

DRDP (2015) Peer Reference Report for Preschoolers: Family Guidance

Overview of the DRDP (2015)

You may have heard about the DRDP from your child’s teacher. “DRDP” stands for the “Desired Results Developmental Profile.” The DRDP (2015) is a tool that teachers use to record information about your child’s learning and development.

Teachers complete the DRDP (2015) two times each year by observing children during everyday activities at home, in child care, or at preschool. These observations are used to complete the items on the DRDP (2015). You might also be asked to share what you see your child doing.

The DRDP (2015) looks at six areas of children’s development, called **domains**. The domains are:

- ATL-REG: Approaches to Learning and Self-Regulation – how children learn in the classroom.
- SED: Social and Emotional Development – how children get along or play with others.
- LLD: Language and Literacy Development – how children communicate and are learning to read.
- ELD: English-Language Development – how children learn English if another language is spoken at home.
- COG: Math– how children learn about numbers and counting.
- PD-HLTH: Physical Development and Health – how children move around and learn to do things on their own.

Each domain is made up of **measures**. Measures describe the steps children follow to learn important skills in a domain. For example, learning to play with others (“Relationships and Social Interactions with Peers”) is one measure in the Social Emotional Development domain.

You can participate in the DRDP (2015) assessment in many ways:

- Share the things you see your child doing during everyday activities with your child’s teacher. Perhaps you heard your child counting during playtime; or when dressing, you saw your child sit by herself. You can share what you noticed, as well as stories, photos, drawings, or videos.
- Talk with your child’s teacher about what your child does well and what you want to focus on.
- Talk about the DRDP (2015) results at parent conferences and meetings and ask questions.
- Talk with your child’s teacher about what to expect next for your child’s learning and development.
- Make sure that your child’s teacher knows about the things your child uses to help with everyday activities. Examples are a special spoon or larger print. These are known as adaptations.

Children, teachers, families, and others benefit from the DRDP (2015).

- Your child benefits from the DRDP (2015) because your child’s teacher uses the information to help your child learn.
- Your child’s teachers will have up-to-date information to help plan your child’s learning activities.
- The benefit to you is that your child’s teacher will share your child’s progress with you using the DRDP (2015) child reports. You will then know more about your child’s development and ways to support your child’s learning.
- The California Department of Education will know how children are making progress in its programs, can make sure that its programs are high quality, and can submit required information about the program’s progress to the U.S. Department of Education.

For a copy of the DRDP (2015), visit www.draccess.org or ask your child’s teacher for a copy.

About the Peer Reference Report

The Peer Reference Report compares your child's DRDP (2015) results to a group of children in the same age range. These age ranges are shown as age bands in the report. For example, if your child is 31 months old, you can see her results are in the 24-36 month age band. This report shows areas of strength as well as those that may need more support. As you look at this report, think about what your child can do and share what you know with your child's teacher.

What You See on the Peer Reference Report

Page 3 includes a sample domain box from the Peer Reference Report and labels indicating the different elements of the report.

- The DRDP (2015) date and your child's age are at the top of the page.
- Each domain appears in a **box**. Next to each box is the name of the domain and what it is about.
- Your child's ratings for all the measures in a domain are combined into a **domain rating**. The long line in each box is your child's domain rating.
 - The line going across the domain rating is the "**standard error of measurement**" and is often shown for assessments like the DRDP (2015). For the DRDP, it is likely that your child's "true" domain rating falls within the range of ratings shown by the line.
- Each box has long bands for every age group. These are **age bands**. The band for the youngest children, 0-24 month olds, is at the bottom of each box. Every other band is a 12-month band.
- Your **child's age band** is highlighted and it matches your child's age at the time of the DRDP (2015) assessment.
- The short line going up and down in the middle of the dark part of the age band shows how well children in that age band are doing, on average, in that domain. This is the **age-group mean or average**.
- If a domain scale does not have a marker, not all measures were rated within the domain. This may happen, for example, if your child has been absent from the program for a long period of time so the teachers were not able to observe your child in everyday classroom activities.

How to use this Report

- In each box, find your child's domain rating in his or her age band.
- Find your child's domain rating in his or her age band. These markers in the **darker** part of the band show your child's domain score to be **within age expectations**. The markers in the **lighter** part of the band are close **to age expectations**.
- Markers that are not in the age band are domain ratings that show your child's domain score is not yet similar to other children of the same age (**not at age expectations**).
- A child who is younger than other children in the same age range may have domain ratings at the lower end of the age band. A child at the older end of an age range may have domain ratings at the upper end of the age band.

Review the sample report on pages 4 and 5 to help you better understand the Peer Reference Report.

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

This report compares your child's development on the domains of DRDP (2015) to children in the same age range.

Domain Box – where you can find the age bands for each DRDP (2015) domain.

Age band – the range of development for a group of children in an age range.

DRDP (2015) Peer Reference Report

For use with preschool-age children with an IEP

This report illustrates how a child's domain ratings compare to ratings for children in the same age range from the DRDP (2015) calibration sample.

Angeline Smith
Birthdate: 1/12/2012
Assessment: 11/12/2016
Age: 4 years, 10 months

Angeline's Development for Fall 2016

ATL-REG Approaches to Learning-Self-Regulation
The ATL skills include attention maintenance, engagement and persistence, and curiosity and initiative. The REG skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Age-group mean – how well children in an age range are doing, on average, in the domain.

Child's Domain Rating – the thick vertical line shows the child's overall rating based on all the measures in the domain.

Standard error line for a child's domain rating – the range in which it is likely the child's true domain rating lies.

Domain Name – name of the DRDP (2015) area of development.

DRDP (2015) Peer Reference Report

For use with preschool-age children with an IEP

This report illustrates how a child's domain ratings compare to ratings for children in the same age range from the DRDP (2015) calibration sample.

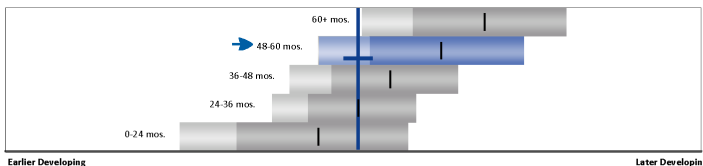
Birthdate: 1/12/2012

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Age: 4 years, 10 months

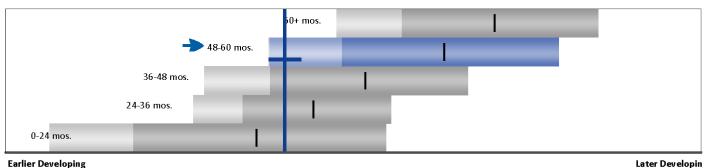
Angeline's Development for Fall 2016

The marker in Approaches to Learning and Self-Regulation (ATL-REG) is in the lighter part of the child's age band, so the child is close to age expectations here.



ATL-REG Approaches to Learning–Self-Regulation

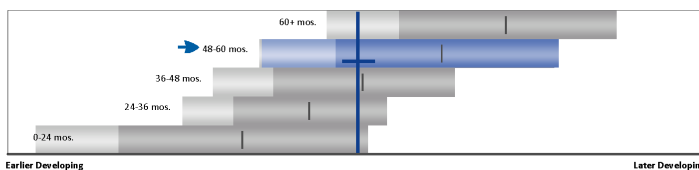
The ATL skills include attention maintenance, engagement and persistence, and curiosity and initiative. The REG skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



SED Social and Emotional Development

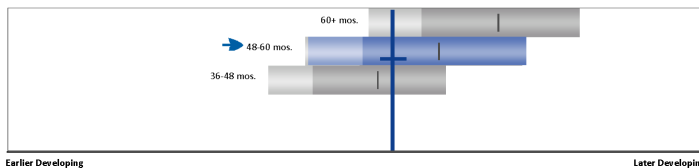
The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers.

The marker for Social and Emotional Development (SED) is also in "close to age expectations" but further to the left, in the lighter area. This shows that the child's development is at an earlier step for the SED domain than for ATL-REG.



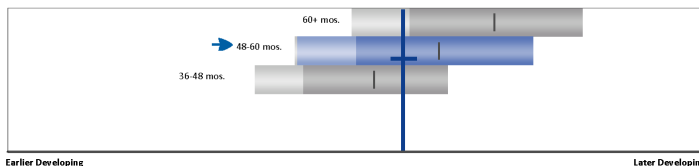
LLD Literacy Development

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. LIT knowledge and skill areas include comprehension of age-appropriate text, concepts about print, phonological awareness, letter and word knowledge, and emergent writing.

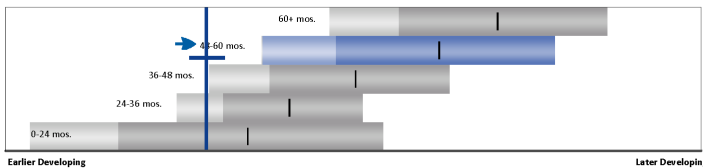


COG Math

The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. MATH knowledge and skill areas include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



For COG Math, the marker is in the darker area of the age band means that the child is at age expectations in this domain.



PD-HLTH

The PD-HLTH domain assesses children's developing abilities to demonstrate development of routine and self-care skills, including development of routine and self-care skills, perceptual-motor skills, locomotor movement and skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.

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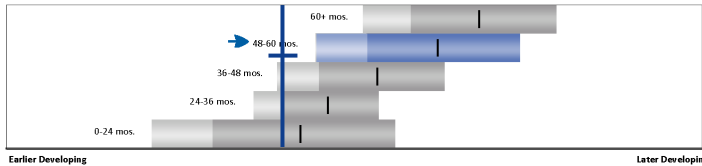
Angeline Smith

Birthdate: 1/12/2012

Assessment: 11/12/2016

Age: 4 years, 10 months

Angeline's Development for Fall 2016



PD-HLTH Health

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. HLTH knowledge and skill areas include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

ELD English-Language Development

The ELD domain assesses the progress of children who are dual language learners in learning to communicate in English.

The ELD Domain is not presented as part of the Peer Reference Report.

In both PD and HLTH, the marker is to the left of the age band, showing that the child is not yet at age expectation (or not yet where other children near her age is) in these areas.

Over time, you will see the markers move to the right as your child progresses.

Talk with your child's teacher about what your child will be learning next in all areas, what the teacher is doing to help your child learn, and what you can do at home to support your child's learning.