

DRDP (2015)

Rating Record

A Developmental Continuum from Early Infancy to Kindergarten Entry For use with infants and toddlers

Child's Name (First and Last): _____

Student ID (Issued by district for reporting to CASEMIS): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR.

Measure	Measure Name	Responding		Exploring			Building			Integrating	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
ATL-REG 1	Attention Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 2	Self-Comforting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 4	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 5	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
SED 1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
SED 2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
SED 3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
SED 4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
LLD 1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
LLD 2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
LLD 3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
LLD 4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
LLD 5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
COG 1	Spatial Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
COG 2	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
COG 3	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
<i>Note: COG 4 - COG 7 and COG 10 are only for use for preschool age children</i>												
COG 8	Cause and Effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="checkbox"/>	<input type="checkbox"/>