

Assessing DLLs in the California State Preschool Program

Early Education Division

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CALIFORNIA DEPARTMENT OF EDUCATION
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California's ECE Assessment – The Desired Results Developmental Profile (DRDP)

- Observational assessment that covers language, literacy, math, social and emotional skills, approaches to learning, and physical development
- Additional English Language Development measure for DLLs

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool View

for use with preschool-age children

Revising DRDP – Language & Literacy

Mark the latest developmental level the child has mastered:

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
0	0	0	0	0
<p>Blends two single-syllable words (e.g., “hot” and “dog”) into a compound word in speech, with support of pictures or objects</p>	<p>Isolates and pronounces the first sound of a spoken word, with support of pictures or objects</p>	<p>Blends onset and rimes into words in speech, with adult support</p>	<p>Segments onset and rime of single-syllable spoken words in English, or segments each syllable of two-syllable words in Spanish</p>	<p>Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish</p>
<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> Communicates, “Sunshine,” when playing a game called “What’s That Word?” where the adult communicates each part of a compound word separately as they push the child on a swing saying “sun” with the first push and then “shine” with the next, and then asks the child, “What’s that word?” Blends the words 飛 [“fly,” in Cantonese] and 機 [“machine,” in Cantonese] into 飛機 [“airplane,” in Cantonese] during a word game involving a picture of a plane. Blends the words “foot” and “ball” to make “football” after working with an adult to match cards with a foot and a ball on them. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> Responds, “/s/” after an adult asks what the first sound in “sun” is. Points to a flower when asked what starts with an /f/ sound while playing the “I Spy” game on a nature walk. Places a card with a picture of a bee on it next to a card with an airplane, makes the /a/ sound, and communicates, “¡Mira! ‘Abeja’ y ‘avión’ son iguales” [“Look! ‘Bee’ and ‘airplane’ are the same,” in Spanish], while sorting picture cards with a peer. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> Answers, “Sun,” after an adult asks, “What does /s/-/ŭ/-/n / make?” Blends “sũ tũ” [“lion,” in Vietnamese], while playing with toy animals after a teacher says the syllables “sũ” and “tũ” separately. Communicates, “Monkey,” to guess the hidden stuffed animal when an adult provides the sounds “/m/-/on/-/key/.” 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> Matches which words from a group of picture cards start with the “/s/” sound (i.e., “sun,” “sand,” “sea”) and which end with an “-un” sound (i.e., “bun,” “run,” “sun”). Points to the picture of the “vaso” [“glass,” in Spanish] and “loro” [“parrot,” in Spanish], when asked which pictures end in the /o/ sound. Segments the first and last sounds for each stuffed animal: “/b/-/air/” for “bear”, and “/p/-/ig/” for “pig.” 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> Responds, “/s/-/u/-/n/” when an adult asks what are all the sounds in the word “sun”? Sounds out each individual syllable in “muñeca,” “mu...ñe...ca,” when playing with dolls. Responds “at,” when asked what “cat” sounds like without the “/c/” sound.

DRAFT VERSION – DO NOT SHARE

Revising DRDP – English Language Development

Mark the latest developmental level the child has mastered:

Exploring English	Developing English	Building English	Integrating English
0	0	0	0
<p>Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English</p>	<p>Communicates understanding about some parts of a book, story, song, or poem that is told, read, or sung in English</p>	<p>Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English</p>	<p>Uses complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause) to communicate understanding of the content of a book, story, song, or poem</p>
DRAFT VERSION – DO NOT SHARE			
<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • Points to the spider in the English book when the adult asks, “Where is the Itsy Bitsy Spider now?” • Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. • Gestures at a picture of a baby bear and says, “Baby,” while an adult is reading a book about a bear family in English to a small group of children. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • Communicates, “Oh no!” when the Itsy Bitsy Spider gets washed out of the spout in the book. • Imitates the motions the adult makes during an English-language story, such as stomping through grass, and communicates “我在跺脚！” [“I’m stomping!” in Mandarin]. • Communicates to a peer, “Look! Look! ¡Una oruga [“A caterpillar,” in Spanish]! Like the book!” while playing outside, after a book about a caterpillar was read aloud in English. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • Looks at a book about a family of spiders with an adult and communicates, “The spiders are sad when the rain comes, but they will be OK.” • Communicates, “Baby bear mad! The girl, she eat it all. Lahat ito!” [“The baby bear is mad! The girl, she ate it all,” in English; “All of it!” in Tagalog] during a teacher-guided discussion in English about “The Three Little Bears,” which has been read aloud and retold on several occasions with props. • Communicates most of the words of “Five Little Monkeys Jumping on the Bed” in English and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping their head. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • Describes the story of the spider family in detail to a peer in English, “At first, I was nervous the spider family wouldn’t survive. But they are so smart that they found a way to block their home from the rain!” • Communicates, “She sat in Papa Bear’s chair. It was enorme [“enormous,” in Spanish]. She sat in Baby Bear’s chair. It was teeny and she broke it! She was really scared,” while playing with flannel-board characters from “The Three Little Bears.” • Communicates to a peer, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean together.

Barriers & Challenges in ECE Assessment

- Pros and cons of observational assessment
- What to do when educator does not speak child's home language?
- Teacher burden with assessment
- Usability of the data
- Being clear on the goal - Summative vs. formative assessment
- Cost



Opportunities for ECE Assessment

- Use of technology and speech recognition
- Combination of observational and direct assessment
- Engage with families, educators, and communities in assessment development
- Measures for Early Success initiative



Looking Ahead in CA

- Helping educators more reliably capture children's language and literacy skills in the home language
 - Structured prompts?
 - Direct assessments aligned to the DRDP?
 - Developing more examples and trainings for assessing language and literacy in Spanish (and the other top 5 languages)?

