

DRDP OBSERVATION CHECKLIST

SCHOOL YEAR: _____

TEACHER: _____

CHECKPOINT: __Fall __Winter __Spring __Summer

| CHILD'S NAME | | | | | | | | | | | | | | | | | | | | |
|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| ALT-REG | REG 1: Attention Maintenance | | | | | | | | | | | | | | | | | | | |
| | REG 2: Self-Comforting | | | | | | | | | | | | | | | | | | | |
| | REG 3: Imitation | | | | | | | | | | | | | | | | | | | |
| | REG 4: Curiosity and Initiative in Learning | | | | | | | | | | | | | | | | | | | |
| | REG 5: Self-control of Feelings and Behavior | | | | | | | | | | | | | | | | | | | |
| | REG 6: Engagement and Persistence | | | | | | | | | | | | | | | | | | | |
| | REG 7: Shared Use of Space and Materials | | | | | | | | | | | | | | | | | | | |
| SED | SED 1: Identity of Self in Relation to Others | | | | | | | | | | | | | | | | | | | |
| | SED 2: Social and Emotional Understanding | | | | | | | | | | | | | | | | | | | |
| | SED 3 Relationships and Social Interactions with Familiar Adults | | | | | | | | | | | | | | | | | | | |
| | SED 4: Relationships and Social Interactions with Peers | | | | | | | | | | | | | | | | | | | |
| | SED 5: Symbolic and Sociodramatic Play | | | | | | | | | | | | | | | | | | | |
| LLD | LLD 1: Understanding of Language (Receptive) | | | | | | | | | | | | | | | | | | | |
| | LLD 2: Responsiveness to Language | | | | | | | | | | | | | | | | | | | |
| | LLD 3: Communication and Use of Language (Expressive) | | | | | | | | | | | | | | | | | | | |
| | LLD 4: Reciprocal Communication and Conversation | | | | | | | | | | | | | | | | | | | |
| | LLD 5: Interest in Literacy | | | | | | | | | | | | | | | | | | | |
| | LLD 6: Comprehension of Age-Appropriate Text | | | | | | | | | | | | | | | | | | | |
| | LLD 7: Concepts about Print | | | | | | | | | | | | | | | | | | | |
| | LLD 8: Phonological Awareness | | | | | | | | | | | | | | | | | | | |
| | LLD 9: Letter and Word Knowledge | | | | | | | | | | | | | | | | | | | |
| | LLD 10: Emergent Writing | | | | | | | | | | | | | | | | | | | |
| ELD | ELD 1: Comprehension of English (Receptive English) | | | | | | | | | | | | | | | | | | | |
| | ELD 2: Self-Expression in English (Expressive Language) | | | | | | | | | | | | | | | | | | | |
| | ELD 3: Understanding and Response to English Literacy Activities | | | | | | | | | | | | | | | | | | | |
| | ELD 4: Symbol, Letter, and Print Knowledge in English | | | | | | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Remember we need 2 documentations per child for each measure of the 8 domains each checkpoint. | | | | | | | | | | | | | | | | | | |

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| COG including Math & Science | COG 1: Spatial Relationships | | | | | | | | | | | | | | | | | | |
| | COG 2: Classification | | | | | | | | | | | | | | | | | | |
| | COG 3: Number Sense of Quantity | | | | | | | | | | | | | | | | | | |
| | COG 4: Number Sense of Math Operations | | | | | | | | | | | | | | | | | | |
| | COG 5: Measurement | | | | | | | | | | | | | | | | | | |
| | COG 6: Patterning | | | | | | | | | | | | | | | | | | |
| | COG 7: Shapes | | | | | | | | | | | | | | | | | | |
| | COG 8: Cause and Effect | | | | | | | | | | | | | | | | | | |
| | COG 9: Inquiry Through Observation and Investigation | | | | | | | | | | | | | | | | | | |
| | COG 10: Documentation and Communication of Inquiry | | | | | | | | | | | | | | | | | | |
| | COG 11: Knowledge of the Natural World | | | | | | | | | | | | | | | | | | |
| PD-HEALTH | PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 2: Gross Locomotor Movement Skills | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 3: Gross Motor Manipulative Skills | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 4: Fine Motor Manipulative Skills | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 5: Safety | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 6: Personal Care Routines: Hygiene | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 7: Personal Care Routines: Feeding | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 8: Personal Care Routines: Dressing | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 9: Active Physical Play | | | | | | | | | | | | | | | | | | |
| | PD-HLTH 10: Nutrition | | | | | | | | | | | | | | | | | | |
| HSS | HSS 1: Sense of Time | | | | | | | | | | | | | | | | | | |
| | HSS 2: Sense of Place | | | | | | | | | | | | | | | | | | |
| | HSS 3: Ecology | | | | | | | | | | | | | | | | | | |
| | HSS 4: Conflict Negotiation | | | | | | | | | | | | | | | | | | |
| | HSS 5: Responsible Conduct as a Group Member | | | | | | | | | | | | | | | | | | |
| VPA | VPA 1: Visual Art | | | | | | | | | | | | | | | | | | |
| | VPA 2: Music | | | | | | | | | | | | | | | | | | |
| | VPA 3: Drama | | | | | | | | | | | | | | | | | | |
| | VPA 4: Dance | | | | | | | | | | | | | | | | | | |