## Definitions for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)

| Overall Age-Appropriate | 7 | Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age.  
| | | *No one has any concerns about the child’s functioning in this outcome area.*  
| | 6 | Child’s functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** 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.  
| Somewhat means: | 5 | Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**. 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 **slightly younger child***.  
| | 4 | Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.  
| Nearly means: | 3 | Child does **not yet** show functioning expected of a child of his or her age in any situation.  
| | | Child uses **immediate foundational skills**, 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 **younger child***.  
| | 2 | Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational.  
| Not yet means: | 1 | Child does **not yet** show functioning expected of a child his or her age in any situation.  
| | | Child’s functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning.  
| | | Child functioning reflects skills that developmentally come before immediate foundational skills.  
| | | Child’s functioning might be described as like that of a **much younger child***.  

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