

DRDP-SA[®] (2010) mini measures cards assembly instructions

The DRDP[®] (2010) Mini Measures are a pocket sized format of the DRDP[®] (2010) measures and developmental levels that teachers can use as a quick reference guide during busy school days.

■ PRINT

Print Mini Measures cards on card stock for laser and inkjet printers. Print the pages designated below double-sided so that the corresponding definitions are on the backs of the cards. The DRDP-SA[®] (2010) Mini Measures divides the measures into 2 sections with Desired Results dividers.

Developmental Domain (SSD): Measures 1-9
Developmental Domain (HS): Measures 10-13



For easy recognition, use a different color of paper for each of section of the developmental domains. For example, use these different paper colors to print the cards:
Pink for Developmental Domain (SSD) divider & Measures 1-9
Ivory for Developmental Domain (HS) divider & Measures 10-13



Print page 2 one side only
Print page 3 & 4 double-sided
Print page 5 & 6 double-sided
Print page 7 & 8 double-sided
Print page 9 one side only
Print page 10 & 11 double-sided
Print page 12 one side only
Print page 13 one side only

✂ CAREFULLY CUT CARD PAGES ON DASHED LINES.

Collate measure cards in numeric order with developmental domain divider cards in front of each developmental domain group.

● PUNCH DOT WITH A HOLE PUNCH.

○ BIND CARDS WITH A KEY RING.

Contents: 1 page of instructions, 12 pages of cards

Additional supplies needed:

- Scissors or a paper cutter to separate the cards
- A hole punch to punch each card
- A keyring to keep the cards together

Optional accessories: A neckband or key chain to attach to the keyring for easy access



Store in apron pocket on a belt hook or key chain.

DRDP-SA[©] (2010) mini measures cards this page prints one side only

■ print on card stock ✂ cut on dashed lines ● punch on dot ○ bind with key ring

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DRDP-SA[©] (2010)



mini measures

Desired Results Training & Technical Assistance Project

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This Mini Measures set belongs to



DRDP[©] (2010) is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.



Desired Results

1. Children are personally and socially competent
2. Children are effective learners
3. Children show physical and motor competence
4. Children are safe and healthy

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP[©] (2010).



DRDP-SA[©] (2010) Mini Measures divides the measures into two sections according to the developmental domains:

Self and Social Development (SSD): Measures 1-9

Health and Safety (HS): Measures 10-13

DRDP-SA[©] (2010) mini measures cards front

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

Developmental Domain (SSD)

Self and Social Development

measures 1–9

● Identity of self and connection to others

Developing	Accurately describes self in terms of physical characteristics, preferences and things he or she can do
Understanding	Describes physical characteristics, preferences and things he or she can do in relation to another person
Integrating	Describes self in terms of roles within one or more groups of people he or she knows

measure 1

● Identity of self and connection to others

Expanding	Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)
Connecting	Describes self in terms of roles he/she may have in the future

measure 1

● Self-esteem

Developing	Makes positive judgments about personal characteristics, skills, or behavior
Understanding	Makes positive judgments about personal characteristics, skills, or behavior in relation to someone else
Integrating	Makes positive judgments about self related to others in his or her group; describes personal role within group

measure 2

● Self-esteem

Expanding	Makes positive judgments about self related to others in his or her community including people he or she may not know (the whole school, the town where he or she lives)
Connecting	Makes positive judgments about self based on how he or she has done in the past and may do in the future

measure 2

DRDP-SA[©] (2010) mini measures cards back

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

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Developmental Domain Self and Social Development SSD1

Measure 1: Identity of self and connection to others

Definition: Child shows increasing awareness or understanding of self and his or her connection to others.



Developmental Domain Self and Social Development SSD2

Measure 2: Self-esteem

Definition: Child makes positive judgments about self and his/her own abilities in increasingly broad contexts.



Developmental Domain Self and Social Development SSD3

Measure 3: Empathy

Definition: Child shows increasing awareness of others' feelings and experiences and responds appropriately through words or actions.

DRDP-SA[®] (2010) mini measures cards front

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

● Empathy

Developing	Demonstrates awareness of own feelings
Understanding	Shows awareness of feelings of others with appropriate words or actions
Integrating	Shows understanding of how someone else might feel in a certain hypothetical situation

measure 3

● Empathy

Expanding	Shows understanding of feelings and experiences through words or actions for groups of people who live in his or her community (may not know them)
Connecting	Shows understanding of feelings and experiences through words or actions for groups of people beyond his or her immediate community

measure 3

● Impulse control

Developing	Responds to adult reminder or direction to control inappropriate impulses
Understanding	Applies known rules to manage frustrating situations
Integrating	Controls impulses independently, understanding the other person's point of view

measure 4

● Impulse control

Expanding	Controls impulses based on what is right or fair for his or her immediate group
Connecting	Controls impulses based on the needs of the greater community (people the child does not know)

measure 4

● Follows rules

Developing	Follows most program rules, but often needs to be reminded
Understanding	Follows most rules and understands reasons for rules, even if he or she doesn't always follow them
Integrating	Follows rules without reminders, even if he or she doesn't want to, and expects others to do the same

measure 5

● Follows rules

Expanding	Knows and understands rules of the familiar group, and suggests ways to improve them so that they are fair for everyone in the group
Connecting	Knows and understands rules for the broader community, and suggests ways to improve them so that they are fair for everyone in the community

measure 5

DRDP-SA[©] (2010) mini measures cards back

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Developmental Domain Self and Social Development SSD4

Measure 4: Impulse control

Definition: Child shows ability to regulate responses to internal and external stimuli in increasingly broad settings.



Developmental Domain Self and Social Development SSD5

Measure 5: Follows rules

Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules.



Developmental Domain Self and Social Development SSD5

Measure 6: Awareness of diversity: appreciation of differences and similarities

Definition: Children show awareness, acceptance, understanding, and appreciation of others' special needs, genders, family structures, ethnicities, cultures, and languages

DRDP-SA[©] (2010) mini measures cards front

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

● Awareness of diversity: appreciation of differences and similarities

Developing	Identifies physical differences and similarities between self and others
Understanding	Expresses awareness of nonphysical differences and similarities between self and others, such as those related to culture, language, family structure, or religion
Integrating	Makes accommodations for others in the group who are different from him or her

measure 6

● Awareness of diversity: appreciation of differences and similarities

Expanding	Takes action that shows interest in, and appreciation for, the similarities and differences of people in his or her community (may not know them)
Connecting	Shows interest in promoting social justice for people beyond his/her community

measure 6

● Interactions with adults

Developing	Seeks out one or two trusted adults for guidance or companionship in daily activities
Understanding	Interacts with a wider variety of adults, displaying increasing independence but still relying on them for guidance or reassurance
Integrating	Listens to and considers adult's perspective, while expressing and defending own ideas

measure 7

● Interactions with adults

Expanding	Expresses clear sense of self as separate from adults in community (teachers, staff, parents, police officers, mayor), but acknowledges adult's perspective
Connecting	Expresses clear sense of self as different from adults outside of their community, in the nation/world, but acknowledges adult's perspective

measure 7

● Friendship

Developing	Plays with other known children, focusing on own needs and making limited compromises with playmates
Understanding	Listens to and considers the needs and interests of a friend when they are expressed
Integrating	On his or her own, considers and acknowledges the perspectives of one or more close friends

measure 8

● Friendship

Expanding	Considers the needs and interests of a group of friends and seeks ways to balance those with own interests and needs
Connecting	Demonstrates concern and caring for children outside his or her community

measure 8

DRDP-SA[©] (2010) mini measures cards back

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

page 8 of 13



Developmental Domain Self and Social Development SSD7

Measure 7: Interactions with adults

Definition: Child develops positive relationships with increasingly larger groups of adults and acknowledges adult's perspective, while expressing clear sense of own self.



Developmental Domain Self and Social Development SSD8

Measure 8: Friendship

Definition: Child develops one or more close relationships with peers and extends concept of friendship beyond his/her community.



Developmental Domain Self and Social Development SSD9

Measure 9: Conflict negotiation

Definition: Child resolves conflicts by proposing solutions that consider the needs of others and extends concept of negotiation beyond his/her community.

DRDP-SA[®] (2010) mini measures cards front only

■ print on card stock (green color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

● Conflict negotiation

Developing	During a conflict with another child, expresses own needs and desires
Understanding	During a conflict, listens to desires of another child and suggests or accepts a mutually agreeable solution
Integrating	Resolves conflicts by proposing solutions that address the desires or rights of everyone in the group

measure 9

● Conflict negotiation

Expanding	Proposes solutions to conflicts that address the desires or rights of everyone in the community (even those who are not known personally)
Connecting	Proposes solutions to conflicts that address the desires or rights of people beyond his or her community

measure 9

DRDP-SA mini measures cards front

■ print on card stock (pink color optional) ✂ cut on dashed lines ● punch on dot ○ bind with key ring

Developmental Domain (HS) Health and Safety

measures 10–13

● Safety

Developing	Follows safety rules only when reminded
Understanding	Follows safety rules sometimes or with few reminders or little encouragement
Integrating	Follows safety rules independently and on a regular basis
Expanding	Participates in establishing rules and procedures that are safe for specific activities

10
measure

● Understanding healthy lifestyle

Developing	Makes healthy choices when reminded or encouraged
Understanding	Makes healthy choices with few reminders or little encouragement
Integrating	Makes healthy choices independently and on a regular basis
Expanding	Encourages others to make healthy choices

11
measure

● Personal care routines

Developing	Follows rules of good personal care only when reminded
Understanding	Follows rules of good personal care with few reminders or little encouragement
Integrating	Independently practices good personal care on a regular basis
Expanding	Encourages good personal care among others

12
measure

● Exercise and fitness

Developing	Participates in active physical activity only when strongly encouraged
Understanding	Participates in active physical activity with some reminders or little encouragement
Integrating	Participates in active physical activity independently and on a regular basis
Exploring	Encourages others to engage in regular physical activity

13
measure

DRDP-SA[®] (2010) mini measures cards back

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Developmental Domain
Health and safety HS1

Measure 10: Safety

Definition: Child shows increasing independence in following rules for personal safety.



Developmental Domain
Health and safety HS2

Measure 12: Personal care routines

Definition: Child shows increasing independence in following personal care routines.



Developmental Domain
Health and safety HS3

Measure 11: Understanding healthy lifestyles

Definition: Child shows increasing independence in following rules for personal safety.



Developmental Domain
Health and safety HS4

Measure 13: Exercise and fitness

Definition: Child shows increasing independence in participating in exercise & fitness activities.

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Mastered

A level is **Mastered** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them: **Easily and confidently**



Consistently over time
In different settings

Unable to Rate

In the rare circumstances that you find yourself **Unable to Rate** a measure, use the bottom section of the page under #4 to describe in detail why you were not able to rate the measure.



Emerging

A child may be **Emerging** to the next level by showing behaviors from the next developmental level, but that are not yet typical or consistent. Mark the bubble by #3 if the child is emerging to the next level.



Desired Results

Working with families and teachers to support children's learning and development



Not Yet

If a child has not mastered the first developmental level on a measure, mark the **Not Yet at First Level** bubble on line one.



Desired Results

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●

Date: _____
Child: _____
Notes: _____

Measure: _____ 


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Date: _____
Child: _____
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