**Definitions for Outcome Ratings:**

**For Use with the Child Outcomes Summary (COS) Form**

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| --- | --- | --- | --- |
| Overall Age-Appropriate | **Completely** *means*: | **7** | • Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age. • No one has any concerns about the child’s functioning in this outcome area.  |
|  | **6** | • Child’s functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.  |
| Overall Not Age-Appropriate | Somewhat *means:* | **5** | • Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child’s functioning might be described as like that of a **slightly younger child\***.  |
|  | **4** | • Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.  |
| **Nearly** *means:* | **3** | • Child does **not yet** show functioning expected of a child of his or her age in any situation. • Child uses **immediate foundational skills,** most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.• Functioning might be described as like that of a **younger child\***.  |
|  | **2** | • Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational.  |
| **Not yet** *means*: | **1** | • Child does **not yet** show functioning expected of a child his or her age in any situation. • Child’s functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child’s functioning might be described as like that of a **much younger child\***.  |

\* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.