Detailed Child Report Guidance

The Detailed Child Report provides information about a child's strengths and areas for further instructional support at the DRDP (2015) measure level. The results can be used to modify aspects of the curriculum, plan and individualize instruction, monitor progress, and share information with families.

What information is displayed on the Detailed Child Report?

- The assessment period is indicated at the top right of the page.
- A color-coded legend of the developmental levels of the DRDP (2015) is at the top of each page.
- The infant/toddler report displays the measure and domain ratings for each of the five domains assessed in the DRDP (2015) Infant/Toddler View.
- The preschool report displays the measure ratings for each of the six domains assessed in the DRDP (2015) Preschool Fundamental View.
- The Language and Literacy Development Domain is divided into two subdomains and these measures are displayed separately. The Cognition domain displays the Math subdomain. The Physical Development and Health domain displays the Physical Development and Health measures separately.

What are the features of the Detailed Child Report?

The **domain scale** shows the progression of knowledge, skills, or behaviors for the measures in each DRDP (2015) domain. Each domain is described by a group of specific measures. The levels for each measure are displayed in a sequential order from earlier to later development.

The child's ratings for all measures in the domain are statistically transformed to create the overall **domain rating**. The vertical line on each domain scale indicates the child's rating along the domain scale. The location of the domain rating on each domain scale is unique to each child and is the same domain rating that appears on the Child Report.

The **standard error** line is the horizontal line through the domain rating. All assessment instruments provide standard error estimates. A standard error is an estimate of the range of possible scores within which the child's domain rating lies.

The **DRDP (2015) domain icon** represents the domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education's early learning and development foundations.

The **DRDP domain/subdomain** name represents the abbreviation and full name of the DRDP (2015) domains and subdomains.

The **measure ratings** are the level the child has mastered within each measure. These ratings are indicated by the abbreviation for the developmental level. For example, BE is an abbreviation for Building Earlier.

Overview of the Domain Scale

Understanding the domain-level data as well as the measure-level data will aid in understanding this report. Sometimes it takes longer or it is more challenging for a child to move to the next level because each level requires more or less difficult knowledge and skills. Therefore, some levels are displayed as wide and others as narrow. A child may spend more time in one developmental level (the wider width) while mastering the knowledge and skills at the next level (a narrower width). This child's report may continue to show mastery at Building Earlier while the child works on mastering skills in Building Later as shown in the figure 1.

Early Infancy ⟶ Kindergarten Entry

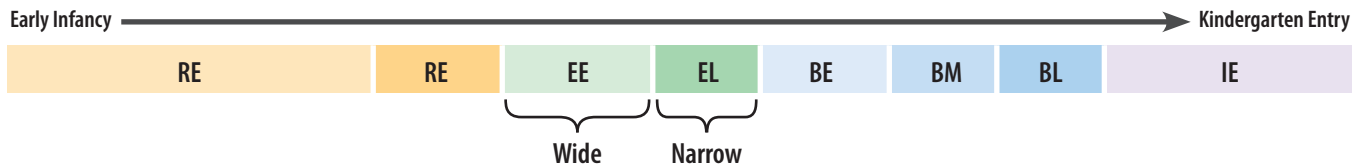| RE | RE | EE | EL | BE | BM | BL | IE |

Wide   Narrow

Figure 1. Levels are represented by different widths.

If a child does not demonstrate progress within a domain for what appears to be an extended period, growth may still have occurred, but not sufficient to move to the next level on the domain scale. A teacher's observation notes, ongoing curricular data, and other data can provide additional information about the knowledge, skills, or behaviors that the child has gained that will help the child continue to make progress and advance to the next level. For more information about the domain scale, view the Child Report Guidance: draccess.org/DRDP2015ChildReportGuidance.html

Understanding How the Measures are Displayed

The child's ratings for every measure are indicated by the abbreviation for that level. For example, in LLD 1 the child's rating level was Exploring Later (EL).

Domain Scale

LLD Language Development

Standard Error Line   Domain Rating

| RE | RE | EE | EM | EL | BE | BM | BL | IE |

Measure Rating Abbreviations

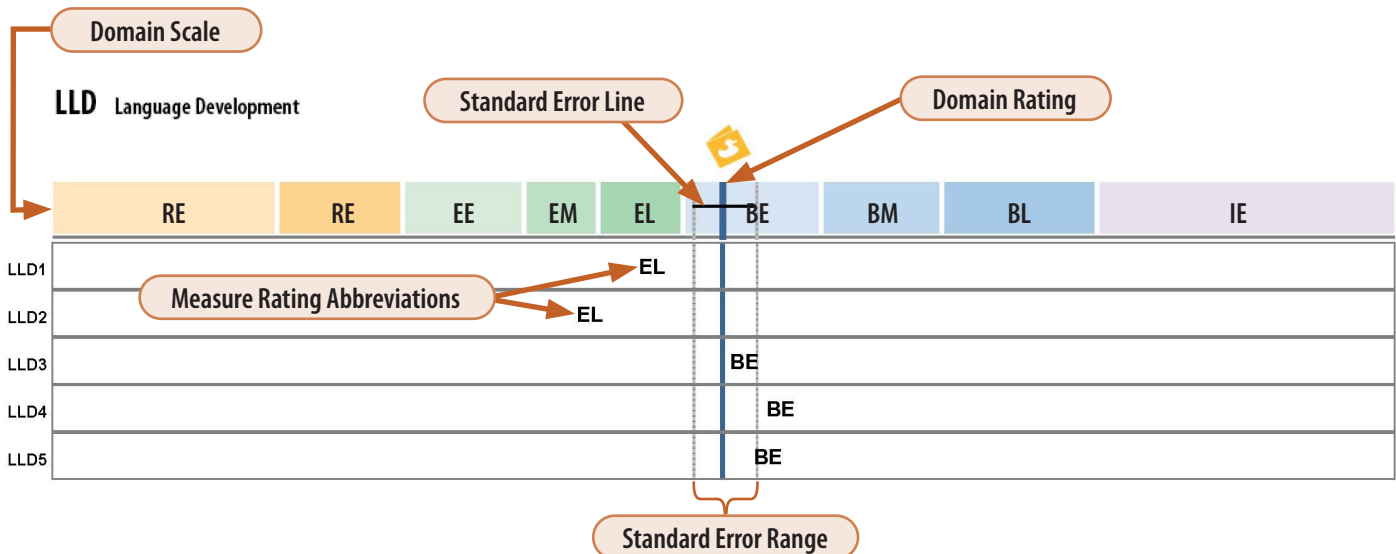|								
LLD1				EL				
LLD2			EL					
LLD3				BE				
LLD4				BE				
LLD5				BE				

Standard Error Range

Figure 2. Sample domain table of measure ratings.

The markers for each level fall in a slightly different location within each measure because some levels are more difficult than others. For example, the circled ratings in figure 3 illustrate the differing locations of the Building Middle level. A child's ratings will not necessarily be at the same level across all of the measures.

Domain Scale

LLD   Language Development

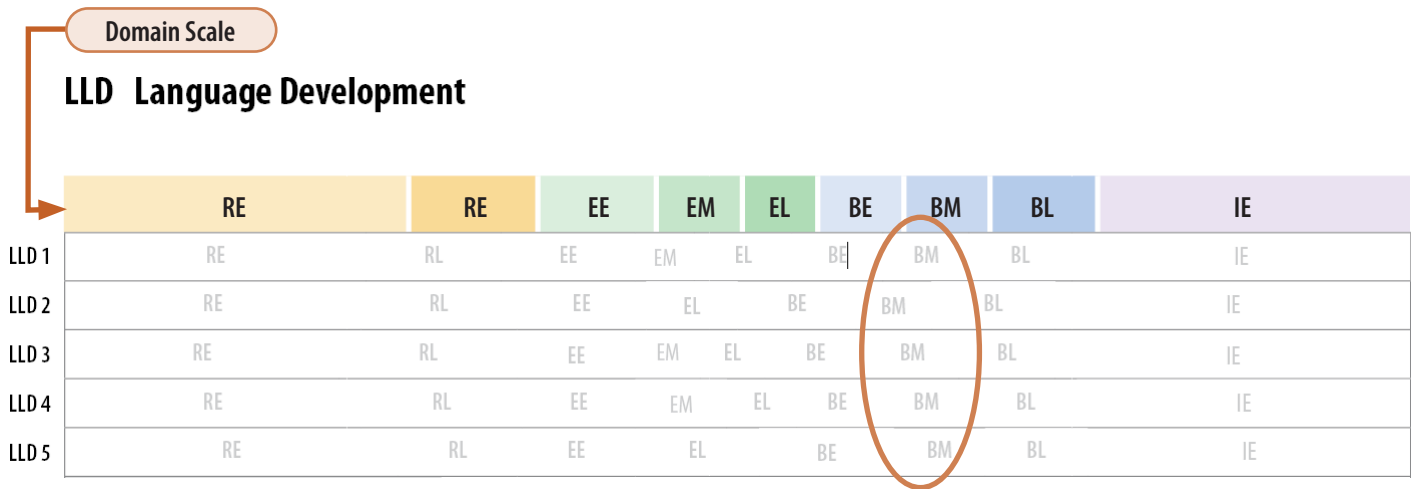|	RE	RE	EE	EM	EL	BE	BM	BL	IE
LLD 1	RE	RL	EE	EM	EL	BE	BM	BL	IE
LLD 2	RE	RL	EE	EL		BE	BM	BL	IE
LLD 3	RE	RL	EE	EM	EL	BE	BM	BL	IE
LLD 4	RE	RL	EE	EM	EL	BE	BM	BL	IE
LLD 5	RE	RL	EE	EL		BE	BM	BL	IE

Figure 3. Levels are in different locations from measure to measure.

The table below identifies the descriptor of the level the child has mastered and the descriptor for the next level.

Measure Abbreviation   **Measure Name**

Measure	Measure Name	Current Level of Mastery	Next Developmental Level
LLD1	Understanding of Language (Receptive)	Shows understanding of frequently used simple phrases or sentences *(Exploring Later)*	Shows understanding of a wide variety of phrases or sentences *(Building Earlier)*
LLD2	Responsiveness to Language	Responds to simple comments that relate to a present situation *(Exploring Later)*	Responds to one-step requests or questions that involve a familiar activity or routine *(Building Earlier)*
LLD3	Communication and Use of Language (Expressive)	Uses short phrases or sentences of more than two words to communicate *(Building Earlier)*	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate *(Building Middle)*
LLD4	Reciprocal Communication and Conversation	Engages in brief back-and-forth communication, using short phrases and sentences *(Building Earlier)*	Engages in brief conversations with a shared focus *(Building Middle)*
LLD5	Interest in Literacy	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult *(Building Earlier)*	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games *(Building Middle)*

Descriptor for Current Level   **Descriptor for Next Level**

Figure 4. Example table for the LLD domain which includes details about each measure.

For what purposes can you use the information in the Detailed Child Report?

- Highlight specific areas of strength and areas of need;
    - ‣ To identify areas of strength, locate measure ratings that are the furthest to the right of the domain rating.
    - ‣ To identify areas that may require further developmental or learning supports, locate measure ratings that are furthest to the left of the domain rating.
- Highlight areas for curricular modifications where practice opportunities in everyday routines and activities should be provided;
- Identify an adaptation that may help the child benefit from instruction;
- Plan individualized instruction, such as developing or revising an IEP goal or determining what knowledge, skills, or behaviors to teach; and
- Summarize assessment results to share regularly with families.

How should the information in the Child Reports *not* be used?

- The report should not be used to determine eligibility for placement in any program, including preschool, transitional kindergarten, kindergarten, or special education.
- The report should not be used to determine a developmental age for a child.
- The report should not be used as the sole source of information used to understand or describe a child's development and learning. Consistent with recommended practices in early childhood assessment, information from this report should always be considered along with other sources of information.

DRDP (2015)
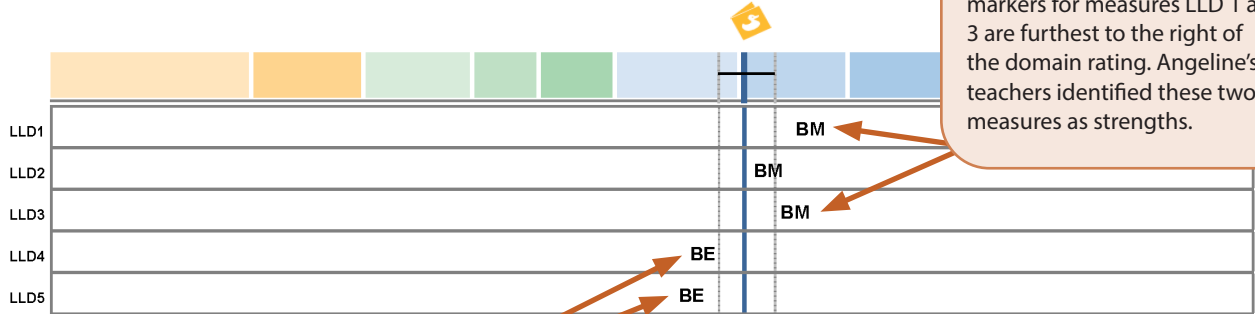## Detailed Child Report
For use with preschool-age children

Child's Name:	Angeline Smith
Birthdate:	4/12/2015 (4 years)
Assessor:	Janet Wilson
Assessment Date: 2019-05-05	**Report Date** 07/29/2019

Responding Earlier (RE)	Responding Later (RL)	Exploring Earlier (EE)	Exploring Middle (EM)	Exploring Later (EL)	Building Earlier (BE)	Building Middle (BM)	Building Later (BL)	Integrating Earlier (IE)

Early Infancy ‑ Kindergarten

Angeline's Development for Spring 2019

LLD Language Development

LLD1	BM
LLD2	BM
LLD3	BM
LLD4	BE
LLD5	BE

> In Language Development, the markers for measures LLD 1 and 3 are furthest to the right of the domain rating. Angeline's teachers identified these two measures as strengths.

> The markers for LLD 4 and 5 are to the left of the domain rating. These measures may require additional focus and support.

Measure	Measure Name	Current Level of Mastery	Next Developmental Level
LLD1	Understanding of Language	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities (Building Middle)	Shows understanding of language that refers to abstract concepts, including imaginary events (Building Later)
		Carries out a one-step request that relates to a new or an unfamiliar activity or situation (Building Middle)	Carries out multi-step requests that involve a familiar activity or situation (Building Later)
		Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate (Building Middle)	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors (Building Later)
LLD4	Reciprocal Communication and Conversation	Engages in brief back-and-forth communication, using short phrases and sentences (Building Earlier)	Engages in brief conversations with a shared focus (Building Middle)
LLD5	Interest in Literacy	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult (Building Earlier)	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games (Building Middle)

> Angeline's teachers identified LLD 1: Understanding of Language (Receptive) and LLD 3: Communication and Use of Language as measures of strength. They identified LLD 4: Reciprocal Communication and Conversation and LLD 5: Interest in Literacy as areas to look at in more depth. Her special education teacher and general education teacher will review Angeline's observation notes for these measures to determine if changes are needed to Angeline's supports and goals.

Figure 5. Sample page from the Detailed Child Report.

For more information or if you have questions, contact **Desired Results Access Project** at
DRAccess.org | DRAccessReports.org | (800) 673-9220 ext. 4 | reports@draccess.org