



Child Outcome Summary Quick Reference Sheet

What?

The Child Outcomes Summary (COS) process is a way for states to measure the progress of preschool and pre-K students receiving IEP services. The process takes a before and after score of the child's development compared to typically developing peers. Scores are based on evidence of the child's functional skills across three areas:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate behaviors to meet needs

Who?

Within the LEA, teams of educators, evaluators, service providers, case managers and parents that know the child and that know child development complete COS scores for each child, aged 3-5 in a preschool special education program (have an IEP).

Why?

To measure each child's level of functional skills in three areas over time for federal and local reporting purposes.

How?

Compose a team:

The team must be composed of individuals who know the child. The team should have:

1. At least one person knowledgeable of child development
2. Knowledge of the child across multiple settings (classroom, playground, home, community, etc.)

Gather the evidence:

Use results from formal and informal assessments, parent and classroom observations, school work and parent report to identify the skills that the child demonstrates. Think about what the child demonstrates in one or across multiple settings and in a functional context.

Sort the evidence:

Are the skills the child demonstrates age appropriate, immediate foundational or foundational for a child his or her age? Sort through the evidence to get a picture of where the child is developmentally, compared to his or her typically developing peers.

Find a score:

Once the evidence is sorted, use either the "bucket sheet" or the flow chart to help the team determine the child's COS score based on the COS 7-point rating scale (see reverse)

Enter into DC CATS:

Once the scores are generated, enter the data into the DC CATS system.

When?



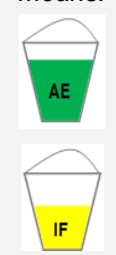


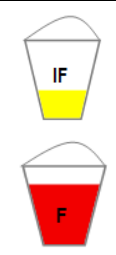
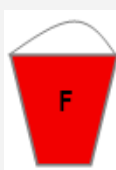
Within 90 days from entry into preschool special education program, an entry score is completed.

Within 60 days prior to the child's exit out of preschool special education program, an exit score is completed.

Where can I get more information?

bit.ly/COS-Data

Child Outcomes Summary (COS) Ratings and COS Descriptors w/Buckets

Overall Age-Appropriate	<p>Completely means:</p> 	7	<ul style="list-style-type: none"> 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. <p>Relative to same age peers, _____ 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]).</p>
		6	<ul style="list-style-type: none"> 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. <p>Relative to same age peers, _____ 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).</p>
Some Not Age-Appropriate/Some Age-Appropriate	<p>Somewhat means:</p> 	5	<ul style="list-style-type: none"> 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. <p>Relative to same age peers, _____ 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).</p>
		4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. <p>Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).</p>
Not Age Appropriate	<p>Nearly means:</p> 	3	<ul style="list-style-type: none"> 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*. <p>Relative to same age peers, _____ 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).</p>
		2	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. <p>Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).</p>
	<p>Not yet means:</p> 	1	<ul style="list-style-type: none"> 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. <p>Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.</p>