

SPP Indicator

*#7*

Early Childhood  
Outcomes

# Children have positive social relationships

- Involves:
    - Relating with adults
    - Relating with other children
    - For older children, following rules related to groups or interacting with others
- Includes areas like:
- Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play



# Children acquire and use knowledge and skills

- Involves
  - Thinking
  - Reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds
- Includes:
  - Early concepts—symbols, pictures, numbers
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy



# Children take appropriate action to meet their needs

- Involves:
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (e.g., fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety
- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants





## Age-Expected Child Development from Birth to 5 Years

The Early Childhood Outcomes Center ([www.the-eco-center.org](http://www.the-eco-center.org)) developed a list of links to resources that provide different kinds of information about age-expected skills and behaviors observed in children of from birth to 5 years. This kind of information may be helpful for providers and family members in discussions about Child Outcomes Summary Form ratings.

### Broad Topics

<http://www.cfw.tufts.edu/>

Tufts University hosts a Child & Family WebGuide that allows users to select a variety of issues by age or topic. Websites addressing those issues are listed, with reviews and ratings of their quality. Under “typical development,” there is a section on developmental milestones.

### Birth to 5 Years

<http://www.cdipage.com/>

This Child Development Institute site was developed by a clinical psychologist. It includes a wide array of information, including charts on toddler and preschool development across domains and general development from birth to 5 years.

<http://www.pbs.org/wholechild/abc/index.html>

<http://www.pbs.org/parents/childdevelopment/>

Two different sections from the Public Broadcasting Service (PBS) site provide a general overview of development by domain (first link) and specific information for each specified domain and age group (second link) on children’s development and skills from birth to 6 years.

<http://www.umm.edu/ency/article/002348.htm>

The University of Maryland Medical Center provides an overview of common developmental milestones and broad recommendations for play activities at various ages from birth to 5 years.

<http://www.med.umich.edu/1libr/yourchild/devmile.htm>

The University of Michigan Health System provides a detailed list of milestones at various age groups from birth through adolescence. The list is based on one developed by the American Academy of Pediatrics and ZERO TO THREE. Additional resources for more information are provided.

<http://www.aap.org/healthtopics/stages.cfm>

Detailed information from the American Academy of Pediatrics on developmental stages and common issues from birth to 21 years of age.

## **Birth to 5 Years (continued)**

<http://www.cdc.gov/ncbddd/autism/actearly/default.htm>

This information from the Centers for Disease Control and Prevention (CDC) provides bulleted information on the developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive tools for users to specify certain ages, select areas of development, and examine expected changes in milestones over time.

<http://www.kidsgrowth.com/stages/guide/index.cfm>

This site provides brief paragraphs summarizing what is commonly observed at various ages from birth to 18 years. It includes bulleted descriptions of specific skills in many areas, including development and feeding behavior. The site also provides considerable parenting resources and advice, with content overseen by a medical advisory board.

<http://www.babycenter.com/baby/babydevelopment/index>

This site provides information on development and key issues by age (birth to 8 years). Milestone charts and common questions/issues and resources are provided for each age. In many cases, milestone charts are organized by skills that most kids this age can do, emerging skills that about half of kids this age can do, and advanced skills that a few kids this age can do. There also is a section on what to expect when, with a list of common questions from parents about their children's development. Considerable information is provided about warning signs for developmental delays.

<http://www.talaris.org/timeline.htm>

This site provides a timeline of development of skills in children birth to 5 years, with references for further information. It also provides "Research Spotlights," many of which combine 60-second video spots with information on key parenting issues and related topics.

<http://ohioline.osu.edu/hyg-fact/5000/5297.html>

This site includes a short fact sheet about differences in children's play at various ages.

<http://www.speechdelay.com/testrosemilestones1.htm#0-6%20MONTHS>

This site was developed by a speech therapist. It identifies speech milestones from birth to 7 years and provides "Talking Tips" to teach parents how to support language development.

<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp#mychild>

This site by the National Institute on Deafness and Other Communication Disorders provides an interactive checklist for users to check off a child's skills and track development from birth to 5 years. Additional information about ongoing research is also presented.

[http://en.wikipedia.org/wiki/Child\\_development](http://en.wikipedia.org/wiki/Child_development)

Although this site requires the caveat that its content is open to editing and addition by the general public, Wikipedia content generally has been found to be quite consistent with other sources. The site includes a detailed description of common patterns of child development across domains from birth to 5 years.

## **Birth to 3 Years**

<http://www.firstsigns.org/healthydev/healthydev.htm>

This site provides questions and information about warning signs suggesting that a child's development may be exhibiting some delays relative to more typical milestones. Articles, checklists, and steps to take are provided.

<http://health.discovery.com/centers/kids/timeline/timeline.html>

Information from the Discovery Health Channel offers basic developmental milestone information for children birth to 1 year old.

# CHILD OUTCOMES SUMMARY FORM

Date:      /      /       
Mon Day Yr

## Child Information

Name: \_\_\_\_\_

Date of birth:      /      /       
Mon Day Yr

ID: \_\_\_\_\_

## Persons involved in deciding the summary ratings:

Name	Role

## Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included





# 1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

**1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)**

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

**Supporting evidence for answer to Question 1a**

Source of information	Date	Summary of Relevant Results

**1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)**

<b>Yes</b>	<b>1</b> → Describe progress:
<b>No</b>	<b>2</b>

## 2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

**2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)**

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

**Supporting evidence for answer to Question 2a**

Source of information	Date	Summary of Relevant Results

**2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)**

<b>Yes</b>	<b>1</b> → Describe progress:
<b>No</b>	<b>2</b>

### 3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

**3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?** (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results

**3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?** (Circle one number)

Yes	1 → Describe progress:
No	2

## Instructions for Completing the Child Outcomes Summary Form

### Directions for Completing the Form

1. Page 1: Provide all the requested information. It is strongly recommended that the family be asked to provide information about the child's functioning, but if the family's information was not included, check "not included." Additional state-specific information also may be requested.
2. Questions 1a, 2a, 3a: Circle only **one** number for each outcome. Definitions for the scale points are provided at the end of the instructions.
3. Supporting evidence: Provide the evidence that supports the rating. Indicate the source of the evidence (e.g., parent, speech therapist, teacher, XYZ assessment) and the nature of the evidence from the source. For example, if a child's functioning receives a rating of '5', relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors. A sample completed evidence table is provided below.

Source of information	Date	Summary of Relevant Results
Candace's mom	4/12/06	Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
Candace's child care provider	4/5/06	Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06	Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
Developmental specialist	Observed over a 4 week period in March 2006	Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

4. Questions 1b, 2b, 3b: Complete questions 1b, 2b, and 3b only when questions 1a, 2a, and 3a have been answered previously. Circle one number to indicate if the child has made progress since the previous outcomes rating. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Describe the general nature of the progress in the space provided.



## To Help You Decide on the Summary Rating for Questions 1a, 2a, and 3a:

This outcomes summary asks you to consider and report on what is known about how this child behaves across a variety of settings and situations. \* Children are with different people (for example, mother, big brother, child care provider) and in different settings (for example, home, grocery store, playground). The summary rating provides an overall picture of how the child behaves across the variety of people and settings in his or her life at this particular time in his or her life.

In addition to summarizing across settings and situations, the rating process asks you to compare a child's skills and behaviors to those of his or her same-age peers. For each of the three summary questions, you need to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.

The summary scale is based on a developmental framework that assumes:

1. Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;
2. These skills and behaviors emerge in a somewhat predictable developmental sequence in most children, thus allowing for descriptions of what 2 year olds generally do, what 3 year olds generally do, etc.;
3. The development of children with disabilities can be compared to the development of their same-age peers.
4. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**immediate foundational skills.**" For example, children play along side one another before they interact in play.
5. Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.
6. Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

Use the following information to help you answer each question:

- Ratings are expected to take into account the child's functioning across a full range of situations and settings. Therefore, information from many individuals in contact with the child could be considered in deciding on a rating. These may include (but are not limited to): parents and family members, caregivers or child care providers, therapists, service providers, case managers, teachers, and physicians. If there is not enough information available about a child's functioning across settings and situations, you will need to gather more information before you can decide on a rating.
- Many types of information could be considered in selecting a rating. These may include (but are not limited to): parent and clinical observation, curriculum-based

---

\* Note: The outcomes summary form was not designed to determine eligibility for services. It would be inappropriate to use it in this way.



assessments, norm-referenced assessments, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

- Depending on the assessment tool, assessment tools can be a useful source of information for reaching a summary decision but resulting information should be placed in context with other information available about a child. Many assessment tools are domain-based and were not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information but the information should be used in conjunction with what else is known about the child. A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.
- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. Ratings should convey the child's functioning across multiple settings and in everyday situations, *not* his/her capacity to function under unusual or ideal circumstances.
- A standardized testing situation is an unusual setting for a young child. If the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.
- If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.
- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age. Presumably over time and with support, many children born prematurely eventually will perform like same age peers.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology.

### **Additional Information**

The outcomes reflect several beliefs about young children:

- It is important that all children be successful participants in a variety of settings both now and in the future. Achieving the three outcomes is key to being successful participants in life.



- Programs for young children and their families are working to ensure that all children will have the best possible chance of succeeding in kindergarten and later in school – even though school might be several years off for some children. Children who have achieved the outcomes at a level comparable to their same aged peers prior to kindergarten entry have a high probability of being successful in kindergarten.
- Learning and development occur continuously in the years preceding kindergarten. There is much variation in how children develop but children whose development is consistently below what is expected for their age are at risk of not being successful in kindergarten and later school years.



## Definitions for Outcome Ratings

Overall Age-Appropriate	<b>Completely means:</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>
		<b>6</b>	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>
Overall Not Age-Appropriate	<b>Somewhat means:</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <b>some of the time and/or in some settings and situations</b>. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.</li> <li>Child's functioning might be described as like that of a <b>slightly younger child*</b>.</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>Child shows occasional age-appropriate functioning across settings and situations. More functioning is <b>not</b> age-appropriate than age-appropriate.</li> </ul>
	<b>Nearly means:</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation.</li> <li>Child uses <b>immediate foundational skills</b>, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.</li> <li>Functioning might be described as like that of a <b>younger child*</b>.</li> </ul>
		<b>2</b>	<ul style="list-style-type: none"> <li>Child occasionally uses <b>immediate foundational skills</b> across settings and situations. More functioning reflects skills that are <b>not</b> immediate foundational than are immediate foundational.</li> </ul>
	<b>Not yet means:</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning does <b>not yet include immediate foundational skills</b> upon which to build age-appropriate functioning.</li> <li>Child functioning reflects skills that developmentally come before immediate foundational skills.</li> <li>Child's functioning might be described as like that of a <b>much younger child*</b>.</li> </ul>

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







STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

DR. VERONICA C. GARCÍA  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

January 12, 2009

**MEMORANDUM**

**TO:** Local Education Agency Special Education Directors, Regional Education Cooperative Directors, and Charter School Special Education Coordinators

**FROM:** Denise Koscielniak, State Director Special Education

**RE:** **CLARIFICATION ON STATE PERFORMANCE PLAN INDICATOR 7 (EARLY CHILDHOOD ASSESSMENT)**

---

The New Mexico Public Education Department (NMPED) Special Education Bureau (SEB) has received numerous questions regarding reporting data for the State Performance Plan (SPP) Indicator 7, early childhood outcomes. Attached you will find a Question and Answer sheet.

Thank you for communicating your questions to us. I hope you find this information helpful. If you need any further assistance please contact the Special Education Bureau at (505) 827-1457 and ask to speak with the Education Administrator assigned to your district.

Thank you.

DK/cr

Enclosures

cc: Catherine Cross Maple, Ph.D., Deputy Secretary, Learning and Accountability  
District Superintendents  
Charter School Administrators

**Question and Answer Sheet**  
**State Performance Plan**  
**Indicator 7 – Early Childhood Outcomes (ECO)**

Entering Data in the Student Teacher Accountability Reporting System (STARS):

**1. How do I report Early Childhood Outcomes (ECO) data into the STARS?**

Response:

Data is reported in STARS using the Assessment Fact Template. Program entry data is required to be entered into STARS on the 80<sup>th</sup> or 120<sup>th</sup> day. Progress data on all students enrolled for at least six months or more in a preschool program is required between the 120<sup>th</sup> or End of Year (EOY) reporting periods.

**2. How often do I enter data in STARS?**

Response:

Every student in program will have data submitted on them two times per year (entry and progress). This will be the yearly entry data and yearly progress data on every student who has been enrolled in a preschool program for at least six months or more during a school year.

**3. Whom do I report data on?**

Response:

Reporting is required for all 619 preschool students ages two – five. Students must be assessed within 30 days of commencing the program, but no later than 30 days or less from the end of the school year. Students who enroll in the program less than 30 days from the end of the school year do not require data to be entered.

**4. Why is a district required to report a second set of ECO data in the spring, and does a child's time in service need to be consecutive?**

Response:

In order for progress data to be measured consecutively, a second data point must be collected annually. Six months of preschool service is generally considered six months of consecutive service. However, if a child is in a program for two months, leaves and takes a month to move with his family, and shows up in another program across the state where he receives services for another four months this would be considered equivalent to six months of consecutive service.

**5. Why are Local Education Agencies (LEAs) required to submit entry data for every returning student? I thought that only progress data was done annually.**

Response:

There are two separate programs, one for three year olds and one for four year olds. In order to obtain valid and reliable progress samples, separate entry data

and progress data are required on each program each school year.

**6. Can I use last year's progress data as this year's beginning of the year data?**

Response:

No, because they are two separate programs and the time period between the two data points does not meet the Office of Special Education Program's (OSEP) requirements for data collection.

**7. Which students should have progress data reported?**

Response:

Students who have been in program at least six months or more of consecutive and receiving services are required to have progress data entered on them. The reporting period for entering progress data will be from March 15<sup>th</sup> to June 1<sup>st</sup>, annually.

**8. What assessment must LEAs administer to their students to collect entry and progress data?**

Response:

Students with Individualized Education Programs (IEPs) enrolled in Section 619 Part B preschool programs must be administered one of the state approved assessments listed below within 30 days of commencing the program, regardless if they were enrolled in the program last school year:

- Brigance Diagnostic Inventory of Early Development II-2004
- Creative Curriculum for Preschool, fourth edition
- Work Sampling System by Pearson

Results from assessments are to be entered into the STARS System using the Child Outcome Summary Form (COSF) as a crosswalk for reporting categories. LEAs desiring to use an instrument other than a state approved instrument are required to submit a written request to the SEB. Prior to the utilization of the instrument, the LEA must receive written permission.

**9. Do I have to assess typically developing peers?**

Response:

No

**10. What is progress data?**

Response:

Progress data is the measurement of the student's regression, maintenance, or progress of skills in the areas of positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs that the students has made over one school year. These data are submitted as an aggregate to OSEP annually as the State's measure of the three year old and four year old preschool program.



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)


DR. VERONICA C. GARCIA  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

March 17, 2010

**MEMORANDUM**

**TO:** Special Education Directors  
Charter School Administrators  
Regional Education Cooperatives

**FROM:** Denise Koscielniak, Special Education Director, Special Education Bureau 

**RE: CLARIFICATION ON THE STATE PERFORMANCE PLAN  
INDICATOR SEVEN (EARLY CHILDHOOD ASSESSMENT)**

---

The New Mexico Public Education Department (NMPED) Special Education Bureau (SEB) has received numerous questions regarding reporting data for the State Performance Plan (SPP) Indicator Seven, Early Childhood Outcomes. Attached you will find an updated Question and Answer sheet. In addition, this memorandum is also to inform you that the SEB has approved a fourth assessment (the New Mexico Pre-K Observational Assessment System), to be used to assess New Mexico's Part B 619 Pre-K students who qualify for special education support and services. The following are the four State approved assessments:

- Brigance Diagnostic Inventory of Early Development II-2004
- Creative Curriculum for Preschool, 4<sup>th</sup> edition
- Work Sampling System by Pearson
- New Mexico Pre-K Observational Assessment System

Thank you for communicating your questions to the Bureau. I hope you find this information helpful. If you need any further assistance please contact the Special Education Bureau at (505) 827-1457 and ask to speak with the Education Administrator assigned to your district.

Thank you.

DK/cr

cc: Catherine Cross Maple, Ph.D., Deputy Education Secretary, Learning and Accountability  
District Superintendents  
Education Administrators, Special Education Bureau

Date: \_\_\_\_\_

**MEMORANDUM**

**TO:** Ida Tewa, Education Administrator

**FROM:** \_\_\_\_\_

**RE: PETITION TO UTILIZE A DIFFERENT EARLY CHILDHOOD  
OUTCOMES INSTRUMENT**

---

Instrument Requested: \_\_\_\_\_

Scientific and Researched Based Yes \_\_\_\_\_ No \_\_\_\_\_

Rationale for Request:

1.

2.

3.

Date Received by Special Education Bureau \_\_\_\_\_

Date LEA notified \_\_\_\_\_

Approved Yes \_\_\_\_\_ No \_\_\_\_\_

## CONVERSION TABLE

Child Outcome Summary Form (COSF) Rating --> OSEP Reporting Categories

COSF → OSEP

<b>Overall Age-Appropriate</b>	Completely Means...	<b>7</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>	<b>e</b>	% of children who maintained functioning at a level comparable to same age peers
		<b>6</b>	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>	<b>e</b>	% of children who maintained functioning at a level comparable to same age peers
<b>OVERALL NOT AGE-APPROPRIATE</b>	Somewhat Means...	<b>5</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <b>some of the time and/or in some situations</b>. Child's functioning is a <b>mix</b> of age appropriate and not appropriate behaviors and skills.</li> <li>Child's functioning might be described as like that of a <b>slightly younger child*</b>.</li> </ul>	<b>d</b>	% of children who improved functioning to reach a level comparable to same-aged peers
		<b>4</b>	<ul style="list-style-type: none"> <li>Child shows occasional age-appropriate functioning across settings &amp; situations. More functioning is <b>not</b> age-appropriate.</li> </ul>	<b>c</b>	% of children who improved functioning to a level nearer to same-aged peers but did not reach it
	Emerging Means...	<b>3</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation.</li> <li>Child's behaviors and skills include <b>immediate foundational skills</b> upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.</li> <li>Functioning might be described as like that of a <b>younger child*</b>.</li> </ul>	<b>b</b>	% of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
		<b>2</b>	<ul style="list-style-type: none"> <li>Child occasionally uses <b>immediate foundational skills</b> across settings and situations. More functioning reflects skills that are <b>not</b> immediate foundational than are immediate foundational</li> </ul>	<b>b</b>	% of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
	Not Yet Means...	<b>1</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning <b>does not yet include any immediate foundational skills</b> upon which to build age appropriate functioning.</li> <li>Child's functioning might be described as like that of a <b>much younger child</b>.*</li> </ul>	<b>a</b>	% of children who did not improve functioning

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

## Child Outcome Summary Form (COSF) Definitions for Outcome Ratings

<b>Overall Age-Appropriate</b>	<b>Completely Means...</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <u>all or almost all everyday situations</u> that are part of the child's life. Functioning is considered <u>appropriate</u> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>
		<b>6</b>	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <u>appropriate</u> for his or her age but there are <u>some significant concerns</u> about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>
<b>OVERALL NOT AGE-APPROPRIATE</b>	<b>Somewhat Means...</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <u>some of the time and/or in some situations</u>. Child's functioning is a <u>mix</u> of age appropriate and not appropriate behaviors and skills.</li> <li>Child's functioning might be described as like that of a <u>slightly younger child</u>*</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>Child shows occasional age-appropriate functioning across settings &amp; situations. More functioning is <u>not</u> much age-appropriate.</li> </ul>
	<b>Emerging Means...</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Child does <u>not yet</u> show functioning expected of a child of his or her age in any situation.</li> <li>Child's behaviors and skills include <u>immediate foundational skills</u> upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.</li> <li>Functioning might be described as like that of a <u>younger child</u>*</li> </ul>
		<b>2</b>	<ul style="list-style-type: none"> <li>Child occasionally uses <u>immediate foundational skills</u> across settings and situations. More functioning reflects skills that are <u>not</u> immediate foundational than are immediate foundational</li> </ul>
	<b>Not Yet Means...</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Child does <u>not yet</u> show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning does <u>not yet include any immediate foundational skills</u> upon which to build age appropriate functioning.</li> <li>Child's functioning might be described as like that of a <u>much younger child</u>.*</li> </ul>

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

Revised & Adapted from The Early Childhood Outcomes Center August 4, 2009