

Detailed Child Report Guidance for Special Education

The Detailed Child Report provides information about a child's areas of strength and areas for further support at the DRDP (2015) measure level. Special educators may use the results to guide individual instruction and modify the curriculum for children with IFSPs and IEPs. The report may also be shared with families and other providers so that everyone on the child's educational team has a complete profile of the child.

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** portrays the developmental progression of knowledge, skills, or behaviors encompassed by the measures in each DRDP (2015) domain. Each domain is described by a group of specific measures. Levels of development for each measure are displayed in a sequential order from earlier to later development. The location of the marker on each domain scale is unique to each child.

The child's ratings for all of the 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 **standard error** line is the horizontal line through the domain rating. It is an estimate of the range of possible scores within which the child's domain rating lies.

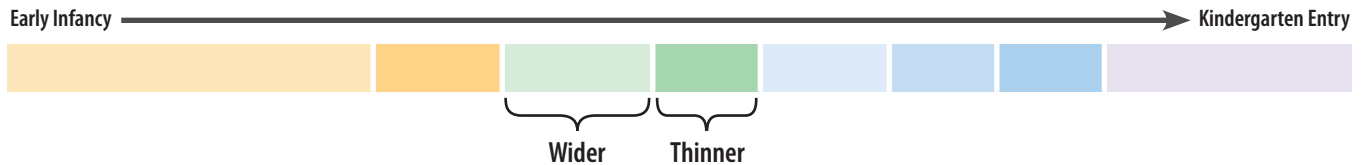
The **DRDP (2015) domain icon** represents the developmental domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education's early learning and development foundations.

The **measure ratings** represent the child's ratings and are indicated by the abbreviation for the developmental level. For example, BE is an abbreviation for Building Earlier.

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

Overview of the Domain Scale

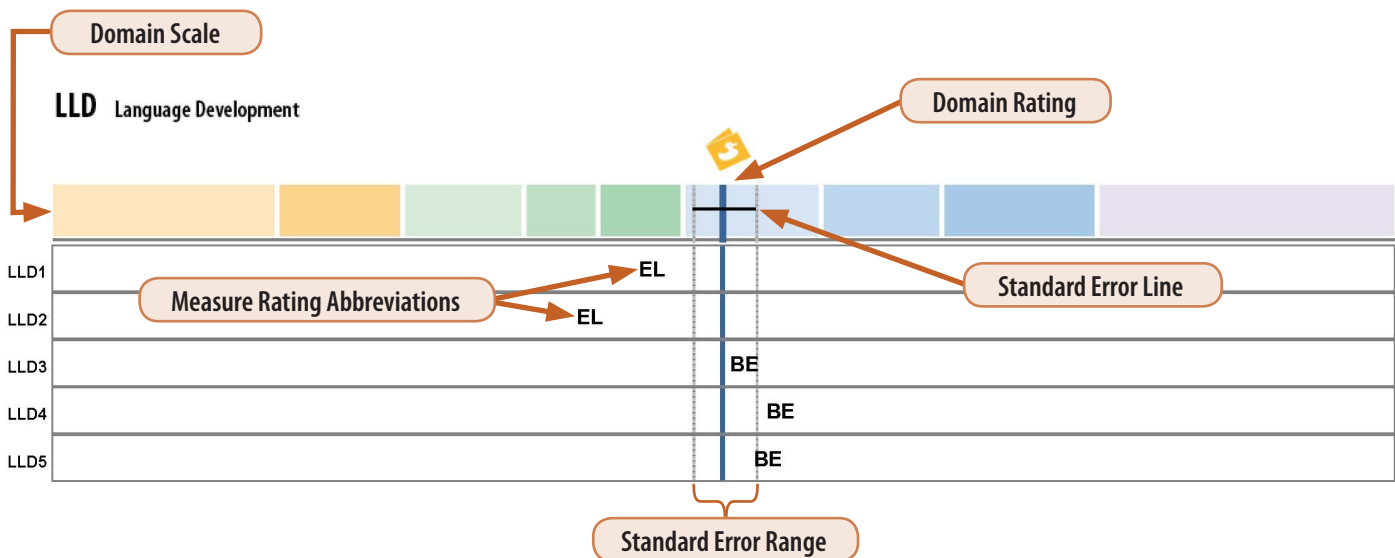
Understanding the domain-level data as well as the measure-level data will aid understanding of this report. Sometimes it takes longer or is more difficult for a child to move to the next level because each developmental level requires varying degrees of knowledge and skills. Therefore, some levels are displayed as wide and others as narrow. For example, 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).



If a child does not demonstrate progress within a domain for what appears to be an extended period of time, growth may still have occurred but not sufficiently to move to the next level on the domain scale. A teacher's observation notes, ongoing curricular data, and other documents 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 developmental 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).



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

The table below identifies the measure abbreviation, the full name of the measure, the descriptor of the level the child has mastered, and the descriptor for the next developmental level.

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

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Descriptor for Current Level
Descriptor for Next Level

How can the information in the Detailed Child Report be used?

The Detailed Child Report assists in understanding a child's development and learning by:

- Providing a detailed view of a child's learning and development related to the key knowledge and skills represented in each measure;
- Highlighting specific areas of strength and areas for targeted instruction, curriculum modification, or adaptations; and
- Informing what to work on over time, as with an IEP goal.

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 support, locate measure ratings that are furthest to the left of the domain rating and/or outside the lower boundary of the standard error line.

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

- The report should not be used to determine eligibility for preschool, transitional kindergarten, kindergarten, or special education.
- This report is not intended as the sole source of information used in understanding or describing a child's development.
- The report should not be used to determine a developmental age for a child.

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

DRDP (2015)

Detailed Child Report

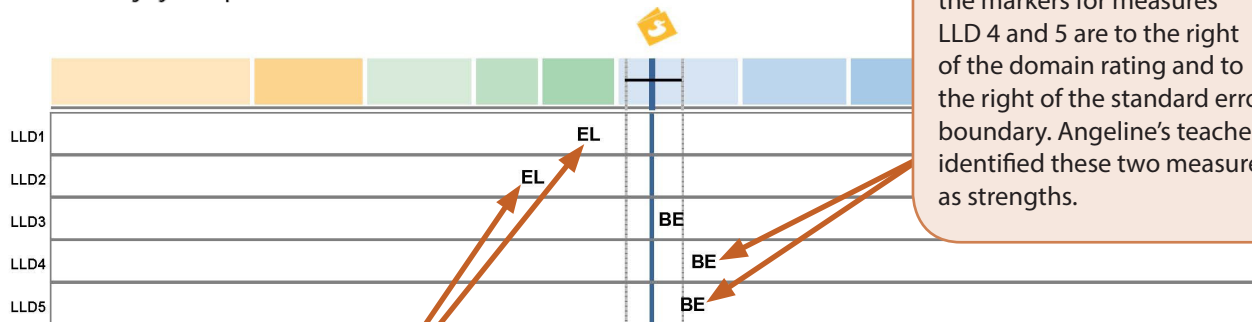
For use with preschool-age children

Child's Name: Angeline Smith
 Birthdate: 1/12/2012 (4 years, 10 months)
 Assessor: Elizabeth Schroeder
 Assessment Date: 11/12/2016 Report Date 12/07/2017



Angeline's Development for Fall 2016

LLD Language Development



In Language Development, the markers for measures LLD 4 and 5 are to the right of the domain rating and to the right of the standard error boundary. Angeline's teachers identified these two measures as strengths.

The markers for LLD 1 and 2 are to the left of both the domain rating and the lower standard error boundary. These measure may require additional focus and support.

		Current Level of Mastery	Next Developmental Level
	Use of Language (Expressive)	Shows understanding of frequently used simple phrases or sentences (<i>Exploring Later</i>)	Shows understanding of a wide variety of phrases or sentences (<i>Building Earlier</i>)
		Responds to simple comments that relate to a present situation (<i>Exploring Later</i>)	Responds to one-step requests or questions that involve a familiar activity or routine (<i>Building Earlier</i>)
		Uses short phrases or sentences of more than two words to communicate (<i>Building Earlier</i>)	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate (<i>Building Middle</i>)
LLD4	Reciprocal Communication and Conversation	Engages in brief back-and-forth communication, using short phrases and sentences (<i>Building Earlier</i>)	Engages in brief conversations with a shared focus (<i>Building Middle</i>)
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 (<i>Building Earlier</i>)	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games (<i>Building Middle</i>)

Angeline's teachers identified LLD 4: Reciprocal Communication and Conversation and LLD 5: Interest in Literacy as measures of strength. They identified LLD 1: Understanding of Language (Receptive) and LLD 2: Responsiveness to Language 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.