr>
<tr>
<td>PD-HLTH 7: Personal Care Routines: Feeding</td>
<td>• Required for all infants and toddlers</td>
</tr>
<tr>
<td>PD-HLTH 8: Personal Care Routines: Dressing</td>
<td>• Required for all preschool-age children with IEPs</td>
</tr>
<tr>
<td></td>
<td>• Recommended for preschool children when this information would be useful for documenting progress or planning this child’s learning activities and supports</td>
</tr>
<tr>
<td></td>
<td>• If useful, select either or both of these measures to assess</td>
</tr>
</tbody>
</table>

*Guidance for rating ELD measures for children who are dual language learners is provided in the section, “Young Dual Language Learners and the DRDP (2015)” on page Intro-2.

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure’s developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

**Responding (Earlier, Later)**

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

**Exploring (Earlier, Middle, Later)**

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

**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)**

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.
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.

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Developmental Measure:** Describes development that typically occurs in infancy/toddler and early preschool years.
- **Later Developmental Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

**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:** Defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific 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 are not the only way a child can demonstrate mastery of a developmental level.

---

### Example of a Full Continuum Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Full Continuum Measure.

---

### Example of an Earlier Developmental Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Earlier Developmental Measure.

---

### Example of a Later Developmental Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Later Developmental Measure.

---

### Example of a Conditional Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Conditional Measure.

---

### Example of an Engagement and Persistence Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Engagement and Persistence Measure.

---

### Example of an Ability Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the Ability Measure.

---

### Example of a No Earlier Levels Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the No Earlier Levels Measure.

---

### Example of a No Later Levels Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the No Later Levels Measure.

---

### Example of a No Conditions Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the No Conditions Measure.

---

### Example of a No Example Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the No Example Measure.

---

### Example of a No Definition Measure

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

**Measure:**apidly spinning and controlling the activity

**Definition:** Meets the developmental progression for the No Definition Measure.
The 3 Steps to Completing the DRDP (2015)

Step 1: Observation and Documentation

The DRDP (2015) focuses on the child’s behavior, knowledge, and skills. To capture a child’s behavior, the DRDP (2015) incorporates observation in natural settings.

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 language, signed, and through other communication modes (e.g., via a communication device). The teacher’s and service provider’s direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child’s knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children’s work, photographs, and video/audio recordings of children’s communication and behavior

Observations should occur over time, in typical settings:

- In the child’s typical program or settings such as child care, classrooms, or home;
- As the child interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical activities and routines.

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 variety of situations. Their perspectives, combined with teachers’ and service providers’ observations, provide a more complete and reliable picture of a child’s typical behaviors. Inviting family members to share observations of their child’s development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child’s level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home 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 adult who is conducting observations and collecting documentation should speak the child’s home language. If not, the adult must receive assistance from another adult, who does speak the child’s home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

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.
- As early as three years of age, 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”) is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

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

**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.

**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.

**The Descriptors and Examples**

Consider the descriptors first, 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 demonstrates most consistently.

### Descriptors:

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Maps). 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 include more than one behavior or skill, separated by “and,” “or,” or a semicolon (;) followed by “and.”

**If the descriptor includes “or”:**

The child only needs to demonstrate the 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.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:

  * Looks at books on own briefly or
  * Chooses to join reading, singing, or rhyming activities led by an adult

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.
Notes about Emerging:

• You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
• Do not mark emerging if the child has mastered the latest level on a measure.
• Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

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.

Notes about Emerging:

• You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
• Do not mark emerging if the child has mastered the latest level on a measure.
• Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:
If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark “Child is not yet at the earliest developmental level on this measure.”

Unable to Rate due to extended absence:
• This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
• The following are NOT valid reasons to indicate Unable to Rate:
  o Not having enough time or enough information
  o The nature of a child’s disability or the severity of a child’s disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.
### Rating Conditional Measures

If you are using the conditional measures, you will mark them on the DRDP according to the following guidance:

<table>
<thead>
<tr>
<th>Measure</th>
<th>How to Mark the DRDP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ATL-REG 1: Attention Maintenance</td>
<td>- If the measure is rated, determine the child's latest level of mastery and mark</td>
</tr>
<tr>
<td>ATL-REG 2: Self-Comforting</td>
<td></td>
</tr>
<tr>
<td>ATL-REG 3: Imitation</td>
<td></td>
</tr>
<tr>
<td>COG 1: Spatial Relationships</td>
<td>- If the measure is not rated, mark the box, &quot;I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports&quot;</td>
</tr>
<tr>
<td><strong>English-Language Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ELD 1: Comprehension of English (Receptive English)</td>
<td>- If these measures are rated:</td>
</tr>
<tr>
<td>ELD 2: Self-Expression in English (Expressive English)</td>
<td>- Check the box on the Information Page about the child's home language</td>
</tr>
<tr>
<td>ELD 3: Understanding and Response to English Literacy Activities</td>
<td>- Determine the latest level of mastery for each measure and mark</td>
</tr>
<tr>
<td>ELD 4: Symbol, Letter, and Print Knowledge in English</td>
<td>- If these measures are not rated, leave them blank</td>
</tr>
<tr>
<td><strong>Physical Development and Health Measures</strong></td>
<td></td>
</tr>
<tr>
<td>PD-HLTH 7: Personal Care Routines: Feeding</td>
<td>- If these measures are rated, determine the level of mastery and mark</td>
</tr>
<tr>
<td>PD-HLTH 8: Personal Care Routines: Dressing</td>
<td>- If these measures are not rated, check the box, &quot;I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports&quot;</td>
</tr>
<tr>
<td></td>
<td>- Complete all the other PD-HLTH measures for all children</td>
</tr>
</tbody>
</table>

#### Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For EESD programs: enter your ratings into DRDPtech,
- For SED programs: enter your ratings into your MIS system for your SELPA’s CASEMIS submission. Check with your administrator for when and to whom your Rating Records are due.
**Child's Information**

1. Child's name:
   - 1a. Legal First Name: ____________________________
   - 1b. Legal Last Name: ____________________________

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 in early childhood program (mm/dd/yyyy):
   - ____________________________

7. Ethnicity:
   - 7a. What is this child's ethnicity? Check one.
     - [ ] Hispanic or Latino
     - [ ] Not Hispanic or Latino
   - 7b. What is this child's race? Mark one or more races to indicate what this child considers himself/herself to be.
     - [ ] Asian Indian
     - [ ] Black or African American
     - [ ] Cambodian
     - [ ] Chinese
     - [ ] Filipino
     - [ ] Guamanian
     - [ ] Hawaiian
     - [ ] Hmong
     - [ ] Japanese
     - [ ] Korean
     - [ ] Laotian
     - [ ] Native American
     - [ ] Other Asian
     - [ ] Other Pacific Islander
     - [ ] Samoan
     - [ ] Tahitian
     - [ ] Vietnamese
     - [ ] White
     - [ ] Intentionally left blank

8. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?
   - [ ] Yes
   - [ ] No
   - [ ] Don't know

---

**Assessor Information**

9. Agency/site: ____________________________

10. Person(s) completing the assessment:
    - Name/role: ____________________________
    - Name/role: ____________________________

Choose role from list below:
- Primary Teacher
- Special Education Teacher
- Early Intervention Specialist
- Home visitor
- Other (please specify) ____________________________

11. Did another adult assist you with assessing this child?
    - [ ] Yes (role/relation): ____________________________
    - [ ] No

---

**Child's Language Information**

12. Child's home language(s)? ____________________________

Is a language other than English spoken in the child's home?
   - [ ] Yes
   - [ ] No

If yes a language other than English is spoken in the child's home, the ELD measures must be completed for preschool age children.

13. What language(s) do you speak with this child?

14. Did someone who understands and uses the child's home language assist you with completing the observation?
    - [ ] Yes (role/relation): ____________________________
    - [ ] No
    - [ ] Not applicable - I understand and use the child's home language.

15. Child is enrolled in: (Check all that apply)
    - [ ] State Preschool
    - [ ] State Infant/Toddler Program
    - [ ] Head Start
    - [ ] First 5
    - [ ] Early Head Start
    - [ ] Title 1
    - [ ] State After-School Program
    - [ ] Family Child Care Home
    - [ ] Special Education Services
    - [ ] Migrant
    - [ ] Tribal Head Start
    - [ ] Other
**A Developmental Continuum from Early Infancy to Kindergarten Entry**

**Special Education Information Page**

**Child Information**

5. **Student ID** (issued by district for reporting to CASEMIS)

6. **Statewide Student Identifier** (10-digit SSID)

7. **Gender**
   - Male
   - Female

8. **Birth date** (e.g., 03/05/2012)
   - month
   - day
   - year

9. **Special education enrollment. Check one.**
   - Individualized Family Service Plan (IFSP)
   - Individualized Education Program (IEP)

**Child’s Language Information**

10. **Child’s home language(s):**
    - English
    - Spanish
    - Vietnamese
    - Cantonese
    - Hmong
    - Tagalog/Pilipino
    - Other (specify)

11. **Language(s) used with this child:**
    - English
    - Spanish
    - Vietnamese
    - Cantonese
    - Hmong
    - Tagalog/Pilipino
    - Other (specify)

12. **Is a language other than English spoken in the child’s home?**
    - Yes
    - No

13a. **Is this child Hispanic or Latino? Check one.**
    - Yes, Hispanic or Latino
    - No, not Hispanic or Latino
    - Intentionally left blank

13b. **What is the race of this child? Check up to three.**
    - Asian Indian
    - Black or African-American
    - Cambodian
    - Chinese
    - Filipino
    - Guamanian
    - Hawaiian
    - Hmong
    - Japanese
    - Korean
    - Laotian
    - Native American
    - Other Asian
    - Other Pacific Islander
    - Samoan
    - Tahitian
    - Vietnamese
    - White
    - Intentionally left blank

14. **Special education eligibility. Check one.**
    - Autism
    - Intellectual Disability
    - Deaf-Blindness
    - Hard of Hearing
    - Deafness
    - Multiple Disability
    - Emotional Disturbance
    - Orthopedic Impairment
    - Established Medical Disability
    - Other Health Impairment
    - Speech or Language Impairment
    - Traumatic Brain Impairment
    - Visual Impairment

15. **Adaptations used in the assessment. Check all that apply.**
    - Augmentative or alternative communication system
    - Alternative mode for written language
    - Visual support
    - Assistive equipment or device
    - Functional positioning
    - Sensory support
    - Alternative response mode
    - None

**Program Information**

16. **SELPA**

17. **District of service**

**Assessment Information**

18. **Name of person completing the assessment**

19. **Role of person completing the assessment:**
    - Early Intervention Specialist
    - Speech/Language Pathologist
    - Occupational/Physical Therapist
    - Teacher of the Deaf/Hard of Hearing
    - Program Specialist or Administrator
    - Teacher of the Visually Impaired
    - Special Education Teacher
    - Other

20. **Assistance completing the assessment?**
    - Yes
    - No

*Use this Information Page for a child with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) served by a California Department of Education program.*
Quick Guide to Rating the Measures

1. Review your documentation/evidence.
   Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.
   Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:
   • Consistently over time
   • In different situations or settings

3. After you read the descriptors, consider the examples.
   The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.
   Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).
   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.

Important Note: When reading the descriptors, be sure you understand and pay attention to semicolons and the words “or” and “and.” Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

   • The word “or,” the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
   • The word “and,” all parts of the descriptor are required for mastery and need to be observed together.
   • A semi-colon (;) followed by the word “and,” the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.
## DRDP (2015) Rating Record

**A Developmental Continuum from Early Infancy to Kindergarten Entry**  
For use with preschool-age children

---

**Note:** The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child’s developmental levels as you complete the assessment.

**Instructions:** Write the child’s name, student identification number, and the date this Rating Record was completed. 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 Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

---

**Child’s Name (First and Last):** ____________

**Student ID (Issued by district for reporting to CASEMIS):** ____________

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

**Date DRDP (2015) was completed (e.g., 09/07/2015):** ____________ / ____________ / ____________

---

### Measure | Measure Name | Responding | Exploring | Building | Integrating | Conditional Measure (Not rated) | Not yet | EM | UR
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
ATL-REG 1 | Attention Maintenance | | | | | | | | |
ATL-REG 2 | Self-Comforting | | | | | | | | |
ATL-REG 3 | Imitation | | | | | | | | |
ATL-REG 4 | Curiosity and Initiative in Learning | | | | | | | | |
ATL-REG 5 | Self-Control of Feelings and Behavior | | | | | | | | |
ATL-REG 6 | Engagement and Persistence | | | | | | | | |
ATL-REG 7 | Shared Use of Space and Materials | | | | | | | | |
SED 1 | Identity of Self in Relation to Others | | | | | | | | |
SED 2 | Social and Emotional Understanding | | | | | | | | |
SED 3 | Relationships and Social Interactions with Familiar Adults | | | | | | | | |
SED 4 | Relationships and Social Interactions with Peers | | | | | | | | |
SED 5 | Symbolic and Sociodramatic Play | | | | | | | | |
LLD 1 | Understanding of Language (Receptive) | | | | | | | | |
LLD 2 | Responsiveness to Language | | | | | | | | |
LLD 3 | Communication and Use of Language (Expressive) | | | | | | | | |
LLD 4 | Reciprocal Communication and Conversation | | | | | | | | |
LLD 5 | Interest in Literacy | | | | | | | | |
LLD 6 | Comprehension of Age-Appropriate Text | | | | | | | | |
LLD 7 | Concepts about Print | | | | | | | | |
LLD 8 | Phonological Awareness | | | | | | | | |
LLD 9 | Letter and Word Knowledge | | | | | | | | |
LLD 10 | Emergent Writing | | | | | | | | |
ELD 1 | Comprehension of English (Receptive English) | | | | | | | | |
ELD 2 | Self-Expression in English (Expressive English) | | | | | | | | |
ELD 3 | Understanding and Response to English Literacy Activities | | | | | | | | |
ELD 4 | Symbol, Letter, and Print Knowledge in English | | | | | | | | |

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DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved Intro-13 of 16
<table>
<thead>
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<th>Responding</th>
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* These measures required for children with IFSPs and IEPs.
## Measures at-a-Glance

**Preschool View: for use with preschool-age children**

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<thead>
<tr>
<th>Domain Name</th>
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<th>Number within Domain</th>
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<td>Letter and Word Knowledge</td>
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<td>25</td>
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<td>Symbol, Letter, and Print Knowledge in English</td>
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<td>Spatial Relationships</td>
<td>27</td>
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<td>34</td>
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<td>Safety</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Personal Care Routines: Hygiene</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>Personal Care Routines: Feeding</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Personal Care Routines: Dressing</td>
<td>45</td>
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<tr>
<td></td>
<td></td>
<td>9</td>
<td>Active Physical Play</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>Nutrition</td>
<td>47</td>
</tr>
<tr>
<td>History–Social Science</td>
<td>HSS</td>
<td>1</td>
<td>Sense of Time</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Sense of Place</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Ecology</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Conflict Negotiation</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Responsible Conduct as a Group Member</td>
<td>52</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>VPA</td>
<td>1</td>
<td>Visual Art</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Music</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Drama</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Dance</td>
<td>56</td>
</tr>
</tbody>
</table>
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

#### ATL-REG 1: Attention Maintenance
Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Attends or responds briefly to people, things, or sounds</td>
<td>Shifts attention frequently from one person or thing to another</td>
<td>Maintains attention, on own or with adult support, during brief activities</td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td>Maintains attention, with adult support, during activities that last for extended periods of time</td>
<td></td>
</tr>
<tr>
<td>• Pays attention to a moving mobile.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quiets to the voice of a familiar person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gazes at the smiling face of a familiar person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Turns attention toward an interesting toy, then back to an adult or a child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actively shifts interest from one child to another playing close by.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Drops one thing in order to reach for another.</td>
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</tr>
<tr>
<td>• Briefly watches other children playing and then resumes play with a toy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resumes playing at sand table when an adult joins in digging.</td>
<td></td>
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</tr>
<tr>
<td>• Dumps toy animals from container, puts animals back in the container, and then dumps them out again.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listens to a book from beginning to end and then gestures for an adult to read it a second time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Starts working on a simple puzzle with an adult and continues when the adult steps away briefly.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.</td>
<td></td>
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<tr>
<td>• Makes a pile of pretend pancakes with play dough on own and then offers them to peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Builds multiple towers with interlocking blocks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Looks through several books on own in library corner during the morning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

**Conditional Measure**

I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports.
### Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

#### ATL-REG 2: Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Responds to internal or external stimulation in basic ways</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Cries when hears a loud noise.
  - Closes eyes when taken into bright sunlight.
  - Brings fist to mouth and fusses when hungry.
  - Sucks thumb or fist to soothe self.
  - Turns away from sensory experiences such as loud noises, bright lights, or specific textures.
  - Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.
  - Retrieves a familiar object, such as a blanket, to soothe self when upset.
  - Gestures “up” to a familiar adult to be picked up when sleepy.
  - Seeks contact with a familiar adult when a toy is taken by another child.
  - Softly hums or vocalizes to self when lying down for naptime.
  - Goes to cubby and gets a photo of family when upset after a parent leaves.
  - Seeks out a cozy place to get away from active play of other children.
  - Remains seated in a small group activity while manipulating a favorite toy.
  - Asks what’s going to happen next, to get ready to transition to a new activity.
  - Requests favorite book to read with parent before the parent leaves.
  - Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.

- **Conditional Measure**
  - I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports.

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

---

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

**ATL-REG 3: Imitation**

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

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

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

- **Responding**
  - Responds to facial expressions or vocalizations in basic ways
    - Possible Examples:
      - Pays attention to vocalizations from an adult, such as cooing, heard during an interaction.
      - Attends to an adult’s face during an interaction.
      - Orients toward the gestures of a familiar adult.

- **Exploring**
  - Imitates approximations of single simple actions or sounds when interacting with others
  - Imitates actions, or Repeats familiar words or gestures by others when interacting with them
  - Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time

- **Building**
  - Imitates multiple steps of others’ actions, or Repeats phrases, experienced at an earlier time

- **Integrating**
  - There are no later levels for this measure

#### Possible Examples

- Marks the latest developmental level the child has mastered:
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence

#### Conditional Measure

- I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports
### Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

#### ATL-REG 4: Curiosity and Initiative in Learning

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

---

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

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

- **Responding:**
  - Responds to people, things, or sounds
  - Notices new or unexpected characteristics or actions of people or things

- **Exploring:**
  - Explores people or things in the immediate environment
  - Explores new ways to use familiar things, including simple trial and error
  - Explores through simple observations, or manipulations, or asking simple questions
  - Explores by engaging in specific observations, manipulations, or by asking specific questions

- **Building:**
  - 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

---

**Possible Examples**

- **Responding:**
  - Mark the latest developmental level the child has mastered:
    - Child is emerging to the next developmental level
    - Unable to rate this measure due to extended absence

- **Exploring:**
  - Responds to people, things, or sounds:
    - Orient toward a noise.
    - Turns head toward a person who comes into view or begins talking.
    - Looks at a mobile.

  - Noticing new or unexpected characteristics or actions of people or things:
    - Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.
    - Smiles when an adult begins singing a song.
    - Watches intently as an adult prepares snack.

  - Explores people or things in the immediate environment:
    - Bangs a drum with hands repeatedly.
    - Touches hair of another child.
    - Pats, pulls on, or turns pages of a board book.

  - Explores new ways to use familiar things, including simple trial and error:
    - Paints on paper and on arm when given a paintbrush and paint.
    - Molds sand using a cup.
    - Tries using utensils to work with play dough.

  - Explores through simple observations, or manipulations, or asking simple questions:
    - 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 or hearing a bulldozer across the street while on a neighborhood walk.

  - Explores by engaging in specific observations, manipulations, or by asking specific questions:
    - 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.

  - Carries out simple investigations using familiar strategies, tools, or sources of information:
    - 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.
    - Places a variety of objects in water to see which will float and which will sink.

  - Carries out multi-step investigations, using a variety of strategies, tools, or sources of information:
    - Set up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

---

**ATL-REG 4**

**Curiosity and Initiative in Learning**

---

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

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
# ATL-REG 5: 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:

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

### Possible Examples

- **Responding**
  - Calms when comforted by an adult
    - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
    - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
    - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations

- **Exploring**
  - 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

- **Building**
  - Calms when comforted by an adult
    - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
    - Calms self when a familiar adult initiates contact, moves close, or offers a special thing
    - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations

- **Integrating**
  - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors

- **Possible Examples**
  - Lessens or stops crying when picked up by an adult.
  - Relaxes in an adult's arms when being held.
  - Quiets to the voice of a familiar adult.
  - Reaches toward a familiar adult to be comforted and nestles into the adult when held.
  - Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach.
  - Looks toward a familiar adult when startled, and relaxes when picked up.
  - Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look.
  - Stops crying after an adult offers a toy similar to the toy another child took.
  - Calms when an adult moves to sit closer on the floor.
  - Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one."
  - Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about.
  - Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.
  - 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 play with something else, when an adult communicates that it is not yet time to go outside.
  - Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.
  - Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend.
  - Offers a toy in exchange when another child has a desired toy.
  - 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 at the water table, and then says, "Here's a place, 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.

- **Character Ratification**
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

#### ATL-REG 6: 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:**

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

- **Possible Examples**
  - Participates in a simple activity briefly
  - Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
  - 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

- **Markers**:
  - ☐ Child is not yet at the earliest developmental level on this measure
  - ☐ Child is emerging to the next developmental level
  - ☐ Unable to rate this measure due to extended absence

---

**Engagement and Persistence**

- **ATL-REG 6**

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Page 6 of 67
### ATL-REG 7: Shared Use of Space and Materials

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

<table>
<thead>
<tr>
<th>Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATL-REG 7</strong> — Approaches to Learning–Self-Regulation</td>
</tr>
</tbody>
</table>

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

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

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

- **Possible Examples**

  - **Responding**
    - There are no earlier levels for this measure
  - **Exploring**
    - Demonstrates preferences for a few specific toys or materials
    - Takes and plays with materials of interest, even when they are being used by another child
    - 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

- **ATL-REG 7**

  - **Shared Use of Space and Materials**
    - **Child is not yet at the earliest developmental level on this measure**
    - **Child is emerging to the next developmental level**
    - **Unable to rate this measure due to extended absence**

  - Example:
    - Chooses to play with doll with red hair on repeated occasions.
    - Chooses to play with the same toy dinosaur every day.
    - Selects the green marker every time when at the art table.
    - Takes another child’s toy, and seems surprised by the other child’s protest.
    - Picks up a purple marker after another child put it down momentarily to do something else.
    - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
    - Keeps all of the crayons nearby even if only using one or two colors.
    - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
    - Places favorite dolls behind back when other children are playing in the doll area.
    - Holds onto big brushes while painting at the table, but then gives other children some big brushes, 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.
    - Uses a communication device to ask another child to join in making a necklace.
    - 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 building a spaceship, and then offers a piece for the child to add.
    - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
    - 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.
### Developmental Domain: SED — Social and Emotional Development

#### SED 1: Identity of Self in Relation to Others

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>POSSIBLE EXAMPLES</strong></td>
</tr>
<tr>
<td>Responds in basic ways to others</td>
</tr>
<tr>
<td>- Attends to a familiar adult during feeding.</td>
</tr>
<tr>
<td>- Quiets when hears a familiar adult.</td>
</tr>
<tr>
<td>- Grasps an adult’s finger when palm of child’s hand is touched.</td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## Developmental Domain: SED — Social and Emotional Development

### SED 2: Social and Emotional Understanding

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td><strong>Responds to faces, voices, or actions of other people</strong></td>
<td><strong>Shows awareness of what to expect from familiar people by responding to or anticipating their actions</strong></td>
<td><strong>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</strong></td>
<td><strong>Identifies own or others' feelings</strong></td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Looks at faces.</td>
<td>• Adjusts behavior in response to emotional expressions of people who are less familiar</td>
<td>• Communicates with adult assistance, about feelings that caused own behavior or others' behavior</td>
<td>• Communicates ideas about why one has a feeling or what will happen as a result of a feeling</td>
</tr>
<tr>
<td>• Turns head toward an adult during feeding.</td>
<td>• Communicates, with adult assistance, about feelings that caused own behavior or others' behavior</td>
<td>• Communicates ideas about how own or another's personality affects how one thinks, feels, and acts</td>
<td></td>
</tr>
<tr>
<td>• Grasps an adult’s finger when palm of child's hand is touched.</td>
<td>• Communicates ideas about how own or another's personality affects how one thinks, feels, and acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Smiles when an adult continues after pausing during a game of patty-cake.</td>
<td></td>
<td>• Communicates, “También me gusta pintar, me hace feliz,” [“I like to paint, too; it makes me happy,” in Spanish] after noticing a child at an easel.</td>
<td></td>
</tr>
<tr>
<td>• Looks toward the location of where an adult’s face will reappear during a game of peek-a-boo.</td>
<td>• Communicates, “She wants the big truck.”</td>
<td>• Communicates, “He’ll be mad if his bridge is knocked down again,” in Tagalog).</td>
<td></td>
</tr>
<tr>
<td>• Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.</td>
<td>• Points to “angry” picture on emotion chart while looking at a peer.</td>
<td>• Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in.</td>
<td></td>
</tr>
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Mark the latest developmental level the child has mastered:

- 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

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:

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<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</tbody>
</table>

- **Responding**
  - Responds to faces, voices, or actions of familiar people
  - Fish for a familiar adult
  - Orient toward a familiar adult
  - Quiets when picked up by a familiar adult

- **Exploring**
  - Shows a preference for familiar adults and tries to interact with them
  - Interacts in simple ways with familiar adults and tries to maintain the interactions
  - Initiates activities with familiar adults; and
  - Seeks out assistance or support from familiar adults

- **Building**
  - 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

- **Possible Examples**
  - Widens eyes or brightens face at the face of a familiar adult.
  - Orient toward a familiar adult’s voice.
  - Quiets when picked up by a familiar adult.

  - Reaches for a familiar adult when being held by another adult.
  - Vocalizes at a familiar adult to gain the adult’s attention.
  - Laughs in anticipation before a familiar adult nuzzles child’s neck.
  - Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.
  - Places hands near head to continue a game of peek-a-boo when a familiar adult pauses.
  - Repeatedly hands little cars to a familiar adult to continue a joint activity.
  - Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.
  - Communicates interest in looking at a book with a familiar adult.
  - Brings a blanket to a familiar adult and then climbs into the adult's lap when upset.
  - Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.
  - Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
  - Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
  - Shares rocks collected while playing outside with a familiar adult.
  - Uses an electronic tablet to play a game with a familiar adult.
  - Communicates to a familiar adult, “I made some hamburgers for you. You tell me what you want to drink.”
  - Offers to place napkins and cups on the table when a familiar adult is preparing a snack.
  - Communicates to an adult, “What’s the bee doing?” while watching a bee fly from flower to flower or sharing a book together about bees.
  - Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.
  - Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
  - Plans a gardening 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 piñata over two days, offering alternatives for its shape and construction and what will go inside.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
### Developmental Domain: SED — Social and Emotional Development

#### SED 4: Relationships and Social Interactions with Peers

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

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<tr>
<th>Developmental Level</th>
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#### Possible Examples

- Shows awareness of other people, including children
  - Cries when hearing the sound of another child crying.
  - Orients toward other children.
  - Notices another child nearby.

- Shows interest in other children
  - Moves excitedly when another child comes near.
  - Reaches toward another child to gain attention.
  - Smiles at another child.

- Plays alongside other children, rarely interacting with them
  - Selects a truck when other children nearby are playing with trucks.
  - Explores a toy alongside another child who is also exploring.
  - Reaches for a toy in the water alongside other children at the water table.

- Interacts in simple ways with familiar peers as they play side by side
  - Hands a bucket to a familiar peer sitting next to child in the sandbox.
  - Offers a block to a peer building a tower next to child.
  - Splashes excitedly with a peer at the water table, continuing back and forth.

- Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
  - Takes a few turns trying on hats with a peer in the dramatic play area.
  - Plays chase briefly outside with two peers, and then goes to play alone in sandbox.
  - Plays cars with a peer for a short while.

- Participates in extended episodes of cooperative play (including pretend play) with one or two friends
  - 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.

- Participates in extended episodes of cooperative play (including pretend play) with one or two friends
  - Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.
  - Invites friends to continue playing family from the day before.
  - Offers a new object for a fort that child has built with peers over several days.

- Initiated sustained episodes of cooperative play (including pretend play), particularly with friends
  - Plans how to build a boat with several peers, choosing materials and negotiating tasks.
  - Plays superheroes with peers, planning different characters and scenarios.

- Organizes or participates in planning cooperative play activities with several peers, particularly with friends
  - Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

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- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain: SED — Social and Emotional Development**

**SED 5: Symbolic and Sociodramatic Play**
Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

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<th>Mark the latest developmental level the child has mastered:</th>
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<tr>
<td><strong>Responding</strong></td>
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<tr>
<td><strong>Earlier</strong></td>
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<tr>
<td>Responds to people or objects in basic ways</td>
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</table>

- **Possible Examples**
  - Cries in response to a loud voice.
  - Looks toward a lamp when it is turned on.
  - Moves arm in response to a touch.

- **Earlier**
  - Reaches toward an adult’s glasses.
  - Grabs a toy, shakes it, and then shakes it again.
  - Picks up a toy and mouths it.
  - Gazes intently at an adult’s changing facial expressions.

- **Later**
  - Rocks a doll in arms.
  - Uses a brush on a doll’s hair.
  - Pushes a toy car along the floor.
  - Places objects from around the room in a toy shopping cart.

- **Middle**
  - Uses a stacking ring as a bagel.
  - Holds a rectangular block to ear and talks into it as if it is a phone.
  - Pretends that puzzle pieces are cookies.

- **Later**
  - Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
  - Makes a pretend cake in the sandbox and offers a “taste” to an adult.
  - Makes a “pizza” out of play dough and puts it in the play oven.

- **Middle**
  - Sits in a box, pretending it is a boat.
  - Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”
  - Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”

- **Middle**
  - Pumps arm while saying, “Whoa-whoa,” and then collects “tickets” from seated “passengers.”
  - Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.

- **Middle**
  - Puts out fires on the playground with others, using pretend hoses and wearing firefighter hats.
  - Uses a hose to “pump gas” as other children wait in line with their tricycles.

- **Middle**
  - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.

- **Middle**
  - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

- **Middle**
  - Uses a hose to “pump gas” as other children wait in line with their tricycles.

- **Middle**
  - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.

- **Middle**
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.

- **Middle**
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- **Middle**
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.

- **Middle**
  - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

- **Middle**
  - Uses a hose to “pump gas” as other children wait in line with their tricycles.

- **Middle**
  - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.

- **Middle**
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.

- **Middle**
  - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

- **Middle**
  - Uses a hose to “pump gas” as other children wait in line with their tricycles.

- **Middle**
  - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.

- **Middle**
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.

- **Middle**
  - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.
### Developmental Domain: LLD — Language and Literacy Development

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

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

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#### Possible Examples

- **Responding**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Responds to voices, sounds, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)
  - Recognizes a few frequently used words or gestures in familiar situations
  - Shows understanding of a variety of single words
  - Shows understanding of frequently used simple phrases or sentences
  - Shows understanding of a wide variety of phrases or sentences
  - Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
  - Shows understanding of language that refers to abstract concepts, including imaginary events
  - Shows understanding of a series of complex statements that explain how or why things happen

- **Possible Examples**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Recognizes a few frequently used words or gestures in familiar situations
  - Shows understanding of a variety of single words
  - Shows understanding of frequently used simple phrases or sentences
  - Shows understanding of a wide variety of phrases or sentences
  - Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
  - Shows understanding of language that refers to abstract concepts, including imaginary events
  - Shows understanding of a series of complex statements that explain how or why things happen

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

---

**LLD 1**

**Understanding of Language (Receptive)**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved
### Developmental Domain: LLD — Language and Literacy Development

#### LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

Mark the latest developmental level the child has mastered:

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</table>

- **Responds to voices, sounds, gestures, or facial expressions in basic ways**
- **Responsives to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)**
- **Responds to a few frequently used words or gestures in familiar situations**
- **Responds to simple comments that relate to a present situation**
- **Responds to one-step requests or questions that involve a familiar activity or routine**
- **Carries out a one-step request that relates to a new or an unfamiliar activity or situation**
- **Carries out multi-step requests that involve a familiar activity or situation**
- **Carries out multi-step requests that involve a new or unfamiliar activity or situation**

**Possible Examples**

- **Turns head or looks in direction of voices.**
- **Sustains gaze at an adult’s smiling face.**
- **Quiets or orients in the direction of a sound or gesture.**
- **Cries when child hears another child cry.**

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

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

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</table>

### Makes sounds spontaneously
- Possible Examples
  - Smiles when a familiar person approaches.
  - Cries when a familiar person approaches.
  - Cries or looks at an adult when hungry.
  - Vocalizes or babbles while interacting with an adult.

### Uses sounds, gestures, or facial expressions to communicate
- Possible Examples
  - Names familiar foods, toys, or family members.
  - Communicates ideas such as “No,” “More,” or “Up.”
  - Indicates a picture of a ball when asked what the child wants to play with next.

### Uses a few “first words,” word-like sounds, or gestures to communicate
- Possible Examples
  - Communicates, “Mommy come,” when wanting a parent.
  - Communicates, “More juice,” when thirsty.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Uses a variety of single words to communicate
- Possible Examples
  - Communicates, “A little toca,” [“It’s my turn,” in Spanish] when an adult brings the pet rabbit for a visit.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Uses two words together to communicate
- Possible Examples
  - Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Uses short phrases or sentences of more than two words to communicate
- Possible Examples
  - Communicates, “Our dog is huge,” in Tagalog [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.”
  - Communicates, “His nose is runny.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate
- Possible Examples
  - Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate
- Possible Examples
  - Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.

### Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
- Possible Examples
  - Communicates, “Dragons don’t need bikes ‘cause they can fly. They have really big wings.”
  - Communicates, “My grandma is really old. She has white hair and lots of wrinkles.”
  - Communicates, “Our dog is huge,” in Tagalog [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.”

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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
<table>
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<th>Mark the latest developmental level the child has mastered:</th>
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<td><strong>Responding</strong></td>
<td><strong>Exploring</strong></td>
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<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Responds to sounds or movements of others in basic ways</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
</tr>
<tr>
<td>• Looks in the direction of voices or movement.</td>
<td>• Expresses, “Ba,” in response to an adult asking, “What’s that?”</td>
</tr>
<tr>
<td>• Quiets in response to sound.</td>
<td>• Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”</td>
</tr>
<tr>
<td>• Turns toward the soft touch of an adult.</td>
<td>• Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”</td>
</tr>
<tr>
<td>• Looks at a familiar adult during feeding.</td>
<td>• Brings a ball to an adult, and then responds, “Ball,” after the adult asks, “Do you want me to play with you?”</td>
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</table>

* 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 5: Interest in Literacy

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

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

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<tr>
<td>Attends or responds to people or things in basic ways</td>
<td>Plays with books; and Responds to other literacy activities</td>
<td>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</td>
<td>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</td>
</tr>
</tbody>
</table>

### Possible Examples

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Orient to an adult's face or voice during a caregiving routine.
- Interacts with a cloth or board book by holding or mouthing it.
- Pats a textured board book.
- Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ['Five Little Fingers," a finger play in Spanish].
- Joins a group doing a simple finger play led by an adult.
- Points at a picture when joining an adult who is reading a book, newspaper, or tablet.
- Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.
- Pretends to read a book from start to finish.
- Explores a book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Uses flannel-board pieces to retell parts of a story after story time.
- Retells a familiar story to a peer while pretending to read from a book.
- Uses a communication device to tell the sequence of events in a favorite story.
- Pretends to be a character from a story, using props.
- Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).
- Asks for help finding a book about bugs after a nature walk.
- Participates, with others, in using the computer to create a story about a class trip.
- Makes up own version of rhyming song with peers' names.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## Developmental Domain: LLD — Language and Literacy Development

### 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:

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### Possible Examples

**Responding**
- Looks at a picture book with an adult.
- Brings a favorite book about baby animals to an adult, to be reread often.
- Points to photos, with captions, that were taken while on a nature walk.
- Turns the page after an adult stops reading a book.
- Touches Braille and image of sheep with textured wool in a book and says, “Sheep.”

**Exploring**
- Shows interest when attending to books, pictures, or print materials, with an adult.
- Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult.
- 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 understanding of narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events.

**Building**
- Communicates, “Pasta,” after an adult points out items on a children’s menu.
- 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?”
- 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*.

**Integrating**
- 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, “Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda,” (“These two books are about bears, but the bears in *Goldilocks* are nicer,” in Tagalog).
- 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.

---

○ Child is not yet at the earliest developmental level on this measure
○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## LLD 7: Concepts About Print
Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning*

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

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

**Possible Examples**

- Explores books
- Engages with print materials while being read to by an adult
- Demonstrates awareness of the way books are handled
- Demonstrates understanding that print and symbols carry meaning
- Demonstrates understanding of how to follow print on a page of text
- Demonstrates understanding that print is organized into units, such as letters, sounds, and words

- **Responding**
  - There are no earlier levels for this measure
  - Opens and closes a book.
  - Touches the pages of a book when looking at a book on own.
  - Holds or carries a book.
  - Brings book to adult.

- **Exploring**
  - Points to pictures in a book while an adult reads the book aloud.
  - Lifts tabs in an interactive book while being read to by an adult.
  - Turns pages of an adapted book, using ice pop stick handles.
  - Points at a stop sign and then communicates, “That means stop,” while on a neighborhood walk.
  - Points to the print while pretending to read a page with both print and pictures.
  - Requests that an adult write words next to a picture the child has drawn.
  - Moves fingers along print, from one end of the page to another.
  - Points to the first word on a page and then communicates, “Bắt đầu ở đây,” [“Start here,” in Vietnamese].
  - Points to the words on the front cover of the book or title page and communicates that it is the name of the book.
  - Follows along Braille text with both hands.
  - Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.”
  - Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.”
  - Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.

- **Building**
  - Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.”
  - Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.”
  - Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## 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:

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

**Possible Examples**

- **Responding**
  - There are no earlier levels for this measure
  - Attends to sounds or elements of language
  - Demonstrates awareness of variations in sounds
  - 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., 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 larger units of language (e.g., compound words and syllables) 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

- **Exploring**
  - Turns toward adult when adult sings a song.
  - Looks at adult’s hands when adult signs “more.”
  - Attends to adult saying, “bye-bye.”
  - Whispers a word, and then says it loudly.
  - Communicates, “No, no, no, no,” varying pitch.
  - Uses sounds or hand movements to play with variations of stress and rhythm.
  - 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 “-ebra,” 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, “Lee,” 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.

**LLD 8**

*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 may or may not be similar to that of a hearing child.*
**Developmental Domain: LLD — Language and Literacy Development**

### LLD 9: Letter and Word Knowledge
Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

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

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

<table>
<thead>
<tr>
<th>Possible Examples</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are no earlier levels for this measure</td>
<td>Demonstrates awareness that pictures represent people or things</td>
<td>Demonstrates awareness of a few common simple symbols in the environment</td>
<td>Demonstrates awareness of a few letters in the environment</td>
<td>Identifies some letters by name</td>
<td>Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words</td>
<td>Identifies most upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words</td>
<td></td>
</tr>
<tr>
<td>• Points to a picture of a bird in a book when adult communicates, “Bird.”</td>
<td>• Recognizes that a stop sign means “stop.”</td>
<td>• Holds up hand or communicates, “Me,” when an adult holds up a sign with child’s name.</td>
<td>• Names some letters while looking at an alphabet book.</td>
<td>• Names at least ten letters while placing them on a magnet board.</td>
<td>• Communicates, “Hay dos letras A en mi nombre, una A grande y una a pequeña,” [“I have two As in my name, one big A and one little a,” in Spanish] when reading own name, Anna, on cubby.</td>
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<tr>
<td>• Goes and gets teddy bear after seeing a picture of a bear.</td>
<td>• Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin.</td>
<td>• Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.</td>
<td>• Points and names some letters in an alphabet puzzle.</td>
<td>• Copies the word “cat” and communicates that it says “cat” (letters may not be written accurately).</td>
<td>• Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.</td>
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<tr>
<td>• Sees a photo of mother and communicates, “Mama.”</td>
<td>• Notices a familiar store or business in the neighborhood from its logo.</td>
<td>• Communicates, “I found the same letter,” when playing a letter matching game in print or Braille.</td>
<td>• Identifies some letters in Braille.</td>
<td>• Says, “Fish,” after reading the word in Braille.</td>
<td>• Communicates, “Ball starts with B,” after hearing the word “ball” in a story.</td>
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<td></td>
<td>• Asks an adult what signs in Braille say.</td>
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</table>

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning*

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

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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</tbody>
</table>

### Possible Examples

- There are no earlier levels for this measure
- Makes marks on paper
- Makes scribble marks
- Makes scribble marks or simple drawings that represent people, things, or events
- Makes marks to represent own name or words
- Uses letters or clearly recognizable approximations of letters to write own name
- Writes several words or a few simple phrases, or clearly recognizable approximations

### Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing.

For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).
### Developmental Domain: ELD — English-Language Development

#### ELD 1: Comprehension of English (Receptive English)

**Child shows increasing progress toward fluency in understanding English**

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</td>
<td>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</td>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines</td>
<td>Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</td>
<td>Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Waves good-bye after an adult communicates, “Good-bye,” in the child’s home language and culture.
- Indicates interest in continuing an activity after an adult pauses and asks to continue in the child’s home language and culture.
- Orient toward a familiar person or thing when it is named in the home language.
- Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”
- Passes a book to another child when requested in the child’s home language, having not responded to the same request in English.
- Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.
- Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.
- Nods head when an adult at the snack table asks in English, “Do you want more apples?” while holding up a plate of apple slices.
- Begins to put blocks on a shelf when a peer says in English, “Clean-up time.”
- Points to the ball when a peer says in English, “Where is the ball?” during outdoor play time.
- Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer.
- Approaches the door to go inside when an adult says in English, “It is time to go in for a snack,” and adds, “¡Hora de comer!” (“Time to eat!” in Spanish).
- Adds more blocks to a road when a peer communicates in English, “We need a longer road.”
- Pretends to talk on the phone when a peer says in English, “Baby’s sick. Call the doctor.”
- Puts drawing on the counter after an adult asks in English if child wants to use paint or markers to make a birthday card for a peer.
- Approaches the door to go inside when an adult says in English, “It is time to go in for a snack,” and adds, “¡Hora de comer!” (“Time to eat!” in Spanish).
- Sorts orange and green squash after an adult asks in English, “Let’s separate them by color.”
- Brings a bigger block to a peer in response to a question in English by the peer, “Could you bring me the bigger block?”
- Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

![Conditional Measure](image-url)

- This measure is not rated: English is the only language spoken in this child’s home

---

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

**Unable to rate this measure due to extended absence**
### ELD 2: Self-Expression in English (Expressive English)

**Child shows increasing progress toward fluency in speaking English**

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a few “first words” or word-like sounds or gestures to communicate in home language</td>
<td>Communicates in home language or nonverbally, or both</td>
<td>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</td>
<td>Communicates in English, using single words and common phrases (may mix English with home language)</td>
<td>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</td>
<td>Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)</td>
</tr>
</tbody>
</table>

**Possible Examples**

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

**Conditional Measure**

- This measure is not rated: English is the only language spoken in this child's home
Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</td>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</td>
<td>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</td>
<td>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</td>
</tr>
</tbody>
</table>

Possible Examples

- Looks at pictures in a book for a short time while a familiar adult reads in the home language.
- Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme in the home language.
- Joins in with peers who are singing a song or chanting in child’s home language.
- Looks at pages of a picture book with a peer while an adult reads the book aloud in English.
- Attends to the retelling of a story in English on the flannel board, after the story has been read in child’s home language.
- Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers.
- Gestures at a picture of a baby bear and says, “Baby,” while an adult is reading a book about animals in English to a small group of children.
- Comments in home language about a picture in a book, after hearing other children making comments.
- Repeats the first line of “Five Little Monkeys Jumping on the Bed,” with accompanying hand motions.
- Draws a picture and communicates, “This is spider. This is fly,” after listening to the book The Very Busy Spider.
- Communicates to a peer, “Look! Look! Una oruga ["a caterpillar" in Spanish]! Like the book!” while paging through a book about the ocean.
- Communicates most of the words of “Five Little Monkeys Jumping on the Bed” and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.
- Communicates to a peer, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean.
- Communicates, “My mommy kiss me before I come to school. She say, ‘I love you, hijito.’ Then she goes to work,” while reading The Kissing Hand with an adult. (“Hijito” is a term of endearment that is often used with young children in some South American countries.)
- Communicates, “She sat in Papa Bear’s chair. It was enormous ["enormous" in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: ELD — English-Language Development

#### ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

<table>
<thead>
<tr>
<th>Discovery Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering Language</td>
</tr>
</tbody>
</table>

**Demonstrates awareness that pictures or objects can represent people or things**

- Points to a picture of a bird in a book after seeing or hearing a bird outside.
- Goes and gets teddy bear after seeing a picture of a bear.
- Sees a photo of mother and communicates in home language, “Mama.”
- Explores a toy teacup and tries to take a drink.

**Demonstrates awareness that symbols carry meaning or that print in home language carries meaning**

- Shows an adult a book and requests, “Me có thể đọc cho con nghe quyển sách này không?” (“Can you read me this book?” in Vietnamese).  
- Gestures toward a Chinese character representing own name and says name.  
- Asks an adult to read a note written in home language by a parent.  
- Brings tricycle to a stop when a peer holds up a stop sign.  

**Demonstrates awareness that print in English carries meaning**

- Points to a caption written in English under a picture and asks an adult, in home language, what it says.  
- Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.’”  
- Gestures to the title of a book about trucks and communicates to an adult, in home language, “This book is about trucks.”  

**Demonstrates understanding that English print consists of distinct letters with names in English**

- Asks, in home language or in English mixed with home language, “What letter is this?” while pointing to the first letter of own name on cubby label.  
- Communicates in English, “M,” while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).  
- Points to a caption written in English under a picture after an adult says “That says ‘flower.’”

**Identifies several English letters; and Recognizes own name in English print**

- Identifies at least ten English letters; and  
- Identifies a few printed words frequently used in English

- Communicates to a peer, “Mira, este dice ‘s–t–o–p’ [‘Look, this says’ in Spanish]” while pointing to a stop sign to a Spanish-speakers.

**Possible Examples**

- Names all the letters in own name correctly one by one, and then gestures at a friend’s name and names several letters, while standing at the name chart.
- Recognizes words posted in the writing center, such as “Mom,” “Dad,” and “love,” after a small group activity about writing letters to family members.
- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’ [‘Look, this says’ in Spanish]” while gesturing at own name and a peer’s name.

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

- Communicates in English, “M,” while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).

- Communicates, “I have a T, and you have a T. I have an A, but not you,” “[I have an A, but you don’t.”] while gesturing at own name and a peer’s name.

- Communicates to a peer, “Mira, este dice ‘s–t–o–p’ [‘Look, this says’ in Spanish]” while pointing to a stop sign to a Spanish-speaking peer.

- Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.’”

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

- Names all the letters in own name correctly one by one, and then gestures at a friend’s name and names several letters, while standing at the name chart.
- Recognizes words posted in the writing center, such as “Mom,” “Dad,” and “love,” after a small group activity about writing letters to family members.
- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’ [‘Look, this says’ in Spanish]” while gesturing at own name and a peer’s name.

- Communicates with a peer, “Mira, este dice ‘s–t–o–p’ [‘Look, this says’ in Spanish]” while pointing to a stop sign to a Spanish-speaking peer.
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 1: Spatial Relationships

Child increasingly shows understanding of how objects move in space or fit in different spaces

<table>
<thead>
<tr>
<th>Responding</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Moves body parts in basic ways</td>
<td>Attends or responds as objects, people, or own body move through space</td>
<td>Explores how self or objects fit in or fill up different spaces</td>
<td>Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</td>
</tr>
</tbody>
</table>

**Possible Examples**
- Moves hand to mouth.
- Lifts head from an adult’s shoulder.
- Stretches while lying on back.
- Turns toward an adult who enters the room.
- Watches and tracks a moving object.
- Lifts arms toward an adult as the adult reaches down to pick child up.
- Tries to squeeze body between a chair and the legs of a table to get a toy.
- Fills a purse or bucket, sometimes until it is overflowing.
- Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.
- Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.
- Repeatedly rolls various objects down a ramp.
- Changes directions to move around several obstacles while pushing a toy shopping cart.
- Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.
- Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle.
- Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top.
- Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things.
- Moves around people and objects in the classroom, using a mobility aid, such as a walker.

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Mark the latest developmental level the child has mastered:

- ☐ Child is emerging to the next developmental level
- ☐ Unable to rate this measure due to extended absence
- ☐ Conditional Measure
  - I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 2: 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:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
<td>Interacts differently with familiar people and objects than with unfamiliar people and objects</td>
<td>Associates a person or object with another person or object, based on a similarity or relationship between them</td>
<td>Sorts objects into two groups based on one attribute, but not always accurately</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Smiles at a familiar adult’s face or voice.
  - Reaches for own special blanket or toy from home.
  - Closes hand around an adult’s finger.
  - Turns face away from an approaching unfamiliar adult.
- **Exploring**
  - Looks for the hammer that goes with the pounding bench.
  - Looks at another child when the child’s parent walks into the room.
  - Looks for baby bottle when playing with baby doll.
  - Selects the shovels from among toys in the sandbox.
  - Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.
  - Picks out some train cars from a box of toys.
- **Building**
  - 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).
- **Integrating**
  - Sorts buttons by color, and then sorts all of them again by shape or size.
  - Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes).
  - Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.
  - 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).

- **Classification**

  ○ Child is emerging to the next developmental level
  ○ Unable to rate this measure due to extended absence
### COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

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

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

- **Responds to people or objects in basic ways**
  - Responds to changes in the number of objects observed or interacted with
  - Demonstrates awareness of quantity
  - Uses number names, but not always correctly, in situations related to number or quantity
  - 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

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

- **Responds to people or objects in basic ways**
  - Calms in response to a familiar adult’s touch.
  - Turns toward a familiar adult’s voice.
  - Looks at objects that are hanging from a mobile.
  - Denies one toy and then lets go of it while reaching for another toy that has been introduced by a familiar adult.
  - Holds an object in each hand, and then touches the two objects together.
  - Dumps small cars out of a bucket.
  - Gestures for more when playing with play dough.
  - Shows excitement when an adult offers another book.
  - Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.
  - Communicates, “One, two, five, one, two,” while pointing randomly to objects in a group.
  - Signs, “Two,” in response to the question of “How old are you?”
  - 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 stuffed bear.
  - 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 stuffed bear.
  - Communicates that there are six rocks after counting a collection of six rocks.
  - Counts accurately to 20 while marching.
  - Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

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

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

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## COG 4: 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:**

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<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
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</tr>
<tr>
<td>Later</td>
<td>Demonstrates awareness of quantity</td>
<td>Manipulates objects and explores the change in the number in a group</td>
<td>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</td>
</tr>
<tr>
<td></td>
<td>Possible Examples</td>
<td></td>
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<tr>
<td></td>
<td>• Gestures for more when playing with play dough.</td>
<td>• Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time.</td>
<td>• Notices when another child’s bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl.</td>
</tr>
<tr>
<td></td>
<td>• Dumps small cars out of a bucket.</td>
<td>• Moves toy farm animals into and outside of a toy barn while playing with the farm set.</td>
<td>• Communicates, “Ahora tenemos más,” [“Now we have more,” in Spanish] when an adult combines markers from the shelf with some on the table.</td>
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<td></td>
<td>• Communicates, “All gone,” after noticing that there is no more fruit in the bowl.</td>
<td>• Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer.</td>
<td>• Communicates, “They’re almost gone,” after taking the next-to-last unit block out of the basket.</td>
</tr>
<tr>
<td></td>
<td>• Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.</td>
<td>• Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons.</td>
<td>• Communicates, “Now, I’ve got three.”</td>
</tr>
<tr>
<td></td>
<td>• Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.</td>
<td>• Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].</td>
<td>• Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.</td>
</tr>
</tbody>
</table>

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## COG 5: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.

### Possible Examples

- **Mark the latest developmental level the child has mastered:**
  - **Responding**
    - **Earlier**
    - **Later**
  - **Exploring**
    - **Earlier**
    - **Later**
  - **Building**
    - **Earlier**
    - **Middle**
    - **Later**
  - **Integrating**
    - **Earlier**

- **Possible Examples:**
  - **Responding**
    - There are no earlier levels for this measure
  - **Exploring**
    - Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
  - **Building**
    - Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
  - **Integrating**
    - Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)

- **Possible Examples (cont.)**
  - Makes repeated attempts to put different-sized trucks into a small tunnel.
  - Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse.
  - Pours water or sand back and forth between containers of different sizes.
  - Gestures to indicate how big the family dog is, when asked.
  - Communicates, “Este es más largo,” [“This one is longer,” in Spanish] when placing train tracks side by side to check which is longer.
  - Communicates, “My braid goes down my back. It’s long.”
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
  - Arranges several leaves by size while outside on the playground.
  - Lines up several stuffed animals from smallest to largest, during pretend play.
  - Arranges five shapes on an electronic tablet from small to large by touching and dragging.
  - Puts four different objects on a balance scale, then lines them up from lightest to heaviest.
  - Fills a measuring cup twice to add two cups of oatmeal during a cooking activity.
  - Uses a balance scale to find out which of two fruits is heavier.
  - Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

- **Mark the latest developmental level the child has mastered:**
  - ○ Child is not yet at the earliest developmental level on this measure
  - ○ Child is emerging to the next developmental level
  - ○ Unable to rate this measure due to extended absence

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**Developmental Domain:** COG — Cognition, Including Math and Science

**COG 5**

**Measurement**

**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View** – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

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

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<thead>
<tr>
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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</tbody>
</table>

#### Possible Examples

- **Responding**
  - Watches intently and waves hands while adult sings “Open, shut them” song.
  - Watches another child hit drum twice, followed by adult hitting the drum twice.

- **Exploring**
  - Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps.
  - Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table.
  - Sings “E-I-E-I-O” and some animal sounds during the song “Old MacDonald’s Farm.”

- **Building**
  - Lines up farm animals in the same order as a peer does.
  - Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”

- **Integrating**
  - Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
  - Claps, stomps, and then repeats.
  - Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).

#### Possible Levels

- **There are no earlier levels for this measure**
- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
Developmental Domain: COG — Cognition, Including Math and Science

**COG 7: Shapes**
Child shows an increasing knowledge of shapes and their characteristics

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

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

- **Possible Examples**
  - There are no earlier levels for this measure
  - Explores shapes of objects
  - Manipulates objects based on shape
  - 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

- **Child is not yet at the earliest developmental level on this measure**
- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

- Feels along the edges of a triangle.
- Puts one or two rings on a ring stack.
- Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table.
- Moves along a line of a circle painted on the pavement in an outdoor play area.
- Puts a square-shaped puzzle piece into the correct hole of a form board.
- Tries a variety of solutions to fit lids on boxes and other containers.
- Puts a circle piece into the correct hole of a shape sorter.
- 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.
- Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game.
- Communicates, “Ahora haré el triángulo,” [“Next, I’ll do the triangle,” in Spanish] after placing a square in a puzzle.
- 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.
### COG 8: Cause and Effect

**Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
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<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds or shows anticipatory excitement to people, objects, or actions</td>
<td>Repeats actions that have effects</td>
<td>Tries out different behaviors to cause effects</td>
<td>Searches for possible causes of actions, events, or behaviors</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Widens eyes or opens mouth when a bottle or breast is presented.
  - Quiets in response to an adult’s voice.
  - Orient to a music toy nearby.

- **Exploring**
  - Shakes a rattle, pauses, then shakes it again.
  - Kicks repeatedly at a mobile to make it move.
  - Vocalizes, gains a familiar adult’s attention, and vocalizes again.

- **Building**
  - Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
  - Makes a game of pushing different objects off a table, watching or listening as they fall.
  - Presses different buttons on a toy and notices what happens.

- **Integrating**
  - Communicates, “The ice melted and made water because it’s hot in the sun.”
  - Points to wilted leaves on a plant and communicates that the plant needs water.
  - Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it.
  - Uses a communication device to describe how a plant grows from a seed.

- Communicates “If I kick the ball harder, it will go really far!” during outdoor play.
- Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over.
- Communicates to a peer about how to feed the fish: “We have to give it a little bit of food every day. If we give it too much, it will get sick.”

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

**Unable to rate this measure due to extended absence**
## COG 9: Inquiry Through Observation and Investigation

**Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.**

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

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<td><strong>Earli</strong></td>
<td><strong>Mid</strong></td>
</tr>
<tr>
<td>Responds to people, things, or sounds</td>
<td>Attends to responses of objects and people that result from own actions</td>
<td>Shows interest in people or things in the environment</td>
<td>Engages in simple purposeful explorations of familiar objects in the environment</td>
</tr>
</tbody>
</table>

### Possible Examples

- **Responding**
  - Notices and gazes at own hand.
  - Orients toward a person who comes into view or begins talking.
  - Looks at a mobile.

- **Exploring**
  - Makes a sound and then waits for adult’s response.
  - Watches intently as an adult prepares snack.
  - Bangs a drum with hands repeatedly.
  - Stacks blocks to see how high they can go before falling over.
  - Touches hair of another child.
  - Drops rocks into water and watches what happens.
  - Follows a trail of ants to see where they are going.
  - Bangs objects one at a time and then observes what happens each time.
  - Watches a wind-up toy works that has been placed on the child’s lap.
  - Digs “road” in sand, pours in water, and then checks to see if water ran to the end.

- **Building**
  - Drop the fish into the tank closely for several minutes, then calls a peer over to watch the fish, too.
  - Explores how a wind-up toy works that has been placed on the child’s lap.
  - Follows a trail of ants to see where they are going.
  -erminally supports it, such as holding it or leaning it against something.
  - Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
  - Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.

- **Integrating**
  - Communicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.
  - Predicts that paint will turn purple while watching an adult mix together blue and red paint.
  - Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
  - Predicts that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.

- **Possible Examples**

  - Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.
  - Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, “I think this bean plant grew taller because it got more sun next to the window.”
  - Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.

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

- **Child is emerging to the next developmental level**
**COG 10: Documentation and Communication of Inquiry**

Child develops the capacity to describe and record *observations* and *investigations* about objects (living and nonliving things) and events, and to share ideas and explanations with others.

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

<table>
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<tr>
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<td>Earlier</td>
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</tbody>
</table>

- **Possible Examples**
  - **Identifies objects or events in the environment**
    - Points to bunny in its pen, then points to picture of a bunny.
    - Touches toy oven and communicates, “hot.”
    - Communicates, “Lunch!” after observing plates of food come to the table.
    - Watches a bird outside, gets an adult’s attention, and then pretends to be a bird by flapping arms and making sounds like a bird.
    - Walks through a puddle, stomping feet hard to splash the water, and communicates that child can make a big splash.
    - Communicates, “La pelota es grande,” [“The ball is big,” in Spanish] while trying to pick up a large beach ball.
    - Gathers several rocks while outside and indicates which are heavy and which are light.
    - Communicates, “The grapefruit is big. The lemon is small.”
    - Communicates, “This one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
    - Communicates, “The one is heavy, but that one is light.”
    - Uses sign language to describe what a worm feels like and what a caterpillar feels like.

- **Communicates simple observations about objects or events in the environment**
  - Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like.
  - Communicates, “This one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
  - Communicates, “The grapefruit is big. The lemon is small.”
  - Uses sign language to describe what a worm feels like and what a caterpillar feels like.
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.

- **Communicates similarities or differences in the characteristics of objects**
  - Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.
  - Holds and looks at a caterpillar closely, and asks an adult to write down, “It’s wiggling. It tickles.”
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.
  - Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.

- **Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations**
  - Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; and communicates about findings, related ideas, or simple explanations.
  - Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest.
  - Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.
  - Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, “Some animals that live in the water have fins.”

- **Includes details when recording observations or investigations**
  - Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult.
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.
  - Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, “Some animals that live in the water have fins.”

- **Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.**

---

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
**COG 11: Knowledge of the Natural World**

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
<td>Interacts with objects or people</td>
<td>Shows interest in the characteristics of living or nonliving things in the environment</td>
<td>Explores how objects in the natural world will behave or function</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Looks at the movement of a mobile.
- Quiets when an adult moves close.
- Orients in the direction of a sound, touch, or gesture.
- Shows pleasure during a playful interaction with adult during feeding.
- Touches the leaves of a plant.
- Touches a rock on another rock, then on the pavement.
- Touches wet ground and communicates, “Muddy.”
- Communicates, “My puppy likes to eat a lot because he’s growing and getting bigger.”
- Communicates, “The clouds are moving so fast. They cover the sun and then I can’t see it.”
- Feeds a rabbit and then explains, “它要長大需要吃青菜. 所有動物都要吃東西.” (”It needs lettuce to grow. All animals need food,” in Chinese).

- Mouths object.
- Rubs hands over a smooth rock during outdoor play.
- Walks through a puddle, stomping feet hard to splash the water.
- Touches a rock on another rock, then on the pavement.
- Taps a rock on another rock, then on the pavement.
- Communicates that a worm is long and wiggly.
- Observes that the water is below the roots in a sweet-potato jar and adds more water.
- Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.

- Makes repeated attempts to grab at a family pet’s fur.
- Goes to cage where classroom pet is kept.
- Watches a frog, then moves back when the frog jumps.
- Communicates, “It needs lettuce to grow. All animals need food.”
- Communicates, “Animals live in shells, but not in rocks.”

- Communicates, “It needs lettuce to grow. All animals need food.”
- Communicates, “Fish can breathe underwater, but we have to hold our breath.”

- Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.

**Note:**
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
## Developmental Domain: PD-HLTH — Physical Development–Health

### PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Moves toward a familiar adult while being picked up.</td>
<td>• Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap.</td>
<td>• Changes movements when dancing with scarves.</td>
<td>• Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.</td>
</tr>
<tr>
<td>• Quiets in response to an adult singing.</td>
<td>• Bats or kicks at a hanging mobile.</td>
<td>• Starts and stops movements of different body parts during a freeze-dance game.</td>
<td>• Tries several different ways to move through sections of a new obstacle course.</td>
</tr>
<tr>
<td>• Responds to being touched on the cheek.</td>
<td>• Turns toward, then grasps, a rattle being shaken.</td>
<td>• Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.</td>
<td>• Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”</td>
</tr>
</tbody>
</table>

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

---

**Possible Examples**

- Turns head in response to a light being turned on.
- Quiets in response to an adult singing.
- Responds to being touched on the cheek.

### Perceptual-Motor Skills and Movement Concepts

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Page 38 of 67
## Developmental Domain: PD-HLTH — Physical Development–Health

### PD-HLTH 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Later</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Moves two or more body parts together, often with intention</td>
<td>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</td>
<td>Coordinates movement of whole body while upright, using support</td>
<td>Coordinates basic movements in an upright position without using support</td>
</tr>
</tbody>
</table>

#### Possible Examples

**Responding**
- Moves in basic and often involuntary ways
- Moves two or more body parts together, often with intention

**Exploring**
- Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
- Coordinates movement of whole body while upright, using support
- Coordinates basic movements in an upright position without using support
- Coordinates movements, in an upright position, that momentarily move whole body off the ground

**Building**
- Coordinates and controls individual locomotor movements, with some success
- Combines and coordinates two or more locomotor movements together in effective ways, with some success

**Integrating**
- Combines a variety of locomotor movements and moves effectively across a range of activities

**Actions:**
- **Responding**
  - Turns head in response to stimulation or nourishment.
  - Turns head to seek source of stimulation or nourishment.
  - Responds involuntarily to a sudden loud noise or movement by extending arms and legs.

- **Exploring**
  - Turns head and reaches for a toy.
  - Kicks at a mobile when lying on back.
  - Rolls from stomach to back or from back to stomach.
  - Creeps or crawls toward a familiar adult.
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
  - Takes steps sideways or forward while holding onto furniture.
  - Walks forward steadily while pushing a cube chair.
  - Pulls up to a standing position while grasping an adult’s hands.
  - Stands up with support of a mobility aid, such as a walker.

- **Building**
  - Walks forward with a wide base (legs farther apart) and arms held high.
  - Stands up from squatting, unassisted, after picking up a toy.
  - Walks with one object in each hand.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
  - Takes steps sideways or forward while holding onto furniture.
  - Walks forward steadily while pushing a cube chair.
  - Pulls up to a standing position while grasping an adult’s hands.
  - Stands up with support of a mobility aid, such as a walker.

- **Integrating**
  - Runs with short strides, and sometimes has difficulty stopping.
  - Moves along a low balance beam or along the side of a curb, stepping sideways.
  - Navigates changes in surface and direction, using a mobility aid, such as a walker.
  - Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
  - Changes direction and stops quickly and easily while running.
  - Swings arms back and then forward in preparation for jumping.
  - Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.


- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
### Developmental Domain: PD-HLTH — Physical Development–Health

**PD-HLTH 3: Gross Motor Manipulative Skills**

Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

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

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

- **Moves in basic and often involuntary ways**
  - Kicks legs.
  - Extends arm.
  - Flexes foot.

- **Possible Examples**
  - Kicks against a nearby object.
  - Rolls onto side, toward an object, while lying on a blanket.
  - Reaches toward a familiar adult, using both arms.
  - Bangs a cup on a table.
  - Splashes in water.
  - Kicks table leg while seated for snack.
  - Moves to a ball, pushes it away, then moves toward it and pushes it again.
  - Puts up and drops blocks while holding onto a low table.
  - Sits with legs apart and traps a rolling ball with arms.
  - Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.
  - Crawls under table to retrieve a block; then crawls back out while holding the block.
  - Raises arm to throw a beanbag without moving feet, but loses balance.
  - Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.
  - Catches a ball while in a stationary position, using arms to bring it in and hold it against body.
  - Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.
  - Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.
  - Swings leg back to kick a stationary ball while standing in place.
  - Hands out carpet squares to peers at circle time, sometimes dropping them.
  - Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.
  - Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.
  - Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.
  - Uses hands to catch a beanbag tossed to either side of the body.
  - Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.
  - Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.
  - Uses hands to catch a beanbag tossed to either side of the body.

- **Possible Examples**
  - Uses arms, legs, or body to move toward or reach for people or objects.
  - Uses arms, legs, or body to engage in simple, repeated actions on objects.
  - Manipulates objects, using one or more body parts, with limited stability.
  - Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements.
  - Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements.

- **Possible Examples**
  - Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities.

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

**PD-HLTH 3**

**Gross Motor Manipulative Skills**

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Page 40 of 67
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Holds a stuffed toy against body.
  - Pulls an object closer, using a raking motion.
  - Pushes hands against an adult.
  - Uses fingers and palm to grasp toys of different shapes or sizes.
  - Holds a stacking ring with full fist.
  - Holds a spoon with full fist while being fed by an adult with another spoon.
  - Holds a spoon, using thumb and fingers.
  - Pinches cereal pieces between finger and thumb.
  - Picks up a stacking ring, using fingers and thumb.
  - Holds a cup to mouth with both hands, but may spill some.
  - Scribbles back and forth on pavement with sidewalk chalk, using one hand.
  - Grasps and turns a doorknob, but may not have strength or coordination to open the door.
  - Holds play dough with one hand while cutting it with a wooden knife.
  - Steadies a container of block accessories on lap while picking out the tree-shaped blocks.
  - Scoops sand into a container with one hand while holding the container with other hand.
  - Uses scissors to cut out simple shapes (e.g., circle, square) on paper.
  - Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.
  - Peels a banana or orange after adult starts the peel.
  - Unfastens buckle on chest strap of wheelchair.
  - Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.
  - Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.
  - Makes a necklace by stringing a variety of small beads with narrow holes.
  - Uses a computer mouse to draw details of a picture on a computer screen.
  - Rotates pencil within the hand to use the eraser when scribbling with a pencil.
  - Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

* Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.

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

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## PD-HLTH 5: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities*

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

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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<td>Earlier</td>
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<tr>
<td>Later</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
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</tr>
</tbody>
</table>

- Reacts to unpleasant stimulation or events in basic ways
  - Responds to situations that make child feel unsafe
  - Seeks to make contact with familiar adult
  - Follows adults' guidance about basic safety practices
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- Responds to unpleasant stimulation or events in exploring ways
  - Shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities*

- Seeks to make contact with familiar adult
  - Follows adults' guidance about basic safety practices
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- Follows basic safety practices on own in building ways
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- Applies basic safety practices on own in integrating ways
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

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

* Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.
**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 6: Personal Care Routines: Hygiene**

Child increasingly responds to and initiates personal care routines that support hygiene.

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Responds in basic ways during personal care routines that involve hygiene</td>
<td>Responds in ways that demonstrate awareness of a hygiene routine</td>
<td>Anticipates one or two steps of a hygiene routine</td>
<td>Participates in own hygiene routines, with an adult</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Looks at an adult’s face, or quiets, during a diaper change.
  - Closes eyes when face is washed.
  - Kicks legs during a diaper change.

- **Exploring**
  - Attends to an adult’s actions during diapering routine.
  - Grabs for the washcloth as an adult washes child’s face.
  - Shows excitement during bathtime.

- **Building**
  - Pulls at diaper or pants when diaper needs to be changed.
  - Puts hands under a faucet before an adult starts to turn on the water.
  - Turns head toward or away from a tissue when an adult tries to wipe child’s nose.

- **Integrating**
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Rubs hands together under a faucet after an adult turns the water on.
  - Tries to blow nose into a tissue held by an adult.
  - Lines up at sink to wash hands before lunch time.
  - Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
  - Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
  - Gets own toothbrush and gives it to an adult after meals when asked.

- **Middle**
  - Uses the toilet on own, and flushes after adult reminder.
  - Washes and partially dries hands, and then dries them completely when suggested to by an adult.
  - Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.

- **Later**
  - Uses toilet on own, sometimes forgetting to do one step, such as washing hands.
  - Washes hands before eating and usually remembers to use soap.
  - Gets a toothbrush, runs it under a faucet, puts toothpaste on, and brushes teeth.

- **Earliest**
  - Uses toilet on own, completing all steps, including washing hands.
  - Coughs and sneezes into elbow most of the time.
  - Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

**Possible Examples**

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Responds in basic ways during feeding</td>
<td>Shows interest in participating in the process of being fed</td>
<td>Feeds self some finger food items</td>
<td>Feeds self some foods using a spoon and cup, sometimes needing help</td>
<td>Feeds self a wide variety of foods using a spoon, fork, and an open cup</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Turns toward an adult’s touch during feeding.
- Sucks on the nipple of a bottle or breast.
- Gazes at or nuzzles up to an adult when feeding.
- Closes lips around food on a spoon.
- Puts one or both hands on a bottle or breast while being held during feeding.
- Holds and bites a banana.
- Reaches for a spoon while being fed.
- Shows excitement as an adult approaches with a bottle or bowl.
- Shows interest in participating in the process of being fed.
- Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand.
- Picks up and eats crackers from a tray.
- Feeds self some foods using a spoon and cup, sometimes needing help.
- Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
- Drinks from a cup while an adult guides the cup.
- Uses a child-sized fork to pierce food.
- Drinks water from a small open cup.
- Uses adaptive utensils to feed self a meal when positioned functionally.
- Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.
- Pours from a small pitcher, with some spilling.
- Uses a scoop to fill small bowls with cereal for snack time.
- Spreads jelly on bread with a small spatula to make a sandwich.
- Cuts foods with a small plastic knife.
- Takes the shell off of a hard-boiled egg.

* Required for children with IFSPs and IEPs.

* Child is emerging to the next developmental level
* Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 8: Personal Care Routines: Dressing**

Child develops and refines ability to participate in and take responsibility for dressing self.

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Shifts body as an adult puts a clean diaper on child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Cries or fusses when diaper is changed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td>Looks at adult while being dressed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blinks eyes as clothing is placed over head.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- • Cries or fusses when diaper is changed.
- • Looks at adult while being dressed.
- • Blinks eyes as clothing is placed over head.

**Conditional Measure**

- I did not rate this measure because it is not used for documenting progress or planning this child’s learning activities and supports.

* Required for children with IFSPs and IEPs.

---

**PD-HLTH 8**

**Personal Care Routines: Dressing**

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Page 45 of 67
### PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td></td>
<td>Engages in brief instances of physical play</td>
<td>Engages in active physical play for short periods of time</td>
<td>Engages in active physical activities or play for moderate amounts of time</td>
</tr>
</tbody>
</table>

#### Possible Examples

- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - Engages in brief instances of physical play
  - Engages in active physical play for short periods of time
  - Engages in active physical activities or play for moderate amounts of time

- **Building**
  - Engages in active physical activities or play for sustained periods of time

- **Integrating**
  - Seeks to engage in active physical activities or play routinely, with increased intensity and duration

- **Possible Examples**
  - Pushes a wheeled toy for a short distance.
  - Climbs up a small slide, sits down, slides, and then goes to another activity.
  - Puts toys in a wagon and pulls the wagon around the room.
  - Lies prone on a scooter board and uses hands to push self around the room.
  - Hops with two feet, pauses, and then hops again, while pretending to be a bunny.
  - Runs to the ladder of a slide outdoors, climbs the ladder, and slides.
  - Holds a drum and marches with a peer during part of a song.
  - Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade.
  - Joins in a dance started by a peer and then dances until the song ends.
  - Climbs up and down around a climbing structure several times.
  - Joins a group of peers kicking and chasing a soccer ball around a play yard.
  - Rides around the bike trail several times, increasing speed to pass a peer.
  - Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.
  - Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).
  - Dances to several different songs, moving slowly, then quickly, in response to changes in music.
  - Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play.
  - Initiates a dance activity, keeping up with a fast beat until the music ends.

* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child’s capacity for engaging in vigorous active physical play, in which a child’s heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
# PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

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

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<td>Earlier</td>
<td>Later</td>
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<td>Middle</td>
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<td><strong>PD-HLTH 10</strong> Nutrition</td>
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<td><strong>Possible Examples</strong></td>
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<td>• Selects a banana</td>
<td>• Accepts</td>
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<td>• Communicates, “This</td>
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<td>when offered choice</td>
<td>a variety</td>
<td>gusta los bananas</td>
<td>rice is sticky.”</td>
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<td>between a banana and an</td>
<td>of foods</td>
<td>y las manzanas,” (I</td>
<td>• Communicates, “I</td>
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<td>apple.</td>
<td>offered from</td>
<td>like bananas and</td>
<td>like mangos. They’re</td>
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<td>• Selects a carrot when</td>
<td>a serving</td>
<td>apples,” in Spanish)</td>
<td>sweet.”</td>
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<td>offered a choice</td>
<td>plate.</td>
<td>when selecting</td>
<td>• Purses lips together</td>
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<td>between carrots and</td>
<td>• Explores</td>
<td>bananas and apples</td>
<td>and shakes head,</td>
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<td>celery.</td>
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<td>that are placed</td>
<td>“No,” when offered</td>
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<td>• Chooses the picture</td>
<td>foods that</td>
<td>on a plate.</td>
<td>a slice of lemon to</td>
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<td>of milk when offered a</td>
<td>are placed</td>
<td>• Observes others’</td>
<td>taste while making</td>
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<td>choice between water and</td>
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<td>• Observes</td>
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<td>• Communicates, “First</td>
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<td>gusta las bananas y las</td>
<td>rice is sticky.”</td>
<td>first we eat</td>
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<td>• Communicates, “I</td>
<td>vegetables, and later</td>
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<td>plate.</td>
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<td>later we can have</td>
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<td>head, “No,”</td>
<td>dessert.”</td>
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<td>reactions when they</td>
<td>when offered</td>
<td>• Chooses primarily</td>
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<td>a slice of</td>
<td>pictures of fruits</td>
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<td>are unfamiliar to child.</td>
<td>lemon to</td>
<td>and vegetables to</td>
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<td>• Identifies several</td>
<td>taste while</td>
<td>create a collage of</td>
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<td>healthful foods.</td>
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<td>• Chooses to drink</td>
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<td>a pizza, with play dough.</td>
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<td>• Tells a peer, “Milk is</td>
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<td>• Brings pretend soup</td>
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<td>to a peer who is</td>
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<td>play dough.</td>
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</tbody>
</table>

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
### Developmental Domain: HSS — History–Social Science

#### HSS 1: Sense of Time
Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

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

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<tr>
<td>Later</td>
<td>There are no earlier levels for this measure</td>
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<tr>
<td>Earlier</td>
<td>Participates in the steps of a familiar routine or activity</td>
<td>Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen</td>
<td>Distinguishes what happened a long time ago from what happened in the recent past, or Distinguishes what will happen in the near future from what will happen much later</td>
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<tr>
<td>Middle</td>
<td>Anticipates familiar routines, people, activities, or places</td>
<td>Communicates about past events and future events, and asks about activities that will happen soon</td>
<td>Relates past events to one another or to the present, and plans for the near future</td>
</tr>
<tr>
<td>Later</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Goes to wash hands when other children go to wash hands.
  - Puts backpack and coat in cubby during morning arrival.
  - Puts plate into dish bin after lunch.

- **Exploring**
  - Gestures or signs for favorite blanket, as part of getting ready for naptime, after finishing lunch.
  - Asks or gestures to ring the clean-up bell when it is clean-up time.
  - Waits by the door for a familiar peer who usually arrives after breakfast.

- **Building**
  - Communicates about seeing a dog and a squirrel, after coming back from a walk.
  - Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago.
  - Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
  - Communicates, using a communication board, “I will be in this school this year, but next year, I will be at my sister’s school.”

- **Integrating**
  - Draws a picture showing the progression of a plant growing from a seed to a tall plant with flowers, after planting flower seeds.
  - Communicates, using a communication board, “I will be in this school this year, but next year, I will be at my sister’s school.”
  - Communicates, “下個星期我媽媽要過生日, 今天我要給媽媽做個賀卡,” [“I’m going to make a card today for my mom’s birthday next week,” in Chinese].

---

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
### Developmental Domain: HSS — History–Social Science

**HSS 2: Sense of Place**

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.

---

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Earlier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are no earlier levels for this measure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Examples

**Responding**
- Participates in activities that are related to specific environments
- Recognizes or navigates familiar environments, anticipating the people and activities associated with them
- Recognizes changes in familiar environments or in the people associated with them
- Communicates about the relative distances between familiar locations, including details about those locations
- Communicates that school is close to child’s house, but child’s aunt’s house is far away
- Communicates that driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away

**Exploring**
- Shows cubby to family member upon arrival at child care.
- Goes to the sink to wash hands before finding a place at the table for breakfast.
- Takes an adult’s hand after being helped with putting on a jacket, and then points outside to the sandbox.
- Asks, “¿Quién es ella?” (“Who’s that?” in Spanish) when a peer’s grandma comes to visit.
- Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time.
- Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.
- Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.
- Communicates, “We go that way,” while on the way down the hall from the classroom to the bathroom.
- Uses a communication board to ask to go by a favorite playground, when planning a walk.
- Communicates, “This is the wrong way!” when mother takes an unfamiliar route to the grocery store.
- Communicates, “It snows where my auntie lives, but not here because it’s hot.”
- Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.
- Describes a trip to a farmers’ market and communicates, “That grocery store is outside! Not like our grocery store.”

**Building**
- Communicates about the relative distances between familiar locations, including details about those locations
- Communicates that school is close to child’s house, but child’s aunt’s house is far away
- Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station.
- Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away
- Communicates, “It snows where my auntie lives, but not here because it’s hot.”
- Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.
- Describes a trip to a farmers’ market and communicates, “That grocery store is outside! Not like our grocery store.”

---

○ Child is not yet at the earliest developmental level on this measure
○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: HSS — History–Social Science

#### HSS 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Mark the latest developmental level the child has mastered:

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

- **Possible Examples**

  **Responding**
  - Points to the class guinea pig in a cage.
  - Notices a bug near the sandbox.
  - Looks briefly as butterfly goes by.
  - Turns toward a barking dog.

  **Exploring**
  - Demonstrates awareness of living things in the environment, especially animals
  - Explores living things in the environment, especially animals
  - Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
  - Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)
  - Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)

  **Building**
  - Communicates about helping daddy feed the dog because it was hungry.
  - Communicates that a pet's cage needs to be cleaned.
  - Communicates that the bunny needs to be in the shade.
  - Communicates that a pet's cage needs to be cleaned.
  - Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade.
  - Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade.
  - Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade.

  **Integrating**
  - Pours water around base of newly planted flowers rather than on top of the plant.
  - Communicates to another child, “Just use one paper towel so we can save trees.”
  - Communicates to another child that paper scraps go into the recycling bin, pointing to bin label for guidance.
  - Communicates to peers, “Huwag mo ng ihagis ang basura sa tubig, Nakasasakit ito sa isda,” [“Don’t throw stuff in the water. It hurts the fish,” in Tagalog].
  - Reminds a peer to turn the water all the way off while washing hands, to help save water.

- Mark the latest developmental level the child has mastered:
  - Child is not yet at the earliest developmental level on this measure
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence

- Possible Examples
  - There are no earlier levels for this measure
# Developmental Domain: HSS — History–Social Science

## HSS 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Takes action to get needs or wants met without considering impact on others or self</td>
<td>Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict</td>
<td>Considers the needs and interests of others when there is a conflict, or attempts to negotiate a compromise</td>
</tr>
</tbody>
</table>

### Possible Examples

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
- Child is not yet at the earliest developmental level on this measure
- Unable to rate this measure due to extended absence

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reaches for food on another child’s plate.</td>
<td>• Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers.</td>
<td>• Communicates, “I want the ball,” while trying to take a ball away from a peer, but stops after an adult says, “He is using it now. Let’s find another one.”</td>
<td>• Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first.</td>
</tr>
<tr>
<td>• Takes an object of interest away from another child.</td>
<td>• Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger.</td>
<td>• Holds tightly onto a doll until an adult encourages, “Let her know you’re not done playing with the baby.” Then communicates, “My baby, my turn,” to another child.</td>
<td>• Attempts to negotiate who gets the first turn with a new scooter.</td>
</tr>
<tr>
<td>• Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using.</td>
<td>• Bursts into tears and turns to an adult for comfort when another child takes a toy.</td>
<td>• Shakes head, “No,” and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches.</td>
<td>• Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.</td>
</tr>
<tr>
<td>• Steps in front of other children who are waiting to take their turn.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

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**Developmental Domain: HSS — History–Social Science**

**HSS 5: Responsible Conduct as a Group Member**
Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.

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

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

- **Possible Examples**

  - There are no earlier levels for this measure
  - Takes action to get needs or wants met without considering impact on others
  - Needs specific adult guidance to cooperate with group expectations
  - Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity
  - Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end
  - Follows through with group expectations on own during extended activities
  - Communicates about group expectations; and Cooperates with others in carrying group expectations

### Possible Examples

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

### Responsible Conduct as a Group Member

- **HSS 5**

  - **DRDP (2015):** A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved
  - Page 52 of 67
**Devlopmental Domain: VPA — Visual and Performing Arts**

**VPA 1: Visual Art**

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art.

---

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

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

**Possible Examples**

- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience
  - Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional), or
  - Uses tools and materials to create basic sculpted shapes (three-dimensional)
  - Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or assemblage (three-dimensional), sometimes representing a concrete thing

- **Building**
  - Creates two-dimensional and three-dimensional representations of things; and
  - Experiments with detail or color
  - Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization

- **Integrating**
  - Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

**Possible Examples**

- **Responding**
  - Dabs dot markers on paper repeatedly, with different degrees of pressure.
  - Uses a paintbrush to paint with water on various outdoor surfaces.
  - Squeezes dough in hands, feeling it ooze between fingers.
  - Paints with fingers, hands, or feet.

- **Exploring**
  - Uses crayons, pencils, or markers to make back-and-forth marks.
  - Finger paints to fill up a piece of paper with paint.
  - Rolls play dough into a ball.

- **Building**
  - Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people).
  - Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
  - Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).

- **Integrating**
  - Draws a familiar thing using a touch screen.
  - Paints a picture of a brown boat in a blue lake.
  - Draws a scene with animals in enclosures and people watching them, after a trip to the zoo.
  - Paints teardrops below the eyes on a face to show sadness.
  - Creates a mobile of a sun and paper flowers with happy faces.
  - Creates a scene with animals in enclosures and people watching them, after a trip to the zoo.
  - Paints a scene with animals in enclosures and people watching them, after a trip to the zoo.

---

- ⊗ Child is not yet at the earliest developmental level on this measure
- ⊗ Child is emerging to the next developmental level
- ⊗ Unable to rate this measure due to extended absence

---

**Visual Art**

---

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### Developmental Domain: VPA — Visual and Performing Arts

#### VPA 2: Music
Child expresses and creates by making musical sounds, with increasing intentionality and complexity

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Demonstrates interest in musical sounds</td>
<td>Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments</td>
<td>Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Turns toward adult who starts to sing.
  - Puts hands on a drum while another child is tapping on the drum.
  - Plays a favorite song on a recorder or electronic device.

- **Exploring**
  - Claps cymbals together while marching outside.
  - Makes vocal sounds or hums spontaneously during play time.
  - Plays a tambourine as an adult shakes a tambourine.

- **Building**
  - Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult.
  - Shakes a string of bells a few times, following a peer who is making a few taps on a drum.
  - Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.

- **Integrating**
  - Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long.
  - Sings a song in different voices (high, low, soft, loud), following an adult’s lead.
  - Moves arms to the song “Row, Row, Row Your Boat,” faster and then slower, depending on how rapidly or slowly others are singing the song.

- **Possible Examples**

  - **Responding**
    - Turns toward adult who starts to sing.
    - Puts hands on a drum while another child is tapping on the drum.
    - Plays a favorite song on a recorder or electronic device.

  - **Exploring**
    - Claps cymbals together while marching outside.
    - Makes vocal sounds or hums spontaneously during play time.
    - Plays a tambourine as an adult shakes a tambourine.

  - **Building**
    - Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult.
    - Shakes a string of bells a few times, following a peer who is making a few taps on a drum.
    - Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.

  - **Integrating**
    - Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long.
    - Sings a song in different voices (high, low, soft, loud), following an adult’s lead.
    - Moves arms to the song “Row, Row, Row Your Boat,” faster and then slower, depending on how rapidly or slowly others are singing the song.

**Notes:**
- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## Developmental Domain: VPA — Visual and Performing Arts

### VPA 3: Drama

Child increases engagement, skill development, and creative expression in drama

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

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

### Possible Examples

- **Late in the Developmental Level**
  - Demonstrates interest in adult’s dramatic portrayal of a character
  - Uses facial expressions, voice, or gestures in response to an adult’s dramatic portrayal of a character
  - Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
  - Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or contributes to dialogue or ideas about a plot in response to adult’s suggestions

### Possible Examples

- **Earlier in the Developmental Level**
  - Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting

### Notes

- **Child is emerging to the next developmental level**
- **Child is not yet at the earliest developmental level on this measure**
- **Unable to rate this measure due to extended absence**

---

**VPA 3**

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Page 55 of 67
## VPA 4: Dance

Child develops capacity to respond, express, and create through movement in dance

<table>
<thead>
<tr>
<th>Developmental Domain: VPA — Visual and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPA 4: Dance</td>
</tr>
<tr>
<td>Child develops capacity to respond, express, and create through movement in dance</td>
</tr>
</tbody>
</table>

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

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

#### Possible Examples

- **Responding**
  - Watches intently as other children move or dance to music.
  - Moves toward other children who are doing dance-like movements with streamers.
  - Asks to watch a dance on a computer or an electronic tablet.

- **Exploring**
  - Moves to music, matching an adult's side-to-side movements or other simple movements.
  - Claps hands or pats legs to the rhythm of a song.
  - Sways head back and forth to the beat of music.

- **Building**
  - Marches around the room in response to drumming by a peer.
  - Sways arms while holding a scarf and dancing to music.
  - Rolls body on the floor in response to an adult's cue.
  - Moves arms up and down in response to vibrations from music.

- **Integrating**
  - Bends down low and then jumps up high in an attempt to follow an adult's movements.
  - Stops and starts dancing during a freeze-dance game.
  - Twirls around to music briefly, maintaining balance.

### Possible Examples

- **Child is not yet at the earliest developmental level on this measure**
- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

---

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Glossary of Terms and Phrases Used in the DRDP (2015)

**Assemblage:** An artistic composition made from scraps, junk, or odds and ends.
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.
Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

**Locomotor Skills:** The ability to project the body into or through space.
Appears in:
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 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).
Appears in PD-HLTH 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.
Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: 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*).
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/.
Appears in LLD 8: Phonological Awareness
Appendix

The following resources provide additional information for use of the DRDP (2015)

Appendix A: Requirements of the DRDP (2015) Assessment ................................................................. 59
Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015) .......... 60
Appendix C: Strategies for Observation and Documentation........................................................................... 62
Appendix D: Comprehensive Definitions of Adaptations to be Used with the DRDP (2015) .................. 64
Appendix E: Resources for Working in Partnership with Families .............................................................. 65
Appendix F: Collaboration to Complete the DRDP (2015) ....................................................................... 66
### Appendix A: Requirements of the DRDP (2015) Assessment

<table>
<thead>
<tr>
<th>Which children are assessed?</th>
<th>Early Education and Support Division (EESD) Programs</th>
<th>Special Education Division (SED) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment</em></td>
<td><em>All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system.</em></td>
<td><em>All preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).</em></td>
</tr>
<tr>
<td><em>If a child receives services for less than ten hours per week, a DRDP assessment is not required</em></td>
<td><em>All preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).</em></td>
<td><em>To be included in the fall assessment, children must begin services before <strong>October 1</strong>.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>To be included in the spring assessment, children must begin services before <strong>March 1</strong>.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When are children assessed?</th>
<th>Early Education and Support Division (EESD) Programs</th>
<th>Special Education Division (SED) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter</td>
<td>Children are assessed twice a year, fall and spring. Plan to submit data:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>By December 1 for the fall and June 1 for the spring assessment.</em></td>
<td><em>Check with local administrators as to how, when, and to whom DRDP data will be submitted.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How are children assessed</th>
<th>Early Education and Support Division (EESD) Programs</th>
<th>Special Education Division (SED) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children are assessed with the DRDP (2015).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Children birth to three years of age are assessed with the Infant/toddler View</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Children three to five years of age are assessed with the Preschool View</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where to submit DRDP data</th>
<th>Early Education and Support Division (EESD) Programs</th>
<th>Special Education Division (SED) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data is input to DRDPtech for secure data storage and to obtain psychometrically valid reports</td>
<td>Submit data files in the Fall and Spring to CDE/SED in one of two ways:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Into the SELPA’s MIS that will upload to CASEMIS</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Into the DR Access Reports secure data system to prepare data for SELPA upload to CASEMIS</em></td>
<td></td>
</tr>
</tbody>
</table>

The DRDP (2015) will be administered in both the California Department of Education’s Early Education and Support Division (EESD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed with the DRDP (2015), and when, how, and where to submit the results of the DRDP (2015).

For more information:

- For CDE-funded Early Education programs: [http://www.cde.ca.gov/sp/cd/](http://www.cde.ca.gov/sp/cd/)
- For CDE-funded Special Education programs: [http://www.cde.ca.gov/sp/se/sr/drdpassmntsystm.asp](http://www.cde.ca.gov/sp/se/sr/drdpassmntsystm.asp)
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at [www.desiredresults.us](http://www.desiredresults.us)
- For SED Training and Technical Assistance: Desired Results Access Project at [www.draccess.org](http://www.draccess.org)
## Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (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 young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

<table>
<thead>
<tr>
<th>From the California Department of Education</th>
<th>California's Best Practices for Young Dual Language Learners: Research Overview Papers</th>
<th>Two papers in this series are particularly relevant: “Assessment of Young Dual Language Learners in Preschool” focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families’ language practices. “Early Intervention and Young Dual Language Learners with Special Needs” addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.</th>
</tr>
</thead>
</table>
| California Department of Education web pages: | • Understanding Dual Language Development  
• Assessing Young Dual Language Learners  
• English Language Development (ELD) Foundations  
• Supporting Dual Language Learners | [http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf](http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf) |
| Assessing Children with Disabilities who are Dual Language Learners | This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning. | [http://draccess.org/DLLGuidance.html](http://draccess.org/DLLGuidance.html) |
## Gathering and Using Language Information that Families Share

One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways to support children's progress.


## Code Switching: Why It Matters and How to Respond: Workbook for Early Head Start/Head Start Programs

This easy to use workbook defines and describes code switching. It identifies which children code switch and explains why code switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code switch.


## Screening and Assessment of Young English-Language Learners

Supplement to the NAEYC and NAEC/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation


## Development of Infants and Toddlers Who Are Dual Language Learners

This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs) looking at formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.


## YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities

Considers contemporary perspectives about strategies to support young children who are dual language learners served in inclusive early childhood settings. Information included in this monograph will be immediately useful for practitioners and families and will demonstrate the value of thoughtfully and systematically approaching assessment, interventions, and services for the benefit of children who are dual language learners and their families.

[http://www.dec-sped.org/dll](http://www.dec-sped.org/dll)

## Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges

This education policy report explores issues related to improving instruction in programs serving preschool-aged children focusing on young Hispanic dual language learners. Assessment is addressed in the section titled: Improving Teachers' Practice through the Assessment of Young Dual Language Learners

Appendix C: Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, What is Authentic Assessment at [http://dracess.org/guidancefordrdp](http://dracess.org/guidancefordrdp). Many observation and documentation job aids can be found at [https://desiredresults.us/content/observation-resources](https://desiredresults.us/content/observation-resources) that can be used by EESD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.

- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as “+” for correct and “−” for incorrect.

- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.

- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

10 Strategies for Naturalistic Observation

**Know the instrument** – Be familiar with the instrument, including the domains and measures being observed.

**Observe naturally** – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

**Observe objectively** – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

**Observe strategically** – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

**Observe daily or routinely** – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

**Observe variety and consistency** – Be aware of a child’s overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

**Be specific and complete** – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

**Plan ahead** – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

**Allow time** – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

**Use appropriate adaptations** – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- **Work Samples** – Documentation can also include the collection of 2- or 3- dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.

- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

Information on strategies for implementing the above documentation strategies can be found at: [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html)
Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program’s environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children’s names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located throughout the classroom.
- Observe children’s behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

**Portfolios:** Portfolios are a helpful way of organizing information. EESD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children’s work samples, photos of children’s activities, audio or video recordings, and transcripts of the child’s language. The portfolio methods selected should work well for the program.

**Electronic Portfolios:** If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child’s developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child’s skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child’s skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child’s development, or viewing short videos or recordings that illustrate a child’s behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child’s family, who else might provide helpful information to assist in documenting their child’s development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family’s permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. For a more detailed look at collaboration and the assessment process please refer to Appendix F.
Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or 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 (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 (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 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.
Appendix E:
Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members' descriptions of their child's behavior in the home or in community settings will help teachers and service providers know more about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child's teachers and service providers of the child's history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child's development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans IFSPs) or Individualized Education Program (IEPs) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:
http://draccess.org/OverviewOfDRDPAccessForFamilies.html
A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: https://allaboutyoungchildren.org/
A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging: http://cainclusion.org/camap/counties.html
The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Resources for Working in Partnership with Families

A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:
http://draccess.org/RoleOfFamilyObsv.html
A document describing the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/sr/drdpasmntsystm.asp
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org
Appendix F:
Collaboration to Complete the DRDP (2015)

“The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives.” – Robert John Meehan

Collaborating with Others Who Know the Child Well
Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child’s life and offers perspectives that enhance our understanding of a child’s skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child’s unique learning needs and specific understanding of a child’s disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another’s work in assessing a child’s skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person’s role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child’s goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child’s day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDPtech. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.
Collaborating with Families

Gathering family perspectives about their child’s development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child’s development and behavior is required for EESD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child’s behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child’s dressing or other self-help skills. However, families have repeated opportunities to observe their child’s self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child’s skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child’s grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.

- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child’s behavior during activities and routines that occur in the classroom setting may differ from the same child’s behavior in activities and routines in home or community settings. Not all perspectives about children’s behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, focusing on routines and activities provides a very useful context for asking a family about their child’s everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP (2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child’s skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Collaboration

Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.

http://www.dec-sped.org/recommendedpractices

Inclusive Planning Checklist: Home-Visiting Programs

Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.


Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children’s Everyday Routines and Activities

A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).

http://draccess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System

An overview of the research findings that suggest parents’ observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

http://drccess.org/RoleOfFamilyObsv.html

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us
Email: desiredresults@desiredresults.wested.org
Phone: (800) 770-6339

Desired Results Access Project

Website: www.draccess.org
Email: info@draccess.org
Phone: (800) 673-9220