CDSS

IT DRDP (2025)

An Early Childhood Developmental Continuum

Infant and Toddler View

For Use with Infant and Toddler Aged Children

The DRDP (2025) was developed by the California Department of Social Services (CDSS) and the California Department of Education (CDE), with assistance from:

Berkeley Evaluation and Assessment Research Center, University of California, Berkeley

Desired Results Access Project, Napa County Office of Education

WestEd Desired Results Developmental Profile (2025) Instrument and Research Studies Project

WestEd's Desired Results Training and Technical Assistance Project

For more information

Early Education Programs may contact:

Desired Results Training and Technical Assistance Project
Website: www.desiredresults.us
Email: desiredresults@wested.org
Phone: (800) 770-6339

Special Education Division Programs may contact:

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

© 2026 by the CDSS and CDE - April 2, 2026
All Rights Reserved. Permission to reproduce only for instructional purposes.

DRDP (2025)

An Early Childhood Developmental Continuum

IT View

For use with infant and toddler aged children

Table of Contents

Introduction to the DRDP (2025) 1
Completing the DRDP 7
Measures at a Glance—DRDP (2025) Infant-Toddler (IT) View 11
Measures at a Glance—DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View 12
Measures at a Glance— DRDP (2025) Preschool – Grade 3 (P-3) View 13
DRDP (2025) IT View Rating Record 15
Domain Name: Approaches To Learning (ALT) 1
Domain Name: Social Emotional Development (SED) 4
Domain Name: Foundational Language Development (FLD) 9
Domain Name: Cognition (COG) 12
Domain Name: Physical Development (PD) 18
Domain Name: Health (HLTH) 22
Glossary of Terms Used in the DRDP (2025) 27
Appendix A: Requirements of the DRDP (2025) Assessment 30
Appendix B: Resources for Assessing Children who are Multilingual Learners, Including Dual Language Learners, with the DRDP (2025) 32
Appendix C: Strategies for Observation and Documentation 35
Appendix D: Accommodations or Adaptations for Children with Disabilities 37
Appendix E: Resources for Working in Partnership with Families 37
Appendix F: Collaboration to Complete the DRDP (2025) 40

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Introduction to the DRDP (2025)

Welcome to the Desired Results Developmental Profile (2025) [DRDP (2025)]: An Early Childhood Developmental Continuum. The DRDP (2025) is a formative assessment developed by the California Department of Education and the California Department of Social Services for young children and their families. It is used to inform instruction and program development.

Structure

The DRDP (2025) includes trajectories of important areas of learning and development presented in three instrument views, for use in (1) infant-toddler group care settings (the IT View), (2) preschool, transitional kindergarten, or kindergarten classrooms (the PTK View), and (3) preschool through third grade (the P-3 view) settings that do not have policy or funding requirements to use the DRDP (2025) or the DRDP-SA.

Domain: Each domain represents an essential area of learning and development for young children and focuses on observable knowledge, skills, and behaviors in that area. The organization of the domains reflects how children's broad areas of development become more differentiated over time. For instance, the Cognition (COG) domain within the IT View splits out into the Mathematics and Science domains in the PTK view. Each domain consists of a set of measures, the individual assessment items of the DRDP as defined below. The number of measures and domains varies across the three age-level views as follows: (1) the IT View includes 6 domains and 25 measures, including 4 conditional measures; (2) the PTK View includes 8 domains and 35 measures, including 6 conditional measures; and (3) the P-3 View includes 2 domains and 9 measures.

- **Approaches to Learning (ATL)**
  The focus of the ATL domain is observable knowledge, skills, and behaviors essential for young children's school readiness and success. The measures included in this domain are Engagement, Attention and Persistence, Curiosity, Interest and Initiative, Problem-Solving, and Planning.
- **Social and Emotional Development (SED)**
  The focus of the SED domain is observable knowledge, skills, and behaviors essential to young children's ability to understand themselves and others and to form positive relationships. The measures included in this domain are Self-Awareness, Social Awareness, Relationships and Reciprocal Interactions with Familiar Adults, Relationships and Interactions with Peers, and Emotional Knowledge and Regulation.
- **Foundational Language Development (FLD)**
  The focus of the FLD domain is observable knowledge, skills, and behaviors essential for the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any signed or spoken language and in any mode of communication, including augmentative and alternative communication (AAC), or any combination of the above. Multilingual learners, including dual language learners, may demonstrate knowledge and skills in their home languages, in English, or in multiple languages. The measures in this domain are Understanding Language, Using Language, Shared Communication and Conversation, Foundational Literacy Skills, Alphabetics and Print Knowledge, and Writing.
- **English Language Development (ELD)**
  The focus of the ELD domain is observable knowledge, skills, and behaviors essential for the progress of children who are multilingual learners, including dual language learners, and who are learning spoken English as an additional language. The measures in this domain are Comprehension of English (Receptive English), Self-Expression in English (Expressive English), and Understanding and Responding to English Literacy Activities.
  - The developmental progression described in the three 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 development include:
    - Degree of exposure to English,
    - Age of exposure to English,
    - The structure of the child's home language.
  - The ELD measures should be completed only for children who are in preschool, transitional kindergarten, or kindergarten whose home language is a language other than spoken English.
  - Note about ELD measures for Deaf/Hard of Hearing (DHH) children: The ELD domain should only be used with children who are learning spoken English. For children learning spoken English and American Sign Language (ASL),

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

the Foundational Language Development (FLD) domain, in conjunction with the Language Milestones, should be used to document children's development of ASL, and the ELD measures can be used to document a child's progress in spoken English.

- **Cognition (COG) for IT***
  The COG domain is used with infants and toddlers (IT). The focus of the COG domain is observable knowledge, skills, and behaviors essential for the development of foundational cognitive skills. The measures in the domain are Imitation, Spatial Thinking, Classification, Number and Counting, Cause and Effect, and Inquiry Through Observation and Investigation.
- **Math (MATH) for PTK***
  The MATH domain is used with children who are in preschool (PS), transitional kindergarten (TK), or kindergarten (K). The focus of the MATH domain is observable knowledge, skills, and behaviors essential for children's development of early mathematical concepts. The measures in this domain are Spatial Thinking, Classification, Number and Counting, Number Operations, and Measurement.
- **Science (SCI) for PTK***
  The SCI domain is used with children who are in PS, TK, or K. The focus of the SCI domain is observable knowledge, skills, and behaviors essential for young children's development of observation, exploration, and investigation of people, objects, and concepts. The measures in this domain are Cause and Effect, Inquiry Through Observation and Investigation, and Documentation and Communication of Inquiry.
- **Physical Development (PD)**
  The focus of the PD domain is observable knowledge, skills, and behaviors essential for how children move and control their bodies and interact with objects, whether independently or with the use of adaptive equipment or other supports. The measures in this domain are Perceptual-Motor Skills and Movement Concepts, Gross Locomotor Movement Skills, Gross Motor Manipulative Skills, and Fine Motor Manipulative Skills.

* Math and Science domain measures for infants and toddlers are included in the COG for the IT domain in the IT view of the instrument.

- **Health (HLTH)**
  The focus of the HLTH domain is on children's capacity to understand safety and overall health and wellness and engage in personal care routines. The measures in this domain are Safety (conditional measure for IT), Understanding of Health and Wellness**, Personal Care Routines – Hygiene, Personal Care Routines – Feeding, and Personal Care Routines – Self-Dressing (three conditional measures). Conditional measures are required for all children with an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program) and may also be completed to document progress or to inform planning for children in general education settings.

DRDP (2015) History, Social Science, and Visual and Performing Arts domains have not been revised and may still be used alongside the DRDP (2025) if a program chooses to do so.

Measure: A measure is an individual assessment item within each domain. Each measure represents a developmental continuum used to assess a child's observed knowledge, skills, and behaviors.

Definition: Each definition specifies aspects of development to be observed.

Descriptor: A descriptor defines observable knowledge, skills, and behaviors at that developmental level.

Developmental Level: Each developmental level specifies a point along the continuum that ranges from earlier to later levels of development. The developmental levels in the DRDP (2025) are the following:

- Responding (Earlier, Later)
  Knowledge, skills, and behaviors that develop from basic responses (through using senses and through actions) to differentiated responses, including interacting with people and objects and discovering ways to move or use the parts of the body.
- Exploring (Earlier, Middle, Later)
  Knowledge, skills, and behaviors that are demonstrated through expanded exploration, including movements, manipulation of objects, communication, and the beginnings of cooperation with adults and peers. Exploring levels

** The measure, Understanding of Health and Wellness, is included in the PTK View, not the IT View.

reflect research on the development of older infants and toddlers and are generally aligned to the ITLDF. However, any child, regardless of age, may demonstrate knowledge, skills, and behaviors described in these levels.

- Building (Earlier, Middle, Later)
  Knowledge, skills, and behaviors that demonstrate a growing understanding of self, relationships with others, and increasingly purposeful investigations related to different learning domains and the social environment. Building levels reflect research on the development of preschool/transitional kindergarten (TK)-age children and are generally aligned to the PTKLF. Children within a wider age range may demonstrate knowledge, skills, and behaviors described in the Building levels.

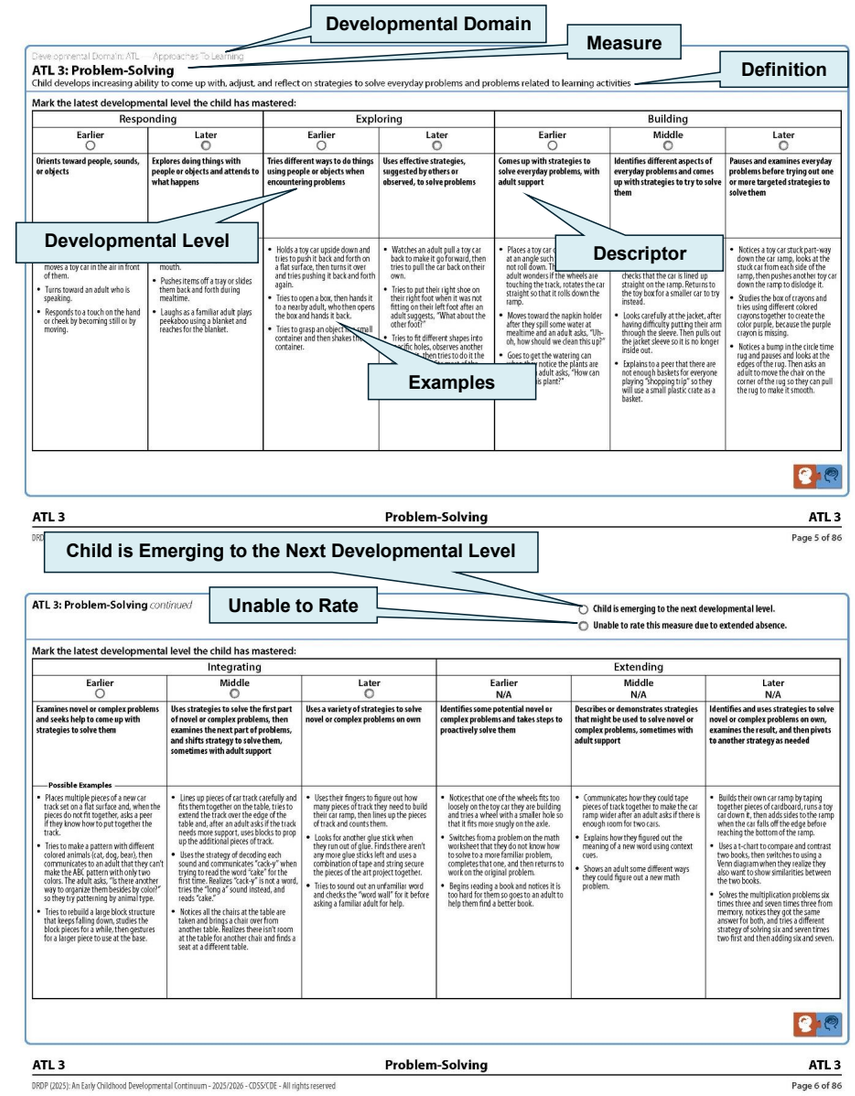
- Integrating (Earlier, Middle, Later)
  Knowledge, skills, and behaviors that demonstrate the ability to connect and apply content within and across learning domains. Integrating levels reflect research on children's development in the year before kindergarten and as they progress through kindergarten and into the beginning of first grade. Integrating levels generally align with the PTKLF and the California Content Standards for Kindergarten. Children within a wider age range may demonstrate knowledge, skills, and behaviors described in the Integrating levels.

- Extending (Earlier, Middle, Later)
  Knowledge, skills, and behaviors that demonstrate the growing ability to incorporate new information while navigating a broad range of increasingly complex learning activities and social situations. Extending levels reflect research on children's development in first through third grades. However, children in these grades may not yet demonstrate the knowledge, skills, and behaviors described at these levels.

Please note: Not every developmental level is included in every measure. Additionally, the developmental levels for the ELD domain differ from the above format. The levels represent the developmental progression for English acquisition by multilingual learners, including dual language learners.

Example: An example shows one of many possible ways a child might demonstrate the knowledge, skills, or behaviors of a descriptor for a given developmental level. Examples are not an exhaustive list.

Example of a Full Continuum Measure



DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Example of an Earlier Developmental Measure

Developmental Domain

Measure

Definition

No Later Levels

Developmental Domain: COG — Cognition

COG 1: Imitation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier	Later	Earlier	Later	Earlier	Middle N/A	Later N/A
Responds to facial expressions, vocalizations, or touch	**Tries to imitate single simple actions or sounds when interacting with others**	**Repeats others' familiar actions, gestures, or words soon after they occur**	**Repeats others' familiar actions, gestures, or words experienced at an earlier time**	**Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time**	**There are no later levels for this measure.**	
Possible Examples						
• Watches a familiar adult's face intently as the adult speaks to them. • Quiets at the sound of an adult's soothing voice. • Orients toward an adult when the adult gestures they are going to pick them up.	• Makes a sound like, "Mmmmm," after an adult makes the "Mmmmm" sound. • Touches the bottle or the adult's hand that is holding the bottle during feeding. • Smiles when an older child smiles and greets them.	• Vocalizes and then opens and shuts hands as an adult leads "Open, Shut Them" finger play. • Communicates, "Bye-bye" and waves, after an adult communicates, "Bye-bye" and waves. • Tries to make hand shapes after familiar adult signs that it is time to eat.	• Holds a block to ear and says, "Hello," as if it were a phone. • Wraps a teddy bear in a blanket and communicates, "Night-night." • Places doll in the seat of a toy shopping cart and wheels it around the room, placing objects in the cart.	• Pretends to read a favorite [illegible] saying some of the words they have heard the adult read [illegible] and mimicking the adult's tone, expressions, and cadence. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with work shoes and clothes, picks up a bag, and communicates, "Bye! I am going to work!"		

Developmental Level

Descriptor

Examples

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

COG 1 **Imitation** **COG 1**

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Example of a Later Developmental Measure

Developmental Domain

Measure

Definition

Developmental Domain: MATH — Math

MATH 5: Measurement

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier N/A	Later N/A	Earlier	Later
	There are no earlier levels for this measure.	**Explores measurable properties of objects (e.g., size, length, weight, capacity)**	**Demonstrates awareness of the dimension of size as relevant to completing a task**
Possible Examples			
		• Stacks plastic bowls that are the same size together. • Puts hand in a full cup of water and watches as water overflows. • Attempts to place a block into a cup.	• Fits stacking cups inside of each other based on size. • Stops pouring water into a cup when it begins to overflow, while positioned in a stability support aid (stander) at the water table. • Dumps the toy bears in a large cup and then pours them into a smaller cup.

Developmental Level

No Earlier Levels

Examples

MATH 5 **Measurement** **MATH 5**

DRDP (2025): An Early C

Child is Emerging to the Next Developmental Level

Not at the Earliest Developmental Level

Unable to Rate

MATH 5: Measure

○ 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.

Mark the latest developmental level the child has master

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Describes objects in terms of measurable properties	**Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller")**	**Orders three or more objects according to measurable properties**	**Measures properties using nonstandard or standard units though units may overlap or have gaps**	**Compares two objects with a measurable property in common to see which object has "more of" or "less of" the property, and describes the difference**	**Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)**
Possible Examples					
• Communicates, "This cup is small." • Gestures with their arms wide to indicate how big the family dog is, when asked. • Tries to pick up the bigger pumpkin and grunts, then picks up the smaller pumpkin and smiles.	• Fills a cup all the way to the top at the water table and communicates, "This is full." Then reaches for another cup that is empty and communicates, "This one is empty." • Communicates, "Este es más largo," ["This one is longer," in Spanish] when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water.	• Lines up three cups on the table in order from smallest to largest. • Points to the tallest triangle on the tablet screen, then the medium triangle, and then the shortest triangle. • Communicates about the three dolls in front of them, "These two are the big sisters, and this one is more little," gesturing to the smallest of the three dolls."	• Uses a smaller cup to scoop and add water to a larger cup while counting how many small cups it takes to fill the bigger cup. When the big cup is filled, communicates, "The big cup is three small cups!" • Uses a balance scale to find out which of two blocks is heavier. • Uses footsteps to measure the length of a rug with gaps between the steps and communicates that the rug is 10 steps long one way, and eight steps long the other way.	• Fills up a large cup all the way to the top with water, then pours the water into a different-shaped container to find out which one holds more water. • Communicates that the length of one table is 12 blocks long, and the other table is 10 blocks long, so the first table is longer. • Stands next to a peer, slides a hand from the top of their head over to the peer's head, and then holds their hands apart to show the difference in height.	• Fills a cup marked in ounces and pours it into a container marked in cups during a class cooking activity. Then communicates, "It takes eight ounces to fill up one cup." • Measures how far a peer jumped by placing same-sized rulers end-to-end, counting them, and communicating, "You jumped three rulers," and then uses the yardstick, communicating, "That's one yardstick!" • Fills up one box with golf balls and another box with tennis balls, communicating that it will take more golf balls than tennis balls to fill the box because they are smaller.

MATH 5 **Measurement** **MATH 5**

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Relationship of the DRDP (2025) to Learning Foundations and Standards

In California, the term "foundations" refers to goals for early learning, emphasizing that the learning and development that occur in the early years of life are foundational to children's lifelong achievement, both in and out of school. The foundations describe research-based expectations for young children's learning and development and are the central component of California's early learning and development system. The state's early learning foundations align to kindergarten standards; together, the foundations and standards provide goal-like statements about the learning and development that most children typically exhibit around specific age ranges (first 4 months, 4 to 11 months, 11 to 23 months, 23 to 36 months, 3 to 4.5 years, and 4 to 5.5 years), when given appropriate developmental and instructional support. Together, the measures within each domain of the DRDP (2025) cover the breadth and depth of content across California's early learning goals, which are embodied in the state's Infant-Toddler Learning and Development Foundations, Preschool/Transitional Kindergarten Learning Foundations, and Kindergarten Content Standards, including the Common Core State Standards and the Next Generation Science Standards.

Learning Foundations and Standards

- **Infant-Toddler Learning and Development Foundations (ITLDF)** (https://cdss.ca.gov/inforesources/child-care-and-development/publications/california-infant-toddler-learning-and-development-foundations) – describe the competencies infants and toddlers typically attain in the first three years of life. For more information on specific developmental domains, consult the ITLDF. The DRDP (2025) Responding Earlier through Building Earlier levels generally correspond to the ITLDF.
- **Preschool/Transitional Kindergarten Learning Foundations (PTKLF)** (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) – describe the knowledge and skills that most children ages three to five and a half develop in high-quality early education programs. For more information on developing specific skills, refer to the PTKLF. The DRDP (2025) Building Earlier through Integrating Later levels generally correspond to the PTKLF.
- **California Public School Content Standards (CPSCS)** (https://www.cde.ca.gov/be/st/ss/) – define the essential skills and knowledge that all students should have at specific grade levels, from kindergarten through grade twelve, in California's public schools.

  They cover nine areas of learning. California has adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics and the Next Generation Science Standards (NGSS) for Science. For more information on the specific skills and knowledge, refer to the **CA Content Standards** (https://www.cde.ca.gov/be/st/ss/). The Integrating Earlier through Integrating Later levels of the DRDP generally correspond to the CCSS and NGSS for kindergarten and first grade. The Integrating Earlier through Extending Later levels of the DRDP generally correspond to the kindergarten through Grade three expectations for the CPSCS.

Other standards:

- **Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)** (https://headstart.gov/school-readiness/article/head-start-early-learning-outcomes-framework) – presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. The DRDP (2025) Responding Earlier through Integrating Earlier levels generally correspond to the ELOF.

The Role of the Special Education Service Provider

The primary special education provider is responsible for submitting the DRDP. The special education provider should ensure that accommodations as outlined in the children's IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program) are in place, as well as work with the children's other service providers and family to ensure observations are accurate and complete. The special education service provider should communicate with all the children's educators, including the transitional kindergarten or kindergarten educators, to collaboratively complete the DRDP for children with IFSPs or IEPs. Please see the Appendix at the end of the instrument for more information.

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Children Who Are Multilingual Learners, Including Dual Language Learners, and the DRDP (2025)

Multilingual learners are children learning two or more languages simultaneously, as well as those learning a second language while continuing to develop their home language. A child's experience with one or more languages is an asset to build on in the early childhood setting. In addition, encouraging children's home language development supports their positive cultural and linguistic identity development and strengthens ties with their families and communities. It is critical to consider the child's communication across all the languages they are learning to have an accurate picture of the child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages.

When assessing young multilingual learners, certain aspects of multilingual development should be considered. For example, a child may know certain words or concepts in one language and different ones in another language. The DRDP (2025) supports appropriate assessment of multilingual learners in two primary ways:

1. Educators and service providers observe and document children's behavior in their home languages, English, or a combination to obtain a more accurate profile of their knowledge and skills across developmental domains.
2. The DRDP includes two language development domains to rate multilingual learners' progress. The Foundational Language Development (FLD) domain assesses all children's progress in developing foundational language and literacy skills, where ratings should be based on skills in all languages a child is learning. This domain is used with children of all ages. The English Language Development (ELD) domain focuses on observable knowledge, skills, and behavior essential for progress in English for children in preschool, transitional kindergarten or kindergarten who are multilingual learners, who are learning spoken English as an additional language, including Deaf/Hard of Hearing children (DHH) whose family has identified spoken English as a method or mode of communication for their child.

Universal Design for Learning

In assessment, Universal Design for Learning (UDL; CAST, 2024) is a framework that helps make assessments inclusive and flexible, so that every child can demonstrate what they know and can do. Assessments based on UDL include different ways for children to engage, understand information, and express what they've learned. This approach allows each child to demonstrate their skills in the way that works best for them. Educators and service providers are encouraged to use what they know about each child to plan activities that are both accessible and meaningful.

Structured Prompts for Selected DRDP (2025) Measures

Structured prompts are optional activities aligned to two measures in the Math domain: Number Operations and Measurement. Educators and service providers may use structured prompts with children who understand spoken English and are approaching Building Middle. Structured prompt activities provide educators and service providers with one source of evidence of children's mastery. Educators should use the results of the structured prompt along with other information gathered about the child's knowledge and skills in Number Operations and Measurement to determine a rating.

Conditional Measures

Some measures in the DRDP (2025) are considered conditional and are assessed only when certain conditions are met. There are four conditional measures in the IT View and six conditional measures in the PTK View of the instrument.

View	ELD Measures	Conditions Under Which to Assess
PTK View	ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Responding to English Literacy Activities	The ELD measures should be completed only for preschool, TK, and kindergarten children • when a language other than English is spoken in the child's home as indicated on the Information Page • who are learning spoken English as an additional language, including Deaf/Hard of Hearing children (DHH) • whose family has identified spoken English as a method or mode of communication for their child.

View	HLTH Measures	Conditions Under Which to Assess
Infant-Toddler View	HLTH 1: Safety HLTH 3: Personal Care Routines – Hygiene HLTH 4: Personal Care Routines – Feeding HLTH 5: Personal Care Routines – Self-Dressing	• These four IT View HLTH measures are required for all children with an IEP or IFSP. • May be completed to document progress or to inform planning for the child's learning activities.
PTK View	HLTH 3: Personal Care Routines – Hygiene HLTH 4: Personal Care Routines – Feeding HLTH 5: Personal Care Routines – Self-Dressing	• These three PTK View HLTH measures are required for all children with an IEP or IFSP. • May be completed to document progress or to inform planning for the child's learning activities.

Using Information from the DRDP (2025)

When used on an ongoing basis, the DRDP instrument will provide educators and service providers with information that benefits children, families, and early care and education settings and elementary school settings.

Information from the DRDP can be reviewed and analyzed at the individual child level. In addition, the DRDP results can be summarized to provide information for groups of children. Educators, special educators, and other providers should review, share, and analyze the DRDP assessment results for the individual children and can use the information for curriculum planning.

The DRDP helps educators and service providers observe and document children's development systematically across multiple areas of learning (domains). They can use this information to identify domain-level strengths and where additional support is needed for a child or a group of children to provide integrated learning opportunities and to share individual assessment information with families. By reviewing a child's ratings for individual DRDP measures, educators can highlight specific areas for growth, such as building persistence during challenging tasks or developing early number sense. When combined with other information about the child, DRDP results support planning a curriculum that responds to each child's interests and developmental needs.

Communicating with Families about Children's Progress

Programs must work in partnership with families to foster children's learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Educators and service providers who observe and document the child's behaviors and rate the DRDP measures are encouraged to seek input from families. Input from family members about the child's knowledge, skills, or behaviors can enrich and complement evidence collected by the educators and other staff. Individual child results can be shared with family members during parent-educator conferences to foster meaningful dialogue and generate ideas for how both home and the care/school environments can work together to support the child's development and growth.

Completing the DRDP

➡ Step 1: Observing and Collecting Documentation

The DRDP (2025) provides a developmental continuum for observing and documenting children's knowledge, skills, and behavior across domains. Educators and service providers collect documentation of children's knowledge, skills, and behaviors in their natural environments over time and document them using the DRDP measures.

Observations should occur over time, in **natural environments**:

- In the child's typical programs or settings, such as child care sites, classrooms, or home;
- As the child participates in familiar routines with people they know; and
- As the child participates in learning activities and routines.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in various ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). Direct observation of a child made by educators and service providers is the primary source for ratings. To capture the child's skills across settings and situations, use additional sources of evidence, including:

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

- **Observations by others** – including educators, family members, caregivers, and other service providers or caregivers, obtained through interviews or conversations
- **Other documentation** – including samples of children's work, photographs, and video or audio recordings of children's communication and behavior; results of the structured prompt activities for Number Operations and Measurement serve as other documentation for children in preschool, transitional kindergarten, or kindergarten

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 various situations. Their perspectives, along with those of educators and service providers, 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 (2025). Educators and service providers should go beyond routine conversations and share concrete examples such as photos, short videos, or progress notes. In this way, families can see examples of how they might contribute their own observations. Educators and service providers should invite families to share their own observations of the skills the child shows at home or in the community, especially those not often seen in the child's program. In this way, documentation becomes a shared effort in which family input is valued alongside professional observation, creating a fuller and more reliable snapshot of the child's development.

Observation and Documentation of Multilingual Learners

Young multilingual learners may demonstrate knowledge and skills in any of the languages they are developing, including their home languages, English, or a combination of both.

Multilingual learners often use different languages for different purposes, with different people, or in different settings. In addition, a child may shift between languages or combine elements of more than one language within a conversation. Allowing each child to demonstrate their skills using their own authentic communication patterns is necessary for accurate assessment of their knowledge and skills. Documentation of a child's language should be inclusive of their use of the home language(s), English, and a combination (e.g., a child may communicate, "I want leche" ["I want milk"] using English and their home language, Spanish).

To ensure accurate and equitable assessment, observations and documentation should be conducted by an adult who can communicate with the child in the child's home language. When the educator or service provider is not fluent in the child's home language, another adult who is fluent should support the observation process. This may include an assistant educator, special education service provider, educator of the Deaf or hard of hearing, program director, family member, or another trusted adult who knows the child well and can help interpret their behaviors and language use in context.

Families play a central role in equitable assessment for multilingual learners. They bring essential knowledge of the child's language use, cultural background, routines, and strengths across settings. Educators and service providers should actively seek out and incorporate family observations to gain a more complete picture of the child's development. This is especially important when the child uses languages that educators may not understand, or when the child is new to the program. Involving families affirms their role as partners in their children's learning and strengthens responsive assessment practices.

Using Accommodations

- Accommodations allow children to demonstrate their knowledge and skills.
- Accommodations may have been developed and part of the IEP so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability.
- Accommodations for the child should be used during the normal course of the day and be in place during observations for the DRDP (2025) assessment.
- Everyone working with the child should be informed of any accommodations the child uses.
- New accommodations must not be introduced solely for the purpose of conducting the DRDP (2025) assessment.

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each measure, mark the latest developmental level the child has mastered.

The Descriptors and Examples

Review the descriptors first and then review the examples to determine which developmental level best matches your observations and documentation of the child's behavior. A child may demonstrate behaviors at more than one developmental level; select the child's latest level of mastery.

What is Mastery?

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

- Consistently,
- Over time, and
- In different situations or settings.

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through various communication modes, languages, and behaviors.
- Many behaviors consistent with the descriptor may not appear on the list of examples.

Descriptors

The descriptors define the knowledge, skills, or behaviors expected at each level of the measure's developmental continuum (see Navigation Maps). Several examples of behaviors consistent with that developmental level illustrate each descriptor.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some descriptors include multiple behaviors or skills, which are numbered or separated by "and" or "or."

If the descriptor includes two parts joined with "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.

If the descriptor includes two parts joined by "and": The child must demonstrate all the skills or behaviors listed to rate the level as mastered. They do not necessarily have to demonstrate all the skills or behaviors during the same observation within a DRDP rating period.

Please note: Key terms and phrases in the descriptors that may be new or have a specific meaning to the measures are defined in the Glossary at the end of the instrument.

Examples

Keep in mind these important points about examples:

- Each example shows one possible way a child might demonstrate the knowledge, skills, or behaviors in a descriptor for a given development level. Examples are not checklists, and a child does not need to demonstrate any specific example or all examples to rate the measure at that level.
- Mastery is based on what a child demonstrates consistently over time and in different situations and settings. A child may demonstrate mastery in ways not included in the examples but that still align with the intent of the descriptor.
- Educators and service providers are encouraged to observe children in a variety of everyday activities and routines to identify valid examples of mastery.

Additional Rating Options

Emerging to the Next Developmental Level

If the child has mastered one level and is beginning to show knowledge, skills, and behaviors from the next level but not yet consistently across time, situations, or settings, they are *emerging* to the next level. To indicate emerging:

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Notes about Emerging:

- You may mark emerging when the continuum has a later developmental level that is not rateable based on the instrument view you are using.
- Do not mark emerging if the child has mastered the latest level on a measure and there are no later levels.
- 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 PTK Measure

If you determine that a child in PS, TK, or K 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." This rarely happens.

- Not having enough time or enough information for a child present for most of the day, four to six weeks before submitting DRDP data.
- The kind of disability a child has and how much it affects their learning or daily activities.

Unable to Rate Due to Extended Absence

- Use "Unable to Rate" only when the child has been absent for most or all of the four to six weeks before submitting DRDP data, and you could not gather enough information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information
  - The nature of a child's disability or the severity of a child's disability

Rating Conditional Measures

Use the following guidance to mark conditional measures:

- ELD domain
  - The three conditional measures are required for children who are in PS, TK, or K, who are multilingual learners, including dual language learners, and who are learning spoken English as an additional language.
  - If these measures do not apply because English is the only language spoken in the home, mark "This measure is not rated. Spoken English is the only language used in this child's home."
- HLTH domain
  - The conditional measures in HLTH are required for all children who have an IFSP or IEP; these measures may also be completed for children in general education to document progress or to inform planning for the child's learning activities in this domain.
  - If these measures do not apply to children without an IFSP or IEP, mark "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports."

➡ Step 3: Finalizing the Assessment

Before submitting, review the rating record or online documentation to confirm that the information is accurate and that the child's information page is complete and current. Please note the following:

- For CDSS Child Care and Development Division (CDSS) programs, enter your ratings into DRDP Online.
- For California State Preschool Programs (CSPPs), enter your ratings into DRDP Online.
- For CDE Special Education Division (SED) programs, enter your ratings into the reporting sites for SED programs (e.g., SEIS, SIRAS, DR Access Reports) as determined by your district.

Measures at a Glance—DRDP (2025) Infant-Toddler (IT) View

Domain Name: Approaches to Learning (ATL)

ATL 1: Engagement, Attention, and Persistence
ATL 2: Curiosity, Interest, and Initiative
ATL 3: Problem-Solving

Domain Name: Social and Emotional Development (SED)

SED 1: Self-Awareness
SED 2: Social Awareness
SED 3: Relationships and Reciprocal Interactions with Familiar Adults
SED 4: Relationships and Interactions with Peers
SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

FLD 1: Understanding Language (Receptive)
FLD 2: Using Language (Expressive)
FLD 3: Shared Communication and Conversation

Domain Name: Cognition (COG)

COG 1: Imitation
MATH 1: Spatial Thinking
MATH 2: Classification
MATH 3: Number and Counting
SCI 1: Cause and Effect
SCI 2: Inquiry Through Observation and Investigation

Domain Name: Physical Development (PD)

PD 1: Perceptual-Motor Skills and Movement Concepts
PD 2: Gross Locomotor Movement Skills
PD 3: Gross Motor Manipulative Skills
PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

HLTH 1: Safety*
HLTH 3: Personal Care Routines: Hygiene*
HLTH 4: Personal Care Routines: Feeding*
HLTH 5: Personal Care Routines: Self-Dressing*

* Health measures 1 and 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, complete Health measures 1 and 3-5 to document progress or plan this child's learning activities and supports.

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Measures at a Glance—DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

Domain Name: Approaches to Learning (ATL)

ATL 1: Engagement, Attention, and Persistence
ATL 2: Curiosity, Interest, and Initiative
ATL 3: Problem-Solving
ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

SED 1: Self-Awareness
SED 2: Social Awareness
SED 3: Relationships and Reciprocal Interactions with Familiar Adults
SED 4: Relationships and Interactions with Peers
SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

FLD 1: Understanding Language (Receptive)
FLD 2: Using Language (Expressive)
FLD 3: Shared Communication and Conversation
FLD 4: Foundational Literacy Skills
FLD 5: Alphabetics and Print Knowledge
FLD 6: Writing

Domain Name: English Language Development (ELD)

ELD 1: Comprehension of English (Receptive English)*
ELD 2: Self-Expression in English (Expressive English)*
ELD 3: Understanding and Responding to English Literacy Activities*

Domain Name: Math (MATH)

MATH 1: Spatial Thinking
MATH 2: Classification
MATH 3: Number and Counting
MATH 4: Number Operations
MATH 5: Measurement

Domain Name: Science (SCI)

SCI 1: Cause and Effect
SCI 2: Inquiry Through Observation and Investigation
SCI 3: Documentation and Communication of Inquiry

Domain Name: Physical Development (PD)

PD 1: Perceptual-Motor Skills and Movement Concepts
PD 2: Gross Locomotor Movement Skills
PD 3: Gross Motor Manipulative Skills
PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

HLTH 1: Safety
HLTH 2: Understanding of Health and Wellness
HLTH 3: Personal Care Routines: Hygiene**
HLTH 4: Personal Care Routines: Feeding**
HLTH 5: Personal Care Routines: Self-Dressing**

* ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.

** Health measures 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, Health measures 3-5 may be completed, if determined, to document progress or plan this child's learning activities and supports.

Measures at a Glance— DRDP (2025) Preschool – Grade 3 (P-3) View

Domain Name: Approaches to Learning (ATL)

ATL 1: Engagement, Attention, and Persistence
ATL 2: Curiosity, Interest, and Initiative
ATL 3: Problem-Solving
ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

SED 1: Self-Awareness
SED 2: Social Awareness
SED 3: Relationships and Reciprocal Interactions with Familiar Adults
SED 4: Relationships and Interactions with Peers
SED 5: Emotional Knowledge and Regulation

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Child's Information

1. **Child's first name** (Legal): _____
2. **Child's last name** (Legal): _____
3. **Date DRDP (2025) was completed** (mm/dd/yyyy): _____ / _____ / _____
4. **Assessment period** (e.g., Fall 2026) _____
5. **Statewide Student Identifier** (10-digit SSID): _____
6. **Agency Identifier:** _____
   (Agency Identifier and SSID can be the same.)
7. **Child's classroom or setting:** _____
8. **Child's county of residence:** _____
9. **Birth date** (mm/dd/yyyy): _____ / _____ / _____
10. **Gender** ☐ Boy ☐ Girl ☐ Choose not to answer
11. **Initial date of enrollment in early childhood program** (mm/dd/yyyy): _____ / _____ / _____
12. **Date child was withdrawn from the program** (mm/dd/yyyy): _____ / _____ / _____
13. **Is the child Hispanic or Latino?**
    ☐ **Yes** ☐ **No**
14. **What is this child's race?** *(Mark one or more races to indicate what this child considers himself/herself to be.)*

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

Child's Language Information

15. **Child's spoken/signed home language(s):** _____
16. **Is a language other than English spoken in the child's home?** ☐ **Yes** ☐ **No**
    (If yes, the ELD measures must be completed for a preschool-age child.)
17. **What language(s) do you speak with this child?** _____
18. **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.)*

Assessor Information

19. **Agency:** _____ 20. **Site:** _____
21. **Your name:** _____ 22. **Role:** _____
23. **Are you the primary teacher or service provider working with this child?**
    ☐ **Yes** ☐ **No** (Specify your relationship to the child.): _____
24. **Did you collaborate with a special education service provider (s) or another adult?**
    ☐ **Yes** (role/relation): _____ ☐ **No** ☐ **Not applicable**

Program Information and Setting

25. **Child is enrolled in: Check all that apply.**

☐ Child Care Center	☐ Migrant	☐ State Infant/Toddler
☐ District Preschool	☐ Part C Early Intervention	☐ State Preschool
☐ Early Head Start	☐ Private Preschool	☐ Third Grade
☐ Family Child Care	☐ Second Grade	☐ Title 1
☐ Family Home of Child	☐ Separate Class/Special Day Class	☐ Transitional Kindergarten
☐ First 5 Funded	☐ Separate School for Children with Disabilities	☐ Tribal Head Start
☐ First Grade	☐ Service Provider Location (e.g., clinic or office)	☐ Other: _____
☐ Head Start		
☐ Kindergarten		

Special Education Information

26. **Special education enrollment. Check one.**
    ☐ Individualized Family Service Plan (IFSP) ☐ Individualized Education Program (IEP)
27. **SELPA:** _____
28. **District of accountability:** _____
29. **DR Access Reports email:** _____
30. **Special education eligibility. Check one.**

☐ Autism	☐ Hard of Hearing	☐ Specific Learning Disability
☐ Deaf-Blindness	☐ Intellectual Disability	☐ Speech or Language Impairment
☐ Deafness	☐ Multiple Disability	☐ Traumatic Brain Injury
☐ Emotional Disturbance	☐ Orthopedic Impairment	☐ Visual Impairment
☐ Established Medical Disability	☐ Other Health Impairment	

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

DRDP (2025)

Rating Record

An Early Childhood Developmental Continuum

IT View
Infant - Toddler

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2025): _____

Date DRDP (2025) was completed (e.g., 09/07/2025): _____ / _____ / ____
month day year

The Rating Record is to be used with the DRDP (2025) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Conditional Measure	EM	UR
ATL 1	**Engagement, Attention, and Persistence**	⬭	⬭	⬭		⬭	⬭		☐	☐
ATL 2	**Curiosity, Interest, and Initiative**	⬭	⬭	⬭		⬭	⬭		☐	☐
ATL 3	**Problem-Solving**	⬭	⬭	⬭		⬭	⬭		☐	☐
SED 1	**Self-Awareness**	⬭	⬭	⬭		⬭	⬭		☐	☐
SED 2	**Social Awareness**	⬭	⬭	⬭		⬭	⬭		☐	☐
SED 3	**Relationships and Reciprocal Interactions with Familiar Adults**	⬭	⬭	⬭		⬭	⬭		☐	☐
SED 4	**Relationships and Interactions with Peers**	⬭	⬭	⬭		⬭	⬭		☐	☐
SED 5	**Emotional Knowledge and Regulation**	⬭	⬭	⬭		⬭	⬭		☐	☐
FLD 1	**Understanding Language (Receptive)**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 2	**Using Language (Expressive)**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 3	**Shared Communication and Conversation**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

DRDP (2025)

Rating Record

IT View

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Conditional Measure	EM	UR
COG 1	**Imitation**	⬭	⬭	⬭		⬭	⬭		☐	☐
MATH 1	**Spatial Thinking**	⬭	⬭	⬭		⬭	⬭		☐	☐
MATH 2	**Classification**	⬭	⬭	⬭		⬭	⬭		☐	☐
MATH 3	**Number and Counting**	⬭	⬭	⬭		⬭	⬭		☐	☐
SCI 1	**Cause and Effect**	⬭	⬭	⬭		⬭	⬭		☐	☐
SCI 2	**Inquiry Through Observation and Investigation**	⬭	⬭	⬭		⬭	⬭		☐	☐
PD 1	**Perceptual-Motor Skills and Movement Concepts**	⬭	⬭	⬭		⬭	⬭		☐	☐
PD 2	**Gross Locomotor Movement Skills**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
PD 3	**Gross Motor Manipulative Skills**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
PD 4	**Fine Motor Manipulative Skills**	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
HLTH 1	**Safety**	⬭	⬭	⬭		⬭	⬭	⬭	☐	☐
HLTH 3	**Personal Care Routines: Hygiene**	⬭	⬭	⬭		⬭	⬭	⬭	☐	☐
HLTH 4	**Personal Care Routines: Feeding**	⬭	⬭	⬭		⬭	⬭	⬭	☐	☐
HLTH 5	**Personal Care Routines: Self-Dressing**	⬭	⬭	⬭		⬭	⬭	⬭	☐	☐

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

ATL 1: Engagement, Attention, and Persistence

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients to people, objects, or changes in the environment	**Engages in explorations of people or objects for brief periods**	**Engages in simple self-initiated activities, sometimes with adult support**	**Engages in and returns to self-initiated activities after a brief interruption**	**Engages in self-initiated activities for extended periods of time**	**Engages in group learning activities with adult guidance**	**Manages distractions or challenges with adult support during group learning activities**
Possible Examples						
• Turns head toward a person who comes into view or begins talking. • Attends to an adult's face when being held. • Turns head toward the bottle when it is brought near.	• Looks attentively as an adult shows them a board book, turns, and reaches for a toy. Then turns back to the board book and pats the pages. • Smiles when an adult begins singing a song. Turns toward a peer who is laughing at the song and then turns back to the adult. • Holds an object, mouths and looks at it, then looks over at the door when it opens, and returns to looking at and mouthing the object.	• Flips through a board book, then reaches for another book. Hands the book to the adult when the adult asks, "Should we read this together?" • Picks up an object, holds it out to the adult, and when the adult takes it, hands the adult another object. • Tries to turn a wheel toy upright a few times. Then succeeds and makes it roll.	• Pretends to read a book to a doll. Looks up when a peer shows them what they are cooking in the play kitchen. Then returns to playing with the doll for a few more minutes. • Plays with trains. Looks up when a peer gets picked up by a family member. Then returns to playing with trains. • Pauses playing at the sand table, looks up, and points when an airplane flies overhead. Then goes back to playing with the sand.	• Pretends to read a book to a doll as part of a bedtime routine, then tucks the doll into bed. • Builds a toy train track involving a long loop of track, adds several train cars, and drives the train along the track while making train noises. • Spends time at the painting easel, involving dipping different paint brushes in different cups of paint and covering most of the paper with paint.	• Listens from a few feet away as an adult reads a story to a group of children. • Participates in a group sing-along led by the adult by signing the lyrics to a familiar song. • Takes part in a small group counting activity, with adult encouragement.	• Pauses to look at what other children are drawing while working on a picture from their favorite story. Then returns to their own drawing when the adult asks about their picture. • Struggles with getting popsicle sticks to glue together while building a miniature fence as their part of a group project. Tries a new way of applying the glue when suggested by an adult. • Strings beads according to a pattern while at a table with other children. Shows the adult they are missing a brown bead, and the adult helps them find the bead under the table.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

ATL 2: Curiosity, Interest, and Initiative

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients toward movement or changes in people, objects, or sounds	**Shows interest in new or unexpected characteristics or actions of people or objects**	**Explores objects and notices and responds to interactions with people**	**Explores new ways to use familiar objects outside of their intended use**	**Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions**	**Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed "why" or "how" questions, often with adult prompting**	**Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support**
Possible Examples • Turns head toward the source of the noise. • Turns head toward a person who comes into view or begins talking. • Gazes toward a nearby window where there is movement of shadow or light.	• Coos when a familiar adult begins to sing a song. • Vocalizes or gazes at a familiar adult who makes an animated facial expression. • Widens eyes when a toy makes a noise.	• Moves toward a familiar adult who is playing a small drum and touches the drum. • Pats, pulls on, or turns the pages of a board book back and forth. • Touches buttons and tries to look under an adult's wristwatch when it lights up.	• Turns a toy bucket upside down and bangs on it like a drum. • Paints on paper and on arm when given a paintbrush and paint. • Pours water out of a cup at a water table, then turns to the sand box and uses the cup to scoop up sand.	• Shows excitement when they make sounds on a small drum they chose from a shelf. • Drops a marble in a maze and follows its path as it rolls to the bottom, then does it again, but blocks the path with their hand a few times. • Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.	• Pats a drum and then a block when an adult asks, "Is one louder than the other?" Responds, "The drum is louder. Why is it louder?" • Begins to drop different objects in the water table and watches them, after an adult prompts, "I wonder which objects will float and which ones will sink?" • Compares leaves by examining their different textures and gestures for more leaves to touch, after an adult asks, "What do these leaves feel like?"	• Returns to play with the same drums several times, trying different sounds. • Observes a caterpillar closely and begins drawing its pattern of colors and number of legs. Continues working on it the following day. • Visits the dramatic play area over several days to act out being a firefighter.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

ATL 3: Problem-Solving

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients toward people, sounds, or objects	**Explores doing things with people or objects and attends to what happens**	**Tries different ways to do things using people or objects when encountering problems**	**Uses effective strategies, suggested by others or observed, to solve problems**	**Comes up with strategies to solve everyday problems, with adult support**	**Identifies different aspects of everyday problems and comes up with strategies to try to solve them**	**Pauses and examines everyday problems before trying out one or more targeted strategies to solve them**
Possible Examples • Responds with more alertness (e.g., widens eyes) as an adult moves a toy car in the air in front of them. • Turns toward an adult who is speaking. • Responds to a touch on the hand or cheek by becoming still or by moving.	• Waves a toy car back and forth in the air, then brings it to their mouth. • Pushes items off a tray or slides them back and forth during mealtime. • Laughs as a familiar adult plays peekaboo using a blanket and reaches for the blanket.	• Holds a toy car upside down and tries to push it back and forth on a flat surface, then turns it over and tries pushing it back and forth again. • Tries to open a box, then hands it to a nearby adult, who then opens the box and hands it back. • Tries to grasp an object in a small container and then shakes the container.	• Watches an adult pull a toy car back to make it go forward, then tries to pull the car back on their own. • Tries to put their right shoe on their right foot when it was not fitting on their left foot after an adult suggests, "What about the other foot?" • Tries to fit different shapes into specific holes, observes another child do it, then tries to do it the same way and fits most of the shapes in the same shaped holes.	• Places a toy car on the car ramp at an angle such that it does not roll down. Then, when an adult wonders if the wheels are touching the track, rotates the car straight so that it rolls down the ramp. • Moves toward the napkin holder after they spill some water at mealtime and an adult asks, "Uh-oh, how should we clean this up?" • Goes to get the watering can when they notice the plants are dry and an adult asks, "How can we help this plant?"	• Places on a car ramp a toy car that is too large and, when the car does not roll down the ramp, checks that the car is lined up straight on the ramp. Returns to the toy box for a smaller car to try instead. • Looks carefully at the jacket, after having difficulty putting their arm through the sleeve. Then pulls out the jacket sleeve so it is no longer inside out. • Explains to a peer that there are not enough baskets for everyone playing "shopping trip" so they will use a small plastic crate as a basket.	• Notices a toy car stuck part-way down the car ramp, looks at the stuck car from each side of the ramp, then pushes another toy car down the ramp to dislodge it. • Studies the box of crayons and tries using different colored crayons together to create the color purple, because the purple crayon is missing. • Notices a bump in the circle time rug and pauses and looks at the edges of the rug. Then asks an adult to move the chair on the corner of the rug so they can pull the rug to make it smooth.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to others	**Uses senses and movement to explore self and others**	**Responds to their own name or nickname**	**Communicates own needs and wants**	**Expresses simple ideas about self and connection to others**	**Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)**	**Describes several of own preferences**
Possible Examples • Attends to a familiar adult during feeding. • Grasps an adult's finger when the adult touches the palm of their hand. • Quiets when hearing a familiar adult speak softly to them.	• Explores by grasping their own hair or someone else's hair when it is within reach. • Examines their own hand or foot by looking at it or mouthing it. • Plays with sound by repeating coos and squeals.	• Orients toward a familiar adult when their own name is spoken. • Watches closely when a familiar adult signs their name. • Widens eyes when an adult communicates their nickname.	• Communicates to a familiar adult that they want to be held. • Communicates, "Mas leche" ["More milk," in Spanish] to a familiar adult. • Leads an adult by the hand to a toy they want but cannot reach.	• Gestures to an image in a storybook of a person who appears to have braids, indicating that the character in the storybook has a hairstyle like theirs. • Communicates, "I have a baby sister!" and points to the family tree pictures on the classroom wall. • Shows favorite train toy to an adult and smiles when the adult responds, "Oh, you love trains."	• Communicates that their hair and eyes are brown. • Communicates, "Soy Mexicano" ["I'm Mexican," in Spanish]. • Looks at a picture of a boy and a picture of a girl, then chooses the picture that matches their own gender and points to themself.	• Communicates that they like their hair in Afro puffs, but they don't like it when people touch their hair. • Gestures to the box of trains and the shelf with blocks when asked, "What are your favorite things to play with?" • Communicates, "Ayokong hawakan ang susô. Na tatakot ako" ["I don't want to touch the snail. It scares me," in Tagalog].

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

SED 2: Social Awareness

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to faces, voices, or actions of other people	**Anticipates what familiar people will do in repeated experiences such as care routines**	**Shares a common focus with another person**	**Acts in response to what they think another person wants**	**Communicates about others' feelings, behaviors, or preferences**	**Communicates that others' behaviors are related to their thoughts or feelings**	**Communicates that others' behaviors are related to their consistent preferences or past experiences**
Possible Examples • Orients toward the voice of a familiar adult. • Moves their arms around when they see a familiar adult approaching. • Starts to cry when hearing another child crying.	• Opens their mouth and kicks their legs when a familiar adult sings or signs a special song they always sing before feeding the child a bottle. • Kicks legs in excitement or reaches out when a familiar adult leans forward to pick the child up. • Looks toward the location of where an adult's face will reappear during a game of peekaboo.	• Turns attention away from their toy and toward music that has started to play and smiles when the familiar adult says, "Do you like this song?" • Pays attention to a familiar adult's behavior when an unfamiliar adult enters the room. • Reaches for the ball on the floor when an adult communicates, "Do you want the ball?"	• Points to the headphones on the shelf when a peer who usually wears them arrives. • Brings a toy to a child who looks upset. • Watches an adult finish eating their last apple slice and offers an adult an apple slice from their plate.	• Notices another child wearing headphones and asks the teacher, "Is Nbengha OK?" The teacher responds by communicating, "Yes, Nbengha needs some quiet time while others are playing." • 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. • Points to "laughing" picture on an emotion chart while looking at a peer who is giggling, after an adult asks, "How do you think your friend is feeling?"	• Communicates that loud noises make a peer uncomfortable, so they are wearing headphones. • Communicates, "Cô bé nhớ mẹ của mình" ["She misses her mommy," in Vietnamese] when another child begins to cry. • Points to a "scared face" on an emotion chart to communicate that the turtle was scared when an adult asks why the turtle pulled its head back into its shell.	• Communicates that a peer brings their headphones from home because they like them better than the ones at school. • Selects toy strawberries from a bowl of toy food and offers them to a peer. Smiles when the peer says, "My favorite!" • Communicates that a peer with a motor impairment uses their stander to paint at the easel every day.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

SED 3: Relationships and Reciprocal 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:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to faces, voices, or actions of people nearby	**Shows interest in familiar adults**	**Shows a preference for interacting with familiar adults over unfamiliar adults**	**Participates in familiar routines and activities with familiar adults**	**Interacts for extended periods with familiar adults in a variety of situations**	**Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences**	**Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term**
Possible Examples • Widens eyes or brightens at the face of their grandfather. • Quiets when picked up by an adult. • Rests head on familiar adult's chest when being held.	• Smiles and vocalizes when they hear their grandfather enter the room. • Reaches their hands toward a familiar adult when the adult leans toward them. • Kicks legs when a familiar adult is approaching.	• Reaches toward their grandfather when an unfamiliar adult enters the room. • Places toy on a familiar adult's lap, goes to get another toy, and then places that toy on the adult's lap. • Crawls toward their parent rather than toward an unfamiliar adult.	• Brings a book to their grandfather and then asks him to read it to them at pickup time. • Holds arms out one at a time to assist a familiar adult who is putting a jacket on them. • Claps and sways when a familiar adult sings their favorite song.	• Shows a drawing to their grandfather at the end of the day and communicates with him about the drawing. • Communicates to a familiar adult, "Quieres té?" ["Do you want tea?" in Spanish] during a pretend tea party. • Works on a simple puzzle with a familiar adult, taking turns to fit the pieces.	• Gives their grandfather a flower they picked from the school's pick-your-own garden, and the grandfather responds, "Oh, you remembered my favorite!" • Speaks Mandarin to their grandfather and English to their grandmother, because their grandfather prefers Mandarin, and their grandmother prefers English. • Gives a familiar adult a drawing and communicates that they used the adult's favorite colors.	• Communicates they would like to draw a picture of fishing with their "lolo" ["grandfather," in Tagalog] when an adult explains they have to wait together for "lolo" to arrive and gestures for them to sit at a table together. • Shares with an adult that, "我最鍾意瀡滑梯，但是佢太熱啦" ["The slide is my favorite, but it gets too hot," in Cantonese] and continues, "What do you want to play?" The adult suggests the swings, and they go together. • Asks to play a texture guessing game with a familiar adult. Picks one of the boxes the adult offers and says, "You can pick next."

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Shows awareness of other people, including children	**Shows interest in nearby children**	**Indicates interest in being near peers and orients own activity to a peer's activity**	**Engages with peers in brief back-and-forth of objects, actions, or words**	**Plays together with various peers for brief amounts of time, when initiated or supported by an adult**	**Initiates or joins cooperative play with peers or preferred peers**	**Maintains cooperative play with peers or preferred peers for extended amounts of time**
Possible Examples • Begins to cry when another child cries nearby. • Gazes at another child nearby. • Turns toward the sound of another child laughing.	• Smiles at another child. • Moves excitedly when another child comes near. • Reaches toward a nearby child who is holding a toy.	• Explores a toy alongside another child who is exploring a similar toy. • Selects a truck when other children nearby are playing with trucks. • Watches children playing at the water table, then joins them at the table by reaching for a toy.	• Scoops sand into a bucket with a peer, continuing back and forth a few times. • Splashes excitedly with a peer at the water table, continuing back and forth briefly. • Responds to a peer's communication of "Go, go!" by communicating "Go, go!" in return as they each roll toy cars across the floor.	• Digs in sand with one peer, then scoops sand into a toy truck with another peer when an adult points out what the peer is doing. • Takes a few turns trying on aprons with a peer in the dramatic play area, with encouragement from an adult. • Plays chase briefly outside with two peers, after an adult starts the game.	• Invites peers to play with dump trucks in the sandbox with them. • Offers to a peer a piece of the train track they are building, and the two take turns connecting the track pieces. • Accepts a peer's hand when offered and dances in a circle to the music.	• Laughs with a peer while they pass each other buckets filled with sand to build a sandcastle. They build together for the full outdoor time. • Adds toy animals to a pretend barn they have been building with a peer and, at clean-up time, asks to save it so they can play with it tomorrow. • Returns to the art table the next day with the same peer to finish decorating their class banner with paint, glitter, and glued-on shapes.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Calms in response to care from a familiar adult	**Orients to a familiar adult when distressed and responds when comforted by them**	**Shows preference for certain familiar adults for comfort and care**	**Comforts self or seeks comfort from familiar adults**	**Seeks out familiar adults for support when experiencing an emotion**	**Recognizes basic emotions (e.g., happy, mad) in self**	**Makes connections for reasons behind basic emotions, sometimes with adult support**
Possible Examples • Stops crying when picked up by a familiar adult. • Relaxes in a familiar adult's arms when being held. • Quiets to the voice of a familiar adult.	• Cries and turns toward a familiar adult when startled by a sudden loud sound, then stops crying when the adult murmurs and pats them gently. • Nuzzles face into a familiar adult's shoulder after crying during a diaper change. • Looks toward a familiar adult when startled and relaxes when picked up.	• Moves toward a preferred familiar adult, not an unfamiliar adult, when startled by a sudden loud sound. • Moves toward a preferred familiar caregiver when another adult enters the room. • Calms when a familiar adult moves to sit closer on the floor.	• Puts hands over ears when startled by a sudden loud sound, then communicates, "Hold me," to a familiar adult. • Climbs into a familiar adult's lap and communicates, "Mine, mine." • Rocks back and forth and hums to self after dropping a basket of toys.	• Goes to a familiar adult and communicates, "What was that?" when startled by a sudden loud sound. • Communicates, "Tôi muốn ngồi ở đây" ["I want to sit here," in Vietnamese] to a familiar adult when upset that there are no empty chairs near a peer. • Hugs a familiar adult with relief after the adult helps them find their misplaced doll.	• Identifies which faces are happy, sad, or scared when looking at a picture book about emotions with a familiar adult. • Points to the "sad" face on a communication board, then gestures to a broken toy. • Jumps up and communicates, "Estoy muy feliz!" ["I'm so happy," in Spanish], after adult communicates it's time to go outside.	• Communicates that they felt scared because they did not know where it came from, when an adult notices them looking around after a sudden loud sound. • Responds "yes" using a communication board when an adult asks, "Are you sad because you wanted to play?" after responding "no" to other reasons the adult offered. • Communicates, "بدهیش بیشیش" ["Give me the shovel," in Farsi]. "I'm frustrated when you don't share."

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to sounds or sights nearby in the environment	**Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces**	**Shows understanding that communication with gestures, words, or signs carries meaning**	**Shows understanding of a variety of single words in their environment**	**Shows understanding of frequently used simple phrases or sentences, in the present**	**Shows understanding of phrases or sentences, including those referring to the past or future**	**Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)**	**Shows understanding of language, which refers to abstract concepts, including imaginary events**
Possible Examples • Startles at a loud sound. • Turns toward the soft touch of an adult. • Looks at an adult communicating in sign language.	• Turns head in the direction of a loud noise. • Pays attention when an adult communicates using infant-directed speech or signing. • Looks at the face or hands of an adult communicating in sign language.	• Waves after an adult communicates, "Bye-bye," as the adult gets into their vehicle to drive to work. • Bounces or waves arms to indicate interest in something expressed by an adult. • Turns head to follow a pointed finger or when their name is spoken.	• Points to pictures of a car and a plane, as an adult communicates the name of each thing, while looking at a book together. • Pushes ball toward an adult after the adult holds out their hands and asks for "la pelota" ["ball," in Spanish]. • Looks to the climber after an adult refers to the climber.	• Gets their jacket after an adult communicates, "It's time to go outside and play with the toy trucks. Let's get our jackets." • Moves to the sink after an adult communicates, "Time to wash hands." • Nods "yes" and communicates, "Con thích phô mai" ["I like cheese," in Vietnamese], to an adult who communicates, "Would you like more cheese?"	• Gets the toy truck they were playing with when an adult communicates, "Where's the toy you played with this morning?" • Nods, smiles, and gestures to self when an adult communicates, "Who would like to share in circle time tomorrow?" • Shows an adult their new toy after the adult asks, "What did you get for your birthday?"	• Passes a peer a small red toy truck when the peer communicates, "I want to play with the small red truck." • Selects the furniture from the toy box after a peer communicates, "You go get the furniture for the house. We need a 凳, a 台, and a bed" ["chair" and "table" in Cantonese]. • Points to the picture of a bird's nest after an adult asks, "Where does the bird live?" while sharing a book about animals building their homes.	• Pretends to drive a truck and pull a horn when an adult asks the child if they can show them what a truck driver does. • Nods "yes" and begins painting on their tablet after an adult asks, "Are you an artist?" • Hugs a peer when an adult asks how they show they love someone.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Makes sounds or moves hands spontaneously	**Makes sounds, gestures, or facial expressions with intention**	**Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate**	**Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate**	**Combines two words, signs, a word and a sign, or symbols to communicate simple ideas**	**Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate**	**Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)**	**Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols**
Possible Examples • Coos while being held. • Cries as an expression of discomfort. • Turns head in response to adult waving hands.	• Coos and babbles "babababa" vocally. • Cries in different ways for different needs, such as hunger, tiredness, or discomfort. • Smiles when a familiar adult makes eye contact.	• Babbles "ga-ga-ga-de-ga-go" while gesturing toward the adult. • Asks for food when hungry, by using a special word, sign, sound, symbol, or gesture. • Babbles manually with varied handshapes, locations, and movements.	• Uses the word "milk" to ask for milk and then later uses the word "leche" to ask for milk in Spanish. • Communicates, "mama," "dada," "baba," or similar word or sign approximations. • Touches adult to get their attention, then gestures "no," "more," "want," "up," "yes," or "bye."	• Communicates, "More milk," to ask for milk. • Communicates, "What that?" when pointing to an unfamiliar object. • Grabs their bunny and communicates, "My bunny." • Makes eye contact with adult, signs GO and points to the door to communicate they want to go outside.	• Communicates, "My milk all done!" after finishing a cup of milk. • Communicates, "A mí me toca" ["It's my turn," in Spanish], when an adult brings a pet rabbit for a visit. • Presses the button on a pre-programmed voice output device to indicate that they want something to eat.	• Communicates, "This milk is cold!" • Communicates, "Malaking malaki ang aso namin" ["Our dog is huge," in Tagalog]. • Uses AAC symbols to communicate, "That story is funny," after a story is shared with them.	• Communicates, "My tummy is full 'cause I drank so much milk." • Communicates, "¡La corona es de mío porque yo soy el rey!" ["The crown is mine because I'm the king!" in Spanish], during dramatic play. • Signs the verb "GIVE" with the appropriate directional movement to indicate verb agreement.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

FLD 3: Shared Communication and Conversation

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to others	**Pays attention when an adult communicates to them**	**Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze**	**Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions**	**Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication**	**Engages in brief conversations on topic for several turns, sharing opinions and thoughts**	**Engages in conversations, building on the other person's ideas**	**Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed**
Possible Examples • Looks in the direction of an adult's movement or the voice of an adult preparing a bottle. • Quiets in response to a familiar adult's voice or signing hands. • Looks toward movement nearby.	• Smiles at a familiar adult who approaches and asks if they are ready for a bottle. • Watches an adult's hands as they sign. • Makes sounds or hand movements when a familiar adult stops talking or signing.	• Communicates "Ba-ba" and reaches toward the bottle after an adult asks, "Are you ready for your bottle?" • Reaches toward a baby doll, looks at the adult, and communicates, "Bebebe." • Tries to sign "more," after the adult signs "more."	• Communicates, "No," after an adult asks, "Would you like more soup?" • Brings a ball to an adult, and then nods "yes" and responds, "Ball," after the adult asks, "Do you want me to play ball with you?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?"	• Communicates that they want more noodles to an adult during lunch. When the adult notices, "You really like noodles!" child responds, "I like noodles!" • Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates, "That's a monkey," while reading a story with an adult.	• Communicates, "This is my milk," holding their cup while eating lunch with a peer. When the peer says, "This is my milk," and picks up their own cup, child responds, "We both are drinking milk." • Communicates, "我是寶寶" ["I'm the baby," in Chinese], after a peer communicates, "I'm the mommy," while playing house. • Communicates, "Play with me?" to a peer, and when the peer suggests playing with blocks, adds, "OK, let's build a house."	• Communicates to a peer while playing in the sandbox, "Are you hungry?" The peer responds, "Yes, I want dessert!" Then the first child replies, "OK, I'm going to make you a cake!" • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico" ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan" ["I like the alligators best," in Spanish], and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When the peer responds, "Yeah, they have lots of legs," the child continues, "Let's count all the legs!"	• Communicates to a peer while playing in the sandbox, "I made a birthday cake," and shows the peer a mound of sand on a plate with a stick in it. When the peer looks confused and communicates, "But it's not my birthday!" the child clarifies, "I know. It's just pretend." • Communicates to a peer, "Mi familia ["My family," in Spanish] goes to the park on Sundays." When the peer asks, "Every Sunday?" the child responds, "Sí, pero a veces ["Yes, but sometimes," in Spanish] we go to the park with la piscina ["swimming pool," in Spanish] and sometimes the park with the big playground." When the peer communicates, "Mi abuela ["My grandmother," in Spanish] takes me to the park too," the child responds, "¿Cual parque?" ["Which park?" in Spanish]. • Shares with a peer their idea to play on the slide next, and, when the peer asks, "Why?" the child continues, "Because there are not a lot of kids there right now, so we can play."

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG 1: Imitation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to facial expressions, vocalizations, or touch	**Tries to imitate single simple actions or sounds when interacting with others**	**Repeats others' familiar actions, gestures, or words soon after they occur**	**Repeats others' familiar actions, gestures, or words experienced at an earlier time**	**Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time**		
Possible Examples • Watches a familiar adult's face intently as the adult speaks to them. • Quiets at the sound of an adult's soothing voice. • Orients toward an adult when the adult gestures they are going to pick them up.	• Makes a sound like, "Mmmmm," after an adult makes the "Mmmmm" sound. • Touches the bottle or the adult's hand that is holding the bottle during feeding. • Smiles when an older child smiles and greets them.	• Vocalizes and then opens and shuts hands as an adult leads "Open, Shut Them" finger play. • Communicates, "Bye-bye" and waves, after an adult communicates, "Bye-bye" and waves. • Tries to make hand shapes after familiar adult signs that it is time to eat.	• Holds a block to ear and says, "Hello," as if it were a phone. • Wraps a teddy bear in a blanket and communicates, "Night-night." • Places doll in the seat of a toy shopping cart and wheels it around the room, placing objects in the cart.	• Pretends to read a favorite book, saying some of the words they have heard the adult read to them and mimicking the adult's tone, expressions, and cadence. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with work shoes and clothes, picks up a bag, and communicates, "Bye! I am going to work!"		

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG: MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds physically to experiences in their immediate environment	**Explores, responds to, and acts on objects, people, or own body movements through space**	**Explores the relationship between self and objects or people in space**	**Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space**	**Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together**	**Demonstrates understanding of objects in relation to each other or their own body**	**Demonstrates understanding of objects in relation to multiple spatial cues**
Possible Examples • Tracks with eye gaze briefly as an adult moves a toy animal across their view. • Turns head when face is touched. • Stretches after being placed on their back on a blanket.	• Holds a toy animal, looks at it, and mouths it. • Lifts arms toward an adult as the adult reaches down to pick up the child. • Rolls from back to belly and begins to explore the textures of the blanket they are lying on.	• Reaches arm into a toy barn and pulls out toy farm animals. • Tries to squeeze body between a chair and the legs of a table to get a toy. • Fills a small tub with toys until no more toys fit.	• Turns a farm animal to fit it into the barn after it got caught on the door on the first try. • Changes directions to move around several obstacles while pushing a toy shopping cart, sometimes getting stuck. • Puts their arm inside a paper roll, then takes it out and tries to fit the roll on their foot and then moves it back to their arm when putting it on their foot does not work.	• Places toy figures into the appropriate slot inside a tractor. • Moves the pillows of the play couch to make room for another doll and teddy bear. • Attempts to roll a ball down a small tube and, when the ball does not fit, tries a larger tube and rolls the ball into it.	• Communicates that the farm animals sleep inside the barn. • Shakes head to communicate no when an adult asks, "Could you fit in there too?" after a peer crawls into a small play tunnel. • Reaches behind themself and touches a toy, then communicates, "The truck is behind me."	• Attaches the trailer behind the tractor and pulls it along, weaving it between different objects as it "drives." • Squeezes between two shelves and communicates, "I am in the middle!" • Finds a teddy bear sitting on top of a bookshelf after an adult asks during a scavenger hunt to find something in the classroom that is on top of something else.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG: MATH 2: Classification

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Attends to people, objects, or events	**Interacts differently with familiar people and objects than with unfamiliar people and objects**	**Associates a person or object with another person or object, based on a similarity or relationship between them**	**Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them**	**Sorts objects into two groups based on one attribute, but not always accurately**	**Sorts objects accurately into more than two groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute**
Possible Examples • Looks intently at a stuffed animal that has been placed nearby. • Quiets in response to an adult's voice. • Closes hand around an adult's finger.	• Smiles when a familiar adult holds up a stuffed toy animal and wiggles it and looks away when an unfamiliar adult tries the same thing. • Reaches for their own special blanket or toy from home amidst other objects or toys to choose from. • Smiles when a familiar adult approaches, quiets when unfamiliar adult approaches.	• Reaches for stuffed toy animal when familiar adult approaches. The same toy animal was used in earlier play with this adult. • Tries to fit shapes into a shape sorter with some success. • Looks at another child when the child's parent walks into the room.	• Picks out some toy animals from a basket with different types of toys. • Takes out all the "firefighter" costume pieces from the costume bin in the dramatic play area. • Puts all the balls back in the same basket during clean-up time and leaves the other toys out.	• Makes a pile of mostly bigger toy dinosaurs next to a pile of mostly smaller toy dinosaurs. • Begins to make an AB pattern by sorting cars and trains into separate piles and puts some of the trains in the pile with the cars. • Sorts rocks into two piles, big and small, after a neighborhood walk.	• Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. • Puts crayons, pencils, and markers into different containers during clean-up time. • Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	• Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. Puts them all back in the bucket, then dumps them out again and makes one pile of small dinosaurs and another pile of large dinosaurs. • Makes an ABB pattern with short sticks and long sticks by sorting the "A" part of the pattern (short sticks), and then the "B" part of the pattern (long sticks); then re-sorts and patterns by gray sticks and brown sticks. • Sorts buttons by color, and then re-sorts all of them again by size.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG: MATH 3: Number and Counting

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Notices people or objects nearby in the environment	**Explores one object at a time**	**Attends to quantity in different situations**	**Uses number words, signs, or gestures to communicate about small quantities**	**Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality**	**Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality**	**Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality**
Possible Examples • Shifts their gaze between two people who are close to them. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	• Reaches for one object, then releases it when reaching for another object. • Grasps a teething ring and brings it to their mouth, chews on it, bangs it on the blanket, and chews on it again. • Holds a soft toy turtle and pokes a finger into the eyes and nostrils of the turtle's face.	• Opens a counting board book and touches the objects on the page. • Pays attention when an adult counts out one, two, three pieces of banana for snack. • Pulls several cars out of a basket, one by one, and places them on the carpet.	• Counts, "One, three, two" while pointing to each cone, counting some cones more than once. • Holds up two fingers when asked, "How old are you?" (may not be the correct number of fingers). • Claps once per number while chanting "One, Two, Three, Four, Who's knocking at the door?"	• (1) Counts, "One, two, three, four, five, six, seven." • (1) Counts out loud, "¡Uno, dos, tres, cuatro, cinco, seis, ocho, nueve, diez!" [counts to 10 in Spanish, skipping seven]. • (2) Counts four sides of a rectangle by putting one finger on one side, then the next side, and so on. • (2) Moves a bunny four spaces along a number line when asked to make the bunny hop four times. • (3) Counts by signing, "One, two, three . . . three!" when asked how many sides a triangle has. • (3) Communicates, "Three" using a voice output device, when adult counts three flowers and then asks how many there are.	• (1) Points to the correct numbers in a number line as adult counts out loud to 15. • (1) Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese]. • (2) Counts each object in their ABC pattern while pointing, "One, two, three . . . one, two, three" so the ones are repeating, and then the twos, and then the threes. • (2) Matches number cards from communication book to objects. • (3) Counts the sides of a rectangle in their head and holds up four fingers when an adult asks how many sides a rectangle has. • (3) Uses voice output device to answer "Four," after adult counts "One, two, three, four," children and asks how many children are at the table.	• (1) Counts "One, two, three, four, five, six, seven, eight, nine, 10, 11," when asked to count how many ducks there were in the storybook. • (1) Counts up to 20 as they walk along the fence around the play yard. • (2) Counts acorns by communicating a different number word as they touch each acorn, one by one. • (2) Places toy plastic eggs in an egg carton, counting each as they put them in. • (3) Counts 15 peers and communicates, "labíng-limá," ["15," in Tagalog] when asked how many peers are in the class today. • (3) Rings each of six bells, putting each bell down before ringing another, and communicates, "Six," after ringing the last bell.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG: SCI 1: Cause and Effect

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds or shows anticipatory excitement to people, objects, or actions	**Repeats the same action with the same objects or people that produced an effect**	**Repeats the same action with different objects or people**	**Explores possible causes of actions or events**	**Acts on objects based on their features**	**Shows anticipation of effects of actions or events**	**Offers possible explanations for why certain actions or behaviors result in specific effects**
Possible Examples • Widens eyes or opens mouth when a bottle or nipple is presented. • Quiets in response to an adult's voice. • Orients toward the sound of a musical toy nearby.	• Moves hands in the water coming from the faucet, while their hands are being washed. • Kicks repeatedly at a dangling toy, making it move. • Vocalizes, gains a familiar adult's attention, and vocalizes again.	• Claps hands together when they are wet, then pats their wet hands on a surface. • Moves an adult's hand to cover the adult's eyes to continue a game of peek-a-boo, then covers their own eyes with their hands. • Bangs the top of a new toy to get it to open the same way another, more familiar toy opens.	• Spins a water wheel with their hand after watching a peer pour water into it to make it spin. • Looks up in the sky and points when hearing a plane flying overhead. • Pushes on different parts of a toy to try to make music turn on again.	• Uses a cup to pour water into a water wheel to make it spin at the water table. • Pulls, or gestures for an adult to pull, a tab in an interactive book. • Presses down on the hand soap dispenser to put soap in their hands.	• Uses two cups to pour water into the water wheel to make it spin longer. • Goes to put on their boots after observing it is raining outside. • Gets rocks to hold paper down during an outdoor art activity on a windy day.	• Communicates that the water wheel won't spin because the water table doesn't have enough water left. • Communicates, "El hielo se está derritiendo," ["The ice is melting," in Spanish] "and it's water now because the sun is hot." • Points to wilted leaves on a plant and gestures to fill up the watering can. Communicates that the plant needs water.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

COG: SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to people, things, or sounds	**Shows interest in people or things in the environment**	**Attends to responses of objects or people that result from own actions**	**Engages in simple, purposeful explorations of familiar objects in the environment**	**Engages in extended explorations of objects and events in the environment**	**Makes simple predictions about objects and events of interest in the environment**	**Carries out an exploration or investigation to check predictions and test out solutions**
Possible Examples • Orients toward a person who comes into view or begins talking. • Notices and gazes at their own hand. • Calms when an adult caresses the child's face.	• Mouths a squishy block, shakes it, and then mouths it again. • Watches the movements of another child nearby. • Places hands on top of an adult's hands when the adult is exploring a new texture or setting.	• Grasps a basket with a few blocks in it, turns the basket over, dumps out the blocks, and then scatters the blocks around with their hands. • Makes a sound and smiles when an adult turns toward them and makes the sound again. • Activates a musical toy, then repeats the action to make the sound again.	• Stacks a few blocks on top of each other and then knocks them down. • Tries using a ladle to scoop water from the water table into a bucket and then tries using a cup. • Uses hands to explore a "sensory" bag filled with gel and pompoms.	• Stacks blocks to build a barn for toy farm animals and then uses long blocks to build a corral next to the barn. • Takes a variety of shells out of a bucket and separates the bumpy ones from the smooth ones. • Drops objects made of wood, metal, or cotton into a metal bowl to see what kind of sound they make.	• Stacks several blocks one on top of the other and communicates that they think their tower will be as tall as the table before it falls down. • Communicates, "I think if we add water, it will be pegajoso," ["sticky," in Spanish] when an adult suggests adding water to play dough. • Holds up the metal keys in response to the adult asking which object will be the loudest if dropped in the bucket. • Carries a full cup of water carefully from a bucket to the sand area, dumps the water out, moves quickly back to the bucket, then carefully carries a full cup to the sand area again.	• Communicates that they think a block is heavier than a feather and holds a block in one hand and a feather in the other hand, to see which one feels heavier. • Predicts the temperature will be higher today because the sun is out, then volunteers to check the thermometer. • Holds up the tennis ball when asked which ball they think will roll down faster, then proceeds to test out the different balls by rolling the tennis ball, golf ball, and table tennis ball down a ramp.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	**Responds to sensory information by moving body or limbs to reach for or move toward people or objects**	**Uses sensory information to control body while exploring people, objects, or changes in the physical environment**	**Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task**	**Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment**	**Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces**	**Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces**
Possible Examples • Responds to being touched on the cheek by turning toward the touch. • Closes eyes in response to a bright light being turned on. • Quiets in response to an adult singing.	• Stretches body while lying on their back on a blanket, rolls to the side and reaches toward an object. • Turns toward the sound of toy keys rattling, then reaches out to grasp the keys. • Gazes at, then reaches toward, glasses on an adult's face.	• Crawls up a ramp to a platform, then sits on the platform. • Dabs fingers in water before placing their whole hand in the water. • Sits on an adult's lap when the adult begins to sing. Then turns their body and leans back to reach toward the adult's face, while maintaining balance.	• Pauses when using an assistive mobility device and drops to sit and scoot down a small slope. • Turns body to squeeze between a shelf and chair to retrieve a toy that fell on the floor. • Reaches arms up to the adult to be picked up. When picked up, wraps their legs and arms around the adult to "hold on."	• Takes slower, shorter steps to walk down a ramp or hill, and longer, faster steps to go up. • Uses arms to push a container of wooden blocks that does not move, then leans body forward to push harder. • Bends down to crawl into a tunnel and then stands or sits back up.	• Moves back from the child in front of them when they are playing Follow the Leader up a hill, after an adult communicates, "Make sure you have enough room without bumping into anyone." • Moves around under the climbing structure without bumping into the slide or poles supporting the structure. • Maintains distance with other children when following an adult marching but may need prompting to use additional sensory systems or supports.	• Slows pace while walking down a hill to leave room for the child in front of them. • Navigates around obstacles in the classroom using additional sensory information or supports without being prompted. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.

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

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

***May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.**

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

PD 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:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby	**Holds head and torso upright against gravity**	**Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom**	**Coordinates movements of whole body while upright, using support, to move from one place to another**	**Coordinates movement of whole body while upright to move from one place to another**	**Coordinates movement of the whole body to move off the ground momentarily**	**Shifts from one repeated locomotor movement to another locomotor movement**	**Combines two or more locomotor movements that involve transitions, with some success**
Possible Examples • Kicks their legs up and down after being placed on a blanket on their back. • Responds to a sudden loud noise by extending their arms and legs and then pulling them back in. • Turns their head toward a source of light or sound.	• Lifts up their head and upper torso while lying on belly and reaches out toward an object with one arm. • Holds their head and torso upright when being held. • Pushes up with their arms and legs to be on their hands and knees, and rocks back and forth briefly.	• Moves from lying down to a sitting position, then moves onto their hands and knees and begins to crawl forward. • Scoots toward a familiar adult. • Crawls to a low shelf, then kneels while playing.	• Takes steps sideways or forward while holding onto furniture. • Stands up with support of a therapeutic walker. • Walks forward steadily while pushing a cube chair.	• Stands up from squatting after picking up a toy, takes a few steps, and squats again to play with the toy. • Walks, using a therapeutic walker, toward a table to play with play dough. • Walks through the door to the outside play yard, which has a small step down.	• Crouches down and jumps up, with both feet briefly leaving the ground. • Bounces on a trampoline holding onto a bar; their feet may or may not leave the surface. • Runs in short bursts across the playground.	• Walks up a few stairs, then turns and walks back down the stairs. • Moves along a low balance beam stepping sideways, then hops down and runs back to the other end to start over. • Navigates changes in surface and direction, using a therapeutic walker.	• Crouches down and then jumps forward, then takes a few steps and jumps again. • Moves quickly from sitting to standing to running to play games such as Duck, Duck, Goose or Musical Chairs using hand-holding assistance. • Climbs up the ladder using the rails on either side, and then sits down to go down the slide.

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

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

***May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.**

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

PD 3: Gross Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients to nearby objects	**Uses arms, legs, or body to move toward, reach for, or mouth objects or people**	**Uses arms, legs, or body to engage in simple, repeated actions on objects** **and** **Manipulates objects differently based on their properties**	**Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing**	**Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability**	**Manipulates objects using arms, legs, or body, with stability but limited coordination**	**Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy**	**Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements**
Possible Examples • Turns their head toward a ball that is swinging from a mobile nearby. • Stills movement of their arms and legs while attending to a toy. • Waves their arm toward a bottle when it is brought close to them.	• Rolls onto their side and reaches toward a ball while lying on a blanket. • Grasps a teething ring, brings it to their mouth, and bites down on it. • Pats the adult's face while being held.	• Moves to a ball, pushes it away, then moves toward it and pushes it again. • Bangs a cup on a table, then pushes a plate back and forth. • Splashes their hands in water.	• Sits with their legs apart and traps a rolling ball with their arms. • Picks up and drops blocks while holding onto a low table. • Crawls toward a basket while holding onto a beanbag and then drops the beanbag inside the container.	• Catches a large ball while in a stationary position, spreading their arms wide to bring it in and trap it against their body. • Throws a beanbag forward from a standing position. • Approaches a stationary ball, stops, and pushes the ball with their foot, then steadies themself.	• Swings their leg back to kick a stationary ball while standing in place using a walker. • Practices throwing a ball by bringing it behind their head, sometimes dropping it, but continuing the arm motion. • Carries and passes out carpet squares to peers at circle time, sometimes dropping them.	• Steps and kicks a stationary ball by stepping up to the ball and then kicking, pausing briefly between stepping and kicking. • Squats, picks up, and stacks large blocks. • Reaches up to get their bag from their cubby, pauses to regain balance, and then pulls down their bag.	• Runs up to a stationary ball, plants one foot next to it, and then swings the other leg to kick the ball with force. • Uses both hands to catch a beanbag tossed to one side of their body, while standing with a supportive device. • Strikes a ball off a cone, using a bat or racquet, with a horizontal swing.

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

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

***May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.**

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Moves arms and hands	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**	**Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body**	**Acts on objects with both hands working together to coordinate different movements**	**Manipulates objects with accuracy and coordination**
Possible Examples • Makes small movements of arms and hands near the sides of body. • Brings fist to mouth. • Curls fingers around an adult's finger.	• Reaches toward a toy and bats it with their hand. • Pulls an object closer, using a raking motion. • Moves arms and hands toward an object.	• Uses fingers and palm to grasp a toy. • Holds a squishy squeaky toy with whole hand and squeezes it. • Holds a spoon with a full fist while being fed by an adult with another spoon.	• Pinches cereal pieces between finger and thumb. • Uses a thumb and fingers to grasp the handle of a toy, which has been adapted with foam. • Picks up a stacking ring using a thumb and fingers.	• Grasps and turns a doorknob but may not have the strength or coordination to open the door. • Scribbles back and forth on the pavement with sidewalk chalk, using one hand and an adaptive holder or handle on the chalk. • Pushes pegs into play dough using both hands.	• Tears a piece of paper with one hand while holding the paper still with the other. • Presses pegs into a pegboard stabilized with a non-slip mat, placing one hand on the board and using the other to pick up and press in the pegs. • Scoops sand into a container with one hand while holding the container with other hand.	• Holds a piece of paper with one hand, and with the other hand snips into the edges of the paper using safety scissors. Then rotates the paper to continue snipping into the other edges. • Pulls apart two connecting blocks, and then lines them up to connect them back together. • Pushes a cord or pipe cleaner through a large bead using one hand, while threading the bead onto the cord with the other hand.	• Uses adaptive scissors to cut a piece of paper into multiple pieces. • Peels a sticker off a page by holding onto the paper with one hand and pulling off the sticker with the other. • Uses tongs to pick up different-colored pom-poms and place them in a bowl.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

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 IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle N/A	Later N/A
Reacts to unpleasant events (e.g., sounds, touch)	**Responds to situations that feel unsafe**	**Seeks a familiar adult in situations that feel unsafe**	**Follows adults' guidance about basic safety practices**	**Follows basic safety practices in familiar situations with adult supervision**	**Follows basic safety practices, on own, in familiar situations, with occasional adult reminders**	**Anticipates the need to follow basic safety practices in various situations**
Possible Examples • Startles in response to a loud sound. • Closes their eyes in response to a bright light. • Cries when touched by a cool washcloth.	• Makes a distressed sound and turns toward a familiar adult in response to a loud sound. • Clings to a familiar adult during a thunderstorm. • Cries when an unfamiliar adult approaches.	• Leans into the familiar adult who is holding them in their arms as they cross a busy street. • Turns away from an unfamiliar adult and moves toward a familiar adult. • Looks to a familiar adult for reassurance before moving carefully down a ramp.	• Accepts a familiar adult's hand and holds it before crossing the street. • Pets a rabbit softly when a familiar adult communicates, "Touch gently." • Stops walking after a familiar adult communicates, "Wait, the floor is wet and slippery there."	• Takes an adult's hand when approaching a crosswalk. • Pets a rabbit as an adult watches. • Tries to buckle their own seat belt as an adult buckles other children into a multi-child stroller.	• Reaches for an adult's hand and waits for the adult to say it is safe to cross the street. • Slows tricycle as a peer approaches. • Follows another child at a safe distance when climbing up the ladder to the slide, with an adult's reminder	• Communicates that they must look out for cars before crossing the street with an adult or walking in a parking lot. • Brings a helmet for an adult to put on the child's head before riding a bike in the yard. • Goes to wash their hands after an adult asks, "What do we need to do before eating a snack?"

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

HLTH 3: Personal Care Routines: Hygiene

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

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 IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle N/A	Later N/A
Responds in basic ways during personal care routines that involve hygiene	**Responds in ways that demonstrate awareness of a hygiene routine**	**Anticipates one or two steps of a hygiene routine**	**Participates in own hygiene routines, with an adult**	**Carries out some steps of own hygiene routines, with specific adult guidance or demonstration**	**Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them**	**Initiates and carries out most steps of familiar hygiene routines on own**
Possible Examples • Looks at adult's face, or quiets, during a diaper change. • Closes eyes when face is washed. • Kicks legs during a diaper change.	• Attends to an adult's actions during diapering routine. • Grabs for the washcloth as an adult washes the child's face. • Shows excitement during bath time.	• 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 the child's nose.	• 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 when helped 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 their own nose, then throws the tissue away and washes their hands, when an adult shows them how. • Gets their own toothbrush and gives it to an adult after meals when asked.	• Uses the toilet on their own and flushes after adult reminder. • Washes and partially dries hands, and then dries them completely when suggested to do so by an adult. • Takes toothbrush after an adult puts toothpaste on it, begins to brush teeth, and needs to be reminded to brush teeth in the back of the mouth.	• Uses toilet on their 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, holds it for an adult to squeeze toothpaste on, and brushes teeth.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

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 IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle N/A	Later N/A
Responds in basic ways during feeding	**Engages in the process of being fed**	**Feeds self some food items using fingers or hands**	**Explores the use of tools when feeding self, sometimes with adult support**	**Feeds self different types of foods, some of which may involve the use of tools**	**N/A**	**Serves self or others by opening packages or scooping or pouring from containers**
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. • Shows excitement as an adult approaches with a bottle or bowl.	• Uses their fingers to put small pieces of sweet potato in their mouth. • Holds and bites a banana. • Uses their whole hand to scoop rice and eat it.	• Uses a spoon to eat rice porridge from a bowl, with the adult sometimes assisting with scooping. • Drinks from a water bottle while an adult guides the water bottle. • Tries using a spoon to eat chopped fruit, sometimes dropping pieces, then picks up pieces of fruit with their fingers and eats them.	• Drinks water from a cup and asks for a refill. • Uses a modified utensil to feed self a meal when positioned functionally at a table with peers. • Tears a tortilla and uses it as a tool to scoop beans from a bowl.		• Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. Then offers to fill a peer's bowl. • Refills their water bottle at a sink designated for drinking water, and spills some while putting the lid back on it. • Takes a package out of their lunch box, opens it, and begins to eat the food inside.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

HLTH 5: Personal Care Routines: Self-Dressing

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

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 IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle N/A	Later N/A
Responds in basic ways during dressing	**Responds in ways that demonstrate awareness of a dressing routine**	**Anticipates one or two steps of a dressing routine**	**Participates with adult in dressing self**	**Puts on clothing that is simple to manipulate, sometimes with adult assistance**	**N/A**	**Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)**
Possible Examples • Looks at the adult while being dressed. • Cries or fusses when a diaper is changed. • Blinks eyes as clothing is gently pulled over the head.	• Allows an adult to move the child's arms while removing the child's jacket. • Shifts body as an adult puts a clean diaper on the child. • Squirms to avoid having a shirt being pulled over the head while being dressed.	• Extends arms out when an adult approaches with a jacket. • Leans toward the adult while a shirt is being put on the child. • Sits down and extends feet for an adult to put shoes on the child.	• Pushes arms through the sleeves of a shirt held by an adult. • Lifts smock for an adult to pull it over the child's head. • Slips foot into a shoe while an adult holds it open. • Lifts one leg, then the other, while an adult guides the child's legs into pants.	• Puts on their own jacket as an adult holds it open or lays it out. • Puts legs through pant legs with adult assistance, and then pulls up pants on their own. • Puts feet into shoes on their own. • Pulls on loose-fitting socks on their own.		• Zips up their own jacket but needs adult assistance with starting the zipper. • Puts on their own socks and shoes, but needs shoes tied or tabs fastened. • Changes into T-shirt and sweatpants on their own after water play.

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

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

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Glossary of Terms Used in the DRDP (2025)

Alphabetic language: A language that has a letter or combinations of letters and marks to represent each speech sound in the language.
From **Cambridge Dictionary** (https://dictionary.cambridge.org/us/dictionary/english/alphabetic) Appears in FLD 5: Alphabetics and Print Knowledge

Attribute: A property or characteristic of an object or a person. Attributes such as size, color, and shape would be used by children in grouping and sorting.
From **PTKLF Mathematics Domain Glossary, p. 65** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
Appears in:
FLD 1: Understanding Language (Receptive)
MATH 2: Classification

Augmentative and alternative communication (AAC): A tool used by individuals with impairments in speech-language production and/or comprehension to improve functional daily living. AAC uses a variety of techniques and tools, including, but not limited to, picture communication boards and speech-generating devices.
From **PTKLF Language and Literacy Domain Glossary, p. 135** (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf#page=136)
Appears in:
ELD 1: Comprehension of English (Receptive English)
ELD 2: Self-Expression in English (Expressive English)
ELD 3: Understanding and Responding to English Literacy Activities
FLD 2: Using Language (Expressive)

Braille: The universally accepted system of writing used by people who are blind or have low vision, consisting of a code of 63 characters. Each character represents a letter, combination of letters, common word, or grammar sign, read by touching them lightly.
From **Britannica** (https://www.britannica.com/topic/Braille-writing-system)
Appears in:
FLD 4: Foundational Literacy Skills
FLD 5: Alphabetics and Print Knowledge
FLD 6: Writing

Cardinality: The concept that the number name applied to the last object counted represents the total number of objects in the group (the quantity of objects counted).
From **PTKLF Mathematics Domain Glossary, p. 65** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
Appears in: MATH 3: Number and Counting

Clause: A group of words that contains a subject and a verb within a sentence.
Appears in:
FLD 2: Using Language (Expressive)
ELD 2: Self-Expression in English (Expressive English)
ELD 3: Understanding and Responding to English Literacy Activities

Communicates: The variety of ways a child demonstrates knowledge and skills, including speaking in English or the child's home language, signing, using a communication device, drawing or modeling with different materials, and expressing through movement, actions, or role-play.
Appears in multiple measures across domains

Conventional gestures: Commonly understood gestures such as pointing, waving goodbye, or nodding, etc.
Appears in FLD 2: Using Language (Expressive)

Cooperative play: Children play together toward a shared goal. They make plans, take turns, or work as a team, such as building a city out of blocks, pretending to run a store, or putting on a play.
Appears in SED 4: Relationships and Interactions with Peers

Decode/decoding: The process of using one's knowledge of letter-sound correspondence (or syllable-sound in Spanish) to sound out words.
From: **National Center for Improving Literacy (n.d.)** (https://www.improvingliteracy.org/literacy-glossary)
Appears in FLD 5: Alphabetics and Print Knowledge

Decompose: In Math, it means to take apart numbers or shapes into smaller parts (e.g., 7 can be broken down into 3 and 4, 5 and 2; squares can be 2 triangles, etc.)
From **CDE Mathematics Frameworks** (https://www.cde.ca.gov/ci/ma/cf/)
Appears in MATH 4: Number Operations

Everyday problems: Common challenges that children encounter during daily routines and activities, such as fitting a foot into a shoe or opening a tight jar lid.
Appears in ATL 3: Problem-Solving

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).
From **PTKLF Physical Development Domain Glossary, p. 32** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfphysicaldevelop.pdf#page=33)
Appears in PD 3: Gross Motor Manipulative Skills
Appears in PD 4: Fine Motor Manipulative Skills

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Handshapes: The specific configuration of the hand and fingers when forming a sign in sign language. Handshapes, together with location and movement, comprise signs in sign language.
From: **Jackson et al. (2024)** (https://pubs.asha.org/doi/10.1044/2024_PERSP-24-00042)
Appears in FLD 2: Using Language (Expressive)

Hygiene: The practice of maintaining health and preventing disease through cleanliness.
From **PTKLF Health Domain Glossary, p.31** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfhealthdomain.pdf#page=32)
Appears in HLTH 3: Personal Care Routines: Hygiene

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.
From **PTKLF Science Domain Glossary, p. 83** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf#page=84)
Appears in:
SCI 2: Inquiry Through Observation and Investigation
SCI 3: Documentation and Communication of Inquiry

Locomotor skills: The ability to move the body into or through space.
From **PTKLF Physical Development Domain Glossary, p. 32** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfphysicaldevelop.pdf#page=33)
Appears in PD 2: Gross Locomotor Movement Skills

Multilingual learner: A child who is learning two or more languages at the same time, or a child who is learning English while continuing to develop their home language.
From PTKLF Language and Literacy Development Domain Glossary, p.136
Appears in DRDP Instrument Front Matter

Nonstandard and standard units: Nonstandard units of measurement are units of measurement that are based on personal choice, such as a pencil, a hand, a toothpick, or a block. Standard units are common units of measurement, such as inches, ounces, meters, or liters.
Appears in Math 5: Measurement

Novel or complex problems: Challenges or situations that a child is encountering for the first time, or that have different parts to solve.
Appears in ATL 3: Problem-Solving

Observes/Observation: Ways that young children gather information about objects and events by using the senses of sight, smell, sound, touch, and taste, and noticing specific details and phenomena that ordinarily might be overlooked.
From **PTKLF Science Domain Glossary, p. 84** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf#page=84)
Appears in:
COG: SCI 2: Inquiry Through Observation and Investigation
COG: SCI 3: Documentation and Communication of Inquiry

One-to-one correspondence: One and only one number word is used for each object in the array of objects being counted.
From **PTKLF Mathematics Domain Glossary, p. 65** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
Appears in MATH 3: Number and Counting

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 of the word *monkey*).
From PLF Language and Literacy Domain Glossary, p. 89
Appears in FLD 4: Foundational Literacy Skills

Phonological awareness: Sensitivity to the sound structure of spoken language.
From **PTKLF Language and Literacy Development Domain Glossary, p. 137** (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf#page=150)
Appears in FLD 4: Foundational Literacy Skills

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/.
From PLF Language and Literacy Domain Glossary, p. 89
Appears in FLD 4: Foundational Literacy Skills

Self-initiated activities: Play or tasks that infants, toddlers, and young children choose based on their curiosity, interest, abilities, and opportunities. Children determine the timing, pace, intensity, and duration of these activities.
Appears in:
ATL 1: Engagement, Attention, and Persistence
ATL 2: Curiosity, Interest, and Initiative

Word approximations: A part of a word, a sound substitution, a simplified version of a sign or AAC symbol, to communicate a specific word.
Appears in FLD 2: Using Language (Expressive)

Appendices

The following resources provide additional information for the use of the DRDP (2025)

Appendix A: Requirements of the DRDP (2025) Assessment 30
Appendix B: Resources for Assessing Children who are Multilingual Learners, Including Dual Language Learners, with the DRDP (2025) 32
Appendix C: Strategies for Observation and Documentation 35
Appendix D: Accommodations or Adaptations for Children with Disabilities 37
Appendix E: Resources for Working in Partnership with Families 37
Appendix F: Collaboration to Complete the DRDP (2025) 40

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Appendix A: Requirements of the DRDP (2025) Assessment

The DRDP (2025) is available for child care and development programs funded by the California Department of Social Services (CDSS) and the California Department of Education (CDE). This table provides information about which children are assessed, and when, how, and where to submit the results of the DRDP (2025).

	CDSS Child Care and Development Division (CCDD)	CDE Early Education Division (EED) Programs	CDE Special Education Division (SED) Programs
DRDP (2025) Views	• The DRDP (2025) has the following views: – IT (Infant-Toddler) and PTK (Preschool, Transitional Kindergarten, Kindergarten) – Before and after-school programs will continue to use the DRDP (2010) School-Age instrument. • Programs should use the same instrument for at least one school year to measure progress.	• The DRDP (2025) has the following views: – IT (Infant-Toddler), PTK (Preschool, Transitional Kindergarten, Kindergarten), and P-3 (Preschool – Grade 3) • Local Education Agencies (LEAs) may choose to use the PTK or P-3 view.	• The DRDP (2025) IT (Infant-Toddler) view is used for children with Individualized Family Service Plans (IFSPs). • The DRDP (2025) PTK (Preschool, Transitional Kindergarten, Kindergarten) is required for children with Individualized Education Programs (IEPs).
Which children are assessed	• All infants, toddlers, preschool-age, and school-age children, when required by contract to have the DRDP assessment administered, are assessed, in addition to other programs that choose to use a developmental assessment. • If a child has exceptional needs, the developmental profile shall be completed with any necessary accommodations and adaptations, and is required even if the child is enrolled for less than 10 hours per week.	• All California State Preschool Program (CSPP) children enrolled in the program for at least 10 hours are assessed. • Every child with an IFSP or an IEP enrolled in CSPP is assessed, regardless of the hours per week they are certified for. • If a child receives services for less than ten hours per week, a DRDP assessment is recommended but not required.	• Infants and toddlers with IFSPs who are reported to the California Department of Education are assessed. • Any child who is 3, 4, or 5 years old and has an IEP is assessed. • To be included in the fall assessment, children must begin special education services before November 1. • To be included in the spring assessment, children must begin special education services before April 1. • If the child turns 6 at any point during the school year (July 1 through June 30), the DRDP is not required in either the fall or spring assessment periods.
When children are assessed	Child assessments are completed within the first 60 days of their enrollment and then at six-month intervals thereafter. Programs wishing to assess more frequently may do so.	In CSPPs, child assessments are completed within the **first 60 to 90 days of attendance** (https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp), then at 6-month intervals thereafter. Programs wishing to assess more frequently may do so.	• Children are assessed twice a year, in the fall and spring. • The assessment should be initiated within the first 60 calendar days of services. • Check with local administrators to determine how, when, and where to submit your DRDP rating records.

	CDSS Child Care and Development Division (CCDD)	CDE Early Education Division (EED) Programs	CDE Special Education Division (SED) Programs
Which instrument view is used	Children are assessed with the DRDP (2025) with necessary accommodations, even if a child has exceptional needs and is enrolled for less than 10 hours per week: • Children from birth to three years of age are assessed with the IT View. • Children three to five years of age are assessed with the PTK View. • Children aged two years and nine months and older may use the PTK view if enrolled in a preschool classroom.	All CSPP children enrolled in the program for at least 10 hours are assessed with the DRDP (2025): • Children from birth to two years eight months are assessed with the IT View. • Children two years nine months to five years of age are assessed with the PTK View.	All children with IFSPs and IEPs are assessed with the DRDP (2025). • Children with an IFSP are assessed with the IT View. • Children with an IEP are assessed with the PTK View.
Where to submit DRDP data	Assessment data are uploaded to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Assessment data are uploaded to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Submit assessment data in one of two ways: • Into the Special Education Local Plan Area (SELPA)'s IEP data collection system (such as Special Education Information System (SEIS) or Siras Systems) or • Into the **DR Access Reports** (https://draccessreports.org/) secure data system
How to obtain reports of results	Psychometrically valid reports are available in DRDP Online. Coordination with local Management Information Systems is available. Visit drdponline.org for more information. Contact **DRDP Online customer service** (help@DRDPOnline.org) for assistance.	Psychometrically valid reports are available in DRDP Online. Coordination with local Management Information Systems is available. Visit drdponline.org for more information. Contact **DRDP Online customer service** (help@DRDPOnline.org) for assistance.	• Psychometrically valid reports are available upon entry of assessment data from DR Access Reports. • Coordination with local Management Information Systems is available. Contact reports@draccess.org for assistance.

For More Information:

Desired Results Training and Technical Assistance Project
Email: desiredresults@wested.org
Website: www.desiredresults.us
Phone: (800) 770-6339

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Appendix B: Resources for Assessing Children who are Multilingual Learners, Including Dual Language Learners, with the DRDP (2025)

The DRDP (2025) takes into account the cultural and linguistic characteristics of California's diverse population of young children, with particular attention to young multilingual learners. The introduction in the DRDP (2025) assessment provides information on completing the assessment for young children who are multilingual learners. Keep in mind that young multilingual learners may demonstrate knowledge and skills in their home language, in English, or both languages. The child's communication, in whatever language, should be considered when collecting documentation and completing the measures in all domains of the DRDP (2025).

The following resources will enhance your knowledge and help you when completing the DRDP (2025) more effectively for young children who are multilingual learners.

Resource	Funding Organization	Description
California's Best Practices for Young Dual Language Learners: Research Overview Papers (https://www.cde.ca.gov/sp/cd/re/documents/dllresearchpapers.pdf)	California Department of Education for the State Advisory Council on Early Learning and Care	This series of papers includes research on the development of dual language learners. For example, "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 which language to use when assessing young DLLs, a language and literacy assessment matrix for 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 disabilities or delays and key considerations for selecting the language for intervention.
California Infant-Toddler Learning and Development Foundations (https://www.cdss.ca.gov/inforesources/child-care-and-development/publications/california-infant-toddler-learning-and-development-foundations)	California Department of Social Services	The **California Infant–Toddler Learning and Development Foundations, Second Edition**, describes infants' and toddlers' learning and development from birth to 3 across five domains that contribute to their overall school readiness. The language development chapter covers the following three strands: Attending and Understanding, Communicating, and Early Literacy.
California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf)	California Department of Education	The **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)** (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) describe knowledge and skills that most children age three to five and a half typically develop in high-quality, equitable, and responsive early education programs.
Code Switching: Why It Matters and How to Respond: A Workbook for Early Head Start/Head Start Programs (https://headstart.gov/culture-language/article/code-switching-why-it-matters-how-respond)	U.S. Department of Health and Human Services, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness	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.

Resource	Funding Organization	Description
California Early Childhood Online (CECO) (https://www.caearlychildhoodonline.org/en_modulecatalog.aspx)	California Department of Social Services	CECO offers synchronous modules in English, Spanish, and Chinese that explore strategies and best practices for nurturing language development in children learning more than one language. Participants gain insights into creating inclusive environments and fostering bilingualism and cultural identity in early childhood settings. Modules include topics such as dual language learners, supporting young multilingual learners, and the California Preschool Transitional/Kindergarten Learning Foundations.
Child Care and Development Dual Language Learners Unit Webpage (https://cdss.ca.gov/inforesources/child-care-and-development/dual-language-learners)	California Department of Social Services	The California Department of Social Services (CDSS) Dual Language Learners Unit webpage provides comprehensive support for DLL children. It offers resources for early childhood educators to create inclusive and culturally responsive environments that nurture both English and home language development. The site emphasizes equitable access to quality early learning, promotes family engagement, and shares research-based practices, training materials, and policy updates. Its goal is to ensure that dual language learners thrive linguistically, cognitively, and socially in their formative years.
Dual Language Learners with Disabilities or Suspected Delays (https://headstart.gov/publication/dual-language-learners-disabilities-or-suspected-delays)	U.S. Department of Health and Human Services, Office of Head Start	This brief focuses on the importance of dual-language learning for children with disabilities or suspected delays. It also covers practices that support their learning and full and effective participation in learning experiences.
Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges (https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12045)	Educational Testing Service (ETS) Research Report Series	This education policy report explores strategies to improve instruction in programs serving preschool-aged children, with a focus on young Hispanic dual-language learners. Assessment is addressed in the section titled "Improving Teachers' Practice through the Assessment of Young Dual Language Learners."
Gathering and Using Language: Information that Families Share (https://headstart.gov/publication/gathering-using-language-information-families-share)	U.S. Department of Health and Human Services, Office of Head Start	This research offers valuable insights into dual language development and provides key strategies for supporting children's progress.
Information and Resources to Support Dual Language Learners List (https://cdss.ca.gov/Portals/9/CCDD/LII/DLL Information and Resources for Dual Language Learners.pdf?ver=2024-06-04-113000-340)	California Department of Social Services	This list of resources supports the implementation of Assembly Bill 393 (2023), Welfare and Institutions Code 10209.6, which mandates CDSS to develop procedures for contractors to identify and report data on dual language learners and their families. The list primarily focuses on providing a variety of articles, information, tools, and other resources to support dual language learners in child care and early education settings and their families.

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Resource	Funding Organization	Description
Multilingual Learner Toolkit (https://www.multilinguallearningtoolkit.org/)	New Venture Fund	The toolkit is an online hub for research-based key principles, instructional strategies, and associated free, practical, and easy-to-use resources geared toward educators who teach preK-3rd-grade multilingual learners.
Personalized Oral Language(s) Learning (POLL) (https://www.pollstrategies.org/strategies-index/)	California Department of Social Services	This set of strategies is designed to meet the needs of young dual language learners. It is based on research that emphasizes the importance of strong home language skills, the advantages of early bilingualism, and the promising practices that all early child care providers, including family, friend, or neighbor (FFN), can implement to promote the growth and development of dual and multilingual learners.
Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition (http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)	California Department of Education	This document, often referred to as the PEL Guide, provides research related to multilingual learning and practices that support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."
Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development – English Language Development Webinar (https://www.youtube.com/watch?v=FatvA0xwIFk)	California Department of Education	This is a recorded webinar for the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Foundations: Language and Literacy Development - English Language Development by the California Department of Education and WestEd on August 15, 2024.
Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development – Foundational Language Development Webinar (https://youtu.be/lDAFXpNjojo?si=EKj_wKXZ7LYDtojB)	California Department of Education	This is a recorded webinar for the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Foundations: Language and Literacy Development - Foundational Language Development by the California Department of Education and WestEd on May 3, 2024.
Screening Dual Language Learners in Early Head Start and Head Start Programs: A Guide for Program Leaders (https://headstart.gov/child-screening-assessment/article/screening-dual-language-learners-head-start-programs-guide-program-leaders)	U.S. Department of Health and Human Services, Office of Head Start	This document provides Early Head Start/Head Start (EHS/HS) program leaders with tools to plan, implement, and evaluate their screening processes for children who are dual-language learners (DLLs) from birth to age 5. It focuses on ways leaders can make informed, intentional decisions about selecting screening instruments for children who are DLLs and implementing high-quality developmental screening practices for these children.
Working Paper #2: Development of Infants and Toddlers Who Are Dual Language Learners (https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECER-DLL_WorkingPaper2.pdf)	Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs), looking at the formation of attachment relationships; the 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.

Appendix C: Strategies for Observation and Documentation

The DRDP (2025) is administered through observation in natural settings by educators, including teachers, special education professionals, family child care providers, and other service providers in classroom, center, and home-based environments, as well as 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 advanced planning on the part of educators and service providers. As you review the measures of the DRDP (2025), 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 (2025) provide a period of time to ensure that educators and service providers have sufficient documentation for each measure in time to submit DRDP data. Observing children's behaviors in naturalistic or authentic environments will provide the information needed to rate the DRDP. Many observation and documentation job aids, including resources to support naturalistic, authentic assessment, can be found at **Desired Results for Children and Families** (https://www.desiredresults.us/desired-results-system) and **DR Access** (https://draccess.org/learn). The Early Childhood Technical Assistance Center developed a helpful **Authentic Child Assessment Practice Guide** (https://ectacenter.org/decrp/type-pgpractitioner.asp) linked to the Division for Early Childhood Recommended Practices (DEC) to support authentic child assessment.

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 documenting a child's behavior or comments during a typical or routine activity. Anecdotal records provide brief descriptions of observed behavior.
- **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 it 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 in a group of children. Some of the measures lend themselves to using a checklist to supplement other observation techniques.
- **Learning Walls or Panels** – Learning walls are displays of photos, quotes, and children's work in the learning environment. These make learning visible and foster dialogue among children and educators.
- **Digital Documentation Platforms** – These digital tools are an electronic way to store, share, and organize documentation. These platforms can streamline communication with families and service providers.
- **Work Samples** – Documentation can also include the collection of 2 or 3-dimensional products that children have produced, such as drawings, writings, or 3-dimensional constructions the child has made, such as playdough, clay, or other materials.
- **Videos or photographs** – Use cameras to capture movement, engagement, interactions, and language of children. When necessary, enhance the photo or video with a caption of what happened before or after the event.

Ten Strategies for Naturalistic Observation

1. **Know the instrument** – Be familiar with the instrument, including the domains and measures being observed.
2. **Observe naturally** – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.
3. **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.
4. **Observe strategically** – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on multiple measures during a single observation.
5. **Observe daily or routinely** – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.
6. **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.

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

7. **Be specific and complete** – Intentionally and purposefully record the specific details of what you observe as soon as possible. Details are important and can easily be forgotten.
8. **Plan ahead** – Include observations as part of your weekly lesson planning. Plan to observe during activities that do not require your full assistance, or plan for someone else to observe and document.
9. **Allow time** – Allow adequate time for the child to complete any task they are engaged in, even if it requires more time than one might expect.
10. **Use appropriate adaptations** – Ensure that appropriate adaptations, as determined by the IFSP or IEP team, are in place when observing the child.

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 electronic devices, sticky notes, or pre-printed labels with children's names for anecdotal records, or clipboards with checklists. 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 collected documentation immediately after gathering it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

A portfolio of evidence is a useful way to organize formative assessment and show each child's learning and progress over time. It can be kept in either paper or electronic format, depending on what works best for the educator and the setting. The portfolio includes samples of the child's work, photos, observations, and reflections that show their growth and achievements. By reviewing this evidence, educators and families can see what the child has learned and plan the next steps in their learning journey.

Portfolios: Portfolios are a helpful way to organize information. 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 educators and service providers who use the DRDP (2025) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is challenging to imagine one individual having access to all the various learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact with and know the child well 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 inform the accurate rating of measures for the DRDP (2025).

Although direct observation of a child is the primary method for informing 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 others can collaborate to share information, such as written observations, conversations focused 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 collaboration process more effective. 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. Ensure that the family is well-informed about the purpose of the DRDP (2025) and the critical role 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 on 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.

For More Information

- Information on strategies for observing and documenting observations can be found on the **HeadStart website** (https://headstart.gov/search/eclkc?q=observation+strategies).
- Observation resources are available on the **Desired Results for Children and Families website** (https://www.desiredresults.us/resources/observation-resources/drdp-observation-resources).

Appendix D: Accommodations or Adaptations for Children with Disabilities

For children with disabilities, accommodations or adaptations reduce barriers and support equitable access to everyday learning and participation. Through the appropriate use of accommodations and adaptations, children can demonstrate what they know and can do as they engage in familiar routines, activities, and interactions.

Under the Individuals with Disabilities Education Act (IDEA), children must receive the accommodations they need to participate meaningfully in instruction and assessment. Within a Universal Design for Learning (UDL) framework, educators extend these accommodations by designing environments that provide multiple means of engagement, representation, and expression. Accommodations and adaptations are individualized within the UDL framework so that each child can participate authentically in observation-based assessments, such as the DRDP (2025).

Accommodations or 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 (2025).

Accommodations and adaptations vary for each child and may include:

- Information or material presentation to child (oral, tactile, print),
- Mode a child can respond (speaking, signing, gesturing, device),
- Environment (lighting and noise),
- Information observed at different times of the day
- Adaptive equipment (walker, functional seating, slant board, pencil grips, AAC device)

Related to Children using AAC

Some children with significant communication needs may require augmentative and alternative communication (AAC) to communicate.

Related to Children with Autism Spectrum Disorder

Children with autism often show distinct patterns of growth that reflect differences in sensory processing, social information processing, and communication preferences. From early infancy, these differences may influence how children with autism perceive and interact with others. For example, while a child without a disability might demonstrate perspective-taking through verbal acknowledgment of others' identities, a child with autism might show awareness through careful observation, parallel play, or non-verbal recognition. What may appear to be a "lack of awareness" may instead reflect a different processing time. Children with autism may be highly aware of others, but they may express that awareness in various ways.

Related to Understanding Echolalia as Communication

Echolalia, the repetition of phrases and words, may serve multiple developmental purposes. The purposes would be determined individually for each child and addressed individually through the child's IFSP or IEP. Some children with autism learn language in multi-word phrases rather than single words, using echolalia to practice and generalize these phrases. Echolalia may also support self-regulation and help manage emotions and transitions. Some children with autism may use echolalia as a way to remain engaged when coming up with original responses feels overwhelming. Sometimes, when echoed phrases are slightly different, it may also reflect active meaning-making.

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 advisable to seek input from individuals who have ongoing contact with the child and are familiar with them. Family members' descriptions of their child's behavior in the home or community settings will help educators and service providers know more about the child's behaviors across settings, particularly for those skills the child may not routinely demonstrate in the educational

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

setting, and help educators and service providers obtain more comprehensive information to make accurate ratings for the **Family members may participate in the DRDP assessment in several ways:**

- Inform the child's educators 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 Plan (IFSP) or Individualized Education Program (IEP)) and share with the team the adaptations the child uses at home, at school, and in other settings.

Below are resources to help families learn more about the DRDP (2025) and the skills it assesses, as well as resources to support educators and service providers in collaborating with families during the assessment process.

Resources for Families

All About Young Children (https://allaboutyoungchildren.org/english/18-months-to-36-months/)
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 (https://cainclusion.org/camap/family-engagement/)
The MAP Project website supports the inclusion of children with disabilities and delays ages birth to 21 in child care, after-school, and community settings. It includes links to resources on families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county of Family Resource Centers (FRCs), Special Education Local Plan Areas (SELPAs), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Resources for Educators and Service Providers

Family Engagement and Ongoing Child Assessment (https://headstart.gov/publication/family-engagement-ongoing-child-assessment)
This document addresses the perspectives of parents and program staff on sharing child assessment information through partnerships and suggests strategies to bring those perspectives together.

Engaging Families as Assessment Partners (https://ectacenter.org/~pdfs/decrp/PG_Asm_EngagingFamiliesasAssessmentPartners_prac_print_2017.pdf)
This document is linked to the DEC Recommended Practices, which include methods and strategies for gathering information from families and promoting their participation during assessment.

Child Care and Development Quality Initiatives (https://cdss.ca.gov/inforesources/child-care-and-development/quality-improvement-initiatives)
The Child Care and Development Fund (CCDF)-funded quality initiatives serve as a webpage that provides learning and care resources for the early learning and care workforce and community. CDSS administers CCDF to support quality initiatives through infrastructure, professional development, advocacy, and statewide administration.

Supporting Children and Families Experiencing Homelessness

CDE Homeless Education (https://www.cde.ca.gov/sp/hs/)
The McKinney-Vento Act defines homelessness as a lack of a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Children and youth experiencing homelessness have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights and provides educational information and resources for families and educators. It also provides guidance from the California Department of Education on supporting children and families

experiencing homelessness, ensuring their full participation in early learning and assessment. It is included to help DRDP (2025) users understand their responsibilities for identifying and engaging families whose living situations may affect assessment participation.

California Early Childhood Online (CECO): Responsive Early Education for Young Children and Families Experiencing Homelessness (https://www.caearlychildhoodonline.org/en_home.aspx)
To support early childhood educators, CECO offers modules based on information and best practices, all in a centralized location, meeting the ever-changing needs of the early childhood field. This module series, available in English and Spanish, consists of three modules: Module 1: Overview of Homelessness, Module 2: The Diversity of Families Experiencing Homelessness, and Module 3: Supporting Classroom Practices for Children Experiencing Homelessness. Early childhood educators may earn three professional development (PD) hours for completing these modules on the **CECO learning portal** (https://www.caearlychildhoodonline.org/en_home.aspx).

Supporting Children in Foster Care

CDSS Emergency Child Care Bridge for Children in Foster Care Program (Bridge Program) (https://www.cdss.ca.gov/inforesources/calworks-child-care/ecc-bridge-program)
The Bridge Program aims to increase the number of children in foster care successfully placed in child care settings, increase the capacity of child care programs to meet the needs of children in foster care and children who have experienced trauma, and maximize funding to support the child care needs of eligible families.

The Bridge Program consists of three parts:

- Emergency child care voucher: Eligible families receive a time-limited child care voucher or payment to help pay child care costs for children in foster care.
- Child Care Navigator: The local resource and referral (R&Rs) agency provides a child care navigator to assist with finding a child care provider, securing a subsidized child care placement, completing child care program applications, and developing a long-term child care plan.
- Trauma-Informed Care Training and Coaching: Child care providers participating in the Bridge Program receive access to trauma-informed care training and coaching from their local resource and referral agency.
- The **Bridge Program website** (https://www.cdss.ca.gov/inforesources/calworks-child-care/ecc-bridge-program) provides information about childcare services for foster children.

CDE Foster Youth Services (http://www.cde.ca.gov/ls/pf/fy/)
The CDE administers the Foster Youth Services Coordinating Programs (FYSCPs) through county offices of education (COEs) to provide support services to foster children who experience the traumatic effects of displacement from their families and schools, as well as multiple placements in foster care. These FYSCPs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. The FYSCPs increase the stability of placements for foster children and youth. These services are designed to improve children's educational performance and personal achievement, directly benefiting them while also providing long-range cost savings to the state. The **CDE Foster Youth Services website** (http://www.cde.ca.gov/ls/pf/fy/) addresses the rights of foster children, providing educational information and resources.

California Early Childhood Online (CECO): Culturally Responsive Trauma-Informed Practices (https://www.caearlychildhoodonline.org/en_home.aspx)
This CECO series, available in English, Spanish, and Chinese, consists of five modules on trauma-informed practices that support wellness. Modules include: 1) Trauma-Informed Practice, 2) The Prevalence of Trauma and the Traumatic Impact of Racism, 3) Promoting Resilience and Healing, 4) Responsive Practices, and 5) Sustainable Wellness Practices. Early childhood educators may earn ten PD hours for completing these modules on the **CECO learning portal** (https://www.caearlychildhoodonline.org/en_home.aspx).

For More Information

- For **CDSS-funded Early Education programs** (https://www.cdss.ca.gov/inforesources/child-care-and-development)
- For **CDE-funded Early Education programs** (http://www.cde.ca.gov/sp/cd/)
- For **CDE-funded Special Education programs** (http://www.cde.ca.gov/sp/se/)
- For **Desired Results Training and Technical Assistance Project** (https://www.desiredresults.us/)
- For SED Training and Technical Assistance: **Desired Results Access Project** (https://www.draccess.org/)

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Appendix F: Collaboration to Complete the DRDP (2025)

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 (2025) is an essential step in this process.

Through collaboration, educators and special education service providers each bring their skills and perspectives. Early educators contribute by providing a picture of the child in a classroom setting. Special education providers contribute by identifying perspectives on a child's unique learning needs and a specific understanding of the child's disability, including materials that should be made available and adaptations that should be implemented. This lays the foundation for educators 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 educators, providers, and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2025) 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 goals for the child?
- 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 when multiple providers are involved in a child's care. For example, a child may attend an early education program and also receive special education services, such as speech-language therapy, occupational therapy, and/or physical therapy. Educators and special education providers can work hand in hand to complete observations and DRDP (2025) 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. Educators 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 (2025) results together

With DRDP Online, educators and service providers can use features such as a shared portfolio with rating recommendations and collaborate to complete the DRDP. The ability to share a child's record with the provider helps educators collaborate, along with using technology such as email, phone conferences, and free web conferencing platforms. Within DRDP Online, once ratings are completed and locked, reports can be shared with both the educator and the provider. Local policies on device use should be followed, and child information should not be sent via email.

The educator and special education service provider responsible for completing the DRDP (2025) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDP Online. The special educator is responsible for reporting and entering assessment data for children with IEPs or IFSPs to the SELPA. However, except for data reporting, both educators can complete the assessment together, and each of them holds a copy of the Rating Record 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 educator can provide information on all domains. A speech-language therapist might inform measures in the Foundational Language Development domain. Families and special education providers, including physical and occupational therapists, are good sources of information on measures in the Physical Development and Health domains.

- 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

Families are essential partners in understanding a child's development and learning. 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 CCDD and EED programs. It is good practice in all early childhood settings and programs. CCDD and EED programs work in partnership with families to learn about each child's development and behavior across home and program settings. Listening to and using family observations is a core part of equitable, high-quality assessment in every early childhood program.

When families collaborate with educators and service providers to share their observations of their child's behaviors in the home or community settings, it provides a richer, broader view of the child. When families and educators, or service providers, work together to share observations about a child's development and behavior across home, community, and program settings, they gain a more complete and authentic understanding of the child. Information from families helps identify skills and behaviors that the child may not routinely demonstrate in the educational setting. For example, an educator 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. Family observations support more accurate reporting about a child's skills. Families contribute essential insights about how their child uses skills and behaviors in everyday routines and relationships. Their observations reflect the child's competencies across familiar settings, such as home and community, and complement what educators and service providers observe in educational environments. When families and professionals share what they each observe, they build a more accurate and complete picture of the child's development.

Strategies for partnering with families in the assessment process include:

- Make sure that families understand the skills and behaviors described in the DRDP (2025) measures. Educators and service providers understand expected sequences of child development and are trained about how items on the DRDP (2025) reflect these sequences. It may be useful to provide families with examples of the kinds of behaviors to look for, as well as the routines and activities that might provide a context for these behaviors. For example, rather than ask a family member to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.
- **Build shared understanding of the DRDP (2025).** Engage families in conversations about how the measures reflect children's everyday learning and development. Emphasize that both family and educator observations contribute to the same picture of the child's growth.
  - **Use examples that connect to each family's daily routines and culture.** Work together to identify moments—such as mealtime, play, or community activities—where a child naturally demonstrates knowledge and skills. This allows both educators and families to recognize competencies in meaningful, familiar contexts.
  - **Exchange observations as part of an ongoing dialogue.** Rather than collecting one-time reports, create multiple opportunities for families to share what they see and to reflect together on what those behaviors mean for the child's learning and support. Make this a part of your routine with families, not just a one-time interview.
- It is reasonable for the observations of families 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. Family observations provide a different perspective that should be considered when assessing the child's developmental level.

DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Ongoing conversations with families during everyday interactions are essential opportunities to build shared understanding about a child's learning and development. These exchanges help both families and educators notice how the child uses skills across different settings and routines. When educators and families take time to reflect together on everyday activities, they can connect what each has observed and develop a fuller picture of the child's competencies. The ongoing conversations we have with family members during our typical interactions with them are rich opportunities to learn about their child. Leading a focused conversation with a family is particularly important for obtaining information on measures 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 (2025). If this is the first DRDP (2025) 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 Early Intervention/Early Childhood Special Education 2014 (https://edn.ne.gov/cms/sites/default/files/u1/pdf/DEC_RPs_%204-12-14R.pdf)
Developed to guide 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.

Practice Improvement Tools: Practice Guides for Practitioners (https://ectacenter.org/decrp/type-pgpractitioner.asp)
A comprehensive set of practitioner tools to support the DEC Recommended Practices is available on the **Early Childhood Technical Assistance Center website** (https://ectacenter.org/decrp/type-pgpractitioner.asp). Resources related to collaborating with families include:

- **Engaging Families as Assessment Partners** English (https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018.pdf) | **Engaging Families as Assessment Partners** Spanish (https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018_es.pdf)
- **Authentic Child Assessment** English (https://ectacenter.org/%7Epdfs/decrp/PGP_ASM3_authentic_2018.pdf) | **Authentic Child Assessment** Spanish (https://ectacenter.org/%7Epdfs/decrp/PGP_ASM3_authentic_2018_es.pdf)

Data Dialogue: Tips for Educators on Sharing Student Data with Families (https://www.gse.harvard.edu/ideas/usable-knowledge/15/11/data-dialogue)
Find tips on how teachers and schools can safely and productively discuss children's data with their families, written by Leah Shafer from the Harvard Graduate School of Education for the Usable Knowledge series.

Talking With Families (https://ectacenter.org/eco/pages/talking.asp)
This resource provides practices for talking with families about the outcomes measurement process, encouraging and utilizing family input in gathering information about the child and family, and sharing results with families.

Desired Results Training and Technical Assistance Project
Website: www.desiredresults.us
Email: desiredresults@wested.org
Phone: (800) 770-6339

Desired Results Access Project
Website: http://www.draccess.org
Email: info@draccess.org

CDSS