

THE RADP

What Do They Test For?



Preparing Your
Children for Kindergarten
What They Need to Know

What Does RADP Stand For? Revised Alaska Developmental Profile

What is the purpose of the RADP?

The purpose of the Revised Alaska Developmental Profile (RADP) is to identify the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations.

These skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines:

Physical Well-Being, Health, and Motor Development

Social and Emotional Development

Approaches Toward Learning

Cognition and General Knowledge

Communication, Language, and Literacy

Each goal statement expresses a specific expectation of what children should know, understand, and be able to do at kindergarten entry. The goal statements are defined by a set of indicators that describe expected observable behaviors or skills.

We will be going over how each domain is rated and more about what skills and behaviors are in each domain.

Students are observed at the goal-level according to the following 3-point response scale:

Rating Category: 2

Definition:

Consistently Demonstrates: Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).

Rating Category: 1

Definition:

Progressing: Student demonstrates the indicated skills or behaviors on an inconsistent basis. Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate most of the indicated skills and behaviors (i.e., for students who demonstrate only some of the indicated skills or behaviors consistently).

Rating Category: 0

Definition:

Does Not Demonstrate: Student does not demonstrate the indicated skills or behaviors (20% or less of the time). Students should be given this rating if they are generally unable to successfully demonstrate these skills most of the time.

Physical Well-Being, Health, and Motor Development

Demonstrates strength and coordination of large motor muscles:

- Runs with an even gait and with few falls
- Maintains balance while bending, twisting, or stretching
- Moves body into position to catch a ball, then throws the ball in the right direction
- Kicks large ball to a given point with some accuracy
- Able to alternate weight and feet while skipping or using stairs.



Demonstrates strength and coordination of small motor muscles:

- Cuts, draws, glues with materials provided
- Copies several letters or shapes
- Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)
- Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately

Social and Emotional Development

Participates positively in group activities:

- Follows simple rules of participation in group activities
- Participates cooperatively in large and small group activities
- Invents and/or sets up activities that include more than one child
- Is sometimes part of the audience as well as an active participant in group events

Regulates their feelings and impulses:

- Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)
- Shows ability to control impulses, with guidance
- Seeks peaceful resolution to conflict
- Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)
- Stops and listens to instructions before starting an activity



Approaches to Learning

Shows curiosity and interest in learning new things and having new experiences:

- Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?")
- Looks for new information and wants to know more about personal interests
- Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)

Sustains attention to tasks and persists when facing challenges:

- Remains engaged while peers and/or adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")
- Works on a task over a period of time, leaving and returning to it (e.g., block structure)
- Shifts attention back to activity at hand after being distracted
- Accepts age appropriate challenges and continues through frustration



Cognition and General Knowledge

Demonstrates knowledge of numbers and counting:

- Counts to 10 from memory
- Understands that when counting a set of items, each item must be counted only once and none should be left out
- Uses math manipulatives (e.g., games, toys, and coins) in counting activities
- Uses basic numbers and counting operations (e.g., "I gave Joey one of my blocks. Now he has two blocks.")

Sorts, classifies, and organizes objects:

- Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)
- Recognizes, describes, duplicates and extends a two-part pattern (e.g., A/B, circle/square)
- Describe how and why objects are arranged or sorted the way they are.



Communication, Language, and Literacy

Uses receptive communication skills:

- Listens to others in group conversations and discussions
- Responds to a request
- Attends to book reading/story telling for at least five minutes
- Understands prepositions in simple commands

Uses expressive communication skills:

- Expresses an idea in more than one way
- Names several non-present objects using appropriate words
- Correctly uses words to indicate understanding
- Defines words, with assistance
- Asks other for help

Demonstrates phonological awareness:

- Participates in and/or creates songs, rhymes, and games that play with sounds of language
- Identifies initial sound of words, with assistance
- Finds objects in a picture with the same beginning sound, with assistance
- Differentiates between similar-sounding words in pronunciation and listening skills

Demonstrates awareness of print concepts:

- Demonstrates how to follow text in proper order on a written page while reading or following along
- Recognizes difference between letters, words, and numerals
- Points to the title of a book when asked
- Reads own first name
- Reads several examples of environmental print

Demonstrates knowledge of letters and symbols (alphabet knowledge):

- Recognizes and writes several upper and lower case letters
- Prints several alphabet letters for letter names
- Writes his or her first name and recognizes the letters