



# Shasta Head Start Learning Genie Staff Handbook

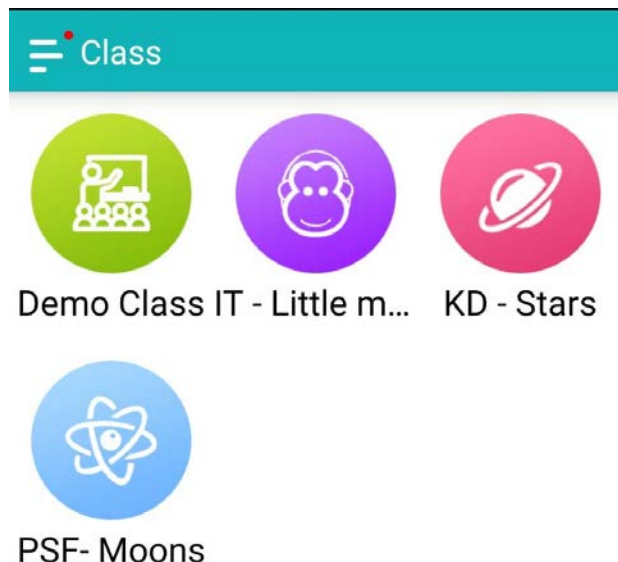
Updated 7/15/2025

## **Table of Contents**

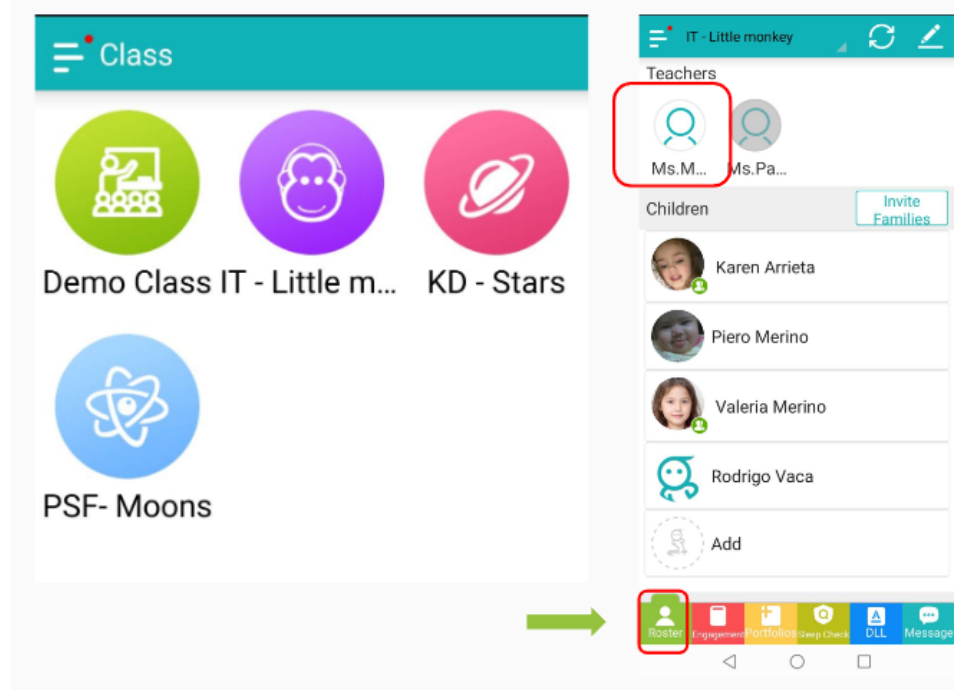
|                                                           |           |
|-----------------------------------------------------------|-----------|
| <b>Mobile Version (Android): Home Page and Roster Tab</b> | <b>1</b>  |
| <b>Edit Child</b>                                         | <b>2</b>  |
| <b>Portfolio Page</b>                                     | <b>3</b>  |
| <b>Add Portfolio Note</b>                                 | <b>4</b>  |
| <b>Portfolio Status</b>                                   | <b>7</b>  |
| <b>Rating Measures</b>                                    | <b>8</b>  |
| <b>Web Portal: Home Page</b>                              | <b>9</b>  |
| <b>Web Portal Exclusive Portfolio Buttons</b>             | <b>9</b>  |
| <b>Dashboard - Assessment Progress</b>                    | <b>10</b> |
| <b>Locking Children's Assessment for Reports</b>          | <b>11</b> |
| <b>Weekly Email Updates</b>                               | <b>12</b> |
| <b>DRDP Reports</b>                                       | <b>13</b> |
| <b>Help!</b>                                              | <b>18</b> |
| <b>Generating Action Plans</b>                            | <b>20</b> |
| <b>Printing Portfolio</b>                                 | <b>23</b> |

## Mobile Version (Android): Home Page and Roster Tab

On the Learning Genie Home Page you can see the sites/classes you are assigned to, depending on your role (Agency Administrator/Site Administrator/Teacher).



### (Android) Your Class and Profile



#### Home Page

- List of classes you have access to
- Contains demo class to play with

#### After selecting a class

- Tabs of features at the bottom of the page.

#### Roster Tab

- List of staff members who have access to this class
- List of children who are in this class
- Tap edit pencil to be taken to Edit Class Page

#### Update Profile Picture

- Tap the Genie picture to update profile picture for yourself or children.

## Edit Child

When on the Roster Page, tap on a child to access the Edit Child page, where you can:

- Change the child's name
- Add profile photo for child
- Birth date and entry date information\*
- Mark children "with no photo consent from parents"
- Invite parents and view parent onboarding status (Family Engagement module user only)
- Move child from class to class (without losing data)
- Set child as inactive
- View a child's rating period

Note: If your agency is syncing children's roster centrally, all children's information should be updated by your data admin.

 Edit Child 



First Name:

Piero

Last Name:

Merino

No photo consent from parents:

☐

Date of birth:

12/08/2021 >

Entry date:

01/04/2022 >

Class:

IT - Little m...

Rating periods

07/01/2022 ~ 12/31/2022 (Fal... Active ▼)

Parents:

Invite Parent

Pending Parents

U8KHPQS ×

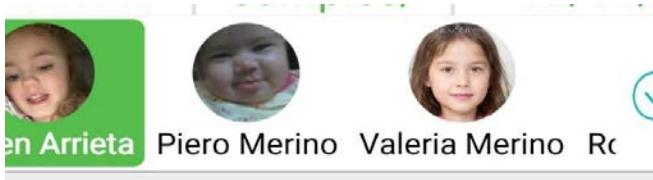
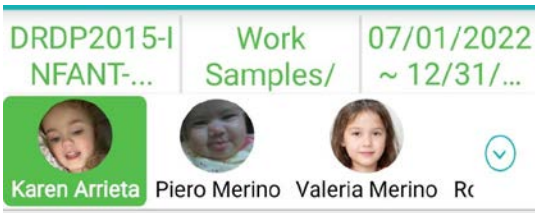
VZQCGSX ×

Set this child to inactive status

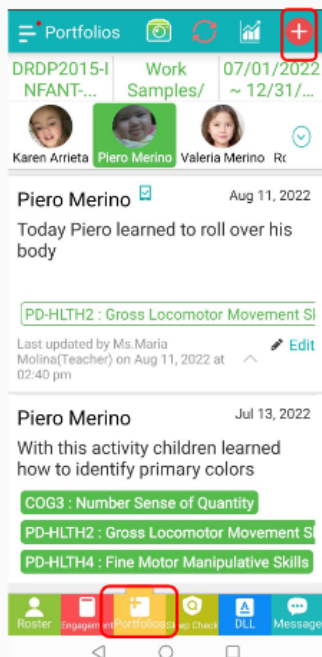


## Portfolio Page

This page will list all the portfolio notes made about this child.

|                                                                                                             |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Toggle through each child's portfolio by clicking on their faces</p>                                     |                                                                                                       |
| <p>Filter the notes by selecting the bars at the top of the page (Domain/Work Sample/Date).</p>             |  <p>*The date filter only filters the portfolio notes seen--it does not change the rating period.</p> |
| <p>Click on the red plus sign in the upper right hand corner to add portfolio note</p>                      |                                                                                                      |
| <p>This icon indicates that the portfolio note has been shared with families in the Engagement program.</p> |                                                                                                     |

## (Android) The Portfolio Tab



### Red Plus Sign

Add a new portfolio note.

### Filters on the top

DRDP domains, tags, date range.

### Lists children in the class

Tap on a child to see his/her portfolio

### Portfolio

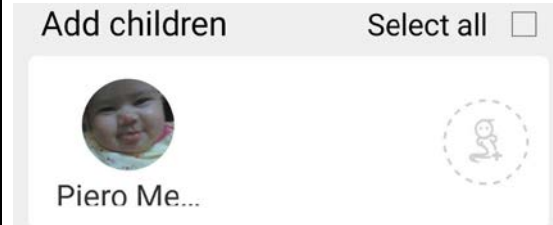
See all the notes listed in reverse-chronological order, with all text, tags, media evidence, and dates. You can also see who wrote the note and when, in the signature.

9

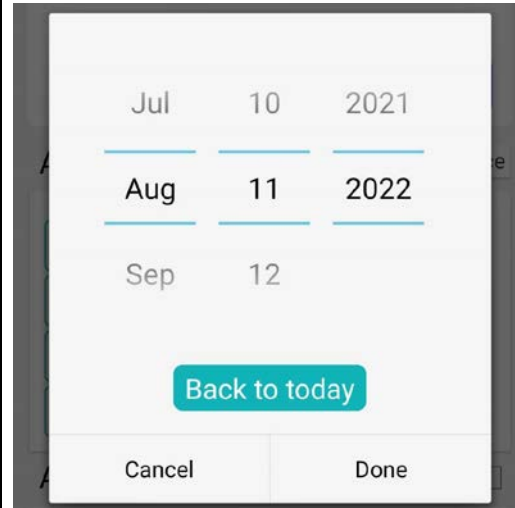
## Add Portfolio Note

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Tap on the text box at the top to add observational notes.</p>                                                                                                                                                                                                                                            | <div> <div>Content detail</div> <div>Describe what you have observed in an activity specifically.</div> </div>                                                                                                                                                                                                                                                                                                                                              |
| <p>2. Optional: To add media tap on these buttons to add up to four photos, a 5 minute video, or a 2 minute audio recording. Besides, you can choose Hold to Talk to help you write notes</p>                                                                                                                   | <div> <div>Describe what you have observed in an activity specifically.</div> <div>0/4    </div> </div> |
| <p>3. Tap on the domain buttons to tag an unlimited number of measures. Tap on the "Reference" button at the bottom of the page if you would like to refer back to your framework.<br/><b>Add Custom Tags:</b> Portfolio Collection, Child Goal, and Parent Observation from the bottom of the Domain List.</p> | <div> <div> ATL-REG ▾</div> <div> Reference</div> </div>                                                                                                                                                                                                                              |

4. Tag children--you may either tag one child, click on the Learning Genie sign to add children one at a time, or check the "Select all" square if you would like to tag the whole class. You can also use the "Learning Genie icon" to remove any children tagged.

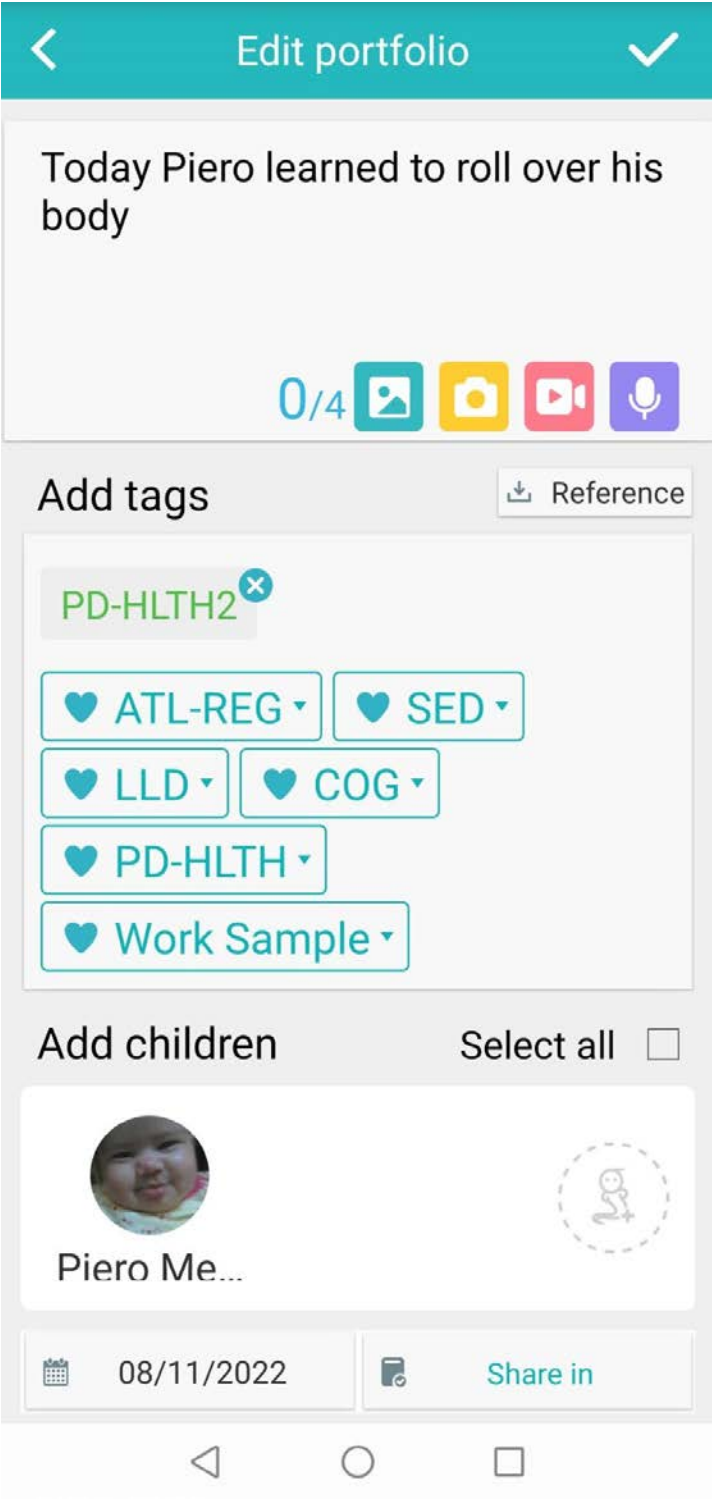


5. Tap on the calendar button to backdate this entry.



6. Save your note--to save on the cloud, tap on the check mark on the upper right hand corner. To save as draft locally on your device (because you are without internet, or because you are not finished with the note) click on the draft button. Update and save your drafts permanently each day to avoid losing data.





Tagging multiple children and measures allows Learning Genie to save teachers 80% of their time completing assessments! These tags allow teachers to write one note that gets categorized in multiple children's portfolios, as evidence for multiple measures. It also gives teachers opportunities to individualize a group note. You may individualize notes after saving a group note—click *Edit*, deselect other children, and add in notes.

## Portfolio Status

When on the Portfolio Page, tap on the graph button in the upper right hand corner to access the Portfolio Status page.



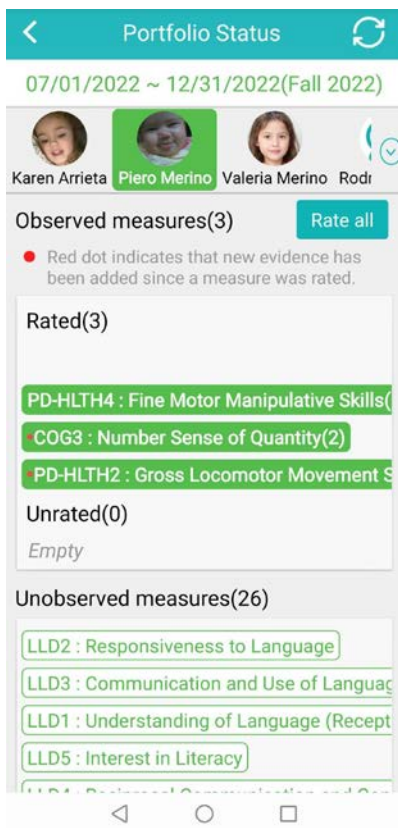
Here you can see what measures have been observed and unobserved. Among the observed measures, you can see which measures have been rated and not rated. This will help to drive instruction and help to individualize lessons.

Measures will highlight green when rated.

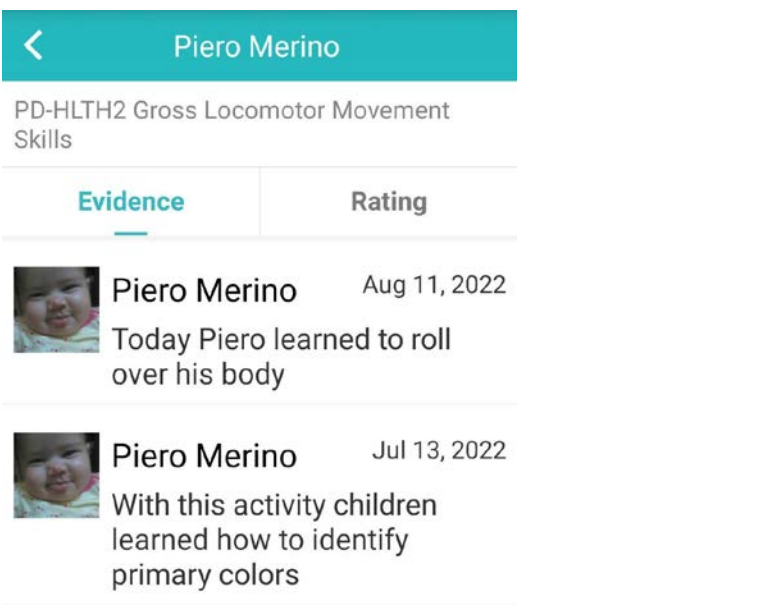
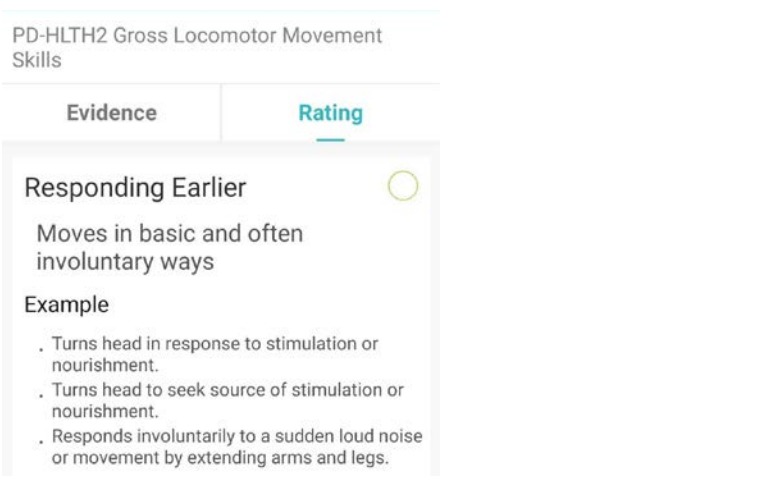
**COG3 : Number Sense of Quantity**

The red dot indicates that there has been new evidence added since the last time that measure was rated, and will disappear once you review the rating.

**• COG3 : Number Sense of Quantity(2)**



## Rating Measures

|                                                                                                                                                                                                                                                                                    |                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>1. Click on any of the measures on the Portfolio page or Portfolio Status page to access the Score page. (You will not be able to click on or rate unobserved measures.) Here you can see all the evidence tagged with that measure.</p> <p>You can also use the “Rate All”</p> |    |
| <p>2. Using the evidence, reflect on the child’s progress.</p>                                                                                                                                                                                                                     |   |
| <p>3. Click on the “Bubble” button to select a score. If you are changing an existing rating, click on the button with the current rating.</p>                                                                                                                                     |  |

|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                           |                                        |       |                                         |       |                                             |       |                                       |       |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------|-----------------------------------------|-------|---------------------------------------------|-------|---------------------------------------|-------|
| <p>4. Select the rating that most accurately reflects that child's ability, and save.</p>                                      | <div> <div>Responding Later</div> <div>Moves two or more body parts together, often with intention</div> <div>Example</div> <ul style="list-style-type: none"> <li>• Turns head and reaches for a toy.</li> <li>• Kicks at a mobile when lying on back.</li> <li>• Rolls from stomach to back or from back to stomach.</li> </ul> </div>  |                                        |       |                                         |       |                                             |       |                                       |       |
| <p>In the "Rate All" feature under Portfolio Status will let you rate all activities at the same time.</p> <div>Rate all</div> | <table> <tr> <td>Social and Emotional Development (SED)</td> <td>0/0 &gt;</td> </tr> <tr> <td>Language and Literacy Development (LLD)</td> <td>0/0 &gt;</td> </tr> <tr> <td>Cognition, Including Math and Science (COG)</td> <td>1/1 &gt;</td> </tr> <tr> <td>Physical Development–Health (PD-HLTH)</td> <td>2/2 &gt;</td> </tr> </table> | Social and Emotional Development (SED) | 0/0 > | Language and Literacy Development (LLD) | 0/0 > | Cognition, Including Math and Science (COG) | 1/1 > | Physical Development–Health (PD-HLTH) | 2/2 > |
| Social and Emotional Development (SED)                                                                                         | 0/0 >                                                                                                                                                                                                                                                                                                                                     |                                        |       |                                         |       |                                             |       |                                       |       |
| Language and Literacy Development (LLD)                                                                                        | 0/0 >                                                                                                                                                                                                                                                                                                                                     |                                        |       |                                         |       |                                             |       |                                       |       |
| Cognition, Including Math and Science (COG)                                                                                    | 1/1 >                                                                                                                                                                                                                                                                                                                                     |                                        |       |                                         |       |                                             |       |                                       |       |
| Physical Development–Health (PD-HLTH)                                                                                          | 2/2 >                                                                                                                                                                                                                                                                                                                                     |                                        |       |                                         |       |                                             |       |                                       |       |

## Web Portal: Home Page

The web portal is another way to access your portfolios and reports, and many other web-exclusive features. You may access the web portal through almost any internet browser (Safari, Edge, Firefox, Chrome, etc. Internet Explorer is not recommended.)

Features exclusive to the web portal:

- **Datahub - Assessment Program Dashboard** - Measures how close teachers are to completing the DRDP, allows users to generate Excel files of their portfolios and ratings, and tracks family engagement (if you have this feature)
- **Locking and Unlocking** - On the Portfolio Status screen, teachers may lock their data to generate reports on Learning Genie's reporting module. Only administrators may unlock child data.
- **DRDP Report** - Provides customizable reports to measure progress toward school readiness. (Optional--not all agencies have decided to implement the Analytical Reports.)
- **Administrative Settings** - Allows administrators to import rosters, manage child information, teacher information, class and center information. (Administrators receive separate training on admin settings.)

## Web Portal Exclusive Portfolio Buttons

The web portal portfolio page allows you to do almost everything that the app portfolio does. Everything you do on the mobile app will reflect on the web portal, and vice versa. (Except for drafts--drafts are only saved on the device locally.)

**Quick Search** – view portfolio notes from a specific date range

**Class Status** – allows you to generate classroom wide reports and individual child report

**Progress Assessment Report** – compare last rating periods scores (Detailed Group Rating Report) with the

*Copyright Learning Genie Inc. 2015-2022 Only Used for Learning Genie Educator Training*

current rating period (Formative Results), and allows you to see which children have been observed for each measure (Observation Status)

**Portfolio Status** – rate measures for each child, and see which measures have been observed for each child **PDF** – download a pdf version of the child’s portfolio by domain or by date range

**Rate All** – use a scoring sheet to rate the measures

## (Web) The Portfolio Tab

**Green Plus Sign**  
Add a new portfolio note.

**Refresh Icon**  
See deleted notes

**Quick Search**  
Date and domain filters.

**Class Status**  
Find Portfolio Status, rating, and other functions here

**Rate All**  
Rate measures by reflecting evidences.

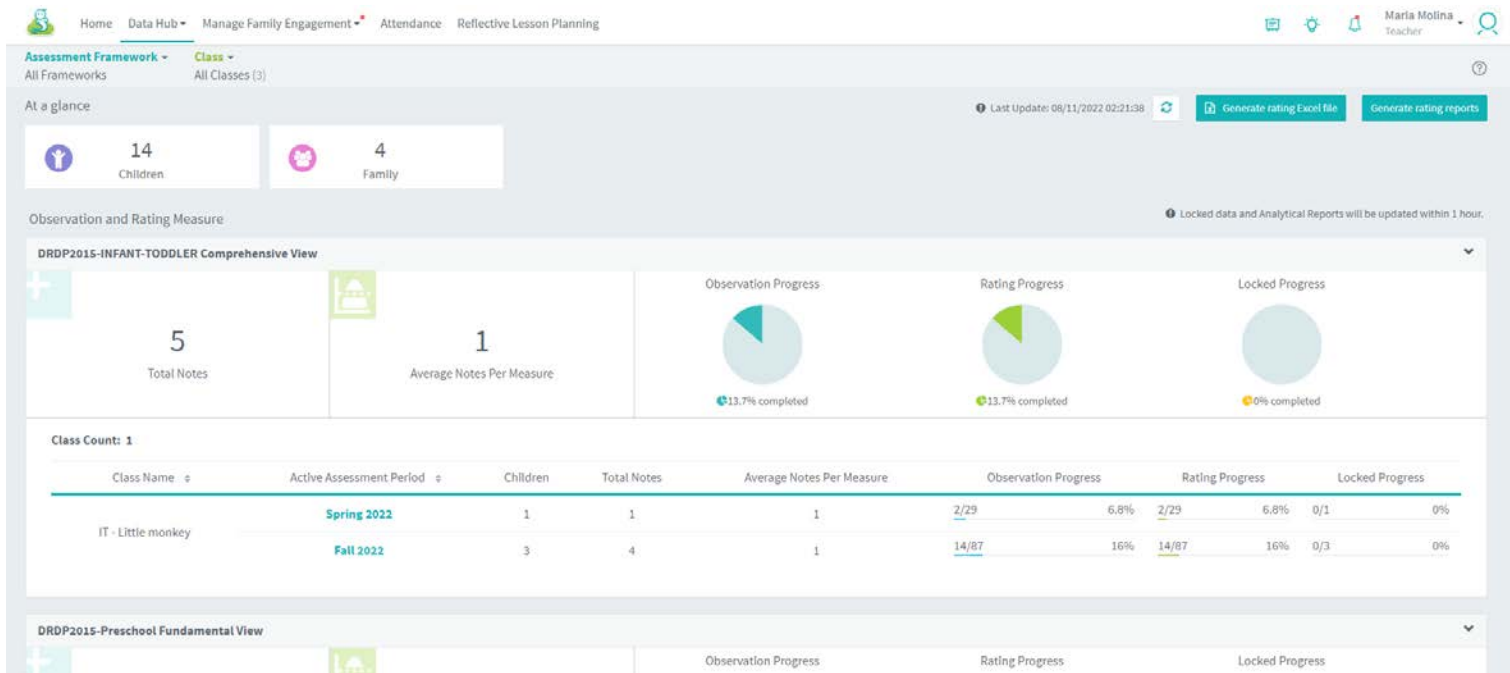
**Children**  
Toggle through portfolios

**Edit**  
Pencil edit button to update notes

## Dashboard - Assessment Progress

The dashboard allows teachers and administrators to check on progress toward completing the DRDP, filtering out groups by rating period, class, and framework. It allows you to see:

- How many measures have been observed, the percentage completed, and average notes per measure, by class and by child
- How many measures have been rated, and percentage completed, by class and by child
- Which children are missing rating periods, or are placed in the wrong rating period
- Due dates for upcoming rating periods



[Video: Staff Members | Progress Assessment Dashboard](#)

## Locking Children's Assessment for Reports

For agencies using Learning Genie's DRDP Reports (via DRDP Data Module), all rating data needs to be locked prior to reporting. To lock your data, visit the web portal's Portfolio Status page, and click on "Pre-locking Check" to see what information may be missing.

**Jumping Beans**

- Cactus Brown
- Daisy Fuentes
- Rose Perez
- Lily Potter
- Thyme Ramirez
- Sage Ventura

**Portfolio Status**

Quick Search, Class Status, PDF, Rate all, Download Archives

Framework: DRDP, Progress Assessment Report, View, Current Rating Period: 10/21/2021 - 01/18/2022 (Fall 2021)

**Animal Habitats (PS, K)**

This note was created from applying a pre-made lesson plan. Please add your own observations. Dec 03, 2021

COG1: Spatial Relationships, PD-HLTH4: Fine Motor Manipulative Skills, SED4: Relationships and Social Interactions with Peers

Created by Ms.Vicky Magana(Agency Admin) on Dec 03, 2021 at 05:03 pm

**Animal Habitats (PS, K)**

The children practiced animal kingdoms by sorting plush toys in baskets Nov 02, 2021

COG1: Spatial Relationships, PD-HLTH4: Fine Motor Manipulative Skills, SED4: Relationships and Social Interactions with Peers

Last updated by Ms.Vicky Magana(Agency Admin) on Nov 02, 2021 at 10:37 am

The Pre-locking Check allows you to scroll through the child’s personal information as well as his/her ratings, to allow teachers to see what is missing prior to locking.

Portfolio status

Select date interval

10/21/2021 - 01/18/2022 (Fall 2021) (Active)

01/19/2022 - 05/27/2022 (Spring 2022)

Select children

Cactus Brown

Daisy Fuentes

Rose Perez

Lily Potter

Thyme Ramirez

Sage Ventura

Before locking the child's rating for analytical reporting, please do a pre-locking check for completion

Pre-locking Check

Fall 2021

Observed( 43 )

Rated( 41 )

ATL-REG1 (6)

ATL-REG3 (2)

ATL-REG6 (2)

ATL-REG7 (3)

COG2 (4)

COG3 (2)

COG4 (3)

COG5 (3)

COG6 (2)

COG7 (3)

ELD1 (2)

ELD2 (3)

ELD3 (2)

LLD1 (2)

LLD10 (1)

LLD2 (3)

LLD3 (2)

LLD4 (3)

LLD5 (3)

LLD6 (3)

LLD7 (2)

LLD8 (2)

LLD9 (1)

PD-HLTH10 (2)

PD-HLTH6 (2)

PD-HLTH8 (2)

PD-HLTH9 (2)

SED1 (2)

SED2 (2)

SED3 (2)

SED5 (2)

ATL-REG2 (4)

ATL-REG4 (5)

ATL-REG5 (4)

COG1 (6)

ELD4 (3)

PD-HLTH1 (3)

PD-HLTH2 (3)

PD-HLTH4 (7)

PD-HLTH5 (3)

SED4 (8)

Unrated( 2 )

PD-HLTH3 (2)

PD-HLTH7 (2)

Unobserved( 0 )

Basic Information

Additional Information

Child's Information

1. Statewide Student Identifier (10-digit SSID)

Note: please leave this field blank if a child doesn't have a SSID.

statewide student identifier

2. Agency/District Student Identifier (Agency/district or CASEMIS ID). The Agency/District Student Identifier can be the same as the Statewide Student Identifier.

123654789

3. What is this child's ethnicity? Check one.

hispanic or latino

No

Asian Indian

Cambodian

Filipino

4. What is this child's race? Mark one or more races to indicate what this person considers himself/herself to be. (Check up to three)

Asian Indian

Cambodian

Filipino

Observer Information

5. Teacher

teacher

Other

aviva.b@learning-genie.com

Child's Language Information

6. Child's home language(s)(Check all that apply)

language

## Weekly Email Updates

Those using the Portfolio feature will receive weekly data snapshots via email. These summaries will be customized for administrators, site supervisors, and teachers. Get a quick weekly overview of your recorded notes per measure and track number of days remaining until your next deadline. It will also notify you of which children are in which rating period alias.

Copyright Learning Genie Inc. 2015-2022 Only Used for Learning Genie Educator Training

12

# Learning Genie Training Agency

Weekly Summary Aug 05, 2022

DRDP2015-PRESCHOOL Comprehensive view

Engagement Class 2

Family Engagement Demo Center

|            |                        |                        |                     |
|------------|------------------------|------------------------|---------------------|
| 0          | 0                      | 0%                     | 0%                  |
| # of Notes | # of Notes per Measure | % of Observed Measures | % of Rated Measures |

Child Status (7) Fall 2022

| Child Name         | # of Notes | % of Observed Measures | % of Rated Measures | Days left | Due Date   |
|--------------------|------------|------------------------|---------------------|-----------|------------|
| Catherine Carlisle | 0          | 0%                     | 0%                  | 24        | 2022/08/29 |
| Bobby Blue         | 0          | 0%                     | 0%                  | 24        | 2022/08/29 |
| Meg March          | 0          | 0%                     | 0%                  | 24        | 2022/08/29 |
| Bruce Wayne        | 0          | 0%                     | 0%                  | 24        | 2022/08/29 |
| Demo Child         | 0          | 0%                     | 0%                  | 24        | 2022/08/29 |

## DRDP Reports

**Parent Progress Report:** Provides information from the DRDP assessment about the child’s knowledge, skills, and behaviors across a range of areas of development, called “domains”. Depending on the specific version of the DRDP the child’s teacher completed, you may have information on the Parent Report for all of these domains or just some domains. Each domain is described in a few sentences below the domain name on the report.

- You can also select the report language to download:

 PDF 

Select the language of the report: ☐ English ☒ Español

Home
 Data Hub
 Manage Family Engagement
 Lessons
 Reflective Lesson Planning

Lala Teacher Teacher

DRDP Report
   
 Cohort Progress Report
   
 School Readiness Report
   
 Child Progress Report
   
**Parent Progress Report**
  
 Class Planning Report
   
 Group Progress Report
   
 Group Detail Report

## Parent Progress Report

Assessment Period: Fall 2021
 Assessment Framework: DRDP2015- Preschool Fundamental View
 Site: Carlsbad
 Class: HS PS 1

HS PS 1
   
 Batch Send Report to Parents
   
 Andy Anteater Incomplete action plan
  
 Catherine Cat Incomplete action plan
  
**Emily Elephant** Incomplete action plan
  
 Perry Porcupine Incomplete action plan
  
 Tina Tiger Incomplete action plan
  
 Wendy Whale Incomplete action plan

Domain View
 Measure View
 Action Plan

### Emily's Developmental Progress

PDF

Show child's data during different assessment periods: ☒
 Select the language of the report: English Español

Notes: This report can be auto-translated into 104 languages at parents' choice. You can review this report with parents during the parent conference and prompt them to sign on their phone.

Child's Name: **Emily Elephant**
 Age: **5 years 9 months**
 Date of Birth: **11/19/2015**

Teacher Name: **Ms. Aviva B**
 Site Name: **Carlsbad**
 Class Name: **HS PS 1**

DRDP Completion Date: **09/03/2021**
 Statewide Student Identifier: **8555**
 Agency/District Student Identifier: **3727228**

#### Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

|             | Responding Earlier | Responding Later | Exploring Earlier | Exploring Later | Building Earlier | Building Middle | Building Later | Integrating Earlier |
|-------------|--------------------|------------------|-------------------|-----------------|------------------|-----------------|----------------|---------------------|
| Spring 2022 |                    |                  |                   |                 |                  |                 |                |                     |
| Fall 2021   |                    |                  |                   |                 |                  |                 |                |                     |

At the Exploring Later level, your child is learning how to pay attention to and explore people, toys, and activities and interact with others for longer periods of time. You can support learning and development by noticing what your child is interested in and providing a variety of experiences and play.

## Domain View

### Emily Hong's Developmental Progress (Domain View)

**Fall 2021**

Desired Results Developmental Profile ©2015

LearningGenieSchoolDistrict

Child's Name: **Emily Hong**
 Date of Birth: **08/26/2018**
 Center Name: **Demo Site**

Age: **3 years**
 Teacher Name: **gene@learning-genie.tes**
 Class Name: **DRDP Preschool**

#### Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

|           | Responding Earlier | Responding Later | Exploring Earlier | Exploring Later | Building Earlier | Building Middle | Building Later | Integrating Earlier |
|-----------|--------------------|------------------|-------------------|-----------------|------------------|-----------------|----------------|---------------------|
| Fall 2021 |                    |                  |                   |                 |                  |                 |                |                     |

At the Exploring Earlier level, your child is learning how to focus attention on activities for short periods of time, imitate words or gestures (such as waving goodbye), and seek comfort from special people or objects (like a blanket or stuffed animal). You can support learning and development by making time for unhurried play and by commenting on what you are doing and your child's responses during daily routines. You can also describe what is going to happen next in the routine so that your child can get ready for the next activity. Keep the same general schedule to help your child to know what is going to happen next.

#### Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

|           | Responding Earlier | Responding Later | Exploring Earlier | Exploring Later | Building Earlier | Building Middle | Building Later | Integrating Earlier |
|-----------|--------------------|------------------|-------------------|-----------------|------------------|-----------------|----------------|---------------------|
| Fall 2021 |                    |                  |                   |                 |                  |                 |                |                     |

At the Exploring Later level, your child is learning how to pretend an object is something else (such as pretending a block is a phone) and how to say the names of familiar adults to get their attention. You can support learning and development by helping your child understand what makes feelings happen. Comment on what your child might be feeling, such as, "You fell down. I wonder if you are hurt and a little scared."

## Measure View

### Michelle Johnson's Developmental Progress (Measure View)

Spring 2021

Desired Results Developmental Profile ©2015

LearningGenieSchoolDistrict

| Measure Name                                      | Responding |       | Exploring |        | Building |        | Integrating |       | Not Yet |       | EM (Emerging) |       | UR (Unable to Rate) |       |
|---------------------------------------------------|------------|-------|-----------|--------|----------|--------|-------------|-------|---------|-------|---------------|-------|---------------------|-------|
|                                                   | Earlier    | Later | Earlier   | Middle | Earlier  | Middle | Earlier     | Later | Earlier | Later | Earlier       | Later | Earlier             | Later |
| ATL-REG1<br>Attention Maintenance                 |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG2<br>Self-Comforting                       |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG3<br>Imitation                             |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG4<br>Curiosity and Initiative in Learning  |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG5<br>Self-Control of Feelings and Behavior |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG6<br>Engagement and Persistence            |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| ATL-REG7<br>Shared Use of Space and Materials     |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| SED1<br>Identity of Self in Relation to Others    |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |
| SED2<br>Social and Emotional Understanding        |            |       |           |        |          |        |             |       |         |       |               |       |                     |       |

**Action Plan** can be downloaded from here too once completed and if it's signed by both parties (Teacher and Parent), signature will be displayed on the document. Please note it can be digitally signed by the parent.

### Emily Hong's Developmental Progress (Action Plan)

Fall 2021

Desired Results Developmental Profile ©2015

LearningGenieSchoolDistrict

Child's Name: **Emily Hong** Date of Birth: **03/26/2018** Center Name: **Demo Site**  
Age: **3 years** Teacher Name: **gene@learning-genie.net** Class Name: **DRDP Preschool**

#### Child's Developmental Progress

This form describes your child's development progress in achieving four broad desired results for all children:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy

**Your child's Strength and Growth Measures your child is currently working on:**

#### Strength Measures (3)

| Domain Name                                 | Measures                                                 |
|---------------------------------------------|----------------------------------------------------------|
| COG - Cognition, Including Math and Science | COG3 - Number Sense of Quantity                          |
| LID - Language and Literacy Development     | LID5 - Interest in Literacy                              |
| PD-HLTH - Physical Development - Health     | PD-HLTH1 - Perceptual-Motor Skills and Movement Concepts |

#### Growth Measures (3)

| Domain Name                                        | Measures                                                          |
|----------------------------------------------------|-------------------------------------------------------------------|
| ATL-REG - Approaches to Learning - Self-Regulation | ATL-REG3 - Imitation                                              |
| PD-HLTH - Physical Development - Health            | PD-HLTH6 - Personal Care Routines: Hygiene                        |
| SED - Social and Emotional Development             | SED3 - Relationships and Social Interactions with Familiar Adults |

**We (teachers, caregivers, families) can help your child learn and develop in the program by...**

- Providing weekly graphing and matching activities to assist Amy in exploring number concepts, and quantities.
- Providing opportunities and materials for her to build her fine motor skills such as playdough, dressing dolls, and
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her

**You can help your child learn and develop at home by...**

At home:  
We will read stories to Amy in our home language.  
We will play board games and car

Date: 09/09/2021

Person Conducting the Conference

Name: Ms. Zhang Lala

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature:  
LearningGenieSchoolDistrict Fall 2021  
Copyright California Department of Education. Customized/reprinted with permission by CDE for limited use.

Page 7 of 8

## Download PDF Parent Progress Reports

**Parent Progress Report**

**Pamela Beesley's Developmental Progress (Domain View)**  
**Spring 2022**  
 Download Developmental Profile: 10/20/2025

**Thinking School District**

Child's Name: **Pamela Beesley** Age: **7 years 10 months** Date of Birth: **06/20/2014**  
 Teacher Name: **peglearninggenie.us** Site Name: **Carolina's school** Class Name: **PS 2022 - Space Class**  
 DRDP Completion Date: **05/24/2022** Statewide Student Identifier: **124397487** Agency/District Student Identifier: **124397487**

**Approaches to Learning Self-Regulation**

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

**Spring 2022**

At the Exploring Later level, your child is learning how to pay attention to and explore people, toys, and activities and interact with others for longer periods of time. You can support learning and development by noticing what your child is interested in and providing a variety of experiences and play materials that support your child's exploration of interesting things. Organize your child's toys in simple ways, for example, a basket for cars, another for blocks, and another for stuffed animals. An organized play environment will help your child focus on exploration and learning.

**Social and Emotional Development**

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

**Spring 2022**

**Class Planning Report:** The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children, and to guide continuous program improvement. This report can only be downloaded one assessment period at the time.



## Class Planning Report

**4 children** in the **Little monkey** class were selected for this report.

Agency Name: **Thinking School District** Alias: **Spring 2022** Center Name: **Carolina's school** Class Name: **Little monkey**

### Approaches to Learning-Self-Regulation

**Spring 2022**  
(n=2)

| 0% (0)             |                  | 0% (0)            | 50% (1)          |                          | 0% (0)           | 50% (1)         | 0% (0)         | 0% (0)              | 0% (0) |  |
|--------------------|------------------|-------------------|------------------|--------------------------|------------------|-----------------|----------------|---------------------|--------|--|
| Responding Earlier | Responding Later | Exploring Earlier | Exploring Middle | Exploring Later          | Building Earlier | Building Middle | Building Later | Integrating Earlier |        |  |
|                    |                  |                   |                  | Piero Mer                | Arianna Flo      |                 |                |                     |        |  |
|                    |                  |                   |                  | Arianna Flo<br>Piero Mer |                  |                 |                |                     |        |  |
|                    | Piero Mer        |                   |                  |                          | Arianna Flo      |                 |                |                     |        |  |
|                    |                  |                   |                  |                          | Arianna Flo      |                 |                |                     |        |  |
|                    |                  | Piero Mer         |                  |                          | Arianna Flo      |                 |                |                     |        |  |

### Social and Emotional Development

**Spring 2022**  
(n=4)

| 0% (0)                                                             |  | 0% (0)           |  | 50% (2)                  |  | 25% (1)          |  | 25% (1)         |  | 0% (0)           |  | 0% (0)          |  | 0% (0)         |  |                     |  |
|--------------------------------------------------------------------|--|------------------|--|--------------------------|--|------------------|--|-----------------|--|------------------|--|-----------------|--|----------------|--|---------------------|--|
| Responding Earlier                                                 |  | Responding Later |  | Exploring Earlier        |  | Exploring Middle |  | Exploring Later |  | Building Earlier |  | Building Middle |  | Building Later |  | Integrating Earlier |  |
| SED1<br>Identity of Self in Relation to Others                     |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |
|                                                                    |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |
| SED2<br>Social and Emotional Understanding                         |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |
|                                                                    |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |
| SED3<br>Relationships and Social Interactions with Familiar Adults |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |
|                                                                    |  |                  |  | Piero Mer<br>Valeria Mer |  |                  |  | Arianna Flo     |  | Karen Arr        |  |                 |  |                |  |                     |  |

**Group Detail Report:** This is a more detailed group report, as this specifies the amount and percentage of children scoring per measure on each domain. The report will show all measure ratings for the selected group within the current year (to date). Not all children may be rated in all rating periods. This report can only be downloaded one assessment period at the time.

## PDF view



### Group Detail Report (Table View) Spring 2022 Desired Results Developmental Profile ©2015

**4 children** were selected for this cohort. The report will show all measure ratings for the selected group within the current year (to date). Not all children may be rated in all rating periods.

State: **CA** Agency Name: **Thinking School District** Center Name: **Carolina's school**  
Assessment Period: **Spring 2022** Class Name: **Little monkey**



### Approaches to Learning–Self-Regulation

**Spring 2022  
(n=2)**

|           |                    |                  |                   |                  |                 |                  |                 |                |                     |  |        |  |        |  |
|-----------|--------------------|------------------|-------------------|------------------|-----------------|------------------|-----------------|----------------|---------------------|--|--------|--|--------|--|
| 0% (0)    |                    | 0% (0)           |                   | 50% (1)          |                 | 0% (0)           | 50% (1)         |                | 0% (0)              |  | 0% (0) |  | 0% (0) |  |
| Not Rated | Responding Earlier | Responding Later | Exploring Earlier | Exploring Middle | Exploring Later | Building Earlier | Building Middle | Building Later | Integrating Earlier |  |        |  |        |  |

#### ATL-REG1

Attention Maintenance

|         |        |        |        |        |         |         |        |        |        |
|---------|--------|--------|--------|--------|---------|---------|--------|--------|--------|
| 50% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 25% (1) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|---------|--------|--------|--------|--------|---------|---------|--------|--------|--------|

#### ATL-REG2

Self-Comforting

|         |        |        |        |        |         |        |        |        |        |
|---------|--------|--------|--------|--------|---------|--------|--------|--------|--------|
| 50% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 50% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |
|---------|--------|--------|--------|--------|---------|--------|--------|--------|--------|

#### ATL-REG3

Imitation

|         |        |         |        |        |        |         |        |        |        |
|---------|--------|---------|--------|--------|--------|---------|--------|--------|--------|
| 50% (2) | 0% (0) | 25% (1) | 0% (0) | 0% (0) | 0% (0) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|---------|--------|---------|--------|--------|--------|---------|--------|--------|--------|

#### ATL-REG4

Curiosity and Initiative in Learning

|         |        |        |        |        |        |         |        |        |        |
|---------|--------|--------|--------|--------|--------|---------|--------|--------|--------|
| 75% (3) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|---------|--------|--------|--------|--------|--------|---------|--------|--------|--------|

#### ATL-REG5

Self-Control of Feelings and Behavior

|         |        |        |         |        |        |         |        |        |        |
|---------|--------|--------|---------|--------|--------|---------|--------|--------|--------|
| 50% (2) | 0% (0) | 0% (0) | 25% (1) | 0% (0) | 0% (0) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|---------|--------|--------|---------|--------|--------|---------|--------|--------|--------|



### Social and Emotional Development

**Spring 2022  
(n=4)**

|           |                    |                  |                   |                  |                 |                  |                 |                |                     |        |  |        |  |        |  |
|-----------|--------------------|------------------|-------------------|------------------|-----------------|------------------|-----------------|----------------|---------------------|--------|--|--------|--|--------|--|
| 0% (0)    |                    | 0% (0)           |                   | 50% (2)          |                 | 25% (1)          |                 | 25% (1)        |                     | 0% (0) |  | 0% (0) |  | 0% (0) |  |
| Not Rated | Responding Earlier | Responding Later | Exploring Earlier | Exploring Middle | Exploring Later | Building Earlier | Building Middle | Building Later | Integrating Earlier |        |  |        |  |        |  |

#### SED1

Identity of Self in Relation to Others

|        |        |        |         |        |         |         |        |        |        |
|--------|--------|--------|---------|--------|---------|---------|--------|--------|--------|
| 0% (0) | 0% (0) | 0% (0) | 50% (2) | 0% (0) | 25% (1) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|--------|--------|--------|---------|--------|---------|---------|--------|--------|--------|

#### SED2

Social and Emotional Understanding

|        |        |        |         |        |         |         |        |        |        |
|--------|--------|--------|---------|--------|---------|---------|--------|--------|--------|
| 0% (0) | 0% (0) | 0% (0) | 50% (2) | 0% (0) | 25% (1) | 25% (1) | 0% (0) | 0% (0) | 0% (0) |
|--------|--------|--------|---------|--------|---------|---------|--------|--------|--------|

## Excel view

|                                                 |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
|-------------------------------------------------|--------------------------|-----------|--------------------|---------|-----------------------|---------|--------------------------------------------|---------|------------------|---------|-----------------|---------|------------------|---------|
| Agency Name:                                    | Thinking School District |           |                    |         | Assessment Period:    |         | 2021-2022 Spring                           |         |                  |         |                 |         |                  |         |
| Center Name:                                    | Carolina's school        |           |                    |         | Assessment Framework: |         | DRDP2015-INFANT-TODDLER Comprehensive View |         |                  |         |                 |         |                  |         |
| Class Name:                                     | Little monkey            |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| Children Count:                                 | 4                        |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
|                                                 | Count                    | Not Rated | Responding Earlier |         | Responding Later      |         | Exploring Earlier                          |         | Exploring Middle |         | Exploring Later |         | Building Earlier |         |
|                                                 |                          | Percent   | Count              | Percent | Count                 | Percent | Count                                      | Percent | Count            | Percent | Count           | Percent | Count            | Percent |
| ATL-REG: Approaches to Learning-Self-Regulation |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| ATL-REG1: Attention Maintenance                 | 2                        | 50%       | 0                  | 0%      | 0                     | 0%      | 0                                          | 0%      | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| ATL-REG2: Self-Comforting                       | 2                        | 50%       | 0                  | 0%      | 0                     | 0%      | 0                                          | 0%      | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| ATL-REG3: Imitation                             | 2                        | 50%       | 0                  | 0%      | 1                     | 25%     | 0                                          | 0%      | 0                | 0%      | 0               | 0%      | 1                | 25%     |
| ATL-REG4: Curiosity and Initiative in Le 3      | 2                        | 75%       | 0                  | 0%      | 0                     | 0%      | 0                                          | 0%      | 0                | 0%      | 0               | 0%      | 1                | 25%     |
| ATL-REG5: Self-Control of Feelings and 2        | 2                        | 50%       | 0                  | 0%      | 0                     | 0%      | 1                                          | 25%     | 0                | 0%      | 0               | 0%      | 1                | 25%     |
| SED: Social and Emotional Development           |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| SED1: Identity of Self in Relation to Oth 0     | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| SED2: Social and Emotional Understandc 0        | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| SED3: Relationships and Social Interact 0       | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| SED4: Relationships and Social Interact 2       | 0                        | 50%       | 0                  | 0%      | 0                     | 0%      | 1                                          | 25%     | 0                | 0%      | 0               | 0%      | 1                | 25%     |
| SED5: Symbolic and Sociodramatic Play 0         | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| LLD: Language and Literacy Development          |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| LLD1: Understanding of Language (Rec 0          | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| LLD2: Responsiveness to Language 0              | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| LLD3: Communication and Use of Lang 0           | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| LLD4: Reciprocal Communication and C 0          | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| LLD5: Interest in Literacy 0                    | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 1               | 25%     | 1                | 25%     |
| COG: Cognition, Including Math and Science      |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| COG1: Spatial Relationships 0                   | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| COG2: Classification 0                          | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| COG3: Number Sense of Quantity 0                | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| COG8: Cause and Effect 0                        | 0                        | 0%        | 0                  | 0%      | 0                     | 0%      | 2                                          | 50%     | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| COG9: Inquiry Through Observation an 2          | 0                        | 50%       | 0                  | 0%      | 0                     | 0%      | 0                                          | 0%      | 0                | 0%      | 2               | 50%     | 0                | 0%      |
| COG11: Knowledge of the Natural Worl 3          | 0                        | 75%       | 0                  | 0%      | 0                     | 0%      | 0                                          | 0%      | 0                | 0%      | 1               | 25%     | 0                | 0%      |
| PD-HLTH: Physical Development-Health            |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |
| PD-HLTH1: Perceptual-Motor Skills and 2         | 0                        | 50%       | 0                  | 0%      | 0                     | 0%      | 1                                          | 25%     | 0                | 0%      | 1               | 25%     | 0                | 0%      |
| PD-HLTH2: Gross Locomotor Movement 2            | 0                        | 50%       | 0                  | 0%      | 0                     | 0%      | 1                                          | 25%     | 1                | 25%     | 0               | 0%      | 0                | 0%      |
| PD-HLTH3: Gross Motor Manipulative S 2          | 0                        | 50%       | 0                  | 0%      | 0                     | 0%      | 1                                          | 25%     | 1                | 25%     | 0               | 0%      | 0                | 0%      |
| Group Detail Report                             |                          |           |                    |         |                       |         |                                            |         |                  |         |                 |         |                  |         |

## Help!

If you are in need of support, there are several resources available to you:

On the mobile device, select the three lines at the upper left corner that takes you to the Settings. You will find several short tutorial videos separated by category.

Our FAQ section may answer your questions!

Clicking on "Contact Support Genie" will generate an email with your device and app information already filled out!

*IT departments should either turn on automatic updates, or allow teachers to install updates.*



Help and Knowledge-base

< Help and Knowledge-base



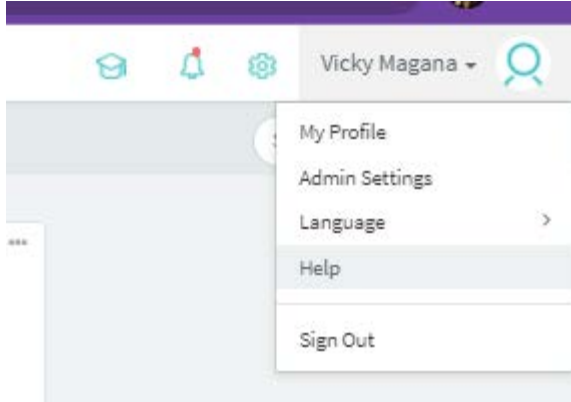
Help



FAQ



Contact Support Genie

|                                                                                                                                                    |                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>On the web portal, you can access our FAQs and tutorial videos by clicking on your name in the upper righthand corner and selecting "Help."</p> |                                                                                                             |
| <p>Or you can click on the graduation cap to reach our <a href="#">Knowledge Base</a>.</p>                                                         |                                                                                                             |
| <p>If you are ever in need of support, you can call or email us anytime--our fabulous Support Genies are always eager to assist users!</p>         | <p><u>Customer Support Contact Info:</u></p> <ul style="list-style-type: none"> <li>• 760-576-4822</li> <li>• <a href="mailto:help@learning-genie.com">help@learning-genie.com</a></li> </ul> |



**Thank you for your interest in Learning Genie! Please feel free to reach out should you have any further questions, comments, or suggestions!**

## Generating an Action Plan for Individualized Child Goals

Generating children's strengths and action plan summary reports through the "Automated Action Plan" feature is easy. Here's how:

1. Click on "**Assessment Report**" and go to "**DRDP Report**," Then, choose a child's "**Parent Progress Report**."

The screenshot shows the Learning Genie Home dashboard. On the left, the navigation menu includes 'Home', 'Data Hub', 'Assessment Report', 'DRDP Report', 'Cohort Progress Re...', 'School Readiness R...', 'Child Progress Report', 'Parent Progress Rep...', 'Class Planning Report', 'Group Progress Rep...', 'Group Detail Report', 'IL CCSS-K Report', 'Family Engagement', 'Messages', and 'Attendance'. The 'Assessment Report' and 'DRDP Report' items are highlighted with red boxes. The main area shows three class cards: 'Demo Class', 'Green Rooster (HS)', and 'Rainbow Class'. Each card displays progress for Teacher, Child, and Parent. For example, in the Demo Class, Teacher is 2/2, Child is 3, and Parent is 0/3.

2. Go to the "**Action Plan**" tab.

The screenshot shows the 'Action Plan' tab for Valeria Zuniga. The top section has filters for 'Assessment Period' (Spring 2023), 'Assessment Framework' (DRDP2015-Kindergarten), 'Program' (All Programs: 1), 'Site' (Raphaella School), and 'Class' (the incredibles). The 'Action Plan' tab is selected. Below, there's a section for 'Valeria's Action Plan' with a 'Switch to Manual Mode' button and a 'Send Report to Parents' button. The report includes child information: Valeria Zuniga, Age: 6 years 8 months, Date of Birth: 10/26/2016, Site Name: Raphaella School, Class Name: the incredibles, and DRDP Completion Date: 06/27/2023. It also includes a list of strengths: Children are personally and socially competent, Children are effective learners, Children show physical and motor competence, and Children are safe and healthy.

3. Choose the 2 child strength and 2 child growth measures, and click the "**Generate Report**" button. If needed, you can modify the report or click the "**Regenerate Report**" button to see a different version.

*Note: you will select up to 2 strength measures/growth measures in different domains.*  
*Select Simplified at the top of the report.*

the incredibles

Batch Send Report to Parents

Valeria Zuniga  
Incomplete action plan

Assessment Period: Spring 2023  
Assessment Framework: DRDP2015-Kindergarten  
Program: All Programs: 1  
Site: Raphaella School  
Class: the incredibles

Show child's data during different assessment periods ☐

Select the language of the report: ☒ English ☐ Español

Notes: This report can be auto-translated into 104 languages at parents' choice. You can review this report with parents during the parent conference and prompt them to sign on their phone.

ELD1 - Building English  
ELD3 - Building English  
ELD2 - Developing English  
ELD4 - Developing English  
ATL-REG2 - Integrating Earlier  
COG-MATH6 - Integrating Earlier  
HLTH3 - Integrating Earlier  
HLTH5 - Integrating Earlier

Save

Strength Measures: **Please Select** Growth Measures: **Please Select** **Generate Report**

Please write detailed descriptions ...

Note: if you would like to see different results, please click the "Regenerate Report" button.

Person Conducting the Conference

the incredibles

Batch Send Report to Parents

Valeria Zuniga  
Incomplete action plan

Assessment Period: Spring 2023  
Assessment Framework: DRDP2015-Kindergarten  
Program: All Programs: 1  
Site: Raphaella School  
Class: the incredibles

Show child's data during different assessment periods ☐

Select the language of the report: ☒ English ☐ Español

Notes: This report can be auto-translated into 104 languages at parents' choice. You can review this report with parents during the parent conference and prompt them to sign on their phone.

Child's Name: Valeria Zuniga  
Teacher Name: DRDP Completion Date: 06/27/2023  
Age: 6 years 8 months  
Site Name: Raphaella School  
Statewide Student Identifier: None  
Date of Birth: 10/26/2016  
Class Name: the incredibles  
Agency/District Student Identifier:

Collection: ☐ Initial ☐ Midpoint ☐ Final

This form describes your child's development progress in achieving four broad desired results for all children:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy

**Strength and Action Plan Summary**

Strength Measures: **Please Select** Growth Measures: **Please Select** **Generate Report**

Strength Measures: ATL-REG2 - Self-Control of Feelings and Behavior ELD4 - Symbol, Letter, and Print Knowledge in English

Growth Measures: HSS1 - Sense of Time LLD7 - Concepts About Print

**Main View** +

Assessment Period: Spring 2023  
 Assessment Framework: DRDP2015-Kindergarten  
 Program: All Programs: 1  
 Site: Raphaella School  
 Class: the incredibles

the incredibles

Batch Send Report to Parents

Valeria Zuniga  
Incomplete action plan

DRDP Completion Date: 06/27/2023  
 Statewide Student Identifier: None  
 Agency/District Student Identifier:

Collection: ☐ Initial ☐ Midpoint ☐ Final

This form describes your child's development progress in achieving four broad desired results for all children:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy

**Strength and Action Plan Summary**

Strength Measures: [Please Select](#) Growth Measures: [Please Select](#) [Regenerate Report](#)

Strength Measures: ATL-REG2 - Self-Control of Feelings and Behavior ELD4 - Symbol, Letter, and Print Knowledge in English

Growth Measures: HSS1 - Sense of Time LLD7 - Concepts About Print

Valeria Zuniga has shown great strength in self-comforting. She demonstrates the capacity to comfort and soothe herself in response to distress from internal or external stimulation. This ability showcases her emotional resilience and self-regulation skills, which are essential for her overall well-being and social development.

Additionally, Valeria has shown strength in symbol, letter, and print knowledge in English. She is developing an understanding that print in English carries meaning. Valeria demonstrates an increasing awareness that English print consists of distinct letters with names in English. This foundation in print knowledge will support her future literacy development and language acquisition.

1877/4000

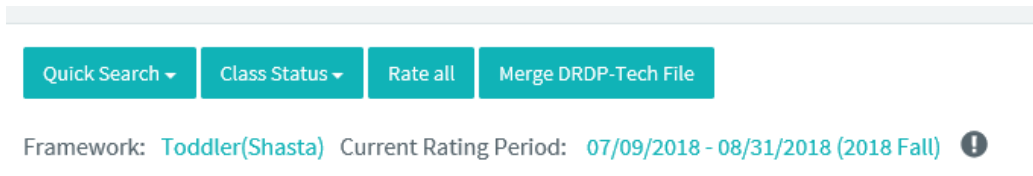
After each Growth Measure (Child Goal) on the Action Plan, type "this goal will be worked on 2 times in each 8-week cycle" for Preschool and 4 times in each 8 week cycle for EHS.  
 Click Save when you are ready to print the report.

You can switch between the manual and auto modes before sending reports to families.

*Note: your action plans will not be carried over, but they will still be available once you switch back.*

## Portfolio Printing

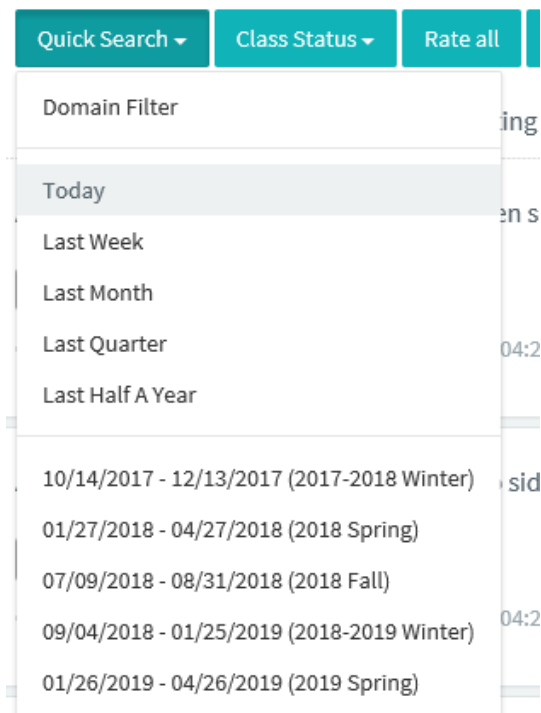
- o After completing each DRDP rating and tagging appropriate observations as “Portfolio Collection”, log in to Learning Genie using the Web Portal <https://www.learning-genie.com/>
- o Select your class
- o Select the appropriate child
- o Click on “Quick Search” and select the appropriate rating period. (example: 07/09/2018 - 08/31/2018 (2018 Fall))



Quick Search ▾ Class Status ▾ Rate all Merge DRDP-Tech File

Framework: [Toddler\(Shasta\)](#) Current Rating Period: [07/09/2018 - 08/31/2018 \(2018 Fall\)](#) ⓘ

- o Click on “Quick Search” and select Domain Filter



Quick Search ▾ Class Status ▾ Rate all

Domain Filter

- Today
- Last Week
- Last Month
- Last Quarter
- Last Half A Year

10/14/2017 - 12/13/2017 (2017-2018 Winter)

01/27/2018 - 04/27/2018 (2018 Spring)

07/09/2018 - 08/31/2018 (2018 Fall)

09/04/2018 - 01/25/2019 (2018-2019 Winter)

01/26/2019 - 04/26/2019 (2019 Spring)

- o Select “Portfolio Collection” and “Child Goal” from Custom Note Tag

- o Select “PDF” Tab
- o Select “PDF by dates” from drop down menu. (A whole classroom can be run by selecting “PDF by dates (whole class)” option)

- o Click on “Generate” from the Generate PDF Reports window that appears.
- o When PDF is generated, select Download
- o Select Save on drop down menu
- o Select Save As
- o Use generated file name to Save in M:\\_Portfolio\Your site\Your classroom

- o Print 1 copy, 2 sided, in color for the child's portfolio binder

## Tablet Care Guidelines

1. Keep the tablets out of direct sunlight and away from water sources.
2. Avoid leaving the tablet in vehicles.
3. Keep the tablets out of reach of children.
4. Put the tablet away when not in use.
5. Place the tablet on the charger at the end of the day to receive updates to the Learning Genie App and to fully charge the tablet for the next day.
6. Keep the charger in the same location so that it is easy to find.
7. Clean the tablet screen with a damp soft cloth.
8. Keep the protective case on.
9. Store the tablet screen side down whenever possible.

Call the Child Development Department (x1040) if you are experiencing difficulties in the functioning of the Learning Genie application.