

**Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Approaches to Learning – Self-Regulation (ATL-REG) Domain and
the Illinois Early Learning and Development Standards (IELDS)**

There are many commonalities between the structure and content of the DRDP (2015) Approaches to Learning – Self-Regulation (ATL-REG) domain and the organization of the approaches to learning and self-regulation structure and content of the Illinois Early Learning and Development Standards (IELDS). These commonalities reflect a shared understanding of the developmental importance of different social and emotional, social studies, and self-regulatory skills. Thus, although the DRDP (2015) does not cover some approaches to learning and self-regulation content of the IELDS, and, likewise, the DRDP (2015) has several measures whose content is not included in the IELDS, there is considerable overlap. Both address common elements of this area of development.

The central theme underlying the correspondence of the DRDP (2015) to the IELDS is that both emphasize the importance of self-regulation to children’s preschool success, with a common focus on behavioral self-management in learning activities, emotional self-control in social interactions, and social self-regulation with peers. In each case, children’s capacities to exert self-regulation contribute to success in many ways. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>ATL-REG 1: Attention Maintenance</p> <p>Definition: Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.</p>	<p><i>Note: The IELDS do not address concepts and skills related to attention maintenance.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child’s learning activities and supports.</i></p>
<p>ATL-REG 2: Self-Comforting</p> <p>Definition: Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.</p>	<p>Learning Standard 30.A</p> <p>Identify and manage one’s emotions and behavior.</p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child’s learning activities and supports.</i></p> <p>Child develops ability to comfort or soothe self (30.A).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>ATL-REG 3: Imitation</p> <p>Definition: Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.</p>	<p><i>Note: The IELDS do not address concepts and skills related to imitation.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child's learning activities and supports.</i></p>
<p>ATL-REG 4: Curiosity and Initiative in Learning</p> <p>Definition: Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.</p>	<p>Learning Standard 30.C</p> <p>Demonstrate skills related to successful personal and school outcomes.</p>	<p>Child develops initiative and increasingly complex skills in discovering new information (30.C).</p>
<p>ATL-REG 5: Self-Control of Feelings and Behavior</p> <p>Definition: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p>	<p>Learning Standard 30.A</p> <p>Identify and manage one's emotions and behavior.</p> <p>Learning Standard 31.C</p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Child develops ability to express feelings in a socially appropriate manner and control behavior to follow group rules (30.A).</p> <p>Child develops self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively (31.C).</p>
<p>ATL-REG 6: Engagement and Persistence</p> <p>Definition: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p>	<p>Learning Standard 30.C</p> <p>Demonstrate skills related to successful personal and school outcomes.</p>	<p>Child makes increasingly independent, self-initiated, and persistent efforts at mastering activities (30.C).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>ATL-REG 7: Shared Use of Space and Materials</p> <p>Definition: Child develops the capacity to share the use of space and materials with others.</p>	<p>Learning Standard 15.B Explore issues of limited resources in the early childhood environment and world.</p> <p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</p> <p>Learning Standard 31.B Use communication and social skills to interact effectively with others.</p> <p>Learning Standard 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Child shares limited resources in the classroom (15.B).</p> <p>Child develops abilities to independently share resources (21.B).</p> <p>Child develops abilities to take initiative to share and cooperate with peers (31.B).</p> <p>Child is able to prevent conflict through his or her ability to share in peer interactions (31.C).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) Domain

- Learning Standard 30.B: Recognize own uniqueness and personal qualities.
- Learning Standard 31.A: Develop positive relationships with peers and adults.
- Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community context.
- Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.
- Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.
- Learning Standard 32.C: Contribute to the well-being of one's school and community.

Note from expert: Although this list is accurate, please note that many of the standards not addressed by the DRDP (2015) ATL-REG domain are addressed in other DRDP (2015) domains.

**Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Social and Emotional Development (SED) Domain and the Illinois
Early Learning and Development Standards (IELDS)**

There are many commonalities between the structure of the DRDP (2015) Social and Emotional Development (SED) domain and the organization of the Illinois Early Learning and Development Standards (IELDS). These similarities arise from shared understanding of the relevance of different social and emotional, social studies, and self-regulatory knowledge and skills to children’s achievement in preschool. Thus, although the DRDP (2015) addresses some domain elements that do not correspond to any of the Illinois learning standards, and, likewise, a number of Illinois standards are not covered by the DRDP (2015), the common elements indicate that the DRDP (2015) has a fairly high degree of correspondence to key areas in the IELDS.

The correspondence pertains to several important components of young children’s development. In particular, young children’s perceptions of themselves and their characteristics (particularly related to strengths and individuality), their understanding of other people’s emotions and characteristics, and the role their social skills play in their classroom success appear in both the DRDP (2015) and the IELDS. To a lesser extent, DRDP (2015) measures correspond to IELDS standards that describe how social and emotional understanding contributes to children’s understanding of differences between people related to, for example, their family background and culture. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>SED 1: Identity of Self in Relation to Others</p> <p>Definition: Child shows increasing awareness of self as distinct from and also related to others.</p>	<p>Learning Standard 16.A Explore his or her self and personal history.</p> <p>Learning Standard 18.A Explore people, their similarities, and their differences.</p> <p>Learning Standard 30.B Recognize own uniqueness and personal qualities.</p>	<p>Child develops awareness of self and individuality (16.A).</p> <p>Child develops awareness of self as different from and similar to other people (18.A).</p> <p>Child develops awareness of self and personal qualities (30.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>SED 2: Social and Emotional Understanding</p> <p>Definition: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.</p>	<p>Learning Standard 30.A Identify and manage one’s emotions and behavior.</p> <p>Learning Standard 31.A Develop positive relationships with peers and adults.</p>	<p>Child identifies emotions in self and others and considers others’ feelings (30.A).</p> <p>Child identifies and responds to others’ feelings and thoughts, including consideration for others’ feelings (31.A).</p>
<p>SED 3: Relationships and Social Interactions with Familiar Adults</p> <p>Definition: Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.</p>	<p>Learning Standard 31.A Develop positive relationships with peers and adults.</p>	<p>Child develops positive relationships with familiar adults (primarily teachers) (31.A).</p>
<p>SED 4: Relationships and Social Interactions with Peers</p> <p>Definition: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.</p>	<p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</p> <p>Learning Standard 24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>Learning Standard 31.A Develop positive relationships with peers and adults.</p> <p>Learning Standard 31.B Use communication and social skills to interact effectively with others.</p>	<p>Child demonstrates positive peer relationships, including cooperative, considerate activity and team-building skills (21.B).</p> <p>Child communicates in positive ways that resolve differences and prevent conflict (24.A).</p> <p>Child develops positive relationships with peers (31.A).</p> <p>Child engages in verbal and nonverbal interactions with peers involving consideration, cooperation, fairness, and turn-taking (31.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>SED 5: Symbolic and Sociodramatic Play</p> <p>Definition: Child develops capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.</p>	<p><i>Note: The IELDS do not address concepts and skills related to symbolic and sociodramatic play.</i></p>	

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) Domain

- Learning Standard 30.C: Demonstrate skills related to successful personal and school outcomes.
- Learning Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
- Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.
- Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic social situations.
- Learning Standard 32.C: Contribute to the well-being of one's school and community.

Note from expert: Although this list is accurate, please note that many of the IELDS standards that the SED domain of the DRDP (2015) does not address are included in other DRDP (2015) domains.

Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Language and Literacy Development (LLD) Domain and the Illinois
Early Learning and Development Standards (IELDS)

There are many commonalities between the structure and content of the DRDP (2015) Language and Literacy Development (LLD) domain and the organization and language and literacy development structure and content of the Illinois Early Learning and Development Standards (IELDS). The DRDP (2015) does not address some elements in the IELDS related to language and literacy, and, likewise, the DRDP (2015) has some measures for which there is no corresponding content in the IELDS. Even so, the DRDP (2015) and the IELDS cover key common elements of young children’s language and literacy development. A review of this considerable overlap indicates that the DRDP (2015) measures correspond to the essential content of the IELDS. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
LLD 1: Understanding of Language (Receptive) Definition: Child understands increasingly complex communication and language.	Learning Standard 1.A Demonstrate understanding through age-appropriate responses.	Child understands increasingly complex communication and language (1.A) .
LLD 2: Responsiveness to Language Definition: Child communicates or acts in response to language and responds to increasingly complex language.	Learning Standard 1.A Demonstrate understanding through age-appropriate responses.	Child demonstrates ability to follow increasingly complex directions and responds appropriately when asked questions (1.A) .
LLD 3: Communication and use of Language (Expressive) Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.	Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.	Child demonstrates ability to use language for a variety of purposes. Additionally, child demonstrates ability to have collaborative conversations with diverse partners in various situations (1.B) .

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>LLD 3: Communication and use of Language (Expressive) (cont.) Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p>	<p>Learning Standard 1.C Use language to convey information and ideas.</p> <p>Learning Standard 1.D Speak using conventions of standard English.</p> <p>Learning Standard 1.E Use increasingly complex phrases, sentences, and vocabulary.</p>	<p>Child uses language to convey or communicate information and ideas (1.C).</p> <p>Child speaks in complete sentences that vary in length, making statements and asking questions (1.D).</p> <p>Child demonstrates ability to use new words acquired through conversations and books with the help of teachers. Additionally, with assistance, the child demonstrates ability to use adjectives to describe people, places, and things (1.E).</p>
<p>LLD 4: Reciprocal Communication and Conversation Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations.</p>	<p>Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.</p>	<p>Child engages in back-and-forth conversations with two or more exchanges with others (1.B).</p>
<p>LLD 5: Interest in Literacy Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.</p>	<p>Learning Standard 2.B Recognize key ideas and details in stories.</p>	<p>Child participates in adult-led discussions and with assistance demonstrates ability to ask and answer questions about books read aloud. Child also demonstrates ability to retell familiar stories to peers while pretending to read books (2.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>LLD 6: Comprehension of Age-Appropriate Text Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	<p>Learning Standard 2.B Recognize key ideas and details in stories.</p> <p>Learning Standard 2.C Recognize concepts of books.</p> <p>Learning Standard 3.A Recognize key ideas and details in nonfiction text.</p> <p>Learning Standard 3.B Recognize features of nonfiction books.</p>	<p>With assistance, the child makes comments or asks questions about the text a teacher has read aloud. Child also demonstrates knowledge about the details (e.g., main character, order of events) of the text (2.B).</p> <p>Child interacts with a variety of books (2.C).</p> <p>Child demonstrates knowledge and understanding about the details in informational texts. Additionally, the child demonstrates ability to ask and answer questions about informational texts (3.A).</p> <p>Child recognizes components or features in informational text (3.B).</p>
<p>LLD 7: Concepts About Print Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.</p>	<p>Learning Standard 2.C Recognize concepts of books.</p> <p>Learning Standard 3.B Recognize features of nonfiction books.</p> <p>Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.</p>	<p>Child demonstrates knowledge of the way books are handled (2.C).</p> <p>Child demonstrates an understanding that different types of printed materials are organized to communicate specific ideas or information (3.B).</p> <p>Child recognizes the relationship between spoken and written words (4.A).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>LLD 8: Phonological Awareness Definition: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.</p>	<p>Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Child understands that sentences are made up of separate words and can identify the initial sounds of these words. The child also recognizes and matches rhyming words with assistance (4.C).</p>
<p>LLD 9: Letter and Word Knowledge Definition: Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words.</p>	<p>Learning Standard 4.B Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Learning Standard 4.D Demonstrate emergent phonics and word analysis skills.</p>	<p>Child demonstrates ability to recognize and name some upper- and lowercase letters of the alphabet, especially the letters in his or her name (4.B).</p> <p>Child demonstrates ability to segment and manipulate sounds in one-syllable words (4.C).</p> <p>Child recognizes common function words and demonstrates an understanding of one-to-one correspondence of letters and sounds, which helps with decoding them phonetically (4.D).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>LLD 10: Emergent Writing Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p>	<p>Learning Standard 5.A Demonstrate growing interest and ability in writing.</p> <p>Learning Standard 5.B Use writing to represent ideas and information.</p> <p>Learning Standard 5.C Use writing to research and share knowledge.</p> <p>Learning Standard 19.A Use writing and drawing tools with some control.</p>	<p>Child makes scribble marks and simple drawings that are representative of people, places, and things. Child writes own name (5.A).</p> <p>Child uses writing to represent ideas and information, specifically as a means to narrate an event (5.B).</p> <p>Child demonstrates ability to share knowledge and information through writing (5.C).</p> <p>Child demonstrates prewriting and writing skills by copying or drawing shapes and forming letters and numbers (19.A).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) Domain

- Learning Standard 2.D: Establish personal connections with books.

Desired Results Developmental Profile (2015) [DRDP (2015)] Correspondence to the WIDA Early English Language Development (E-ELD) Standards

There are significant areas of correspondence between the DRDP (2015) measures and the World-Class Instructional Design and Assessment (WIDA) Early English Language Development (E-ELD) Standards, as well as major organizational and conceptual differences between them.

Purpose of the DRDP (2015) Instrument: Assessing Learning and Development Across Domains

The DRDP (2015) assesses progress on indicators related to state learning and development standards. While the DRDP (2015) does not address each and every WIDA standard, the skills it focuses on are highly correlated with the full range of skills the standards cover. In essence, the DRDP (2015) samples key knowledge, skills, and behaviors that provide a sense of children's overall progress across learning and development domains. The DRDP (2015) addresses the most salient, representative, and observable knowledge and skills across a range of learning and development domains. Measures that comprise a domain and the descriptors across developmental levels for each measure address the following:

- Breadth: range of knowledge, skills, and behaviors that are part of specific learning and development
- Salience: the extent to which specific knowledge, skills, and behaviors are relevant to later academic achievement, thus critical to a particular stage of learning and development, as grounded in the research literature
- Observable behaviors: knowledge, skills, and behaviors that are observable in the context of interactions with adults, interactions with other children, and activities the child engages in on his or her own

The DRDP (2015) assesses children's knowledge and skills across a range of learning and development domains, including English language development as its own developmental domain.

The research literature on young children's learning and development from older toddlerhood through the early elementary years provided the foundation for the development of all DRDP (2015) measures. Overall, the DRDP (2015) represents a sample of the content addressed in early learning and kindergarten state standards, broadly covering the most salient knowledge and skills. There are 8 domains in the DRDP (2015).

- Approaches to Learning – Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- English-Language Development (ELD)
- Cognition, Including Math and Science (COG)
- Physical Development – Health (PD-HLTH)
- History – Social Science (HSS)
- Visual and Performing Arts (VPA)

Purpose of the WIDA E-ELD Standards: Addressing English Language Development Across Domains

As articulated by WIDA, “the purpose of the E-ELD Standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners [DLLs], ages 2.5–5.5 years.”¹ Practitioners can use the WIDA E-ELD Standards to inform the language supports they provide to DLLs in the context of interactions and activities, guide how they help DLLs reach the next level of English language development (ELD), and inform how they plan meaningful ways to extend DLLs’ current level of ELD.²

WIDA E-ELD Standards describe the language that young dual language learners need to process and produce within the content areas of early learning standards.

Addressing English Language Development

Both the DRDP (2015) and the WIDA E-ELD Standards address a variety of domains for which all children, including dual language learners, demonstrate progress as they learn and develop. The DRDP (2015) addresses knowledge and skills that include, but are not limited to, the language of the discipline-specific domains. WIDA E-ELD Standards focus on the “language of” six discipline-specific domains.

- Social and Emotional Development
- Early Language Development and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development

The DRDP (2015) has a separate domain for ELD that includes receptive and expressive language development, and the WIDA E-ELD Standards include a receptive and expressive language domain within each discipline-specific standard.

With regard to how English language development is specifically addressed, both the DRDP (2015) and the WIDA E-ELD Standards focus on receptive language and expressive language separately, but do so in distinct ways. The DRDP (2015) has a separate domain for ELD that includes receptive and expressive language development, and the WIDA E-ELD Standards include a receptive and expressive language domain within each discipline-specific standard.

The DRDP (2015) addresses ELD as a separate domain of learning and development with its own mastery levels across four measures. The four measures are as follows:

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self-Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English

¹ *The Connection: States’ Early Learning Standards (ELS) and WIDA’s Early English Language Development (E-ELD) Standards* is available at <https://www.wida.us/standards/EarlyYears.aspx>.

² See pages 3–4 of the WIDA E-ELD Standards *Resource Guide: The Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.

Like measures in the other DRDP (2015) domains, each ELD measure articulates a developmental progression of knowledge and skills. The developmental levels for the DRDP (2015) ELD domain are as follows:

- Discovering Language
- Discovering English
- Exploring English
- Developing English
- Building English
- Integrating English

By using the DRDP (2015) to assess children’s English language development, teachers gain an understanding of what children’s progress looks like, what they are able to do, and what their next step in learning will be. The DRDP (2015) informs teachers’ curriculum planning.

Within the WIDA E-ELD Standards, the child’s level of ELD is articulated across six dimensions, or areas, of development and learning.³ The six WIDA E-ELD Standards are as follows (with each standard’s abbreviation in parentheses):

- E-ELD Standard 1: Dual language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development (The Language of Social and Emotional Development)
- E-ELD Standard 2: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy (The Language of Early Language Development and Literacy)
- E-ELD Standard 3: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The Language of Mathematics)
- E-ELD Standard 4: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The Language of Science)
- E-ELD Standard 5: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The Language of Social Studies)
- E-ELD Standard 6: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development (The Language of Physical Development)

The WIDA E-ELD Standards articulate three language levels that outline the progression of early English language development.

- Level 1: Entering
- Level 3: Developing
- Level 5: Bridging

³ The use of the term “dimensions of development and learning” or “areas of development and learning” reflects language used in the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.

“In addition, performance definitions provided in the WIDA E-ELD Standards describe receptive and productive language toward each level of ELD addressing both language complexity and language usage.”⁴

Role of Home Language

The DRDP (2015) allows for DLLs to demonstrate knowledge and skills across domains of learning and development in their home language, in English, or in both languages while English language skills are still developing and being assessed separately in the ELD domain. In contrast, given that the WIDA E-ELD Standards focus on English language development, they make no such explicit allowance. Rather, they set standards for each DLL child’s level of English language development by specific subject/content area without addressing the child’s content knowledge in the home language. However, as noted above, the overview to the E-ELD standards includes descriptions of Performance Definitions in receptive and expressive domains as well as sociocultural contexts that acknowledge the importance of the home language as DLLs learn English (e.g., the use of home language occasionally appears in the E-ELD Standards examples).

Correspondence Between the DRDP (2015) Instrument and the WIDA E-ELD Standards

The two DRDP (2015) ELD measures that most readily relate to all six WIDA E-ELD Standards are ELD 1: Comprehension of English and ELD 2: Self-Expression in English. Measures ELD 3: Understanding and Response to English Literacy Activities and ELD 4: Symbol, Letter, and Print Knowledge in English correspond most readily to WIDA E-ELD Standard 2, which addresses the language of early language development and literacy. However, evidence of knowledge and skills that children demonstrate by communicating in English gathered for the DRDP (2015) domains other than ELD could also indicate progress toward the WIDA E-ELD Standards. A list of sample topics that align with content found in many states’ early learning standards can be found in the WIDA E-ELD Standards.⁵ For example, self-concept corresponds to DRDP (2105) measure SED 1: Identity of Self in Relation to Others, for which the definition states: Child shows increasing awareness of self as distinct from and also related to others. Overall, WIDA E-ELD Standards 1, 3, 4, 5, and 6 correspond with DRDP (2015) ELD 2: Self-Expression in English (Expressive English) in combination with measures in a content-relevant domain of the DRDP (2015). Figure 1 lists measures in DRDP (2015) domains other than ELD that correspond to each WIDA E-ELD Standard when the child’s observable behaviors used as evidence for rating a measure include the child’s spoken language.

⁴ See page 9 of the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.

⁵ See page 19 of the WIDA E-ELD Standards *Resource Guide: Early English Language Development Standards, Ages 2.5–5.5*, 2014 Edition, available at <https://www.wida.us/standards/EarlyYears.aspx>.

Figure 1. WIDA E-ELD Standards and Correspondence to DRDP (2015) Measures in Domains Other than ELD

WIDA E-ELD Standard	Relevant KIDS Measures in Domains Other than E-ELD
E-ELD Standard 1: Dual language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development (The Language of Social and Emotional Development)	ATL-REG 5: Self-Control of Feelings and Behavior ATL-REG 7: Shared Use of Space and Materials 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 Familiar Peers SED 5: Symbolic and Sociodramatic Play HSS 4: Conflict Negotiation
E-ELD Standard 2: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy (The Language of Early Language Development and Literacy)	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
E-ELD Standard 3: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics (The Language of Mathematics)	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 HSS 1: Sense of Time
E-ELD Standard 4: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science (The Language of Science)	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

WIDA E-ELD Standard	Relevant KIDS Measures in Domains Other than E-ELD
E-ELD Standard 5: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies (The Language of Social Studies)	HSS 1: Sense of Time HSS 2: Sense of Place HSS 3: Ecology HSS 5: Responsible Conduct as a Group Member
E-ELD Standard 6: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development (The Language of Physical Development)	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

Overall, correspondence exists between the domains in the DRDP (2015) and the WIDA E-ELD dimensions of development and learning and topics addressed by each E-ELD Standard. The assessment evidence gathered that demonstrates a child's knowledge and skills in the DRDP (2015) domains other than ELD may include the child's use of domain-specific language that would demonstrate progress in the related domain of one or more WIDA ELD standards.

**Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Cognition including Math and Science (COG) Domain, and the
Illinois Early Learning and Development Standards (IELDS)**

The alignment of the COG measures in the DRDP (2015) with the Illinois Early Learning and Development Standards (IELDS) for Mathematics and Science indicates a significant correspondence in structure and content. Both the COG measures related to mathematics and the mathematics standards focus on many of the same key concepts and skills, including understanding of numbers, math operations, classification, measurement, patterning, and shapes. The DRDP (2015) COG math measures describe the developmental trajectories in each of the key areas of early mathematics development. Each of the DRDP (2015) COG math measures corresponds to a set of early learning math standards with a similar focus and at a similar developmental level. The only math skills addressed in the IELDS not explicitly represented in the DRDP (2015) math measures are the ability to describe the probabilities of events and the ability to make estimates as opposed to exact counts of numbers or measurements. The four COG measures in the DRDP (2015) related to science cover key concepts and skills in the IELDS for science, as well as other related standards in the domains of Mathematics and Physical Development and Health. The foundational concepts and skills in the IELDS include the use of practices of science to answer questions, solve problems, make predictions, collect data and information, and explore concepts and information about the physical, earth, and life sciences. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 1: Spatial Relationships</p> <p>Definition: Child increasingly shows understanding of how objects move in space or fit in different spaces.</p>	<p>Learning Standard 9.B</p> <p>Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child's learning activities and supports.</i></p> <p>Child demonstrates understanding of spatial relationships (9.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 2: Classification</p> <p>Definition: Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.</p>	<p>Learning Standard 8.A Explore objects and patterns.</p> <p>Learning Standard 9.A Recognize, name, and match common shapes.</p>	<p>Child demonstrates ability to sort objects according to characteristics or attributes (8.A).</p> <p>Child demonstrates ability to sort collections of two- and three-dimensional shapes by their attributes (9.A).</p>
<p>COG 3: Number Sense of Quantity</p> <p>Definition: Child shows developing understanding of number and quantity.</p>	<p>Learning Standard 6.A Demonstrate beginning understanding of numbers, number names, and numerals.</p> <p>Learning Standard 6.C Begin to make reasonable estimates of numbers.</p> <p>Learning Standard 6.D Compare quantities using appropriate vocabulary terms.</p>	<p>Child demonstrates ability to count and understand “how many” and to use terms “none” or “nothing” to indicate how many of something there are. Additionally, child demonstrates ability to differentiate between numbers and letters and can recite numbers verbally 1 to 10 (6.A).</p> <p>Child demonstrates ability to make reasonable estimates of numbers (6.C).</p> <p>Child demonstrates ability to solve everyday problems involving number sense (6.D).</p>
<p>COG 4: Number Sense of Math Operations</p> <p>Definition: Child shows increasing ability to add and subtract small quantities of objects.</p>	<p>Learning Standard 6.B Add and subtract to create new numbers and begin to construct sets.</p>	<p>Child recognizes that numbers can be combined or separated to make another number and can make sets of objects of a given number up to 5. Additionally, child demonstrates ability to solve simple mathematical problems (6.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 5: Measurement</p> <p>Definition: Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.</p>	<p>Learning Standard 7.A Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p>Learning Standard 7.B Begin to make estimates of measurements.</p> <p>Learning Standard 7.C Explore tools used for measurement.</p> <p>Learning Standard 8.A Explore objects and patterns.</p>	<p>Child demonstrates the ability to use measurable properties such as size, length, weight, and volume and has the vocabulary to discuss these nonstandard units (7.A).</p> <p>Child understands measurable properties that aid in the estimation of measurement (7.B).</p> <p>Child shows awareness of the various attributes of measurements (i.e., weight, length, and time) and that they are expressed in different units (i.e., feet, pounds, and seconds). Additionally, with help from a teacher, the child demonstrates ability to use various measurement tools (7.C).</p> <p>Child demonstrates ability to order, compare, and describe objects according to characteristics or attributes (8.A).</p>
<p>COG 6: Patterning</p> <p>Definition: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.</p>	<p>Learning Standard 8.A Explore objects and patterns.</p>	<p>Child demonstrates ability to recognize, duplicate, extend, and create simple patterns in various formats (8.A).</p>
<p>COG 7: Shapes</p> <p>Definition: Child shows an increasing knowledge of shapes and their characteristics.</p>	<p>Learning Standard 9.A Recognize, name, and match common shapes.</p>	<p>Child demonstrates ability to recognize and name two- and three-dimensional shapes and describe their attributes (9.A).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 8: Cause and Effect</p> <p>Definition: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.</p>	<p>Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p> <p>Learning Standard 12.D Explore concepts of force and motion.</p>	<p>Child demonstrates ability to generate explanations and communicate ideas or conclusions about his or her investigation (11.A).</p> <p>Child describes the effects of forces in nature. Additionally, child explores the effect of force on objects in and outside the early childhood environment (12.D).</p>
<p>COG 9: Inquiry Through Observation and Investigation</p> <p>Definition: Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.</p>	<p>Learning Standard 10.A Generate questions and processes for answering them.</p> <p>Learning Standard 10.B Organize and describe data and information.</p> <p>Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p> <p>Learning Standard 12.C Explore the physical properties of objects</p> <p>Learning Standard 13.B Use tools and technology to assist with science and engineering investigations.</p>	<p>Child demonstrates ability to come up with meaningful questions through gathering information (i.e., data) about him- or herself and his or her environments with the assistance of a teacher (10.A).</p> <p>Child demonstrates ability to make predictions about outcomes prior to collecting information (10.B).</p> <p>Child uses science practices such as observing, asking questions, solving problems, and drawing conclusions (11.A).</p> <p>Child engages in explorations of objects in the environment (12.C).</p> <p>Child uses scientific tools to engage in complex investigations of objects and events in the environment (13.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 10: Documentation and Communication of Inquiry</p> <p>Definition: Child develops the capacity to describe and record observations and investigation about objects (living and nonliving things) and events, and to share ideas and explanations with others.</p>	<p>Learning Standard 10.B Organize and describe data and information.</p> <p>Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p>	<p>Child demonstrates ability to organize, analyze, and describe data through pictures and graphs with the help of a teacher (10.B).</p> <p>Child demonstrates ability to collect, describe, compare, and record information from observations and investigations (11.A).</p>
<p>COG 11: Knowledge of the Natural World</p> <p>Definition: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.</p>	<p>Learning Standard 12.A Understand that living things grow and change.</p> <p>Learning Standard 12.B Understand that living things rely on the environment and/or others to live and grow.</p> <p>Learning Standard 12.E Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p>Learning Standard 12.F Explore changes related to the weather and seasons.</p> <p>Learning Standard 17.B Analyze and explain characteristics and interactions of the Earth’s physical systems.</p> <p>Learning Standard 22.B Describe and explain the factors that influence health among individuals, groups, and communities.</p>	<p>Child shows an understanding of living and nonliving objects and events in the natural world (12.A, 12.B, 12.E, 12.F, and 17.B).</p> <p>Child demonstrates ability to describe and explain factors that influence various aspects of health (22.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>COG 11: Knowledge of the Natural World (cont.)</p> <p>Definition: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.</p>	<p>Learning Standard 22.C Explain how the environment can affect health.</p> <p>Learning Standard 23.C Describe factors that affect growth and development.</p>	<p>Child’s level of understanding what is required for survival is emerging based on his or her understanding of events in the natural world (22.C).</p> <p>Child is broadly knowledgeable about the fact that people need to survive (23.C).</p>

IELDS Goal(s) not addressed by DRDP (2015) Domain

- Learning Standard 8.B: Describe and document patterns using symbols.
- Learning Standard 10.C: Determine, describe, and apply the probabilities of events.
- Learning Standard 13.A: Understand rules to follow when investigating and exploring.

**Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Physical Development–Health (PD-HLTH) Domain and the Illinois
Early Learning and Development Standards (IELDS)**

Overall, there is substantial correspondence between the PD-HLTH domain of the DRDP (2015) and the Physical Development and Health domain of the Illinois Early Learning and Development Standards (IELDS). Although the DRDP (2015) differs some from the IELDS in the broad organization and categorization of content, both similarly address key observable skills and behavioral indicators of physical development and health. The correspondence reflects shared assumptions about what constitutes the most important cognitive, verbal, and behavioral developments in early childhood that pertain to physical activity, health, and safety. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts</p> <p>Definition: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.</p>	<p>Learning Standard 19.B Demonstrate awareness and coordination of body movements.</p> <p>Learning Standard 21.A Demonstrate individual responsibility during group physical activities.</p> <p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</p>	<p>Child demonstrates an awareness and coordination of body movements, specifically body awareness when moving in different spaces (19.B).</p> <p>Child develops body awareness and spatial awareness that aid him or her in maintaining personal space, which may contribute to his or her taking individual responsibility during group activities (21.A).</p> <p>Child demonstrates the skills necessary for cooperative interactions with others (21.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>PD-HLTH 2: Gross Locomotor Movement Skills</p> <p>Definition: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play with and without the use of equipment. Additionally, child demonstrates the ability to use strength and control to accomplish a task (19.A).</p>
<p>PD-HLTH 3: Gross Motor Manipulative Skills</p> <p>Definition: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play, with and without the use of equipment. Additionally, the child demonstrates the ability to use strength and control to accomplish a task (19.A).</p>
<p>PD-HLTH 4: Fine Motor Manipulative Skills</p> <p>Definition: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in active play. Child uses writing and drawing tools with some control. Additionally, the child demonstrates a progression of eye-hand coordination skills (19.A).</p>
<p>PD-HLTH 5: Safety</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.</p>	<p>Learning Standard 19.C</p> <p>Demonstrate knowledge of rules and safety during activity.</p> <p>Learning Standard 21.A</p> <p>Demonstrate individual responsibility during group physical activities.</p>	<p>Child demonstrates knowledge of rules during activity and ability to follow simple safety rules (19.C).</p> <p>Child demonstrates individual responsibility with respect to safety issues that arise during group physical activities (21.A).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>PD-HLTH 5: Safety (cont.)</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.</p>	<p>Learning Standard 22.A</p> <p>Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>Learning Standard 24.B</p> <p>Apply decision-making skills related to the protection and promotion of individual health.</p> <p>Learning Standard 24.C</p> <p>Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>Child demonstrates ability to explain the basic principles of health promotion, illness prevention, treatment, and safety. Specifically, child demonstrates the ability to identify and follow basic safety rules (22.A).</p> <p>Child demonstrates ability to apply decision-making skills related to the promotion of individual health (24.B).</p> <p>Child demonstrates the skills necessary to enhance health and participates in activities to learn to avoid dangerous situations (24.C).</p>
<p>PD-HLTH 6: Personal Care Routines: Hygiene</p> <p>Definition: Child increasingly responds to and initiates personal care routines that support hygiene.</p>	<p>Learning Standard 24.C</p> <p>Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>Child demonstrates the skills necessary to enhance health (24.C).</p>
<p>PD-HLTH 7: Personal Care Routines: Feeding</p> <p>Definition: Child responds to feeding and feeds self with increasing proficiency.</p>	<p>Learning Standard 24.C</p> <p>Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>Child demonstrates the skills necessary to enhance health (24.C).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>PD-HLTH 8: Personal Care Routines: Dressing</p> <p>Definition: Child develops and refines ability to participate in and take responsibility for dressing self.</p>	<p>Learning Standard 19.A</p> <p>Demonstrate physical competency and control of large and small muscles.</p> <p>Learning Standard 19.B</p> <p>Demonstrate awareness and coordination of body movement</p>	<p>Child demonstrates competence in the use of large and small muscles while engaged in dressing (19.A).</p> <p>Child shows an awareness and coordination of body movements while engaged in dressing (19.B).</p>
<p>PD-HLTH 9: Active Physical Play</p> <p>Definition: Child engages in physical activities with increasing endurance and intensity.</p>	<p>Learning Standard 20.A</p> <p>Achieve and maintain a health-enhancing level of physical fitness.</p>	<p>Child achieves and maintains a health-enhancing level of physical fitness by participating in activities that enhance level of fitness (20.A).</p>
<p>PD-HLTH 10: Nutrition</p> <p>Definition: Child demonstrates increasing knowledge about nutrition and healthful food choices.</p>	<p>Learning Standard 22.A</p> <p>Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>Learning Standard 22.B</p> <p>Describe and explain the factors that influence health among individuals, groups, and communities.</p> <p>Learning Standard 22.C</p> <p>Explain how the environment can affect health.</p>	<p>Child demonstrates ability to explain the basic principles of health promotion, illness prevention, treatment, and safety (22.A).</p> <p>Child describes and explains the factors that influence health among individuals and groups (22.B).</p> <p>Child describes and explains the factors that influence health (22.C).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>PD-HLTH 10: Nutrition (cont.)</p> <p>Definition: Child demonstrates increasing knowledge about nutrition and healthful food choices.</p>	<p>Learning Standard 23.B</p> <p>Identify ways to keep the body healthy.</p> <p>Learning Standard 24.B</p> <p>Apply decision-making skills related to the protection and promotion of individual health.</p>	<p>Child demonstrates ability to identify ways to keep the body healthy and awareness of examples of healthy habits. Additionally, the child demonstrates ability to identify healthful and non-healthful foods and their effect on the body (23.B).</p> <p>Child demonstrates ability to apply decision-making skills related to the promotion of individual health (24.B).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) Domain

- Learning Standard 20.B: Assess individual fitness levels.
- Learning Standard 20.C: Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
- Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.
- Learning Standard 23.B: Identify ways to keep the body healthy.
- Learning Standard 23.C: Describe factors that affect growth and development.
- Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Note from expert: The DRDP (2015) PD-HLTH measures do not align with the learning standards listed above, but measures in other domains of the DRDP (2015) may correspond to them.

**Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) History – Social Science (HSS) Domain and the Illinois Early
Learning and Development Standards (IELDS)**

There are many commonalities between the structure of the DRDP (2015) History-Social Science (HSS) domain and the organization of the Illinois Early Learning and Development Standards (IELDS) Social Studies and Social/Emotional learning areas/domains. These similarities arise from shared understanding of the relevance of different social and emotional, social studies, and self-regulatory knowledge and skills to children’s learning and development in preschool. Thus, although the DRDP (2015) addresses some domain elements that are not reflected in the IELDS, and, likewise, a number of the Illinois standards are not covered by the DRDP (2015), the common elements indicate that the DRDP (2015) has a fairly high degree of correspondence to key areas in the IELDS.

The correspondence reflects several themes. First, a growing understanding of one’s personal history as well as past events appears in both the DRDP (2015) and the IELDS. Second, both include a focus on the developing awareness of one’s place in the natural world and its influence. Third, both cover the set of developing skills that involve responsible management of interactions and relationships with other people, including peers and adults. These skills center on communication, responsible decision-making, and proactive efforts to get along with others. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>HSS 1: Sense of Time</p> <p>Definition: Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity.</p>	<p>Learning Standard 16.A</p> <p>Explore his or her self and personal history.</p>	<p>Child shows awareness of past and future events in his or her personal history (16.A).</p>
<p>HSS 2: Sense of Place</p> <p>Definition: Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.</p>	<p>Learning Standard 17.A</p> <p>Explore environments and where people live.</p> <p>Learning Standard 17.C</p> <p>Understand relationships between geographic factors and society.</p>	<p>Child shows awareness of his or her physical environments. Child develops map-making and map-using skills (17.A).</p> <p>Child shows awareness of his or her physical environments and of their social implications (17.C).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>HSS 3: Ecology</p> <p>Definition: Child develops an awareness of and concern for the natural world and human influences on it.</p>	<p><i>Note: The IELDS do not address concepts and skills related to ecology.</i></p>	
<p>HSS 4: Conflict Negotiation</p> <p>Definition: Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.</p>	<p>Learning Standard 24.A</p> <p>Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>Learning Standard 31.C</p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Learning Standard 32.B</p> <p>Apply decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>Child recognizes other children’s needs and makes efforts to respond constructively to them (24.A).</p> <p>Child develops abilities to enlist adult assistance in resolving peer conflict, and enacts independent conflict-resolution strategies while taking into consideration the peer’s preferences (31.C).</p> <p>Child responds to teacher suggestions about alternatives to peer conflict. Child develops skills at suggesting solutions independently (32.B).</p>
<p>HSS 5: Responsible Conduct as a Group Member</p> <p>Definition: Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.</p>	<p>Learning Standard 14.A</p> <p>Understand what it means to be a member of a group and community.</p> <p>Learning Standard 14.C</p> <p>Understand ways groups make choices and decisions.</p> <p>Learning Standard 21.A</p> <p>Demonstrate individual responsibility during group physical activities.</p> <p>Learning Standard 30.A</p> <p>Identify and manage one’s emotions and behavior.</p>	<p>Child regulates self in relation to group rules and expectations. Child develops an understanding of why rules exist (14.A).</p> <p>Child participates in making new group expectations and rules (14.C).</p> <p>Child develops self-regulation skills to act responsibly in the group (21.A).</p> <p>Child demonstrates ability to follow group expectations (rules) and understand their meaning (30.A).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>HSS 5: Responsible Conduct as a Group Member (cont.)</p> <p>Definition: Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.</p>	<p>Learning Standard 32.A</p> <p>Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>Learning Standard 32.C</p> <p>Contribute to the well-being of one’s school and community.</p>	<p>Child develops capacities to regulate behavior in a responsible and acceptable manner with explicit consideration of fairness of other people’s welfare (32.A).</p> <p>Child develops capacities to follow, communicate, and improve group expectations (rules) in the classroom (32.C).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) Domain

- Learning Standard 14.B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- Learning Standard 14.D: Understand the role that individuals can play in a group or community.
- Learning Standards 14.E: Understand United States foreign policy as it relates to other nations and international issues.
- Learning Standard 14.F: Understand the development of United States’ political ideas and traditions.
- Goal 15: Explore economic systems and human interdependence.
- Learning Standard 15.A: Explore roles in the economic system and workforce.
- Learning Standard 15.B: Explore issues of limited resources in the early childhood environment and world.
- Learning Standard 15.C: Understand that scarcity necessitates choices by producers.
- Learning Standard 15.D: Understand concepts about trade as an exchange of goods and services.
- Learning Standard 15.E: Understand the impact of government policies and decisions on production and consumption in the economy.
- Learning Standard 16.B: Understand the development of significant political events.
- Learning Standard 16.C: Understand the development of economic systems.
- Learning Standard 16.D: Understand Illinois, United States, and world social history.
- Learning Standard 16.E: Understand Illinois, United States, and world environmental history.
- Learning Standard 17.B: Analyze and explain characteristics and interactions of the Earth’s physical systems.
- Learning Standard 17.D: Understand the historical significance of geography.
- Goal 18: Explore people and families.
- Learning Standard 18.A: Explore people, their similarities, and their differences.
- Learning Standard 18.B: Develop an awareness of self within the context of family.
- Learning Standard 18.C: Understand how social systems form and develop over time.

Note from expert: Although the DRDP (2015) HSS measures, along with relevant ATL-REG (Approaches to Learning – Self-Regulation) and SED (Social and Emotional Development) measures, correspond to some

of the IELDS in this learning area, many of the standards address young children's understanding of the political system, government, election processes, interest groups, foreign policy, the economy, world social and environmental history, geography, social systems, and related topics. It is a common practice that, in the interests of aligning with K-12 learning standards at older ages, these topics are included in learning standards for preschoolers in state frameworks. The DRDP (2015) was constructed, however, to identify domains of knowledge that progressively develop in children only at younger ages. From what is known from developmental research, young children have only nascent understanding of these complex political, economic, geographical, and social systems. Correspondence of measures for young children to K-12 standards for older children is not feasible without pertinent developmental research to guide the definition of measures that specify a continuum of levels for younger ages. Thus, these topics are not included in the DRDP (2015) domains, and, consequently, the DRDP (2015) does not fully align with the IELDS.

Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to Illinois Learning Standards:
DRDP (2015) Visual and Performing Arts (VPA) Domain and the Illinois Early Learning and Development Standards (IELDS)

The Illinois Early Learning and Development Standards (IELDS) are clear about art as a mode of self-expression. In fact, Benchmark 26B.ECa states that children should “use creative arts as an avenue for self-expression.” Traditionally, visual art is the branch of art that people associate with “self-expression,” but it can happen in music, drama, and dance as well. In all of these areas, the DRDP (2015) has measures that correspond to the content of the IELDS. The following table shows correspondences between the DRDP (2015) measures and the IELDS.

**Correspondence between the DRDP (2015) and
the Illinois Early Learning and Development Standards**

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>VPA 1: Visual Art</p> <p>Definition: Child engages, develops skills, and expresses self with increasing creativity, complexity and depth through two-dimensional and three-dimensional visual art.</p>	<p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p>	<p>Child participates in activities using visual art materials and tools through representation (25.A).</p> <p>Child explains and identifies elements of visual art (25.B).</p> <p>Child demonstrates creative self-expression through visual art (26.B).</p>
<p>VPA 2: Music</p> <p>Definition: Child expresses and creates by making musical sounds, with increasing intentionality and complexity.</p>	<p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p>	<p>Child participates in music activities (25.A).</p> <p>Child responds to music in increasingly advanced ways (25.B).</p> <p>Child demonstrates independent creation of music and sound (26.B).</p>

DRDP (2015) Measure	Illinois Early Learning and Development Standards (IELDS)	DRDP (2015) Measure Corresponds with IELDS in the Following Ways:
<p>VPA 3: Drama</p> <p>Definition: Child increases engagement, skill development, and creative expression in drama.</p>	<p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p>	<p>Child is familiar with the concept of dramatic acting and character portrayal at a participatory level (25.A).</p> <p>Child describes his or her own creative work in advanced ways (25.B).</p> <p>Child demonstrates plot creation as self-expression (26.B).</p>
<p>VPA 4: Dance</p> <p>Definition: Child develops capacity to respond, express, and create through movement and dance.</p>	<p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p>	<p>Child is familiar with and participates in dance in preschool (25.A).</p> <p>Child uses dance to express self. (25.B).</p> <p>Child uses language of dance when reflecting on a dance during an adult-led discussion. (26.B).</p>

IELDS Goal(s) or Learning Standard(s) not addressed by DRDP (2015) domain

- Learning Standard 26.A: Understand processes, traditional tools and modern technologies used in fine arts.
- Goal 27: Understand the role of the arts in civilizations, past and present.
- Learning Standard 27.A: Analyze how the arts function in history, society, and everyday life.
- Learning Standard 27.B: Understand how the arts shape and reflect history, society, and everyday life.