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Overview

The Peer Reference Report displays a child’s domain ratings on the DRDP compared to a sample of same-age peers. This visually friendly one-page report is easy to understand; and useful for general education, special education, and families.

The Peer Reference Report defines three levels of functioning relative to same-age peers: *at age expectations*, *close to age expectations*, and *not at age expectations*. For each domain, the child’s level of functioning relative to same-age peers is marked within an age band. This is different from other metrics frequently used to identify how a child is functioning relative to same-age peers such as age equivalence and developmental milestone checklists. Illustrating levels of development within age bands provides information on the range of typical development rather than single points in time and allows a view of progress within an age band (such as moving from *close to* to *at age expectations*). This information will help you identify domains where the child is doing well and those that would benefit from additional individualized support.

Ways to Use the Report

The information from the Peer Reference Report can be used to:

- identify domains to prioritize for support
- share information with families
- plan for transition
- collaborate with general education teachers

Identify domains to prioritize for support

The Peer Reference Report displays the location of the child's domain ratings relative to age expectations. Domain ratings that are *not at age expectations* may be priorities for support.

In the example below, Angeline's skills in Language, Literacy, and COG: Math are *at age expectations*. Her skills are *close to age expectations* in Approaches to Learning-Self Regulation and Social-Emotional Development, and *not at age expectations* in Physical Development and Health. After reviewing this information, Angeline's teaching team knew that they wanted to learn more about Angeline's skills in Physical Development and Health so they reviewed the DR Access Child Report, available from DRAccessReports.org, to identify which specific skills to address.

The Peer Reference Progress Report displays results from two administrations of the DRDP. Priorities for support on this report might include an area where the child's domain rating is falling farther behind same age peers or an area where very little progress was made relative to other domains. Using the Peer Reference Report together with the Child Report helps target specific skills in domains identified as priorities for support.

Share information with families

Teachers can share the Peer Reference Report with the child's family. Using the progress version of the report, teachers can share and celebrate progress made during the year and plan together which areas of learning and development to address next. This report shows that disability does not universally impact a child's development across all domains. Families may differ in their interest in a comparison to same-age peers; teachers should consider whether or not to share this report.

Plan for transition

During transitions, the Peer Reference Report informs discussions of the child's skills by including information across the developmental domains. Sharing these reports with the receiving program helps inform instruction and support in the new setting.

Collaborate with general education providers

Both general education and special education teachers support children with IEPs. Using the common language of the DRDP, the special education and general education team can together review the child's performance relative to age expectations in specific domains to identify the child's progress toward the foundations. Using the DR Access Child Report in conjunction with the Peer Reference report will assist teams in planning goals and activities to support the child's continued development and learning.

Understanding the Peer Reference Report – Status Version

The Peer Reference Report – Status Version displays information for a child’s single DRDP assessment at the domain level.

Page view

DRDP (2015) Peer Reference Report

For use with preschool-age children with an IEP

This report illustrates how a child’s domain ratings compare to ratings for children in the same age range from the DRDP (2015) calibration sample.

Angeline's Development for Fall 2022

Angeline Smith
 Birthdate: 1/12/2018
 Assessment: 11/12/2022
 Age: 4 years, 10 months

ATL-REG Approaches to Learning–Self-Regulation
 The ATL skills include attention maintenance, engagement and persistence, and curiosity and initiative. The REG skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

The long vertical line indicates the overall domain rating.

SED Social and Emotional Development
 The SED domain assesses children’s developing ability to understand and interact with others and to form positive relationships with nurturing adults and their peers.

The blue band indicates the child’s age band at the time of the assessment.

LLD Literacy Development
 The LLD domain assesses the progress of all children in language and literacy skills. These skills include understanding language, communication and use of print, and letter and word knowledge, and

The horizontal line indicates the standard error, which is an estimate of the range of possible scores within which the child’s domain rating lies.

COG Math
 The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. MATH knowledge and skill areas include spatial relationships, number sense of quantity, number sense of measurement, patterning, and shapes.

The short vertical line within each age band represents the age-group mean.

PD-HLTH Physical Development
 The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. PD knowledge and skill areas include perceptual-motor skills and movement concepts, gross locomotor movement and skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.

The icons represent the related domains in the Early Learning Foundations.

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Peer Reference Report – PreschoolView

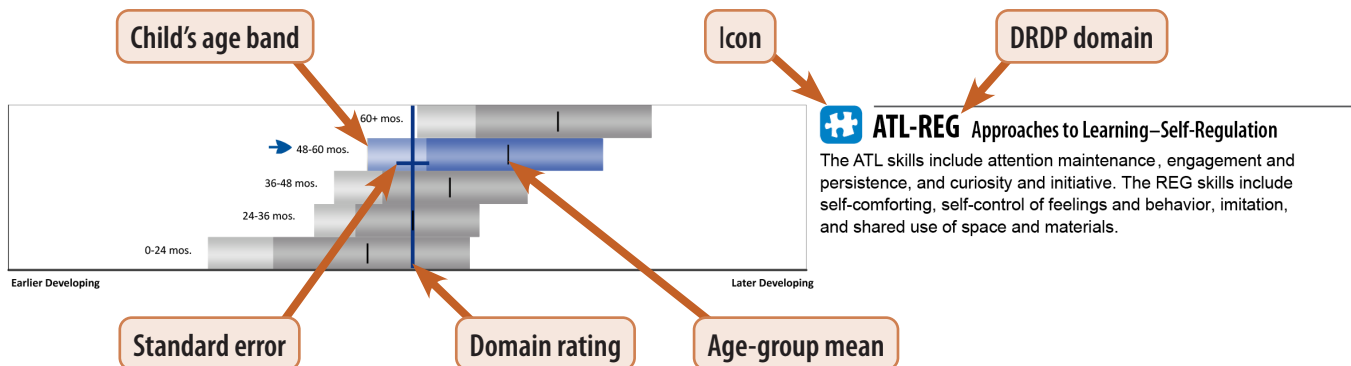
The abbreviations represent names of the DRDP domains.

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Peer Reference Report – PreschoolView

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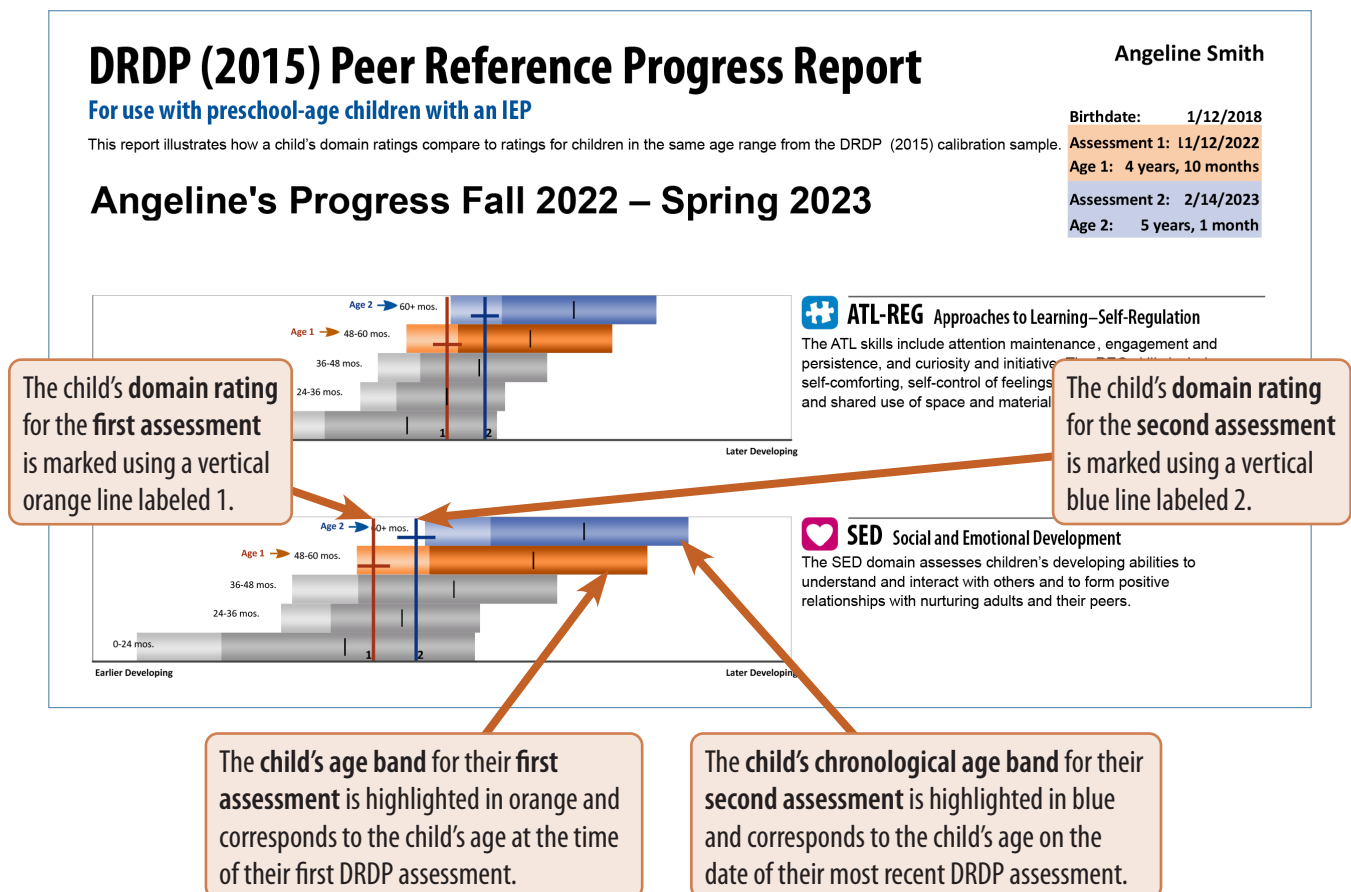
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Close-up view



Understanding the Peer Reference Report – Progress Version

The Peer Reference Progress Report displays information for any two DRDP assessments.



Reviewing the Peer Reference Report

How to identify areas of strength and areas for support

Peer Reference Report – Status Version

To identify areas of strength and areas for further support:

1. Identify the domain ratings that fall within the darker shading of the age bands. These ratings are within age expectations and are areas of strength.
2. Identify the domain ratings that fall within the lighter shading of the age bands. These ratings are close to age expectations. Consider the age of the child within the band and whether the child needs additional support.
3. Identify domain ratings that fall to the left the age bands. These ratings are not at age expectations and indicate the child may need additional support.
4. Review the [DR Access Child Reports](#), both status and progress versions, for information about specific skills in the domains that you've identified as concerns from the Peer Reference Report.

When planning for a child's learning and development, remember to also consider your observations; conversations with families and other team members; and other assessment results.

Peer Reference Report – Progress Version

To identify areas of strength and areas that may require further support:

1. Identify domain ratings that are progressing from left to right.
2. Review the highlighted age bands. Then, identify the location of the domain rating to determine where the child is in terms of age expectations.
3. For domains where a child has not made progress relative to other domains, review the child's supports.
4. Celebrate domains the child has made progress in with colleagues and families.

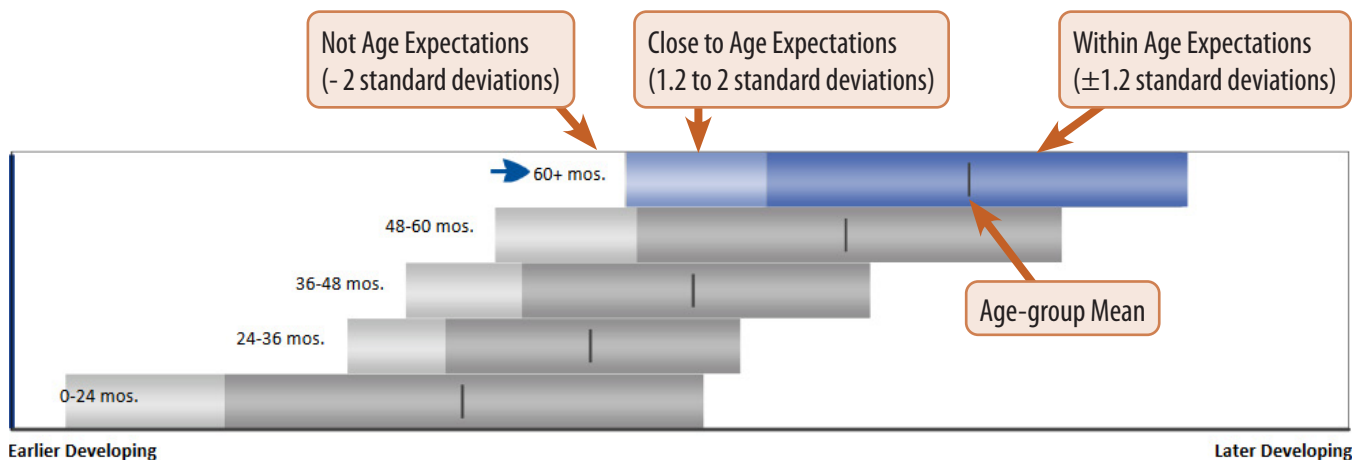
Understanding the Age Bands

The Peer Reference Report displays domain ratings in relation to 12-month age bands in order to describe a child's development relative to same age peers. Development is categorized as *at*, *close to*, or *not at* age expectations within these bands. The age bands highlight the range of typical development and the overlap in the range of development observed from one age band to the next.

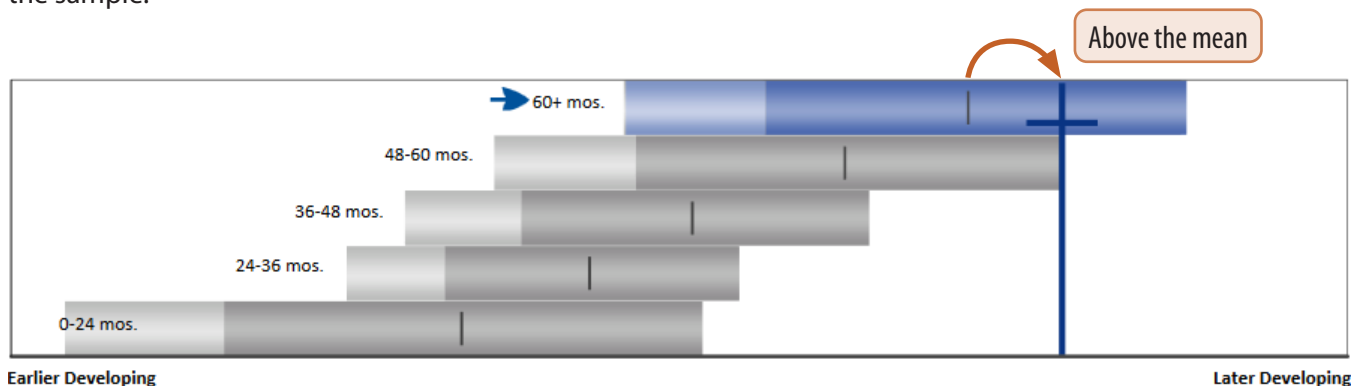
The age bands were calculated from a sample of over 15,000 children, birth through 60 months of age, who were enrolled in California Department of Education early education programs in the spring of 2015. The sample is comprised of children with and without disabilities and includes children from all federal disability categories.

Within each age band:

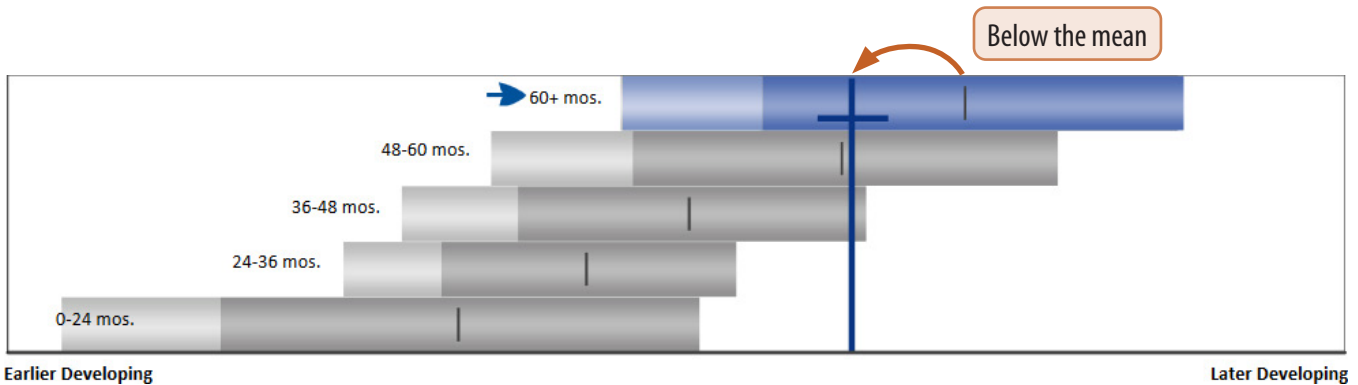
- The darker shading represents the range of ratings considered **within age expectations**, defined as a domain rating ± 1.2 standard deviations above and below the mean of the sample.
- The lighter shading represents the range of ratings **close to age expectations**, defined as a domain rating between 1.2 and 2.0 standard deviations below the mean.
- The white space to the left of the band represents the range of ratings **not at age expectations**, defined as 2.0 or more standard deviations below the mean.



The black vertical line within each age band is the age group mean. This is the average domain rating of the children in the sample within each age band. When a child's domain rating (the long vertical line) is located to the right of the mean it indicates that the child's rating is above the mean for children of the same age in the sample.



A child's domain rating located to the left of the mean indicates that the child's rating is below the mean.



Since the age bands are computed based on 12 months of development, children who are younger are more likely to perform towards the *below age expectations* range of an age band. For example, a 37-month-old child is only 2 months into the 36-48 month age band so scores below the mean may **not** indicate a delay. The child may score within age expectations in the next assessment cycle, when they are older and still in this age band. It is important to consider all aspects of the child's development including the child's age within the age range.

