| 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.  
Relative to same age peers, ______ has all of the skills that we would expect of a child his age in the area of (**outcome [e.g., taking action to meet needs]**). |
|---|---|---|---|
| Some Not Age-Appropriate/Some 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**.  
Relative to same age peers, ______ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (**outcome**). |
| Not 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***.  
Relative to same age peers, ______ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (**outcome**). |
| Not Age Appropriate | 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.  
Relative to same age peers, ______ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (**outcome**) area. |