

Establishing a National Parent Platform and Portal



National Parent Platform

NATIONAL PARENT PLATFORM

The proposed **National Parent Platform**

will provide access to
accredited information,
strategies and resources
parents need to help their
children reach their full
potential.





National Parent Platform

The National Parent Platform will be developed based on the OCTAE Programs of Study Design Framework to support the following college and career readiness milestones:

- Kindergarten Readiness
- Foundational Skill Development
- Student Self-efficacy Development
- Successful Transition to Future

Secure Parent Portal

- Serves parents of children from birth through high school completion
- Creates two-way communication between parents and local/regional educational and related service providers
- Provides access to child development and school progress evaluations and assessment results
- Offers timely individual performance-based guidance

The **Kindergarten Readiness Milestone** requires mastery of 51 distinct measures of knowledge, skills and behaviors in 10 specific domains.



A group of six diverse young children are sitting on a brick wall. They are all wearing colorful rain boots: one in light green, two in red, two in blue with white stars, one in black with white stars, and one in blue. The children are dressed in casual clothing like t-shirts and overalls. They are all smiling or laughing, creating a joyful and happy atmosphere. The background is slightly blurred, showing greenery and a building.

The **National Parent Platform** will ensure all parents know what knowledge, skills and behaviors children must consistently demonstrate to be successful in kindergarten.

KINDERGARTEN READINESS MILESTONE

DRDP-K (2015)

A Developmental Continuum for Kindergarten

Parents will have a clear understanding of how to support the development of the skills their child needs to be successful in kindergarten.

DRDP-K (2015)

A Developmental Continuum for Kindergarten

Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self Regulation	ATL-BEG	1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development	SED	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LID	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD	1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science	COG-MATH	1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science	COG-SCI	1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development	PD	1	Perceptual Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health	HEH	1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science	HSS	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA	1	Visual Art
		2	Music
		3	Dance
		4	Drama
Language and Literacy Development in Spanish	SPAN	1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing in Spanish

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KINDERGARTEN READINESS MILESTONE

DRDP-K (2015)

A Developmental Continuum for Kindergarten

Parents will know what mastery looks like and how their child is progressing through the developmental continuum.

Developmental Domain: Cognition: Math (COG: MATH)

COG: MATH 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p>Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Communicates, "Now we have more," when an adult combines markers from the shelf with some on the table. Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket. Notifies when another child's bowl has more beads than own bowl, and asks an adult to add beads to own bowl. 	<p>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Communicates, "Now we have three," when adding a third snail to the two collected from the yard. Communicates, "Only two left," when an adult removes a torn bean bag from a group of three bean bags. Gives one of two cars to another child, and then communicates, "I have one and you have one." 	<p>Uses counting to add or subtract one or two objects to or from a group of at least four objects</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Adds one counting bear to a group of four, and counts, "I have one... two... three... four... five." Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six. 	<p>Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." Brings six papers to the table after adult communicates, "We usually have four children, but today we have two visitors, so how many papers do we need altogether?" Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?" 	<p>Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation;</p> <p>and</p> <p>Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$; $7=6+1$)</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Holds up five fingers on one hand and three fingers on the other hand and counts to self, "1, 2, 3, 4, 5, 6, 7, 8," when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons. Solves the problem: "7 + 2," presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles. Removes three cars and counts the number of cars left. "1, 2, 3, 4, 5, 6, 7," and replies "7" when adult asks, "You have 10 cars, if I took 3 away, how many would you have left?" Creates a group of three manipulatives and a group of five manipulatives and communicates, "I have eight. I can also do four and four and still have eight." 	<p>Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Writes the equation "11 + 3," then counts aloud, "11, 12, 13, 14," and replies "14," when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count-on strategy) Communicates, "12 minus 2 is 10, and then 10 minus 1 is 9," when explaining her solution to the problem: "12 minus 3." (make a 10 strategy) Communicates, "8 plus 2 is 10, so it is two," when presented with the subtraction problem: "10 minus 8." (subtraction is inverse to addition strategy) Communicates, "7 plus 3 is 10 and then 2 more is... 10, 11, 12. There are 12," when solving the equation: "7 plus 2 plus 3." (make a 10 and count-on strategies)

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

COG: MATH 3 (of 6) **Number Sense of Math Operations** **COG: MATH 3 (of 6)**

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A photograph of a woman and two children sitting on a white porch swing. The woman, on the left, has dark hair and is wearing an orange shirt. She is smiling and has her arm around the child in the middle. The child in the middle is a young girl with curly hair, wearing a yellow top, and is laughing with her mouth open. The child on the right is a young boy with curly hair, wearing a green shirt, and is smiling. They are all sitting on a white porch swing with blue trim. The background shows a white brick wall and a blue sky. A potted plant is visible on the right side of the frame.

The National Parent Platform will
continue to support parents throughout
their children's K – 12 school career.



The National Parent Platform will help parents support learning at home, set high expectations for achievement at every developmental level, and encourage their child's efforts to reach their full potential.

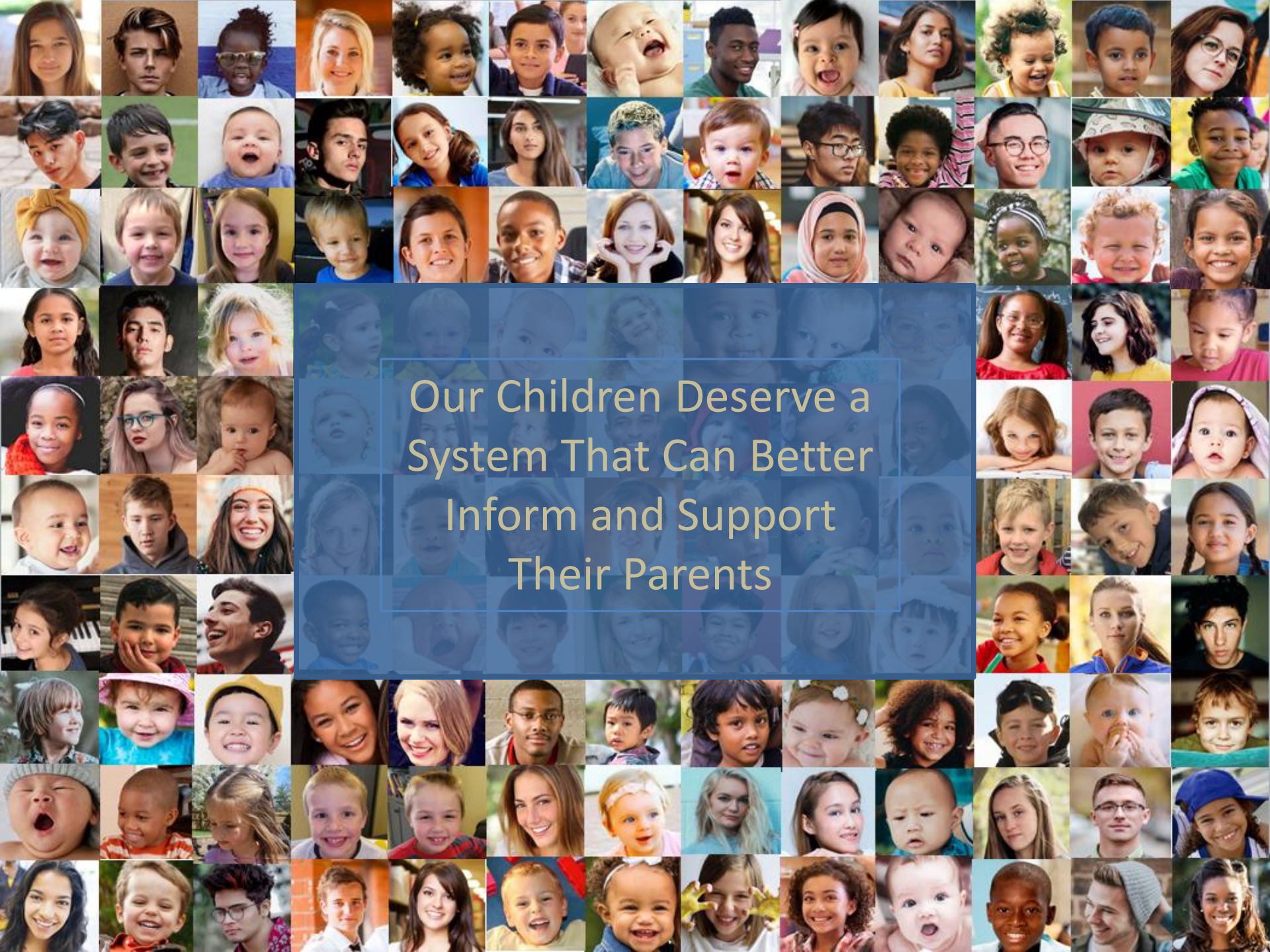


Successful Transition to Future



The National Parent Platform will also provide the information parents need to help their children successfully transition to their future.





Our Children Deserve a
System That Can Better
Inform and Support
Their Parents