# 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. |
|------------------------|---|---|
| Overall Age-Appropriate | 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***. |
| 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***. |
| Not yet means: 1 | • Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational.  
• 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.