<table>
<thead>
<tr>
<th>COSF Rating</th>
<th>Culminating Statements</th>
</tr>
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</table>
| 7           | Relative to other children Calvin’s age, there are **no concerns**; he 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).  
Calvin has **age expected skills**, with **no concerns**, in the area of **(outcome)**. |
| 6           | Relative to same age peers, Calvin has the **skills that we would expect of his age** in regard to **(outcome)**; however, **there are concerns** with how he (functional area of concern/quality/lacking skill). It will be good to watch this closely, because without continued progress he could fall behind.  
Aside from the **concern** regarding Calvin’s ______ he is demonstrating **skills expected of a child his age** in the area of **(outcome)**. |
| 5           | **For an # month old child**, Calvin has **many skills expected of his age** but he also demonstrates **some skills slightly below** what is expected at this age in the area of **(outcome)**.  
Relative to same age peers, Calvin 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)**.  
Calvin is **somewhat** where we would expect him to be at this age. This means that Calvin has **many skills we would expect** at this age in regard to **(outcome)**, but he **does not yet have all of the age expected skills** (it is possible to highlight a few of non-age expected functional skills). |
| 4           | **At # months**, Calvin shows **occasional use of some age expected skills**, but more of his skills are **not yet age expected** in the area of **(outcome)**.  
**At # months**, Calvin shows **occasional use of some age expected skills**, but has **more skills that are younger** than those expected for a child his age in the area of **(outcome)**.  
Calvin has a **few of the skills we would expect** in regard to **(outcome)**, but he shows **more skills that are not age appropriate**. |
| 3           | Relative to same age peers, Calvin 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)**.  
In the area of **(outcome)**, Calvin has **nearly age expected skills**. This means that he does **not yet have the skills we would expect** of a child his age, but he has the **immediate foundational skills** that are necessary to build upon to achieve age appropriate skills (it is possible to include a few functional skills as examples). |
| 2           | **At # months**, Calvin shows occasional use of **some immediate foundational skills**, but more of his abilities represent **earlier skills** in the area of **(outcome)**.  
Relative to same age peers, Calvin is showing **some nearly age expected or immediate foundational skills**, but has **more skills that developmentally come in earlier** in the area of **(outcome)**.  
For a **# month old little boy**, Calvin **occasionally uses immediate foundational skills** but has a **greater mix of earlier skills** that he uses in the area of **(outcome)**.  
Overall in this outcome area, Calvin is **just beginning to show some immediate foundational skills** which will help him to work toward age appropriate skills. |
| 1           | Relative to same age peers, Calvin has the **very early skills** in the area of **(outcome)**. This means that Calvin has the skills we would expect of a **much younger** child in this outcome area.  
For a **# month old little boy**, Calvin’s functioning might be described as **like that of a much younger child**. He shows **early skills, but not yet immediate foundational** or age expected skill in the **(outcome)** area. |