

Alaska Developmental Profile Overview



The Alaska Developmental Profile (ADP) is a part of the statewide comprehensive system of student assessments outlined in Alaska Statute [14.07.020\(b\)\(2\)\(B\)](#). The requirements of the ADP are outlined in regulation [4 AAC 06.712](#).

Purpose of the ADP

To Inform Statewide Policy

- To identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations.
- The regular tracking of school readiness indicators enables policymakers and community leaders to identify areas most in need of intervention, track the results of investments, and monitor trends over time.
- Allows the Department of Education & Early Development (DEED) to disaggregate results by demographic variables to promote comparisons of various groups of kindergarten students across the state.

To Inform Practice and Instruction

- Individualize: Teachers can use the information gained from observation to individualize their time and work with families and children.
- Guide collaboration and team planning: Help to guide interactions with other educators in ways that contribute to building and supporting strong relationships.
- Build group learning: Information gained from observation is part of building learning experiences that are best suited or tailored for individual children.

What is the ADP?

The ADP is an observational tool administered by teachers throughout the school day. All kindergarten students are assessed at the beginning of the school year. Children entering school in first grade, who did not attend kindergarten, are also assessed with the ADP within the same timeframe. Teachers are encouraged to complete a profile for each student during the first four weeks of the school year. Student ADP data must be entered into DEED's ADP online system by November 1.

The ADP was created from Alaska's Early Learning Guidelines (ELG). The developmental domains are the same and the 13 items on the assessment were taken from 13 developmental goals found in the ELG's. The ADP is not a direct test assessment. The information is to be gathered through observations of the student's functioning throughout their school day. The following are the ADP assessment items presented under the corresponding developmental domain.

Physical Health and Well Being

1. Demonstrates strength of large motor muscles
2. Demonstrates strength of small motor muscles

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Social Emotional

1. Participates positively in group activities
2. Regulates their feelings and impulses

Approaches to Learning

1. Shows curiosity and interest in learning new things and having new experiences
2. Sustains attention to tasks and persists when facing challenges

Cognition and General Knowledge

1. Demonstrates knowledge of numbers and counting
2. Sorts, classifies, and organizes objects

Communication, Language and Literacy

1. Uses receptive communication skills
2. Uses expressive communication skills
3. Demonstrates phonological awareness
4. Demonstrates awareness of print concepts
5. Demonstrates knowledge of letters and symbols (alphabet knowledge)

Teachers rate their observations of student functioning using a 0-2 number scale. A rating of 0 is qualified as “does not demonstrate.” A rating of 1 means “progressing.” And a rating of 2 means “consistently demonstrates,” which is defined as the student demonstrating the skills and behaviors of the goal 80 percent or more of the time.

The assessment data is entered into the online [ADP portal](#) that is administered by DEED. If a teacher has rated a student as “consistently demonstrating” on at least 11 goals, then the student is considered kindergarten ready.