DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry

Infant/Toddler View
for use with infants and toddlers

California Department of Education
Sacramento, 2015
Quick Guide to Rating the Measures

1. Review your documentation/evidence.
   Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.
   Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. 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

3. After you read the descriptors, consider the examples.
   The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.
   Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).
   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.

Important Note: When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and." Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or," the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and," all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and," the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.
Desired Results Developmental Profile
Early Education Program Information Page

Date assessment completed (mm/dd/yyyy):

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 or setting: ________________________________

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

5. Gender:  □ male  □ female

6. Initial date of enrollment in early childhood program (mm/dd/yyyy):
   ________________________________

Date child was withdrawn from the program:

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  □ Korean
       □ Black or African American  □ Laotian
       □ Cambodian  □ Native American
       □ Chinese  □ Other Asian
       □ Filipino  □ Other Pacific Islander
       □ Guamanian  □ Samoan
       □ Hawaiian  □ Tahitian
       □ Hmong  □ Vietnamese
       □ Japanese  □ White
       □ Intentionally left blank

8. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?
   □ Yes  □ No  □ Don't know

Assessor Information

9. Agency/site:  Changing Tides Family Services

   □ Yes (role/relation):  FCCHEN Provider
   □ No

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

    Choose role from list below:
    • Primary Teacher
    • Special Education Teacher
    • Early Intervention Specialist
    • Home visitor
    • 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 for preschool age children.

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.

15. Child is enrolled in: (Check all that apply)
    □ State Preschool  □ State Infant/Toddler Program
    □ Head Start  □ First 5
    □ Early Head Start  □ Title 1
    □ State After-School Program  □ Family Child Care Home
    □ Special Education Services  □ Migrant
    □ Tribal Head Start  □ Other
### Child Information

5. **Student ID** (Issued by district for reporting to CASEMIS)  

6. **Statewide Student Identifier** (10-digit SSID)  

7. **Gender**  
   - Male  
   - Female  

8. **Birth date** (e.g., 03/05/2012)  
   - Month  
   - Day  
   - Year  

9. **Special education enrollment. Check one.**  
   - Individualized Family Service Plan (IFSP)  
   - Individualized Education Program (IEP)  

### Child's Language Information

10. **Child's home language(s):**  
   - English  
   - Spanish  
   - Vietnamese  
   - Cantonese  
   - Hmong  
   - Tagalog/Pilipino  
   - Other (specify)  

11. **Language(s) used with this child:**  
   - English  
   - Spanish  
   - Vietnamese  
   - Cantonese  
   - Hmong  
   - Tagalog/Pilipino  
   - Other (specify)  

12. **Is a language other than English spoken in the child's home?**  
   - Yes  
   - No  
   
   *If yes, the ELD measures must be completed for a preschool-age child.*

### Child's Ethnicity

13a. **Is this child Hispanic or Latino? Check one.**  
   - Yes, Hispanic or Latino  
   - No, not Hispanic or Latino  
   - Intentionally left blank

13b. **What is the race of this child? Check up to three.**  
   - 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  
   - Intentionally left blank

### Special Education Information

14. **Special education eligibility. Check one.**  
   - Autism  
   - Intellectual Disability  
   - Specific Learning Disability  
   - Deaf-Blindness  
   - Hard of Hearing  
   - Speech or Language Impairment  
   - Deafness  
   - Multiple Disability  
   - Orthopedic Impairment  
   - Traumatic Brain Injury  
   - Emotional Disturbance  
   - Other Health Impairment  
   - Visual Impairment  
   - Established Medical Disability  
   - Other Education Program  

15. **Adaptations used in the assessment. Check all that apply.**  
   - Augmentative or alternative communication system  
   - Alternative mode for written language  
   - Functional positioning  
   - Visual support  
   - Sensory support  
   - Alternative response mode  
   - Assistive equipment or device  

### Program Information

16. **SELPA**  

17. **District of service**  

### Assessment Information

18. **Name of person completing the assessment**  

19. **Role of person completing the assessment:**  
   - Early Intervention Specialist  
   - Speech/Language Pathologist  
   - Occupational/Physical Therapist  
   - Teacher of the Deaf/Hard of Hearing  
   - Program Specialist or Administrator  
   - Teacher of the Visually Impaired  
   - Special Education Teacher  
   - Other

20. **Assistance completing the assessment?**  
   - Yes  
   - No  

   *If yes, what is that person's relationship to the child?* 

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*Use this Information Page for a child with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) served by a California Department of Education program.*
**Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation**

**ATL-REG 1: Attention Maintenance**

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Attends or responds briefly to people, things, or sounds</td>
<td>Shifts attention frequently from one person or thing to another</td>
<td>Maintains attention, on own or with adult support, during brief activities</td>
<td>Maintains attention or own during activities that last for extended periods of time</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation**

**ATL-REG 2: Self-Comforting**

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Responds to internal or external stimulation in basic ways</td>
<td>Engages in behaviors that have previously worked to soothe self</td>
<td>Comforts self by seeking a familiar adult or a special thing</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>Possible Examples</td>
<td>Possible Examples</td>
</tr>
<tr>
<td>- Cries when hears a loud noise.</td>
<td>- Sucks thumb or fist to soothe self.</td>
<td>- Retrieves a familiar object, such as a blanket, to soothe self when upset.</td>
</tr>
<tr>
<td>- Closes eyes when taken into bright sunlight.</td>
<td>- Turns away from sensory experiences such as loud noises, bright lights, or specific textures.</td>
<td>- Goes to cubby and gets a photo of family when upset after a parent leaves.</td>
</tr>
<tr>
<td>- Brings fist to mouth and fusses when hungry.</td>
<td>- Nuzzles face into a blanket or a familiar adult's shoulder when unfamiliar adults approach.</td>
<td>- Seeks contact with a familiar adult when a toy is taken by another child.</td>
</tr>
<tr>
<td>- Softly hums or vocalizes to self when lying down for naptime.</td>
<td>- Seeks out a cozy place to get away from active play of other children.</td>
<td>- Remains seated in a small group activity while manipulating a favorite toy.</td>
</tr>
<tr>
<td>- Asks what's going to happen next, to get ready to transition to a new activity.</td>
<td>- Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.</td>
<td></td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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

## ATL-REG 3: Imitation

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>- Responds to facial expressions or vocalizations in basic ways</td>
<td>- Imitates approximations of single simple actions or sounds when interacting with others</td>
<td>- Imitates actions, or repeats familiar words or gestures by others when interacting with them</td>
</tr>
<tr>
<td>- Possible Examples</td>
<td>- Makes a sound like “Mmmmmm” after an adult makes the “Mmmmm” sound during feeding.</td>
<td>- Holds a toy telephone to ear and says, “Hello.”</td>
</tr>
<tr>
<td>- Attends to an adult’s face during an interaction.</td>
<td>- Smiles when an adult smiles.</td>
<td>- Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart.</td>
</tr>
<tr>
<td>- Orient toward the gestures of a familiar adult.</td>
<td>- Widens eyes and raises eyebrows after observing these movements on an adult’s face during an interaction.</td>
<td>- Engages in exercise movements that adults typically do.</td>
</tr>
<tr>
<td></td>
<td>- Opens and shuts hands as an adult leads open-shut-them finger play.</td>
<td>- Wraps a teddy bear in a blanket and communicates, “Night-night.”</td>
</tr>
</tbody>
</table>

### Integrating

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Imitates multiple steps of others’ actions, or repeats phrases, experienced at an earlier time</td>
<td>- Communicates, “Be safe,” (using adult intonation) when friends begin to move too fast through the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dresses up with fancy shoes and clothes in dress-up area, and communicates, “It’s time to party.”</td>
<td></td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain:** ATL-REG — Approaches to Learning—Self-Regulation

**ATL-REG 4: Curiosity and Initiative in Learning**
Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Responds to people, things, or sounds</td>
</tr>
<tr>
<td>Possible Examples</td>
</tr>
<tr>
<td>- Orient toward a noise.</td>
</tr>
<tr>
<td>- Turns head toward a person who comes into view or begins talking.</td>
</tr>
<tr>
<td>- Looks at a mobile.</td>
</tr>
<tr>
<td>- Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.</td>
</tr>
<tr>
<td>- Touches hair of another child.</td>
</tr>
<tr>
<td>- Smiles when an adult begins singing a song.</td>
</tr>
<tr>
<td>- Pats, pulls on, or turns pages of a board book.</td>
</tr>
<tr>
<td>- Watches intently as an adult prepares snack.</td>
</tr>
<tr>
<td>- Moves around a fish bowl to continue watching a fish as it swims around objects.</td>
</tr>
<tr>
<td>- Drops a marble in a maze and asks, &quot;Why do snails have shells?&quot;</td>
</tr>
<tr>
<td>- Examines images from informational books or a computer to learn about the habitats of different animals.</td>
</tr>
<tr>
<td>- Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

**ATL-REG 4**

**Curiosity and Initiative in Learning**

**ATL-REG 4**

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

## ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

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

<table>
<thead>
<tr>
<th>Responding</th>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Calms when comforted by an adult
- Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult.
- Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
- Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
- Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.

### Calms when sad or when a peer is upset
- Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look.
- Waits to ride a favorite bicycle without trying to take it from another child.
- Wears the red one.
- Considers another child return a favorite doll, but when refused, asks a familiar adult for help.

### Possible Examples
- Lessens or stops crying when picked up by an adult.
- Relaxes in an adult’s arms when held.
- Quiets to the voice of a familiar adult.
- Reaches toward a familiar adult to be comforted and nestles into the adult when held.
- Vocales to a familiar adult and calms when the adult reaches over to pat child’s stomach.
- Looks toward a familiar adult when startled, and relaxes when picked up.
- Got’s a towel when an adult suggests that they work together to clean up a spill that the child is upset about.
- Accepts an adult’s invitation to move closer, after noticing child’s worried look when an unfamiliar adult enters the room.
- Keeps going after another child is crying, but when refused, asks a familiar adult for help.
- Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.

### Integrating
- 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 sit at the water table, and then says, “Here’s a place,” and moves over.
- Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
- Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence
Developmental Domain: SED — Social and Emotional Development

**SED 1: Identity of Self in Relation to Others**
Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Possible Examples
  - Responds in basic ways to others
  - Responds in later ways to others
  - Recognizes self and familiar people
  - Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)
  - Expresses simple ideas about self and connection to others
  - Describes self or others based on physical characteristics
  - Describes own preferences or feelings; and describes the feelings or desires of family members, friends, or other familiar people
  - Compares own preferences or feelings to those of others

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

**SED 1**

Identity of Self in Relation to Others

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### Developmental Domain: SED — Social and Emotional Development

**SED 2: Social and Emotional Understanding**
Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

Mark the latest developmental level the child has mastered:

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

- **Responds to faces, voices, or actions of other people**
  - Earlier: Smiles when an adult continues after pausing during a game of patty cake.
  - Later: Shows awareness of what to expect from familiar people by responding to or anticipating their actions.
  - Possible Examples:
    - Looks at faces.
    - Turns head toward an adult during feeding.
    - Grasps an adult's finger when palm of child's hand is touched.

- **Adjusts behavior in response to emotional expressions of familiar people**
  - Earlier: Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations.
  - Later: Identifies own or others' feelings.
  - Possible Examples:
    - Pay attention to a familiar adult's facial expressions when an unfamiliar person enters the room.
    - Pauses after reaching toward a peer's toy, to check on a less familiar adult's response.
    - Stops in response to a warning from another child's parent about getting too close to the swing.

- **Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**
  - Earlier: Communicates ideas about why one has a feeling or what will happen as a result of a feeling.
  - Later: Communicates ideas about how own or another's personality affects how one thinks, feels, and acts.
  - Possible Examples:
    - Communicates, "I'm sorry," when the peer starts giggling and other children join in.
    - Communicates that a peer is sad when an adult asks, "Why did your friend get his blanket?"
    - Communicates to a peer, "You're happy," when the peer starts giggling and other children join in.

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### Developmental Domain: SED — Social and Emotional Development

**SED 3: Relationships and Social Interactions with Familiar Adults**
Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.

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

<table>
<thead>
<tr>
<th></th>
<th>Earlier</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to faces, voices, or actions of familiar people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widens eyes or brightens face at the face of a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orient toward a familiar adult’s voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet when picked up by a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaches for a familiar adult when being held by another adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocalizes at a familiar adult to gain the adult’s attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laughs in anticipation before a familiar adult nuzzles child’s neck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places toy on a familiar adult’s lap, then takes it to another toy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds object up to a familiar adult to continue a joint activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds a familiar adult’s hand to gain attention, then gestures to begin a game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates interest in looking at a book with a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brings a blanket to a familiar adult and then climbs into the adult’s lap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holds a familiar adult for assistance about how to remove a tight lid from a canister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates to a familiar adult, “Want some tea?” during a pretend tea party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes initiative in creating cooperative activities with a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes initiative in creating cooperative activities with a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts in simple ways with familiar adults and tries to maintain the interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates activities with familiar adults and seeks out assistance or support from familiar adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in extended interactions with familiar adults in variety of situations (e.g., sharing ideas or experiences, solving simple problems)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes initiative in creating cooperative activities with a familiar adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence

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### Developmental Domain: SED — Social and Emotional Development

#### 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:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
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<tr>
<td>Later</td>
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<td>Later</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Shows awareness of other people, including children
  - Shows interest in other children

- **Exploring**
  - Plays alongside other children, rarely interacting with them
  - Interacts in simple ways with familiar peers as they play side by side

- **Building**
  - Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
  - Participates in extended episodes of cooperative play (including pretend play) with one or two friends

- **Integrating**
  - Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
  - Organizes or participates in planning cooperative play activities with several peers, particularly with friends

- Moves excitedly when another child comes near.
- Reaches toward another child to gain attention.
- Smiles at another child.
- Notices another child nearby.
- Selects a truck when other children nearby are playing with trucks.
- Explores a toy alongside another child who is also exploring.
- Reaches for a toy in the water alongside other children at the water table.
- Hands a bucket to a familiar peer sitting next to child in the sandbox.
- Offers a block to a peer building a tower next to child.
- Splashes excitedly with a peer at the water table, continuing back and forth.
- Takes a few turns trying on hats with a peer in the dramatic play area.
- Plays chase briefly outside with two peers, and then goes to play alone in sandbox.
- 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 pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.
- Invites friends to continue playing family from the day before.
- Offers a new object for a fort that child has built with peers over several days.
- Plays restaurant with friends, showing them the signs for food to be ordered.
- Plans how to build a boat with several peers, choosing materials and negotiating tasks.
- Plays superheroes with peers, planning different characters and scenarios.
- Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

**Heart Icon**

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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**SED 4**

**Relationships and Social Interactions with Peers**

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## Developmental Domain: SED — Social and Emotional Development

### SED 5: Symbolic and Sociodramatic Play
Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
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<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **Responding**
  - Responds to people or objects in basic ways
  - Possible Examples:
    - Cries in response to a loud voice.
    - Looks toward a lamp when it is turned on.
    - Moves arm in response to a touch.
    - Reaches toward an adult’s glasses.
    - Grabs a toy, shakes it, and then shakes it again.
    - Puts hand up and mouths it.
    - Gazes intensely at an adult’s changing facial expressions.

- **Exploring**
  - Explores people and objects in a variety of ways
  - Uses or combines objects in functional or meaningful ways
  - Pretends that an object represents another object or serves a different purpose
  - Possible Examples:
    - Rocks a doll in arms.
    - Uses a brush on a doll’s hair.
    - Puts a toy car along the floor.
    - Places objects from around the room in a toy shopping cart.
    - Uses a stacking ring as a bagel.
    - Holds a rectangular block to ear and talks into it as if it is a phone.
    - Pretends that puzzle pieces are cookies.

- **Building**
  - Engages in pretend-play sequences
  - Engages in pretend-play with others around a shared idea
  - Possible Examples:
    - Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
    - Makes a pretend cake in the sandbox 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.”
    - 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
  - Possible Examples:
    - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mom 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.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

---

**SED 5**

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# 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>Responding</th>
<th>Exploring</th>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier N/A</td>
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<tr>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Later</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Examples
- **Responding**
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence

- **Exploring**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Recognizes a few frequently used words or gestures in familiar situations
  - Shows understanding of a variety of single words
  - Shows understanding of a wide variety of phrases or sentences
  - Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, learning activities
  - Shows understanding of a series of complex statements that explain how or why things happen

- **Building**
  - Communicates, "I'm a princess and I live in a castle," while playing dress-up.
  - 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.
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 2: Responsiveness to Language**
Child communicates or acts in response to language and responds to increasingly complex language.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to voices, sounds, gestures, or facial expressions in basic ways</td>
<td>Responds to a few frequently used words or gestures in familiar situations</td>
<td>Responds to one-step requests or questions that involve a familiar activity or routine</td>
<td>Carries out multi-step requests that involve a new or unfamiliar activity or situation</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Turns head or looks in direction of voices.</td>
<td>• Looks up at sky after an adult communicates, &quot;There's an airplane.&quot;</td>
<td>• Puts on sand toys after an adult says, &quot;Please pick up the sand toys.&quot;</td>
<td></td>
</tr>
<tr>
<td>• Sustains gaze at an adult's smiling face.</td>
<td>• Communicates, &quot;Bye-bye,&quot; in response to a parent waving and saying, &quot;Bye-bye.&quot;</td>
<td>• Brings a watering can to the garden after a peer asks, &quot;Want to water?&quot;</td>
<td></td>
</tr>
<tr>
<td>• Quiets or orients in the direction of a sound or gesture.</td>
<td>• Moves toward the sandbox after an adult says, &quot;I see new toys in the sandbox.&quot;</td>
<td>• Communicates, &quot;Okay,&quot; after an adult says, &quot;Your friend wants to play, too.&quot;</td>
<td></td>
</tr>
<tr>
<td>• Cries when child hears another child cry.</td>
<td>• Signs, &quot;More,&quot; after an adult asks, &quot;More milk?&quot;</td>
<td>• Calms when adult communicates, &quot;Your turn is next.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

**LLD 2**

**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>Responding</th>
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<tbody>
<tr>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Middle</td>
<td>Middle</td>
<td>N/A</td>
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<tr>
<td>Later</td>
<td>Middle</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **Makes sounds spontaneously**
  - Uses sounds, gestures, or facial expressions to communicate
- Possible Examples
  - Cries.
  - Coos.
  - Gurgles.
- **Asks for food when hungry or needs a diaper**
  - Names familiar foods, toys, or family members.
  - Communicates ideas such as "No," "More," or "Up.
- **Indicates a picture of a ball when asked what the child wants to play with**
  - Communicates, "Mommy come," when wanting a parent.
  - Communicates, "More juice," when thirsty.
  - Communicates, "I want mommy.
  - Communicates, "I like dogs," while looking at an animal book.
- **Communicates, "A mi toca" (It's my turn), "My truck," or similar word approximations.**
  - Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap.
  - Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.)
  - Communicates, "Malaking malaking aso namin," (Our dog is huge, in Tagalog) after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.)
  - 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, "He ran really fast." ("Runned" is past tense with a grammatical error.)
- **Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events.**
  - Communicates, "They have really big wings." ("Dragons don't need bikes 'cause they can fly.
  - Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes.
  - 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, "Mi abuela es muy vieja. Tiene el cabello blanco muchas arrugas," ("My grandma is really old. She has white hair and lots of wrinkles," in Spanish.)

- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
Receptive Communication and Conversation

Unable to rate this measure due to extended absence

Child is emerging to the next developmental level

Conversations can include communication using sign language or alternative communication systems.

Possible Examples

- Engages in back-and-forth communication that develops into increasingly extended conversations
- Engages in conversations with a variety of individuals
- Responds in a variety of situations
- Engages in conversations that demonstrate understanding of the conversation topic
- Engages in conversations that demonstrate understanding of the conversation partner
- Engages in conversations that demonstrate understanding of the conversation topic and conversation partner
- Engages in conversations that demonstrate understanding of the conversation topic, conversation partner, and situation
- Engages in conversations that demonstrate understanding of the conversation topic, conversation partner, situation, and emotions

Responding

Later

Middle

Earlier

Building

Integrating

Developmental Domain: LDD — Language and Literacy Development
**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

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

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</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attends or responds to people or things in basic ways</td>
<td>Plays with books; and Responds to other literacy activities</td>
<td>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</td>
<td>Looks at books on their own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</td>
</tr>
<tr>
<td>Interacts with a cloth or board book by holding or mouthing it.</td>
<td>Joins a group doing a simple finger-play song.</td>
<td>Begins to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.</td>
<td>Pretends to read a book from start to finish.</td>
</tr>
<tr>
<td>Moves in response to an approach by a familiar adult.</td>
<td>Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.</td>
<td>Points at a picture when joining an adult who is reading a book, newspaper, or tablet.</td>
<td>Asks questions or communicates about why something happened in a story.</td>
</tr>
<tr>
<td>Orient to an adult's face or voice during a caregiving routine.</td>
<td>Touches textured or tactile content on pages of a book as an adult is reading the book.</td>
<td>Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.</td>
<td>Uses flannel-board pieces to retell parts of a story after story time.</td>
</tr>
<tr>
<td>Quiet to the sound of a familiar voice.</td>
<td>Looks at pictures in a book for a short time while a familiar adult reads the book.</td>
<td>Joins a group doing a simple finger-play song led by an adult.</td>
<td>Retells a familiar story to a peer while pretending to read from a book.</td>
</tr>
<tr>
<td>Moves in response to an approach by a familiar adult.</td>
<td>Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.</td>
<td>Points at a picture when joining an adult who is reading a book, newspaper, or tablet.</td>
<td>Uses a communication device to tell the sequence of events in a favorite story.</td>
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</tr>
<tr>
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<td>Pretends to read a book from start to finish.</td>
<td>Asks questions or communicates about why something happened in a story.</td>
<td>Uses a communication device to tell the sequence of events in a favorite story.</td>
</tr>
<tr>
<td>Silent to the sound of a familiar voice.</td>
<td>Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.</td>
<td>Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.</td>
<td>Pretends to be a character from a story, using props.</td>
</tr>
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<td>Uses flannel-board pieces to retell parts of a story after story time.</td>
</tr>
<tr>
<td>Silent to the sound of a familiar voice.</td>
<td>Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.</td>
<td>Pretends to read a book from start to finish.</td>
<td>Retells a familiar story to a peer while pretending to read from a book.</td>
</tr>
<tr>
<td>Silent to the sound of a familiar voice.</td>
<td>Joins a group doing a simple finger-play song led by an adult.</td>
<td>Points at a picture when joining an adult who is reading a book, newspaper, or tablet.</td>
<td>Uses a communication device to tell the sequence of events in a favorite story.</td>
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</tr>
</tbody>
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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

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**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 1: Spatial Relationships**
Child increasingly shows understanding of how objects move in space or fit in different spaces

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Moves body parts in basic ways</td>
</tr>
</tbody>
</table>

**Possible Examples**
- Moves hand to mouth.
- Lifts head from an adult's shoulder.
- Lifts arms toward an adult as the adult reaches down to pick child up.
- Turns toward an adult who enters the room.
- Watches and tracks a moving object.
- Lifts arms toward an adult as the adult reaches down to pick child up.
- Tries to squeeze body between a chair and the legs of a table to get a toy.
- Fills a purse or bucket, sometimes until it is overflowing.
- Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.
- Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.
- Repeatedly rolls various objects down a ramp.
- Changes directions to move around several obstacles while pushing a toy shopping cart.
- Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.
- Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle.
- Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top.
- Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things.
- Moves around people and objects in the classroom, using a mobility aid, such as a walker.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 2: Classification**
Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **Attends to people, objects, or events**
  - Smiles at a familiar adult's face or voice.
  - Reaches for own special blanket or toy from home.
  - Closes hand around an adult's finger.

- **Possible Examples**
  - Looks at people's faces.
  - Quiets in response to an adult's voice.
  - Turns face away from an approaching unfamiliar adult.

- **Interacts differently with familiar people and objects than with unfamiliar people and objects**
  - Looks for the hammer that goes with the pounding bench.
  - Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.
  - 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.

- **Associates a person or object with another person or object, based on a similarity or relationship between them**
  - Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.
  - Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).
  - Sorts rocks into two piles, big and small, after a neighborhood walk.

- **Selects some objects that are similar from a collection of objects**
  - Sorts objects accurately into two or more groups based on one attribute, but not always accurately.
  - Puts crayons, pencils, and markers into different containers.
  - Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.

- **Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**
  - Sorts buttons by color, and then sorts all of them again by shape or size.
  - Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.
  - Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 3: Number Sense of Quantity**
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Responds to people or objects in basic ways
- Responds to changes in the number of objects observed or interacted with
- Demonstrates awareness of quantity
- Uses number names, but not always correctly, in situations related to number or quantity
- 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

**Possible Examples**
- Attends to one moving toy on a mobile, then to another.
- Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult.
- Holds an object in each hand, and then touches the two objects together.
- Communicates, "Dios," ("Two," in Spanish) and holds up two cups in the play kitchen.
- Communicates, "One, two, five, one, two," while pointing randomly to objects in a group.
- Shows excitement when an adult offers another book.
- 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, "How old are you?"
- Communicates, "Three," in response to the question of "How old are you?"
- Counts out loud, "one, two, three, four, five," in Chinese, saying the next number as the next cup is placed on the table.
- Counts numbers from one to 10 in order while waiting for a tricycle.
- Counts, "One, two, three," out loud while pointing to each of three squares on a light box.
- Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five.
- Communicates that there are six rocks after counting a collection of six rocks.
- Counts four pencils and says, "Apat," ("Four," in Tagalog) when asked how many pencils there are.
- Counts six chairs, then counts seven children, and communicates, "We need one more chair."
- Counts accurately to 20 while marching.
- Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

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**Number Sense of Quantity**

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## COG 8: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.

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

<table>
<thead>
<tr>
<th>Developmental Domain: COG — Cognition, Including Math and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>COG 8: Cause and Effect</td>
</tr>
<tr>
<td>Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.</td>
</tr>
</tbody>
</table>

#### Responding

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds or shows anticipatory excitement to people, objects, or actions</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**
- Widens eyes or opens mouth when a bottle or breast is presented.
- Quiets in response to an adult’s voice.
- Oriented to a music toy nearby.

#### Exploring

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeats actions that have effects</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**
- Shakes a rattle, pauses, then shakes it again.
- Kicks repeatedly at a mobile to make it move.
- Vocalizes, gains a familiar adult’s attention, and vocalizes again.

#### Building

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts on objects to cause a specific result</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**
- Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
- Makes a game of pushing different objects off a table, watching or listening as they fall.
- Presses different buttons on a toy and notices what happens.

#### Integrating

<table>
<thead>
<tr>
<th>Earlier</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers possible explanations for why certain actions or behaviors result in specific effects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**
- Communicates, “The ice melted and made water because it’s hot in the sun.”
- Points to wilted leaves on a plant and communicates that the plant needs water.
- Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it.

### Cause and Effect

<table>
<thead>
<tr>
<th>COG 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>DROPP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Infant/Toddlers View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved</td>
</tr>
</tbody>
</table>

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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

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**COG 9: Inquiry Through Observation and Investigation**

**Child observes, explores, 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>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Responds to people, things, or sounds</td>
<td>Shows interest in people or things in the environment</td>
<td>Engages in simple purposeful explorations of familiar objects in the environment</td>
<td>Engages in sustained explorations</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Notices and gazes at own hand.</td>
<td>* Makes a sound and then waits for adult's response.</td>
<td>* Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too.</td>
<td>* Indicates that a &quot;roly-poly&quot; bug will roll up into a ball if touched, and then checks by touching it.</td>
</tr>
<tr>
<td>* Orient toward a person who comes into view or begins talking.</td>
<td>* Touches hair of another child.</td>
<td>* Follows a trail of ants to see where they are going.</td>
<td>* Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.</td>
</tr>
<tr>
<td>* Looks at a mobile.</td>
<td>* Bangs a drum with hands repeatedly.</td>
<td>* Digs &quot;road&quot; in sand, pours in water, and then checks to see if water ran to the end.</td>
<td>* Predicts that paint will turn purple while watching an adult mix together blue and red paint.</td>
</tr>
<tr>
<td>* Bangs objects one at a time and then observes what happens each time.</td>
<td>* Drops rocks into water and watches what happens.</td>
<td>* Notices a dropping plant and comments, &quot;How can we make it better?&quot; and tries different ways to support it, such as holding it or leaning it against something.</td>
<td>* Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.</td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**Developmental Domain: COG — Cognition, Including Math and Science**

### COG 11: 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:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>N/A</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - **Responding**
    - Attends to people, objects, or events
      - Interacts with objects or people
    - Shows interest in the characteristics of living or nonliving things in the environment
      - Taps a rock on another rock, then on the pavement.
    - Explores how objects in the natural world will behave or function
      - Touches the leaves of a plant.
  - **Exploring**
    - Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
      - Communicates, "My puppy likes to eat a lot because he's growing and getting bigger."
    - Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
      - Communicates that a worm is long and wiggly.
  - **Building**
    - 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)
      - Observes that the water is below the roots in a sweet potato jar and adds more water.
  - **Integrating**
    - 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)
      - Communicates, "Fish can breathe underwater, but we have to hold our breath.

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

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**COG 11: Knowledge of the Natural World**

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**Developmental Domain: PD- HLTH — Physical Development—Health**

**PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts**

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</td>
<td>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</td>
<td>Tries different ways to coordinate movements of large or small body parts</td>
<td>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - **Responding**: Moves toward a familiar adult while being picked up.
  - **Later**: Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap.
  - **Responding**: Gazes at, then reaches toward, glasses on someone’s face.
  - **Later**: Dabs fingers in water before placing whole hand in.
  - **Exploring**: Pats play dough with whole hand, then leans body forward to push harder.
  - **Building**: Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
  - **Integrating**: Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
# PD-HLTH 2: Gross Locomotor Movement Skills
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Domain: PD-HLTH — Physical Development—Health</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Moves two or more body parts together, often with intention</td>
<td>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</td>
<td>Coordinates movement of whole body while upright, using support</td>
<td>Coordinates basic movements in an upright position, that momentarily move whole body off the ground</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>• Turns head in response to stimulation or nourishment.</td>
<td>• Turns head and reaches for a toy.</td>
<td>• Creeps or crawls toward a familiar adult.</td>
<td>• Takes steps sideways or forward while holding onto furniture.</td>
</tr>
<tr>
<td></td>
<td>• Turns head to seek source of stimulation or nourishment.</td>
<td>• Kicks at a mobile when lying on back.</td>
<td>• Moves from lying down to a sitting position.</td>
<td>• Walks forward with a wide base (legs farther apart) and arms held high.</td>
</tr>
<tr>
<td></td>
<td>• Responds involuntarily to a sudden loud noise or movement by extending arms and legs.</td>
<td>• Rolls from stomach to back or from back to stomach.</td>
<td>• Moves by rolling body on the floor.</td>
<td>• Stands up from squatting, unassisted, after picking up a toy.</td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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**Gross Locomotor Movement Skills**

<table>
<thead>
<tr>
<th>PD-HLTH 2</th>
<th>PD-HLTH 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Infant/Toddler View – August 1, 2015 © 2013-2015 California Department of Education — All rights reserved</td>
<td>Page 23 of 41</td>
</tr>
</tbody>
</table>
### Developmental Domain: PD-HLTH — Physical Development—Health

**PD-HLTH 3: Gross Motor Manipulative Skills**  
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th></th>
<th>Exploring</th>
<th></th>
<th>Building</th>
<th></th>
<th>Integrating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Uses arms, legs, or body to move toward or reach for people or objects</td>
<td></td>
<td>Uses arms, legs, or body to engage in simple, repeated actions on objects</td>
<td></td>
<td>Manipulates objects, using one or more body parts, with limited stability</td>
<td></td>
<td>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</td>
<td></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Moves in basic and often involuntary ways</strong></td>
<td>Kicks legs.</td>
<td></td>
<td>Kicks a cup on a table.</td>
<td></td>
<td>Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extends arm.</td>
<td></td>
<td>Splashes in water.</td>
<td></td>
<td>Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flexes foot.</td>
<td></td>
<td>Kicks table leg while seated for snack.</td>
<td></td>
<td>Catches a ball while in a stationary position, using arms to bring it in and hold it against body.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moves to a ball, pushes it away, then moves toward it and pushes it again.</td>
<td></td>
<td>Catches a ball and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.</td>
<td></td>
<td>Swings leg back to kick a stationary ball while standing in place.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crawls under table to retrieve a block; then crawls back out while holding the block.</td>
<td></td>
<td>Hands out carpet squares to peers at circle time, sometimes dropping them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Picks up and drops blocks while holding onto a low table.</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sits with legs apart and traps a rolling ball with arms.</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td>N/A</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
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</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## PD-HLTH 4: Fine Motor Manipulative Skills

*Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.*

*Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
<td>Uses arms or hands to make contact with objects in the environment</td>
<td>Grasps objects with entire hand</td>
<td>Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects</td>
</tr>
<tr>
<td>- Possible Examples</td>
<td>- Holds a stuffed toy against body.</td>
<td>- Grasps objects with fingers and thumb</td>
<td>- Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body</td>
</tr>
<tr>
<td>- Curls fingers around an adult’s finger.</td>
<td>- Pulls an object closer, using a raking motion.</td>
<td>- Holds a spoon, using thumb and fingers.</td>
<td>- Manipulates objects with both hands doing different movements</td>
</tr>
<tr>
<td>- Brings fist to mouth.</td>
<td>- Makes small movements of arms and hands near the sides of body.</td>
<td>- Pinches cereal pieces between finger and thumb.</td>
<td>- Manipulates objects, using hands, with strength, accuracy, and coordination</td>
</tr>
<tr>
<td>- Holds a stacking ring with full fist.</td>
<td>- Holds a spoon with full fist while being fed by an adult with another spoon.</td>
<td>- Picks up a stacking ring, using fingers and thumb.</td>
<td>- Performs, with efficiency, a variety of tasks that require precise manipulation of small objects</td>
</tr>
<tr>
<td>- Pushes hands against an adult.</td>
<td>- Uses fingers and palm to grasp toys of different shapes or sizes.</td>
<td>- Lifts a cup to mouth with both hands, but may spill some.</td>
<td>- Makes a necklace by stringing a variety of small beads with narrow holes.</td>
</tr>
<tr>
<td>- Holds a stacking ring with full fist.</td>
<td>- Holds a spoon with full fist while being fed by an adult with another spoon.</td>
<td>- Scrubbles back and forth on pavement with sidewalk chalk, using one hand.</td>
<td>- Uses a computer mouse to draw details of a picture on a computer screen.</td>
</tr>
<tr>
<td>- Pushes hands against an adult.</td>
<td>- Uses scissors to cut out simple shapes (e.g., circle, square) on paper.</td>
<td>- Grasps and turns a doorknob, but may not have strength or coordination to open the door.</td>
<td>- Rotates pencil within the hand to use the eraser when scribbling with a pencil.</td>
</tr>
<tr>
<td>- Holds a stacking ring with full fist.</td>
<td>- Holds play dough with one hand while cutting it with a wooden knife.</td>
<td>- Holds a container with one hand while holding the container with other hand.</td>
<td>- Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.</td>
</tr>
</tbody>
</table>

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

**Unable to rate this measure due to extended absence**
### Developmental Domain: PD-HLTH — Physical Development—Health

#### PD-HLTH 5: Safety

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

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

<table>
<thead>
<tr>
<th></th>
<th><strong>Responding</strong></th>
<th><strong>Exploring</strong></th>
<th><strong>Building</strong></th>
<th><strong>Integrating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
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<td></td>
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</tr>
<tr>
<td>Reacts to unpleasant stimulation or events in basic ways</td>
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</tr>
<tr>
<td>Responds to situations that make child feel unsafe</td>
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<tr>
<td><strong>Later</strong></td>
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<tr>
<td>Possible Examples</td>
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<tr>
<td>- Startles after hearing a loud noise.</td>
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<tr>
<td>- Closes eyes in response to a bright light.</td>
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<tr>
<td>- Cries when touched by a cold washcloth.</td>
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<tr>
<td>- Turns away from a loud noise.</td>
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<tr>
<td>- Clings to a familiar adult after the adult's grip loosens while child is being carried.</td>
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<tr>
<td>- Cries when an unfamiliar adult approaches.</td>
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<tr>
<td>- Turns away from an unfamiliar adult and moves toward a familiar adult.</td>
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<tr>
<td>- Looks to a familiar adult before moving down a ramp.</td>
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<tr>
<td>- Cries and looks for a familiar adult for comfort after falling down.</td>
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<tr>
<td>- Stops running and walks away from an adult who communicates, “Use walking feet.”</td>
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<tr>
<td>- Puts the classroom pet gently when a familiar adult communicates, “Gentle touches.”</td>
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<tr>
<td>- Accepts a familiar adult’s hand and holds it when requested to before crossing the street.</td>
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<tr>
<td>- Stops and reaches for an adult’s hand when approaching a crosswalk.</td>
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<tr>
<td>- Tries to buckle own seat belt as an adult buckles other children in a multi-child stroller.</td>
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<tr>
<td>- Seeks adult assistance to use a step stool in order to obtain an object out of reach.</td>
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<tr>
<td>- Cleans up spills during a cooking activity.</td>
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<tr>
<td>- Stays behind the boundaries set up by adults to designate the swing-set area.</td>
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</tr>
<tr>
<td>- Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down.</td>
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</tr>
<tr>
<td>- Brings helmet for an adult to put on child’s head before riding a tricycle on a family walk.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>- Explains, “I wait for the walk sign and hold my mom’s hand before I cross the street.”</td>
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</tr>
<tr>
<td>- Holds out arm to stop a peer from walking through a spill on the floor.</td>
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<tr>
<td>- Communicates, “Slow down! No running inside!” to a peer.</td>
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</tr>
</tbody>
</table>

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

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

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PD-HLTH 5: Safety

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Infant/Toddler View — August 1, 2015 © 2013-2015 California Department of Education — All rights reserved
Developmental Domain: PD-HLTH — Physical Development—Health

**PD-HLTH 6: Personal Care Routines: Hygiene**
Child increasingly responds to and initiates personal care routines that support hygiene

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Responds in basic ways during personal care routines that involve hygiene</td>
<td>Responds in ways that demonstrate awareness of a hygiene routine</td>
<td>Anticipates one or two steps of a hygiene routine</td>
<td>Participates in own hygiene routines, with an adult</td>
</tr>
</tbody>
</table>

**Possible Examples**
- **Responding**
  - Looks at an adult's face, or quiets, during a diaper change.
  - Closes eyes when face is washed.
  - Kicks legs during a diaper change.
- **Exploring**
  - Attends to an adult's actions during diapering routine.
  - Grabs for the washcloth as an adult washes child's face.
  - Shows excitement during bathtime.
- **Building**
  - Pulls at diaper or pants when diaper needs to be changed.
  - Puts hands under a faucet before an adult starts to turn on the water.
  - Turns head toward or away from a tissue when an adult tries to wipe child's nose.
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Rubs hands together under a faucet after an adult turns the water on.
  - Tries to blow nose into a tissue held by an adult.
  - Lines up at sink to wash hands before lunch time.
  - Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping.
  - Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
  - Gets own toothbrush and gives it to an adult after meals when asked.
  - Uses the toilet on own, and flushes after adult reminder.
  - Washes and partially dries hands, and then dries them completely when suggested to by an adult.
  - Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.
  - Uses toilet on own, sometimes forgetting to do one step, such as washing hands.
  - Washes hands before eating and usually remembers to use soap.
  - Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
  - Uses toilet on own, completing all steps, including washing hands.
  - Coughs and sneezes into elbow most of the time.
  - Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

**Personal Care Routines: Hygiene**
### Developmental Domain: PD-HLTH — Physical Development—Health

**PD-HLTH 7: Personal Care Routines: Feeding**

Child responds to feeding and feeds self with increasing proficiency

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds in basic ways during feeding</td>
<td>Shows interest in participating in the process of being fed</td>
<td>Feeds self some finger food items</td>
<td>Feeds self a wide variety of foods using a spoon, fork, and an open cup</td>
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<tr>
<td></td>
<td></td>
<td>Feeds self some foods using a spoon and cup, sometimes needing help</td>
<td>Serves self or others by scooping or pouring from containers</td>
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<tr>
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<td></td>
<td>Prepares simple foods to serve to self or others</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Responding
  - Turns toward an adult’s touch during feeding.
  - Sucks on the nipple of a bottle or breast.
  - Gazes at or nuzzles up to an adult when feeding.

- Exploring
  - Closes lips around food on a spoon.
  - Puts one or both hands on a bottle or breast while being held during feeding.
  - Reaches for a spoon while being fed.
  - Shows excitement as an adult approaches with a bottle or bowl.

- Building
  - Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
  - Drinks from a cup while an adult guides the cup.
  - Uses adaptive utensils to feed self a meal when positioned functionally.
  - Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.
  - Pours from a small pitcher, with some spilling.
  - Uses a scoop to fill small bowls with cereal for snack time.

- Integrating
  - Spreads jelly on bread with a small spatula to make a sandwich.
  - Cuts foods with a small plastic knife.
  - Takes the shell off of a hard-boiled egg.

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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development—Health**

**PD-HLTH 8: Personal Care Routines: Dressing**
Child develops and refines ability to participate in and take responsibility for dressing self

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Level</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Later</td>
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<tr>
<td>Earlier</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Later</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Earlier</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>N/A</td>
<td>☐</td>
<td>☐</td>
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<td>N/A</td>
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<tr>
<td>N/A</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Child is emerging to the next developmental level
  - Unable to rate this measure due to extended absence

**Personal Care Routines: Dressing**

- **Earlier**
  - Responds in ways that demonstrate awareness of a dressing routine
  - Responds in basic ways during dressing

- **Later**
  - Anticipates one or two steps of a dressing routine
  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child's head.
  - Lifts one leg, ther the other, while an adult guides child's legs into pants.

- **Exploring**
  - Participates with adult in dressing self
  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.

- **Building**
  - Puts on clothing that is simple to manipulate, sometimes with adult assistance
  - Puts legs through pant legs with adult assistance, and then pulls up pants on own.
  - Puts on own jacket as an adult holds it open or lays it out.
  - Pulls on hose-fitting socks on own.

- **Integrating**
  - Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
  - Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)
  - Puts on own shoes and fastens tabs.
  - Buttons own jacket.
  - Zips and snaps own pants.