Completed Child Outcomes Summary (COS) Form
Quality Review

Process
- Local agency submits selected or random completed COS forms to reviewers
- Reviewers check for:
  1. Completeness
  2. Evidence corresponding to functional, appropriate outcome area
  3. Evidence to support ratings
- Reviewers submit findings in writing to local agencies or through a phone conversation

Questions to guide the review process

1. Completeness
- Is there missing info? Demographics, dates, etc.?
- Is information provided on all three outcome areas?
- Is information provided to support ratings given to each outcome area?
- If it is an exit COS, is question b addressed?

2. Evidence corresponding to appropriate outcome area
- Is the summary of relevant results completed for each outcome area?
- Does the information provided in the 'summary of relevant results' 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?
- Are examples of functioning provided? In other words, does the summary of relevant assessment results include examples of the child's every-day functioning in each outcome area? Rather than just a list of skills or items from an assessment tool?
- Is discipline-specific evidence provided to support the targeted outcome? For example, if speech or motor skills are described, do those related to socialization appear under Outcome 1, those related to learning appear under Outcome 2, and those related to getting needs met appear under Outcome 3?

3. Evidence to support ratings
- Is enough information provided?
- Does the evidence relate to the targeted outcome area?
- Does the evidence support the rating? In other words, if the rating is:
  - 7 – does the summary of relevant results illustrate age-appropriate skills and behaviors?
  - 6 -- do relevant results include skills and behaviors that are age appropriate with an identified area of concern?

- o 5 – is there a mix of skills and behaviors that are age-appropriate and not?
- o 4 – are there a few examples of skills and behaviors that are age appropriate, but mostly not?
- o 3 – do relevant results reflect immediate foundational skills, and none that are age-appropriate?
- o 2 – are there a few examples of immediate foundational skills, but mostly skills and behaviors that are much lower than age expectations?
- o 1 – do relevant results reflect skills and behaviors that are much lower than age expectations, with none that are immediate foundational?

- Is the evidence categorized accurately, given the child's age? In other words, if a child is two years old, do examples of age-appropriate skills and behavior reflect those of a two-year-old? Do immediate foundational skills reflect those of a child younger than two? Do the skills and behaviors provided for ratings of 1 and 2 reflect those of a much younger child?

- Assuming that a reviewer knows age-expected child development, could the reviewer estimate the rating based on the information provided, without looking at the rating given?