

# DRDP (2015) Child Report for Infants and Toddlers

## Family Guidance

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The Child Report will help you better understand your child's DRDP (2015) results. This report shows ratings for each of the developmental domains of the DRDP (2015). Your child's teacher or service provider uses the results to design and adapt learning activities for your child.

### What is in the Child Report?

- Each area of development on the report is a colored band called a domain scale.
- The key for the domain scales is at the top of the report. Each of the bands contains colored boxes. Each box represents a developmental level and each level has a name. Not all developmental levels are available in each domain.
- The developmental levels go from early infancy on the left to kindergarten entry on the right.
- The levels are not all the same size—some areas of development are more difficult than others and may take longer for children to master. The sizes of the boxes for the developmental levels were determined by a study of the DRDP (2015).
- Each domain is made up of a group of measures. Each measure illustrates a sequence of knowledge, skills, and behaviors relative to the domain content (i.e., social emotional development, language development, etc.).
- The standard error is the horizontal line that represents a range of ratings, known as the confidence interval. While any assessment rating has some degree of error, we are most confident that the child's level of development falls within this range. This range may be different in each domain.
- If a domain scale does not have a marker, then your child's teacher or service provider did not rate any or all of the measures within the domain. This may happen if your child has been absent from the program for a long period of time.

### How to use the Child Report

- Look at the color or name of the box where the markers are on each domain.
- The markers to the right show areas of strength and the markers to the left may be areas for further support. In the sample report below:
  - › In the first band, the marker for Approaches to Learning (ATL-REG) is in the Responding Earlier box, and is further to the left than the other markers. This may be an area for additional support.
  - › In the next band, the marker for Social and Emotional Development (SED) is in the Exploring Later box. This is an area of strength because it is further to the right than the other markers.
- Over time, you will see the markers move to the right as your child progresses.
- Talk with your child's teacher or service provider about what is coming up next for your child in all areas, what the teacher or service provider is doing to guide your child's learning and development, and what you might do to support your child.

### For more information

View the complete DRDP (2015) at [www.draccess.org](http://www.draccess.org)

This report describes your child's development on the domains of DRDP (2015).

# DRDP (2015) Child Report

For use with infants and toddlers

Child: Ashton Smithe Teacher: Megan Anderson

Date of Birth: 02/09/2014 Age: 25 months

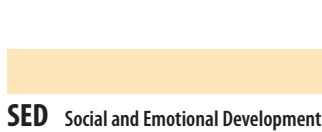
Date DRDP completed: 03/02/16 Report Date: 03/03/2016



## Ashton's Development for Fall 2015



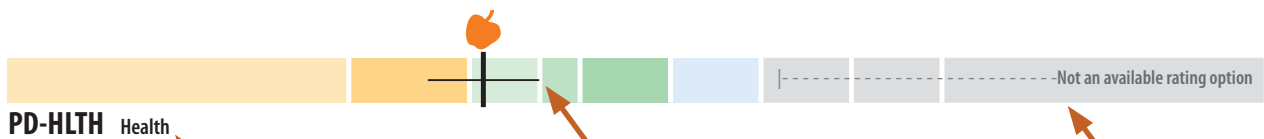
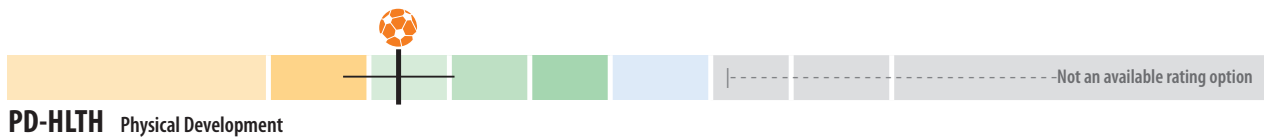
**Domain Scale** – represents all of the developmental levels for each measure. The names of the levels appear in the color boxes. The levels run from early infancy on the left to kindergarten entry on the right.



**Child's Domain Rating** – the thick line (vertical) indicates the child's rating along the domain scale.



**DRDP (2015) Domain Icon** – generally represents the domains of the California Department of Education's early learning and development foundations. The foundations describe what every child from birth to five years of age should learn in publicly-funded programs.



**Domain Name** – the abbreviation and full name of the developmental domain.

**Standard Error Line** – the thin (horizontal) line represents the range on which one is confident that a child's level of development lies.

**Gray areas** indicate no later levels on the measures in this domain.