

# HANDOUT 3

## DRDP-K (2105) Physical Development Measures

# DRDP-K (2015)

For use with transitional kindergarten and kindergarten-aged children



California Department of Education  
Sacramento, 2015

Developmental Domain: PD – Physical Development

### PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Tries different ways to coordinate movements of large or small body parts</b>	<b>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and object</b>	<b>Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces</b>	<b>Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</b>	<b>Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements</b>	<b>Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance</b>
<b>Possible Examples</b>					
<ul style="list-style-type: none"> <li>Changes movements when shaking the parachute during gym or recess.</li> <li>Starts and stops movements of different body parts during a freeze-dance game.</li> <li>Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.</li> </ul>	<ul style="list-style-type: none"> <li>Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.</li> <li>Raises knees high when following an adult marching.</li> <li>Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."</li> </ul>	<ul style="list-style-type: none"> <li>Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.</li> <li>Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.</li> <li>Uses feet to slow self when coming down a ramp.</li> <li>Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.</li> </ul>	<ul style="list-style-type: none"> <li>Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play.</li> <li>Tries several different ways to move through sections of a new obstacle course.</li> <li>Walks carefully after slipping on wet leaves or grass during a nature walk.</li> </ul>	<ul style="list-style-type: none"> <li>Moves in sync with others who are moving in the same direction while dancing or marching.</li> <li>Stands back-to-back with another child, links arms, then walks forward and backward, coordinating movements together.</li> <li>Maintains spacing while performing a traditional group folk dance (such as "Indie dance").</li> <li>Tries to maintain group spacing when moving together down the field toward an opponent's end during a game.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in a soccer-type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open.</li> <li>Places self in a defensive position in relationship to an opponent approaching a basketball net.</li> <li>Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.</li> </ul>

- ☐ Child is emerging to the next developmental level  
☐ Unable to rate this measure due to extended absence

PD 1 (of 4)

Perceptual-Motor Skills and Movement Concepts

PD 1 (of 4)

**PD 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Coordinates movements, in an upright position, that momentarily move whole body off the ground</b>	<b>Coordinates and controls individual locomotor movements, with some success</b>	<b>Combines and coordinates two or more locomotor movements together in effective ways, with some success</b>	<b>Combines a variety of locomotor movements and moves effectively across a range of activities</b>	<b>Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)</b>	<b>Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities</b>
<b>Possible Examples</b> <ul style="list-style-type: none"> <li>Runs with short, uneven steps with arms to the side.</li> <li>Crouches down and jumps up, with feet barely coming off of the ground.</li> <li>Hops with two feet leaving the ground momentarily.</li> </ul>	<ul style="list-style-type: none"> <li>Runs with short strides, and sometimes has difficulty stopping.</li> <li>Gallops for a few steps at a time.</li> <li>Moves along a low balance beam or along the side of a curb, stepping sideways.</li> <li>Navigates changes in surface and direction using a mobility aid, such as a walker.</li> </ul>	<ul style="list-style-type: none"> <li>Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).</li> <li>Crouches down and then jumps forward using both legs.</li> <li>Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.</li> </ul>	<ul style="list-style-type: none"> <li>Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg).</li> <li>Changes direction and stops quickly and easily while running.</li> <li>Swings arms back and then forward in preparation for jumping.</li> <li>Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.</li> </ul>	<ul style="list-style-type: none"> <li>Changes body speed and position with quick movements to match rhythmic changes in music.</li> <li>Leaps over low objects by varying speed and stride while running.</li> <li>Dodges to avoid being touched by another player during a game of tag.</li> <li>Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects.</li> </ul>	<ul style="list-style-type: none"> <li>Moves body while bouncing and catching a ball in response to changes in a rhythmic beat.</li> <li>Runs and moves a ball down the field, as in the game of soccer.</li> <li>Steps towards the T-ball stand while swinging a bat to hit the ball.</li> <li>Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.</li> </ul>

- Child is emerging to the next developmental level  
 ○ Unable to rate this measure due to extended absence

**PD 2 (of 4)****Gross Locomotor Movement Skills****PD 2 (of 4)**

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**PD 3: Gross Motor Manipulative Skills**

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Manipulates objects using one or more body parts, with stability but limited coordination</b>	<b>Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements</b>	<b>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</b>	<b>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</b>	<b>Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)</b>	<b>Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities</b>
<b>Possible Examples</b> <ul style="list-style-type: none"> <li>Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</li> <li>Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.</li> <li>Swings leg back to kick a stationary ball while standing in place.</li> <li>Hands out carpet squares to peers at circle time, sometimes dropping them.</li> </ul>	<ul style="list-style-type: none"> <li>Catches a stuffed animal, with hands, keeping arms extended and then uses hands to hold onto it.</li> <li>Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking.</li> <li>Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.</li> </ul>	<ul style="list-style-type: none"> <li>Uses hands to catch a beanbag tossed to either side of the body.</li> <li>Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.</li> <li>Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a football kick.</li> </ul>	<ul style="list-style-type: none"> <li>Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.</li> <li>Runs and kicks a moving ball horizontally, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance.</li> <li>Bounces a ball several times while walking.</li> </ul>	<ul style="list-style-type: none"> <li>Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend.</li> <li>Moves quickly and precisely to catch a beanbag or tennis ball thrown just outside of reach.</li> <li>Steps forward, immediately rotating the hips and torso toward the leg that stepped forward, using force and speed to swing a bat at a tossed ball.</li> <li>Throws and catches a ball while playing T-ball with peers, sometimes dropping the ball or not throwing the ball directly to a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right.</li> <li>Throws for accuracy and distance and catches fly balls and ground balls while playing T-ball with peers.</li> <li>Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds.</li> <li>Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.</li> </ul>

- Child is emerging to the next developmental level  
 ○ Unable to rate this measure due to extended absence

**PD 3 (of 4)****Gross Motor Manipulative Skills****PD 3 (of 4)**

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**PD 4: Fine Motor Manipulative Skills**

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects using hands with strength, accuracy, and coordination	Performs with efficiency a variety of tasks that require precise manipulation of small objects	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand
<b>Possible Examples</b>					
<ul style="list-style-type: none"> <li>Holds play dough with one hand while cutting it with a wooden knife.</li> <li>Steadies a container of block accessories on lap while picking out the tree-shaped blocks.</li> <li>Scops sand into a container with one hand while holding the container with other hand.</li> </ul>	<ul style="list-style-type: none"> <li>Uses scissors to cut out simple shapes (e.g., circle, square) on paper.</li> <li>Pushes a cord through a large bead, using one hand, while moving the bead on to the cord with the other hand.</li> <li>Peels a banana or orange after adult starts the peel.</li> <li>Buttons two to three large front buttons on a shirt.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.</li> <li>Starts the peel on a banana or mandarin orange.</li> <li>Unfastens buckle on chest strap of wheelchair.</li> <li>Fastens straps on pants made of thicker, stiffer materials, such as denim jeans.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a necklace by stringing a variety of small beads with narrow holes.</li> <li>Uses a computer mouse to draw details of a picture on a computer screen.</li> <li>Rotates pencil within the hand to use the eraser when scribbling with a pencil.</li> <li>Uses scissors to cut more challenging materials such as fabric or cardboard during an art activity.</li> </ul>	<ul style="list-style-type: none"> <li>Ties a bow using thick shoelaces.</li> <li>Uses scissors held in one hand to cut a pattern that has angles and curves, pausing to reposition the scissors with the other hand.</li> <li>Folds paper with edges parallel.</li> <li>Latches and zips small zippers on clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Ties a bow using thin laces or ribbons.</li> <li>Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion.</li> <li>Holds and manipulates multiple marbles in one hand.</li> <li>Holds several cards in one hand while using the other hand to pull out a card to play during a card game.</li> </ul>

- Child is emerging to the next developmental level  
 ○ Unable to rate this measure due to extended absence

**PD 4 (of 4)****Fine Motor Manipulative Skills****PD 4 (of 4)****HLTH 3: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity.

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Engages in active physical activities or play for moderate amounts of time	Engages in active physical activities or play for sustained amounts of time	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity	Seeks to engage in active physical activities or play routinely, with increased intensity and duration	Participates in moderate physical activity on own and with others, increasing endurance while building coordination of motor skills;  and  Communicates a basic understanding that physical activity promotes health	Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills;  and  Communicates an explanation of health benefits gained from physical activity
<b>Possible Examples</b>					
<ul style="list-style-type: none"> <li>Joins in a dance started by a peer and then dances until the song ends.</li> <li>Climbs up and down around a climbing structure several times.</li> <li>Jumps rope and takes turns with peers on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>Joins a group of peers kicking and chasing a soccer ball around a play yard.</li> <li>Rides around the playground several times.</li> <li>Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).</li> </ul>	<ul style="list-style-type: none"> <li>Rides around the playground several times, increasing speed to gallop a peer.</li> <li>Dances to several different songs, moving slowly, then quickly, in response to changes in music.</li> <li>Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.</li> <li>Joins a group of children playing chase, while propelling own wheelchair.</li> <li>Initiates a dance activity, keeping up with a fast beat until the music ends.</li> </ul>	<ul style="list-style-type: none"> <li>Hops on one foot repeatedly, exclaiming, "My legs are strong, I am strong and healthy."</li> <li>Climbs on outdoor apparatus and swings from bar to bar for several minutes, and communicates, "Look how strong I am."</li> <li>Communicates, "Pushing is hard work, this will make me strong," while pushing another child in a wheelchair.</li> <li>Communicates, "My arms are strong but they get tired when I take leaves for a long time."</li> </ul>	<ul style="list-style-type: none"> <li>Communicates to an adult, "My heart beats real fast after I run and play on the playground."</li> <li>Jumps rope on own or with others during recess and communicates, "The faster and longer I jump, the harder I breathe."</li> <li>During parachute play, asks the adult if the class can shake the chair to build stronger arms.</li> </ul>

Note: Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play.

- Child is emerging to the next developmental level  
 ○ Unable to rate this measure due to extended absence

**HLTH 3 (of 5)****Active Physical Play****HLTH 3 (of 5)**