

Peer Reference Report Guidance for Special Education

The Peer Reference Report compares a child's domain ratings on the DRDP (2015), either at one point in time or across assessment periods to a sample of same-age peers. The Peer Reference Report provides special education teachers, service providers, and families with information about a child's development relative to peers, and indicates areas of strength and areas for further support and should always be used together with other DRDP reports and observations of the child in typical environments. Special educators may use the results to guide written developmental updates, individualize instruction, and modify curriculum. They may also share this report with families and other providers to better understand and plan support for each child's learning and development.

What information is displayed in the Peer Reference Report?

- The assessment period and child's age are indicated at the top of the page.
- The infant and toddler report displays each of the five domains assessed by the DRDP (2015) Infant/Toddler View.
- The preschool report displays each of the six domains assessed by the DRDP (2015) Preschool Fundamental View.
- Each domain box on the Peer Reference Report features 12-month age bands for children birth through five years of age. The younger or earlier developing band is at the bottom left of the box. The older or later developing band appears at the top right of the box.

What are the features of the Peer Reference Report?

The **DRDP domain/subdomain** name represents the abbreviation and full name of the DRDP (2015) domains and subdomains.

The **domain icon** directly links to the icons used in the Infant/Toddler Early Learning and Development Foundations and the Preschool Learning Foundations.

The **child's age band** is highlighted in blue and corresponds to the child's age at the time of the assessment.

The child's ratings for each measure in a domain are statistically transformed to create the overall **child's domain rating**. The long blue vertical line in each domain box indicates the child's rating.

The **standard error** is the thin blue horizontal line through the domain rating. The standard error line represents an estimate of the range of scores within which the child's domain rating lies.

The **age-group mean** is the short black vertical line in the middle of each dark band. This represents the mean of the domain ratings for ALL the children in the specified age band.

DRDP (2015) Peer Reference Report

For use with preschool-age children

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.

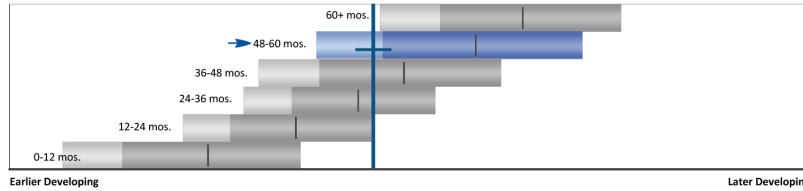
Angeline Smith

Birthdate: 1/12/2012

Assessment: 9/1/2016

Age: 4 years, 7 months

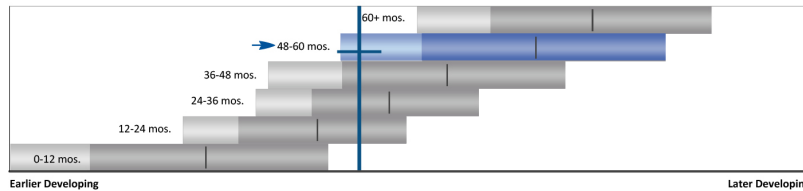
Angeline's Development for Fall 2016



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, initiation, and s...

DRDP (2015) Domain/Subdomain Name



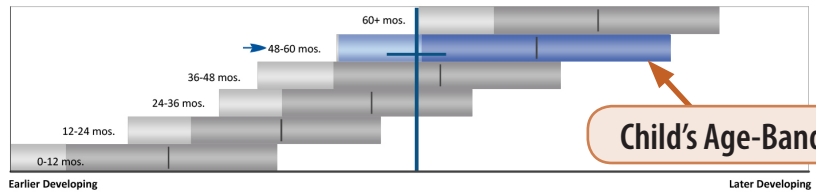
SED Social and Emotional Development

The SED domain assesses children's developing abilities to understand and interact with others and to form relationships with nurturing adults and their pe...

Domain Icon

LLD Language Development

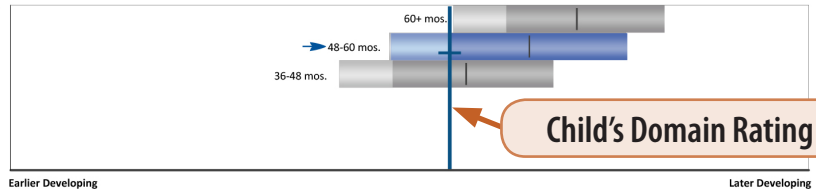
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. LANG knowledge and skill areas include understanding language, responsiveness to language, communication and use of language, reciprocal communication and conversation, and interest in literacy.



Child's Age-Band

LLD Literacy Development

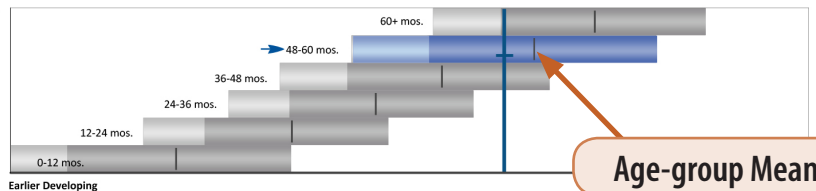
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. LIT knowledge and skill areas include comprehension of age-appropriate text, concepts about print, phonological awareness, letter and word knowledge, and emergent writing.



Child's Domain Rating

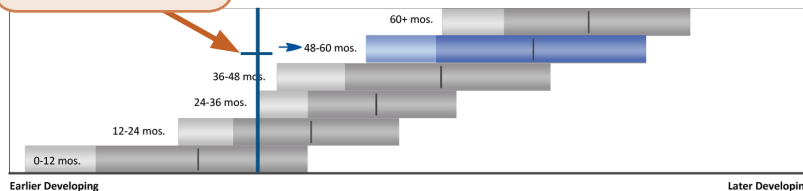
COG Math

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, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



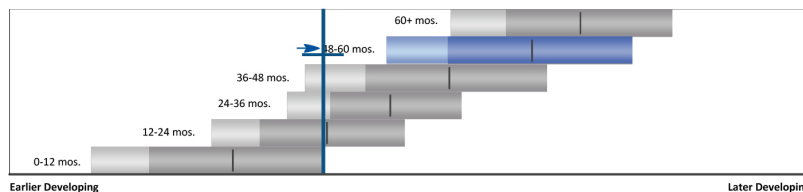
Age-group Mean

Standard Error



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.



PD-HLTH Health

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. HLTH knowledge and skill areas include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

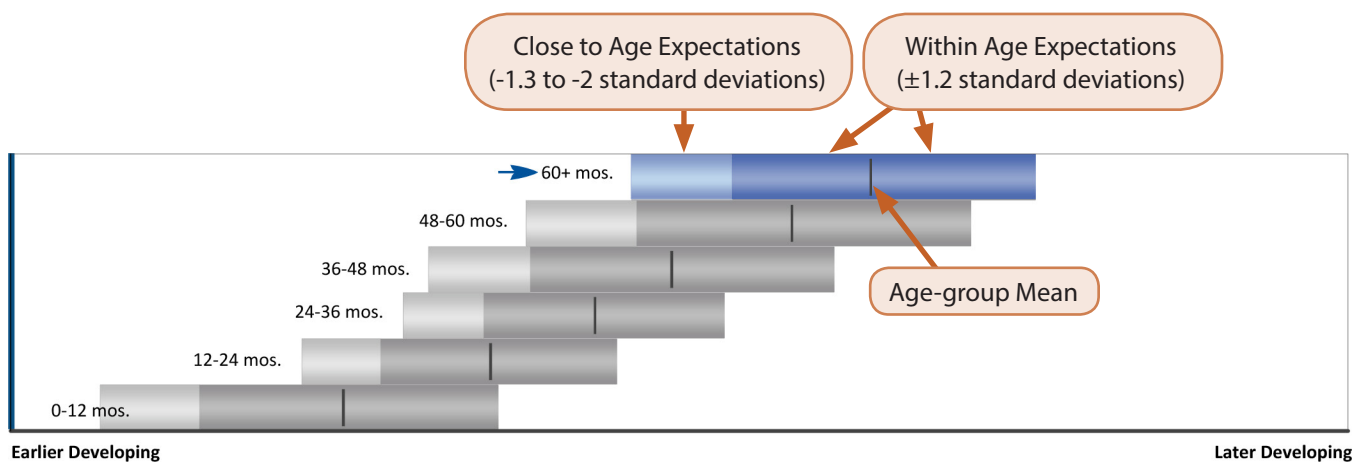
Understanding the Age Bands

Assessment instruments describe children’s development in terms of age (e.g., age equivalents) using two primary methods. The first method is based on generally accepted knowledge and beliefs (such as the research literature, standards, or professional opinion) of when children reach certain developmental milestones.

The second method (the method used for this report) is based on a **measurement approach** in which data from a large sample of children are collected. Data from this sample is then examined to determine what ranges of scores correspond to which ages: three year olds typically have one range of scores while four and five year olds have higher ranges of scores. This method was used to develop the DRDP (2015) age bands for the Peer Reference Reports.

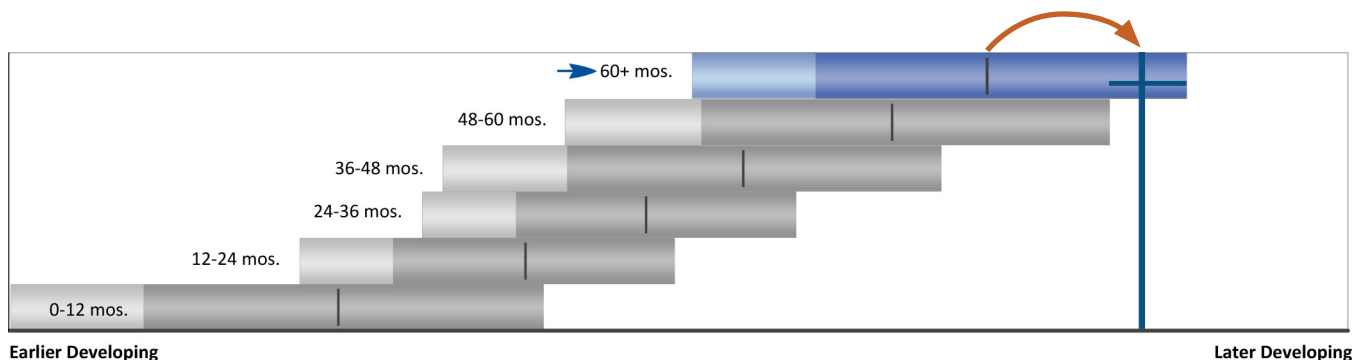
This report compares the average ratings of one child to a sample of children in the same age range. The sample included over 15,000 children enrolled in California Department of Education programs, birth through age five, in the spring of 2015. The sample is comprised of children with and without disabilities and includes children from across all federal disability categories. This report does not provide a comparison of the child to ALL children of the same age. The report is not intended to determine whether the child has reached a developmental milestone at a specific age.

Within each age band, the darker shading represents the range of ratings for the sample of children who demonstrated skills **within age expectations**, defined as a domain rating ± 1.2 standard deviations above and below the mean. The lighter shading in each band represents the range of ratings for the children who were **close to age expectations**, defined as a domain rating between 1.3 and 2 standard deviations below the mean.

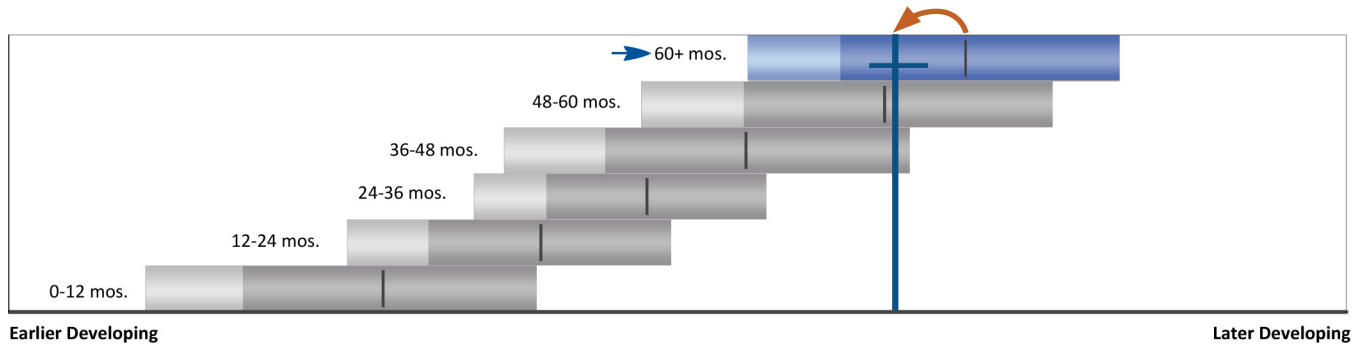


The age-group mean within each age band is denoted by the small black vertical line. It is defined as the average domain rating of the children within the data set within each 12-month age band.

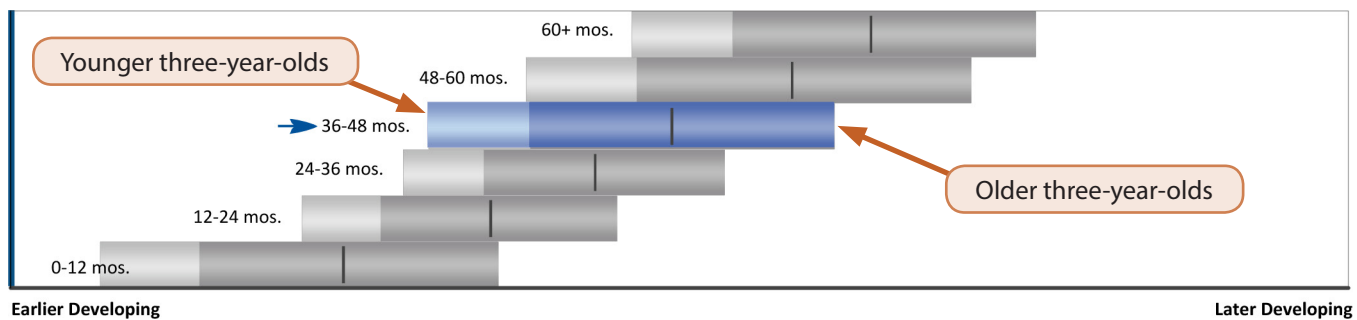
A child’s domain rating located to the right of the mean in the age band indicates that the rating is above the mean for the same-age children in the sample.



A child's domain rating located to the left of the mean in the age band indicates that the rating is below the mean for the same-age children in the sample.



The range of domain ratings will overlap when displayed as age bands. As a result, **these reports do not provide discrete age equivalents**. They do illustrate the overlap in the range of development observed from one age band to the next. If a child's domain rating falls in the low range of the age band, it is important to consider all aspects of the child's development, especially the child's age. A child who has just entered an age range, and therefore is younger than other children in the same range, will tend to have ratings at the lower end of the age band. A child at the older end of an age range may tend to have higher ratings.



How can the information in the Peer Reference Report be used?

Special educators can use the Peer Reference report to:

1. Evaluate a child's domain ratings relative to same-age peers.
2. Assist in identifying strengths.
3. Assist in identifying areas that may require further support.
4. Better understand a child's developmental progress over time.

Peer Reference Report (One Point in Time)

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

1. Identify the domain ratings that fall within the darker shading of the age bands. These domain ratings are within age expectations.
2. Identify the domain ratings that fall within the lighter shading of the age bands. These domain ratings are close to age expectations.
3. Any domain ratings that fall below the age band are not at age expectations.

4. Review Child Reports, both status and progress versions, for additional information about the child's development.
5. Consider the information presented in these reports in relation to observations from the child's typical environments and other information about this child (e.g., classroom, home, interviews with other providers or family members).

| Do use the Peer Reference Reports to: | Do not use the Peer Reference Reports: |
|---|--|
| Identify a child's strengths and areas that may require additional support. | As the only source of information used in understanding a child's development. |
| Reference where a child's skills fall in relation to a sample of other children his or her age. | To determine an age-equivalent score or developmental age for the child. |
| | To determine eligibility for Early Start, preschool, transitional kindergarten, or kindergarten. |
| Note the progress on domains by analyzing progress across all areas. | To look only at each individual domain to determine progress or effectiveness of instruction. |
| Write developmental updates such as present levels for the IFSP and IEP. | As the only source of information in writing developmental updates. |

For more information or if you have questions, contact Desired Results Access Project at (800) 673-9220 ext. 4 or reports@draccess.org

Example of a Peer Reference Report for Angeline

This page provides an example of interpretation and communication points for this report of a sample child. There are many different ways that the information in the Peer Reference Report can be used for planning. Angeline is a four-and-a-half year old who attends a Head Start program and who also has an Individualized Education Program (IEP). Angeline receives physical therapy services in her classroom to address her motor needs related to cerebral palsy. Angeline's Head Start teacher, special education teacher, and physical therapist met to discuss the information in the DRDP reports, including the information portrayed in this report.

DRDP (2015) Peer Reference Report

For use with preschool-age children

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 2016

Angeline Smith
 Birthdate: 1/12/2012
 Assessment: 9/1/2016
 Age: 4 years, 7 months

ATL-REG
The ATL skills include persistence, and self-comforting, self-regulation, and shared use of space.

Angeline's age falls in the 48-60 months age-band. Her domain rating for ATL-REG compared to same-age peers is almost within age expectations. Her domain rating for SED is close to age expectations, although the Child Progress Report indicated that Angeline made less progress in SED than in the other domains. Her educational team will monitor her progress here.

SED Social Skills
The SED domain assesses understanding and interactions with relationships with others.

Looking across all domains, Angeline's domain rating in COG is closest to the mean of a sample of same-age peers so her teachers identified COG as a strength when compared to other same-age peers. This is consistent with the Child Report, where her teachers also noted MATH as a strength compared to Angeline's own growth on these measures.

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, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.

PD-HLTH
The PD-HLTH domain assesses development of routine, nutrition, PD knowledge, perceptual-motor skills, locomotor movement skills, fine motor manipulation skills, and personal safety.

Angeline's domain rating for PD falls below the bottom of the shaded bars, indicating that her domain rating is not at age expectations for the PD domain. Although this may be expected due to her orthopedic impairment (cerebral palsy), her teachers will look more closely at the DRDP Physical Development and Health measures to identify how to better support Angeline in the classroom.

Overall, Angeline's domain ratings are close to or within age expectations in all domains except PD and HLTH. According to the Child Progress Report, Angeline has made much progress in the area of Physical Development (it is a strength), although this report indicates her domain rating is still below her age band. Her educational team will revisit this report over time to monitor for progress or slippage compared to same-age peers across the domains.