ND Child Outcomes Summary Form
Quality Assurance Checklist
Directions

To assure consistent high quality data within each ND Child Outcomes Summary Form (ND COSF), the ND Early Childhood Outcomes Committee developed and piloted the ND COSF - Quality Assurance Checklist. It is recommended that the ND COSF Checklist be completed by individuals responsible to assure quality data within their unit/district. The information gathered from the review of unit/district ND COSFs will provide valuable information which will assist in determining training needs for the district/unit.

Provided below are the directions to complete each section of the ND COSF Checklist. Each section within the directions corresponds with each section found on the Checklist.

<u>Directions</u>

Enter the child's name and check if you are reviewing entry rating data and/or exit rating data. Enter the date of the review, the person completing the review and the case manager responsible for the completion of the ND COSF for the file being reviewed.

1. **ND COSF was completed in a timely manner**
    Entry Data can be determined up to 60 days upon entrance to early childhood special education services. Exit data should be gathered during the time period right before the child leaves early childhood special education services or by the time the child turns 6 years of age if they are receiving ESCE services beyond their 6th birth date. If the team did not complete the entry and/or exit rating in a timely manner, check no and review the data within the COSF for an explanation of the delay and note the reason in the comment section. This information may also be located in the section *Exit Rating not completed because.*

2. **The child's IEP team completed the ND COSF**
    The ND COSF should be completed as part of the child's IEP process. IEP team members should be listed on the top section of the ND COSF. If the team completed the ND COSF, check "yes". If the IEP team did not complete the COSF, check "no" and state who completed the COSF in the comment section.

3. **All areas of the ND COSF were completed**
    The focus of #3 is to assure that all appropriate sections within the ND COSF are **<u>completed.</u>** Sections 4-5-6 focus on the <u>quality</u> of the information within each section.
    Demographic Section -
    If all appropriate (entry and/or exit information) areas of the demographic section of the ND COSF are completed, check yes for this part of #3. This assures that areas have been completed. If areas are not completed, check no and add additional information in the comment section.
    Top areas of the ND COSF that must be completed are:
    - Child's name and birth date
    - Date Entry/Exit Ratings (if child is exiting) were completed
    - The reason there is no Exit rating is explained (if appropriate)
    - Date preschool services began/ended
    - Team members (names and their roles)
    - Anchor Tool used for Entry and Exit (if child is exiting) Ratings

    Outcome Areas -
    To assure that information relating to each outcome area is <u>completed</u>, review and respond with a Yes, No, or NA for Outcome 1, 2, and 3. The Child Summary Rating Section of the ND COSF are:
    - Entry/Exit (if the child is exiting) Ratings
    - Sources of Information
    - Supporting Evidence
    - If it is an exit meeting, the "b" question, regarding Progress, must be addressed for each outcome area

4. **Multiple Sources of Information were considered**
    Many types of <u>quality information</u> should be considered in determining a rating. In addition to the state-approved Anchor Tool, results from other types of information may include but are not limited to: parent and clinical observations; curriculum-based assessments; norm-referenced assessments; service provider notes about performance in different situations; and the child's IEP. Review the Sources of Information for each outcome

area to assure that multiple sources of quality information were documented for each outcome and that the state-approved Anchor Tool was documented in each outcome area.

5. **Supporting Evidence was functional and addressed each outcome area**
   Does the evidence correspond to the appropriate outcome area?
   Does the information provided in the Supporting Evidence section relate to the appropriate outcome per area? In other words, does the evidence for Outcome 1 relate to social relationships, Outcome 2 to acquisition and use of knowledge and skills, Outcome 3 to taking action to meet needs?

   Does the evidence cover all appropriate aspects of the outcome?
   In Outcome 1, for example, does the evidence address relationships with peers as well as adults? In Outcome 2, does the evidence address thinking and problem-solving as well as language development, etc.? In 0utcome 3, does the evidence address feeding, dressing, getting from place to place, etc.?

   Is the evidence functional?
   Are examples of functioning provided? In other words, does the Supporting Evidence section include examples of the child's every-day functioning with emphasis on "how" the child is able to carry out meaningful behaviors in a meaningful context, rather than a list of skills or items from an assessment tool?

   Is appropriate discipline-specific evidence provided to support the targeted outcome?
   For example, if speech skills are concerns, do speech concerns related to socialization appear under Outcome 1, speech concerns related to learning appear under Outcome 2, and speech concerns related to getting needs met appear under Outcome 3?

   Does the documentation include evidence of the child's performance across settings and situations?
   The Supporting Evidence information should provide an overall picture of how the child functions for each outcome area across a variety of typical settings and people in their life. For example, the evidence should include information from the several settings the child participates in, i.e. preschool, home, community. It should also show evidence of how the child participates in a variety of situations such as playing with peers, self-help skills at school and at home.

6. **Supporting Evidence supported the assigned rating**
   In other words, if the rating is:
   7 -- Does the Supporting Evidence illustrate age-appropriate skills and behaviors?
   6 – Does the Supporting Evidence illustrate skills and behaviors that are age appropriate but with an identified area of concern?
   5 – Is there a mix of skills and behaviors that are age-appropriate and not age appropriate?
   4 – Are there a few examples of skills and behaviors that are age appropriate, but mostly not age appropriate?
   3 – Does the Supporting Evidence reflect immediate foundational skills, and no age-appropriate skills?
   2 – Are there a few examples of immediate foundational skills, but most skills and behaviors are much lower than age expectations?
   1 – Does the Supporting Evidence reflect skills and behaviors that are much lower than age expectations, with no immediate foundational skills?

   Is enough information provided to support the rating given?
   The Supporting Evidence should provide a summary of key information that supports the rating. This would include information related to the Anchor Tool.

   Does the evidence reflect the child's functioning compared to same-age peers?
   For example, for ratings of 1 and 2, do the child's skills and behaviors reflect those of a much younger child? For a rating of 5, does the evidence reflect a mixture of age-appropriate and not age-appropriate skills and behaviors all of the time?

   Does the evidence support the progress rating for children who are exiting?
   Does the evidence support the progress rating? Progress is defined as the acquisition of at least one new skill or behavior related to the outcome since the entry date. If the team checked yes, the child made progress, then the team must describe the general nature of the progress in the space provided, *Describe Progress:*