

DRDP (2015)

Group Report Guidance for Special Education

The Group Report provides information about a group of children's knowledge, skills, and behaviors across a range of developmental domains in the DRDP (2015) which are aligned with California's early learning and development foundations.¹ Educators can use the group report to guide instruction, modify curriculum, or plan program improvement activities.

What information is displayed on the Group Report?

- The Group Report displays results for a user-defined group of children such as a caseload, classroom, or program. There is no maximum for the number of children that can be included in the group report. For group sizes of 70 children or less, an accompanying table (sample on p. 3) lists, by name, the children from the group in each developmental level by domain.
- For the specified group of children, the Group Report displays the median or middle domain rating for the group for the assessment period indicated at the top of the page. The median is the middle value of a group of ratings, meaning that 50% of the group were rated below the median and 50% of the group were rated above the median.
- A color-coded legend of the developmental levels of the DRDP (2015) is displayed at the top of the page.
- The infant/toddler report displays the five domains in the DRDP (2015) Infant/Toddler View.
- The preschool report displays the six domains in the DRDP (2015) Preschool Fundamental View. The Language and Literacy Development domain is separated into Language and Literacy subdomains and displays median domain ratings for each. The Cognition domain displays the Math subdomain. The Physical Development – Health domain is separated into Physical Development and Health subdomains.

What are the features of the Group Report?

A **domain scale** portrays the developmental progression of knowledge, skills, or behaviors encompassed by the measures included in each DRDP (2015) domain. A group of measures forms each domain. When looking at a measure on the DRDP (2015) instrument, each level on the measure appears in a sequential order from less difficult to more difficult. The different widths of the developmental progressions indicate that the knowledge, skills, or behaviors associated with one level may take more time to master than those associated with another level. These differences in development and learning are expected and they are represented by differing widths of the developmental levels in the domain scale. The location of the marker on each domain scale is unique to each group.

The location of the marker on each domain scale indicates the **group domain rating** for a selected group of children. The rating is calculated as the median or “middle value” of the individual domain ratings for a selected group of children. Group domain ratings further to the right and in later developmental levels when compared to all other group domain ratings are areas of strength for the group. Group domain ratings that are further to the left and in earlier developmental levels when compared to all other group domain ratings are identified as domains for which the group might need additional support.

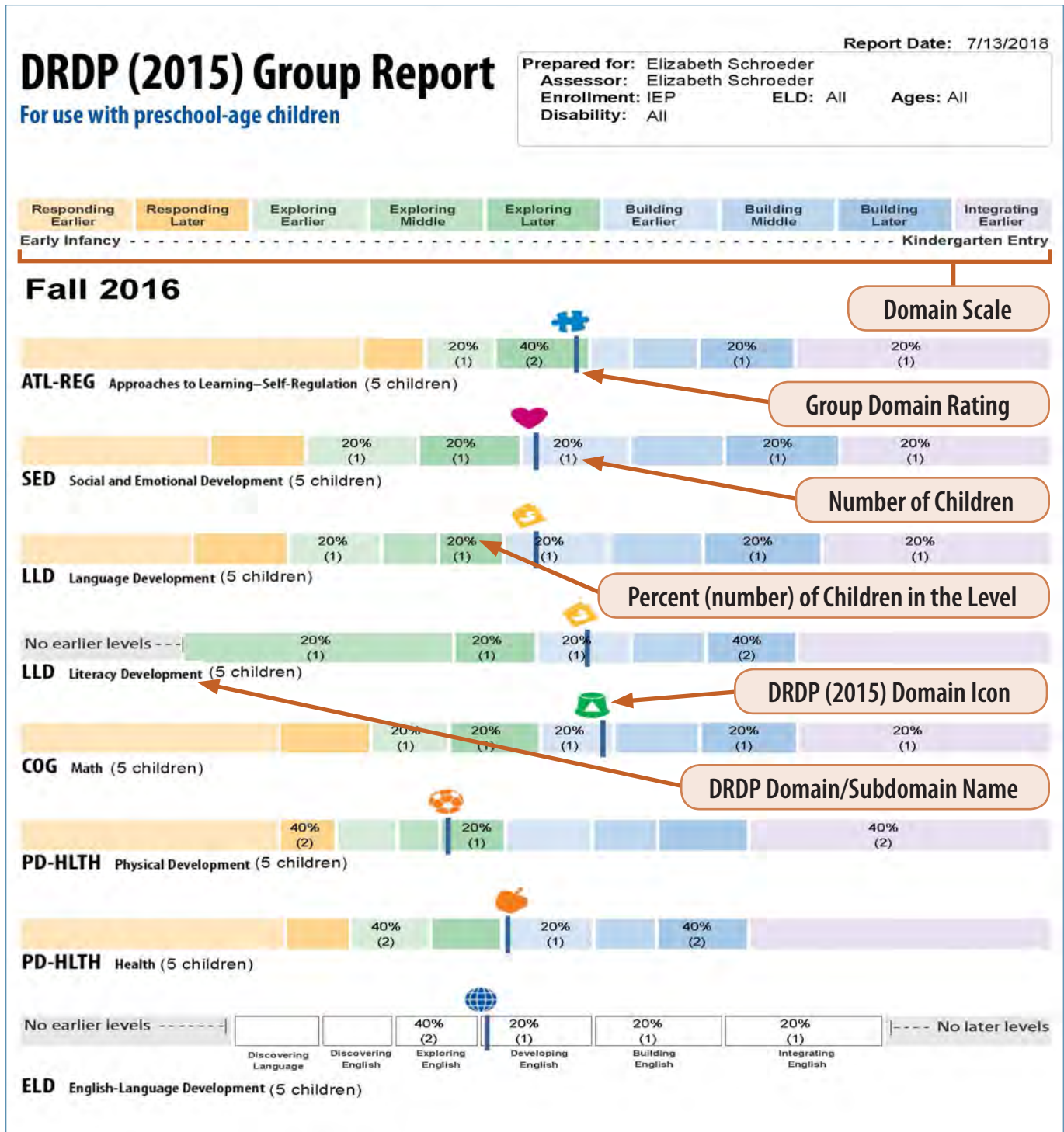
The **number of children** is the number of children in a group who have a domain rating for that domain. Note: This number may differ between domains if domain ratings are not available for some children included in the group.

The **percent (number) of children in the level** represents the percentage and number of children whose domain ratings are located within a developmental level.

¹ For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

The DRDP (2015) domain icon represents the developmental domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education’s early learning and development foundations.

The DRDP domain/subdomain name represents the abbreviation and full name of the DRDP (2015) domains and subdomains.



DRDP (2015) Group Report

For use with preschool-age children

Report Date: 7/13/2018

Prepared for: Elizabeth Schroeder
 Assessor: Elizabeth Schroeder
 Enrollment: IEP ELD: All Ages: All
 Disability: All



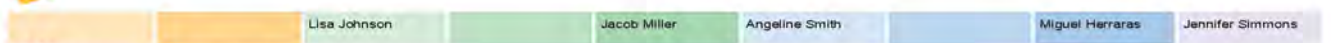
Fall 2016



ATL-REG Approaches to Learning--Self-Regulation (5 children)



SED Social and Emotional Development (5 children)



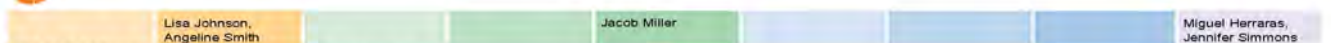
LLD Language Development (5 children)



LLD Literacy Development (5 children)



COG Math (5 children)



PD-HLTH Physical Development (5 children)



PD-HLTH Health (5 children)

Understanding the domain scale

All levels for each domain scale follow a progression from early infancy on the left to kindergarten entry on the right, like the DRDP (2015) instrument (as shown in Figure 1).



Figure 1. Developmental progression for the domain scales.

The domain scale represents an overall developmental progression. The developmental levels across the continuum have varying widths, which indicate that the knowledge, skills, or behaviors associated with one level may take more time to master than those associated with another level. These differences in development and learning are expected and they are represented by differing widths of the developmental levels in the domain scale as illustrated in Figure 2.

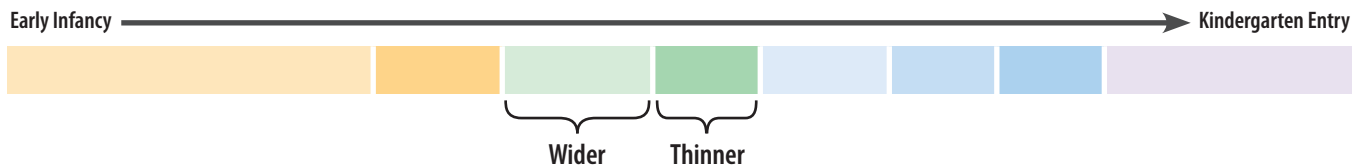


Figure 2. Illustration of how developmental levels are represented by different widths.

The variation in the size of developmental levels within and across each domain scale means that a group domain rating at one level may not be the same level in another domain as shown in Figure 3.

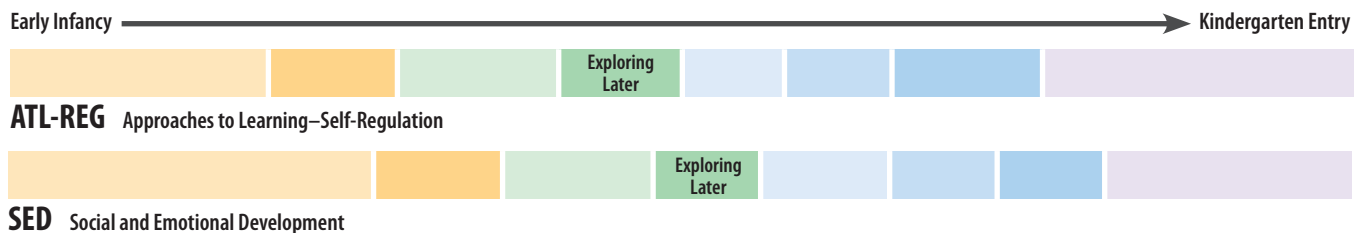


Figure 3. Illustration of how developmental levels are located in different places across domains.

If a group domain rating does not change from one assessment period to the next, growth within that domain may have occurred, but not enough to move to the next level on the domain scale. A teacher’s observation notes of a child’s participation in classroom learning activities, and ongoing curricular data provide additional information about the knowledge, skills, or behaviors the children within that group have gained that will help them continue to make progress and advance to the next level.

In order to compare group domain ratings, check to see where the group domain rating is located, both relative to other group domain ratings and within the developmental level. For example, in Figure 4, when comparing ATL-REG to SED, the group domain rating for ATL-REG (Exploring Later) is earlier in the developmental continuum than the group domain rating for SED (Building Earlier). Additionally, the line for the group domain rating for ATL-REG is further to the right than SED. Because the group domain rating is in a higher developmental level for SED, even though the group domain is further to the right for ATL-REG, the group is performing better in the SED domain than ATL-REG.

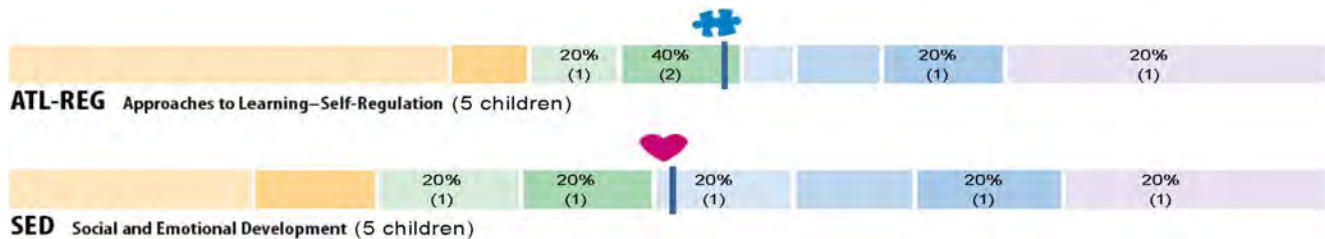


Figure 4. Example of domain rating comparison between ATL-REG and SED domains.

How can special education teachers use the Group Report?

Teachers can use the graph of the Group Report in conjunction with a table that identifies the children in the group to:

- See at-a-glance, a group of children’s development in relation to key domains of California’s early learning and development foundations.
- Identify broad areas of strength and areas that may require further support in the curriculum or instruction for individuals or groups of children.
- Identify the children that may require additional support in a specific domain, compared to the other children in the group.

How can administrators use the Group Report?

The Group Report assists administrators in understanding the developmental status of a group of children and can be used to:

- See at-a-glance a group of children’s development in relation to California’s early learning and development foundations.
- Identify the developmental domains in which teachers should provide further support in the curriculum or make modifications to their teaching methods.
- Identify areas where children are successful in the curriculum.
- Identify areas where more support for the teacher or child may be needed.

How should the Group Report *not* be used?

- The group report should **not** be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- The group report is **not** intended to be the only source of information that teachers or service providers use in understanding a group of children’s development and learning.
- The group report is **not** intended for use with families.

For more information or if you have questions, contact Desired Results Access Project at (800) 673-9220 ext. 4 or reports@draccess.org