DRDP-K (2015)

A Developmental Continuum for Kindergarten

Calibration Version

For use with transitional kindergarten and kindergarten-aged children

California Department of Education

Sacramento, 2014
The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©) was developed by the California Department of Education with additional enhancements created in collaboration with the Illinois State Board of Education. The DRDP–K (2015) builds upon the progression for most measures of the DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry©. Two divisions of the California Department of Education jointly developed the DRDP (2015): the Early Education and Support Division (EESD) and the Special Education Division (SED). Lead agencies that participated in the development of the instrument include the WestEd Center for Child and Family Studies, the Napa County Office of Education, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley.


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Welcome to the DRDP-K (2015): A Developmental Continuum for Kindergarten. The DRDP-K (2015) is an assessment instrument designed for teachers to observe, document, and reflect on the learning, development, and progress of all children during the kindergarten year. The DRDP-K (2015) was developed by the California Department of Education with additional enhancements created in collaboration with the Illinois State Board of Education.

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User’s Guide

Introduction to the DRDP–K (2015)


The User’s Guide will assist teachers and administrators to:
• Observe, document, and reflect upon children’s development
• Use the DRDP–K (2015) to plan curriculum for individual children and groups of children and to enhance classroom practices
• Share information about children’s progress in various learning and development domains with families

The User’s Guide is divided into three sections:
1. About the Measures of the DRDP–K (2015) – Provides a general description of the measures
2. The 3 Steps to Completing the DRDP–K (2015) – Provides detailed instructions on how to complete the assessment instrument
3. Using information from the DRDP–K (2015) – Describes ways to use information from the assessment instrument

The DRDP–K (2015) is based on the previous DRDP–SR (2012)© instrument. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education’s Early Learning and Development Foundations. Key features of the DRDP–K (2015) are described below.

Key Features of the DRDP–K (2015)
• DRDP–K (2015) is administered through observation in natural settings either through teacher observations, family observations, or examples of children’s work, which is a recommended practice for early childhood assessment that includes ongoing documentation of children’s behavior in natural environments.
• DRDP–K (2015) represents a full continuum assessment instrument for all children in kindergarten, including children with Individualized Education Programs (IEPs).
• DRDP–K (2015) is aligned to the Common Core Standards.
• DRDP–K (2015) takes into consideration the specific cultural and linguistic characteristics of the diverse population of children enrolled in kindergarten, including dual language learners (see section below).
Information about Selected Key Features

Two of the key features that make up the instrument are described in more detail to help teachers better understand and rate the measures of the DRDP–K (2015):

1. Consideration of children who are dual language learners
2. Detailed descriptions of the developmental domains

Dual Language Learners and the DRDP–K (2015)

- Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. English learner (EL) or English language learner (ELL) are other terms often used to describe dual language learners whose home language is a language other than English. A child’s experience with one or more languages is an asset to build on in the early childhood setting.

- It is critical to consider the child’s communication in all the languages that he or she is learning to have an accurate picture of a child’s knowledge and skills. Children, including those with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages.

- There are also differences that must be taken into consideration when assessing children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language; so it is important to assess children in all of the languages that he or she understands and uses.

- Primarily, the DRDP–K (2015) addresses cultural and linguistic responsiveness in three ways:
  1. Teachers observe and document children’s behavior in both the home language and English to obtain a more accurate profile of the children’s knowledge and skills across developmental domains.
  2. Teachers in a general education class rate children’s progress on two language and literacy development domains. The Language and Literacy Development (LLD) domain assesses all children’s progress in developing foundational language and literacy skills. The English-Language Development (ELD) domain assesses progress in learning to communicate in English.
  3. Teachers in a Spanish-English bilingual education program (e.g., dual language, transitional bilingual education) can rate children’s progress on an additional language and literacy development domain that assesses progress in learning to communicate in Spanish: Language and Literacy Development in Spanish (SPAN). Note: This is a supplemental domain of the DRDP–K (2015).
The Eleven Domains of the DRDP–K (2015):

The DRDP–K (2015) is made up of eleven domains, including one supplemental domain. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs. Because there are multiple measures for each domain, a completed DRDP–K (2015) instrument provides enough information to support assessment along a developmental continuum. A child’s learning and development across domains provides the child’s overall learning and developmental profile.

- The **Approaches to Learning–Self–Regulation (ATL–REG)** domain assesses two interrelated areas that are recognized as important for children’s school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The approaches to learning skills include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

- The **Social and Emotional Development (SED) domain** assesses children’s developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

- The **Language and Literacy Development (LLD) domain** assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. The LLD measures should be completed for all children, including those who are dual language learners. Language and literacy skills in a child’s first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages.

  **The LLD measures should be completed for all children, including those who are dual language learners.**

- The **English-Language Development (ELD) domain** assesses dual language learners’ progress in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home language, and the child’s motivation to learn English.

  **The ELD measures should only be completed for children whose home language is other than English.**
• The Cognition: Math (COG: MATH) and Cognition: Science (COG: SCI) domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

• The Physical Development (PD) and Health (HLTH) domains assess motor development and the development of routines related to personal care, safety, and nutrition. The PD domain includes the following knowledge or skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills. The HLTH domain includes the following knowledge or skills areas: active physical play, nutrition, safety, personal care routines, and knowledge of wellness.

• The History–Social Science (HSS) domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

• The Visual and Performing Arts (VPA) domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

Supplemental Domain of the DRDP–K (2015)

The Language and Literacy Development in Spanish (SPAN) domain is an supplemental domain and is available on-line at www.drdpk.org. The SPAN domain is for use in a bilingual program (e.g. dual immersion, two-way immersion, developmental bilingual). This domain assesses children’s progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child’s experiences with Spanish as part of the kindergarten curriculum, not the child’s age. Keep in mind that various factors affect a child’s acquisition of Spanish, including degree of exposure to Spanish and a child’s motivation to learn Spanish.

The SPAN domain is a supplemental domain. The SPAN measures can be completed for children who are in a bilingual kindergarten class where the curriculum provides opportunities for learning and development of Spanish.
About the Measures of the DRDP–K (2015)

The number of levels in a measure varies depending on the competencies that are appropriate for that measure’s developmental continuum. The levels are organized under two categories that reflect a developmental continuum for the kindergarten year. All but two domains, ELD and SPAN, include six developmental levels. ATL–REG, SED, LLD, COG: MATH, COG: SCI, PD, HLTH, HSS and VPA include the following developmental levels:

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate the increasing ability to connect and combine strategies in order to express, interpret, and explain complex thoughts and feelings, solve multi-step problems through systematic investigation and application of abstract ideas, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children build their capacity to engage in mutually supportive relationships and interactions.

Be sure to note that the developmental levels for the ELD and SPAN domains are different from the above format. The levels in the ELD domain represent the developmental progression for the acquisition of English as a second language. The levels in the SPAN domain represent the developmental progression for the acquisition of Spanish in the context of a kindergarten class where the curriculum provides opportunities for learning and development of Spanish.
Definitions of Terms in the Navigation Map:

**Developmental Domain:** A crucial area of learning and development for children.

**Measure:** The developmental continuum along which a child’s observed behavior is assessed. Measures are the individual assessment items in the DRDP-K.

**Definition:** Specifies the aspects of development to be observed.

**Developmental Level:** A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

**Descriptor:** A description that defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-K are not the only way a child can demonstrate mastery of a developmental level.
The 3 Steps to Completing the DRDP–K (2015)

Before You Begin

Your knowledge of the DRDP–K (2015) instrument, and in particular the content related to the sequences of development, should guide your observations:

• Read and become familiar with all the domains and measures in the DRDP–K (2015).
• Discuss strategies for using the DRDP–K (2015) instrument with the other teachers and administrators at your school.

If a child comes from a home where a language other than English is spoken and the teacher does not speak the child’s home language, an adult who speaks the child’s home language should assist with the observation and documentation of the child. This may be another teacher, an assistant teacher, principal, parent, or other adult who knows the child.

Step 1: Observation and Documentation

The DRDP–K (2015) focuses on the child’s behavior, knowledge, and skills. To capture a child’s behavior, the DRDP–K (2015) incorporates observation in natural settings.

Observations should occur over time, in typical settings:

• In the child’s typical settings such as the kindergarten classroom or home;
• As the child interacts in familiar environments and routines with people he or she knows; and
• As the child engages in typical activities and routines.
Be sure to prepare and plan for observation and documentation.

### Tips for Documenting Children’s Development:
- Consider ways to document children’s behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Label each piece of evidence with the date and the child’s name.
- Set aside time on a regular basis to organize documentation records and other forms of evidence.
- Consider using portfolios to keep documentation organized. Store portfolios in a secure place and accessible place.
- Use the results of other assessments of children’s learning and development to help complete DRDP–K (2015).

The following materials may be helpful for observing and documenting:
- Sticky notes
- Pre-printed labels with child’s name
- Charts
- Checklists or worksheets
- Clipboard, paper, pens, and pencils
- Photo/video camera
- Voice recorder

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways that include spoken in the child’s home language, signed, or other communication modes (e.g. communication device). The teacher’s direct observations of a child are the primary method used to inform ratings. The teacher should also use other sources of evidence to capture a more complete picture of a child’s knowledge and skills. Other sources of evidence include the following:

- **Observations by others**–including teachers, family members/caregivers, and other service providers, obtained through interviews or conversations

- **Other documentation**–including samples of children’s work, photographs, and video/audio recordings of children’s communication and behavior
The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child’s activities and interactions over time and in a range of situations. Their perspectives, combined with teachers’ and service providers’ observations, help teachers arrive at a more complete and reliable picture of a child’s typical behaviors across settings. Inviting family members to share observations of their child’s development and behavior is recommended practice for the DRDP–K (2015).

The opportunity to observe a child’s level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe children interacting with family members. These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Dual Language Learners

Dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains.

The teacher who is collecting documentation should speak the child’s home language. If not, the teacher should receive assistance from another adult who does speak the child’s home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

Code switching is a strategy used by children learning more than language.

**Dual Language Learners’ Use of Code Switching:**
- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages, they use the grammatical rules of each language. “I want leche” [“I want milk” in English] is an example of inserting a Spanish noun into a grammatically correct English sentence. “¡And then el niño se cayó!” [“And then the boy fell down” in English] is an example of using English linking words within a Spanish sentence.
Step 2: Rating the Measures

Determining the Child’s Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered and mark it appropriately. All ratings will be entered into DRDPtech®, the DRDP–K (2015) online system. Ratings may be entered directly into DRDPtech or recorded on the DRDP–K (2015) Rating Record.

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:
- Consistently over time
- In different situations or settings

Important notes about mastery:
- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child’s mastery level may not appear on the list of examples, although they are consistent with the descriptor.

The Descriptors and Examples

Consider the descriptors and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child’s typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child is demonstrating most consistently.

Descriptors:
The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Map). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some of the descriptors include more than one behavior or skill, separated by “or” or a semicolon (;).
If the descriptor says “or”:
The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

An example is the level descriptor for Building Earlier in the LLD 5: Interest in Literacy measure:

*Looks at books page by page*

    **Or**

*Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult*

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, mastery can be rated at this level.

If a descriptor includes a semi-colon (;) followed by “and”:
The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a rating period.

An example is the level descriptor for Integrating Middle in the LLD8: Phonological Awareness measure:

*Matches initial and final sounds of words;*

    **And**

*Segments and blends initial and final phonemes of words*

To be rated as mastered at this level, the child must BOTH match initial and final sounds of words AND segment and blend initial and final phonemes of words, although the teacher does not have to observe both behaviors during the same observation within a rating period.
Please note that key terms and phrases in the descriptors that may be new to the teacher or have specific meaning to the measures are defined in the glossary at the end of the instrument.

**Examples:**

Important points about examples:

- The examples are **not** a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.

- An example is **one of many possible ways** a child might demonstrate mastery of a developmental level. Teachers will identify other examples as they conduct their observations.

- Mastery is determined over time and across situations or settings.

- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.

- Children demonstrate mastery in diverse and sometimes unique ways.
Additional Rating Options

Emerging to the Next Developmental Level
If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Notes aboutEmerging:
- Do not mark emerging if the child has mastered the last level on a measure, or if the child does not yet demonstrate mastery of the earliest level.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Unable to Rate:
In the rare instance that you are unable to rate a specific measure provide the reason(s) as to why in DRDPtech or in the designated column if you are submitting ratings on a rating record.

Recording Evidence
Evidence used to rate each of the measures should be documented. You may record this evidence in DRDPtech. Recording evidence can be as simple as “See portfolio,” or can describe the specific behavior(s) on which the rating was based.

For example:
DRDP–K (2015) COG: MATH 2 – Number Sense of Quantity
“10/5 – Jose lines up 8 dinosaurs and counts them. 10/13 – Counted 6 train cars.”

Keep in mind that you should have enough evidence for the rating of each measure to be confident that you have accurately determined a child’s level of mastery.
Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that:

- You have entered a level rating for all required measures of DRDP–K (2015) in DRDPtech or on the DRDP–K (2015) Rating Record. DRDPtech will provide prompts to complete any missing information.
- The Information Page is complete and up-to-date.

Using Information from the DRDP–K (2015)

When used on an ongoing basis, the DRDP–K (2015) instrument will provide teaching staff with information that will benefit children, families, and schools.

Information from the DRDP–K (2015) can be reviewed and analyzed at the level of the individual child. In addition, the DRDP–K (2015) results can be summarized to provide information on groups of children. Teachers and other staff will review, share, and analyze the DRDP–K (2015) assessment results in their classroom and use conclusions in curriculum planning and development.

Because the DRDP–K (2015) provides opportunities to observe and document children’s behavior systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children. Teaching staff may also find it useful to interpret a child’s ratings on individual DRDP–K (2015) measures. DRDP results may indicate that the child might benefit from additional support in one or more specific areas of development, such as in developing self control of feelings and behavior and with number sense of quantity. This information, together with other sources of information about the child’s development, can be used to plan curriculum tailored to the child’s interests and needs.

For classroom or school level:
- Teachers or other staff may summarize DRDP–K (2015) information using DRDPtech.
- DRDP–K (2015) data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the DRDP–K (2015), such as mathematics or language and literacy development.

Thus, results from the DRDP–K (2015) can assist teaching staff in supporting the learning and development of individual children and groups of children, and can inform overall school improvement efforts.
Communicating with Families about Children’s Progress

It is vital that schools work in partnership with families to foster children’s learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Teachers who observe and document the child’s behaviors and rate the DRDP–K (2015) measures are encouraged to seek input from families. Input from family members about the child’s behavior and development can enrich and complement evidence collected by staff.

The Child Developmental Profile that summarizes results from the DRDP–K (2015) assessments can be found at DRDPtech. Teachers and family members can use this summary as a tool for sharing information about the child’s development during parent-teacher conferences. Teachers should review the Child Developmental Profile with the family and verify that their input is accurately reflected in the summary. This information may be used to generate ideas about ways in which the family and the school can work together to support the child’s development both at home and in the school setting.
## List of Measures Within Domains

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<td>Domain Abbreviation</td>
<td>Number within Domain</td>
<td>Measure Name</td>
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<td>VPA</td>
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<td><strong>Additional Measures for Spanish Immersion/Bilingual Classrooms</strong></td>
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<tr>
<td>Language and Literacy Development in Spanish</td>
<td>SPAN</td>
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<td>Language Comprehension in Spanish (Receptive)</td>
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<td>Language Production in Spanish (Expressive)</td>
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<td>Phonological Awareness in Spanish</td>
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<td></td>
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<td>4</td>
<td>Emergent Writing in Spanish</td>
</tr>
</tbody>
</table>
**Child’s Information**

1. Child’s name:
   1a. Legal First Name: __________________________
   1b. Legal Last Name: __________________________

2. Agency Identifier or Statewide Student Identifier (10-digit SSID)
   __________________________

3. Child’s classroom: __________________________

4. Birth date (mm/dd/yyyy): __________________________

5. Gender:  □ male  □ female

6. Initial date of enrollment (mm/dd/yyyy): __________________________

7. Ethnicity:
   7a. What is this child’s ethnicity? Check one.
       □ Hispanic or Latino  □ Not Hispanic or Latino

   7b. What is this child’s race? Mark one or more races to indicate what this child considers himself/herself to be.
       □ Asian Indian  □ Black or African American  □ Cambodian
       □ Chinese  □ Filipino  □ Guamanian  □ Hawaiian  □ Hmong
       □ Japanese  □ Korean  □ Laotian  □ Native American  □ Other Asian
       □ Other Pacific Islander  □ Samoan  □ Tahitian  □ Vietnamese
       □ White

8. Does this child have an Individualized Education Program (IEP)?
   □ Yes  □ No  □ Don’t know

**Assessor Information**

9. District/Agency: __________________________

10. Person(s) completing the assessment:
    Name/role: ______________________________________
    Name/role: ______________________________________

    Choose role from list below:
    • Primary Teacher
    • Special Education Teacher
    • Other (please specify) ______________________________________

11. Did another adult assist you with assessing this child?
    □ Yes (role/relation): __________________________
    □ No

**Child’s Language Information**

12. Child’s home language(s)?

    Is a language other than English spoken in the child’s home?
    □ Yes  □ No

    If yes a language other than English is spoken in the child’s home, the ELD measures must be completed.

13. What language(s) do you speak with this child?

14. Did someone who understands and uses the child’s home language assist you with completing the observation?
    □ Yes (role/relation):
    □ No
    □ Not applicable - I understand and use the child’s home language.
### DRDP-K (2015): A Developmental Continuum for Kindergarten

**Rating Record**

Child: ___________________________ Date of assessment: ___________________________ Assessor: ___________________________

Classroom: ___________________________ District/Agency: ___________________________ School or Site: ___________________________

Note: The Rating Record is meant to be used together with the DRDP(2015)-K Instrument for keeping track of each child’s developmental levels as you complete the study.

Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is “emerging” to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

<table>
<thead>
<tr>
<th><strong>DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG)</strong></th>
<th>Building</th>
<th>Integrating</th>
<th>Emergent</th>
<th>In the rare circumstance that you are unable to rate a measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>1 Curiosity and Initiative in Learning</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2 Self-Control of Feelings and Behavior</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>3 Engagement and Persistence</td>
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<td>4 Shared Use of Space and Materials</td>
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<table>
<thead>
<tr>
<th><strong>DOMIAN: Social and Emotional Development (SED)</strong></th>
<th>Building</th>
<th>Integrating</th>
<th>Emergent</th>
<th>In the rare circumstance that you are unable to rate a measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>1 Identity of Self in Relation to Others</td>
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<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>2 Social and Emotional Understanding</td>
<td>o</td>
<td>o</td>
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<td>o</td>
</tr>
<tr>
<td>3 Relationships and Social Interactions with Familiar Adults</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4 Relationships and Social Interactions with Peers</td>
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<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5 Symbolic and Sociodramatic Play</td>
<td>o</td>
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</table>

<table>
<thead>
<tr>
<th><strong>DOMIAN: Language and Literacy (LLD)</strong></th>
<th>Building</th>
<th>Integrating</th>
<th>Emergent</th>
<th>In the rare circumstance that you are unable to rate a measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>1 Understanding of Language (Receptive)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2 Responsiveness to Language</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3 Communication and Use of Language (Expressive)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>4 Reciprocal Communication and Conversation</td>
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<td>5 Interest in Literacy</td>
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<td>o</td>
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<td>o</td>
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<tr>
<td>6 Comprehension of Age-Appropriate Text</td>
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<tr>
<td>7 Concepts About Print</td>
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<td>o</td>
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</tr>
<tr>
<td>8 Phonological Awareness</td>
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<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9 Letter and Word Knowledge</td>
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<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10 Emergent Writing</td>
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Child: ____________________________

### DOMAIN: English Language Development (ELD)

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<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
<th>EM</th>
<th>UR</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Comprehension of English (Receptive English)</td>
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<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>absence other</td>
</tr>
<tr>
<td>2 Self-Expression in English (Expressive English)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>3 Understanding and Response to English Literacy Activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>absence other</td>
</tr>
<tr>
<td>4 Symbol, Letter, and Print Knowledge in English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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### DOMAIN: Cognition, Including Math and Science (COG)

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<th>EM</th>
<th>UR</th>
<th>Reason</th>
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<tbody>
<tr>
<td>1 Classification</td>
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<td>☐</td>
<td>absence other</td>
</tr>
<tr>
<td>2 Number Sense of Quantity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3 Number Sense of Math Operations</td>
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<tr>
<td>4 Measurement</td>
<td>☐</td>
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</tr>
<tr>
<td>5 Patterning</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6 Shapes</td>
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<tr>
<td>7 Cause and Effect</td>
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<tr>
<td>8 Inquiry Through Observation and Investigation</td>
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<tr>
<td>9 Documentation and Communication of Inquiry</td>
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### DOMAIN: Physical Development (PD)

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<tr>
<td>1 Perceptual—Motor Skills and Movement Concepts</td>
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<td>☐</td>
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</tr>
<tr>
<td>2 Gross Locomotor Movement Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>3 Gross Motor Manipulative Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>4 Fine Motor Manipulative Skills</td>
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<td>☐</td>
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### DOMAIN: Health (HLTH)

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<th>Earlier</th>
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<th>Later</th>
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<th>Reason</th>
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<tr>
<td>1 Safety</td>
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<td>☐</td>
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</tr>
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<td>2 Personal Care Routines</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>absence other</td>
</tr>
<tr>
<td>3 Active Physical Play</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>4 Nutrition</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>5 Knowledge of Wellness</td>
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<td>☐</td>
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</table>
## DRDP-K (2015): A Developmental Continuum for Kindergarten

### Rating Record

**Child:** ____________________________

<table>
<thead>
<tr>
<th><strong>DOMAIN:</strong> History-Social Science (HSS)</th>
<th><strong>Building</strong></th>
<th><strong>Integrating</strong></th>
<th><strong>EM</strong></th>
<th><strong>UR</strong></th>
<th><strong>Reason</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td><strong>1 Sense of Time</strong></td>
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<td>0</td>
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<td>0</td>
</tr>
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<td>0</td>
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<tr>
<td><strong>3 Ecology</strong></td>
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<td><strong>4 Conflict Negotiation</strong></td>
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<td><strong>5 Responsible Conduct as a Group Member</strong></td>
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<table>
<thead>
<tr>
<th><strong>DOMAIN:</strong> Visual and Performing Arts (VPA)</th>
<th><strong>Building</strong></th>
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<th><strong>EM</strong></th>
<th><strong>UR</strong></th>
<th><strong>Reason</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
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</tr>
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</tr>
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</tr>
<tr>
<td><strong>4 Dance</strong></td>
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</tbody>
</table>

### Additional Measures for Spanish Immersion/Bilingual Classrooms

<table>
<thead>
<tr>
<th><strong>DOMAIN:</strong> Language and Literacy Development in Spanish (SPAN)</th>
<th><strong>Discovering Spanish</strong></th>
<th><strong>Exploring Spanish</strong></th>
<th><strong>Developing Spanish</strong></th>
<th><strong>Building Spanish</strong></th>
<th><strong>Integrating Spanish</strong></th>
<th><strong>EM</strong></th>
<th><strong>UR</strong></th>
<th><strong>Reason</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Language Comprehension in Spanish (Receptive)</strong></td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td>Explores through simple observations, manipulations, or asking simple questions</td>
<td>Explores by engaging in specific observations, manipulations, or by asking specific questions</td>
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<td>Explores by engaging in specific observations, manipulations, or by asking specific questions</td>
<td>Carries out simple investigations using familiar strategies, tools, or sources of information</td>
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<td>Carries out simple investigations using familiar strategies, tools, or sources of information</td>
<td>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</td>
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<td>Carries out experiments with things or materials, by systematically modifying actions and reacting to the results</td>
<td>Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions</td>
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**Examples**

- Watches the fish in the fish tank intently after a conversation about how fish breathe underwater.
- Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.
- Asks, “What’s that doing?” when seeing the compact disc player in the listening center.
- Compares leaves gathered on a nature walk by color or shape.
- Asks, “How do I make the story play?” while in the learning center.
- Manipulates pattern blocks to make different shapes.
- Squeezes a sponge to see how it works.
- Uses a magnetic wand to figure out which objects on a table it will lift up.
- Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.
- Changes the compact disc to listen to a new story.
- Uses a communication device to learn about the new pet guinea pig.
- Examines images from informational books or a computer to learn about the habitats of different animals.
- Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.
- Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.
- Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens.
- Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes.
- Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick.
- Watches a cup of snow to see how long it takes to melt.
- Communicates, “But that’s different from what my daddy told me,” and asks why, after hearing an adult’s response to a question about why plants are green.
- Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps.
- Gathers information from books and the internet to create an environment for the classroom butterflies.
- Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

○ **Child is emerging to the next developmental level**

○ **If you are unable to rate this measure, explain here:**
Mark the latest developmental level the child has mastered:

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<tr>
<td>Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support</td>
<td>Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed</td>
<td>Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors</td>
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<td>Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors</td>
<td>Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively</td>
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**Examples**

- Wait to ride a favorite tricycle without trying to take it from another child.
- Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, “Do you want to make it again?”
- Frowns, but goes to a different play center when an adult communicates that there are too many children at this play center.
- Offers an object in exchange when another child has a desired object.
- Communicates, “Okay, but it’s my turn when you’re done,” while waiting for a drink at the water fountain.
- Leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there.
- Communicates, “I want a turn. Can I use the scooter after you go around two times?” after watching another child ride for a while.
- Communicates, “Don’t push!” to another child trying to fit on the rug for story time, and then says, “Here’s a spot,” and moves over.
- Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
- Communicates to an adult, “It’s sad that my daddy doesn’t live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!”
- Turns to play with another child and later communicates, “I don’t like to play with them, they’re mean,” after being excluded by favorite playmates.
- Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

**Self-Control of Feelings and Behavior**

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**Developmental Domain: ATL-REG — Approaches to Learning—Self Regulation**

**ATL-REG 3: Engagement and Persistence**

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

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- **Continues self-selected activities with adult support, even though interest briefly shifts to other activities**
- **Continues self-selected activities on own, seeking adult support to work through challenges**
- **Works through challenges on own while engaged in self-selected activities**
- **Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**
- **Pursues simple multi-step activities, following the steps through to completion**
- **Completes complex multi-step activities, making and adjusting plans as needed**

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**Examples**

- Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads.
- Stops looking at books and starts to move away from the literacy area, but returns when an adult begins reading a familiar book.
- Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing.
- Continues working on a difficult puzzle, asking an adult for help when needed.
- Continues looking at a book as an adult encourages other children entering the same area to find a book.
- Asks adult for headphones while listening to a story on a compact disc when other children begin to play noisily nearby.
- Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces.
- Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick.
- Repeatedly tries to trace around own hand.
- Completes an obstacle course using a walker, even on bumpy ground.
- Continues to work on spinning a round hoop around own waist over successive days.
- Revisits a painting started on a previous day to add more detail and color.
- Writes own name, then writes it more clearly a second time at classroom sign-in table.
- Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way.
- Makes a landscape on the sand table, planning roads, bridges and houses.
- Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station.
- Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed.
- Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch.
- Helps to create props and scenery in preparation for reenacting a story to present to the class.

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- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**

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**Engagement and Persistence**

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Page 3 of 56
### Developmental Domain: ATL-REG — Approaches to Learning — Self Regulation

#### ATL-REG 4: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

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**Examples**

- **Building**
  - Shows awareness that other children might want to use materials, by taking action to control the materials
  - Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
  - Follows expectations or procedures for sharing, most of the time, without adult prompting

- **Integrating**
  - Offers to share space or materials with others in the absence of explicit expectations for sharing
  - Shows concern about everyone being treated fairly in collaborative activities with others
  - Engages in sustained collaborative activities that involve mutual assistance

**Examples**

- Keeps all of the crayons nearby even if only using one or two colors.
- Communicates, “It’s mine,” when another child reaches for a red counting bear.
- Places favorite dolls behind back when other children are playing in the doll area.
- Holds onto all the pencils while at the writing center, but then gives some to other children, with adult prompting.
- Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
- Lets another child take a book from a pile nearby, but holds onto a few favorite books.
- Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
- Gets individual white boards off of the shelf to give to other children, according to the usual classroom practice.
- Communicates, “It’s my turn when you are done,” to a child who is using the water fountain.
- Communicates to another child to ask another child to join in working with pattern blocks.
- Helps a peer find a favorite book in the classroom library.
- Communicates, “It’s not fair!” when a peer is excluded from a game.
- Passes the dice to another child who has been watching them play a math game.
- Works with one or two peers to assemble a puzzle, accepting and offering help to figure out where the pieces go.
- Communicates, “Look at the picture.” to a peer who has trouble identifying a word during shared storybook reading.
- Shares a magnifying glass with a partner so they both have a chance to see details of the insect wing they are closely looking at together.
### SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

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**Examples**

- Acts out roles from own family in pretend play.
- Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
- Draws picture of a house and communicates, “This is my house.”
- Communicates using communication board, “His hair is red!”
- Identifies own height, as indicated on a growth chart posted on the wall.
- Narrates details while drawing a picture of a friend.
- Draws a picture of own family, representing traits such as heights and hair colors.
- Communicates to an adult, “I was mad when it rained because we couldn’t go outside.”
- Communicates that a friend is happy because he is going to have a birthday party.
- Says, “I don’t want to touch the caterpillar. It scares me.”
- Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self.
- Communicates to a peer that they both like peanut butter and jelly sandwiches.
- Communicates, “I love to swim, but my sister doesn’t.”
- Tells her grandma, “I’m a good friend in school because I share the markers,” at the end of the day when she comes to pick her up.
- Communicates, “I like to be first to the door, but Michael doesn’t care about being first.”
- Communicates, “I’m shy.”
- Communicates to a peer, “I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school.”
- Communicates to a peer, “I’m great at math, but I’m not so good at reading,” after an adult explains they will do a reading activity next.
- Moves to the back of a group of children when an adult asks, “Who knows how to use the microscope?”
- Communicates, “I think he likes her better than me.”

**Child is emerging to the next developmental level**

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- Identifies own or others’ feelings
  - Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior
  - Communicates ideas about why one has a feeling or what will happen as a result of a feeling
  - Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts
  - Compares people’s personality traits; and
  - Demonstrates consideration for the thoughts or feelings of others

- Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in.
- Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches.
- Communicates to a child who gets mad about a block tower that keeps falling to build it a different way.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
- Communicates to a child who is new to the class at pick-up time, “Don’t worry. Your mommy will come.”
- Describes self as a good friend and identifies other children who are also good friends.
- Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
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- Describes self as a good friend and identifies other children who are also good friends.
- Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.

Examples:

- Communicates, “I like to listen to music, too; it makes me happy,” after noticing a child playing with a musical triangle.
- Communicates that a crying child is sad.
- Communicates, “She wants the big truck.”
- Points to “angry” picture on emotion chart while listening to a story about a character who is angry.
- Responds that a friend is sad, when an adult asks, “Why did your friend get his blanket?”
- Communicates that the turtle in the story was scared, when an adult asks, “Why did the turtle go into its shell?”
- Communicates, “She misses her mommy,” when adult asks, “What happened?”
- Communicates, “He’ll be mad if his bridge is knocked down again.”
- Uses a communication device to express, “I feel sleepy when it gets dark.”
- Communicates, “I’m tired. I don’t want to write anymore.”
- Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in.
- Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches.
- Communicates to a child who gets mad about a block tower that keeps falling to build it a different way.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
- Communicates to a child who is new to the class at pick-up time, “Don’t worry. Your mommy will come.”
- Describes self as a good friend and identifies other children who are also good friends.
- Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
- Communicates to a child who is new to the class at pick-up time, “Don’t worry. Your mommy will come.”
- Describes self as a good friend and identifies other children who are also good friends.
- Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.

Child is emerging to the next developmental level

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**Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)**

- Communicates to a familiar adult, “Want to read with me?” during free-choice time.
- Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
- Shows a drawing to a familiar adult and tells the adult what is happening in the drawing.
- Uses an electronic tablet to play a game with a familiar adult.

- Asks a familiar adult what they might see when they go on a field trip.
- Asks a teacher why another child is not going outside with the group.
- Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly.
- Asks a familiar adult, “Is that the zoo we went to?” while looking at photos of zoo animals.

- Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack.
- Brings a board game to a familiar adult and communicates an interest in playing together.
- Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”
- Works with a familiar adult and a group of children to make a prop for a class play over two days, offering ideas for its design and what materials to use.

**Takes initiative in creating cooperative activities with a familiar adult**

- Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
- Plans a writing activity with a familiar adult, communicating by signing the materials needed.
- Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult.
- Communicates to peer who is talking loudly, “The teacher said to use our inside voices.”
- Communicates to peers, “It’s time to clean up and get ready for snack,” after noticing a familiar adult clearing off the lunch table.

**Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems**

- Communicates to peer who is talking loudly, “The teacher said to use our inside voices.”
- Communicates to peers, “It’s time to clean up and get ready for snack,” after noticing a familiar adult clearing off the lunch table.
- Opens door for a familiar adult who is carrying an armful of books.
- Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group.

**Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults’ goals through words or actions**

- Communicates to peer who is talking loudly, “The teacher said to use our inside voices.”
- Communicates to peers, “It’s time to clean up and get ready for snack,” after noticing a familiar adult clearing off the lunch table.
- Opens door for a familiar adult who is carrying an armful of books.
- Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group.

- Laughs and communicates, “That was funny!” while watching as a familiar adult tells a joke and laughs.
- Asks a familiar adult what kinds of things they like to do together after the adult shares a picture of being outside with a dog.
- Asks a familiar adult, “Do you like to dance?” after the adult puts on dance music.
- Communicates, “Sometimes my mom is tired from working all day and doesn’t feel like playing games with me at night.”

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**Examples**

- Communicates to a familiar adult, “Want to read with me?” during free-choice time.
- Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
- Shows a drawing to a familiar adult and tells the adult what is happening in the drawing.
- Uses an electronic tablet to play a game with a familiar adult.

- Asks a familiar adult what they might see when they go on a field trip.
- Asks a teacher why another child is not going outside with the group.
- Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly.
- Asks a familiar adult, “Is that the zoo we went to?” while looking at photos of zoo animals.

- Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack.
- Brings a board game to a familiar adult and communicates an interest in playing together.
- Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”
- Works with a familiar adult and a group of children to make a prop for a class play over two days, offering ideas for its design and what materials to use.

- Communicates to peer who is talking loudly, “The teacher said to use our inside voices.”
- Communicates to peers, “It’s time to clean up and get ready for snack,” after noticing a familiar adult clearing off the lunch table.
- Opens door for a familiar adult who is carrying an armful of books.
- Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group.

- Laughs and communicates, “That was funny!” while watching as a familiar adult tells a joke and laughs.
- Asks a familiar adult what kinds of things they like to do together after the adult shares a picture of being outside with a dog.
- Asks a familiar adult, “Do you like to dance?” after the adult puts on dance music.
- Communicates, “Sometimes my mom is tired from working all day and doesn’t feel like playing games with me at night.”

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### SED 4: Relationships and Social Interactions with Peers

**Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers**

#### Mark the latest developmental level the child has mastered:

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<td>Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays</td>
<td>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</td>
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<tr>
<td>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</td>
<td>Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</td>
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#### Examples

- Takes a few turns trying on hats with a peer.
- Plays chase briefly outside with two peers, and then goes to play alone on the slide.
- Plays cars with a peer for a short while.
- Builds a train track with two friends, taking turns connecting the track pieces.
- Laughs and makes funny noises or faces with a friend while singing a song together.
- Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.
- Invites friends to build a castle with blocks, and, at clean-up time, asks to save it so they can continue building tomorrow.
- Invites friends to continue working on the art project from the day before.
- Plays school with friends, showing them the charts on the wall and pretending to read a book aloud.
- Plans how to design a large drawing on a poster with several peers, choosing materials and negotiating tasks.
- Acts out a familiar story with peers, planning different characters and scenarios.
- Joins peers in planning and gathering materials needed for small group writing activity.
- Asks a friend, “What should we play, blocks or puppets?” and plays the activity the friend chooses.
- Suggests taking turns when they both want to play on the swings.
- Defends a friend who is teased by another child.
- Tells another child to not sit on the carpet square because it is being saved for another friend.
- Shares with a friend that blue is the prettiest color and that’s why it is her favorite.
- Communicates to another child, “I was scared when the door slammed shut, I thought it was a stranger.”
- Communicates in agreement with a friend, “I like her, too. She is nice. But, he’s too loud and I don’t like to sit next to him during reading time.”

- Shares with a friend that blue is the prettiest color and that’s why it is her favorite.
- Communicates to another child, “I was scared when the door slammed shut, I thought it was a stranger.”
- Communicates in agreement with a friend, “I like her, too. She is nice. But, he’s too loud and I don’t like to sit next to him during reading time.”
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Introducing</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in pretend-play sequences</td>
<td>Engages in pretend play with others around a shared idea</td>
<td>Engages in roles in pretend-play sequences with others</td>
</tr>
</tbody>
</table>

**Examples**

- Pretends to be a doctor and takes care of a stuffed bear that is "sick."
- Makes a pretend cake and offers a "taste" to an adult.
- Makes a 'pizza' out of play dough and puts it in the play oven.
- Sits in a box, pretending it is a boat.
- Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus."
- Pours "coffee" for friends while seated together at a table in the dramatic play area.
- Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.
- Pumps arm while saying "Whoo-whooh," and then collects "tickets" from seated "passengers."
- Plays store, "scanning" items, placing them in bags, and collecting "money" from peers.
- Uses a hose to "pump gas" as other children wait in line with their tricycles.

**Integrating**

| Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea | Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group | Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line |

- Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.
- Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.
- Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.
- Finds more scarves and instruments to give the children joining the "musical dance party" during pretend play.
- Communicates, "We can pretend we are in the jungle, instead of the beach, if we want to be lions," in response to another child's request to be a lion instead of a dolphin.
- Offers to stop being the bus driver when another child requests to be the bus driver.
- Communicates, "I don't want to go near the water because I'm scared of the water," while pretending to be a character in a story who is scared of the water.
- Enacts a complex story, using action figures, about rescuing townspeople from "bad guys" while overcoming obstacles.
- Communicates, "Let's pretend you have a long-lost sister who suddenly appears and she has lots of money!" and subsequently enacts the sister role.
**Developmental Domain: LLD – Language and Literacy Development**

**LLD 1: Understanding of Language (Receptive)**

Child understands increasingly complex communication and language

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
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<tr>
<td>Later</td>
<td>Later</td>
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</tbody>
</table>

**Examples**

- Offers to help after an adult communicates, “Would you like to help me carry these counters to the table?”
- Offers to help after an adult communicates, “Would you like to help me feed the turtle?”
- Collects different types of art supplies after an adult explains an art project and where to find the supplies.
- Hands crayons from the shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”
- Adds blocks to a tower after a peer says, “Let’s make our skyscraper the tallest!”
- Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.
- Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird.
- Communicates, “I’m going to be a princess someday and live in a castle,” while playing with costumes.
- Pretends to be a character in a story after a read-aloud of the story.
- Contributes ideas during a classroom activity about what grown-ups do while at work.
- Explains how to plant seeds to a peer after an adult reads a book about planting seeds.
- Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
- Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.
- Communicates, “It must have been an accident,” when another child says, “I didn’t mean to break the vase.”
- Communicates, “No way,” when an adult says dramatically, “It’s so cold I think my nose will fall off.”
- Laughs when peer communicates, “Why did the cookie go to the doctor? Because it felt crummy.”
- Looks outside at the rain storm when an adult says, “It’s raining cats and dogs.”
- Nods and places hand on friend’s shoulder when the friend communicates, “I couldn’t remember what to say, I got cold feet,” after a school play.
- Responds about an art project with peers, “We worked all morning,” after adult says, “You are as busy as bees!”

- Demonstrates understanding of common figurative language such as idioms, metaphors, and similes

---

**Understanding of Language (Receptive)**

**LLD 1 (of 10)**

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Page 10 of 56
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
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<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
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<tr>
<td>Later</td>
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</tbody>
</table>

- **Responsiveness to Language**
- **LLD 2**
- **Developmental Domain: LLD - Language and Literacy Development**
- **Child communicates or acts in response to language and responds to increasingly complex language**

### Building

- **Earlier**
  - Responds to one-step requests or questions involving an action that will happen right away
  - Carries out a one-step request that relates to a new or an unfamiliar activity or situation
  - Carries out multi-step requests that involve a familiar activity or routine

- **Middle**
  - Puts used paper into recycling bin that was recently added to the room after adult communicates, “Please put used paper in the recycling bin.”
  - Follows simple direction to tag another child when learning a new game.
  - Gets drum after adult communicates, “Let’s get ready for the new music teacher.”

- **Later**
  - Chooses a book and then carries it to the library counter after an adult says, “Find a book and take it to the library counter.”
  - Gathers several materials from the science center and places them on a table, as suggested by an adult, to prepare to plant seeds for a class experiment.
  - Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.

### Integrating

- **Earlier**
  - Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
  - Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

- **Middle**
  - Follows steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands.
  - Follows adult’s request to “push your chair in, put your book in the cubby, and wash your hands.”
  - Follows instructions that explain how to construct a 100’s day poster - by segmenting the poster into 10 sections, selecting 10 groups of items, and then gluing the items to the poster.

- **Later**
  - Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a “shadow” during a movement activity.
  - Repeats and writes down the rules of a new game a peer created.
  - Begins to assemble an igloo according to an elaborate plan for building it previously discussed by a group of peers.

- **Examples**
  - Picks up crayons after an adult says, “Please pick up the crayons.”
  - Brings a water bottle to the classroom plants after a peer says, “Let’s get water for the plants.”
  - Brings shoes after an adult requests, “Bring me your shoes. I’ll help you put them on.”
  - Uses a communication board to make a choice when an adult asks, “What would you like to do next?”

- **Responsiveness to Language**

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## LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Uses short phrases or sentences of more than two words to communicate**
- **Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**
- **Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**
- **Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**
- **Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and**
- **Adapts own speech to the level of the listener**
- **Uses most of the grammar of adult-like speech; and**
- **Converses about a broad range of abstract ideas and concepts**

**Examples**

- Communicates, “It’s my turn,” when an adult brings the pet rabbit for a visit.
- Communicates, “I want Mommy.”
- Communicates, “I like dogs,” while looking at an animal book.
- Communicates, “The rabbit is scared,” when sharing a story about a rabbit who went into the bushes. (“Scared” is an adjective.)
- Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)
- Communicates, “Our dog is huge,” after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.)
- Communicates, “He runned really fast [He ran really fast].” (“Runned” is past tense with grammatical error.)
- Communicates to a peer, during play, “Yesterday, we made vegetable soup at my house.” (“We” is a pronoun; “made” is past tense.)
- Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “he” is a pronoun; “will be” is future tense.)
- Communicates in sign language that the cat’s feet are wet.” (“Cat’s” is possessive; “feet” is plural.)
- Communicates, “My grandma is really old. She has white hair and lots of wrinkles.”
- Communicates via spoken words, signs, or a communication device, “The dog ate the cat’s food, and then he got in trouble. We put him outside and he was very sad.”
- Communicates, “Dragons don’t need bikes ‘cause they can fly. They have really big wings.”
- Communicates to a peer, “Let’s hurry and clean up so we can go outside.”
- Communications, “He used to like those cookies,” pointing to a cookie and then repeats to a friend who can’t see over the counter, “I used to like chocolate chip cookies, but now I like sugar cookies.”
- Communicates to peer while looking at a book about the moon and planets, “I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving.”
- Communicates to adult away from peers, “I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?”

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

---

**Communication and Use of Language (Expressive)**

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**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in brief back-and-forth communication, using short phrases and sentences</td>
<td>Engages in brief conversations with a shared focus</td>
<td>Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas</td>
</tr>
</tbody>
</table>

**Examples**

- Communicates, “I’m the baby,” after a peer communicates, “I’m the mommy,” while playing house.
- Hands play dough to a peer. When the peer takes the play dough and says, “I’m gonna make a dog,” the child responds, “I’m making a snake.”
- Asks a peer for some pattern blocks from the peer.
- Engages in back-and-forth communication that develops into increasingly extended conversations
- Responds to an adult’s comments and abstract ideas of others during extended conversations

**Note:** Conversations can include communication using sign language or alternative communication systems.

- Communicates, “That’s my family,” while sharing a family photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Responds to an adult’s comments about animals that live in the zoo. “I went to the zoo.” When an adult says, “Then when the adult asks, “What animals do you like?” the child responds, “They like the alligators best,” and continues to converse about other animals at the zoo.
- Has a brief conversation with a peer while looking at a caterpillar together. Comments, “That’s really hairy.” When the peer responds, “Yeah, really hairy,” the child continues, “He has lots of legs, too.”
- Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When the peer asks, “every Sunday?” the child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when the peer says, “My grandma takes me to the park,” the child responds, “My grandma takes me to the store,” and continues. Conversation continues.
- Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, the child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, the child continues the conversation by saying that some dinosaurs flew like birds.
- Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow.
- Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.
- Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.
- Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
- Builds on both concrete and abstract ideas of others during extended conversations
- Seeks additional information during extended conversations in order to understand and build on the ideas of others; and displays appropriate turn taking and social conventions of conversation

- Asks a peer, “Would you like to come over to my house to play?” When the peer asks, “Today?” the child responds, “I’ll ask my mom if it’s okay to invite a friend over today.” Conversation continues.
- Adds, “And then you lean forward to go again,” during a conversation with a friend about how to ride a skateboard.
- Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole.
- Asks an adult if it is a lie to tell your family a lie?
- Intervenes in conversations about other animals at the zoo.
- Responds to adult’s comments during extended conversations.
- Displays appropriate turn taking and social conventions of conversation.

- Asks a peer, “Why don’t you like this animal?” and continues.
- Responds to peer who says, “I don’t like that animal” with an alternative animal.
- Engages in brief conversations with a shared focus
- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas

- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas
- Displays appropriate turn taking and social conventions of conversation.

- Communicates, “That’s my family,” while sharing a family photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Engineering, “That’s my family,” while sharing a family photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas
- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas

Note: Conversations can include communication using sign language or alternative communication systems.
### Developmental Domain: LLD — Language and Literacy Development

#### LLD 5: Interest in Literacy
Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Later</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks at books page by page, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</td>
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<td></td>
</tr>
</tbody>
</table>

**Examples**

- Pretends to read a book from start to finish.
- Explores book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Uses flannel-board pieces to retell parts of a story after story time.
- Retells a familiar story to a peer while pretending to read from a book.
- Uses a communication device to tell the sequence of events in a favorite story.
- Pretends to be a character from a story using props.
- Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).
- Asks for help finding a book about bugs after listening to a story about ladybugs.
- Participates, with others, in using the computer to create a story about a class trip.
- Makes up own version of rhyming song with peers’ names.
- Constructs a storybook about places to visit that includes pictures from a travel magazine.
- Looks at a book about the “phases” of the moon after moon phases had been introduced by an adult.
- Participates, with others, in constructing a story about a favorite经历
- Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.
- Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read during group reading.
- Resumes reading a chapter book from the library during free time.
- Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.
- Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.
- Engages in independent and shared book reading;
  - and
  - Uses text to research topics of interest;
  - and
  - Participates in adult-led discussions exploring literature

**Interest in Literacy**

<table>
<thead>
<tr>
<th>LLD 5 (of 10)</th>
</tr>
</thead>
</table>

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

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**Note:**

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**LLD 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes comments or asks questions about text presented in books or the environment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Examples**

- Communicates, “Elephants have really big ears,” after an adult reads about elephants.
- Asks, “Why did they go there?” during the reading of a story.
- Points to a lighted exit sign and asks, “What does that say?”
- Communicates, “Firefighters have to wear special clothes so that they don’t get burned,” after an adult reads a book about what firefighters do.
- Holds up two books about bears and communicates, “These two books are about bears, but the bears in Goldilocks are nicer.”
- Relates what happens in a familiar storybook to a peer as they begin to share the book together.
- Communicates, “At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry,” after reading a book together with an adult.
- Retells a story using detail explaining why it is an important story about how we are polluting the earth.
- Communicates, “It is not okay that some people don’t have food to eat and go to bed hungry,” after hearing a story read by an adult about children living in poverty.
- Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.

**Comprehension of Age-Appropriate Text**

- Communicates, using a communication board, “Firefighters have to wear special clothes so that they don’t get burned,” after an adult reads a book about what firefighters do.
- Communicates, “First, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry,” after reading a book together with an adult.
- Retells a story using detail explaining why it is an important story about how we are polluting the earth.
- Communicates, “It is not okay that some people don’t have food to eat and go to bed hungry,” after hearing a story read by an adult about children living in poverty.
- Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
## LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
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<td>Later</td>
<td>Later</td>
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</table>

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
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</tbody>
</table>

### Examples

- Puts up a book, opens it up, and then turns it right side up.
- "Reads" to self, attempting to turn pages from front to back.
- Turns pages of an adapted book using ice pop stick handles.
- Points at a stop sign and then communicates, "That means stop," while looking at pictures on a felt board.
- Points to the print while pretending to read a page with both print and pictures.
- Requests that an adult writes words next to a picture the child has drawn.
- Moves fingers along print, from one end of the page to another.
- Points to the first word on a page and then communicates, "Start here."
- Points to the words on the front cover of the book or title page and communicates that it is the name of the book.
- Follows along Braille text with both hands.
- Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center."
- Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as "corn," "milk," and "bread."
- Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.
- Communicates, "I got three birthday cards in the mail and one had a letter from my grandpa."
- Communication, "For the scavenger hunt at my party, let’s leave clues on note cards or sticky notes so my friends know where to go for the next clue."
- Looks at the instructions of a board game, hands them to an adult, and asks if someone could help.
- Uses index finger to track the sentences in a story while an adult reads the story, pausing finger at the punctuation at the end of sentences.
- Communicates, "This is the beginning of the sentence because the first word has a capital letter."
- Communicates, "There are three sentences on this page."

### Note:

Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes.</td>
<td>Demonstrates awareness of larger units of language (e.g., words, syllables).</td>
</tr>
</tbody>
</table>

### Examples

- Rhymes children’s names with other words during a group sing-along.
- Sings “Twinkle, Twinkle, Little Star” with a group.
- Communicates the rhyming word “fall” after an adult says, “Humpty Dumpty sat on a wall. Humpty Dumpty had a great . .?”
- Uses signs to participate in a song such as “The Wheels on the Bus.”
- Drums out each word in “I am Matt” in a name game in the classroom, after an adult has modeled drumming while saying single words.
- Claps the syllables in familiar words, such as children’s names or days of the week with adult and peers.
- Moves arms each time the word “row” is said in the song “Row, Row, Row Your Boat” with adult and peers.
- Answers, “Goldfish,” after an adult asks, “If you put together the words ‘gold’ and ‘fish,’ what word does that make?”
- Communicates, “Rain,” after an adult communicates, “There are two words in ‘raincoat.’ What happens when we take away the word ‘coat’?” while moving a picture of a coat away from a picture of rain.
- Communicates, “Zebra,” after an adult separates the word into syllables, and says, “Ze-” and “bra,” while looking at a wordless picture book about the zoo.
- Communicates, “Marker,” after an adult communicates, “What happens when I put the two syllables ‘mark’- and ‘-er,’ together?”
- Communicates, “Cup,” at the snack table, after an adult says, “I have a c- up. What do I have?”
- Communicates, “Ice,” after an adult asks what word is left when the m— is removed from the word “mice,” while playing a word game.
- Communicates, “d” (letter sound), while looking at a picture of a dog, after an adult says, “What is the first sound you hear when you say ‘dog’?” while looking at pictures of dogs together.
- Chooses the picture of a mouse after an adult shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk.
- Selects a picture of a bat when asked to find the word that ends the same as ‘pet’.
- Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /k/-/a/-/t/ for “cat”; /j/-/u/-/p/ for jug).
- Communicates, “Ink, pink ink,” when adult playing sound game asks, “What little word do you have if I take off the initial sound of ‘/p/’ from the word pink?”
- Sounds out the word cat, “/p/ /e/ /t/,” when adult playing sound game asks, “What are the sounds in ‘pet’?”
- Sings the name “Mary” then sings the name “Gary” by substituting “/g/” for “/m/” to make Gary, when playing the name game.
- Communicates to a peer, “No, my name is pronounced ‘Kim,’ not ‘Kam.’”

**Note:** Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

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**Phonological Awareness**

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**Developmental Domain:** LLD — Language and Literacy Development  
**LLD 9: Letter and Word Knowledge**  
Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words

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**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Building</th>
<th></th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Middle</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Later</td>
</tr>
</tbody>
</table>
| Demonstrates awareness of a few letters in the environment | Identifies some letters by name | Identifies ten or more letters (not necessarily at the same time);  
and  
Shows understanding that letters make up words | Identifies most uppercase letters and most lowercase letters (not necessarily at the same time);  
and  
Shows understanding that letters correspond to sounds in words |
|                           |          |                                      | Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;  
and  
Identifies frequently-used words (e.g., the, of, is, to, you, she, my) |
| Examples                  |          |                                      | Assembles or splits apart words to make new words;  
and  
Identifies both short vowel sounds and long vowel sounds for most vowels |
| ▶ Holds up hand or communicates, “Me,” when an adult holds up a sign with child’s name. | ▶ Names some letters while looking at an alphabet book.  
Points and names some letters in an alphabet puzzle.  
Communicates some letter names in Braille.  
Communicates, “I found the same letter,” when playing a letter matching game in print or Braille. | ▶ Names at least ten letters while placing them on a magnet board.  
Copies the word “cat” and communicates that it says “cat” (letters may not be written accurately).  
Says, “Fish,” after reading the word in Braille.  
Communicates, “I have two As in my name, one big A and one little a,” when reading own name, Anna, on cubby.  
Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.  
Communicates, “Those both start with B,” after hearing the words “ball” and “bat” in a story.  
Looks at the word “mat” in large print and says “m” (letter sound).  
Communicates, “There are two ways you can say this letter,” while pointing to the lowercase letter “a.”  
Looks at the word “bait,” and accurately says “the second vowel means it’s not “bat,” it’s “bait.”  
Communicates, “If you take out the “o” in “come” and put in an “a” it becomes “came.”” | ▶ Communicates, “I have two As in my name, one big A and one little a,” when reading own name, Anna, on cubby.  
Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.  
Communicates, “Those both start with B,” after hearing the words “ball” and “bat” in a story.  
Looks at the word “mat” in large print and says “m” (letter sound).  
Communicates, “There are two ways you can say this letter,” while pointing to the lowercase letter “a.”  
Looks at the word “bait,” and accurately says “the second vowel means it’s not “bat,” it’s “bait.”  
Communicates, “If you take out the “o” in “come” and put in an “a” it becomes “came.”” |

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**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

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**Letter and Word Knowledge**

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**LLD 9 (of 10)**
## Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

**Examples**

- Draws circles and lines and comments “Baby” and “Mommy.”
- Makes marks on paper and then explains that it is a birthday cake.
- Draws a series of lines to represent a house and a tree.
- Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.
-签s a self-made card to grandma, using a few letters from own name.
- Uses a few letter stamps to represent own name.
- Makes marks to write down a restaurant order in the dramatic play area.
- Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”
- Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
- Makes marks to write down a restaurant order in the dramatic play area.

**Note:** Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
### ELD 1: Comprehension of English (Receptive English)

Child is progressing toward fluency in understanding English

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Passes a book to another child when requested in the child’s home language, having not responded to the same request in English.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:

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**Comprehension of English (Receptive English)**

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**ELD 2: Self-Expression in English (Expressive English)**
Child shows increasing progress toward fluency in speaking English

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates in home language or nonverbally, or both</td>
<td>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</td>
<td>Communicates in English, using single words and common phrases (may mix English with home language)</td>
<td>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</td>
<td>Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)</td>
</tr>
</tbody>
</table>

### Examples
- Takes an adult’s arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.
- Nods “Yes” and responds in home language in response to a routine question such as “Do you want more milk?” while an adult holds up a pitcher of milk.
- Communicates, “¿Puedo pintar contigo?” [“Can I paint with you?” in Spanish] while approaching a peer who is painting.
- Communicates, “This is their home.” in Mandarin, while putting some toy animals under a blanket in the dramatic play area.

### Child is emerging to the next developmental level
- Communicates in English, “Marker,” to ask for a marker from a peer while playing restaurant in the dramatic play area.
- Communicates in English, “I make galletitas” [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” [“I made cookies and bread. Do you like it?”]
- Communicates to a peer “My dad ride a horse,” [“My dad rides a horse”] while attempting to draw a horse.
- Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.”
- Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].”
- Communicates in English, “I’m going to cook them now,” while throwing play dough noodles into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here’s a plate for you,” while handing it to a peer.
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>Uses simple words and short phrases in English (often uses actions; may mix English with home language) to communicate understanding about a book, story, song, or poem told or read in English</td>
<td>Uses words and phrases in English (sometimes uses actions; may mix English with home language) to communicate understanding about key ideas of a book, story, song, or poem told or read in English</td>
<td>Uses elaborated English phrases with a variety of vocabulary and grammatical structures (may mix English with home language) to communicate understanding of the content of a book, story, song, or poem</td>
</tr>
</tbody>
</table>

**Examples**

- Joins in with peers who are singing a song or chant in home language.
- Looks at pages of a picture book with a peer while an adult reads the book aloud in English.
- Watches a retelling of The Three Bears in English on the flannel board, after the story has been read in home language.
- Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers.
- Gestures at a picture of a baby bear and says, “Baby,” while an adult is reading The Three Bears in English to a small group of children.
- Comments in home language about a picture in a book, after hearing other children making comments.
- Repeats the first line of “Five Little Monkeys Jumping on the Bed,” with accompanying hand motions.
- Draws a picture and communicates, “This is spider. This is fly.” after listening to the book The Very Busy Spider.
- Communicates to a peer, “Look! Look! ¡Una oruga ["a caterpillar” in Spanish]! Like the book!” while playing outside, after The Very Hungry Caterpillar was read aloud in English.
- Communicates, “Baby bear mad! The girl, she eat it all. ¡Todo! ["All of it!” in Spanish]” during a teacher-guided discussion in English about The Three Bears, which has been read aloud and retold on several occasions with props.
- Communicates most of the words of “Five Little Monkeys Jumping on the Bed” and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.
- Communicates, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean.
- Communicates, “My mommy kiss me before I come to school. She say, ‘I love you, hijito.’ Then she goes to work,” while reading The Kissing Hand with an adult. ["Hijito” is a term of endearment that is often used with young children in some South American countries.]
- Communicates, “She sat in Papa Bear’s chair. It was enorme [“enormous” in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters in The Three Little Bears.
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</td>
<td>Demonstrates awareness that print in English carries meaning</td>
<td>Demonstrates understanding that English print consists of distinct letters with names in English</td>
<td>Identifies several English letters; and Recognizes own name in English print</td>
<td>Identifies at least ten English letters; and Identifies a few printed words frequently used in English</td>
</tr>
</tbody>
</table>

**Examples**
- Shows an adult a book and requests, “Can you read me this book?” in Vietnamese.
- Gestures toward a Chinese character representing own name and says name.
- Asks an adult to read a note written in home language by a parent.
- Brings tricycle to a stop when a peer holds up a stop sign.
- Points to a caption written in English under a picture and asks an adult, in home language, what it says.
- Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.”
- Gestures to the title of a book about trucks and communicates to an adult, in home language, “This book is about trucks.”
- Asks, in home language or in English mixed with home language, “What letter is this?” while pointing to the first letter of own name on cubby label.
- Communicates in English, “M,” while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).
- Gestures toward the letter O on a peer’s name tag after drawing an O in a sand tray.
- Gestures at name printed in English and communicates, in English or home language, “That’s my name.”
- Names four English letters correctly while playing with magnetic letters with a peer.
- Communicates, “I have a T, and you have a T. I have an A, but not you,” [“I have an A, but you don’t.”] while gesturing at own name and a peer’s name.
- Names all the letters in own name correctly one by one, and then gestures at a friend’s name and names several letters, while standing at the name chart.
- Recognizes words posted in the writing center, such as “Mom,” “Dad,” and “love,” after a small group activity about writing letters to family members.
- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice [“Look, this says” in Spanish] ‘s– t– o– p’ [using English letter names],” while pointing to a stop sign to a Spanish-speaking peer.
- Communicates to a peer, “Mira, este dice [“Look, this says” in Spanish] ‘s– t– o– p’ [using English letter names],” while pointing to a stop sign to a Spanish-speaking peer.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
### COG: MATH 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
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<tbody>
<tr>
<td><strong>Building</strong></td>
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<tr>
<td>Earlier</td>
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<td>〇</td>
</tr>
</tbody>
</table>

- Sorts objects into two groups based on one attribute, but not always accurately.
- Sorts objects accurately into two or more groups based on one attribute.
- Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups.

<table>
<thead>
<tr>
<th><strong>Integrating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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</tbody>
</table>

- Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups.
- Sorts objects to gather and organize information, compares the groups of objects, and interprets the information.

#### Examples

**Building**

- Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.
- Sorts rocks into two piles, big and small, after a neighborhood walk.
- Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.

**Integrating**

- Sorts buttons by color, and then sorts all of them again by shape or size.
- Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes).
- Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.

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**COG: MATH 2: Number Sense of Quantity**

**Domain:** Cognition: Math (COG: MATH)

**Subdomain:** Child shows developing understanding of number and quantity

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

| Identifies small quantities without counting, up to three | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten | Shows understanding that the last number counted is the total number of objects in the group | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20 |
| Counts six chairs, then counts seven children, and communicates, “We need one more chair.” | Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one-to-one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes numerals 0 to 20 |
| Counts 34 straws by first counting three bundles of ten straws, “ten, twenty, thirty,” and then counts four loose straws “31, 32, 33, 34,” and writes down that there are “34” straws. | Counts 34 straws by first counting three bundles of ten straws, “ten, twenty, thirty,” and then counts four loose straws “31, 32, 33, 34,” and writes down that there are “34” straws. |

**Examples**

- Communicates a desire for two apple slices after noticing that a peer has two apple slices.
- Communicates, “Three dogs,” while looking at a picture of three dogs.
- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.
- Counts out loud, “One, two, three, four, five,” saying the next number as the next cup is placed on the table.
- Chants numbers from one to 10 in order while waiting for a drink at the water fountain.
- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.
- Counts ducks in a story book, “One, two, three, four, five,” and then communicates that there are five.
- Communicates that there are six cubes after counting a collection of six cubes.
- Counts four pencils and says, “Four,” when asked how many pencils there are.

**Number Sense of Quantity**

**COG: MATH 2 (of 6)**

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Page 25 of 56
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Attends to or explores changes in numbers of objects</td>
<td>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</td>
</tr>
<tr>
<td>Uses counting to add or subtract one or two objects to or from a group of at least four objects</td>
<td>Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Communicates, “Now we have more,” when an adult combines markers from the shelf with some on the table.</td>
<td>Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and</td>
</tr>
<tr>
<td>Communicates, “They’re almost gone,” after taking the next-to-last unit block out of the basket.</td>
<td>Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7 = 5 + 2; 7 = 6 + 1)</td>
</tr>
<tr>
<td>Notices when another child’s bowl has more beads than own bowl, and asks an adult to add beads to own bowl.</td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.</td>
<td>Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction</td>
</tr>
<tr>
<td>Communicates, “Only two left,” when an adult removes a torn bean bag from a group of three bean bags.</td>
<td></td>
</tr>
<tr>
<td>Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.</td>
<td></td>
</tr>
<tr>
<td>Gives one of two cars to another child, and then communicates, “I have one and you have one.”</td>
<td></td>
</tr>
<tr>
<td>Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.</td>
<td></td>
</tr>
<tr>
<td>Adds one counting bear to a group of four, and counts, “I have one . . . two . . . three . . . four . . . five.”</td>
<td></td>
</tr>
<tr>
<td>Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.</td>
<td></td>
</tr>
<tr>
<td>Communicates, “I have four hair clips, but I gave one to my sister. Now I have three.”</td>
<td></td>
</tr>
<tr>
<td>Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.”</td>
<td></td>
</tr>
<tr>
<td>Pacifies a child who is noticeably upset about a calculation problem: “7 plus 2 plus 3.” (make a 10 and count-on strategy)</td>
<td></td>
</tr>
<tr>
<td>Communicates, “I have eight. I can also do four and four and still have eight.”</td>
<td></td>
</tr>
<tr>
<td>Brings six papers to the table</td>
<td></td>
</tr>
<tr>
<td>Communicates, “When you have 10 cars, if I took 3 away, how many do you have left?”</td>
<td></td>
</tr>
<tr>
<td>Solves the problem: “7 + 2,” presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles.</td>
<td></td>
</tr>
<tr>
<td>Adds one counting bear to a group of four, and counts, “I have one . . . two . . . three . . . four . . . five.”</td>
<td></td>
</tr>
<tr>
<td>Removes three cars and counts the number of cars left: “1, 2, 3, 4, 5, 6, 7,” and replies “14” when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count-on strategy)</td>
<td></td>
</tr>
<tr>
<td>Removes three cars and counts the number of cars left: “1, 2, 3, 4, 5, 6, 7,”</td>
<td></td>
</tr>
<tr>
<td>Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.</td>
<td></td>
</tr>
<tr>
<td>Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Number Sense of Math Operations**

- **COG: MATH 3 (of 6)**

---

**Examples**

- Communicates, “Now we have more,” when an adult combines markers from the shelf with some on the table.
- Communicates, “They’re almost gone,” after taking the next-to-last unit block out of the basket.
- Notices when another child’s bowl has more beads than own bowl, and asks an adult to add beads to own bowl.
- Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- Communicates, “Only two left,” when an adult removes a torn bean bag from a group of three bean bags.
- Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.
- Gives one of two cars to another child, and then communicates, “I have one and you have one.”
- Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.
COG: MATH 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th></th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties</td>
<td>Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words</td>
<td>Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)</td>
</tr>
</tbody>
</table>

**Examples**

- Gestures to indicate how big the family dog is, when asked.
- Communicates, “This pumpkin is so heavy.”
- Communicates, “My braid goes down my back. It’s long.”
- Communicates, “This one is longer,” when placing interlocking cubes side by side to check which is longer.
- Chooses the bigger of two buckets when asked to bring the one that will hold more water.
- Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
- Arranges several leaves by size while working on a fall leaf project.
- Lines up several objects from smallest to largest in the science area.
- Arranges five shapes on an electronic tablet from small to large by touching and dragging.
- Puts four different objects on a balance scale, then lines them up from lightest to heaviest.
- Fills a measuring cup twice to add two cups of oatmeal during a cooking activity.
- Uses a balance scale to find out which of two fruits is heavier.
- Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

- Lays cubes of different sizes in a line along a table to measure how long the table is.
- Places same-size blocks along the edge of the rug, with some gaps between blocks, when using the blocks to measure the length of the rug.
- Determines how many sticks are needed to measure the bridge by placing sticks from one end of the bridge to the other end, with some overlap between sticks, then counting the number of sticks.
- Covers the area of a tray with rows of square tiles, with some gaps between tiles, and counts the number of tiles.
- Measures how far his friend jumped by placing same-sized rulers end-to-end, counting them, and communicating, “You jumped two rulers.”
- Communicates, “You need more of the one-inch cubes because they are smaller,” after measuring the length of a table twice – first, with one-inch cubes, and then with nine-inch cubes – end-to-end with no gaps between cubes.
- Covers a rectangular space with rows of equal-sized tiles, placed with no gaps or overlaps, and counts the number of tiles.
- Fills up two boxes with same-sized cubes placed next to each other and stacked to the top of each box, and communicates, “The small box has 12 cubes and the large box has 18 cubes.”

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- Communicates, “This pumpkin is so heavy.”
- Communicates, “This one is longer,” when placing interlocking cubes side by side to check which is longer.
- Chooses the bigger of two buckets when asked to bring the one that will hold more water.
- Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
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- Puts four different objects on a balance scale, then lines them up from lightest to heaviest.
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- Covers the area of a tray with rows of square tiles, with some gaps between tiles, and counts the number of tiles.
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- Fills up two boxes with same-sized cubes placed next to each other and stacked to the top of each box, and communicates, “The small box has 12 cubes and the large box has 18 cubes.”
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Level</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Matches simple sequences that are seen, heard, or experienced</td>
<td>Creates, copies, or extends unit of the pattern; and Identifies smallest repeating unit of the pattern (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Attempts to create simple repeating patterns (with two elements)</td>
<td>Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creates, copies, or extends complex patterns (with three or more elements)</td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- Matches simple sequences that are seen, heard, or experienced:
  - Lines up toy farm animals in the same order as a peer does.
  - Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”
  - Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book *Brown Bear, Brown Bear, What Do You See?*.

- Attempts to create simple repeating patterns (with two elements):
  - Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
  - Claps, stomps, and then repeats.
  - Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).

- Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern:
  - Continues a simple repeating pattern of drumbeats started by an adult.
  - Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block.
  - Extends a simple repeating pattern of colors on a computer, using a touch screen.

- Creates, copies, or extends complex patterns (with three or more elements):
  - Add cubes to continue red-yellow-blue pattern.
  - Makes up a rhythmic sequence by clapping, patting, and stomping.
  - Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.
  - Observes the square-circle-circle pattern on the rug and communicates, “Square, circle, circle repeats over and over.”
  - Creates a movement pattern of jump-clap-clap to match the musical sounds of drum-cymbal-cymbal.
  - Strings beads in a red-red-blue-blue pattern and communicates, “It’s the same like that one with green-green-purple-purple, but with different colors.”
  - Communicates, “Here there is one circle, then there are two more circles and here there are three more circles, so the next one will have four more circles.”
  - Points to a growing pattern they built in a group activity and communicates, “This house has one square and one triangle, this one has two squares and two triangles, and this house has three squares and three triangles.”

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

---

**COG: MATH 5 (of 6)**

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Page 28 of 56
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
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<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
</tbody>
</table>

**Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them**

**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**

**Recognizes shapes when they are presented in different orientations or as parts of other objects**

**Describes several shapes and the differences between them**

**Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)**

**Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and**

**Creates representations of shapes based on knowledge of defining attributes**

**Examples**

- Places different-shaped blocks on shelves labeled with matching shapes.
- Uses ink stamps to make a row of circles and a row of squares.
- Chooses blocks of the same shape to build a tower with a peer.
- Communicates, “Next, I’ll do the triangle,” after placing a square in a puzzle.
- Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game.
- Communicates, “My sandwich is a square,” while holding up a sandwich at lunch.
- Names “square,” “circle,” and “triangle” after exploring each shape piece with hands.
- Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
- Communicates that a triangle has three sides and a square has four sides.
- Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.
- Communicates, “This triangle has three sides and this hexagon has one, two, three, four, five sides,” after a group activity comparing different shapes.
- Points to the door and then to a rectangle block laying on its side and communicates, “The door is a big rectangle and the block is a small rectangle,” while playing a shape-finding game.
- Communicates to the adult, “I put two cylinders on the bottom and a rectangle on top to make the bridge.”
- Communicates, “This is still a triangle because it has three sides and three corners,” while pointing to a very narrow triangle that has two long sides and one short side.
- Sorts ovals from circles and communicates, “These are round, but they are not circles because here it is long and here it is short.”
- Constructs an accurate rectangle out of straws and communicates, “I needed two long straws and two short straws to make a rectangle.”
- Communicates, “They both have four sides, but they are not the same shape,” and then lays the parallelogram shape on top of the rectangle to show the difference.
- Communicates, “This is an upside-down triangle,” after noticing a yield sign.
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<tbody>
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<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
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</tbody>
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- Communicates, “They both have four sides, but they are not the same shape,” and then lays the parallelogram shape on top of the rectangle to show the difference.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

**Shapes**

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**COG: MATH 6 (of 6)**

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Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Acts on objects to cause a specific result</td>
<td>Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results</td>
</tr>
<tr>
<td>Acts in ways that take into account an anticipated result</td>
<td>Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Offers possible explanations for why certain actions or behaviors result in specific effects</td>
<td>Conducts investigations to gather evidence to support ideas about causes of observable events</td>
</tr>
</tbody>
</table>

**Examples**

- Pours water into a water wheel to make it spin.
- Puts a toy car in a tube and watches it roll out the other end when the tube is tilted.
- Pulls or directs an adult to pull a tab in an interactive book.
- Communicates, “The ice melted and made water because it’s hot in the sun.”
- Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.
- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, “We have to give it a little bit of food every day. If we give it too much, it will get sick.”
- Communicates, “I eat my whole sandwich because food makes me full of energy, and then I can run really fast.”
- Communicates, during lunch, “I eat my whole sandwich because food makes me full of energy, and then I can run really fast.”
- Communicates to a peer about how to feed the fish: “We have to give it a little bit of food every day. If we give it too much, it will get sick.”
- Communicates, “When the ball comes out this way it hits the wheel and makes it turn.”
- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.
- Communicates, “When the ball comes out this way it hits the wheel and makes it turn.”
- Communicates when seeing ducks flying overhead, “The ducks are leaving because it is getting cold and the water they swim in will become ice and they won’t have anywhere to swim.”
- Communicates, during lunch, “I eat my whole sandwich because food makes me full of energy, and then I can run really fast.”
- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, “When the ball comes out this way it hits the wheel and makes it turn.”
- Reconnects tubes to make the ball come out in the other direction and explains, “When the ball comes out this way it hits the wheel and makes it turn.”
- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, “When the ball comes out this way it hits the wheel and makes it turn.”
- Reconnects tubes to make the ball come out in the other direction and explains, “When the ball comes out this way it hits the wheel and makes it turn.”
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- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, “When the ball comes out this way it hits the wheel and makes it turn.”
- Communicates when seeing ducks flying overhead, “The ducks are leaving because it is getting cold and the water they swim in will become ice and they won’t have anywhere to swim.”

- Uses a ruler to measure how far a marble travels on the ground each time it rolls down a ramp of a different height.
- Keeps track of the effect of light on plants by taking daily pictures of one plant placed near a window and a similar plant placed in a shaded area away from the window.
- Pushes a ball with varying strength (big, medium, and small force) to knock down pins. Predicts, “A bigger push will make the ball speed up, and then more pins will fall down.”

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Developmental Domain: Cognition: Science (COG: SCI)

**COG: SCI 2: Inquiry Through Observation and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Engages in sustained explorations</th>
<th>Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions</th>
<th>Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)</th>
<th>Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Middle</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>Later</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Examples**

- Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too.
- Notices a drooping plant and comments, “How can we make it better?” and tries different ways to support it, such as holding it or leaning it against something.
- Observes a squirrel outside for awhile, and then asks, “Where did it go?” after the squirrel went up a tree.
- Indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.
- Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
- Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
- Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.
- Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.
- Asks an adult, “How do you know if a fruit is really a fruit?” After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds.
- Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, “I think this bean plant grew taller because it got more sun next to the window.”
- Participates in setting up a chart to observe how long it will take for a silkworm to create a cocoon and turn into a butterfly.
- Measures the height of bean plants, and then finds a book to see how tall the bean plants will grow.
- Participates in observing and recording the growth and change of silk worms in the classroom, and compares observations to printed or digital images of stages in the life cycle of silk worms.
- Observes and records on a calendar the number of days it snowed within the last two weeks and uses the internet to see what other parts of the country had snow at the same time.
- Places different materials (i.e., wax paper, cardboard, clear plastic) in front of a beam of light and records the level of transparency (e.g., blocks all of the light, blocks some of the light, or allows the light to pass through).
- Records how the sun appears to move by observing sunny areas of the yard in the morning, noon, and afternoon and then predicts how the sun will move across the sky the next day.
- Determines how much the temperature changes throughout the day by observing and recording the temperature on the thermometer at the beginning, middle, and end of the day.

- Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
- Predicts that paint will turn purple while watching an adult mix together blue and red paint.
- Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
- Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.
- Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.
- Asks an adult, “How do you know if a fruit is really a fruit?” After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds.
- Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, “I think this bean plant grew taller because it got more sun next to the window.”
- Participates in setting up a chart to observe how long it will take for a silkworm to create a cocoon and turn into a butterfly.
- Measures the height of bean plants, and then finds a book to see how tall the bean plants will grow.
- Participates in observing and recording the growth and change of silk worms in the classroom, and compares observations to printed or digital images of stages in the life cycle of silk worms.
- Observes and records on a calendar the number of days it snowed within the last two weeks and uses the internet to see what other parts of the country had snow at the same time.
- Places different materials (i.e., wax paper, cardboard, clear plastic) in front of a beam of light and records the level of transparency (e.g., blocks all of the light, blocks some of the light, or allows the light to pass through).
- Records how the sun appears to move by observing sunny areas of the yard in the morning, noon, and afternoon and then predicts how the sun will move across the sky the next day.
- Determines how much the temperature changes throughout the day by observing and recording the temperature on the thermometer at the beginning, middle, and end of the day.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:

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Inquiry Through Observation and Investigation

DRDP-K (2015): A Developmental Continuum for Kindergarten © 2014-2015 California Department of Education – All rights reserved Page 31 of 56
Developmental Domain: Cognition: Science (COG: SCI)

COG: SCI 3: Documentation and Communication of Inquiry
Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others

Mark the latest developmental level the child has mastered:

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<thead>
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**Communicates similarities or differences in the characteristics of objects**

- Communicates, "This one has a leaf, but that one doesn't," after an adult asks, "How are our plants doing?"
- Gathers several rocks while outside and communicates which are heavy and which are light.
- Communicates, "The grapefruit is big. The lemon is small."
- Uses sign language to describe what a worm feels like and what a caterpillar feels like.

**Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations**

- Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like.
- Holds and looks at a caterpillar closely, and asks an adult to write down, "It's wiggling. It tickles."
- Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.

**Includes details when recording observations or investigations**

- Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.
- Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest.
- Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.

**Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; and**

- Communicates about findings, related ideas, or simple explanations

- Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.
- Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult.
- Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, "Some animals that live in the water have fins."

**Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others**

- Uses tally marks to record other children's favorite colors. Counts the tallies and states, "Six like green and five like pink. Green is the most favorite color."
- Observes a chart that groups animal habitat into two columns, labeled "land" and "water," and communicates, "Some animals are in both columns because they can live on land and in water."
- Shows a graph of an experiment with a ramp and communicates, "When we made the ramp higher the car went really fast, but when it was lower the car didn’t go very fast."

**Constructs thoughtful explanations based on recorded evidence and communicates explanations to others**

- Observes a graph about the speed of cars going down ramps of different heights and communicates, "We need to make the ramp really high to make the car go fast because the higher ramp gives the car more power."
- Records the level of transparency of different materials placed in front of a beam of light and then communicates, "You can’t see the light beam when the cardboard is in front of it because cardboard doesn’t have any holes."
- Reviews a chart that shows the measurements of a plant placed near the window and a plant placed in the closet and explains, "The one in the closet did not grow because it did not have sunlight."

**Examples**

- Reviews a chart that shows the measurements of a plant placed near the window and a plant placed in the closet and explains, "The one in the closet did not grow because it did not have sunlight."

- Observes a graph about the speed of cars going down ramps of different heights and communicates, "We need to make the ramp really high to make the car go fast because the higher ramp gives the car more power."
- Records the level of transparency of different materials placed in front of a beam of light and then communicates, "You can’t see the light beam when the cardboard is in front of it because cardboard doesn’t have any holes."
- Reviews a chart that shows the measurements of a plant placed near the window and a plant placed in the closet and explains, "The one in the closet did not grow because it did not have sunlight."
## COG: SCI 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.

### Mark the latest developmental level the child has mastered:

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- **Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)**

- **Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)**

- **Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)**

- **Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)**

- **Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and demonstrates knowledge of the relationship between what living things need to survive and where they live**

- **Demonstrates knowledge of patterns that can be predicted in living things (e.g., life cycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)**

### Examples

- Communicates, "My puppy likes to eat a lot because he’s growing and getting bigger."
- Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.
- Communicates, "It needs lettuce to grow. All animals need food," after reading a book about a rabbit.
- Communicates, "It is important to keep our home warm so that we don't freeze and die in the winter."
- Communicates, "I saw cactus in the desert. Cactus don't need a lot of water so they can live in the desert."
- Communicates, "Plants need water and light to live," during a discussion about what to include in building a terrarium.
- Communicates, "Because fish live underwater, they need gills to breathe."
- Communicates, "It needs lettuce to grow. All animals need food," after reading a book about a rabbit.
- Communicates, "I saw cactus in the desert. Cactus don't need a lot of water so they can live in the desert."
- Communicates, "Plants need water and light to live," during a discussion about what to include in building a terrarium.
- Communicates, "Because fish live underwater, they need gills to breathe."

### Touches wet ground and communicates, "Muddy."
- Observes that the water is below the roots in a sweet-potato jar and adds more water.
- Wants to know who will feed the fish over the weekend.
- Communicates that a worm is long and wiggly.
- Identifies different animal sounds when visiting a zoo or farm.

### Observes the sky and communicates, "The sun is always in the front yard in the morning and in the back yard in the afternoon."
- Communicates, "The eggs became tadpoles, and then the tadpoles grew into frogs."
- Communicates, "The eggs became tadpoles, and then the tadpoles grew into frogs."

### Identifies different animal sounds when visiting a zoo or farm.
- Communicates, "My puppy likes to eat a lot because he’s growing and getting bigger."
- Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.
- Communicates, "It needs lettuce to grow. All animals need food," after reading a book about a rabbit.
- Communicates, "It is important to keep our home warm so that we don't freeze and die in the winter."
- Communicates, "I saw cactus in the desert. Cactus don't need a lot of water so they can live in the desert."
- Communicates, "Plants need water and light to live," during a discussion about what to include in building a terrarium.
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### Knowledge of the Natural World

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- Communicates, "Because fish live underwater, they need gills to breathe."
**Mark the latest developmental level the child has mastered:**

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<tr>
<td>Earlier</td>
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<tr>
<td>Tries different ways to coordinate movements of large or small body parts</td>
<td>Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance</td>
<td>Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces</td>
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</tbody>
</table>

**Examples**

- Changes movements when shaking the parachute during gym or recess.
- Starts and stops movements of different body parts during a freeze- dance game.
- Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.
- Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
- Raises knees high when following an adult marching.
- Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”
- Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
- Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
- Uses feet to slow self when coming down a ramp.
- Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.
- Moves in sync with others who are moving in the same direction while dancing or marching.
- Stands back-to-back with another child, links arms, then walks forward and backward, coordinating movements together.
- Maintains spacing while performing a traditional group folk dance (such as ‘circle dosie-do’).
- Tries to maintain group spacing when moving together down the field toward an opponent’s end during a game.
- Engages in a soccer-type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open.
- Places self in a defensive position in relationship to an opponent approaching a basketball net.
- Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
Mark the latest developmental level the child has mastered:

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<tr>
<td>Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground</td>
<td>Coordinates and controls individual locomotor movements, with some success</td>
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</table>

**Examples**
- Runs with short, uneven steps, arms to the side, and often loses balance.
- Crouches down and attempts to jump up, with heels barely coming off of the ground.
- Hops with two feet leaving the ground momentarily.

- Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
- Crouches down and then jumps forward using both legs.
- Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.
- Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg).
- Changes direction and stops quickly and easily while running.
- Swings arms back and then forward in preparation for jumping.
- Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.
- Changes body speed and position with quick movements to match rhythmic changes in music.
- Leaps over low objects by varying speed and stride while running.
- Dodges to avoid being touched by another player during a game of tag.
- Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects.
- Moves body while bouncing and catching a ball in response to changes in a rhyth-mical beat.
- Runs and moves a ball down the field, as in the game of soccer.
- Steps towards the T-ball stand while swinging a bat to hit the ball.
- Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:

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**Gross Locomotor Movement Skills**

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Mark the latest developmental level the child has mastered:

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- **Manipulates objects using one or more body parts, with stability but limited coordination**
  - Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
  - Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
  - Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
  - Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)

- **Examples**
  - Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.
  - Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.
  - Swings leg back to kick a stationary ball while standing in place.
  - Hands out carpet squares to peers at circle time, sometimes dropping them.

- **Examples**
  - Catches a stuffed animal, with hands, keeping arms extended and then uses hands to hold onto it.
  - Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking.
  - Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.

- **Examples**
  - Uses hands to catch a beanbag tossed to either side of the body.
  - Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.
  - Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.

- **Examples**
  - Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.
  - Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance.

- **Examples**
  - Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend.
  - Moves quickly and precisely to catch a beanbag or tennis ball thrown just outside of reach.

- **Examples**
  - Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right.
  - Throws for accuracy and distance and catches fly balls and ground balls while playing T-ball with peers.

- **Examples**
  - Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds.

- **Examples**
  - Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.

| Child is emerging to the next developmental level |
| If you are unable to rate this measure, explain here: |
### PD 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

<table>
<thead>
<tr>
<th>Developmental Domain: PD – Physical Development</th>
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#### Mark the latest developmental level the child has mastered:

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<th>Building</th>
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- **Manipulates objects with one hand while stabilizing the objects with another hand or with another part of the body**
- **Manipulates objects with both hands doing different movements**
- **Manipulates objects using hands with strength, accuracy, and coordination**
- **Performs with efficiency a variety of tasks that require precise manipulation of small objects**
- **Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects in that hand**

#### Examples

- **Earlier**
  - Holds play dough with one hand while cutting it with a wooden knife.
  - Steadies a container of block accessories on lap while picking out the tree-shaped blocks.
  - Scoops sand into a container with one hand while holding the container with another hand.

- **Middle**
  - Uses scissors to cut out simple shapes (e.g. circle, square) on paper.
  - Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.
  - Peels a banana or orange after adult starts the peel.
  - Buttons two to three large front buttons on a shirt.

- **Later**
  - Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.
  - Starts the peel on a banana or mandarin orange.
  - Unfastens buckle on chest strap of wheelchair.
  - Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.

- **Integrating**
  - Makes a necklace by stringing a variety of small beads with narrow holes.
  - Uses a computer mouse to draw details of a picture on a computer screen.
  - Rotates pencil within the hand to use the eraser when scribbling with a pencil.
  - Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

- **Later**
  - Ties a bow using thick shoelaces.
  - Uses scissors held in one hand to cut a pattern that has angles and curves, pausing to reposition the scissors with the other hand.
  - Folds paper with edges parallel.
  - Latches and zips small zippers on clothing.

- **Integrating**
  - Ties a bow using thin laces or ribbon.
  - Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion.
  - Holds and manipulates multiple marbles in one hand.
  - Holds several cards in one hand while using the other hand to pull out a card to play during a card game.

- **Integrating**
  - Ties a bow using thin laces or ribbon.
  - Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion.
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  - Holds and manipulates multiple marbles in one hand.
  - Holds several cards in one hand while using the other hand to pull out a card to play during a card game.
### HLTH 1: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.

#### Mark the latest developmental level the child has mastered:

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<th>Building Earlier</th>
<th>Building Middle</th>
<th>Building Later</th>
<th>Integrating Earlier</th>
<th>Integrating Middle</th>
<th>Integrating Later</th>
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<tr>
<td>Follows basic safety practices, with close adult supervision</td>
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<tr>
<td>Follows basic safety practices on own in familiar environments, with occasional adult reminders</td>
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<tr>
<td>Communicates an understanding of some safety practices to others</td>
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<td>Identifies potentially unsafe situations and communicates the need to be safe to others</td>
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<tr>
<td>Identifies potentially unsafe situations and communicates detailed strategies for staying safe to others</td>
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### Examples

- Stops and reaches for an adult's hand when approaching a crosswalk.
- Tries to buckle own seat belt as an adult buckles other children on the bus before going on a field trip.
- Seeks adult assistance to use a step stool in order to obtain an object out of reach.

Note: Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.

- Cleans up spills during a cooking activity.
- Stays behind the boundaries set up by adults to designate the swing-set area.

- Waits turn to climb ladder on outside play equipment, with an adult reminder.
- Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down.

- Slows tricycle as a peer approaches.
- Brings helmet for an adult to put on child's head before riding a tricycle on a family walk.

- Communicates, “I wait for the walk sign and hold my mom’s hand before I cross the street.”
- Communicates to a peer who is running, “Be careful, you might knock somebody over.”

- Holds out arm to stop a peer from walking through a spill on the floor.
- Communicates, “Slow down! No running inside!” to a peer.

- Communicates to a peer, “Be careful so you don’t slip,” in response to water spilled on the floor.
- Communicates to a peer, “Don’t eat the whole muffin at once, you might choke. Take smaller bites and chew longer.”

- Communicates to a peer, “I look both ways when I cross the street because I don’t want any cars to hit me, then I go across carefully.”

- Uses a paper towel to mop up water under the drinking fountain while explaining to a peer that she should walk around the water until it dries, because she might slip and fall.

- Communicates to a peer, “You need to walk down the stairs during a fire drill instead of running into me, and watch where you are going, so that everyone gets out safely.”

- Communicates to a peer, “George has climbed a ladder and the ladder is tipping and George could fall,” while reading a Curious George book.

- Communicates to a peer, “Be careful so you don’t slip,” in response to water spilled on the floor.

- Communicates to a peer, “Don’t eat the whole muffin at once, you might choke. Take smaller bites and chew longer.”

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**

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### HLTH 2: Personal Care Routines

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them.

**Mark the latest developmental level the child has mastered:**

<table>
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<tr>
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</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
</tbody>
</table>

**Examples**

- Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult
- Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them
- Initiates and completes on own some familiar personal care routines
- Initiates and completes on own all personal care routines; and
  - Demonstrates to others how to carry out their own personal care routines

#### Building

- **Earlier**
  - Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult

- **Middle**
  - Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them

- **Later**
  - Initiates and completes on own some familiar personal care routines

#### Integrating

- **Earlier**
  - Initiates and completes on own all personal care routines; and
  - Demonstrates to others how to carry out their own personal care routines

- **Middle**
  - Demonstrates a general understanding about why personal care routines are important for health

- **Later**
  - Communicates detailed explanations about why personal care routines are important for health

---

- Puts hands under running water and reaches for soap to wash hands and paper towel to dry hands while looking at the picture sequence showing the steps to washing hands above the sink.
- Imitates adult “coughing in elbow” during circle time discussion, but does not contain cough in elbow.
- Rubs lotion on arms after watching adult do so.
- Washes hands quickly, forgetting to rub soap between the fingers, and rinses hands leaving some soap on hands, in response to adult instruction to wash hands with soap and water.
- Brushes sand off legs after being reminded by adult, but misses a few spots.
- Flushes, rinses hands with water but forgets to use soap, and moves away without drying hands, after adult says, “Be sure to flush the toilet before you wash your hands.”
- Follows all steps for washing hands while following picture prompts posted on the wall.
- Coughs and sneezes “in elbow” as a consistent habit and retrieves a tissue if needed, when playing in the classroom or outside on the playground.
- Brushes teeth after meals as part of group and includes all steps with reminders from adult.
- Shows a peer how to wash hands, including using soap, washing between fingers, and rinsing.
- Places dirty spoon in dirty-dish bin and takes new spoon after dropping spoon on the floor during mealtime.
- Brushes teeth after meals as part of group and includes all steps with reminders from adult.
- Brings a tissue to a peer who has a runny nose.
- Points to a spot on her elbow where sunscreen was not applied and indicates that the adult should put more sunscreen on her arm, before going outside.
- Communicates, “I need to wash my finger and put a bandage on it,” after cutting his finger during outdoor play.
- Communicates to a peer, “We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long.”
- Communicates to peer, “Germs are tiny things you can’t see, but they can hurt you, so we need to wash the germs off our hands before we eat.”
- Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”
- Communicates to peer, “I sneeze into my sleeve so the germs don’t get out and make someone else sick.”
- Communicates to peer, “It’s important to take naps to rest your body.”
- Communicates to a peer, “It’s important to take naps to rest your body.”
- Communicates to peer, “It’s important to take naps to rest your body.”

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- Communicates to peer, “Germs are tiny things you can’t see, but they can hurt you, so we need to wash the germs off our hands before we eat.”
- Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”

---

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
### Developmental Domain: HLTH – Health

**HLTH 3: Active Physical Play**

#### Earlier

- Participates in moderate physical activities on own and with others, increasing endurance while building coordination of motor skills.

#### Middle

- Communicates an explanation of how physical activity promotes health.

#### Later

- Communicates to an adult, "My heart beats faster after I run and play on the playground." and "The faster and longer I jump, the harder I breathe."
- Communicates to an adult, "My arms are strong but they get tired when I rake leaves for a long time."
- Communicates, "I am strong and healthy," while propelling own wheelchair.

#### Integrating

- Communicates, "Pushing is hard work, this will make my arms strong." while pushing another child in a wheelchair.

#### Building

- Communicates, "My arms are strong but they get tired when I rake leaves for a long time."
- Communicates, "Pulling is hard work, this will make my legs strong." while pulling another child in a wheelchair.
- Communicates, "I am strong and healthy," while propelling own wheelchair.

---

**Examples**

- Rides a scooter ball several times.
- Races to the fence and back several times while using a mobility device (e.g., walker, wheelchair).<ref>

- Rides around the playground several times.
- Joins a group of peers kicking and chasing a soccer ball around the play yard.
- Joins in a dance started by a peer and then dances until the song ends.
- Climbs up and down around a climbing structure several times.
- Jumps rope and takes turns with peers on the playground.
- Joins a group of peers kicking and chasing a soccer ball around the play yard.
- Joins a group of peers kicking and chasing a soccer ball around the play yard.

---

Note: Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play.
Table showing developmental levels and examples:

<table>
<thead>
<tr>
<th>Developmental Level</th>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes or identifies a variety of foods</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>Demonstrates knowledge of the characteristics of a variety of foods</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Shows awareness that some foods are more healthful than others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Communicates simple explanations about the healthfulness of different food choices</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Communicates details about the healthfulness of specific foods or why eating healthful foods is important</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Communicates basic understanding about the importance of eating a balanced diet; and Relates nutrients to healthy development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Examples:
- Communicates, “I like bananas and apples,” when selecting bananas and apples from a food pyramid.
- Identifies several pretend food items when playing restaurant with a peer.
- Makes different pretend food items, such as a tortilla and a pizza, with play dough.
- Communicates, “I like mangoes. They’re sweet.”
- Purses lips together and shakes head, “No,” when offered a slice of lemon to taste while making lemonade.
- Communicates, “This rice is sticky.”
- Communicates, during pretend play, “First we eat vegetables, and later we can have dessert.”
- Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods.
- Chooses to drink water instead of lemonade during a classroom party.
- Communicates, “Milk is good for my teeth.”
- Tells a peer, “Milk is good for your body because it makes you tired.”
- Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better.
- Communicates, “My mama said that I will grow big and strong if I eat my beans.”
- Communicates, “First we eat vegetables, and later we can have dessert.”
- Communicates, “Junk food is bad for your body because it makes you tired.”
- Communicates, “I like carrots, they are good for my eyes.”
- Communicates, “I like apples because when I bite them, they make my teeth feel clean.”
- Communicates, “Broccoli is good for you,” when eating broccoli.
- Communicates, “Milk makes my bones strong,” to another peer drinking milk.
- Communicates, “Oranges are good for you they have vitamin C and water in them, but you need to drink water, too.”
- Communicates, “Vegetables are good for you because they have a lot of vitamins and vitamins give us energy.”
- Communicates, “It’s not good to eat only cookies and candy. You need to eat lunch and dinner, too.”
- Communicates, “My mama said that I will grow big and strong if I eat my beans.”
- Communicates, “Milk makes my bones strong,” to another peer drinking milk.
- Communicates, “It’s not good to eat only cookies and candy. You need to eat lunch and dinner, too.”
- Communicates, “We need to eat vegetables every day, but not at breakfast.”
- Communicates, “Junk food is bad for your body because it makes you tired.”
- Communicates, “I like carrots, they are good for my eyes.”
- Communicates, “I like apples because when I bite them, they make my teeth feel clean.”
- Communicates, “Broccoli is good for you,” when eating broccoli.
- Communicates, “Milk makes my bones strong,” to another peer drinking milk.
- Communicates, “Oranges are good for you they have vitamin C and water in them, but you need to drink water, too.”
- Communicates, “Vegetables are good for you because they have a lot of vitamins and vitamins give us energy.”
- Communicates, “It’s not good to eat only cookies and candy. You need to eat lunch and dinner, too.”
- Communicates, “We need to eat vegetables every day, but not at breakfast.”
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- Communicates, “Vegetables are good for you because they have a lot of vitamins and vitamins give us energy.”
- Communicates, “It’s not good to eat only cookies and candy. You need to eat lunch and dinner, too.”

Mark the latest developmental level the child has mastered:

- ○ Child is emerging to the next developmental level
- ○ If you are unable to rate this measure, explain here:
### Knowledge of Wellness

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Identifies different body parts</td>
<td>Demonstrates basic understanding about the body's need for care</td>
</tr>
<tr>
<td>Pats tummy, and indicates, “My tummy hurts!”</td>
<td>Holds up arm and communicates, “I hurt my elbow on the climber.”</td>
</tr>
<tr>
<td>Communicates to an adult that he scraped his knee.</td>
<td>Communicates, “I ate too much at lunch. My tummy is too full!”</td>
</tr>
<tr>
<td>Communicates, “When I’m sick I sleep a lot.”</td>
<td>Communicates to a friend, “Look what I got!” while showing her a sticker and adds, “The dentist gave it to me. She cleaned my teeth.”</td>
</tr>
<tr>
<td>Communicates to adult, “We have to go wash it now,” after falling and scraping hand.</td>
<td>Communicates to a friend, “Look what I got!” while showing her a sticker and adds, “The dentist gave it to me. She cleaned my teeth.”</td>
</tr>
<tr>
<td>Communicates, “When I’m sick I sleep a lot.”</td>
<td>Communicates, “Communicates, “I went to the doctors and got two shots, one for the flu and one for something else.”</td>
</tr>
</tbody>
</table>

- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**
# HSS 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity.

Mark the latest developmental level the child has mastered:

<table>
<thead>
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<th>Building</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Communicates about or acts out events that just happened;**
  - and
- **Asks about activities that will happen soon**

**Examples**

- Communicates about seeing a dog and a squirrel, after coming back from a walk.
- Communicates, “Is it time for snack?” when finishing painting.
- Communicates to an adult, when coming into a room, “We dug in the dirt and planted seeds.”
- Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen.
- Relates past events to one another or to the present; and plans for the near future.
- Distinguishes what happened a long time ago from what happened in the recent past; or
  - Distinguishes what will happen in the near future from what will happen much later.
  - Anticipates events in the weekly schedule, or
    - describes the way things were in own past, or
    - predicts future events related to personal experience, or
    - describes age differences among people (such as family members).
- Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future.

- Communicates about seeing a dog and a squirrel, after coming back from a walk.
- Communicates, “Is it time for snack?” when finishing painting.
- Communicates to an adult, when coming into a room, “We dug in the dirt and planted seeds.”
- Communicates, “I will be in this school this year, but next year, I will be at my sister’s school.”

**Sense of Time**

- Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
- Communicates to a peer, “Someone didn’t put the lids on yesterday. Now the paint is dried up.”
- Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.
- Communicates that her grandmother arrived for a visit last week, after her father repainted the bedroom where her grandmother usually stays.
- Communicates, “Today is Monday, on Wednesday we get to go on a field trip to the fire station.”
- Communicates, “When I was little, I only crawled, and then I learned to walk, and now I can run fast. Someday, I want to run in a race like my uncle.”
- Communicates, “Dad and mom go to work because they are grown up. When I’m grown up I’ll be a mommy and go to work too.”
- Communicates, “My big sister is a lot older than me.”
- Communicates, “Dad and mom go to work because they are grown up. When I’m grown up I’ll be a mommy and go to work too.”
- Communicates, “My big sister is a lot older than me.”
- Communicates, “Dad and mom go to work because they are grown up. When I’m grown up I’ll be a mommy and go to work too.”
- Communicates, “My big sister is a lot older than me.”
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)</td>
<td>Recognizes the routes between familiar locations</td>
<td>Communicates about the relative distances between familiar locations, including details about those locations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them</td>
<td>Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations</td>
<td>Uses simple maps and globes with adult assistance; and draws maps to represent familiar environments</td>
</tr>
</tbody>
</table>

**Examples**

- Asks, “Who’s that?” when a peer’s grandma comes to visit.
- Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time.
- Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.
- Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.
- Communicates, “It snows where my auntie lives, but not here because it’s hot.”
- Communicates, “Children play soccer here, but in Mexico everyone loves and plays soccer and they call it futbol!”
- Draws a simple map of familiar areas of the school, although the relative distances between rooms and other landmarks may be inaccurate.
- Asks an adult to help identify the location of her home, school, and familiar shopping area, on a map of the local community, and traces the routes between them and their relative distances.
- Locates own country on the globe with an adult’s help, and then asks several questions to try to understand about relative distances to other countries and continents.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)</td>
<td>Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)</td>
<td>Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)</td>
<td>Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)</td>
</tr>
</tbody>
</table>

**Examples**

- Feeds the fish, with adult assistance in measuring the food.
- Communicates about helping daddy feed the dog because it was hungry.
- Comments that the boy in a story watered his pumpkin seed so it would grow.
- Pours water around base of newly planted flowers rather than on top of the plant.
- Communicates to another child, “Just use one paper towel so we can save trees.”
- Communicates to peers, “Don’t throw stuff in the water. It hurts the fish.”
- Reminds a peer to turn the water all the way off while washing hands, to help save water.
- Communicates to another child, “Pages through a book to find out how people live in the Arctic.”
- Wonders out loud whether the river flooded because it rained all night.
- Asks how the weather people on TV know that a tornado is coming.
- Communicates, “More people should ride their bikes so we don’t have so much pollution from cars.”
- Communicates, “They make new things from bottles and cans when we recycle them. When they are in the trash they go to the landfill.”
- Communicates that we should be careful not to start a fire outside when it is too dry because it could be dangerous to people and animals if the fire accidently spreads to nearby bushes.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Domain: HSS - History-Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSS 4: Conflict Negotiation</strong></td>
</tr>
<tr>
<td>Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tr>
<td>Earlier</td>
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<tr>
<td>Middle</td>
<td>Middle</td>
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<tr>
<td>Later</td>
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</tr>
</tbody>
</table>

- **Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict**

- **Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict**

- **Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs**

- **Considers the needs and interests of others when there is a conflict or attempts to negotiate a compromise**

- **Proposes, negotiates, and carries out solutions to conflicts without adult assistance**

- **Anticipates and avoids potential conflicts, especially when interacting with friends**

### Examples

- Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let’s find another one."
- Holds tightly onto a doll until an adult encourages, "Let her know you’re not done playing with the baby." Then communicates, "My baby, my turn," to another child.
- Shakes head, "No," and holds onto a scooter when another child indicates wanting to use the scooter, until an adult approaches.

### Children's Actions

- Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square.
- Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away.
- Seeks an adult and indicates that another child won’t give child a turn on the tricycle, after waiting for a turn.
- Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars."
- Communicates, "You can have a turn after me," to another child who wants to use the big shovel outside in the dirt.
- Responds to a peer's request for crayons by suggesting that they share the box of crayons before sharing.
- Communicates to a peer wearing the red hat from the dress up area, "I want to wear the red hat, too. How about if you wear it a little longer, then it’s my turn?"
- Reports to an adult, "We decided that I can use this corner for my fort. That way it isn’t in his way."
- Communicates, "There is only one spot left, why don’t you go first?" when a friend also shows interest in working at the science table.
- Suggests building one tower together after a peer takes the bucket of interlocking blocks to another area (and there aren’t enough blocks for them to build separately).

- Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first.
- Attempts to negotiate who gets the first turn with a new scooter.
- Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.
- Communicates to a friend that they play a game the friend is really good at after the friend lost a competitive game they were playing together.

### Notes

- **Child is emerging to the next developmental level**

- **If you are unable to rate this measure, explain here:**

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**Conflict Negotiation**

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Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
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</tr>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
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</tr>
<tr>
<td>Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity</td>
<td>Communicates about group expectations; and Cooperates with others in carrying group expectations</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end</td>
<td>Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Follows through with group expectations during extended activities, on own most of the time</td>
<td>Demonstrates understanding that group expectations are to ensure people's welfare</td>
</tr>
</tbody>
</table>

**Examples**

- Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the “clean up” song.
- Returns from computer to hang up smock when an adult says, “You need to put your smock away at the easel before taking your turn at the computer.”
- Begins to get on a tricycle with another peer, but stops when an adult says, “We take turns with the trike, and your turn is next.”
- Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table.
- Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe.
- Puts on a smock before painting, without an adult reminder.
- Cleans up blocks during clean-up time on own.
- Holds hands with a peer while on a neighborhood walk.
- Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.
- Suggests to a peer, while holding the class pet, “Let’s take turns. I can hold it now, and you can hold it next”; then, after a few minutes, gives the class pet to the peer.
- Reminds a peer that it’s time to clean up for lunch, and then cleans up own art project and washes hands.
- Communicates to an adult, “It’s not fair that I always go last because my name begins with a Z!”
- Communicates while in the reading area that we need to be quiet so that others can read.
- Communicates that it is important to wash hands before preparing food so that we do not spread germs to others.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
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</tr>
<tr>
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</tr>
</tbody>
</table>

**Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage**¹ (three-dimensional), sometimes representing a concrete thing

- Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people).
- Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
- Glues collage materials on a paper plate using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).

- Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker.
- Rolls and stacks balls of clay in order to make a head and body.
- Tries out different pieces of colored paper to create a flower.
- Draws a familiar thing using a touch screen.

- Paints a picture of a brown boat in a blue lake.
- Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball.
- Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap.

- Draws a scene with animals in enclosures and people watching them, after a trip to the zoo.
- Paints teardrops below the eyes on a face to show sadness.
- Creates a mobile of a sun and paper flowers with happy faces.
- Draws a wind trail behind a drawing of a person running and communicates, “This swoosh is to show how fast he is running up the mountain.”
- Communicates, “I’m using various shades of red and yellow pencils for the lighter and darker shades of orange on the pumpkin I’m drawing.”

- Manipulates tools in skillful ways when creating two-dimensional and three-dimensional works in a variety of media (paint, pencil, clay, tissue, etc.).

- Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

- Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

- Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people).
- Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
- Glues collage materials on a paper plate using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).

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- Manipulates tools in skillful ways when creating two-dimensional and three-dimensional works in a variety of media (paint, pencil, clay, tissue, etc.).

- Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

- Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

- Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
**Developmental Domain: VPA - Visual and Performing Arts**

**VPA 2: Music**

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments</td>
</tr>
<tr>
<td>Creates sound through instruments, voice, or with objects independently</td>
</tr>
</tbody>
</table>

**Examples**

- Hum softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult.
- Shakes a string of bells a few times, following a peer who is making a few taps on a drum.
- Claps hands or stomps feet in response to a beat that an adult creates using rhythm sticks.
- Responds rhythmically, “I see a red bird looking at me,” when adult chants, “Brown bear, brown bear, what do you see?” and then continues to respond to the adult with other chants.
- Sings the words to “De colores” for part of the song. (Note: “De colores,” a song in Spanish)
- Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.
- Taps a triangle to follow a rhythm of a song, such as short-long-short-long.
- Sings a song in different voices (high, low, soft, loud), following an adult’s lead.
- Moves arms to the song “Row, Row, Row Your Boat,” faster and then slower, depending on how rapidly or slowly others are singing the song.
- Sings a familiar song on own, first softly, then loudly.
- Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster.
- Mimics the sounds of a musical instrument to extend the chorus of a familiar song.
- Sings a variation of sounds in a rhythmic pattern and communicates, “This is how my dad sings when he is doing housework.”
- Uses a rain stick during a song, and explains to peers, “Every time it rains in the song we will move the rain stick to make it sound like it is raining.”
- Shakes maracas to imitate the sound of bees, while stating, “These maracas sound just like bees.”
- Softly sings while rocking a doll to sleep and communicates, “You have to sing quiet so that the baby goes to sleep.”
- Plays higher and lower sounds on a xylophone while singing a song and comments, “I’m matching the sound on the xylophone to the words in my new song.”
- Communicates, “The piano is playing the melody,” while listening to music with several instruments playing.
- Glides a stick along a fence and then stops, taps out a beat on the fence with the stick, then glides the stick across the fence for a count of four, then stops and taps out the same beat on the fence again.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
**Developmental Domain: VPA - Visual and Performing Arts**

**VPA 3: Drama**
Child increases engagement, skill development, and creative expression in drama

Mark the latest developmental level the child has mastered:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements**
  - Earlier: ○
  - Middle: ○
  - Later: ○

- **Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem**
  - Earlier: ○
  - Middle: ○
  - Later: ○

- **Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting**
  - Earlier: ○
  - Middle: ○
  - Later: ○

- **Communicates details about a character’s emotions or thoughts when contributing to an improvised drama**
  - Earlier: ○
  - Middle: ○
  - Later: ○

- **Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting**
  - Earlier: ○
  - Middle: ○
  - Later: ○

- **Seeks to refine body, voice, and facial expressions related to character portrayal**
  - Earlier: ○
  - Middle: ○
  - Later: ○

**Examples**

- Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit.
- Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire.
- Pretends to be a monster and does a monster dance after hearing the story Where the Wild Things Are.
- Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads If You Give a Mouse a Cookie.
- Shivers and squints eyes to portray a character walking through the wind and cold rain, after hearing a story about being in cold, wintry weather.
- Communicates, “We can push him in the water. Help me!” as a character in a teacher-led story dramatization of a book about a whale that is stranded on a beach.
- Plays the role of Goldilocks, pretending to try three different beds and communicating that the third one is “just right.”
- Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children.
- Puffs up cheeks and swivels arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story.
- Wears a cape and pretends to fly, as a peer repeatedly communicates, “Help!”
- Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: “I like the octopus. I’m going to stay in the sea and be her friend because she’s lonely.”
- Communicates, “A boat will take too long. I like the idea to take an airplane. It’s faster,” while negotiating with peers about how to cross the ocean in an imaginary journey to Japan.
- Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.
- Works with a peer to show sadness by making the set darker and by adding expressive dialogue for a story dramatization.
- Creates scenery with peers using blue and green fabric for a story dramatization that has an underwater scene and shares ideas about the story’s characters who live in that setting.
- Works with peers to develop the plot and dialogue of a story dramatization about two best friends having a fight and finding a way to resolve the conflict together.

**Child is emerging to the next developmental level**

**If you are unable to rate this measure, explain here:**
**VPA 4: Dance**
Child develops capacity to respond, express, and create through movement in dance

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**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Earl</strong></td>
<td><strong>Earl</strong></td>
</tr>
<tr>
<td>Moves body or body parts through space in response to music, rhythms, others’ movements, or adults’ cues</td>
<td>Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others’ movements, or adults’ cues</td>
</tr>
<tr>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>Marches around the room in response to drumming by a peer.</td>
<td>Bends down low and then jumps up high in an attempt to follow an adult's movements.</td>
</tr>
<tr>
<td>Sways arms while holding a streamer and dancing to music.</td>
<td>Stops and starts dancing during a freeze-dance game.</td>
</tr>
<tr>
<td>Rolls body on the floor in response to an adult’s cue.</td>
<td>Twirls around to music briefly, maintaining balance.</td>
</tr>
<tr>
<td>Moves arms up and down in response to vibrations from music.</td>
<td></td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
Language and Literacy Development in Spanish (SPAN) Domain

DRDP-K (2015): A Developmental Continuum for Kindergarten

Additional measures for use in Spanish immersion and Spanish bilingual classrooms.
Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Spanish</th>
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<th>Building Spanish</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines</td>
<td>Follows two to three step instructions in Spanish; or Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines</td>
<td>Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines</td>
<td>Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people’s feelings and intentions</td>
<td>Shows understanding that Spanish words and phrases can have different meanings depending on the context</td>
</tr>
</tbody>
</table>

- Pulls out notebook and pencil box from backpack when teacher says, “Saquen su cuaderno y lápices para empezar a trabajar.”
- Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, “¿Dónde está el osito?”
- Leaves desk and moves towards dramatic play area when a peer says, “¡Hora de juego libre!”
- Puts a stuffed bunny in the cradle and takes out the baby doll after a peer emphasizes, “Soy un veterinario, no un doctor.”
- Raises hand when teacher asks, “¿Quién quiere pasar al pizarrón para escribir la respuesta?”
- Passes the soccer ball and runs up the field in response to a peer calling out, “¡Pásame la pelota y vete cerca de la portería!”
- Pulls out notebook and pencil box from backpack when teacher says, “Saquen su cuaderno y lápices para empezar a trabajar.”
- Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, “¿Dónde está el osito?”
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- Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, “¿Dónde está el osito?”
- Leaves desk and moves towards dramatic play area when a peer says, “¡Hora de juego libre!”

- Waters potted plant and puts it on the table next to the window after teacher says, “Hoy tenemos que regar nuestras plantas. Rieguen su maceta y pónganla en la mesa junto a la ventana.”
- Puts in order two cards that represent the beginning and end scenes of a story that was read aloud in Spanish.
- Gets plates and places them on the table; then gets forks and spoons and places them on the table, in response to a peer saying, “Bueno, ya va a estar la comida. ¿Puedes poner los platos y luego los cubiertos en la mesa?”
- Describes, “¡Enojados! ¡Asustados!” when teacher asks, “¿Cómo se sienten los osos cuando ven que alguien se comió su comida?” during a discussion about The Three Little Bears.
- Shares, “Es un lobo malo,” when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother’s house.
- Shakes head, “¡No!” when teacher asks, “¿Sabe Caperucita que el lobo está en casa de su abuelita?”
- Describes, “¡Enojados! ¡Asustados!” when teacher asks, “¿Cómo se sienten los osos cuando ven que alguien se comió su comida?” during a discussion about The Three Little Bears.
- Shares, “Es un lobo malo,” when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother’s house.
- Shakes head, “¡No!” when teacher asks, “¿Sabe Caperucita que el lobo está en casa de su abuelita?”
- Moves quickly to her cubby, gathers her belongings and joins her mother at the door in response to her mom saying, “¡Salimos volando, que tenemos que ir al dentista!”
- Chooses an apple, setting aside the radish, from a bowl of fruits and vegetables when the teacher says, “¿Qué podemos usar para la ensalada de frutas?”
**Mark the latest developmental level the child has mastered:**

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Uses short utterances</strong> in Spanish to express needs, interests, and experiences or events</td>
<td><strong>Uses extended utterances</strong> in Spanish with minimal errors to express needs, interests, and experiences or events</td>
<td><strong>Combines a variety of sentences in Spanish to communicate and to describe a sequence of events or actions</strong></td>
<td><strong>Uses elaborated language</strong> in Spanish to explain the needs, feelings, and intentions of people and characters</td>
<td><strong>Uses elaborated language</strong> in Spanish to reflect on experiences or stories and communicates causes, consequences, goals, and opinions about them</td>
</tr>
</tbody>
</table>

- Says, “Muñeca, se rompió,” and brings a doll to the teacher.  
- Says to a peer, “Dame ball.”
- Asks, “¿Qué es eso?”
- Says, “No quiero ir afuera,” when teacher tells children it is time for recess.
- Asks, “¿Me puedes ayudar?”
- Says, “Pintó mano,” in response to teacher asking, “¿Qué le pasó al niño?” while reading a story.
- Says, “Mi mamá me llevó al parque a jugar,” in response to an adult asking, “¿Te acuerdas de lo que hiciste el domingo?”
- Asks peer, “¿Tienes rojo para pintar la nariz del payaso?”
- Says, “Se ponió un sombrero muy grande con plumas,” while looking at a book.
- Says, “Me compró una hamburger y jugo con la arena,” in response to an adult asking, “¿Qué le pasó al niño?”
- Says, “El señor estaba pintando y el niño vino y se manchó toda la ropa y las manos,” while turning the pages of a book.
- Says to a peer, “Me voy a comprar un regalo y después voy al birthday party. Tú te quedas aquí,” during pretend play.
- Says, “Me puse la ropa y comí cereal y mami me trajo a la escuela.”
- Explains, “A ella le duele la cabeza. La mamá la va a venir a buscar.”
- Says to a peer, “No la empujes. Se va a caer,” while playing outside at recess.
- Says, “Este perro está comiendo toda la comida que tiene en su plato. Tiene hambre,” while drawing.
- Says, “Estaba triste porque no podía encontrar su cat,” and gestures at a picture in a storybook.
- Says, “Está lloviendo y no vamos a poder jugar afuera. Nos vamos a mojar,” while looking out the window.
- Says, “Tenemos que lavarnos los dientes para que no se piquen,” in response to adult asking, “¿Por qué tienen que lavarse los dientes?”
- Says, “Una vez vi una película de unos perros que viajaron a la luna. It was funny!” in response to the teacher asking “¿Qué película te gustó más?”

---

1. The term “utterance,” as opposed to sentences, more accurately reflects how young children speak. Young children may combine words and produce language with different word combinations, but may not speak using complete sentences.
2. “Elaborated language” refers to the use of more complex syntax, relative clauses, and vocabulary.
3. Grammatical error in the example is common at this level of a child’s Spanish language development.

- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**
**Mark the latest developmental level the child has mastered:**

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</thead>
<tbody>
<tr>
<td>Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles</td>
<td>Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence</td>
<td>Segments or blends Spanish words that have at least two consonant-vowel syllables</td>
<td>Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel-consonant, etc.)</td>
<td>Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables</td>
</tr>
</tbody>
</table>

- Sings some words of familiar song: “A la Rueda, Rueda” or “Cucú Cantaba la Rana.” (A song that focuses on beginning and ending sounds.)
- Sings some words of the familiar rhyming song “Naranja Dulce” with a peer.
- Claps out the words while communicating, “Yo soy Elena.”
- Fills in the rhyming word “mañana,” in response to teacher saying, “Sana, sana, colita de rana. Si no sana hoy, sanará.” while putting a bandage on a cut.
- Communicates, “Ana,” in response to the teacher asking whose name rhymes with “rana” during a rhyming name game.
- Taps out syllables of each word while communicating “ga-ta, ra-ta, ca-sa,” with matching picture cards.
- Blends two consonant-vowel syllables to form the words, “vasto, foto, lupa,” in response to the teacher saying the syllables in each word separately, “va-so, fo-to, lu-pa,” during a small group science activity.
- Communicates, “Ana,” in response to the teacher asking whose name rhymes with “rana” during a rhyming name game.
- Claps out syllables for own name and communicates, “Ca-ri-na.” Then counts the total number of syllables, three, during a teacher-guided small group activity where children sort their names by number of syllables.
- Claps out and communicates syllables for the words “a-gua” and “e-le-fan-te” with matching picture cards for support.
- Segments words by clapping syllables and communicating, “a-be-ja, a-ro-ha, u-ha, o-so,” while participating in animal riddles in a small group with the teacher.
- Blends syllables to make the words “piano,” “torta,” and “fiesta” during a word game with the teacher prompting, “pi-a-no, tor-ta, fi-es-ta.”
- Claps out and communicates two syllables, “pa-an” for the word “pan.”
- Identifies groups of objects in the classroom with same initial syllable such as “mesa” and “Melissa” or la-for “lápiz,” “lámpara,” and “Lara” in response to teacher prompt.
- Finds different objects in a jar with same sounds in the final syllable such as, “sa-in” “mesa” and “pesa” or “pa-in” “sopa” and “copa” or initial sound/syllable such as mo-in “mama” and “mapa” or sa-in “sapo” and “zapa.”
- Recites a poem with peers in a low voice, shouting out words that begin with the same syllable, “co-or po,” “Cocodrilo, come poco, muy poquito, poco a poco…” in response to teacher prompt.
- Sings, “Mónica y Michelle” into a play microphone in response to teacher asking, “¿Puedes cantar los nombres que empiezan con ‘c’ (letter sound)?”

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1 The rhymes and songs listed in the examples are common to Spanish-speaking countries of the Americas; the titles have not been translated into English.

2 Child segments a monosyllabic word into two syllables to maintain consonant-vowel, consonant-vowel structure. This error is common for this level of a child's Spanish language and literacy development.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
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</thead>
<tbody>
<tr>
<td>Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)</td>
<td>Writes marks and letter-like symbols;</td>
<td>Writes simple Spanish words using one or more letters or letter-like symbols for each syllable</td>
<td>Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable</td>
<td>Writes simple sentences in Spanish to communicate ideas to others, often with errors</td>
</tr>
<tr>
<td>Makes marks and scribbles when writing a message on a get-well card to one of her peers.</td>
<td>and</td>
<td>Uses a combination of letters and letter-like symbols to write a grocery list of a few items during dramatic play and then communicates to peer in Spanish about the items on the list.</td>
<td>Writes, “tigo” in journal, for “trigo,” and communicates, “Esta es la T de Tomás,” after a flannel board activity about La gallinita roja. (“Tri-” in “trigo” is a consonant-consonant-vowel syllable.)</td>
<td>Writes, “oi kome pbaana” to represent “Hoy comí banana.” (Incorporates the “p” [letter sound] from English in Spanish writing for “b” [letter sound]. Uses the letter K instead of C.)</td>
</tr>
<tr>
<td>Writes own name on his work using shapes and symbols.</td>
<td>Writes own name in Spanish</td>
<td>Writes, “mía” in his journal and reads “moli-no” following an activity focusing on the book Rosalía sale de paseo. (The word “molino” appears in the text of the book.)</td>
<td>Writes, “paan” on a drawing of pan dulce and reads, “pan” after a neighborhood walk to the panadería (“Pan” has only one syllable, consonant-vowel-consonant.)</td>
<td>Sounds out the first letter of a word and writes the letter L and communicates, “L” (letter sound) es la ‘l’ (letter sound) de Lucas,” and continues sounding out and writing syllables in the words of a simple sentence. (Note: Lucas is a peer in the class.)</td>
</tr>
<tr>
<td>Imitates writing when signing in at arrival (writing looks like a zigzag line).</td>
<td>Uses a combination of letters and letter-like symbols on posts to label paper cups with seeds she just planted; then she “reads” the label on one post communicating “radishes” in English and “rabanitos” in Spanish (refers to same written marks for both Spanish and English).</td>
<td>Reads, “cama” while gesturing at “ami” that she wrote on a painting and then communicates in Spanish that it is a picture of her bed. (The letters in “ami” are in María, the child’s name.)</td>
<td>Writes, “amigoso” to label a painting and reads, “El perro y la vaca son amigos.” (“A-” in “amigo” is a syllable that only has a vowel.)</td>
<td>Writes, “Vihe en tren a sa dego” and reads, “Viajé en tren a San Diego” during an activity on travel. (Note: Uses the letter H instead of J.)</td>
</tr>
<tr>
<td>Makes marks and scribbles when writing a message on a get-well card to one of her peers.</td>
<td>Copies own name across a large piece of paper using a name card as a reference.</td>
<td>Makes a card for her father and includes the word “papá,” and communicates, “Es la pa- de papá.”</td>
<td>Writes, “Oi kome pbaana” to represent “Hoy comí banana.” (Incorporates the “p” [letter sound] from English in Spanish writing for “b” [letter sound]. Uses the letter K instead of C.)</td>
<td>Writes, “Vihe en tren a sa dego” and reads, “Viajé en tren a San Diego” during an activity on travel. (Note: Uses the letter H instead of J.)</td>
</tr>
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<td>Writes letter-like symbols that approximate own name on a piece of paper to label a structure she built in the block area.</td>
<td>Writes a string of letters and asks an adult to read it, “Maestra, ¿qué dice aquí?”</td>
<td>Makes a card for her father and includes the word “papá,” and communicates, “Es la pa- de papá.”</td>
<td>Writes, “oi kome pbaana” to represent “Hoy comí banana.” (Incorporates the “p” [letter sound] from English in Spanish writing for “b” [letter sound]. Uses the letter K instead of C.)</td>
<td>Writes, “Vihe en tren a sa dego” and reads, “Viajé en tren a San Diego” during an activity on travel. (Note: Uses the letter H instead of J.)</td>
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<td>Writes a string of letters and asks an adult to read it, “Maestra, ¿qué dice aquí?”</td>
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</table>

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
Appendix A: Glossary of Terms and Phrases Used in the DRDP-K(2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.


Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.


Locomotor Skills: The ability to project the body into or through space.


Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).


Observe/Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.


Onset: The first consonant or consonant cluster in a syllable (e.g., the *h* in the one-syllable word *hat*; the *m* and *k* in the two syllables in the word *monkey*).


Rime. A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word *big*, the rime unit is */ig/.* In the word *bring*, the rime unit is */ing/.*

Appendix B: Translation of Examples in selected measures of the SPAN domain
<table>
<thead>
<tr>
<th>Discovering Spanish</th>
<th>Exploring Spanish</th>
<th>Developing Spanish</th>
<th>Building Spanish</th>
<th>Integrating Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation of Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Pulls out notebook and pencil box from backpack when teacher says, “Take out your notebook and pencils and begin working.”</td>
<td>1. Puts a stuffed bunny in the cradle and takes out the baby doll after a peer emphasizes, “I’m a vet, not a doctor.”</td>
<td>1. Waters potted plant and puts it on the table next to the window after teacher says, “Today we need to water our plants. Water your pot, and put it on the table next to the window.”</td>
<td>1. Describes, “Angry! Sad!” when teacher asks, “How do the bears feel when they see that someone ate their food?” during a discussion about The Three Little Bears.</td>
<td>1. Laughs when teacher reads, “The list said, “Take the dog out for a spin’ and Amelia carefully spun the doggie around,” from an Amelia Bedelia book.</td>
</tr>
<tr>
<td>2. Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, “Where is the teddy bear?”</td>
<td>2. Raises hand when teacher asks, “Who would like to come up to the chalkboard and write their answer?”</td>
<td>2. Puts in order two cards that represent the beginning and end scenes of a story that was read aloud in Spanish.</td>
<td>2. Shares, “He’s a bad wolf” when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother’s house.</td>
<td>2. Gathers belongings and moves quickly towards the classroom door when adult, who arrived early to pick-up the child, says, “We’ve got to hurry! We need to get to your dentist appointment!”</td>
</tr>
<tr>
<td>3. Leaves desk and moves towards dramatic play area when a peer says, “Time to play!”</td>
<td>3. Passes the soccer ball and runs up the field in response to a peer calling out, “Pass me the ball and go to the goal!”</td>
<td>3. Gets plates and places them on the table; then gets forks and spoons and places them on the table, in response to a peer saying, “O.K. The food is almost ready. Can you put the plates and then the silverware on the table?”</td>
<td>3. Shakes head, “No!” when teacher asks, “Does Little Red Riding Hood know that the wolf at her grandma’s house?”</td>
<td>3. Chooses an apple, setting aside the radish, from a bowl of fruits and vegetables when the teacher says, “What can we use to make a fruit salad?”</td>
</tr>
</tbody>
</table>

**SPAN 1: Language Comprehension in Spanish (Receptive)**

Translation of Examples
## SPAN 2: Language Production in Spanish (Expressive)

### Translation of Examples

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Says, &quot;Doll, broke&quot; and brings a doll to the teacher.</td>
<td>1. Says, &quot;My mom took me to the park to play,&quot; in response to an adult asking, &quot;Do you remember what you did on Sunday?&quot;</td>
<td>1. Says, &quot;The man was painting and the boy came and he stained all his clothes and his hands,&quot; while turning the pages of a book.</td>
<td>1. Explains, &quot;Her head hurts. Her mom is going to come get her.&quot;</td>
<td>1. Says, &quot;It’s raining and we can’t go outside. We’ll get wet,&quot; while looking out the window. (Consequence)</td>
</tr>
<tr>
<td>2. Says to a peer, “Give me ball.&quot;</td>
<td>2. Asks peer, “Do you have red to paint the clown’s nose?”</td>
<td>2. Says to a peer, &quot;I’m going to buy a present and then I’ll go to the birthday party. You stay here,&quot; during pretend play.</td>
<td>2. Says to a peer, “Don’t push her. She’s going to fall,&quot; while playing outside at recess.</td>
<td></td>
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<tr>
<td>3. Asks, “What is that?”</td>
<td>3. Says, “He put on a very big hat with feathers” while looking at a book.</td>
<td>3. Says, &quot;This dog is eating all the food that is on his plate. He is hungry&quot; while drawing.</td>
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<tr>
<td>4. Says, &quot;I don’t want to go outside&quot; when teacher tells children it is time for recess.</td>
<td>4. Says, &quot;I got dressed and I ate cereal and mommy brought me to school.&quot;</td>
<td>3. Says, &quot;Once I saw a movie about some dogs that traveled to the moon. It was funny!&quot; in response to the teacher asking “What movie did you like best?” (Opinion)</td>
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<tr>
<td>5. Asks, “Can you help me?”</td>
<td>5. Says, &quot;He bought me a hamburger and then I played in the sand,&quot; in response to an adult asking, &quot;What did you do yesterday with your grandpa?&quot;</td>
<td>4. Says, “He was sad because he couldn’t find his kitty cat,&quot; and gestures at a picture in a storybook.</td>
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<tr>
<td>6. Says, “Painted hand,” in response to teacher asking, “What happened to the child?” while reading a story.</td>
<td>6. Says, &quot;I was sad because they didn’t let me have the clown’s nose.&quot;</td>
<td>5. Says, &quot;My mom is going to come get me,&quot; and gestures at the door.</td>
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</tbody>
</table>

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1. The term “utterance,” as opposed to sentences, more accurately reflects how young children speak. Young children may combine words and produce language with different word combinations, but may not speak using complete sentences.

2. “Elaborated language” refers to the use of more complex syntax, relative clauses, and vocabulary.

3. Grammatical error in the example is common at this level of a child’s Spanish language development.

4. Translation does not communicate the grammatical error in the child’s response in Spanish.
Developmental Domain: SPAN – Language and Literacy Development in Spanish

SPAN 3: Phonological Awareness in Spanish

NOTE: No English translation of examples is provided for this measure because the English words do not illustrate the skills or constructs related to phonological awareness in Spanish.
### Developmental Domain: SPAN – Language and Literacy Development in Spanish

#### SPAN 4: Emergent Writing in Spanish

**Translation of Examples**

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Translation of Examples</strong></td>
<td><strong>1.</strong> Imitates writing when signing in at arrival (writing looks like a zigzag line).</td>
<td><strong>1.</strong> Copies own name across a large piece of paper using a name card as a reference.</td>
<td><strong>1.</strong> Uses a combination of letters and letter-like symbols to write a grocery list of a few items during dramatic play and then communicates to peer in Spanish about the items on the list.</td>
<td><strong>1.</strong> Writes, “tigo” in journal, for “wheat” and communicates, “This is the T of Tomás,” after a flannel board activity about <em>The Little Red Hen.</em> (“Tri-” in “trigo” is a consonant-consonant-vowel syllable.)</td>
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<tr>
<td></td>
<td><strong>2.</strong> Makes marks and scribbles when writing a message on a get-well card to one of her peers.</td>
<td><strong>2.</strong> Writes letter-like symbols that approximate own name on a piece of paper to label a structure she built in the block area.</td>
<td><strong>2.</strong> Writes, “paaan” on a drawing of Mexican sweet bread and reads, “bread” after a neighborhood walk to the bakery. (“Pan” has only one syllable, consonant-vowel-consonant.)</td>
<td><strong>2.</strong> Sounds out the first letter of a word and writes the letter L and says, “L” (letter sound) is Lucas’ “l” (letter sound), and then continues sounding out and writing syllables in the words of a simple sentence. (Note: Lucas is a peer in the class.)</td>
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<tr>
<td></td>
<td><strong>3.</strong> Writes name on his work using shapes and symbols.</td>
<td><strong>3.</strong> Writes a string of letters and asks an adult to read it, “Teacher, what does it say here?”</td>
<td><strong>3.</strong> Reads, “bed” while gesturing at “ami” that she wrote on a painting and then communicates in Spanish that it is a picture of her bed. (The letters in “ami” are in María, the child’s name.)</td>
<td><strong>3.</strong> Writes, “Vihe en tren a sa dego” and reads, “I traveled by train to San Diego” during an activity on travel. (Note: Uses the letter H instead of J.)</td>
</tr>
<tr>
<td></td>
<td><strong>4.</strong> Writes marks and letter-like symbols on posts to label paper cups with seeds she just planted; then she “reads” the label on one post communicating “radishes” in English and “radishes” in Spanish (refers to same written marks for both Spanish and English).</td>
<td><strong>4.</strong> Reads, “bed” while gesturing at “ami” that she wrote on a painting and then communicates in Spanish that it is a picture of her bed. (The letters in “ami” are in María, the child’s name.)</td>
<td><strong>4.</strong> Makes a card for her father and includes the word “papá,” and communicates, “It’s the pa- of papa.”</td>
<td><strong>4.</strong> Writes, “Fiz cupe años” [“Happy Birthday” in Spanish], draws a birthday cake, and puts the paper in a peer’s cubby after the peer’s birthday celebration in class.</td>
</tr>
</tbody>
</table>

Note: "radishes" (written in English), "paana" (written in Spanish)