Disclaimer

This draft of the DRDP-\textsuperscript{R} User’s Guide was prepared for the 2006 Informational Sessions.
Acknowledgments

The following groups contributed to the development of this DRDP-R User’s Guide draft: American Institute for Research; Berkeley Evaluation and Assessment Research center, UC Berkeley; California Institute on Human Services, Sonoma State University; Mathematica Policy Research; WestEd; Child Development Division, California Department of Education.
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 1 - Introduction to Desired Results for Children and Families</td>
<td>5</td>
</tr>
<tr>
<td>Background of Desired Results for Children and Families</td>
<td>5</td>
</tr>
<tr>
<td>Components of the DR system</td>
<td>6</td>
</tr>
<tr>
<td>Chapter 2 - Using the DRDP-$R$</td>
<td>9</td>
</tr>
<tr>
<td>Structure and Components of the DRDP-$R$</td>
<td>9</td>
</tr>
<tr>
<td>Completing the Desired Results Development Profile</td>
<td>13</td>
</tr>
<tr>
<td>Tips for Naturalistic Observation</td>
<td>17</td>
</tr>
<tr>
<td>Tips for Documenting Children’s Development with the DRDP-$R$</td>
<td>18</td>
</tr>
<tr>
<td>Chapter 3 - Using Information from the DRDP-$R$</td>
<td>19</td>
</tr>
<tr>
<td>Informing program planning and development</td>
<td>19</td>
</tr>
<tr>
<td>Communicating with families about children’s progress</td>
<td>19</td>
</tr>
<tr>
<td>Reporting Group-level Data to CDD</td>
<td>20</td>
</tr>
<tr>
<td>DRDP-$R$ Terms and Definitions</td>
<td>21</td>
</tr>
<tr>
<td>Comparison of DRDP-$R$ and Previous DRDP</td>
<td>23</td>
</tr>
<tr>
<td>Resources</td>
<td>25</td>
</tr>
</tbody>
</table>
Preface

Beginning in 2000, the use of the Desired Results Developmental Profile (DRDP) has been required in all publicly funded center-based programs and family child care home networks of the Child Development Division (CDD), California Department of Education (CDE). In the fall of 2006, CDD implemented a revised set of instruments: Desired Results Developmental Profile–Revised (DRDP–R). This revision represents substantial improvement in the validity and reliability of assessment for individual children.

The DRDP–R has many similarities to the prior version of the DRDP, but there are important differences. These differences and similarities are described in this User’s Guide.

The primary purpose of this User’s Guide is to assist program practitioners in completing the DRDP–R. The Guide provides information about how to observe, assess and report on children’s development, using the DRDP–R system.

The guide will assist assessors to:
- Observe, document, and reflect upon children’s development;
- Share children’s progress with families;
- Report DRDP–R data to program administrators, school boards, and advisory committees;
- Use the DRDP–R to improve program practices and curriculum.

Chapter 1 includes an overview of the Desired Results system (DR system). Chapter 2 provides information about how to use the DRDP–R instrument in center-based programs and family child care home networks. Chapter 3 describes how the information from the DRDP–R can be used for improving program practices and curriculum, sharing children’s progress with families, and reporting to CDD on children’s progress toward the Desired Results.
Chapter 1
Introduction to Desired Results for Children and Families

Background of Desired Results for Children and Families

Desired Results are defined as conditions of well-being for children and families. The Desired Results system (DR system) is a comprehensive approach that facilitates the achievement of the Desired Results for Children and Families. It provides key information that enables practitioners to further improve their child development programs and services.

The California Department of Education (CDE) developed the DR System through the Child Development Division (CDD) in collaboration with the Special Education Division (SED). Additionally, the development of the DRDP involved the participation of practitioners, program administrators and experts from fields of assessment, program evaluation, child development, and K-12 education. Contributions were also made by experts to each of the content areas covered within the DRDP-R including language, literacy, and mathematics.

The DR System for children and families is made up of six Desired Results. There are four child Desired Results and two family Desired Results. The DR System addresses the development of children from birth through age 12, and includes the following six Desired Results:

<table>
<thead>
<tr>
<th>The Desired Results for Children and Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR1: Children are personally and socially competent</td>
</tr>
<tr>
<td>DR2: Children are effective learners</td>
</tr>
<tr>
<td>DR3: Children show physical and motor competence</td>
</tr>
<tr>
<td>DR4: Children are safe and healthy</td>
</tr>
<tr>
<td>DR5: Families support their child’s learning and development</td>
</tr>
<tr>
<td>DR6: Families achieve their goals</td>
</tr>
</tbody>
</table>

The CDE is dedicated to the promotion of high-quality programs for children. To meet this goal, the DR System is designed to facilitate program improvement by helping programs determine effective strategies for improvement. In addition, the DR system is designed to produce summarized data that will inform policymakers and the public of the benefits and necessity of high quality programs. As a clear statement of CDD's support of quality programs, all state-funded center-based programs and family child care home networks are required to use the DR System. Additionally, programs funded by CDE/SED require that all children be assessed with the DRDP-R or its alternate, the Desired Results (DRDP) access (described below).
The CDE values the dedication of staff and practitioners in child development programs and acknowledges their efforts in supporting children toward achievement of the Desired Results. The CDE also recognizes that this achievement can only be accomplished through the combined efforts of families and programs. A child’s development is based on many factors, including growth that results from participating in a child development program.

The DR System has been designed to be sensitive to the cultural and linguistic diversity of the families served throughout California. Issues of diversity were considered by the developers of the DRDP-R in the description of children’s development. The DR System was also designed to be inclusive, and appropriate for children with disabilities. The descriptions of the behaviors to be observed in the DRDP-R are written to be as inclusive of children with disabilities as possible. Additionally, the DR System includes the DRDP access, which covers the same Desired Results and Indicators as the DRDP-R, but provides a set of adaptations for observing and reporting the progress of preschool children with disabilities. Additional information can be found on the DR access website www.sonoma.edu/cihs/desiredresults/access.

Components of the DR system
The DR system has four components:
- Program Standards,
- Desired Results Developmental Profile,
- Desired Results Parent Survey, and
- The Harms and Clifford Environment Rating Scales.

This section briefly describes each of the components. For additional information on any of these components, please refer to the CDE/CDD website at www.cde.ca.gov/sp/cd/ci/desiredresults.asp and to the Desired Results Child and Family Project’s website at www.sonoma.edu/cihs/desiredresults/.

Program Standards
The Program Standards were developed to promote high-quality programs and the achievement of the Desired Results. They provide a foundation for developing programs that will facilitate this achievement for children and families. The Standards address assessment and accountability, approaches to teaching and learning, staffing and professional growth, parent and community involvement, and governance and administration. Program quality and compliance with Program Standards are assessed through the required program self-evaluation, conducted annually, and the Consolidated Program Monitoring (CPM) process every four years or Contract Monitoring Review (CMR) process every three years.
Desired Results Developmental Profile—Revised (DRDP-R)

The DRDP-R is an observation instrument used to assess children’s developmental progress in the areas encompassed in the Desired Results for children: social-emotional, language, cognitive, and physical development. The instrument is designed to guide program staff in making and recording observations and tracking individual progress towards the achievement of Desired Results.

There are three versions of the DRDP-R developed for the following age groups:

- Infant Toddler (I/T) - Birth to 36 months;
- Preschool (PS) – 3 years to Kindergarten;
- School Age (SA) - Kindergarten through 12 years;

In order to capture the natural progression of children’s development, each DRDP-R overlaps with the instrument that covers the preceding and/or subsequent age level. Additionally, to provide consistency between in-school learning and after-school learning, the School Age instrument is aligned with the CDE Curriculum Frameworks and Academic Content Standards. Learning standards are currently being developed for preschoolers and infants and toddlers. In the future, the Preschool instrument will align with the Preschool Learning Standards and the Infant/Toddler instrument will align with the Infant/Toddler Early Learning and Development Standards.

A fourth version of the DRDP-R is the DRDP access Birth to Five Instrument. This instrument was developed for use with children with disabilities whose developmental progress cannot be adequately assessed with the regular age-appropriate DRDP-R. It spans the developmental range from birth to 5 years and provides a set of adaptations for observing and reporting the progress of preschool children with disabilities. The child’s Individualized Education Plan (IEP) team is responsible for determining whether a child will be assessed using the DRDP access Birth to Five or the regular DRDP-R PS. At this time, there is no requirement to assess infants and toddlers with disabilities using the DRDP access Birth to Five Instrument. Therefore, they will be assessed on the DRDP-R I/T by program staff. It is recommended that, when infants and toddlers with disabilities are assessed, special education personnel assist CDD program staff in completing the DRDP-R I/T. Consistent with the DRDP-R instruments, the DRDP access Birth to Five Instrument will align with the infant/toddler and preschool learning standards currently being developed.

Desired Results Parent Survey

The purpose of the DR Parent Survey is to help programs gather information from families about their perceptions of their children’s progress towards the Desired Results for children and about the family’s progress towards the Desired Results for families. The DR Parent Survey is required to be completed by families in the program once a year and returned to their classroom. Families complete this survey anonymously to ensure that their opinions and concerns are kept confidential.
Environment Rating Scale (ERS)
The ERS is an instrument used to measure the quality of the program environment (e.g., space, materials). The ERS is a required instrument for yearly program self-evaluation and the CPM process.

The following versions of the ERS are used for different age groups and programs:
- After school programs: School-Age Care Environment Rating Scale (SACERS; Harms, Jacob, & Romero, 1995)

These four components of the DR system work together to inform and facilitate activities aimed at promoting high quality programs for children in California. Program Standards are designed to ensure program quality. The DRDP-R provides a systematic method for programs to assess their effectiveness and to identify ways of supporting the developmental needs of individual children. The ERS, used along with the DRDP-R, reveals areas for program improvement that can be addressed by program staff and administrators. The DR Parent Survey provides critical input from families on how programs are meeting their and their children’s needs. At the state level, educators use the Desired Results system to identify successes and areas for improvement. This enables CDE to provide support and technical assistance to increase program quality. At the program level, practitioners use the Desired Results system to determine the extent to which children and families are achieving desired results. This enables programs to implement quality improvement activities that are targeted to directly and effectively benefit participants.
Chapter 2
Using the DRDP-\(R\)

This chapter describes how to use the Desired Results Developmental Profiles-Revised (DRDP-\(R\)) within CDE/CDD center-based programs and family child care home networks. The purposes of this chapter are to:

1. Describe the structure and components of the DRDP-\(R\),
2. Provide detailed instructions on how to complete the DRDP-\(R\), and

Structure and Components of the DRDP-\(R\)

This section describes the structure and components of the DRDP-\(R\) and how the components work together when assessing children’s progress toward the Desired Results. Sample pages from the three versions of the DRDP-\(R\), DRDP-\(R\) Infant/Toddler (DRDP-\(R\) I/T), DRDP-\(R\) Preschool (DRDP-\(R\) PS), and DRDP-\(R\) School-age (DRDP-\(R\) SA), are shown in Figures 2.1, 2.2, and 2.3, respectively.

These seven DRDP components are highlighted on the sample pages and are defined in this section.

- **Desired Results**
  - Indicators,
    - Measure Names,
    - Definitions,
    - Developmental Levels,
    - Descriptors, and
    - Examples.

- **A Desired Result** (DR) is a condition of well-being for children and families, each defining a single overall outcome. Each of the Indicators and Measures in the DRDP-\(R\) represents one of the four Desired Results for children.

- **An Indicator** is a specific measurable developmental dimension within the overall Desired Result. Each of these is an indicator of progress toward the Desired Result. For example, for DR1: *Children are personally and socially competent*, one Indicator on the DRDP-\(R\) PS is *Children show self-awareness and a positive self-concept* (abbreviated **SELF**). (See Figure 2.2.) There are multiple Indicators for DR1 and DR2 and one Indicator, each, for DR3 and DR4. Practitioners serving different age groups will find that most of the Indicators are the same across each of the different age-level's DRDP-\(R\).
Figure 2.1. DRDP-R I/T sample page.

- A **Measure** is the developmental continuum along which a child’s observed behavior is assessed. **Measures** are the individual assessment ‘items’ in the DRDP-R. An Indicator is made up of several **Measures**, each covering one aspect of development within that Indicator. For example, the Indicator, *Preschoolers show self-awareness and a positive self-concept* has two **Measures** on the DRDP-R PS: *Identity of Self* and *Recognition of own skills and accomplishments*.

- The **Definition** of a Measure specifies the developmental achievement (knowledge, skill) that is being measured. For example, on the DRDP-R PS, the **Definition** given for the Measure *Identity of Self* is *Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others.*

- A **Developmental Level** is one point along the developmental progression defined for a particular Measure. The number of Developmental Levels and their labels are the same for all Measures on the DRDP-R PS (four) and the DRDP-R SA (five). On the DRDP-R I/T, all the Measures have five developmental levels except those for the Language and Motor Indicators, which have six.
- Each Developmental Level has a **Descriptor** that defines the behaviors that would be observed if a child were at that Developmental Level. For example, for the Measure *Identity of Self* on the DRDP-\textit{R} PS, the **Descriptor** for the Developmental Level, *Exploring*, is *Shows recognition of self as individual, recognizing own name and names of familiar people*.

- Each Descriptor is illustrated with several **Examples** of behaviors that are consistent with that Developmental Level. An **Example** is one way, but not the only way, a child might demonstrate mastery at a particular Developmental Level, as defined by the Descriptor.

**How the Components work together to ensure Reliability and Validity of the DRDP-\textit{R}**

Each DRDP-\textit{R} Indicator provides valid and reliable measurement of that aspect of a child’s developmental progress. The measurements on all of the Indicators, taken together, provide a profile of development for the whole child, in terms of progress toward all four Desired Results. This is the child’s Desired Results Developmental Profile.
Figure 2.3. DRDP-R SA sample page.

Because there are multiple Measures (assessment items) within the Indicators, a completed DRDP-R provides enough information to support valid and reliable measurement for individual Indicators or groups of Indicators. The key to DRDP-R assessment, and the key difference between DRDP-R and earlier versions of the DRDP used by programs in the past, is that every Measure is now defined in terms of the sequence in which a child’s development is expected to progress. These sequences of development are derived from research in child development so that the DRDP-R measures a child’s progress in reaching these typical developmental criteria. Every DRDP-R Indicator except one (Approaches to Learning: LRN) spans the full range of development from birth through age 12. So repeated DRDP-R assessment details how a child’s entire developmental profile has progressed over time.
Completing the DRDP-R

This section outlines the guidelines for completing the DRDP-R, including who should use the DRDP-R, which children should be assessed, when the DRDP-R should be completed, and detailed instructions on how it should be completed.

Who uses the DRDP-R?

All CDE/CDD funded center-based programs and family child care home networks are required to use the DRDP-R to assess children. The child’s primary teacher or caregiver is responsible for completing the DRDP-R. It should not be done by teacher aides or by parents, although their comments and other anecdotal observations may be used to inform the child’s primary teacher or caregiver. The staff person who completes the developmental profile should be able to understand the child's language, either by himself or herself or through an interpreter.

When a preschool child has an IEP, special education personnel in consultation with regular program staff will complete the DRDP-R or the DR access Birth to Five, as determined by the IEP team. Infants and toddlers with IFSPs and school-age children with IEPs will be assessed on the age-appropriate DRDP-R by regular program staff. It is recommended that this be done in consultation with special education personnel.

Which children should be assessed using the DRDP-R?

The DRDP-R should be completed for each child who attends a CDD funded center-based or family child care home network program for at least 10 hours per week between the hours of 6 AM and 8 PM. However, if a child has an IEP or IFSP the Developmental Profile (DRDP-R or DR access B-5) must be completed even if the child attends the program for less than ten hours per week. The teacher or primary caregiver should consult with the child’s special education teacher or another specialist on requirements and appropriate procedures for assessing the child.

Which version of the DRDP-R should be used?

- Use the DRDP-R I/T for children who are not yet 3-years-old.
- Use the DRDP-R PS for children who are at least 3-years-old and have not yet entered kindergarten.
- Use the DRDP-R SA for children from kindergarten entry through 12 years of age.

When is the DRDP-R to be completed?

The first DRDP-R should be completed within 60 calendar days of the child’s first day of enrollment in the program. Thereafter, the DRDP-R should be completed within the next six months, so that children are assessed twice a year. The assessment (rating the child’s development on the DRDP-R Measures) is usually completed over a two-week period. However, teachers and caregivers are expected to record observations on an ongoing basis.

What language is assessed using the DRDP-R?

Children in all age groups should be assessed in their home language. If the staff person who completes the Developmental Profile does not speak the child’s home language, he or
she should get assistance from another adult, such as an assistant caregiver, director, or parent, who does speak the child’s home language.

Measures are currently being developed to assess English Language Learners (ELL) proficiency in learning English. Additionally, in the future, the DRDP-R will be translated into other languages so that program staff who do not speak English will have a better opportunity to understand the DRDP-R as an assessment tool.

**Steps in completing the DRDP-R**

**Gathering evidence of children’s growth and development**

1. Read the entire DRDP-R before beginning.
2. For children who do not speak English, determine how the children’s responses will be translated and/or documented.
3. Collect documentation for the DRDP-R by observing children and recording observations; collect evidence of children’s learning such as children’s work and photographs; use teacher-made tools such as journals, checklists and the like to record growth.
4. Date each piece of evidence.
5. As you observe and document the child’s behavior, consider the DRDP-R Measures and how your observations provide evidence for rating one or more of the Measures.
6. Continue to collect documentation over time during the normal course of the child’s day.
7. Organize your documentation in the child’s portfolio.

**Completing the DRDP-R: Rating the Measures and Documenting Evidence for Ratings**

8. Accurately and completely fill out the Cover Sheet¹, ensuring that both the child and the staff meet the requirements for completing the DRDP-R.
9. Review and reflect on the child’s portfolio, teacher records, and any other evidence you have.
10. Read the Measure and mark the highest level of mastery demonstrated.
11. If the child has not yet mastered the first level, mark “Not yet at first level.”
12. Indicate if the child is emerging to the next Developmental Level by marking the bubble in the lower right hand corner.
13. Document the evidence for the Measure rating at the bottom of the page.

**Final steps in completing the DRDP-R**

14. Review the DRDP-R and make sure all the information and Measures are completed.
15. Fill out the DRDP-R Rating Record Page.

---

¹ Instructions for completing the Cover Page are provided in the DRDP-R instructions.
Observing and documenting children’s development

The DRDP-R is designed to be used with naturalistic observation. Observations of the child should be documented during the course of the day with minimal interruption in the flow of typical daily activities. Staff members should not set up artificial testing situations for the child. In addition to their ongoing observations, practitioners are encouraged to use other means of monitoring children's progress, such as staff and parent observations and portfolio assessment. For more information, see the section “Tips for Successful Observations,” and “Tips for Documenting Children's Development,” at the end of this chapter.

Determining the child's level of Mastery

A child has mastered a developmental level if she or he typically demonstrates the behaviors in that Level's Descriptor. Behaviors are considered typical if the child demonstrates them easily and confidently, consistently over time, and in different settings. A child may occasionally behave at a higher or lower Level, but in general the child mainly demonstrates behaviors representative of one Level.

To determine the child’s level of mastery, carefully read the Descriptors for the Measure, and consider which Level is most consistent with your observations and other documentation of the child’s typical behavior. Examples are provided to illustrate the Descriptors for each Developmental Level. Keep in mind, however, that an example is only one way a child might demonstrate mastery at that level. Many of the behaviors a practitioner observes in determining a child’s Developmental Level may not be listed as Examples. So it is the Descriptor that the practitioner must look to, first and foremost, when rating the Measure.

You may determine that the child has not yet mastered the behaviors described for the first Developmental Level. If so, mark the Not yet at first level bubble. Comments about the child’s behavior should be documented to explain why the Not yet at first level bubble was selected. Please note that the Infant/Toddler DRDP-R does not have the Not yet at first level bubble since it begins to capture children’s development at birth.

In some rare instances, staff may be unable to rate a child on a specific Measure. For example, if the child’s attendance is extremely inconsistent, there may be limited opportunities to observe the child’s behavior. Of course, program staff should make every effort to rate the child on all Measures. But in cases where this it is not possible, the circumstances and reasons for not rating the child should be stated and clearly explained.

Determining if the child is Emerging to the next Developmental Level

If your observations indicate that the child has mastered a Developmental Level, but is also demonstrating some behaviors described for the next Level, he or she may be emerging to the next Level. Indicate this by marking the bubble in the lower right hand corner of the page, Mark here if the child is emerging to the next level. Use the section at the bottom of the page to document any evidence of such emerging behaviors. Note that if the child is rated at the highest Developmental Level, the child cannot be rated as emerging to the next Level.
Documenting Evidence for Ratings
The section at the bottom of each page (*Record evidence for rating here*) should be used: 1) to record specific observations describing the child’s development, 2) to reference other evidence of a child’s development, such as notes from a discussion with family members, a particular page in the child’s portfolio, or other developmental assessments, 3) to describe behaviors indicating that a child is emerging to the next Level, and 4) to provide an explanation in the event that the child cannot be rated on this Measure. If more space is needed, notes can be written on the back of each page.

Completing the DRDP-\textsuperscript{R} Rating Record Page
The Rating Record Page at the end of the instrument is provided so that program staff can record all the DRDP-\textsuperscript{R} ratings given for a child during the year – up to three times. This provides a summary of the child’s ratings across the entire DRDP-\textsuperscript{R} for each time point. The child’s name, rater’s name, and the date the instrument is completed should be recorded at the top of the page. To complete the Rating Record, simply mark the child’s Level of mastery on each of the Measures at the corresponding time point (1, 2, or 3). Additionally, if the child is emerging to the next Level on a given Measure, mark the column labeled Em. If you were unable to rate a child on a Measure, cross out the date number for that Measure.
Tips for Naturalistic Observation

Children will most likely demonstrate the knowledge, skills, and attitudes that truly represent their developmental achievements when they are in a familiar environment with others whom they know and trust. Accurate observations of children in the program setting require training and practice on the part of observers. They also require that the environment is conducive to documenting children’s activities with minimal interruption to the flow of typical routines. There are a variety of ways to document information gathered through naturalistic observations, including anecdotal records, diaries, logs, checklists, rating scales, portfolios, photographs and videos. The following suggestions will be helpful when using naturalistic observation to complete the DRDP-R:

1. **Know the DRDP-R** - Be familiar with the DR system, the Indicators, Measures and the Developmental Levels being observed.

2. **Observe objectively** - Focus on exactly what the child does. Be as objective as possible. Use description as much as possible, and avoid using labels, such as “mean”, “helpful”, or “scared”, to describe the child’s behavior. Do not let prior opinions bias your observations inappropriately.

3. **Observe variety and consistency** - Be aware of a child’s overall performance, even when focusing on a single aspect of behavior. Observe children over time, in different settings and consider the consistency of their behavior.

4. **Observe naturally** - Observe children during natural daily routines and in settings in which they are as comfortable and familiar as possible. Do not set up tasks to “test” a child. All activities should typically lend themselves to making observations for the DRDP-R (e.g., free choice, circle time, small group activities, drop off/pick-up, and snack time). Do not let observations get in the way of interactions with children.

5. **Observe daily** – When observations are gathered daily, children become accustomed to being observed and seeing notes being recorded.

6. **Plan ahead** – Devote enough time for observations. Plan to observe during activities that do not require your full assistance. Arrange activities in a way that will allow children’s conversations to be heard.

7. **Record sooner than later** - Record observations as soon as possible. Details may be important and can be easily forgotten. Consider ways to document children’s behaviors throughout the day.

8. **Keep it confidential** – Keep the DRDP-R, including notes, in a secure location to ensure confidentiality for each child.
Tips for Documenting Children’s Development with the DRDP-R

The DRDP-R requires that every child's development be documented in a thorough way. This requires programs to adjust their schedules to make time to record anecdotal notes, reflect on them and complete the DRDP-R. Over time and with practice, recording observations becomes easier, and the benefits of using the DRDP-R become clearer. The following suggestions will help program staff integrate observations, note-taking, and instrument completion into daily routines:

1. Use some of the following materials to record observations:
   - Post-It™ or Sticky notes
   - Pre-printed labels with child’s name
   - Charts
   - Checklists or worksheets
   - Pens and pencils
   - Clipboard
   - Photo/ video camera
   - Tape-recorder

2. Allow 10-15 minutes at the end of each work day to record and organize observations.

3. Review anecdotal records weekly and reflect upon each child’s skills and development. If there are particular areas of development that have not been observed for an individual child, take the necessary steps to ensure that the child is observed in that area.

4. Set aside a particular time for completing instruments, such as the first 30 minutes of a staff in-service or 30 minutes at the end of a work day.
Chapter 3
Using Information from the DRDP-R

When used on an ongoing basis, the DRDP-R will provide program staff with information that will benefit children, families and programs. This Chapter describes how information from the DRDP-R can be used.

Informing program planning and development

Information from the DRDP-R can be reviewed and analyzed at the level of the individual child. In addition, information from the DRDP-R can be summarized to provide developmental group profiles. Staff will review, share and analyze the DRDP-Rs in their program, and use their conclusions in program planning and development. Thus, the DRDP-R can assist program staff in supporting the healthy growth and development of individual children as well as in overall program improvement. Since the DRDP-R provides opportunities for staff to observe children’s behavior systematically across many areas of development, the assessment yields information that can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children. For example, the data collected within a program may indicate a need for changing or adding activities in a specific area covered by the DRDP-R, such as math or literacy. Similarly, information from the DRDP-R can be used to complement other sources of information about children’s development, such as teacher made assessments or child portfolios. For additional resources on program improvement, please see the Resources section.

Communicating with families about children’s progress

To achieve the Desired Results for children, it is vital that programs work in partnership with families in fostering children’s development. This requires ongoing and meaningful two-way communication. The DRDP-R includes a Child Developmental Progress Form as a tool for staff members to share information with families in an effective and understandable way. Families will be given a copy of the summary form so they may actively participate in the DRDP-R process. This information can be used in family conferences to generate ideas about ways in which the family and the program can work together to support the child’s development both at home and in the program or family child care settings. Moreover, staff are encouraged to ask family members about their child’s behavior and development as additional evidence for rating the DRDP-R Measures. This information can enrich and complement staff’s assessment of the child’s progress.

Similarly, information about the positive impact of the program on children’s growth and learning can be shared with other stakeholders, such as program administrators and others who might have interest. This appropriate information will increase awareness of

---

2 Sharing information should always be done with appropriate discretion. Confidentiality of children and families should be observed at all times.
how CDD programs are addressing program quality and children’s progress toward the Desired Results. Information collected at the program level will be a useful way of communicating the benefits children receive as a result of participation in CDD programs.

**Reporting Group-level Data to CDD**

A program action plan based on findings from the DPDP-\(R\) assessments, the ERS, and the DR Parent Surveys is submitted to CDD once a year. Programs compile and tally the data collected from the DRDP-\(R\), the ERS, and DR Parent Surveys, and write a Summary of Findings for each of these components. Trends revealed in these summaries are then used to write the Program Action Plan. Complete information and instructions for completing this process and submitting summaries of group-level data and the Program Action Plan to CDD can be found at the CDE/CDD website at [www.cde.ca.gov/sp/cd/ci/desiredresults.asp](http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp) and to the Desired Results Child and Family Project’s website at [www.sonoma.edu/cihs/desiredresults/](http://www.sonoma.edu/cihs/desiredresults/).
### DRDP-R Terms and Definitions

<table>
<thead>
<tr>
<th><strong>Desired Result</strong></th>
<th>A condition of well being for children and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Results Developmental Profile Revised (DRDP-R)</strong></td>
<td>Naturalistic observation-based assessment instrument used by childcare providers, teachers, Family Child Care Home Network specialists and case managers in state sponsored programs to determine how each child is developing towards achieving the four Desired Results for children.</td>
</tr>
<tr>
<td><strong>Infant/Toddler DRDP-R</strong></td>
<td>Assessment tool used to measure the development of children from birth through 35 months of age.</td>
</tr>
<tr>
<td><strong>Preschool DRDP-R</strong></td>
<td>Assessment tool used to measure the development of children in preschool, from 36 months to kindergarten.</td>
</tr>
<tr>
<td><strong>School-age DRDP-R</strong></td>
<td>Assessment tool used to measure the development of children in kindergarten through 12 years of age in school-age programs.</td>
</tr>
<tr>
<td><strong>DRDPaccess</strong></td>
<td>Birth to Five years instrument for children with disabilities. Use determined by IEP team. Implemented Spring, 2007.</td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td>A specific measurable developmental dimension within the overall Desired Result. Each of these is an Indicator of progress toward the Desired Result.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>The developmental continuum along which a child’s observed behavior is assessed. Measures are the individual assessment items in the DRDP-R.</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>A statement that defines a Measure by specifying the developmental achievement (knowledge, skill) that is being measured.</td>
</tr>
<tr>
<td><strong>Developmental Level</strong></td>
<td>A point along a developmental progression for a particular Measure.</td>
</tr>
<tr>
<td><strong>Descriptor</strong></td>
<td>A description that defines the behaviors that would be observed for a child at that Developmental Level.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-R are not the only way a child can demonstrate mastery of a developmental level.</td>
</tr>
<tr>
<td><strong>Mastered Developmental Level</strong></td>
<td>A Developmental Level is mastered if a child typically demonstrates the behaviors described in that Level's Descriptor. Behaviors are considered typical if the child demonstrates them: - easily and confidently - consistently overtime - and in different settings</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Describes a child’s growth and development towards the next developmental level; child demonstrates behaviors described for the next developmental level, but not typically or consistently.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Documentation of children’s skills, behaviors, and knowledge.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Documentation</td>
<td>A record of a behavior or skill that serves as evidence of a mastered developmental level. This can include notes, anecdotal records, pictures, videotape, audiotape, or any other evidence that documents behaviors, knowledge, and skills.</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>Evaluation of children’s progress that is based on observations of daily natural activities, collected over time.</td>
</tr>
<tr>
<td>observation</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>Intentional watching and recording of children’s behaviors and skills.</td>
</tr>
<tr>
<td>Observation system</td>
<td>A structure for observing, documenting and storing evidence of children’s developmental progress.</td>
</tr>
<tr>
<td>Anecdotal or</td>
<td>Clear, objective, detailed, factual notes that describe what is seen and heard of a particular event.</td>
</tr>
<tr>
<td>observation notes</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>A collection of children’s work samples, anecdotal notes, photos and any other evidence of a child’s growth.</td>
</tr>
<tr>
<td>Work sample</td>
<td>Example of children’s work that provides evidence of knowledge, behaviors, or skills.</td>
</tr>
<tr>
<td>Daily log</td>
<td>A diary listing behaviors, activities, and events.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Educational subjects and activities provided to meet the learning needs of children in the program.</td>
</tr>
<tr>
<td>To reflect</td>
<td>Careful, thoughtful review of multiple pieces of information and evidence to rate a child’s developmental level.</td>
</tr>
</tbody>
</table>

**DRDP-R Indicator Acronyms**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>Self Awareness &amp; Self Concept</td>
</tr>
<tr>
<td>SOC</td>
<td>Social Interpersonal Skills</td>
</tr>
<tr>
<td>REG</td>
<td>Self Regulation</td>
</tr>
<tr>
<td>LANG</td>
<td>Language</td>
</tr>
<tr>
<td>LRN *</td>
<td>Learning (* in Preschool &amp; School-age DRDP-R)</td>
</tr>
<tr>
<td>COG</td>
<td>Cognitive Competence</td>
</tr>
<tr>
<td>MATH</td>
<td>Math</td>
</tr>
<tr>
<td>LIT</td>
<td>Literacy</td>
</tr>
<tr>
<td>MOT</td>
<td>Motor Skills</td>
</tr>
<tr>
<td>SH</td>
<td>Safety and Health</td>
</tr>
</tbody>
</table>
Comparison of DRDP-R and Previous DRDP

<table>
<thead>
<tr>
<th>What’s the SAME?</th>
<th>What’s DIFFERENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAME as Previous DRDP</strong></td>
<td><strong>DIFFERENT from Previous DRDP</strong></td>
</tr>
</tbody>
</table>
| DRDP-R/ DRDP | • Is a naturalistic observation-based instrument that serves as a framework for documenting the progress of children and families on an ongoing basis.  
• Gives teachers concrete information to plan and modify curriculum.  
• Completed within 60 calendar days of enrollment in the program. | • All age group (Infant/Toddler; Preschool; and School-age) DRDP-R are to be completed a minimum of twice per year, every six months. |
| Desired Result | • A condition of well-being for children and families. | • A specific measurable developmental dimension within the overall Desired Result. The Indicator shows progress toward the Desired Result. |
| Indicator | | |
| Measure | • Measures are the individual assessment items in the DRDP-R. | • The developmental continuum along which a child’s observed behavior is assessed. |
| Developmental Level | | • A point along a developmental progression for a particular Measure. |
| Descriptor | | • A description that defines the behaviors that would be observed for a child at that Developmental Level. |
| Example | • Specific behaviors you might see that would demonstrate that a child has mastered a particular Developmental Level. Note that the examples provided in the DRDP-R are not the only way a child can demonstrate a mastered Developmental Level. | |
| Rating the DRDP-R | • Mark the highest Developmental Level the child has demonstrated as mastered.  
• A level is mastered if the child typically demonstrates the behaviors in that level’s Descriptor. Behaviors are considered typical if the child demonstrates them:  
- easily and confidently  
- consistently over time  
- and in different settings | |
<p>| Record Observations and Evidence | • Multiple evidence that support a rating of a mastered Developmental Level include: - observational anecdotal notes, daily journal, work samples or photographs | |</p>
<table>
<thead>
<tr>
<th>Desired Results Developmental Profile-Revised User’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging (optional)</strong></td>
</tr>
<tr>
<td>• Determine if a child is <em>emerging</em> to the next level:</td>
</tr>
<tr>
<td>- by demonstrating behaviors from the next</td>
</tr>
<tr>
<td>developmental level, but that are not yet typical or</td>
</tr>
<tr>
<td>consistent.</td>
</tr>
<tr>
<td>- use the bottom section of the page to document</td>
</tr>
<tr>
<td>evidence of the <em>emerging</em> behaviors.</td>
</tr>
<tr>
<td><strong>NOTE</strong>: If the child is rated at the highest developmental</td>
</tr>
<tr>
<td>level, <em>emerging</em> cannot be rated.</td>
</tr>
<tr>
<td><strong>Unable to Rate</strong></td>
</tr>
<tr>
<td>• If you are, only in the rare circumstance, *unable to</td>
</tr>
<tr>
<td>rate* a child on a specific measure:</td>
</tr>
<tr>
<td>- mark, explain why and provide evidence.</td>
</tr>
<tr>
<td><strong>Not Yet</strong></td>
</tr>
<tr>
<td>• The <em>Not Yet</em> bubble should be filled in when the child</td>
</tr>
<tr>
<td>has not yet mastered the first developmental level.</td>
</tr>
<tr>
<td>Comments about the child’s behavior should be</td>
</tr>
<tr>
<td>documented to explain why the <em>Not Yet</em> bubble was</td>
</tr>
<tr>
<td>selected for rating.</td>
</tr>
<tr>
<td><strong>Review &amp; Reflect BEFORE Scoring</strong></td>
</tr>
<tr>
<td>• <em>Review</em> collected anecdotal notes, journal, work samples,</td>
</tr>
<tr>
<td>photographs and other documented evidence.</td>
</tr>
<tr>
<td>• <em>Reflect</em> on what these items jointly reveal about the</td>
</tr>
<tr>
<td>child’s <em>mastered</em> developmental level before rating</td>
</tr>
<tr>
<td>each of the <em>DRDP-R</em> measures.</td>
</tr>
<tr>
<td><strong>DRDP Group Data Summary</strong></td>
</tr>
<tr>
<td>• <em>DRDP-R</em> group-level data collected within each classroom,</td>
</tr>
<tr>
<td>group and contract must be summarized.</td>
</tr>
<tr>
<td><strong>DRDP Summary of Findings</strong></td>
</tr>
<tr>
<td>• <em>DRDP-R</em> classroom, group and contract Group Data</td>
</tr>
<tr>
<td>Summaries are analyzed for <em>Key Findings</em> and used to</td>
</tr>
<tr>
<td>complete the classroom, group and contract *DRDP</td>
</tr>
<tr>
<td>Summaries of Findings and used to complete the *Program</td>
</tr>
<tr>
<td>Action Plan*. Sent to CDD before June 1st each year.</td>
</tr>
</tbody>
</table>
Resources
The following list includes a sample of CDE publications relevant to the DRDP-R. To order, visit the CDE website: http://www.cde.ca.gov/re/pn/rc.

Resources: Infant/Toddler

The Program for Infant/Toddler Care (PITC) Videos and Guides (www.pitc.org)

Module I: Social-Emotional Growth and Socialization

Videos and Video Magazines

Printed Materials

Module II: Group Care

Videos and Video Magazines

Printed Materials

Module III: Learning and Development

Videos and Video Magazines
1. The Ages of Infancy: Caring for Young, Mobile, and Older Infants, 1990.

Printed Materials

Module IV: Culture, Family, and Providers

Videos and Video Magazines

Printed Materials
Resources: Preschool

12. Today’s Special: A Fresh Approach to Meals for Preschoolers (Spanish), 1996.

Resources: Early Childhood Special Education

1. Reasons for Concern (pamphlet), 2006. Available in English, Spanish, Chinese, Hmong, and Vietnamese
4. Room at the Table: Meeting Children’s Special Needs at Mealtimes (Video), 1997.
Resources: School-Age

20. Kids' Time: Planning School-Age Care Activities (Video; Also available in Spanish), 1996.
Environment Rating Scales


