PS DRDP-R

Rating Booklet

Child's First Name (Legal):	Student ID:
Child's Last Name (Legal):	Completion Date (MM/DD/YYYY):

Check the adaptations used: ☐ Augmentative or Alternative Communication System ☐ Alternative Mode for Written Language ☐ Visual Support ☐ Assistive Equipment or Device   ☐ Functional Positioning   ☐ Sensory Support   ☐ Alternative Response Mode

Preschool Desired Results Developmental Profile-Revised (PS DRDP-R) for Children with IEPs Rating Booklet

Instructions: Mark the child's **highest** level of mastery for each Measure. Mark "Emerging" if the child is emerging to the next level (optional). In the rare circumstance that you are unable to rate the Measure, mark "Unable to Rate" and **circle** one of the reasons, absence or other.

Desired Result 1: Children are personally and socially competent

1 Indicator: Self-Concept
SELF 1: Identity of self

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows recognition of self as individual, recognizing own name and names of familiar people	Describes self or others in terms of basic physical characteristics	Describes self and others in terms of preferences	Accurately compares self to others

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

2 Indicator: Self-Concept
SELF 2: Recognition of own skills and accomplishments

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows interest and/or pleasure when someone reacts to something he or she has done	Characterizes self positively in terms of specific activity that he or she is doing or has just finished	Characterizes positively own skills involved in doing a task	Characterizes self positively in terms of generalized ability or skills

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

3 Indicator: Social and Interpersonal Skills
SOC 1: Expressions of empathy

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows awareness when others are unhappy or upset	Offers simple assistance when he or she thinks it is needed-even if not really needed	Accurately labels own and others' feelings	Uses words or actions to demonstrate concern for what others are feeling

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

4 Indicator: Social and Interpersonal Skills
SOC 2: Building cooperative relationships with adults

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Seeks interaction with familiar adult for company, help, or comfort	Attempts to establish a relationship with an adult by cooperating and interacting	Seeks to share experience or get information from adult	Works cooperatively with an adult to plan and organize activities and to solve problems

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

5 — Indicator: Social and Interpersonal Skills
SOC 3: Developing friendships

Exploring	Developing	Building	Integrating
○	○	○	○
Interacts with another child side-by-side as they play with similar materials	Names another child as a friend or seeks out a particular child with whom to play	Engages in social games and pretend play with a particular child	Prefers to play with a particular child who also expresses preference for him or her

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

6 — Indicator: Social and Interpersonal Skills
SOC 4: Building cooperative play with other children

Exploring	Developing	Building	Integrating
○	○	○	○
Interacts with other children side-by-side as they play with similar materials	Engages with another child or children in play involving a common idea or purpose	Shows preference for particular playmates, but plays cooperatively with a variety of children	Leads or participates in planning cooperative play with other children

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

7 — Indicator: Social and Interpersonal Skills
SOC 5: Conflict negotiation

Exploring	Developing	Building	Integrating
○	○	○	○
Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions	Starts to use appropriate words and actions to express own desires and, when needed, seeks adult help to resolve a conflict	Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs	Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

8 — Indicator: Social and Interpersonal Skills
SOC 6: Awareness of diversity in self and others

Exploring	Developing	Building	Integrating
○	○	○	○
Shows awareness of physical differences in others	Identifies physical differences and similarities between self and others	Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs	Demonstrates an understanding of inclusion or fairness through actions or words

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

9 — Indicator: Self-Regulation
REG 1: Impulse control

Exploring	Developing	Building	Integrating
○	○	○	○
Accepts active adult guidance and support to stop self from acting impulsively on desires or needs	Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support	Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help	Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

10 — Indicator: Self-Regulation
REG 2: Taking turns

Exploring	Developing	Building	Integrating
○	○	○	○
Needs adult prompting or support to wait for turn	Uses adult-structured turn-taking procedures, including rules and cues	Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time	Routinely proposes turn-taking as a solution to conflicts over materials and equipment

○ Not yet at first level   ○ Emerging to the next level

○ Unable to rate, why (circle one):   absence   other

11 Indicator: Self-Regulation
REG 3: Shared use of space and materials

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Tries to keep control over space and materials he or she is using	Maintains control of materials or space that he or she cares about, but allows others to use the rest	With adult prompting, shares with another child material or space he or she is using or wants to use	Without adult prompting, invites others to share materials or space he or she is using

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

12 Indicator: Language
LANG 1: Comprehends meaning

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Understands the meaning of simple words, phrases, stories, and songs	Understands more complex words and phrases* in conversations, stories, and learning activities * Includes words that tell location, color, body parts, noun and adjective combinations, and basic grammatical units	Understands language that refers to imaginary, past, or future events	Understands language that describes how and why things happen

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

13 Indicator: Language
LANG 2: Follows increasingly complex instructions

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Understands one- and two-step instructions and requests about familiar routines	Understands one- and two-step instructions and requests about unfamiliar routines or unrelated events	Understands three-step instructions and requests that are part of a familiar routine	Understands three-step instructions and requests that are about a new or unfamiliar situation

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

14 Indicator: Language
LANG 3: Expresses self through language

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Produces phrases and simple sentences that communicate basic ideas and needs	Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary	Uses words that are relatively precise and makes longer sentences by connecting shorter sentences	Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

15 Indicator: Language
LANG 4: Uses language in conversation

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Communicates with others, using language for basic purposes, such as requesting, refusing, describing, and answering questions	Has short conversations	Has extended conversations about real or imaginary experiences	Has extended conversations that build on emotions, ideas, and information shared with the other person

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

Desired Result 2: Children are effective learners

16 — Indicator: Learning
LRN 1: Curiosity and initiative

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Shows interest in new materials or activities by intently watching others and/or handing the materials	Actively engages with new materials or activities by asking questions and performing simple investigations	Uses a variety of strategies to learn more about objects or activities of interest	Puts materials or objects together in new and inventive ways to learn what will result or to create something

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

17 — Indicator: Learning
LRN 2: Engagement and persistence

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person	Continues self-selected activities on own even in a distracting environment	Usually works through difficulties encountered in activities	Returns to challenging or multi-step activities

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

18 — Indicator: Cognitive Competence
COG 1: Memory and knowledge

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Remembers a few key features of familiar objects and routines	Communicates memories about an unfamiliar event that happened earlier that day	Communicates memories about an unfamiliar event that happened on a previous day	Communicates memories about a sequence of related events that happened in the past

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

19 — Indicator: Cognitive Competence
COG 2: Cause and effect

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Tries out actions to see what will happen	Anticipates that a routine action will have a specific result	Shows understanding of familiar cause and effect through language or action	Explains or predicts the result of a familiar action-will not always be accurate, but will be reasonable

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

20 — Indicator: Cognitive Competence
COG 3: Engages in problem solving

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Tries to solve simple problems, including using trial and error	Tries a strategy he or she saw someone else use to help solve a problem	Uses familiar objects or actions in a deliberate way to solve problems	Tries out a set of actions to develop a strategy for solving problems

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

21 — Indicator: Cognitive Competence
COG 4: Socio-dramatic play

Exploring	Developing	Building	Integrating
⬯	⬯	⬯	⬯
Engages in brief pretend play on own	Engages in brief pretend play with peer, sharing materials or ideas	Takes a role in play situation with other children, but without planning the role or the pretend play	Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play

⬯ Not yet at first level   ⬯ Emerging to the next level

⬯ Unable to rate, why (circle one):   absence   other

22 — Indicator: Math
MATH 1: Number sense: Understands quantity and counting

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Uses numbers up to three to describe quantities without counting	Correctly recites numbers in order up to five	Counts at least five objects correctly, without counting an object more than once	Counts at least ten objects correctly

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

23 — Indicator: Math
MATH 2: Number sense: Math operations

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Demonstrates that items can be grouped and counted	When two groups are different by a large amount, correctly says one group has more objects than the other	Adds or takes away objects to solve everyday problems with groups of at least three objects	Does simple addition and subtraction problems with groups of up to five objects

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

24 — Indicator: Math
MATH 3: Shapes

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Recognizes differences among shapes without naming them	Correctly names at least two shapes (circles, squares, triangles)	Recognizes shapes when they are presented in new orientation or as part of other objects	Describes characteristics and differences of several shapes

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

25 — Indicator: Math
MATH 4: Time

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows initial understanding of order of events over time	Knows that events can be in the past or future	Indicates time of past, present, and future events	Connects some events with specific times

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

26 — Indicator: Math
MATH 5: Classification

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Recognizes when two things are the same	Sorts objects into three or more different groups	Sorts objects by different attributes (size, shape, or color), but not at the same time	Sorts objects by two attributes at the same time

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

27 — Indicator: Math
MATH 6: Measurement

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Understands or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)	Understands or uses words that compare size, length, weight, or capacity of objects (bigger or smaller)	Tries to measure using tools (standard or nonstandard)	Describes and compares using standard or nonstandard measures

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

28 — Indicator: Math — MATH 7: Patterning

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes or identifies simple patterns created by others* * Simple patterns are in the form ABAB, such as red-blue, red-blue	Builds or copies simple patterns	Builds or copies a pattern using different objects	Creates or extends a more complex pattern (more than two repeating elements)

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

29 — Indicator: Literacy — LIT 1: Interest in literacy

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Participates in literacy activities	Seeks out and engages in a variety of group and individual literacy activities	Initiates and listens to reading materials and links content to own experiences	Participates in reading activities, including discussions that relate the story to the outside world and predicts what will happen next in the story

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

30 — Indicator: Literacy — LIT 2: Letter and word knowledge

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes simple symbols (numbers, letters, logos) in the environment	Knows some letters by sight and by name, or recognizes own name in print	Knows ten or more letters by sight and by name, and understands that letters make up words and have corresponding sounds	Knows most of the letters by sight and by name, and recognizes some familiar whole written words

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

31 — Indicator: Literacy — LIT 3: Emerging writing

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Makes scribble-pictures to represent people, things, or events	Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing	Writes own name with some letters formed correctly	Writes own name and simple words (mostly using correct letters)

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

32 — Indicator: Literacy — LIT 4: Concepts of print

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands the way books are handled and organized	Understands the role of print in telling a story, and uses printed materials to pretend to read	Understands that print is organized into units, such as words, and knows some vocabulary that describes print	Understands how print is used in various ways in books, and understands the organization and purposes of different print materials

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

33 — Indicator: Literacy — LIT 5: Phonological awareness

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Engages in play with sounds in words and songs	Shows awareness of words and syllables as units of sounds	Shows awareness of rhymes and sounds at the beginning of words	Blends and segments parts of words

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

Desired Result 3: Children show physical and motor competence

34 — Indicator: Motor Skills
MOT 1: Gross motor movement

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Makes basic movements with confidence and ease	Uses movement skills to go smoothly up, down, and through a variety of spaces	Uses complex movement skills in active play	Participates in extended or integrated physical activities

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

35 — Indicator: Motor Skills
MOT 2: Fine motor skills

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Manipulates large objects with fingers and wrists on both hands to accomplish a simple task	Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks	Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination	Shows increasing refinement and detail in fine motor movements requiring finger strength or control

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

36 — Indicator: Motor Skills
MOT 3: Balance

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows a developing sense of balance and the ability to carry an object while moving	Balances without support	Maintains balance while moving	Coordinates multiple movements involving balance

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

Desired Result 4: Children are safe and healthy

37 — Indicator: Safety and Health
SH 1: Personal care routines

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Participates in own personal cleanliness, with help or supervision from adult	Follows through on personal cleanliness, with some reminders	Takes care of personal cleanliness on his own	Shows an understanding of why personal cleanliness is important

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

38 — Indicator: Safety and Health
SH 2: Personal safety

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Cooperates when requested to follow simple safety rules	Usually follows simple safety rules on her own	Applies known safety rules in a variety of situations	Communicates an understanding of safety rules to others

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other

39 — Indicator: Safety and Health
SH 3: Understanding healthy lifestyle

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Follows guidance given by adults about rest, health, food choices, and physical activity	Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult	Independently takes care of some basic needs like rest, healthy food choices, and physical activity	Communicates to others about making healthy choices

◯ Not yet at first level   ◯ Emerging to the next level

◯ Unable to rate, why (circle one):   absence   other