



Worksheet for Planning to Gather Additional Evidence

Use this worksheet to identify and organize which measures need further observations or conversations with families or other providers.

Child's name: _____

Assessment period (e.g., fall 2026): _____

DRDP (2025) IT View

Infant and Toddler View



ATL

Approaches To Learning

Can rate now

Talk with others

Make additional observations

ATL 1: Engagement, Attention, and Persistence

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

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ATL 2: Curiosity, Interest, and Initiative

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

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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

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SED

Social and Emotional Development

Can rate now

Talk with others

Make additional observations

SED 1: Self-Awareness

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

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SED 2: Social Awareness

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

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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

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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

☐☐☐**SED 5: Emotional Knowledge and Regulation**

Child develops an increasing ability to identify and process emotions

☐☐☐**FLD****Foundational Language Development**

Can rate now

Talk with
othersMake
additional
observations**FLD 1: Understanding Language (Receptive)**

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

☐☐☐**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)

☐☐☐**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)

☐☐☐**COG****Cognition**

Can rate now

Talk with
othersMake
additional
observations**COG 1: Imitation**

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

☐☐☐**MATH 1: Spatial Thinking**

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

☐☐☐**MATH 2: Classification**

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

☐☐☐**MATH 3: Number and Counting**

Child shows developing understanding of number and quantity

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SCI 1: Cause and Effect

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

☐☐☐**SCI 2: Inquiry Through Observation and Investigation**

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

☐☐☐**PD & HLTH****Physical Development & Health**

Can rate now

Talk with
othersMake
additional
observations**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

☐☐☐**PD 2: Gross Locomotor Movement Skills**

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

☐☐☐**PD 3: Gross Motor Manipulative Skills**

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

☐☐☐**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

☐☐☐**HLTH 1: Safety**

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

☐☐☐**HLTH 3: Personal Care Routines: Hygiene**

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

☐☐☐**HLTH 4: Personal Care Routines: Feeding**

Child responds to feeding and feeds self with increasing proficiency

☐☐☐**HLTH 5: Personal Care Routines: Self-Dressing**

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

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