



DESIRED RESULTS  
DEVELOPMENTAL PROFILE -  
SCHOOL READINESS<sup>©</sup>  
(DRDP-SR)

A PROJECT OF THE CALIFORNIA DEPARTMENT  
OF EDUCATION, CHILD DEVELOPMENT DIVISION

## Collaborative Team:



Center for Child & Family Studies



UC Berkeley – B E A R C e n t e r



California Department of Education  
Child Development Division



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## Purpose 1

- Provide teachers with a valid and reliable psychometric measurement of individual children’s development in the key domains of school readiness

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## 5 domains in the DRDP-SR<sup>©</sup> Instrument

- English Language Development (ELD)
- Self & Social Development (SSD)
- Self-Regulation (REG)
- Language and Literacy Development (LLD)
- Mathematical Development (MATH)

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## Purpose 2

- Link preschool and kindergarten assessment information through the DRDP-PS<sup>®</sup> and the DRDP-SR<sup>®</sup> instruments that will support:
  - The overall transition of children from preschool to transitional kindergarten and kindergarten
  - Kindergarten readiness assessment
  - Curriculum planning

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### Relationship between the DRDP-PS<sup>®</sup> and DRDP-SR<sup>®</sup> Instruments

Developmental Domain: SSD – Self and social development			<b>DRDP-SR</b>		School Readiness
► Measure 9: Conflict negotiation					Constructively within the
Definition: Child shows increasing understanding of constraints of social rules and values					
1. Mark the developmental level the child has mastered.					
Developing competencies	Building competencies	Integrating competencies	Applying competencies		
Uses appropriate words and actions occasionally to express own desires and, seeks adult help to resolve conflict	Uses appropriate words often when responding to conflict, with adult assistance, and suggests simple solutions based mainly on own needs	Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions from an adult	Proposes, negotiates, and enacts solutions to conflicts occasionally with a peer, without adult assistance		
<b>Examples</b>					

Developmental Domain: SSD – Self and social development				Preschool
► Measure 11: Conflict negotiation				
Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values				
1. Mark the developmental level the child has mastered.				
Exploring	Developing	Building	Integrating	
Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions	Starts to use appropriate words and actions to express own desires and, sometimes, seeks adult help to resolve a conflict when needed	Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs	Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions	
<b>DRDP-PS</b> Seeks an adult and indicates that another child won't give her a turn on the tricycle. Communicates to another child, "You are on my rug." When she wants to play with trucks and the trucks are being played with, goes to an adult and communicates that she needs a truck. When another child tries to take a toy, pulls the toy back or protests, needing an adult to suggest a solution. Needs adult to offer a way to join in other children's play without disrupting their game.	"I need a turn on the tricycle. Let me use it." "I want to play on the computer. When will it be my turn?" When he wants to play a game for five children and all the spots are taken, signals to another child if he can take his place.	"OK, I can use the tricycle for five minutes, then you can use it for five minutes." Brings an egg timer over to a group waiting for turns on the computer. Child communicates, "When will it be Zakari's turn?" during a group activity. Child communicates to teacher, "Zakari needs more beads so we both can make necklaces."	"I want to wear the red hat, too. How about if you wear it for three more minutes, then it's my turn?" Reports to teacher, "We decided that I can use this corner for my hat, and game with a run through there."	

3 earliest DRDP-SR levels are aligned to 3 latest DRDP-PS levels

**Latest DRDP-SR<sup>®</sup> level is unique to kindergarten**

## Using the DRDP-SR<sup>©</sup>

Developmental Domain: SSD: Self and social development				School Readiness
► <b>Measure 5: Identity of Self in Relation to Others</b>				
Definition: Child shows increasing awareness of self as distinct from and also related to others				
1. Mark the developmental level the child has mastered.				
Developing competencies	Building competencies	Integrating competencies	Applying competencies	
Describes self or others based on obvious physical characteristics	Describes own preferences, abilities, and feelings; identifies the feelings and desires of others	Compares self to others and displays a growing awareness of own thoughts and feelings	Describes and compares self and others using personality characteristics	
<b>1 decision per page or screen</b>				

## Purpose 3

- Use the DRDP-SR<sup>©</sup> as a research tool
- Aggregate DRDP-SR<sup>©</sup> data to:
  - Understand and investigate developmental readiness of groups of kindergarten children
  - Document the effectiveness of educational interventions implemented in the preschools the children have attended



## Purpose 4

- Use of the DRDP-SR<sup>©</sup> as a professional development tool that supports teacher understanding and instructional practice
  - A valid and reliable method for observing, documenting, and reflecting on the learning, development, and progress of all children in their classrooms
  - Provides detailed developmental information about each child based on specific research on child development
  - Informs their teaching

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## What is DRDPtech-SR<sup>©</sup>?

- An online data entry system for the DRDP-SR<sup>©</sup>
- An easy way for teachers to compile information about children in their classroom
- Offers teachers instantaneous and easy to understand summary reports on individual children and groups of children



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## Sample DRDPtech-SR<sup>®</sup> Measurement Page

Child: Adolfo Alacon ID: 13\_015 Birth date: 1/7/2005 Age group: School Readiness Class: Orchid Term: Fall-10

Developmental Domain: ELD – English language development  
**Measure 1: (ELD1) Comprehension of English (receptive)**  
 Definition: Child is progressing toward fluency in understanding English

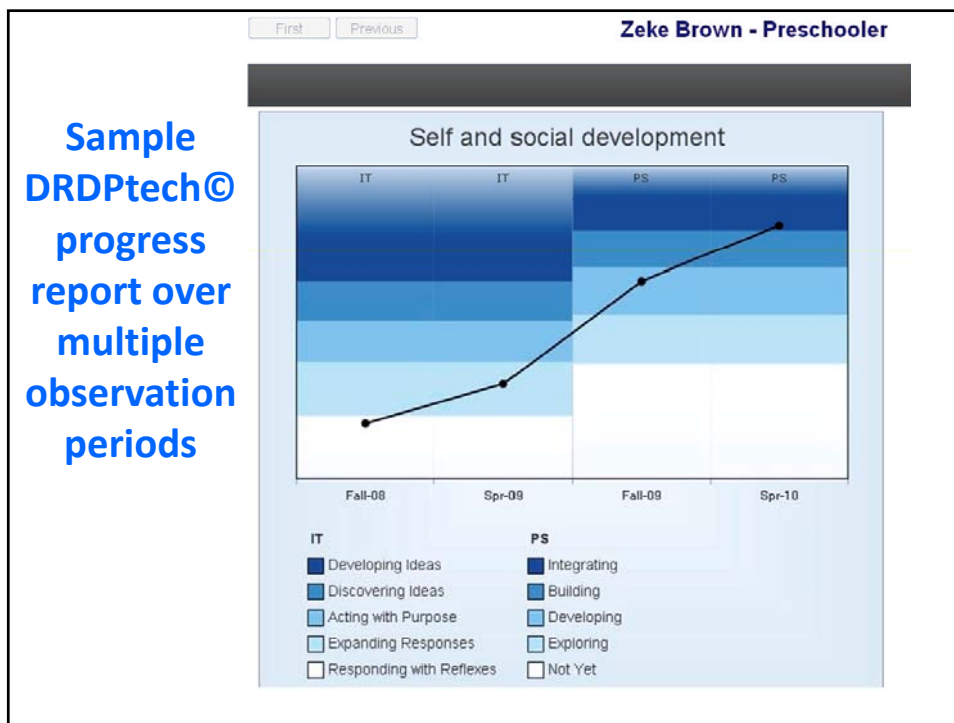
1. Mark the highest developmental level the child has mastered.

Developmental Level:	Practicing early competencies	Expanding early competencies	Developing competencies	Building competencies	Integrating competencies
Descriptor:	Demonstrates understanding of words and phrases in conversations, stories, and interactions in the home language; shows no or little understanding of English; may attend to interactions and activities conducted in English	Demonstrates understanding of a few common English words and phrases (e.g., frequently-used directions); attends to interactions in English; may participate in some activities conducted in English that are supported by home language and visual cues, such as body language or behaviors of others	Demonstrates understanding of some (basic) English words and phrases; frequently attends to or participates in group or individual activities conducted in English, often with home language support or other cues	Demonstrates understanding of many words and concepts in English; actively engages in group and individual activities conducted in English, occasionally supported by home language or other cues	Demonstrates understanding of most English words and concepts used in the classroom curriculum for both instructional and social purposes; actively engages in group and individual activities conducted in English, without the support of home language or other cues.

Show Examples

2. Record evidence for this rating here.

3. If you are unable to rate this measure, mark here.



## Feedback from 2010 Pilot Teachers

- How was it for you using the DRDP-SR?
  - “Really opened my eyes, made me more cognizant of children’s strengths. It occasionally disproved my misconceptions about what a child could or could not do.”  
– TK Teacher
  
- What’s different about this assessment than other assessments that you use?
  - “Well, this one, I feel like it is more holistic and it is not so cut and dry...in using this assessment I was really thinking about *the thinking* that the children were doing, I was really thinking about *what they were learning*. – K Teacher

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## DRDP-SR<sup>©</sup> Status Update

- 2010-11 complete phase 1 of pilot
- Spring 2011
  - Revisions based on the pilot
  - Working with TK implementation policy-makers
- Fall 2011
  - Expanded to five levels per measure
  - Continue to conduct tests of reliability and validity
    - Will continue to test with more users

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