

Culminating Descriptor Statements: An Alternative to COS Rating Numbers

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Overall Age-Expected Functioning

Rating Definition

Example Culminating Descriptor Statements

- 7** Child functions in ways that are age-expected in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.



- Relative to other children **[Name]**'s age, there are no concerns. **[Name]** has all of the skills that we would expect of a child their age for **[Outcome]**.
- For **[Outcome]**, **[Name]** has age-expected skills, with no concerns.

- 6** Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.



- For **[Outcome]**, **[Name]** has similar skills as same-age peers. However, there are concerns with **[functional area of concern, quality, or lack of skill]**. The team should continue to monitor progress in this area.
- Aside from the concern regarding **[Name]**'s **[functional area of concern, quality, or lack of skill]**, they demonstrate skills expected of a child their age for **[Outcome]**.

Some Age-Expected Functioning

Rating Definition

Example Culminating Descriptor Statements

- 5** Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.



- As a **[age in months]** old child, **[Name]** has many skills expected of their age. For **[Outcome]**, the skills they demonstrate are slightly below what is expected for their age.
- Relative to same-age peers, **[Name]** shows many age-expected skills, but continues to show some functioning that might be described like that of a slightly younger child for **[Outcome]**.
- **[Name]** is mostly where we would expect them to be at **[age in months]** old. This means that most of **[Name]**'s skills are expected at this age for **[Outcome]**, but they do not yet have all of the age-expected skills.

Rating Definition

- 4** Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.



Example Culminating Descriptor Statements

- At **[age in months]** old, **[Name]** shows occasional use of some age-expected skills, but more of their skills are not yet age-expected for **[Outcome]**.
- At **[age in months]** old, **[Name]** shows occasional use of age-expected skills, but has more skills that are expected of a younger child for **[Outcome]**.
- **[Name]** has a few of the skills we would expect for **[Outcome]**, but shows more skills that are not yet age-expected.

Not Yet Age-Expected Functioning

Rating Definition

- 3** Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.



Example Culminating Descriptor Statements

- Relative to same-age peers, **[Name]** is not yet using skills expected for their age. However, they use many important and immediate foundational skills to build upon for **[Outcome]**.
- For **[Outcome]**, **[Name]** has nearly age-expected skills. This means that they don't have the skills we would expect of a child his age yet, but they have the immediate foundational skills needed to build upon to achieve age-expected skills.

- 2** Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.



- At **[age in months]** old, **[Name]** shows occasional use of some immediate foundational skills, but more of their abilities are foundational skills for **[Outcome]**.
- Relative to same-age peers, **[Name]** is showing some nearly age-expected or immediate foundational skills, but has more skills that developmentally come in earlier for **[Outcome]**.
- For **[Outcome]**, **[Name]** has some immediate foundational skills which will help them develop more age-expected skills.

- 1** Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.



- Relative to same-age peers, **[Name]** has the very early skills for **[Outcome]**. This means that **[Name]** has skills we would expect of a much younger child for this outcome.
- For a **[age in months]** old, **[Name]**'s functioning resembles that of a much younger child. They show some foundational skills, but not yet immediate foundational or age-expected skills for **[Outcome]**.