



# Overview of the DRDP (2015) Preschool Fundamental View

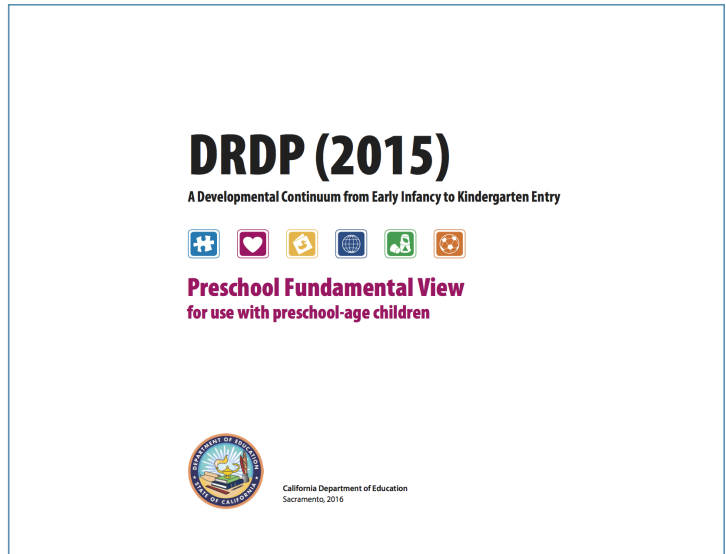
The purpose of this document is to provide more information regarding the announcement made by the California Department of Education's Special Education Division on May 31, 2016, Policy Memo: DRDP (2015) Administration for Preschool-Age Children with Individualized Education Programs (IEPs).

## The Preschool Fundamental View

In 2015, the California Department of Education (CDE) released two views of the DRDP (2015), the Infant/Toddler View and the Preschool View. In May 2016, CDE released a third view. This view is a more compact preschool view of the DRDP (2015) titled the DRDP (2015) Preschool Fundamental View and it is a sub-set of measures on the DRDP (2015) Preschool Comprehensive View. *This new view must be used with preschoolers who have IEPs.*

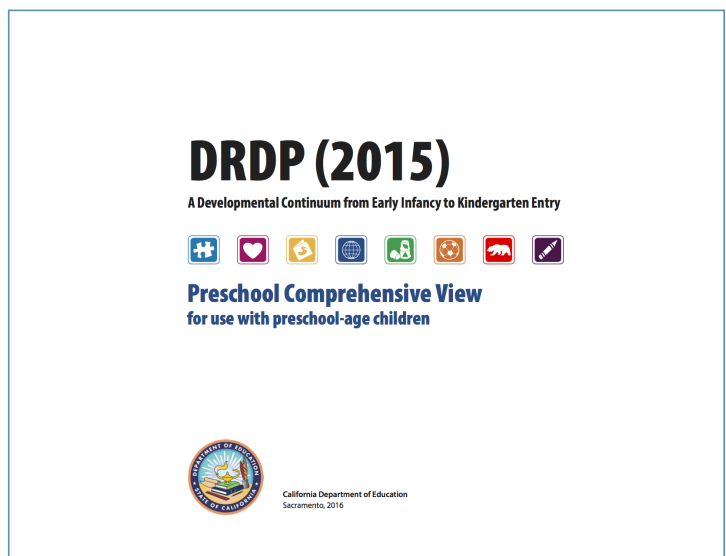
The Preschool Fundamental View contains:

- The 5 developmental domains most predictive of later school success (based on the National Goals Panel Five Dimensions of School Readiness, which a widely used reference);
- The 39 measures required for special education; and
- 4 ELD measures, used when indicated;
- All of the HLTH measures.



## The Preschool Comprehensive View

The original preschool view, now referred to as the DRDP (2015) Preschool Comprehensive View, includes all 8 original domains of the DRDP (2015). It is still available for download and may be useful when collaborating with programs that choose to use this view for assessment.



# Measures in the DRDP (2015) Preschool Comprehensive View that do not appear in the DRDP (2015) Preschool Fundamental View

This illustration shows the measures on the DRDP (2015) Preschool Comprehensive View. The 13 Measures in red strikethrough remain part of the Preschool Comprehensive View but do not appear on the Preschool Fundamental View. These measures include 4 science measures from the COG domain and the History/Social Science and Visual and Performing Arts domains.

While these measures were removed from the DRDP (2015) Preschool Fundamental View, they are still part of a comprehensive early childhood curriculum.

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

**Measures at-a-Glance**  
Preschool Comprehensive View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name		
Approaches to Learning –Self-Regulation	ATL-REG	1	Attention Maintenance		
		2	Self-Comforting		
		3	Imitation		
		4	Curiosity and Initiative in Learning		
		5	Self-Control of Feelings and Behavior		
		6	Engagement and Persistence		
		7	Shared Use of Space and Materials		
		Social and Emotional Development	SED	1	Identity of Self in Relation to Others
				2	Social and Emotional Understanding
				3	Relationships and Social Interactions with Familiar Adults
4	Relationships and Social Interactions with Peers				
5	Symbolic and Sociodramatic Play				
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)		
		2	Responsiveness to Language		
		3	Communication and Use of Language (Expressive)		
		4	Reciprocal Communication and Conversation		
		5	Interest in Literacy		
		6	Comprehension of Age-Appropriate Text		
		7	Concepts About Print		
		8	Phonological Awareness		
		9	Letter and Word Knowledge		
		10	Emergent Writing		
English Language Development	ELD	1	Comprehension of English (Receptive English)		
		2	Self-Expression in English (Expressive English)		
		3	Understanding and Response to English Literacy Activities		
		4	Symbol, Letter, and Print Knowledge in English		
Cognition, Including Math and Science	COG	1	Spatial Relationships		
		2	Classification		
		3	Number Sense of Quantity		
		4	Number Sense of Math Operations		
		5	Measurement		
		6	Patterning		
		7	Shapes		
		8	Cause and Effect		
		9	Inquiry Through Observation and Investigation		
		10	Documentation and Communication of Inquiry		
		11	Knowledge of the Natural World		
Physical Development –Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts		
		2	Gross Locomotor Movement Skills		
		3	Gross Motor Manipulative Skills		
		4	Fine Motor Manipulative Skills		
		5	Safety		
		6	Personal Care Routines: Hygiene		
		7	Personal Care Routines: Feeding		
		8	Personal Care Routines: Dressing		
		9	Active Physical Play		
		10	Nutrition		
History–Social Science	HSS	1	Sense of Time		
		2	Sense of Place		
		3	Ecology		
		4	Conflict Negotiation		
		5	Responsible Conduct as a Group Member		
Visual and Performing Arts	VPA	1	Visual Art		
		2	Music		
		3	Drama		
		4	Dance		

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool Comprehensive View – August 1, 2015 © 2013-2016 California Department of Education – All rights reserved Measures at-a-Glance

# More about the measures in the Preschool Fundamental View

Note that COG now is comprised only of math measures.

Also note that ATL 1, 2, and 3 and COG 1, which were previously Conditional, are now required for children with IEPs; these are highlighted in yellow.

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

**Measures at-a-Glance**  
Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning –Self-Regulation	ATL-REG	1	Attention Maintenance
		2	Self-Comforting
		3	Imitation
		4	Curiosity and Initiative in Learning
		5	Self-Control of Feelings and Behavior
		6	Engagement and Persistence
		7	Shared Use of Space and Materials
Social and Emotional Development	SED	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts About Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD	1	Comprehension of English (Receptive English)
		2	Self-Expression in English (Expressive English)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English
Cognition, Including Math and Science	COG	1	Spatial Relationships
		2	Classification
		3	Number Sense of Quantity
		4	Number Sense of Math Operations
		5	Measurement
		6	Patterning
		7	Shapes
Physical Development –Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
		5	Safety
		6	Personal Care Routines: Hygiene
		7	Personal Care Routines: Feeding
		8	Personal Care Routines: Dressing
		9	Active Physical Play
		10	Nutrition

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool Fundamental View – July 1, 2016 © 2013-2016 California Department of Education – All rights reserved Measures at-a-Glance

# Rating Record

For the first time, there is a DRDP (2015) Rating Record that is specific to preschool children with IEPs. The reason for this different rating record is help special education assessors ensure that all required measures are rated for children with IEPs. Because the conditional measures are now required for children with IEPs, the conditional column has been removed (except for the 4 conditional ELD measures). Be sure you have the correct form if you photocopy it from the manual. It also can be downloaded separately at [www.draccess.org](http://www.draccess.org).

**DRDP (2015)**  
**PS Fundamental View Rating Record**  
 A Developmental Continuum from Early Infancy to Kindergarten Entry  
**For use with preschool-age children with Individualized Education Programs (IEPs)**

Child's Name (First and Last): \_\_\_\_\_  
 Student ID (used by district for reporting to CASEMIS): \_\_\_\_\_  
 Assessment Period (e.g., Fall 2016): \_\_\_\_\_  
 Date DRDP (2015) was completed (e.g., 09/01/2016): \_\_\_\_\_ month / \_\_\_\_\_ day / \_\_\_\_\_ year

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 "nearing" to the next level (optional); in the rare circumstance that you are unable to rate a Measure, mark UR.

Measure	Measure Name	Repeating		Exploring	Building	Integrating	Not yet	EM	UR
		Earlier	Later						
ATL-RI01	Attention Maintenance								
ATL-RI02	Self-Comforting								
ATL-RI03	Initiation								
ATL-RI04	Curiosity and Initiative in Learning								
ATL-RI05	Self-Control of Feelings and Behavior								
ATL-RI06	Engagement and Persistence								
ATL-RI07	Shared Use of Space and Materials								
SDS-1	Identity of Self in Relation to Others								
SDS-2	Social and Emotional Understanding								
SDS-3	Relationships and Social Interactions with Familiar Adults								
SDS-4	Relationships and Social Interactions with Peers								
SDS-5	Symbolic and Sociodramatic Play								
LL3-1	Understanding of Language (Receptive)								
LL3-2	Responsiveness to Language								
LL3-3	Communication and Use of Language (Expressive)								
LL3-4	Reciprocal Communication and Conversation								
LL3-5	Interest in Literacy								
LL3-6	Comprehension of Age-Appropriate Text								
LL3-7	Concepts about Print								
LL3-8	Phonological Awareness								
LL3-9	Letter and Word Knowledge								
LL3-10	Emergent Writing								

DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry – October 1, 2016 © 2015 2016 California Department of Education – All rights reserved. Preschool Fundamental View Rating Record for Children with IEPs Page 1 of 2

**DRDP (2015)**  
**PS Fundamental View Rating Record**  
 A Developmental Continuum from Early Infancy to Kindergarten Entry  
**For use with preschool-age children with Individualized Education Programs (IEPs)**

Child's Name (First and Last): \_\_\_\_\_  
 Student ID (used by district for reporting to CASEMIS): \_\_\_\_\_

Measure	Measure Name	Repeating		Exploring	Building	Integrating	Conditional Measure	EM	UR
		Earlier	Later						
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								

Measure	Measure Name	Repeating		Exploring	Building	Integrating	Not yet	EM	UR
		Earlier	Later						
OSK-1	Spatial Relationships								
OSK-2	Classification								
OSK-3	Number Sense of Quantity								
OSK-4	Number Sense of Math Operations								
OSK-5	Measurement								
OSK-6	Patterning								
OSK-7	Shapes								
PD-RI01	Perceptual-Motor Skills and Movement Concepts								
PD-RI02	Gross Locomotor Movement Skills								
PD-RI03	Fine Motor Manipulative Skills								
PD-RI04	Fine Motor Manipulative Skills								
PD-RI05	Safety								
PD-RI06	Personal Care Routines: Hygiene								
PD-RI07	Personal Care Routines: Dressing								
PD-RI08	Personal Care Routines: Dressing								
PD-RI09	Active Physical Play								
PD-RI10	Rubbing								

DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry – October 1, 2016 © 2015 2016 California Department of Education – All rights reserved. Preschool Fundamental View Rating Record for Children with IEPs Page 2 of 2

## Which Views must be used with which children?

There are three views of the DRDP (2015). There is no change for infants and toddlers; children with IFSPs will continue to be assessed with the DRDP (2015) Infant/Toddler View. All preschool-age children with IEPs will be assessed using the DRDP (2015) Preschool Fundamental View.

One Infant/Toddler View	Two Preschool Views	
	Preschool Comprehensive View	Preschool Fundamental View
<p><b>DRDP (2015)</b>            A Developmental Continuum from Early Infancy to Kindergarten Entry</p> <p><b>Infant/Toddler View</b>            for use with infants and toddlers</p>	<p><b>DRDP (2015)</b>            A Developmental Continuum from Early Infancy to Kindergarten Entry</p> <p><b>Preschool Comprehensive View</b>            for use with preschool-age children</p>	<p><b>DRDP (2015)</b>            A Developmental Continuum from Early Infancy to Kindergarten Entry</p> <p><b>Preschool Fundamental View</b>            for use with preschool-age children</p>
There is only one Infant/Toddler View. All EESD-funded and SED-funded infant-toddler programs will continue to use this view	EESD-funded preschool programs will select whether to use the Preschool Comprehensive or Preschool Fundamental View for children in the program	All preschool special education programs will complete the Preschool Fundamental View for all children with IEPs and submit to CASEMIS
This view contains 29 measures across five domains	This view contains 56 measures across eight domains	This view contains 43 measures across six domains


## Notes about children who are dually enrolled

Even though SED assessors will always complete the DRDP (2015) Preschool Fundamental View and submit the DRDP (2015) Rating Record for preschool children with IEPs and EESD programs can choose which view will be used for children in their programs, collaboration is still essential. Please note:


- When assessing a child with an IEP attending an inclusive classroom, you must rate all of the HLTH measures, even though most of those measures are conditional for the children without IEPs in that classroom.
- If a child is being assessed using the DRDP (2015) Preschool Comprehensive View by the general educator, the special educator should assist in assessing all measures.

## Reference: Policy Memo from the CDE Special Education Division

<http://www.draccess.org/PolicyMemoDRDP2015Fundamental.html>



CALIFORNIA DEPARTMENT OF EDUCATION  
Special Education Division  
**Announcement**  
from the Desired Results Access Project



### Policy Memo: DRDP (2015) Administration for Preschool-Age Children with Individualized Education Programs (IEPs)

May 31, 2016

The California Department of Education (CDE) has received feedback about the preschool view of the DRDP (2015) and the requirements for local programs to administer a comprehensive assessment. Therefore, the CDE has created a more compact preschool view of the DRDP (2015) containing only the developmental domains most predictive of later school success. This shorter version, which includes 39 required items for special education rather than the original 56, is entitled the Preschool Fundamental View, and contains the five domains required for preschool-age children with IEPs plus the English Language Development (ELD) domain when indicated.

The History-Social Science (HSS) domain, the Visual and Performing Arts (VPA) domain, and the Science measures in Cognition (COG) are not included or administered when using the Preschool Fundamental View but may be administered for instructional purposes by administering the Preschool Comprehensive View. However, the CDE will no longer collect the Preschool Comprehensive view results.

#### Requirements for Preschool Special Education Programs:

Beginning in the fall of 2016, preschool special education programs will submit the Preschool Fundamental View to CASEMIS.

The required domains for children with IEPs, regardless of setting, are:

- Approaches to Learning—Self-Regulation (**ATL-REG**)
- Social and Emotional Development (**SED**)
- Language and Literacy Development (**LLD**)
- Cognition: Math (**COG: MATH**)
- Physical Development—Health (**PD-HLTH**)
- English Language Development (**ELD**), if indicated

**Please note: All of the Health measures are now required for children with IEPs.** The English Language Development measures will continue to be conditional, based on the languages used in the child's home and as indicated by Question 12 of the Information Page.

- The Preschool Fundamental View will be available for download at [www.draccess.org](http://www.draccess.org) beginning July 1, 2016.
- The Preschool Comprehensive View (the former DRDP (2015) Preschool View) will continue to be available as an instructional resource.
- The DRDP (2015) Infant/Toddler View remains unchanged in the number of domains required.
- All other policies regarding the DRDP (2015) remain in place. Refer to [Appendix A](#) of the DRDP (2015) Assessment Manual for a list of these requirements.

Questions regarding special education programs' use of the DRDP (2015) may be addressed to Sheila Self, Consultant, Policy and Program Services Office by email at [sself@cde.ca.gov](mailto:sself@cde.ca.gov).

For professional development resources, technical assistance, or reports information, contact the **Desired Results Access Project** by email at [info@draccess.org](mailto:info@draccess.org), by phone at 1-800-673-9220, or at <http://www.draccess.org>