Desired Results Developmental Profile

Infant/Toddler©

DRDP-IT© (2010)

California Department of Education
Child Development Division

Sacramento, 2010

The Desired Results Developmental Profile-Infant/Toddler© (2010) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the Child Development Division, California Department of Education. The complete DRDP-IT© (2010) is available on the Department Web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance Web site at www.desiredresults.us.

©2010 by the California Department of Education, Child Development Division
All rights reserved. Permission to reproduce only for instructional purposes.

DESIRED RESULTS
For Children and Families

Contents

I. Overview of the Desired Results System i

II. Introduction to the DRDP-IT© (2010) i

III. Structure and Components of the DRDP-IT© (2010) ii

IV. Information Page, Instructions, and Rating Record iv

V. List of Measures within Domains ix

VI. DRDP-IT© (2010) ..... Measures 1-35

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

The Desired Results Developmental Profile© – Infant/Toddler (DRDP-IT©) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument, known as DR *access,* with an expanded range of measures for use with preschool children.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

Desired Results for Children

DR 1: Children are personally and socially competent.

DR 2: Children are effective learners.

DR 3: Children show physical and motor competence.

DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.

DR 6: Families achieve their goals.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP© is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP© measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP© is grounded in the same research and child development literature as the foundations and standards. The DRDP© is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP© to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-IT© (2010)

The DRDP-IT© is designed for teachers to observe, document, and reflect on the learning, development, and progress of all infants and toddlers in an early care and education program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP© assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP© assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. For children with individualized family service plans (IFSPs), teachers should collaborate with the Regional Center service providers to obtain input when completing the DRDP© assessment instrument and information about accommodations when planning curriculum. The three DRDP© assessment instruments are available through http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp and at http://www.wested.org/desiredresults/training/index.htm.

The other components of the DR system are:

- **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability;

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.

- **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at http//:www.cde.ca.gov/sp/cd/ci/DRDPforms.asp and http//:www.wested.org/desired results/training/index.htm.
- **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child–teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at http://www.fpg.unc.edu/~ecers/.

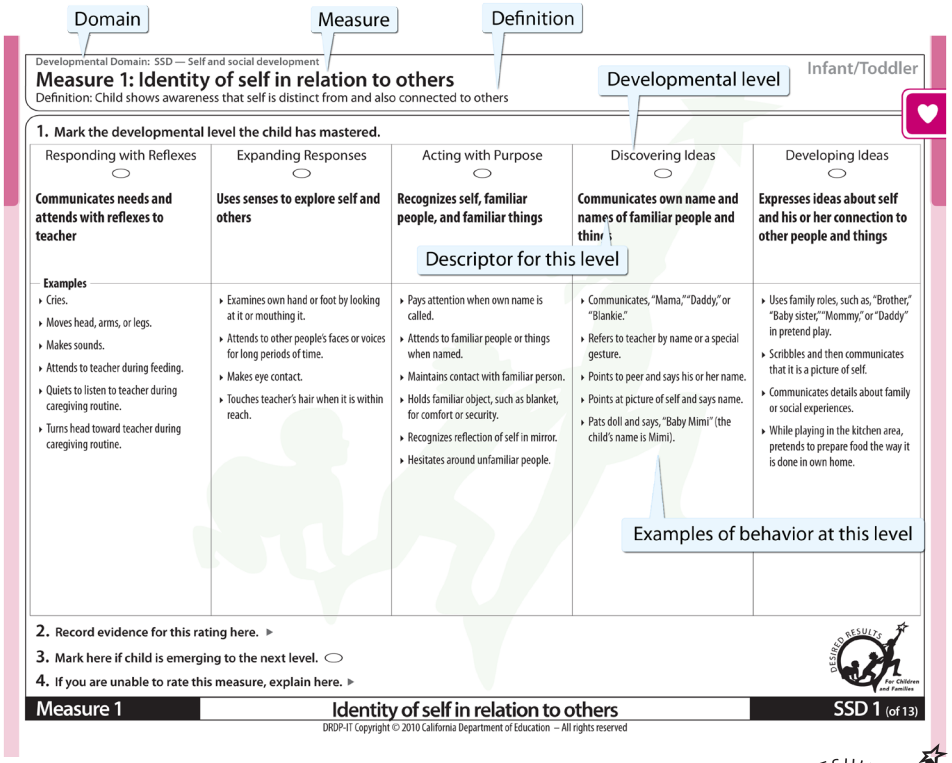
The development of the three DRDP© assessment instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K – 12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school age.

Extensive studies of the DRDP© assessment instruments have been conducted over the years of instrument development and refinement. These studies have established the validity and reliability of the DRDP© instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP© instruments, this evidence begins with the researchers whose contributions ensured that the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP© instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP© measures work together consistently, according to the intended assessment design, and that DRDP© results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment instrument constitutes further evidence of validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP© studies, the level of agreement between observers documented for the DRDP© measures consistently met and exceeded accepted standards for reliability.

III. Structure and Components of the DRDP-IT© (2010)

The six components of each DRDP-IT© (2010) measure are highlighted in the sample measure below:



- A **domain** represents a crucial area of learning and development for young children. There are five domains in the DRDP-IT© (2010):
  - Self and Social Development (SSD)
  - Language and Literacy Development (LLD)
  - Cognitive Development (COG)
  - Motor and Perceptual Development (MPD)
  - Health (HLTH)
- A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-IT© (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- The **definition** of a measure specifies the aspect of development being observed.
- The **developmental levels** for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-IT© (2010), most measures have five developmental levels. Some measures in the LLD domain and all in the MPD domain have six developmental levels. The developmental levels in the DRDP-IT© (2010) are defined as follows:
  - **Responding with Reflexes (In the MPD domain, this level is called Moving with Reflexes).** Children at this level respond with basic responses such as the Moro Reflex, turning the head, looking in their immediate visual field, and cooing.
  - **Expanding Responses (In the MPD domain, this level is called Combining Simple Movements).** Over time, as infants interact with infant care teachers and objects in the immediate physical environment and gain some rudimentary motor control, they move to the next level on the continuum. They add new responses to their basic responses. For example, they start to make new sounds, gain control over head movements, reach for objects, and smile in response to a pleasurable experience.
  - **Acting with Purpose (In the MPD domain, this level is called Coordinating Simple Movements).** Infants at this level begin to organize responses to accomplish goals, solve problems, strengthen their sense of emotional security, communicate, explore the environment, coordinate simple actions with others' actions, grasp objects, coordinate arms and legs to move on the stomach or all fours, and attend to the routine actions of others.
  - **Discovering Ideas (In the MPD domain, this level is called Exploring Complex Movements).** Children at this level explore and express simple concepts about self, others, and things; maintain attention for increasingly extended periods of time; begin to stand; pick up and move objects; begin both to engage in cooperative interaction, such as playing a simple game, and to follow guidance from others.
  - **Developing Ideas (In the MPD domain, this level is called Making Complex Movements).** Children at this level anticipate situations by preparing self and taking action in advance; use increasingly complex language to describe self, others, routines, and events; engage in simple play around a common idea; initiate and follow through actions; respond to increasingly complex requests; rely on past adult guidance; engage in interactions to share thoughts, feelings, and experiences to solve problems and to make plans; balance on two feet; and begin to use hands to manipulate objects.
  - **Connecting Ideas (In the MPD domain, this level is called Expanding Complex Movements).** Children at this level combine words, phrases, or actions to express themselves, play, and solve problems; follow increasingly complex sequences of actions such as the meaning of simple stories; communicate about future events; move easily on two feet; and coordinate manipulation of objects with one hand.
- Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.
- Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

California Department of Education
Child Development Division

Desired Results Developmental Profile—Infant/Toddler© (2010)

DRDP-IT© (2010)
Birth to 36 months

Information Page

Instructions: Complete the Child Information and make a copy of this page. Use the copy for the 6-month follow-up assessment. At each assessment, complete the Observer Information and the date.

Date of assessment (mm/dd/yyyy): _____

Child Information

1. Child's name: _____
2. Child's classroom: _____
3. Birth date (mm/dd/yyyy): _____
4. Initial date of enrollment (mm/dd/yyyy): _____
5. Does this child have an Individualized Family Service Plan (IFSP)?

   ☐ Yes ☐ No ☐ Don't know

   Accommodations/modifications?

   ☐ Yes (describe): _____
   ☐ No
   ☐ Don't know

**Note:* The term "teacher" is used throughout the instrument to refer to all infant and toddler care teachers, including lead teachers, assistants, and family child care providers.

Observer Information

6. Agency/site name: _____
7. Your name: _____
8. Title: _____
9. Did another adult assist you with assessing this child?

   ☐ Yes (role/relation): _____
   ☐ No

10. Are you the primary teacher* working with this child in the program?

    ☐ Yes
    ☐ No (specify your relationship with the child): _____

For the following questions, check all that apply:

	English	Spanish	Other (specify):
11. Child's home language(s)?	☐	☐	_____
12. What language(s) do you speak with this child?	☐	☐	_____

13. If you do not speak the child's home language, did anyone assist you who does speak it?

    ☐ Yes (role/relation): _____
    ☐ No

Additional Comments:

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Instructions for Completing the DRDP-IT© (2010)

- Use the DRDP-IT© (2010) with infants and toddlers to 36 months, including those who have an Individualized Family Service Plan (IFSP).
- The child's primary teacher or the teacher who most frequently interacts and carries out routines with the child is to complete the assessment instrument.
- Complete the Child Information section of the Information Page before beginning your observations.
- Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to assist in completion of the DRDP-IT© (2010).
- Complete the DRDP-IT© (2010) within 60 calendar days of the child's enrollment and every six months thereafter.
- Complete the DRDP-IT© (2010) for each child who attends the program at least 10 hours or more each week.
- Include input from parents, other adults in the child's life, and teachers who frequently interact with the child.
- If the child has an IFSP, collaborate with the Regional Center service provider[1] to obtain input when completing the assessment and planning curriculum.

[1] The Regional Center service provider may be a speech therapist, occupational therapist, or other specialist providing services specified in the child's IFSP.

Completing the Information Page

Complete the Child Information section and make a copy of the Information Page. Use the original for the initial assessment and the copy for the six-month follow-up assessment. At the time of each assessment, complete the Observer Information and enter the date ratings were completed.

Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date of the child's first day of enrollment in the program. If there are multiple dates, write the earliest one.
5. Indicate if the child has or does not have an Individualized Family Service Plan (IFSP). Mark "Don't know" if the child's status is still being determined or if you cannot answer this question.

   If the child has an IFSP, identify whether accommodations/modifications have been made in the program. Mark "Don't know" if you do not know.

Observer Information

6. Write the full name of your agency.
7. Write your full name.
8. Write your job title (e.g., associate teacher, lead teacher, master teacher).
9. If you received help in completing this DRDP-IT© (2010) from another staff member, family member, or other adult who interacts with the child, check "Yes" and indicate the relationship of that adult to the child.
10. If you are the child's primary teacher, check "Yes." If you are not, check "No" and indicate your relationship to the child.
11. Specify what languages are regularly spoken in this child's home.
12. Specify what languages you use when speaking with this child.
13. If relevant, provide the name and role of the person who speaks this child's home language and assisted you in communicating with this child.

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Completing the Assessment Instrument Pages

1. For each of the 35 measures, fill in or check the bubble that corresponds to the **developmental level** the child has mastered at the time of the assessment. Consider the descriptors and examples to determine the child's level of mastery.
   - The descriptors describe observable behaviors for the developmental level.
   - The examples provide a sample of possible behaviors you might observe for each developmental level.

   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
   - In different settings
2. Use the space at the bottom of the page to write your evidence for the rating you chose and provide references to other documentation.
   - Write what you have observed the child doing that demonstrated mastery at the level you marked or include references to your notes and records for this child; notes made by others, such as parents or other staff; the child's portfolio; or another developmental assessment.
3. If the child is emerging to the next level, indicate this by marking the "Yes" bubble provided at step 3 on the lower left of the page. Use the bottom section of the page to document evidence of behaviors that indicate that the child is emerging to the next level.
   - A child may be emerging to the next level by showing behaviors associated with the next developmental level; however, the child does not typically or consistently demonstrate the behaviors.

   Note: If the child is rated at the final level of the developmental continuum for a measure, "emerging" does not apply since the assessment instrument does not include the next developmental level.
4. In the rare circumstance you are unable to rate a measure, use the bottom section of the page to describe in detail why it was not possible to rate the measure.

Completing the Rating Record

For the first assessment, record your ratings on the DRDP-IT© (2010) instrument. For the second assessment, you may use the Rating Record or a new, unmarked DRDP-IT© (2010) instrument. In either case, it is important to complete each assessment without looking at the ratings of previous assessments. When you use the Rating Record, also use an unmarked instrument and review the definition and descriptors for each measure to determine your rating.

1. Fill out the information at the top of the Rating Record.
2. For each of the 35 measures, mark the column of the corresponding developmental level the child has mastered.
3. If the child is emerging to the next level, mark the column labeled "Emerging."
4. If you are unable to rate a measure, mark the column labeled "Unable to Rate."
5. On a separate page, record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked "Emerging." For any measure marked "Unable to Rate," describe the reason.
6. Review and update the Child Information on the copy of the Information Page that was filled out at the time of the first assessment. Complete the Observer Information. Enter the date the ratings were completed. Attach the Information Page to the Rating Record and the separate page(s) of documentation.

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Desired Results Developmental Profile—Infant/Toddler© (2010)
Rating Record

DRDP-IT© (2010)

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

IT Measure	DOMAIN: Self and Social Development (SSD)	Developmental Level						Emerging	Unable to Rate
		Responding with Reflexes	Expanding Responses	Acting with Purpose	Discovering Ideas	Developing Ideas			
1	**SSD1:** Identity of self in relation to others								
2	**SSD2:** Recognition of ability								
3	**SSD3:** Self expression								
4	**SSD4:** Empathy								
5	**SSD5:** Self comforting								
6	**SSD6:** Seeking others' help to regulate self								
7	**SSD7:** Responsiveness to others' support								
8	**SSD8:** Impulse control								
9	**SSD9:** Interactions with adults								
10	**SSD10:** Relationships with familiar adults								
11	**SSD11:** Interactions with peers								
12	**SSD12:** Relationships with familiar peers								
13	**SSD13:** Social understanding								

IT Measure	DOMAIN: Language and Literacy Development (LLD)	Developmental Level						Emerging	Unable to Rate
		Responding with Reflexes	Expanding Responses	Acting with Purpose	Discovering Ideas	Developing Ideas	Connecting Ideas		
14	**LLD1:** Language comprehension								
15	**LLD2:** Responsiveness to language								
16	**LLD3:** Communication of needs, feelings, and interests								
17	**LLD4:** Reciprocal communication								
18	**LLD5:** Interest in literacy								
19	**LLD6:** Recognition of symbols								

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Desired Results Developmental Profile—Infant/Toddler© (2010)
Rating Record

DRDP-IT© (2010)

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

IT Measure	Domain: Cognitive Development (COG)	Developmental Level						Emerging	Unable to Rate
		Responding with Reflexes	Expanding Responses	Acting with Purpose	Discovering Ideas	Developing Ideas			
20	**COG1:** Cause and effect								
21	**COG2:** Problem solving								
22	**COG3:** Imitation								
23	**COG4:** Memory								
24	**COG5:** Symbolic play								
25	**COG6:** Curiosity								
26	**COG7:** Attention maintenance								
27	**COG8:** Understanding event sequences through personal care routines								
28	**COG9:** Number								
29	**COG10:** Classification and matching								
30	**COG11:** Space and size								

IT Measure	Domain: Motor and Perceptual Development (MPD)	Developmental Level						Emerging	Unable to Rate
		Moving with Reflexes	Combining Simple Movements	Coordinating Simple Movements	Exploring Complex Movements	Making Complex Movements	Expanding Complex Movements		
31	**MPD1:** Gross motor								
32	**MPD2:** Balance								
33	**MPD3:** Fine motor								
34	**MPD4:** Eye-hand coordination								

IT Measure	Domain: Health (HLTH)	Developmental Level						Emerging	Unable to Rate
		Responding with Reflexes	Expanding Responses	Acting with Purpose	Discovering Ideas	Developing Ideas			
35	**HLTH1:** Safety								

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Domain	Measure		
Self and Social Development (SSD)	1	**SSD1:**	Identity of self in relation to others
	2	**SSD2:**	Recognition of ability
	3	**SSD3:**	Self expression
	4	**SSD4:**	Empathy
	5	**SSD5:**	Self comforting
	6	**SSD6:**	Seeking others' help to regulate self
	7	**SSD7:**	Responsiveness to others' support
	8	**SSD8:**	Impulse control
	9	**SSD9:**	Interactions with adults
	10	**SSD10:**	Relationships with familiar adults
	11	**SSD11:**	Interactions with peers
	12	**SSD12:**	Relationships with familiar peers
	13	**SSD13:**	Social understanding
Language and Literacy Development (LLD)	14	**LLD1:**	Language comprehension
	15	**LLD2:**	Responsiveness to language
	16	**LLD3:**	Communication of needs, feelings, and interests
	17	**LLD4:**	Reciprocal communication
	18	**LLD5:**	Interest in literacy
	19	**LLD6:**	Recognition of symbols

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

List of Measures Within Domains

Domain	Measure		
Cognitive Development (COG)	**20**	**COG1:**	Cause and effect
	21	**COG2:**	Problem solving
	22	**COG3:**	Imitation
	23	**COG4:**	Memory
	24	**COG5:**	Symbolic play
	25	**COG6:**	Curiosity
	26	**COG7:**	Attention maintenance
	27	**COG8:**	Understanding event sequences through personal care routines
	28	**COG9:**	Number
	29	**COG10:**	Classification and matching
	30	**COG11:**	Space and size
Motor and Perceptual Development (MPD)	**31**	**MPD1:**	Gross motor
	32	**MPD2:**	Balance
	33	**MPD3:**	Fine motor
	34	**MPD4:**	Eye-hand coordination
Health (HLTH)	**35**	**HLTH1:**	Safety

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 1: Identity of self in relation to others

Definition: Child shows awareness that self is distinct from and also connected to others

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Communicates needs and attends with reflexes to teacher	**Uses senses to explore self and others**	**Recognizes self, familiar people, and familiar things**	**Communicates own name and names of familiar people and things**	**Expresses ideas about self and his or her connection to other people and things**
Examples				
▸ Cries. ▸ Moves head, arms, or legs. ▸ Makes sounds. ▸ Attends to teacher during feeding. ▸ Quiets to listen to teacher during caregiving routine. ▸ Turns head toward teacher during caregiving routine.	▸ Examines own hand or foot by looking at it or mouthing it. ▸ Attends to other people's faces or voices for long periods of time. ▸ Makes eye contact. ▸ Touches teacher's hair when it is within reach.	▸ Pays attention when own name is called. ▸ Attends to familiar people or things when named. ▸ Maintains contact with familiar person. ▸ Holds familiar object, such as blanket, for comfort or security. ▸ Recognizes reflection of self in mirror. ▸ Hesitates around unfamiliar people.	▸ Communicates, "Mama," "Daddy," or "Blankie." ▸ Refers to teacher by name or a special gesture. ▸ Points to peer and says his or her name. ▸ Points at picture of self and says name. ▸ Pats doll and says, "Baby Mimi" (the child's name is Mimi).	▸ Uses family roles, such as, "Brother," "Baby sister," "Mommy," or "Daddy" in pretend play. ▸ Scribbles and then communicates that it is a picture of self. ▸ Communicates details about family or social experiences. ▸ While playing in the kitchen area, pretends to prepare food the way it is done in own home.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 2: Recognition of ability

Definition: Child evaluates own ability to do things and shows interest in others' evaluation of self

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Communicates needs with reflexes until met	**Shows pleasure while repeating simple actions**	**Persists in trying to do things even if faced with difficulty**	**Shows interest in others' reactions when exploring own abilities**	**Seeks teacher's attention ahead of time in order to demonstrate abilities**
Examples				
▸ Cries when hungry until fed. ▸ Cries until teacher succeeds in comforting child.	▸ Smiles while kicking. ▸ Makes sounds while waving arm at something.	▸ Tries to roll or creep to another part of room even when there is a barrier. ▸ Keeps trying to reach for object that is just out of reach. ▸ Keeps trying to get teacher's attention when teacher is busy with another child.	▸ Builds a tower with blocks, then says, "I did it!" ▸ Joins in play with another child and then checks with teacher for recognition. ▸ Seeks teacher for shared joy after successful effort to remove ball that was stuck under slide.	▸ Tries to get teacher to watch by calling, motioning, or pulling **before** he or she does something, such as slide down the slide. ▸ Communicates, "Watch me! Watch me!" and then demonstrates that he or she can put on own coat. ▸ Gets teacher's attention to show that he or she can play together with another child **before** joining the child in play.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 3: Self expression

Definition: Child explores own action, makes presence known in social situations, and outwardly expresses feelings to others

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	**Discovering Ideas** ⬭	Developing Ideas ⬭
Moves or vocalizes with reflexes	**Responds to people or things in the environment through actions or sounds**	**Expresses self by repeating actions that have an effect**	**Asserts self by expressing needs, feelings, or desires through simple actions**	**Defines self by identifying own feelings, communicating about self or family, insisting on doing things without help, or trying to participate in a group**
Examples				
▸ Cries. ▸ Moves arms, head, legs, or other parts of body. ▸ Makes sounds.	▸ Reaches for a toy. ▸ Grasps things or people. ▸ Smiles or stares at people or things. ▸ Pushes away something the teacher offers.	▸ Drops object repeatedly for teacher to pick up. ▸ Presses button on push-button toy that makes a noise. ▸ Signals to get teacher to repeat an action. ▸ Tries to take another child's blocks until teacher offers alternative or more blocks.	▸ Holds onto toy when someone tries to take it. ▸ Cries and rolls on the floor when very frustrated. ▸ Watches for a while before joining in play with another child. ▸ Goes to lie down when tired.	▸ Tries to put on coat or shoes or open bag of snacks, rather than seeking help. ▸ Expresses a few ideas about self, such as "I like cherries. I like ice cream." ▸ Communicates to other child or children, "Can I play?" or "Want to play?" ▸ Identifies feelings, such as "I'm sad" or "I'm mad." ▸ Reaches for pitcher and communicates, "Me do it," as teacher tries to pour milk.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DESIRED RESULTS For Children and Families

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 4: Empathy

Definition: Child shows awareness of others' feelings and responds to expressions of feelings by others

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to others with reflexes	**Shows awareness of others**	**Changes behavior based on others' expressions of emotions**	**Shows concern for another who is sad, upset, or hurt**	**Offers comfort to someone showing distress**
Examples ▸ Notices people. ▸ Cries immediately or soon after other children cry.	▸ Shows distress in response to another child's distress. ▸ Looks at other child who is very upset, but **continues** playing.	▸ Laughs when another child giggles. ▸ Shows a fearful face if another child is sad or hurt. ▸ Claps hands when another child claps hands.	▸ Looks worried and watches to see if teacher will come to help a child who is upset. ▸ Points to bandage on someone's elbow and communicates "ouch" or "boo-boo." ▸ Points at child who is crying and communicates "sad."	▸ Goes to and hugs child who is sad. ▸ Offers special toy or comfort object to child who is showing distress. ▸ Calls or gets teacher to help a child who is showing distress.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 5: Self comforting

Definition: Child comforts self in response to distress from either internal or external stimulation

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to internal and external stimulation with reflexes	**Uses simple responses to comfort self**	**Comforts self by seeking either a familiar person or a special object**	**Chooses to comfort self in one or more ways that fit the situation**	**Anticipates need for comfort and prepares self for changes in routine**
Examples				
▸ Startles when hears loud noise. ▸ Closes eyes when exposed to bright sunlight. ▸ Cries when tired, hungry, or uncomfortable. ▸ Cries in cycles (cries, calms, cries again).	▸ Sucks thumb or fist to soothe self. ▸ Turns head away from sensory experiences that are overwhelming. ▸ Nuzzles face into blanket or teacher's sweater.	▸ Retrieves familiar object, such as a blanket, to soothe self when upset. ▸ Goes to teacher and gestures "up" to get picked up when sleepy. ▸ Seeks out cozy place to get away from active play of other children.	▸ Asks for music or lullaby when lying down for naptime. ▸ When upset after parent leaves, goes to get photo of parent.	▸ Prepares self for transitions by asking what's going to happen. ▸ When dropped off by parent, takes parent over to a quiet place to read a book together before parent leaves.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 6: Seeking others' help to regulate self

Definition: Child manages needs through seeking or relying on assistance from other people

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to internal and external stimulation with reflexes	**Gives simple cues to teacher about physical and emotional needs**	**Goes or signals to teacher when needing comfort or help**	**Communicates specific physical or emotional needs to teacher**	**Requests teacher's help ahead of time in order to get needs met**
Examples				
▸ Relaxes body when held. ▸ Cries when hungry or tired.	▸ Smiles and coos when teacher gives attention. ▸ Fusses to get needs met.	▸ Looks at teacher often while playing. ▸ Vocalizes to or moves toward teacher when something unusual, such as a loud noise, happens. ▸ Moves toward familiar teacher when tired.	▸ Brings shoe to teacher when needing help putting it on. ▸ Points at cup or uses the sign for "more" to get more milk. ▸ Asks verbally or makes motions to teacher to undo pants so the child can use the potty.	▸ Seeks or requests special stuffed toy or blanket upon seeing cots being brought out for naptime. ▸ Asks teacher for props, such as a bottle for a baby doll, to prepare for pretend play. ▸ Seeks adult help when wanting something another child has. ▸ Without prompting, brings coat or shoes to teacher for help before going outside.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 7: Responsiveness to others' support

Definition: Child is responsive to others' assistance with self-regulation

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Settles down when comforted by teacher	**Attends to teacher when comforted**	**Regulates self when teacher establishes visual or verbal contact, moves close, or offers special comforting object**	**Follows teacher's guidance to regulate own emotions and behavior**	**Uses teacher's past guidance to regulate own emotions and behavior in the present**
Examples				
▸ Stops crying when picked up by teacher. ▸ Stops fussing and starts to suck on bottle nipple when teacher places it close to her or his mouth. ▸ Relaxes and snuggles up to teacher when being held.	▸ Quiets and responds to teacher's touch or voice when being comforted. ▸ Orients toward teacher when being comforted.	▸ Stops fussing when frustrated after teacher comes within a few feet to offer a supportive presence. ▸ Hesitates while climbing and stops to look at teacher. Then resumes climbing after teacher reassuringly says, "You're high up." ▸ Gets up after falling down and resumes play when teacher gives a reassuring look. ▸ Accepts blanket when teacher brings it to him or her for comfort. ▸ Screams when another child takes toy and then stops when teacher says, "I'm coming."	▸ Stops tussling with other child over object when teacher acknowledges child's interest in object and offers alternative objects to play with. ▸ Waits to go down slide when teacher says, "Wait until Sebastian is all the way down." ▸ Goes over to cozy corner to rest when teacher says, "You look sleepy. Would you like to lie down?"	▸ Stops tussling with other child over a toy and offers that child a similar toy. ▸ Reassures self after seeing another child being picked up by parent by saying to teacher, "My mommy's coming." ▸ Stops and looks back for teacher and says, "Me careful" when climbing on a play structure. ▸ Takes puzzle to quiet area when distracted by loud play of other children.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 8: Impulse control

Definition: Child regulates responses to internal and external stimuli

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to internal and external stimulation with reflexes	**Responds to a specific kind of internal or external stimulation using a variety of behaviors**	**Takes action to get needs or wants met without considering impact on others or self**	**Copes for a short period of time with not being able to get needs or wants met immediately**	**Takes action ahead of time, follows rules, or uses simple routines to cope with not being able to get needs or wants met immediately**
Examples				
▸ Spits up unwanted milk or formula. ▸ Sleeps when sleepy.	▸ Cries for bottle until teacher brings it to him or her. ▸ Pushes unwanted items away. ▸ Avoids food when not hungry.	▸ Reaches for and grabs food on another child's or teacher's plate. ▸ Resists sleep if interested in present activity. ▸ Attempts to crawl over another child to get object of interest.	▸ Waits for teacher to come give help without becoming upset. ▸ Waits for other child to stop playing with toy before playing with it.	▸ Goes to table or begins to wash hands when noticing preparations for lunch or snack time. ▸ Communicates "no hitting" instead of hitting other child. ▸ Tells teacher, "I miss Mommy," and then puts photo of Mommy in pocket and goes to play. ▸ Asks for teacher to read book and then goes to look at book while waiting for teacher to come.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 9: Interactions with adults

Definition: Child interacts effectively with both familiar and somewhat familiar adults

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to teacher's behavior with reflexes	**Responds and pays attention to teacher and gives cues to teacher to interact**	**Tries to participate with teacher in parts of simple familiar games, songs, finger plays, or routines by doing one or two actions**	**Interacts with teacher in a coordinated way by playing simple games, playing with objects, or fully participating in routines**	**Interacts with teacher to solve problems, make plans, or communicate about past experiences or new ideas**
Examples				
▸ Responds to teacher's attempt to comfort. ▸ Stops crying temporarily when teacher comes near. ▸ Turns toward sound or movement made by teacher. ▸ Grasps teacher's finger when in palm.	▸ Babbles or vocalizes in response to teacher's behavior. ▸ Coos at teacher who's not paying attention. ▸ Turns head away from teacher when overstimulated. ▸ Laughs in response to teacher's playfulness. ▸ Reaches toward toy that teacher holds out.	▸ Puts hands near head after teacher initiates a game of Peek-a-Boo. ▸ Makes sounds or motions to teacher to play simple game, sing song, or do finger play. ▸ Imitates teacher's clap or wave. ▸ Sits on teacher's lap and looks at photo. ▸ Does hand motions for "roll-'em" segment of Pat-a-Cake.	▸ Communicates about book with teacher. ▸ Participates in diaper change by doing several steps, like pulling tab on diaper, lifting bottom, pulling out a wipe from box, and holding clean diaper. ▸ Cleans up with teacher by putting dishes in bin after lunch.	▸ Talks with teacher about family event that's going to happen. ▸ During pretend play in kitchen area, comes over acting like a waiter. Teacher tells child that she would like a hamburger. In response, child brings over a hamburger and then asks, "Wanna drink?"

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DESIRED RESULTS For Children and Families

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 10: Relationships with familiar adults

Definition: Child forms close relationships or attachments with familiar adults

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Attends to familiar teacher's face and voice with reflex responses	**Responds to actions or facial expressions of familiar teacher**	**Seeks to maintain contact with familiar teacher through eye contact, vocalizations, and, when necessary, physically**	**Initiates interactions regularly based on past experiences with familiar teacher**	**Relates regularly with familiar teacher to share ideas, experiences, feelings, and plans**
Examples				
▸ Turns head toward familiar teacher. ▸ Looks in direction of familiar teacher's voice.	▸ Imitates familiar teacher's smile. ▸ Keeps track of familiar teacher's movements around the room. ▸ Shows preference for being held by familiar teacher.	▸ Places toy on familiar teacher's lap, goes to get another toy, and then places that toy on teacher's lap. ▸ When afraid, seeks or goes to familiar teacher. ▸ Makes eye contact with familiar teacher from time to time. ▸ Vocalizes to familiar teacher on other side of room. ▸ If familiar teacher gets up to move, follows teacher.	▸ Repeats actions that familiar teacher found funny at an earlier time. ▸ Repeats negative behavior that earlier brought attention from familiar teacher. ▸ Asks Grandma to look at book together before leaving at drop-off time. ▸ Gets teacher's attention and starts familiar finger play or game.	▸ Asks "Get play dough?" ▸ Calls familiar teacher over while doing activity. ▸ Communicates with familiar teacher about feelings. ▸ Uses gestures to show teacher how he or she was hurt when playing.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 11: Interactions with peers

Definition: Child interacts effectively with a peer or small groups of peers

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to other children's behavior with reflexes	**Attends to other children and explores their faces and bodies**	**Plays near other children with similar materials, but usually does not interact with them**	**Interacts with other children side by side as they play with similar materials**	**Engages with another child or children in play involving a common idea**
Examples				
▸ Cries when other children cry. ▸ Looks at or turns toward other children.	▸ Moves excitedly when another child comes near. ▸ Pats or grasps another child. ▸ Rolls toward another child. ▸ Cries if another child gets too close.	▸ Plays by self with trucks when other children nearby are playing with trucks. ▸ Plays by self in sandbox near other children.	▸ Shares a box of blocks with other children. ▸ Hands another child a toy that he or she is looking for. ▸ Hands a bucket to child sitting next to him or her in sandbox.	▸ Takes turns putting on hats with familiar child. ▸ Pretends to eat food after familiar child serves it to him or her. ▸ Joins in with familiar children to make mountain of sand.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 12: Relationships with familiar peers

Definition: Child forms relationships with specific peers

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to other children's behavior with reflexes	**Attends to other children and explores their faces and bodies**	**Shows interest in other children at play**	**Seeks to be near one or two specific children in group**	**Chooses to play with one or two specific children in group on a regular basis**
Examples				
▸ Cries when other children cry. ▸ Looks at or turns toward other children.	▸ Moves excitedly when another child comes near. ▸ Pats or grasps another child. ▸ Rolls toward another child. ▸ Cries if another child gets too close.	▸ Reaches for a toy or object being used by another child. ▸ Watches other children as they play. ▸ Imitates actions of another child who is playing with a friend.	▸ Moves closer to one or two "friends" while they play. ▸ Sits next to "friend" at mealtime. ▸ Holds hands with one or two "friends" while listening to a song.	▸ Plays same pretend game with friend(s) day after day. ▸ Looks for favorite child when entering the room in the morning.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 13: Social understanding

Definition: Child shows understanding of the responses, communication, emotional expressions, and actions of other people

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to other people with reflexes	**Shows awareness of what to expect from familiar people by responding to their actions or anticipating their actions**	**Uses gestures and vocalizations to get adults to respond in certain ways and attends to emotional expressions of familiar adult, especially in novel or uncertain situations**	**Attends to emotions of both familiar and less familiar people and adjusts complexity of behavior depending on familiarity of other person**	**Describes familiar routines, participates in coordinated pretend play with peers, interacts with adults in more complex ways, or communicates others' wants**
Examples				
▸ Responds to voices. ▸ Looks at faces. ▸ Pays attention to teacher during feeding. ▸ Turns head toward teacher during caregiving routine.	▸ Smiles when the teacher pauses to get her to resume Peek-a-Boo or Pat-a-Cake. ▸ Squeals in anticipation of the teacher uncovering her eyes during Peek-a-Boo. ▸ Quiets crying when teacher approaches or speaks to her.	▸ Holds up or points at object in order to get teacher to pay attention to it, too. ▸ When adult stops "playing a game" child looks back and forth from adult to toy, takes own turn, and waits for teacher to continue game. ▸ Pays attention to familiar teacher's facial expressions and voice when something unexpected happens, such as a loud noise, or a new person enters the room. ▸ Vocalizes when adult stops rocking and smiles when adult continues.	▸ Seeks a reassuring expression or word from teacher when unsure about something. ▸ Anticipates and varies responses to different teachers depending on their play styles. ▸ When unfamiliar adults come into the classroom, shows them the cover of a favorite book, then goes to a familiar teacher, opens the book, and begins to read it with the teacher. ▸ Varies play with different peers depending on their preferred activities.	▸ Describes what happens during the naptime routine or another familiar everyday event. ▸ When playing as firefighters with other children outdoors, says, "The fire's out. Oh! There's another one." ▸ Communicates that another child's feelings or desires differ from own feelings or desires. ▸ Communicates that another child feels the same way he does.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 14: Language comprehension

Definition: Child shows understanding of language that represents ideas

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭	Connecting Ideas ⬭
Attends to voices or sounds with reflexes	**Imitates familiar teacher's voice or nonverbal behavior**	**Recognizes a few familiar words that the teacher says or a few familiar gestures the teacher makes**	**Shows understanding that words identify people, physical characteristics, or things**	**Shows understanding of the meaning of simple sentences about ideas or feelings**	**Shows understanding of the meaning of simple stories or songs about people, things, feelings, or actions**
Examples					
▸ Responds to voices by turning head or looking in direction of voice. ▸ Startles at loud noise.	▸ Smiles, gurgles, or coos in response to familiar teacher's voice. ▸ Imitates familiar teacher's voice, sounds, or simple gestures. ▸ Smiles back when teacher smiles.	▸ Looks at familiar person, place, or object when named. ▸ Stops crying for bottle when teacher says, "Bottle's ready." ▸ Smiles when teacher starts to put hands over eyes to play Peek-a-Boo.	▸ Points to body parts, such as nose, when teacher says "nose." ▸ Says or gestures "What's that?" when he or she sees or hears a new toy or "Who's that?" when he or she sees or hears an unfamiliar person.	▸ Gets coat when teacher says, "It's cold outside." ▸ Brings another child her blankie when teacher says that that child is sad. ▸ Starts to put toys away when teacher says, "It's clean-up time."	▸ Laughs at simple humor in familiar songs or stories. ▸ Stops teacher who is reading story to ask, "Why?" ▸ Responds to teacher's questions about what will happen next in story. ▸ Understands a book that involves finding objects under, behind, inside, or on top of something.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 15: Responsiveness to language

Definition: Child acts or communicates in response to language

1. Mark the developmental level the child has mastered.

Responding with Reflexes ○	Expanding Responses ○	Acting with Purpose ○	Discovering Ideas ○	Developing Ideas ○	Connecting Ideas ○
Attends to voices or sounds with reflexes	**Responds to familiar teacher's voice**	**Responds to familiar single words, or attends to familiar gestures**	**Responds to simple requests, comments, or questions that refer to the present situation**	**Responds to requests, comments, or questions that refer to a sequence of actions that will happen right away**	**Responds to requests, comments, or questions that refer to actions that will happen at a later time**
Examples ▸ Responds to voices by turning head or looking in direction of voice. ▸ Startles at loud noise.	▸ Smiles, gurgles, or coos in response to familiar teacher's voice. ▸ Moves toward familiar teacher's voice.	▸ Looks at familiar object when named. ▸ Watches for parent to wave bye-bye.	▸ Responds to one-step requests, such as "Bring me your shoes." ▸ Shakes head yes or no in response to simple questions, such as "Do you want a cookie?" ▸ Looks for truck after teacher asks, "Where's the truck?"	▸ Responds to requests, such as "Go over to the sandbox and get the shovel." ▸ Responds to requests, such as "Take off your smock and wash your hands." ▸ Responds to questions, such as "Are you ready to wash your hands and go to the snack table?"	▸ Responds to questions such as "Would you like to paint after Javier is done at the easel?" Then child gets a toy to play with while waiting near the easel. ▸ Puts special blanket away in cubby when teacher says, "After we go on our walk, you can hold onto your blanket." After walk, gets blanket out of cubby. ▸ Listens when teacher says, "Soon it'll be time to clean up for lunch." Later puts book on shelf when lunch is brought out.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 16: Communication of needs, feelings, and interests

Definition: Child uses language and nonverbal communication to convey needs, feelings, and interests

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭	Connecting Ideas ⬭
Makes sounds spontaneously	**Uses gestures, sounds, or facial expressions to communicate needs, feelings, and interests**	**Has a few special words or gestures to communicate needs, feelings, and interests**	**Uses a variety of simple words or gestures to communicate needs, feelings, and interests**	**Uses simple combinations of words to communicate needs, feelings, and interests**	**Combines words into phrases or sentences to express needs, feelings, and interests**
Examples					
▸ Cries. ▸ Coos.	▸ Waves arms or kicks legs excitedly when teacher blows bubbles. ▸ Cries or looks at teacher when hungry.	▸ Goes to sit at meal table when hungry. ▸ Asks teacher for blanket by using his or her special word or gesture for blanket. ▸ Points to toy on shelf. ▸ Changes tone when babbling to mimic adult speech.	▸ Initiates waving good-bye or blowing kisses when it's time to go. ▸ Repeats word that teacher or other child says. ▸ Communicates that he or she wants a cookie and then takes a cookie from the plate. ▸ Plays with the meaning of the word "no."	▸ Communicates "More juice" when thirsty. ▸ Yells "No—mine!" when angry after other child takes toy. ▸ Asks to "Go bye-bye?"	▸ Communicates, "Me go outside." ▸ Communicates, "Take shoes off," to teacher before naptime. ▸ Communicates, "I want my mommy." ▸ Communicates, "I don't like that." ▸ Communicates, "I want to touch him" when the teacher brings the pet rabbit for a visit.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 17: Reciprocal communication

Definition: Child engages in back-and-forth communication or conversation

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭	Connecting Ideas ⬭
Responds to sounds with reflexes	**Responds to teacher's voice or facial expressions during interaction**	**Engages in back-and-forth communication with teacher using vocalizations, gestures, or facial expressions**	**Engages in back-and-forth communication with teacher using familiar single words**	**Introduces one or two simple ideas in back-and-forth communication with teacher**	**Engages in simple conversations with teacher that involve several ideas**
Examples					
▸ Looks in direction of voices. ▸ Coos or gurgles in response to sound.	▸ Smiles back at teacher when teacher smiles. ▸ Quiets or stops movements when teacher begins talking; makes sounds when teacher stops talking.	▸ Makes sound (for example, says "Baaaa") in response to teacher's talking and then waits for teacher to respond. ▸ Waves good-bye after parent waves good-bye.	▸ Says or shakes head yes or no when teacher asks, "Do you want more milk?" ▸ Names familiar objects in books when teacher points to pictures.	▸ Shows teacher teddy bear and communicates, "My teddy." When teacher asks, "What's your teddy bear's name?" says, "Pooh Bear." ▸ Nods head yes when teacher asks if he or she likes pizza, and then communicates, "More milk."	▸ Asks several questions about a story teacher reads. ▸ Uses language such as, "I'm the mommy. You're the baby," in pretend play.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DESIRED RESULTS For Children and Families

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 18: Interest in literacy

Definition: Child shows interest in books, songs, rhymes, finger plays, and stories

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds with reflexes to books and songs	**Plays with books and responds to songs**	**Attends for short periods of time as teacher reads books, sings songs, or says rhymes**	**Chooses to participate in reading, singing, or rhyming initiated by teacher**	**Initiates and shows appreciation for reading, listening to stories, imitating rhymes, and singing songs**
Examples				
▸ Looks at book teacher holds in child's visual field. ▸ Quiets when teacher sings a song.	▸ Holds or puts vinyl, cloth, or board book in mouth. ▸ Touches or squeezes vinyl or cloth book covers. ▸ Coos when teacher sings.	▸ Looks at pictures when teacher is reading. ▸ Tries to turn page of a board book as teacher talks about pictures on the page. ▸ Listens to simple songs or rhymes and may do one basic hand motion with song.	▸ Sits next to teacher who is reading to another child. ▸ Listens to story teacher tells. ▸ Joins group doing simple finger play. ▸ Asks simple questions, such as, "What's that?" when being read to.	▸ Imitates reading. ▸ Chooses to play with books during free play. ▸ Asks teacher to tell a story or sing a song. ▸ Brings teacher a favorite book in order to be read to. ▸ Communicates, "I love books."

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 19: Recognition of symbols

Definition: Child shows awareness that symbols and pictures represent people, objects, and actions

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds with reflexes to people and things	**Responds to movements, patterns, gestures, and facial expressions**	**Attends to things that teacher points to, shows, or talks about**	**Shows understanding that pictures represent people and things**	**Shows understanding that a series of pictures represents a story and recognizes simple symbols**
Examples				
▸ Stares at mobile above diaper changing table. ▸ Looks at bold patterns where there might be a sharp contrast. ▸ Turns toward teacher when teacher is speaking.	▸ Reaches for a spot that is part of a pattern. ▸ Follows a slow-moving object with eyes.	▸ Looks at things or people the teacher names. ▸ Looks outside when teacher points outside.	▸ Looks for bird outside when teacher shows pictures of a bird. ▸ Points to a picture of a dog in a book and says or signs "dog" before the teacher says or signs "dog." ▸ When looking at a picture of a family on the wall, points to "old" man in the picture and communicates "Grandpa."	▸ "Reads" story to self by following pictures in book. ▸ Recognizes that a stop sign means stop. ▸ Identifies some letters from his or her name.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 20: Cause and effect

Definition: Child shows understanding of the connection between cause and effect

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to people, things, or events with reflexes	**Repeats actions that have an effect**	**Tries out behaviors to cause things to happen**	**Explores possible causes of actions, events, or behaviors**	**Shows understanding that actions, events, or behaviors have a specific cause**
Examples				
▸ Repeats body movements, such as kicking. ▸ Seems surprised when toy that he or she is holding makes a noise. ▸ Startles at loud noises. ▸ Looks or turns when hearing teacher's voice from a distance.	▸ Smiles when teacher claps. ▸ Shakes rattle over and over again. ▸ Bangs wooden toy on floor several times. ▸ Grasps toy, lets go, and grasps the toy again.	▸ Vocalizes at teacher to engage in play. ▸ Pushes things off table and watches or listens when they fall. ▸ Tries to knock down block tower in different ways, for example, by rolling a truck into it or removing one of the bottom blocks. ▸ Tries to figure out how things open, such as a lid on a box, a cupboard door, or a book.	▸ Looks at and fiddles with door latch carefully after seeing the door opened. ▸ Pushes on different parts of toy to make music turn on again. ▸ Hears a beeping sound and looks around room to see where it might be coming from.	▸ Notices Susie crying after falling down and tells teacher, "Susie's got a boo-boo." ▸ Walks slowly with cup of milk to avoid spilling. ▸ Plays quietly, without being asked, when another child is sleeping. ▸ Communicates, "After naptime, Mommy is going to pick me up." ▸ Notices child standing by the door at the end of the day and communicates, "She wants her daddy to come."

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 21: Problem solving

Definition: Child uses strategies to solve problems or make discoveries

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds with reflexes	**Explores by trying to make contact with people, parts of self, and things**	**Uses simple strategies to find out about people or things or to reach a goal**	**Explores various possibilities for solving simple problems, including solutions that clearly won't work**	**Solves problems without trying out every possibility while avoiding solutions that clearly won't work**
Examples				
▸ Closes fist when teacher puts finger in palm. ▸ Turns head toward item that touches his or her cheek. ▸ Grasps, blinks, and cries.	▸ Tries to roll over to move toward an object. ▸ Reaches for own feet. ▸ Grabs and puts rattle in mouth. ▸ Touches teacher's hair.	▸ Opens, closes, or bangs on books or toys. ▸ Moves around furnishings to get to toy. ▸ Squeezes onto teacher's lap, even if another child is already there. ▸ While holding a toy in one hand, reaches for another toy with the second hand.	▸ Finds and uses shovel to get a toy that's buried in sandbox. ▸ Tries to reach something on a high shelf with a stick that is too short and then looks for a longer stick. ▸ Turns a puzzle piece to get it to fit in a wooden puzzle.	▸ Chooses large rectangular block as base of tower instead of using the triangular block with incline. ▸ Uses small broom from housekeeping area to reach something up high.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 22: Imitation

Definition: Child mirrors, repeats, and practices the actions of others either immediately or at a later time

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to people's facial expressions or sounds with reflexes	**Imitates single, simple actions, or parts of actions, when interacting with others**	**Imitates familiar two-step actions when interacting with others**	**Imitates others' one- or two-step actions observed at an earlier time**	**Reenacts multiple steps of others' actions observed at an earlier time**
Examples				
▸ Coos in response to a teacher's cooing sound. ▸ Attends to familiar face. ▸ Mirrors an adult sticking out tongue, pursing lips, or widening eyes.	▸ Puts one hand on face near eyes when teacher covers eyes when playing Peek-a-Boo. ▸ Mirrors a familiar gesture, such as clapping hands or patting a doll after seeing teacher do it. ▸ Copies the hand motion of teacher such as waving. ▸ Pats own stomach right after teacher pats it.	▸ Copies an adult's actions such as wiggling toes on one foot and then wiggling toes on the other foot. ▸ Points to a picture of an object and then points to the actual object right after seeing adult do the same actions. ▸ Does two of the hand movements partially, when teacher sings familiar song that includes gestures or finger play, such as "Wheels on the Bus."	▸ Takes a toy telephone or a object such as a banana, holds it up to his ear, and says "hello". ▸ In pretend play area, puts scarf on in the same way that her mother puts on a shawl or sari. ▸ Does exercise movements like a family member does at home.	▸ Acts out steps of a familiar routine, such as pretending to fill a tub, bathe a baby doll, and dry the baby. ▸ Uses the same gestures, unique words, and intonations as a family member. ▸ Pretends to cook a meal by taking out play food, cooking pots, and turning on the play stove.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 23: Memory

Definition: Child shows awareness of past experiences and remembers information about people or things

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to people, things, or events with reflexes	**Notices people, things, and their features**	**Shows awareness that familiar people or things still exist when they are not physically present**	**Communicates one or two key details about familiar people, surroundings, things, or events that were experienced at an earlier time**	**Communicates several details about familiar people, surroundings, things, or events that were experienced at an earlier time**
Examples				
▸ Turns head toward source of sound or touch. ▸ Looks at toy that teacher is holding out.	▸ Takes toy out of mouth, examines or shakes it, then continues mouthing it. ▸ Inspects teacher's face by touching different parts. ▸ Stops moving to listen to noise outside. ▸ Reaches for toy under blanket when only the wheel of the toy is showing.	▸ Looks under sofa after seeing ball roll under it. ▸ Looks for favorite toy in his or her cubby. ▸ Pulls teacher's hand away when teacher is hiding face during Peek-a-Boo. ▸ Goes to the window and points after Mom leaves.	▸ Goes to get book when sees Grandma who read books with child during previous visit to classroom. ▸ Greets some peers by name. ▸ Picks up friend's favorite toy and says friend's name.	▸ Talks about various details of a recent family celebration, such as who was there, what the celebration was for, and what happened. ▸ Communicates, "I'm making soup like mommy—with salt, pepper, and beans" while playing in the kitchen area. ▸ Remembers a series of steps in a game.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 24: Symbolic play

Definition: Child uses objects to represent other objects or ideas

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to people, things, or events with reflexes	**Responds to people or things in different ways**	**Uses objects in a meaningful way**	**Pretends an item represents another item or serves a different purpose**	**Organizes pretend play around an idea using several different items to represent other items**
Examples				
▸ Mouths hand. ▸ Moves legs or arms. ▸ Notices noise or sound. ▸ Notices bright light. ▸ Moves arm in response to touch.	▸ Pulls teacher's glasses. ▸ Grabs a toy and shakes it. ▸ Explores toys with hands and mouth. ▸ Picks up a toy, shakes it, chews on it, bites it, and throws it.	▸ Rocks doll in arms. ▸ Pretends to drink from cup. ▸ Uses brush on doll's hair. ▸ Tries to put blue ring on stacking rings toy.	▸ Pretends napkin is blanket for doll. ▸ Uses stick as spoon to stir sand in sandbox. ▸ Uses a wooden block as a camera and pretends to take a picture. ▸ Uses wooden puzzle as a tray to carry several things.	▸ Pretends to be "doggies" with other children by using plastic dishes as dog bowls and big wooden beads as dog food. ▸ Makes a pretend cake with sand in the sandbox and uses a stick as a spoon to stir the "cake batter." ▸ Makes a castle with blocks using pieces of fabric as flags.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 25: Curiosity

Definition: Child actively explores people and things, especially new ones

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to new or different people, things, or events with reflexes	**Notices new people, objects, or sounds**	**Explores new things in the environment**	**Explores new ways to use familiar materials, or shows interest by pointing at new and unfamiliar people and things**	**Experiments with how things work or asks "what" or "why" questions**
Examples				
▸ Notices new rattle that is held in front of face. ▸ Blinks at bright light. ▸ Smiles when teacher makes sound.	▸ Shows pleasure when given a new toy. ▸ Vocalizes in response to unusual noise. ▸ Mouths toys.	▸ Discovers that a bell rings and rings it several times. ▸ Chooses new toy off shelf to explore. ▸ Notices new picture on the wall and tries to remove it.	▸ Tries to paint on self and other surfaces instead of paper. ▸ Points to an object for teacher to name.	▸ Experiments with rolling items of different sizes down a ramp or slide. ▸ Asks, "What's that?" when hearing an unfamiliar noise. ▸ Tries out magnet on metal, plastic, and wooden surfaces.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 26: Attention maintenance

Definition: Child pays attention to things or the environment when interacting with others or exploring play materials

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to stimulation with reflexes	**Responds in different ways, depending on the situation**	**Pays attention to things of interest but may be easily distracted**	**Maintains attention even if there are distractions**	**Attends to more than one thing at the same time**
Examples				
▸ Notices sounds. ▸ Attends to moving object.	▸ Turns toward new objects or people. ▸ Makes eye contact, smiles, or coos in response to teacher. ▸ Tracks something as it moves through space.	▸ Listens intently or "dances" when hearing familiar song. ▸ Stops playing at sand table when hearing other kids playing with blocks.	▸ Stays interested in toy for a short while even though other children are actively playing nearby. ▸ Tries to position self to look at book even if view is partially blocked. ▸ Continues playing with peers even though teacher is setting up another activity.	▸ Maintains play with play dough while saying something to child nearby. ▸ Sings song while doing an art project.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 27: Understanding event sequences through personal care routines

Definition: Child understands, responds to, and initiates personal care routine sequences

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds with reflexes during personal care routines	**Responds to personal care routines**	**Anticipates simple steps of personal care routines**	**Follows simple personal care routines**	**Initiates and follows through with personal care routines**
Examples				
▸ Attends to teacher during diaper change. ▸ Closes eyes when teacher wipes nose.	▸ Kicks legs during diaper change. ▸ Quiets during diaper change. ▸ Pays attention to hands as teacher helps with handwashing.	▸ Attempts to lift legs when teacher is changing his or her diaper. ▸ Attempts to put hands through arm holes when teacher holds coat. ▸ Falls asleep only after naptime routine is followed (diaper change, story, rocking). ▸ Reaches out toward food when teacher puts dish with finger food on the table.	▸ Goes to sink when teacher says it's time to wash hands for lunch. ▸ Wipes nose when teacher gives tissue. ▸ When reminded, puts snack dishes in the bin and bib in hamper when finished eating. ▸ Goes to get blanket from cubby when teacher starts to get out cots for naptime. ▸ Goes over to help teacher put the cover on the sandbox when the teacher takes out the cover.	▸ Puts hands under running water and looks for soap to wash hands and paper towel to dry hands. ▸ Goes directly to the bathroom to use the potty after lunch. ▸ Gets tissue to wipe own nose.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▶

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 28: Number

Definition: Child shows understanding of the concept of number or quantity

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to single events or actions with reflexes	**Attends to one thing or object at a time**	**Recognizes that there are different amounts of things**	**Knows and uses simple number names, but not always correctly**	**Recognizes or uses numbers to represent small amounts or to count up to a small number**
Examples				
▸ Notices a sound. ▸ Reflexively responds to touch.	▸ Holds something in one hand. ▸ Focuses, plays, or interacts with one object at a time. ▸ Tracks the path of one object.	▸ Asks for more of something using gesture or word. ▸ Puts all pop beads in basket and then dumps the basket.	▸ If child has more than one item in hand, may say "two" or "three." ▸ When asked, "How old are you?" sometimes puts up two fingers and sometimes puts up five fingers. ▸ Communicates "three," but holds up two items. ▸ Says numbers out loud when "counting" cars, such as "1, 2, 4."	▸ Responds to "How old are you?" by holding up correct number of fingers or saying correct number of years. ▸ Points to one object and says "one." ▸ Takes three pieces of pear when teacher says, "Just take three."

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 29: Classification and matching

Definition: Child compares, matches, and categorizes different people or different things

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Responds to people and items with reflexes	**Relates to familiar people and things differently from unfamiliar people and things**	**Matches one thing or person that goes with another thing or person**	**Groups or separates things into one category, but not always correctly**	**Groups things into two or more categories, but not always correctly**
Examples				
▸ Looks at people's faces. ▸ Orients away from bright light or loud sound.	▸ Shows recognition of familiar teacher's face or voice. ▸ Shows preference for own special blanket or toy from home.	▸ Picks up books and puts them with other books. ▸ Looks for baby bottle when playing with baby doll. ▸ Looks at child when that child's parent walks into the room.	▸ Separates shovels from toys in sandbox during cleanup. ▸ Takes all yellow blocks out of block box. ▸ Says "doggie," when seeing any furry animal.	▸ Separates blocks into a blue pile, red pile, and green pile. ▸ Groups children into categories of "babies" and "big kids." ▸ Makes a group of toy trucks and a group of toy cars.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DESIRED RESULTS For Children and Families

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 30: Space and size

Definition: Child shows understanding of how things move in space or fit in different spaces

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Moves body parts with reflexes	**Attends to how things, people, and own body move through space**	**Explores how self and things move through and fill up space.**	**Tries solutions that clearly won't work when solving problems about how self or items fit or move in space**	**Solves problems about how self or items fit or move in space without trying solutions that clearly won't work**
Examples				
▸ Grasps object put in hand. ▸ Attends to things placed directly in front of his or her eyes.	▸ Follows moving object with eyes. ▸ Reaches toward ball. ▸ Turns toward sound or moving object. ▸ Watches bubbles float as teacher is blowing them.	▸ Expresses pleasure at repeatedly rolling toy down a ramp. ▸ Tries to squeeze body through narrow opening to get toy. ▸ Fits things in dollhouse or barn and barnyard. ▸ Explores space by crawling over, under, around, and through a play tunnel or a play structure.	▸ Tries to put larger nesting cup into much smaller cup and then successfully puts smaller nesting cup into larger one. ▸ Tries to fit every shape through square opening of shape sorter. ▸ Randomly chooses various shaped blocks to build a tower.	▸ Places correct shape in shape sorter hole. ▸ Chooses puzzle piece that is approximate size and shape needed. ▸ Builds a block tower, starting with a large block as the base and using smaller blocks on top of larger blocks while building.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 31: Gross motor

Definition: Child moves different parts of body or whole body

1. Mark the developmental level the child has mastered.

Moving with Reflexes ⬭	Combining Simple Movements ⬭	Coordinating Simple Movements ⬭	Exploring Complex Movements ⬭	Making Complex Movements ⬭	Expanding Complex Movements ⬭
Moves body with reflexes	**Combines the movement of more than one body part**	**Coordinates movement of arms and legs to move whole body**	**Coordinates movement of whole body while standing on two feet using support**	**Coordinates movement of whole body while standing on two feet without support**	**Coordinates highly complex movements with confidence and ease**
Examples					
▸ Moves leg. ▸ Turns head.	▸ Turns head and reaches for toy. ▸ Waves arms and kicks legs at the same time. ▸ Holds onto foot while lying on back.	▸ Rolls from stomach to back or from back to stomach. ▸ Crawls to other side of room. ▸ Creeps toward teacher. ▸ Scoots or rolls in direction of toys. ▸ Gets up on all fours. ▸ Moves from lying down to sitting position.	▸ Holds onto table and sidesteps around it. ▸ Takes steps forward and sideways while holding onto furniture. ▸ Uses table to pull self to standing position.	▸ Steps sideways. ▸ Walks up stairs by putting two feet on a step before going to the next one. ▸ Steps backward. ▸ Squats to reach for toy and stands up unassisted.	▸ Walks up steps with alternating feet. ▸ Walks on tiptoes, while softly humming a song to herself. ▸ Runs while holding a toy. ▸ Steers bicycle while pedaling it. ▸ Picks up a child-sized chair and carries it across the room.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 32: Balance

Definition: Child maintains stability of body in various positions

1. Mark the developmental level the child has mastered.

Moving with Reflexes ⬭	Combining Simple Movements ⬭	Coordinating Simple Movements ⬭	Exploring Complex Movements ⬭	Making Complex Movements ⬭	Expanding Complex Movements ⬭
Depends on other people or objects to balance body	**Holds head steady while body weight is supported, and maintains balance while lying on side**	**Balances and supports weight of torso (head, chest, and arms) while sitting or on all fours**	**Balances whole body while standing on two feet using support**	**Balances whole body and supports own weight while standing on two feet**	**Balances body while using arms to catch or carry an object or momentarily balances body on one foot**
Examples					
▸ Lies on back as positioned by teacher. ▸ Remains in one position unless repositioned. ▸ Depends on teacher to support head.	▸ Holds head up while being held or sitting in car seat. ▸ Balances self in sitting position while being held in teacher's lap.	▸ Sits without support after getting into sitting position on own. ▸ Extends arms to sides to prevent falling after getting into sitting position. ▸ Balances body on all fours after getting onto hands and knees.	▸ Balances body while teacher holds hand. ▸ Holds onto table for balance while walking around it. ▸ Uses a chair for balance while pushing it.	▸ Stands freely. ▸ Bends over and picks up something small off the floor. ▸ Squats down from a standing position to pick up toy and then stands up again.	▸ Briefly stands on one foot while putting other foot through leg of pants. ▸ Carries a large stuffed bear across a room. ▸ Kicks a ball. ▸ Uses arms while standing to try to catch a large ball that is thrown to him or her.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 33: Fine motor

Definition: Child uses hands to reach or manipulate objects

1. Mark the developmental level the child has mastered.

Moving with Reflexes ⬭	Combining Simple Movements ⬭	Coordinating Simple Movements ⬭	Exploring Complex Movements ⬭	Making Complex Movements ⬭	Expanding Complex Movements ⬭
Responds with reflexes	**Uses arms and hands to interact with things in the environment**	**Uses full hand grasp with thumb closed on fist**	**Picks up or holds things with fingertip(s) and thumb**	**Manipulates objects using fingers and wrist of one hand while stabilizing the object with the other hand**	**Manipulates objects using fingers and wrists of both hands together to accomplish a task or do an activity**
Examples					
▸ Curls fingers around teacher's finger when placed in palm. ▸ Holds hands in fisted position.	▸ Holds things against body. ▸ Curls fingers and pulls object closer in a raking motion. ▸ Keeps hands open most of the time. ▸ Opens and closes hands.	▸ Adjusts grasp to size and shape of toy or food. ▸ Holds crayon with full fist. ▸ Holds a nesting cup in one hand and bangs it on the floor.	▸ Holds spoon using thumb and fingers to feed doll. ▸ Picks up small object using thumb and more than one finger. ▸ Puts things into small openings. ▸ Pulls self-sticking tab to undo shoes. ▸ Uses index finger and thumb to pick up a piece of food.	▸ Uses a turning motion with hand and wrist while trying to open twist tops. ▸ Pulls up a zipper that is started by a teacher. ▸ Peels stickers off sheet by self. ▸ Puts large beads on a string. ▸ Scribbles "name" on picture. ▸ Feeds self with one hand while stabilizing the dish with the other hand.	▸ Buttons a large button. ▸ Turns both knobs of a drawing toy at the same time. ▸ Turns small handles of two gears on a toy at the same time. ▸ Holds scissors and tries to cut paper that is held in the other hand.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 34: Eye-hand coordination

Definition: Child uses eyes and hands together to perform an action or accomplish a task

1. Mark the developmental level the child has mastered.

Moving with Reflexes ⬭	Combining Simple Movements ⬭	Coordinating Simple Movements ⬭	Exploring Complex Movements ⬭	Making Complex Movements ⬭	Expanding Complex Movements ⬭
Responds with reflexes	**Looks at hands**	**Watches while moving arm and hand toward object or person**	**Watches and guides the movement of one arm and hand to accomplish a task**	**Watches and manipulates an object with one hand while stabilizing the object with the other hand**	**Watches and coordinates the movements of both hands together to accomplish a task or do an activity**
Examples					
▸ Moves hand to mouth. ▸ Blinks when something approaches his or her face suddenly.	▸ Stares at own hand while opening and closing it. ▸ Tries to look at hand while sucking on it. ▸ Pays attention to hand when grasping an object.	▸ Attempts to grasp things that are moving. ▸ Transfers something from one hand to the other. ▸ Rolls a ball forward using both hands. ▸ Bats at something hanging, such as a mobile, with one arm.	▸ Puts small blocks into container. ▸ Puts one cube on top of another. ▸ Turns pages of board book that is being held by teacher. ▸ Puts pegs into a perforated board.	▸ Uses crayon to make up-and-down or side-to-side strokes while holding paper with other hand. ▸ Turns pages of a book while holding the book with other hand. ▸ Adds a cube to the top of a block tower while stabilizing the tower with other hand.	▸ Holds two cups while pouring water from one to the other. ▸ Paints at the easel, using a paintbrush in each hand. ▸ Uses both hands to catch a beanbag. ▸ Uses both hands while putting a large bubble wand into the bubble solution.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved

Measure 35: Safety

Definition: Child shows awareness of safety

1. Mark the developmental level the child has mastered.

Responding with Reflexes ⬭	Expanding Responses ⬭	Acting with Purpose ⬭	Discovering Ideas ⬭	Developing Ideas ⬭
Depends on adult for safety	**Responds to situations that make him or her feel unsafe**	**Seeks an adult when feeling insecure or unsafe**	**Follows simple safety rules when reminded**	**Knows some simple safety rules without being reminded**
Examples				
▸ Falls asleep on back after teacher places him or her in that position. ▸ Cries after hearing loud noise.	▸ Turns head toward teacher when frightened or unsure. ▸ When being carried, clings to teacher when feeling teacher's grip loosen. ▸ Turns head away from an unfamiliar loud noise.	▸ Moves to teacher when frightened or unsure. ▸ Looks to teacher before moving down ramp. ▸ Crawls as fast as possible back to teacher when an unfamiliar person comes into the room.	▸ Stops running when teacher asks him or her to walk. ▸ Touches another child "gently" when teacher asks. ▸ Tries to buckle seat belt when teacher buckles other children in the stroller.	▸ States safety rules, such as "Don't run." ▸ Reaches for a teacher's or a peer's hand to hold when going for a walk. ▸ Closes classroom door when coming in from outside.

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-IT Copyright © 2010 California Department of Education – All rights reserved