At a Glance: COSF Rating Scale Decisions

The Child Outcomes Summary Form Process

- Provides a consistent way for teams to rate a child's functioning relative to age-expected behavior at a specific point in time. Use of the decision tree and rating definitions are key for consistent ratings.

- Is *not* an assessment tool and is *not* intended for eligibility decisions – it is a mechanism to synthesize information about a child, including that learned from assessment tools as well as other sources.

- Requires information about the child's everyday functioning across a variety of settings and from multiple sources. Rating is *not* based on discrete skills only observed occasionally in isolated situations.

- Allows states to identify the appropriate progress category for each child. Progress categories are derived from the child's COSF rating at program entry, the rating at program exit, and the answer to the question at program exit about whether the child acquired *any* new skills or behaviors since entry.

- Age-appropriate expectations are based on chronological age without correction for prematurity.

Child Outcomes Summary Form (COSF) Definitions

Overall Age-Appropriate	7	**Completely**	• 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. • No one has any concerns about the child's functioning in this outcome area.
	6	**Between Somewhat & Completely**	• 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 are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	5	**Somewhat**	• Child shows functioning expected for his or her age <u>some of the time and/or in some settings and situations</u>. 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 <u>slightly younger child</u>.
	4	**Between Nearly & Somewhat**	• Child shows occasional age-appropriate functioning across settings and situations. More functioning is <u>not</u> age-appropriate than age appropriate.
	3	**Nearly**	• Child does <u>not yet</u> show functioning expected of a child of his or her age in any situation. • Child uses <u>immediate foundational skills</u>, 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 <u>younger child</u>.
	2	**Between Not Yet & Nearly**	• 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.
	1	**Not Yet**	• Child does <u>not yet</u> show functioning expected of a child his or her age in any situation. • Child's functioning does <u>not yet include immediate foundational skills</u> upon which to build age-appropriate functioning. • Child's functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a <u>much younger child</u>.

At a Glance: COSF Rating Scale Decisions

COSF Rating Scale Descriptor				
COSF Rating				**Sample Statements**

Age Expected Skills	**7**	**Completely**	★ **AE** / **IF** / **F**	• Relative to other children Calvin's age, 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 a good **mix of age expected skills** in the area of (*outcome*).
	6		★ *AE* / **IF** / **F**	• 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 that is of concern/quality of ability/lacking skill*). • Aside from **the concern** regarding Calvin's _____ he is demonstrating **skills expected of a child his age** in the area of (*outcome*).
Decreasing egree of Age-Expected Skills	**5**	**Somewhat**	★ **AE** / **IF** / **F**	• 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 identify a few of the functional skills the child is lacking to be age appropriate).
	4		★ **AE** / **IF** / **F**	• At # months Calvin, shows occasional use of **some age expected skills**, but **more of his skills are not yet age expecte**d 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**.
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	**3**	**Nearly**	**AE** / ★ **IF** / **F**	• Relative to same age peers, Calvin is **not yet using skills expected of his age**. He does however use many important **immediate foundational skills to build upo**n in the area of (*outcome*). • In the area of (*outcome*), Calvin is **nearly displaying age-expected skills**. This means that he does not yet have the skills we would expect of a child his age. He **has the immediate foundational skills that are the building blocks to achieve age-appropriate skills**. (*It is possible to include a few functional skills as examples*).
	2		**AE** / ★ **IF** / **F**	• At # months Calvin, shows **occasional use of some immediate foundational skills** that will help him move toward age-appropriate skills. **More of** his functioning displays **earlier skills** in the area of (*outcome*). • Relative to same age peers, Calvin is showing **some 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	**Not Yet**	**AE** / **IF** / ★ **F**	• 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 shows early skills in the outcome area. He does not yet show age expected skills or the skills that come right before those.

Note. Adapted by the ECO Center from materials developed by Naomi Younggren (Feb. 2010) Department of Defense for EDIS.

The Early Childhood Outcomes Center
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Decision Tree for Summary Rating Discussions

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                                    │                          │
                                    └──────────────────────────┘
                    ┌──────────────────────┐          ┌──────────────────────┐
                    │                      │          │                      │
                    └──────────────────────┘          └──────────────────────┘

┌──────────────────────────────────────┐      ┌──────────────────────────────────────┐
│ Does the child use any immediate       │      │ Is the child's functioning age-        │
│ foundational skills related to this    │      │ appropriate across all or almost all   │
│ outcome upon which to build age-       │      │ settings and situations?               │
│ appropriate functioning across         │      │                                        │
│ settings and situations?               │      └────────────────────────────────────────┘
└──────────────────────────────────────┘
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Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

Is the child's functioning age-appropriate across all or almost all settings and situations?

To what extent is the child using immediate foundational skills across settings and situations?

To what extent is the child's functioning age-appropriate across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

| Uses skills that are not yet immediate foundational | Occasional use of immediate foundational skills | Uses immediate foundational skills most or all of the time across settings and situations | Occasional use of age-appropriate skills; more behavior that is not age-appropriate | Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations |

Rating = Not Yet

Between Not Yet & Emerging

Rating = Nearly

Between Nearly & Somewhat

Rating = Somewhat

Between Somewhat & Completely

Rating = Completely