

What is the DRDP-K (2015) assessment instrument?

The DRDP-K is a child observation assessment that informs curriculum planning. The DRDP-K supports teachers in observing, documenting, and reflecting on children’s learning, development, and progress during the transitional kindergarten and kindergarten years.

Who developed the DRDP-K (2015) and why?

The California Department of Education (CDE) developed the original version¹, and additional enhancements were created in collaboration with the Illinois State Board of Education (ISBE). The development was in response to federal initiatives such as the Race to the Top-Early Learning Challenge (RTT-ELC) program² and the National Education Panel Goals³ which brought to the forefront efforts to define what areas of learning and development are crucial to school readiness and also ways to assess school-readiness.

The United States Department of Education defines the essential domains of school readiness as language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development, and social and emotional development.⁴

Essential Domains of School Readiness

- 1) Language and Literacy Development
- 2) Cognition and General Knowledge
- 3) Approaches toward Learning
- 4) Physical Well-Being and Motor Development
- 5) Social and Emotional Development

The CDE and ISBE collaborated with national child development experts to develop measures in each domain. Feedback provided by expert review groups and teachers who participated in research studies contributed to the development of the instrument.

How does the DRDP-K (2015) address areas of learning and development?

The DRDP-K (2015) is made up of 11 domains or areas that address the acquisition of core knowledge, skills, or behaviors. The essential domains of school readiness are included in the DRDP-K (2015), as well as additional domains that address the kindergarten curriculum. *The last page of this document provides a brief description of each domain.*

How do teachers use the DRDP-K (2015)?

- Teachers **observe children over time** as they engage in typical activities and routines.
- Teachers **collect evidence** of children’s knowledge and skills through observation, documentation, and collection of work samples.
- For **dual language learners**, teachers observe and document children’s behavior in both the **home/first language** and English to obtain a more accurate profile of the children’s knowledge and skills.
- **Family and other staff that know the children well** contribute to observation and documentation.
- **Teachers review evidence** to rate children’s progress on the developmental continuum.
- Teachers **use results** of the DRDP-K (2015) to **inform curriculum and instruction**.

What can parents and teachers learn about children from the DRDP-K (2015)?

- What **children know and what they are able to do** – instead of what they don’t know or can’t do
- What **children will learn next**, and what skills and abilities they will develop, **with instructional support**

¹ Desired Results Developmental Profile – School Readiness (2012)

² <http://www.acf.hhs.gov/programs/ecd/programs/race-to-the-top>

³ <http://govinfo.library.unt.edu/negp/index-1.htm>

⁴ <http://www.ed.gov/early-learning/elc-draft-summary/definitions>

How do schools and districts implement the DRDP-K (2015)?

Local education agencies (LEAs), such as schools, districts, and/or counties, can:

- Choose which domains best fit with their priorities and complement other existing required assessments
- Determine the frequency of administering the domains within a school year

DRDP-K (2015) views children with a positive orientation – helping teachers scaffold learning and development

A Brief Description of Each Domain

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

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

The **Language and Literacy Development (LLD)** domain assesses the progress of children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. The LLD measures should be completed for all children, including those who are dual language learners. 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/first language, in English, or in both languages.

The **English-Language Development (ELD)** domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. It is important to remember that children acquire English differently 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 **Cognition: Math (COG:MATH)** and **Cognition: Science (COG:SCI)** domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

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

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

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

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