Peer Reference Report Guidance for Special Education

The Peer Reference Report compares a child's domain ratings on the DRDP (2015) to a sample of same-age peers.[1] The Peer Reference Report provides special education teachers, service providers, and families with information about a child's development relative to these peers, and indicates areas of strength and areas for further support. The report should always be used together with other DRDP reports and observations of the child in typical environments. Special educators may use the information from this report to guide written developmental updates, to support individualized instruction, and to make curricular modifications. They may also share this report with families and other providers to better understand and plan support for each child's learning and development.

What information is displayed in the Peer Reference Report?

- The assessment period and child's age are indicated at the top of the page.
- The infant and toddler report displays each of the five domains from the DRDP (2015) Infant/Toddler View.
- The preschool report displays each of the six domains from the DRDP (2015) Preschool Fundamental View.
- With the exception of the birth-24 month age range, the domain boxes on the Peer Reference Report show 12-month age bands for children from 24 to 60 months of age. The youngest or earliest developing band (birth to 24 months) is at the bottom left of the box. The oldest or latest developing band (60+ months) appears at the top right of the box.

What are the features of the Peer Reference Report?

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

The **domain icon** directly links to the icons used in the Infant/Toddler Early Learning and Development Foundations and the Preschool Learning Foundations.

The **child's age band** is highlighted in blue and corresponds to the child's age at the time of the DRDP assessment.

The child's ratings for each measure in a domain are statistically transformed to create the overall **domain rating**. The long blue vertical line in each domain box indicates the child's overall rating.

The **standard error** is the thin blue horizontal line through the domain rating. The standard error line represents an estimate of the range of scores within which the child's domain rating lies.

The **age-group mean** is the short black vertical line in the middle of each dark band. This represents the mean of the domain ratings for ALL the children in the specified age band.

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[1] Same-age peers refers to total sample of 19,694 children ages birth to 5 enrolled in both CDE-sponsored Early Education and Support Division (EESD) programs (*n*=16,937) and infants, toddlers, and preschoolers with disabilities enrolled in CDE-sponsored Special Education Division (SED) Part C (early intervention) or Section 619 (preschool) programs (*n*=2,757).

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.
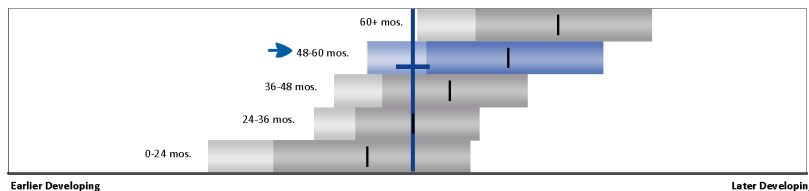
Angeline Smith

Birthdate: 1/12/2012

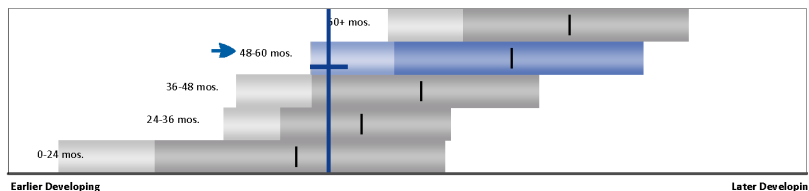Assessment: 11/12/2016
Age: 4 years, 10 months

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 sh...
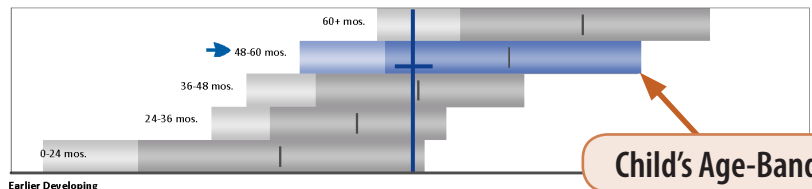
DRDP (2015) Domain/Subdomain Name

SED Social and Emotional Development

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

Domain Icon
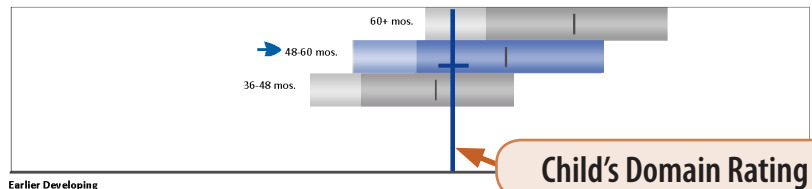
LLD Language Development

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. LANG knowledge and skill areas include understanding language, responsiveness to language, communication and use of language, reciprocal communication and conversation, and interest in literacy.

Child's Age-Band
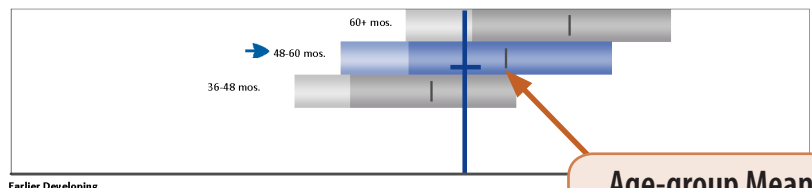
LLD Literacy Development

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.
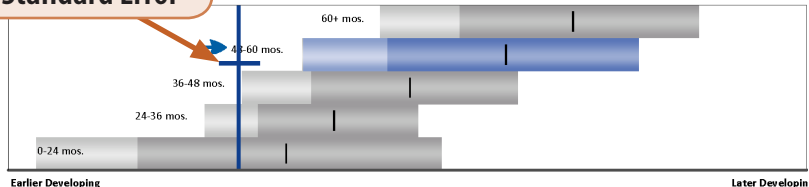

Child's Domain Rating

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.

Age-group Mean

Standard Error

PD-HLTH Physical Development

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. PD knowledge and skill areas include perceptual-motor skills and movement concepts, gross locomotor movement and skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.
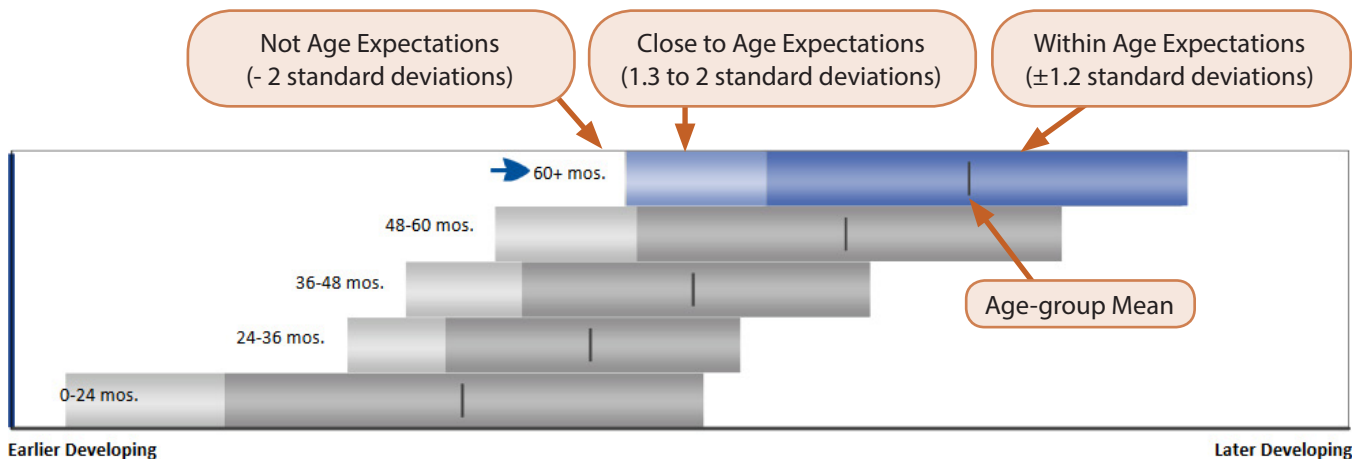
Understanding the Age Bands

Assessment instruments generally describe children's development in terms of age (e.g., age equivalents) using one of two methods. The first method is based on generally accepted knowledge and beliefs (such as the research literature, standards, or professional opinion) of when children reach certain developmental milestones.
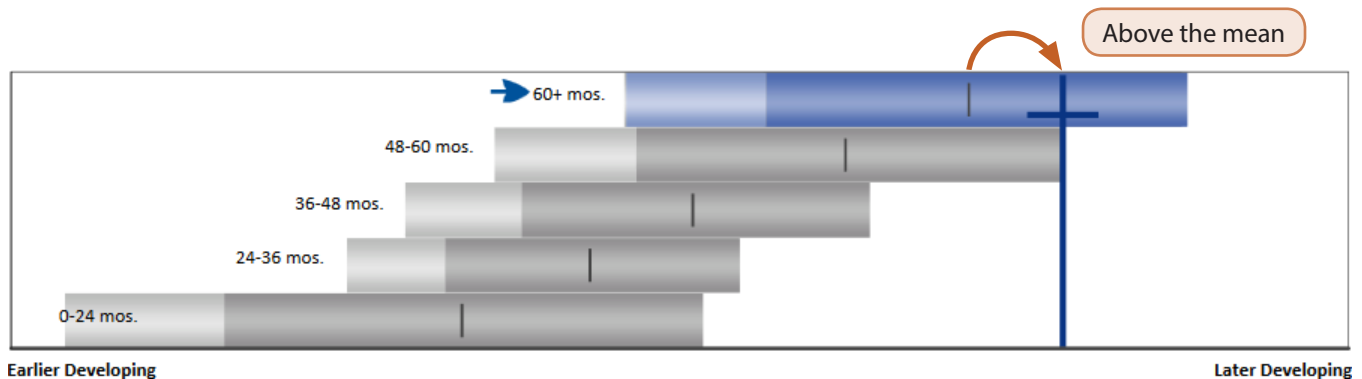
The second method (the method used for this report) is based on a **measurement approach** in which data from a large sample of children are collected. Data from this sample are then examined to determine what ranges of scores correspond to which ages: 36-month-olds typically have one range of scores while 48- or 60-month-olds have higher ranges of scores. This second method was used to develop the DRDP (2015) age bands for the Peer Reference Reports.

This report compares the average ratings of one child to a sample of children in the same age range. The peer reference sample includes over 15,000 children enrolled in California Department of Education programs, birth through 60 months of age, in the spring of 2015. The sample is comprised of children with and without disabilities and includes children from across all federal disability categories. The report is not intended to determine whether the child has reached a developmental milestone at a specific age.
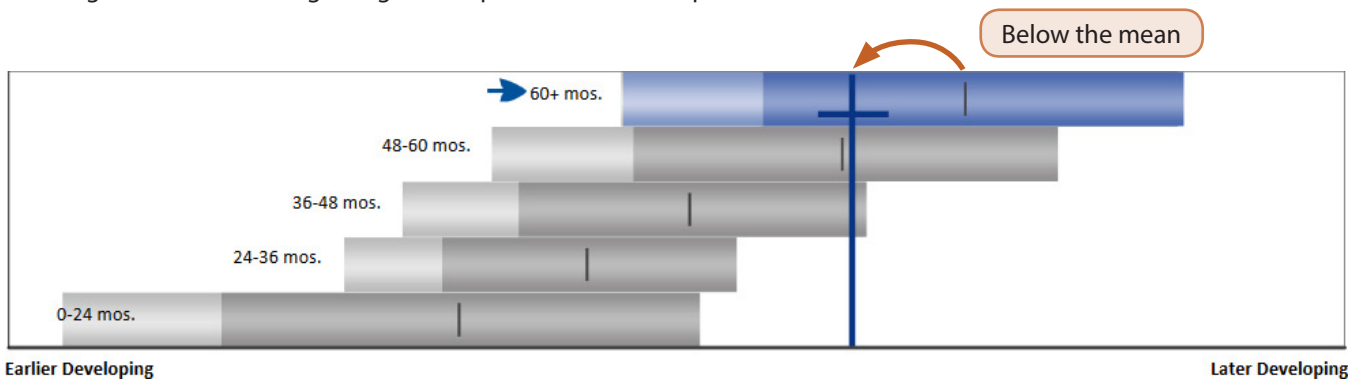
Within each age band, the darker shading represents the range of ratings for the sample of children who demonstrated skills **within age expectations**, defined as a domain rating ±1.2 standard deviations above and below the mean of the peer reference sample. The lighter shading in each band represents the range of ratings for the children who were **close to age expectations**, defined as a domain rating between 1.3 and 2 standard deviations below the mean of the peer reference sample. A domain rating located 2 standard deviations below the mean (in the white space) indicates that the child is **not at age expectations** for this domain.
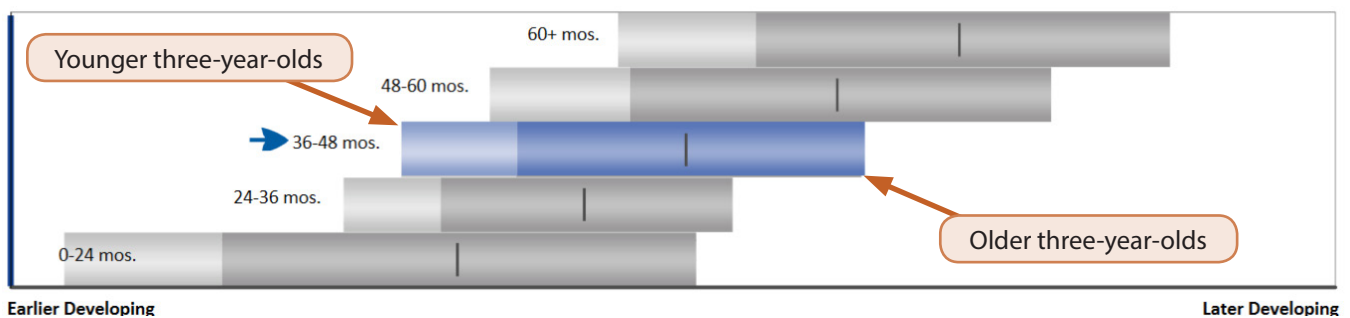

The age-group mean within each age band is denoted by the small black vertical line. It is defined as the average domain rating of the children within the peer reference sample within each age band. A child's domain rating located to the right of the mean in the age band indicates that the rating is above the mean for the same-age children in the sample.

A child's domain rating located to the left of the mean in the age band indicates that the rating is below the mean for the same-age children in that age range in the peer reference sample.

The range of domain ratings will overlap when displayed as age bands. As a result, **these reports do not provide discrete age equivalents**. They do illustrate the overlap in the range of development observed from one age band to the next. If a child's domain rating falls in the low range of the age band, it is important to consider all aspects of the child's development, especially the child's age. A child who has just entered an age range, and therefore is younger than other 36- to 48-month-olds in the same range, will tend to have ratings at the lower end of the age band. A child at the older end of an age range may tend to have higher ratings than other 36- to 48-month-olds.

How can the information in the Peer Reference Report be used?

Special educators can use the Peer Reference report to:

1. Compare a child's domain ratings relative to same-age peers.
2. Assist in identifying child strengths relative to same-age peers.
3. Assist in identifying areas that may need further support.
4. Better understand a child's developmental progress over time relative to same-age peers.

Peer Reference Report – Status Version

To identify areas of strength and areas that may need further support:

1. Identify the domain ratings that fall within the darker shading of the age bands. These domain ratings are within age expectations and are areas of strength.
2. Identify the domain ratings that fall within the lighter shading of the age bands. These domain ratings are close to age expectations, but indicate the child may need additional support.
3. Identify any domain ratings that fall below the age band that are not at or close to age expectations. These

ratings mean the child likely needs additional support.

4. Review the Child Reports, both status and progress versions, for additional information about the child's development.
5. Consider the information presented in these reports in relation to observations made of the child in typical environments and other information about this child (e.g., classroom, home, interviews with other providers or family members).

Do use the Peer Reference Reports to:	Do not use the Peer Reference Reports:
Identify a child's strengths and areas that may need additional support.	As the only source of information used in understanding how to support a child's development and learning.
Reference where a child's domain ratings are in relation to a sample of other children similar to his or her age.	To determine a precise age-equivalent score or developmental age for the child.
	To determine eligibility for Early Start, preschool, transitional kindergarten, or kindergarten.
Write general developmental updates such as present levels of development for the IFSP or present levels of performance for the IEP.	As the only source of information in writing developmental updates.

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

Example of a Peer Reference Report for Angeline

This page shows an example of how ratings for an individual child might be interpreted and described to other practitioners or the child's family. Angeline is a 54-month-old child who attends a Head Start program and who also has an individualized Education Program (IEP). Angeline receives physical therapy services in her classroom to address her motor needs related to cerebral palsy. Angeline's Head Start teacher, special education teacher, and physical therapist met to discuss the information in the DRDP reports, including the information portrayed in this report.

DRDP (2015) Peer Reference Report

Angeline Smith

Birthdate: 1/12/2012

Assessment: 11/12/2016
Age: 4 years, 10 months

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.
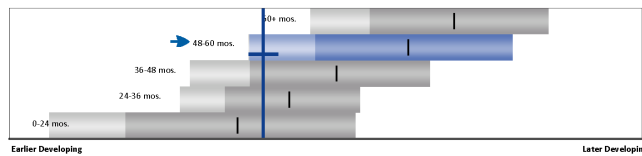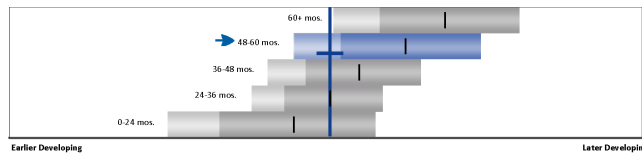
Angeline's Development for Fall 2016

ATL-REG

The ATL skills includ...
persistence, and cur...
self-comforting, self-...
and shared use of sp...

> Angeline's chronological age is in the 48-60 months age-band. Her domain rating for ATL-REG compared to same-age peers is almost within age expectations. Her domain rating for SED is close to age expectations, the accompanying Child Progress Report indicated that Angeline made less progress in SED than in the other domains. Her education team will monitor her progress here.

SED Social a...

The SED domain ass...
understand and inter...
relationships with nu...

LLD Language Development

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. LANG ... language, ... use of ... sation, and ...

> Looking across all domains, Angeline's domain rating in COG is closest to the mean of a sample of same-age peers so her teachers identified COG as a strength when compared to other same-age peers. This is consistent with her Child Report, where her teachers also noted MATH as a strength.

...ldren in ... skills. These ... in any mode of ... clude ... about print, ...dge, and

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.

PD-HLTH Physical Development

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. PD knowledge and skill areas include perceptual-motor skills and movement concepts, gross locomotor movement and skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Peer Reference Report – Preschool View

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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

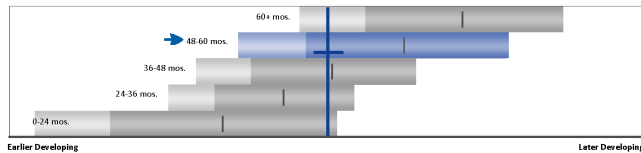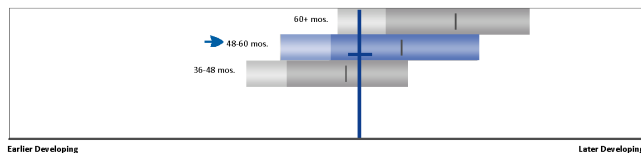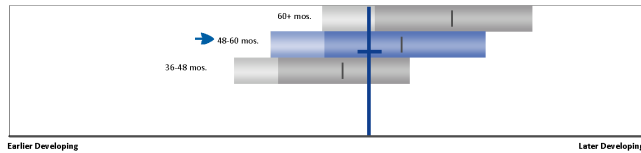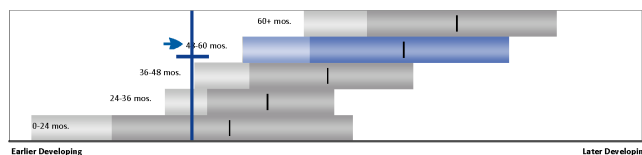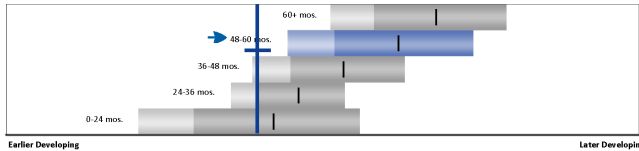Assessment: 11/12/2016
Age: 4 years, 10 months

Angeline's Development for Fall 2016

Earlier Developing   Later Developing

🟠 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.

Angeline's domain rating for PD falls below the bottom of the shaded bars, indicating that her domain rating is not at age expectations for the PD domain. Although this may be expected due to her cerebral palsy, her teachers will look more closely at the DRDP Physical Development and Health measures to identify how to better support Angeline's motor development and learning in the classroom.

Overall, Angeline's domain ratings on the Peer Reference Report are close to or within age expectations in all domains except PD and HLTH. Based on information in the Child Progress Report, Angeline has made progress in the area of Physical Development although the Peer Reference Report indicates her domain rating is still below her same-age peers in her chronological age band. Her educational team will revisit this report over time to monitor for progress or slippage compared to same-age peers across the domains.