

# Benefits of the DRDP (2015) Assessment

- Special educators have current information to help plan children's learning activities.
- Programs have information to improve their services.
- Families know more about their child's development and ways to support learning.
- The California Department of Education assures that its programs are high quality and making a difference for **all** the children and families they serve.
- California can report to the U.S. Office of Special Education Programs on the progress of young children with IFSPs/IEPs.

“The instrument gives parents a foundation. I can see the growth and isolate the areas to work on. Parents are able to see progress over time.”  
— Special Educator



# Why the DRDP (2015) is Used

The DRDP (2015) describes developmental and pre-academic progress for young children, informs instructional decisions, and provides families with information about their children's learning. The DRDP (2015) also informs federal child outcomes reporting and progress monitoring. The DRDP (2015) aligns with California's early learning standards, the Head Start Early Learning Outcomes Framework, and the Council for Exceptional Children/Division for Early Childhood's Recommended Practices, enabling general and special education practitioners to use evidence-based practices in assessment, support widely accepted school readiness skills, and support ongoing partnerships with families.

## Mission Statement

The Desired Results Access Project promotes positive outcomes for young children with disabilities and their families within California's Early Learning and Development System by creating and supporting a high-quality assessment system.

[draccess.org](http://draccess.org)  
[draccessReports.org](http://draccessReports.org)  
[draccessLearn.org](http://draccessLearn.org)  
[indicator7reports.draccess.org](http://indicator7reports.draccess.org)

[pinterest.com/draccess](http://pinterest.com/draccess)  
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[info@draccess.org](mailto:info@draccess.org)  
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## Desired Results Access Project

Napa County Office of Education,  
Research and Professional Development Center

Funded by the California Department of Education,  
Special Education Division

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# The DRDP (2015) Assessment



“Strength based assessment works!  
(Focus on ability rather than disability).”  
— Training participant





The **Desired Results System** is an accountability initiative of the California Department of Education (CDE) developed to determine the effectiveness of child development and early childhood special education services and programs. The system assures that children enrolled in state funded programs benefit from them.

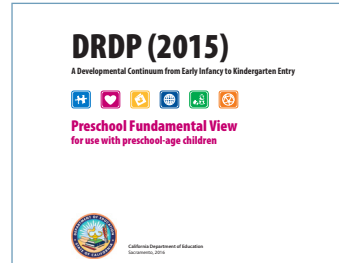
## Key Features of the DRDP (2015)

- The DRDP (2015) is for **all** of California's children. Children with disabilities and children without disabilities participate in the same assessment.
- California is one of very few states in the nation that has developed its own assessment system designed specifically for measuring child progress toward desired outcomes.
- Adaptations have been developed so that the DRDP (2015) will measure children's abilities rather than disabilities.

## The DRDP (2015) Assessment

The Desired Results Developmental Profile (DRDP) assessment instrument is designed to guide program staff in observing and documenting children's developmental status and progress for the purpose of instructional planning and program improvement. The DRDP (2015) is based on recommended practices for naturalistic observation of young children by familiar adults as they participate in daily activities and routines in familiar environments. The DRDP (2015) is used by special educators to assess infants and toddlers with IFSPs and preschool-age children with IEPs twice a year.

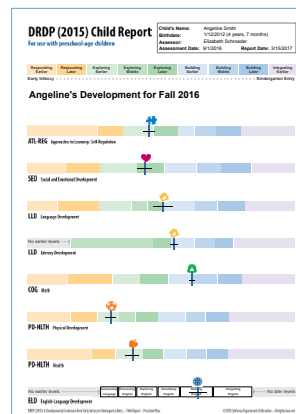
[DRAccess.org](http://DRAccess.org)



## DRDP (2015) Reports for Special Education

Using the DR Access Reports system, special educators can generate reports of DRDP (2015) assessment results that provide a picture of a child's developmental status and progress and identify areas of strength and need. The alignment to California's early learning foundations enables teachers to use DRDP (2015) results to develop standards-based outcomes and goals, and share meaningful results with families.

[DRAccessReports.org](http://DRAccessReports.org)



### Family members may choose to participate in the assessment by:

- sharing observations of their children in different activities and places;
- determining which adaptations will support their child's access to everyday activities, settings, and materials as members of the IEP team; and
- talking with special educators about their child's progress on the DRDP (2015).

## Naturalistic Observation

The DRDP (2015) is based on observations of children in everyday activities with familiar people. Children's progress is documented in areas such as:

- Learning
- Getting along with others
- Staying safe and healthy

**Adaptations** that children use every day are used to help them participate in the assessment.

