

The DRDP-K© (2015)

What is the DRDP-K (2015) instrument?

The Desired Results Developmental Profile-Kindergarten (2015)© is an assessment instrument designed for teachers to observe, document and reflect on the learning, development and progress of all children enrolled in transitional kindergarten and kindergarten classes. 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.

What enhancements are included in the DRDP-K (2015)?

The DRDP-K (2015) includes refinements made over the past several years since the release of the DRDP-SR (2012) and new elements that are essential to quality early childhood education:

- Additional developmental domains to align to the California Preschool Learning Foundations, the California Kindergarten Content Standards,¹ including the Common Core State Standards.
- Language and Literacy Development in Spanish (SPAN) domain to monitor learning and development in Spanish bilingual programs.
- The developmental continua expanded to six levels to span the entire kindergarten year for all domains except the English-Language Development and SPAN domains.

Which domains are in the DRDP-K (2015)?

- Approaches to Learning and Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English Language Development
- Cognitive Development: Math
- Cognitive Development: Science
- Physical Development
- Health
- History-Social Science
- Visual and Performing Arts
- Language and Literacy Development in Spanish

How was the DRDP-K (2015) developed?

CDE collaborated with national child development experts to revise and develop measures in each domain. The developmental progressions in the DRDP-SR (2012) and the DRDP (2015) for preschool-age children served as the foundation for the revision process. Feedback provided by expert review groups and teachers who participated in research studies contributed to the development of the instrument.

The following considerations guided the creation and revision of measures:

¹ As part of the expansion to the six-level continuum to address learning during the entire kindergarten year, the development team used the CCSS for first grade as a point of reference.

- Breadth — as a group, the measures for any given domain should cover the full range of knowledge and skills addressed by that domain
- Most salient constructs — the measures should correspond to the most essential knowledge and skills within a domain
- Behaviors that are reliably observable in transitional kindergarten and kindergarten — each measure’s developmental levels should describe behavior that teachers can readily observe and document

What contributes to the psychometric validity of the DRDP-K (2015)?

Rigorous qualitative and quantitative research, including Item Response Theory (IRT) modeling, supports both instrument development and scale calibration. IRT modeling, and specifically the Rasch measurement model, provides information on the ability of each child in relation to the difficulty of each measure on the entire assessment.

Checklists or other statistical models give an incomplete picture and over-simplify the representation of children’s abilities, because they are based on the assumption that children’s development is uniform across each item or level of development, and involve the simple addition of item scores into a total raw test score. In contrast, Rasch modeling produces scaled ability estimates that clearly show what we know from educational practice – some assessment levels and measures are more difficult for children to master than others. In addition, combining multiple measures in each developmental domain supports valid and reliable measurements to document fine-grained increments of development. Both a pilot research study and field research study to investigate psychometric properties of reliability and validity have been completed. Further research activities to scale and equate the instrument and rater certification and agreement are under way.

How should local education agencies implement the DRDP-K (2015)?

The DRDP-K (2015) offers a menu of learning and development domains to assess children’s learning, development, and progress. Local education agencies (LEAs), such as schools, districts, and/or counties can:

- Select which domains best align with their educational priorities and complement other existing required assessments
- Determine the frequency of administering the domains within a school year.

Three possible scenarios are described below.

Scenario 1: Essential Domains of School-Readiness

LEAs may decide to assess all children with the DRDP-K (2015) at the beginning of the school year to determine school-readiness and at the end of the school year to assess progress in core domains of learning and development.

Fall and Spring: Core Domains

☐ Approaches to Learning – Self-Regulation (ATL-REG) ☐ Social and Emotional Development (SED)

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- ☐ Language and Literacy Development (LLD)
- ☐ English-Language Development (ELD)
- ☐ Cognitive Development: Math (COG:MATH) ☐ Physical Development (PD)

Scenario 2: All Domains Over Time

In addition to assessing all children on the essential domains of school-readiness as described in Scenario 1 above, LEAs may decide to assess children on all additional content domains once during the school year:

Fall and Spring: Core Domains (same as Scenario 1 above) **Winter: Additional Content Domains**

- ☐ Cognitive Development: Science (COG: SCI) ☐ History-Social Science (HSS)
- ☐ Health (HLTH)
- ☐ Visual and Performing Arts (VPA)

Scenario 3: Core Domains and Selected Additional Domains Relevant to School Program

In addition to assessing all children on the essential domains of school-readiness as described in Scenario 1 above, LEAs may decide to assess children once during the school year on one or more additional content domains relevant to the focus of the school's program. This means they would assess all children on the essential domains of school-readiness as described in Scenario 1 above, and then one or more additional domain(s) in the winter.

A school with a **visual and performing arts focus** might assess children on the VPA domain in the winter:

- Fall and Spring: Core Domains (same as Scenario 1 above) ▪ Winter: Visual and Performing Arts (VPA)

A school with a **science and math focus** might assess children on the COG:SCI domain in the winter:

- Fall and Spring: Core Domains (same as Scenario 1 above)
- Winter: Cognitive Development: Science (COG:SCI)

When should local education agencies use the SPAN domain?

The Language and Literacy Development in Spanish (SPAN) domain is intended for use in Spanish bilingual programs (e.g. Spanish immersion, Spanish two-way immersion, developmental bilingual, transitional bilingual). The domain can be used with native Spanish speakers, Spanish-English bilinguals, and monolingual English speakers. A school could use the SPAN domain at the beginning of the school year and at the end of the school year to monitor children's progress in language and literacy development in Spanish.

How should teachers collect evidence to complete the DRDP-K (2015)?

Teachers need to observe and document children over time as the children engage in typical classroom activities and routines. Teachers can also draw from assessment information they already collect to complete the DRDP-K (2015) (e.g., informal assessment of concepts about print). See the Introduction of the DRDP-K (2015) instrument for further information regarding the steps for completing it.