Kentucky Department of EDUCATION

"Each and every student empowered and equipped to pursue a successful future."

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Continuous Assessment and Child Outcomes Summary Process

FALL

- All students enrolled assessed with a state-approved assessment
- COS ratings assigned to all enrolled students
- Complete Kentucky Child Outcomes Summary Teacher Form and Kentucky Child Outcomes Summary electronic data form in Infinite Campus

Data collection window opens: Sept. 1
Data collection window closes: Dec. 1

WINTER

- Use a state-approved assessment to assess students enrolled after the fall assessment window and assign COS ratings
- Use a state-approved assessment to assess any student with an initial IEP start date after the close of the fall assessment window and assign COS ratings
- Complete Kentucky Child Outcomes Summary Teacher Form and Kentucky Child Outcomes Summary electronic data form in Infinite Campus for those students

Data collection window opens: Dec. 2
Data collection window closes: March 1

SPRING

- All students enrolled assessed with a state-approved assessment
- COS ratings assigned to all enrolled students
- Complete KY Child Outcomes Summary Teacher Form and Kentucky Child Outcomes Summary electronic data form in Infinite Campus.

Data collection window opens: April 1
Data collection window closes: May 31

Child Outcomes Summary Guidance

Purpose of Guidance

The Child Outcomes Summary (COS) COS is a process used to collect, summarize and analyze data to meet the federal requirement for preschool outcome data collection. Beginning in the Fall of 2022, all LEA public preschool programs in Kentucky began using COS to measure preschool outcomes. The COS provides essential information to determine how program participation and specific program practices impact children and informs state and local program improvement efforts. The data collected may help teachers, service providers and program administrators improve the service quality of programs.

Federal, State, and Local Requirements Related to the Child Outcomes Summary Process

The United States Department of Education (ED), Office of Special Education Programs (OSEP) requires each state and territory to report annually on performance measures outlined in the State Performance Plan (SPP). Indicator 7 of the SPP is used to measure preschool outcomes. Progress data from preschool outcomes in the areas of social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors by the child to meet their needs, are collected from LEAs and reported by KDE to ED.

Understanding the Child Outcomes Summary Process

The COS process is a team approach to collecting data that identifies a child's current functioning relative to age-expected functioning.

Who Receives a COS Rating?

LEAs must determine COS ratings for all preschool students, including students who have an individualized education program (IEP).

Preschool students who must receive a COS rating include the following:
- Any child enrolled in an LEA state-funded preschool program (there is a record of the child's enrollment in the district in Infinite Campus, including children enrolled only to receive special education services)
- Any child for whom the LEA provides IEP services, including:
  - Children enrolled in Head Start
  - Children in a Head Start blended program
  - Children who receive services outlined in an IEP

Who is on the COS Team?

The COS process is intended to be a team effort. The COS team must consist of a minimum of three individuals who know and work with the child and must include input from the child's parent or guardian. The COS team is not required to be assembled as an admissions and release committee (ARC) team. Not all children receiving a COS rating are receiving services through an IEP. The COS team members will utilize various sources of information and data when discussing the rating that will be given. School districts will decide who will be responsible for data rating completion.

Possible COS team members:
- Preschool Classroom Teacher
- Special Education Teacher
- Para-professional
- Family member(s)/guardian(s)
- Speech and language pathologist
- Any other related service provider
- Another childcare provider(s)
- Additional school staff with pertinent knowledge of the child

What Does COS Measure?

Indicator 7 of the SPP requires each state to measure and report on three child outcomes annually. The skills measured are functional skills children use in daily activities across multiple early childhood settings.

Outcome 1:

Positive social-emotional skills, including relationships and emotional wellbeing

- Making new friends
- Learning to get along with others
- Relating to peers and adults
- Learning rules and expectations are different across settings
- Expressing emotions and feelings appropriately
- Appropriate separation behaviors

Outcome 2:

Acquisition and use of knowledge and skills, including language and communication, early math concepts and early literacy

- Thinking, reasoning, remembering
- Problem-solving
- Number concepts and counting
- Understanding the physical and social worlds
- Vocabulary, phonemic awareness, letter recognition

Outcome 3:

Use of appropriate behaviors to meet needs, including self-care, and integration of motor and language skills to participate in activities

- Taking care of basic needs
- Getting from one place to another
- Using tools (toothbrushes, eating utensils, crayons, etc.)
- Using motor skills to complete tasks
- Acting in socially appropriate ways to communicate needs and get what one wants
- Self-care skills with increasing independence, such as eating and drinking, dressing and undressing, and toileting and washing

When are COS Ratings determined?

Initial Entry Preschool Program Rating

Upon initial preschool entry, all children must be evaluated using the Kentucky approved continuous assessment chosen by the district. After completing the continuous assessment, an initial program entry rating is be determined during the first COS team meeting.

If a child enters or exits the preschool program within the winter checkpoint, COS ratings must be completed for that child during the winter checkpoint. If a child becomes eligible for special education services or exits out of receiving special education services, COS rating must be completed.
Local school districts should designate a process for completing the ratings.
- The COS entry rating meeting can be held face to face, as an online meeting, via phone conference, or another similar method. The meeting format must enable all COS team members to participate fully and actively in the discussion and rating process.

Interim Rating

After receiving an initial rating, continuous data collection is required as long as the child is enrolled in preschool. Interim ratings are to be completed each spring and fall that a child is enrolled in preschool.
- Completing a winter rating is optional unless a child enters or exits within the timeframe of the winter checkpoint or if an IEP is initiated or closed during this time.

Local school districts should designate a process for completing the ratings.
- The COS interim rating meeting can be held face to face, as an online meeting, via phone conference, or another similar method. The meeting format must enable all COS team members to participate fully and actively in the discussion and rating process.

Final Exit Preschool Program Rating

All children exiting the preschool program, including any students with an IEP, must receive a final exit program rating.
- While most children will exit the spring before transitioning to kindergarten, some children may exit for other reasons at various times. A COS exit rating is required if a child withdraws from preschool outside the usual exit window.

Local school districts should designate a process for completing the ratings.
- The COS exit rating meeting can be held face to face, as an online meeting, via phone conference, or another similar method. The meeting format must enable all COS team members to participate fully and actively in the discussion and rating process.

Additional Scenarios

Children Transitioning from Part C (First Steps)

- It is the responsibility of the school district to complete an initial program entry rating for children transitioning from First Steps. Including First Steps providers in determining a COS rating during transition meetings may be beneficial. Any available Part C data can be considered to help determine the initial entry COS rating.

Process for Children Moving Within the State

- If a child moves from one Kentucky school district to another before being assigned a COS rating, the receiving school district must complete the COS rating within the current rating window.
- If a child moves from one Kentucky school district to another and has received a COS rating, the completed collection form(s) are sent to the receiving district upon request. The preschool coordinator will be responsible for communicating with the receiving district to ensure the completed COS form will transfer promptly.
- All children leaving (moving, withdrawing, or exiting preschool for any reason) will receive an exit rating. Students who exit outside the collection windows will be given a rating based on the last rating received. If districts have knowledge that a child is leaving early, an exit rating must be determined before exit. If a child exits abruptly and an early exit score is not possible, then KDE will use the most recently reported rating for data collection.
- The most recent data would be made available to the receiving LEA to support the transition and continuation of services.
- When exiting the preschool program, the child must receive a preschool program exit rating, regardless of the amount of time the child spent in the program.

Process for Children Moving in from Out of State

- Children who move to Kentucky from out of state must receive a new entry rating. The receiving district may contact the child's previous district to determine data collection methods for information about the child's functioning to inform a new entry rating.

- For children who move to Kentucky after the first reporting period, the district completes an entry score for the child during the current rating window.

Process for Children Moving Out of State

- For Kentucky reporting purposes, the district must complete the appropriate exit rating within six weeks (30 school days), noting the child's move and the final attendance date.

Process for Children who Receive Services but are not Fully Enrolled in Preschool Setting

- There may be some preschool students who attend a preschool setting only to receive services such as Speech/Language (SP), Occupational Therapy (OT) and Physical Therapy (PT). In this case, the team will consist of at least three people, including the service provider(s) and family member(s).
- There may be some preschool students who receive services in a home/hospital setting. In this case, the team will consist of at least three people, including the service provider and family members.
- Working closely with families, the district will collect information about the child's progress through observation during sessions, continuous assessment data, screeners, family input and other data provided by individuals with relevant knowledge and experience implementing child's IEP. The district will be responsible for completing the Teacher Data Collection Form and the Kentucky Child Outcomes Summary Electronic Data Form in Infinite Campus (IC). The ratings must be completed at the initial program entry and final program exit, as well as the interim checkpoints, in alignment with the established collection timelines.

What Data is Collected?

When meeting, the team will collect and review multiple sources of information to determine a child's rating on each of the three outcomes.

Data sources include:
- Continuous assessments
- Family input
- Progress reports
- Screening and referral information
- Observations
- Staff professional knowledge
- Any other information deemed relevant by the COS team

Information will be gathered about the child's functioning across the settings and situations where the child spends time. For each outcome, the team must answer, "To what extent does the child show age-expected functioning across various settings and situations?"

Family Input

Family engagement is a critical component of the COS process. Parents and guardians, as well as other family members, know their children best. Parents and families bring additional insight, providing a complete picture of the child's functioning and development. To help facilitate family involvement and input on reporting of ratings, a sample Parent Interview Form, as well as Kentucky's Family Guide to Participating in the Child Outcomes Summary (COS)
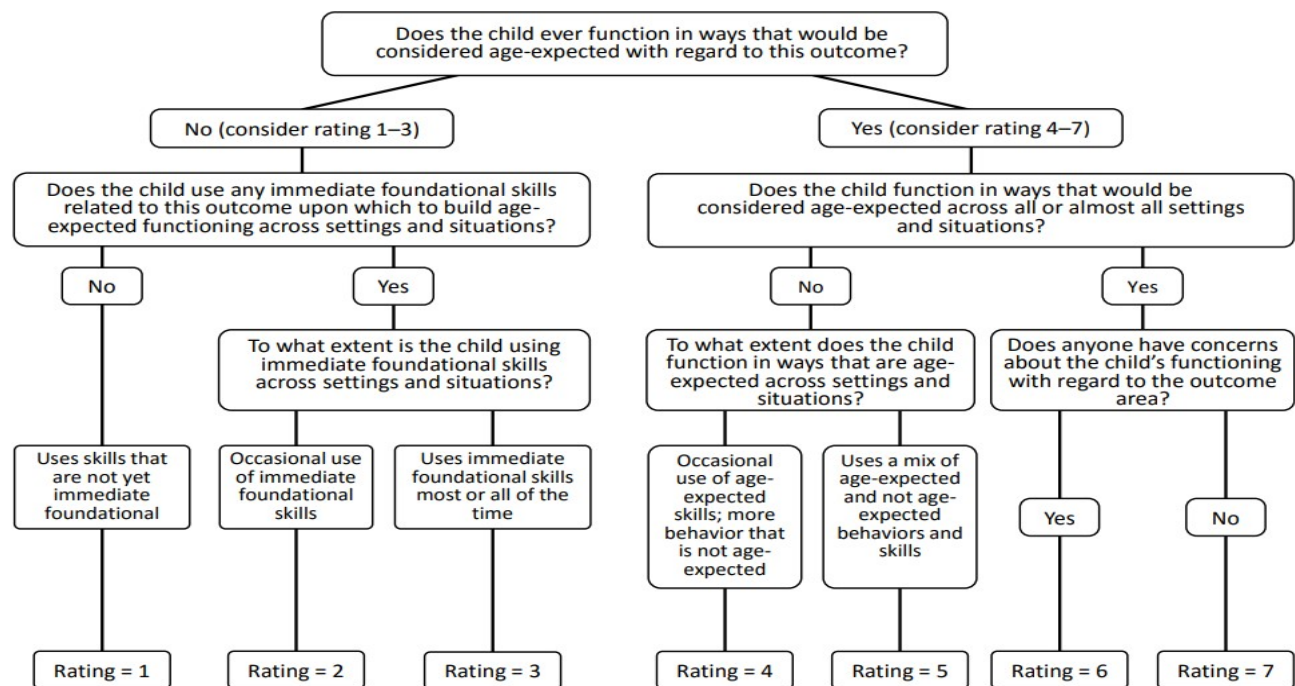
Process, is provided in the appendix of this document.

In addition, the Early Childhood Technical Assistance Center (ECTA) website has many helpful resources when talking with families about the child outcomes measurement process: ECTA Center: Outcomes: Talking with Families.

How are COS Ratings Determined?

The Decision Tree for Summary Rating Discussions and the Child Outcomes 7-Point Scale will support the team in accurately rating the child's functioning compared to same-age peers. The COS builds on each district's current use of one of Kentucky's five approved continuous assessment instruments for measuring student progress. The COS process allows the COS team members to identify the most accurate rating of the child's functioning based on all that is known about the child from a blend of continuous assessment data, observations across settings and situations, progress on IEP goals, input from the family and professional knowledge. The following guiding charts may be helpful for teacher and family discussions (see appendix for printable versions).

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3)

- **Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?**
  - **No**
    - Uses skills that are not yet immediate foundational → Rating = 1
  - **Yes**
    - **To what extent is the child using immediate foundational skills across settings and situations?**
      - Occasional use of immediate foundational skills → Rating = 2
      - Uses immediate foundational skills most or all of the time → Rating = 3

Yes (consider rating 4–7)

- **Does the child function in ways that would be considered age-expected across all or almost all settings and situations?**
  - **No**
    - **To what extent does the child function in ways that are age-expected across settings and situations?**
      - Occasional use of age-expected skills; more behavior that is not age-expected → Rating = 4
      - Uses a mix of age-expected and not age-expected behaviors and skills → Rating = 5
  - **Yes**
    - **Does anyone have concerns about the child's functioning with regard to the outcome area?**
      - Yes → Rating = 6
      - No → Rating = 7

ECTACenter
The Early Childhood Technical Assistance Center

Updated 11/12/2015

The Child Outcome Summary 7-Point Scale with Definitions

Overall Age-Expected	Completely 7	• My child shows functioning expected for their age in all or almost all everyday situations that are part of their life. • I am not concerned about my child's functioning in this outcome area.
Overall Age-Expected	<Completely 6	• My child's functioning generally is considered appropriate for their age but there are some significant concerns about my child's functioning in this outcome area. • My concerns may be substantial enough to suggest monitoring or possible additional support. • Although age-expected, my child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Expected	Somewhat 5	• My child shows functioning expected for their age some of the time or in some situations. • My child's functioning is a mix of age-expected and not age- expected behaviors and skills. • My child's functioning might be described as like that of a slightly younger child.
Overall Not Age-Expected	<Somewhat 4	• My child shows some, but not much age-expected functioning.
Overall Not Age-Expected	<Emerging 2	• My child's behaviors and skills include some immediate foundational skills, which are not displayed very often across settings and situations.
Overall Not Age-Expected	Not Yet 1	• My child does not yet show functioning expected of a child their age in any situation. • My child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age-expected functioning. • My child's functioning might be described as like that of a much younger child.

Child Development and the Summary Scale

Understanding the progression of child development is essential to making accurate ratings about the child's functioning relative to age expectations. Authentic assessments may include the age at which skills are expected to emerge. To further assist in reviewing age-expected progressions, links are provided to the Age Anchoring Guidance document and the U.S. Centers for Disease Control and Prevention's (CDC's) Developmental Milestone Checklist (cdc.gov). The COS team members must use age anchoring to compare the child's functioning to what is age expected. When the COS team is trying to determine a seven-point rating, age anchoring must be part of the consideration.

- Age-Expected (AE): The set of skills and behaviors expected for their chronological age. Example: During play, a 4-year-old's age-expected skills include asking a peer to play and sharing a toy.
- Immediate Foundational (IF): The skills that occur developmentally before age-expected functioning. For example, the skills needed before cooperative play or playing near a peer with the same materials without disturbing the peer.
- Foundational (F): The skills that are developmentally much earlier or farther from the age expected on the developmental progression. When considering the example of play development, consider the skills needed before playing near a peer. Examples include showing awareness of the presence of other children and imitating their play. Educators are encouraged to look back at the criteria/definitions sheet to see how each rating represents a slightly different mix of AE, IF and F skills in the child's functioning.

What is the Progress Question?

The progress question is a yes or no question about any individual student's progress compared to what the student did on or before program entry. This kind of progress differs from progress relative to a standard (i.e., the standard score was increased on an assessment tool or functioning relative to what is age-expected). If the child has developed even one new or improved functional skill since entry to the program, the answer to the progress question is "yes." The progress question will be answered for each of the three outcomes at every interim checkpoint rating and the final exit from the preschool program rating. If the child enters the preschool program and subsequently has an IEP developed, the team should consider progress from the entry rating after the child's IEP rather than progress from the first entry rating after starting preschool.

Appendix

COS Informational Tools

Local school districts should use tools that best meet the needs of the children and families they serve to inform COS ratings. Continuous assessment and informational tools should help focus COS team meeting discussions on the child's performance in each of the three outcome areas and measure functional skills. The use of an age-anchoring tool is necessary at both program entry and exit. Using informational tools will help the COS team gather information and determine whether a child made progress toward age-expected behavior.
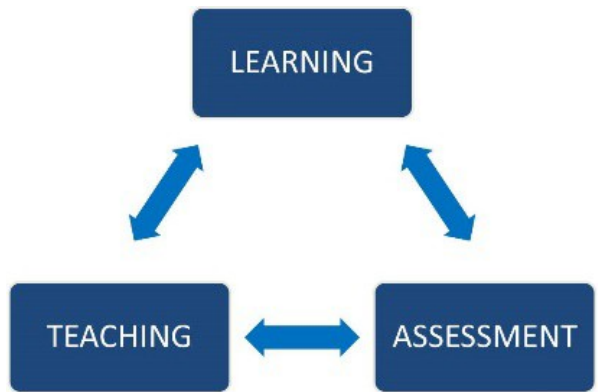
Kentucky has five continuous assessment instruments approved for monitoring student progress:

- [Assessment, Evaluation and Programming System for Infants and Students, Third Edition (AEPES-3)](#)
- [Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Third Edition](#)
- [Teaching Strategies Gold (GOLD), Ages: Birth to 3rd grade](#)
- [Child Observation Record (COR) Advantage from HighScope, ages: Birth to Kindergarten](#)
- [Work Sampling System (WSS) Fifth Edition](#)

In the process of working with states on outcome development and measurement approaches, the Early Childhood Outcomes Center (ECO) cross-referenced the functional skills assessed by various published instruments with the three child outcomes required by OSEP for Part B/619 and Part C programs to determine the degree to which these instruments measure the required outcomes. Crosswalks were generated for instruments based on the frequency of informal requests from states.

Kentucky Approved Assessments and COS Crosswalk

Provided below are the instrument crosswalks used by Kentucky preschool programs:

- [Assessment, Evaluation and Programming System for Infants and Children (AEPS) Second Edition - 3 to 6 Years](#)*
- [Carolina Curriculum for Preschoolers with Special Needs (CCPSN)](#)*
- [Teaching Strategies GOLD (TS GOLD)](#)
- [HighScope COR Advantage](#)
- [Work Sampling System](#)

 *Denotes this crosswalk uses an older edition than the currently available edition of the tool.

Teacher Form, Electronic Data Form and Timelines

Districts will develop teacher rating forms, either electronically or in hard copy. Teachers will use this form when the COS team meets to determine the ratings for each child. This form will document the child's demographic information, a list of COS team members, ratings for each outcome and supporting evidence. A sample is provided in the appendix.

The information recorded on the teacher form will be transferred to the Kentucky Child Outcomes Summary Electronic Data Form housed in IC in the Forms Tab. The format is user-friendly and includes prepopulated fields for child name and birthdate, initial IEP date, entry and exit ratings for each of the three outcome areas, and other fundamental data elements. To ensure the completeness of the data, teachers will complete a form for each child in Infinite Campus within the preschool data collection timeline shown next. It is essential to note that all assessment records must include the 10-digit state-issued identifier for every student.

Sample Parent Interview Form

Description: This collaborative form is intended to initiate conversations with families to provide insight into their child's current level of functioning regarding the three child progress categories. Definitions for outcome ratings, U.S. Centers for Disease Control and Prevention (CDC) Developmental Milestone checklist (cdc.gov), and Breadth of the Three Child Outcomes are here.

Demographic Information

Child's Name:	SSID:
Parent or Caregiver Name(s):	Date:
Teacher:	District:

* All data collection forms must include the 10-digit State Issued Identifier (SSID).

Checkpoint

This section is to be completed by the teacher. Mark the item that currently represents this student.

Initial Program Entry Checkpoint Mark only upon initial entry into the preschool program or when establishing an IEP. ☐ Fall ☐ Winter ☐ Spring
Interim Checkpoint Mark if this is a returning student with an established initial program entry score. ☐ Fall ☐ Winter ☐ Spring
Final Exit Program Checkpoint Mark only upon exit of the preschool program. ☐ Fall ☐ Winter ☐ Spring

Indicator 7 Outcomes

1. **Positive social-emotional skills (including social relationships)**

   To answer the questions below, think about your child's functioning in these and closely related areas:
   - Interacting with caregivers by showing attachment, responding to, initiating, sustaining interactions, acknowledging comings and goings, etc.
   - Paying attention to other people in a variety of settings by expressing awareness and caution, responding to, or offering greetings, responding to own/others' names, etc.
   - Interacting with peers by expressing awareness, responding to, initiating, sustaining interactions, sharing, coping, resolving conflicts, playing near and with peers, etc.
   - Following social rules and adjusting to changes in routines by changing between activities, responding to new or familiar settings and interactions, behaving in ways that allow participation, following routines and rules, etc.
   - Expressing own emotions and reacting to emotions of others by showing pride, excitement, frustration, managing own emotions, displaying affection, and comforting others, etc.

1a. To what extent does my child show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints.)

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

Progress Question. 1b. Has my child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcome summary? (Mark one section at all interim and final program exit checkpoints.)

Yes	1. Describe progress.
No	2.

2. Acquiring and using knowledge and skills

To answer the questions below, think about your child's functioning in these and closely related areas:

- Using problem solving by figuring things out, use of trial and error, remembering steps/actions and completing them with intention, and experimenting with new/known actions.
- Showing interest in learning by persisting, showing eagerness and awareness, imitating and repeating actions, and exploring the environment.
- Understanding pre-academics and literacy by noticing differences or relationships among things, demonstrating matching, sorting, labeling by size, shape, color, numbers, function, interacting with books and pictures, practicing early writing and reading.
- Understanding questions asked and directions given by responding to gestures, verbal requests, understanding meaning of increasingly difficult words, questions, directions, knowing and stating details about self, etc.
- Developing language to communicate by learning and using sounds, words, and sentences with increasing difficulty, including sign language and augmentative and alternative communications (AAC), etc.

2a. To what extent does my child show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints.)

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

Progress Question. 2b. Has my child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcome summary?
(Mark one section at all interim and final program exit checkpoints.)

Yes	1. Describe progress.
No	2.

3a. Taking appropriate action to meet needs

To answer the questions below, think about the child's functioning in these and closely related areas.

- Moving around and using things to meet needs by moving with increasing control and purpose (reach, roll, crawl, walk, run, climb, etc.) to navigate the environment. With help as needed, manipulate objects/tools (crayons, scissors, switches, fragile items, etc.) with increasing control.
- Eating and drinking with increasing independence by sucking/swallowing, chewing, biting, finger feeding, using utensils, holding a bottle, drinking from a cup, etc.
- Dressing and undressing with increasing independence by assisting with dressing, taking off/putting on shoes and clothes, connecting/undoing various types of fasteners, etc.
- Communicating needs by showing hunger/need for sleep/diaper change, expressing discomfort/hurt, requesting or rejecting food, expressing choice/preferences, etc.
- Showing safety awareness by avoiding dangers (such as putting things in mouth, touching a hot stove), and following safety rules across settings and situations. Note: This awareness is less evident in very young children.
-

3a. To what extent does my child show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints.)

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

Progress Question. 3b. Has my child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcome summary?
(Mark one section at all interim and final program exit checkpoints.)

Yes	1. Describe progress.
No	2.

Parent Signature:	Date:
Teacher Signature:	Date:

Kentucky's Family Guide to Participating in the Child Outcomes Summary (COS) Process

What is the COS Process, and why is it needed?

A system of collecting, summarizing and analyzing information about how your child develops and participates in activities at home, school or in the community. Families are an essential part of the process!

The Office of Special Education Programs (OSEP) requires all Early Childhood Special Education programs to report data on three outcomes. The following outcomes, developed by the U.S Department of Education, are used to measure early childhood progress for all early learners:

1. Children gain positive social-emotional skills, including social relationships. This outcome measures how children interact and play with their family, other adults and other children.
2. Children learn and use new knowledge and skills. This outcome measures how children learn and use basic early language and communication skills, such as counting and problem-solving, that will prepare them to be successful in kindergarten.
3. Children use appropriate behaviors to meet their needs. This outcome measures how children gradually become more independent by learning to move from place to place, feed themselves and take care of basic needs.

How can families help?

You know your child best. You are an equal partner in helping to measure your child's progress. Share observations of your child's skills in each outcome area and how your child interacts with friends and family. Let your team know examples of how your child participates in typical family routines and out in the community. Tell your team how your child communicates and meets their needs at home. Your team will be happy to answer any questions you may have.

Why is this information important to my family?

The three child outcomes concentrate on what your child can do in everyday routines. By looking at how well your child is doing in each area, you can determine what they need to become more involved in school and family activities. As a parent, you may notice that by learning more about the three-child outcomes, you also:

- Develop an increased understanding of how your child functions compared to age expectations.
- Learn to track and celebrate the progress that your child is making.
- Contribute more to discussions about your child's strengths and accomplishments and develop appropriate outcomes or goals.

Why is this information important to Kentucky Preschool Programs?

You are a vital part of your child's development and education. The valuable information provided by families, when shared as a team with educators, will help to improve outcomes for all Kentucky children.

Sample Teacher Data Collection Form

Description: This data collection form is intended to provide information on a child's current level of functioning about the three child progress categories, in conjunction with other supporting data. It is for use by early childhood staff, including related service providers. Definitions for outcome ratings, U.S. Centers for Disease Control and Prevention (CDC) Developmental Milestone Checklist (cdc.gov), and Breadth of the Three Child Outcomes are here. This form shall be filed in the child's cumulative folder upon completion.

Demographic Information

Student's Name:	SSID:
Parent/Caregiver Name(s):	Date:
Teacher:	District:
Related Service Provider:	Related Services Only: Yes or No

* All data collection forms must include the 10-digit State Issued Identifier (SSID).

Individuals Providing Input:
Parent or Guardian:
Early Childhood Teacher:
Early Childhood Support Staff Member(s):
Related Service Providers(s):
District Preschool Coordinator:
Other(s):

Approved Continuous Assessment: (Mark one.)	
☐ Assessment, Evaluation, and Programming System for Infants and Students, Third Edition (AEPES-3)	☐ Child Observation Record (COR) Advantage from HighScope, ages: Birth to Kindergarten
☐ Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Third Edition	☐ Work Sampling System (WSS) Fifth Edition
☐ Teaching Strategies Gold (GOLD), Ages: Birth to 3rd Grade	

Checkpoint:
Mark the item that currently represents this student.

Initial Program Entry Checkpoint:
Mark only upon initial entry into the preschool program or upon establishing an IEP.
    ☐ Fall
    ☐ Winter
    ☐ Spring

Interim Checkpoint:
Mark if this is a student with an established initial program entry score.
    ☐ Fall
    ☐ Winter
    ☐ Spring

Final Exit Program Checkpoint:
Mark only upon exit of the preschool program.
    ☐ Fall
    ☐ Winter
    ☐ Spring

Indicator 7 Outcomes

1. **Positive social-emotional skills (including social relationships)**

To answer the questions below, think about the student's functioning in these and closely related areas:

- Interacting with caregivers by showing regulation and attachment, responding to, initiating, sustaining interactions, acknowledging comings and goings, etc.
- Paying attention to other people in a variety of settings by expressing awareness and caution, responding to or offering greetings, responding to own/others' names, etc.
- Interacting with peers by expressing awareness, responding to, initiating, sustaining interactions, sharing, coping, resolving conflicts, playing near and with peers, etc.
- Following social rules and adjusting to changes in routines by changing between activities, responding to new or familiar settings and interactions, behaving in ways that allow participation, following routines and rules, etc.
- Expressing own emotions and reacting to the emotions of others by showing pride, excitement, frustration, managing own emotions, displaying affection and comforting others, etc.

1a. To what extent does the student show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints.)

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

Supporting evidence for the answer to Question 1a

Age-expected functioning   Concerns? No   Yes (Describe)
Immediate foundational skills/ functioning that is not age-expected
Functioning that is not yet age-expected or immediate foundational

Progress Question. 1b. Has the student shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcome summary? (Mark one section at interim and final program exit checkpoints.)

Yes	1. Describe progress.
No	2.

Summary of Supporting Evidence:

2. Acquiring and using knowledge and skills

To answer the questions below, think about the student's functioning in closely related areas.

- Using problem solving by figuring things out, use of trial and error, remembering steps/actions and completing them with intention, and experimenting with new/known actions.
- Showing interest in learning by persisting, showing eagerness and awareness, imitating, and repeating actions, and exploring the environment.
- Understanding pre-academics and literacy by noticing differences or relationships among things, demonstrating matching, sorting, labeling by size, shape, color, numbers, function, interacting with books and pictures, practice early writing and reading.
- Understanding questions asked and directions given by responding to gestures, verbal requests, understanding meaning of increasingly difficult words, questions, directions, knowing and stating details about self, etc.
- Developing language to communicate by learning and using sounds, words, and sentences with increasing difficulty including sign language and augmentative and alternative communications (AAC), etc.

2a. To what extent does the student show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints.)

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

3. Taking appropriate action to meet needs

To answer the questions below, think about the student's functioning in these and closely related areas:

- Moving around and using things to meet needs by moving with increasing control and purpose (reach, roll, crawl, walk, run, climb, etc. to navigate the environment - with help as needed, manipulate objects/tools (crayons, scissors, switches, fragile items, etc.) with increasing control.
- Eating and drinking with increasing independence by sucking/swallowing, chewing, biting, finger feeding, using utensils, holding a bottle, drinking from a cup, etc.
- Dressing and undressing with increasing independence by assisting with dressing, taking off/putting on shoes and clothes, connecting/undoing various types of fasteners, etc.
- Communicating needs by showing hunger/need for sleep/diaper change, expressing discomfort/hurt, requesting or rejecting food, expressing choice/preferences, etc.
- Showing safety awareness by avoiding dangers (such as putting things in mouth, touching a hot stove), following safety rules across settings and situations, etc. Note: This awareness is less evident in very young children.

3a. To what extent does the student show age-expected functioning, across a variety of settings and situations, on this outcome? (Circle one at all established checkpoints).

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

Supporting evidence for the answer to Question 3a

Age- expected functioning
Concerns? No   Yes (Describe)
Immediate foundational skills/ Functioning that is not age-expected

Functioning that is not yet age-expected or immediate foundational

Progress Question. 3b. Has the student shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcome summary? (Mark one section at all interim and final program exit checkpoints).

Yes	1. Describe progress.
No	2.

Summary of Supporting Evidence:

Data Form in Infinite Campus

Kentucky Child Outcomes Summary
Electronic Data Form

District:	School:
Student Name:	**SSID:**
Date of Birth:	**Gender:**
Enrollment Date:	**IEP Start Date:**
Disability Category:	**IEP Status:**
Teacher:	**Source of Evidence:**
Date:	

Checkpoint:

Mark the item that currently represents this student.

Initial Program Entry Checkpoint:
Mark only upon **initial** entry into the preschool program.

Interim Checkpoint:
Mark if this is a returning student with an established initial program entry score.

Final Exit Program Checkpoint:
Mark only upon **exit** of the preschool program.

Ratings:

Outcome 1a: POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)
To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome?

 Rating

Outcome 1: Progress Question
1b. (If Question 1a has been answered previously): Has the student shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the outcome summary completed when the child first entered the program?

Yes	1	Describe Progress:
No	2 ☐	

Outcome 2a: ACQUIRING AND USING KNOWLEDGE AND SKILLS

To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Rating

Outcome 2: Progress Question

2b. (If Question 2a has been answered previously): Has the student shown any new skills or behaviors related to acquiring and using knowledge and skills since the outcome summary completed when the child first entered the program?

Yes	1	Describe Progress:
No	2	

Outcome 3a: TAKING APPROPRIATE ACTION TO MEET NEEDS

To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome?
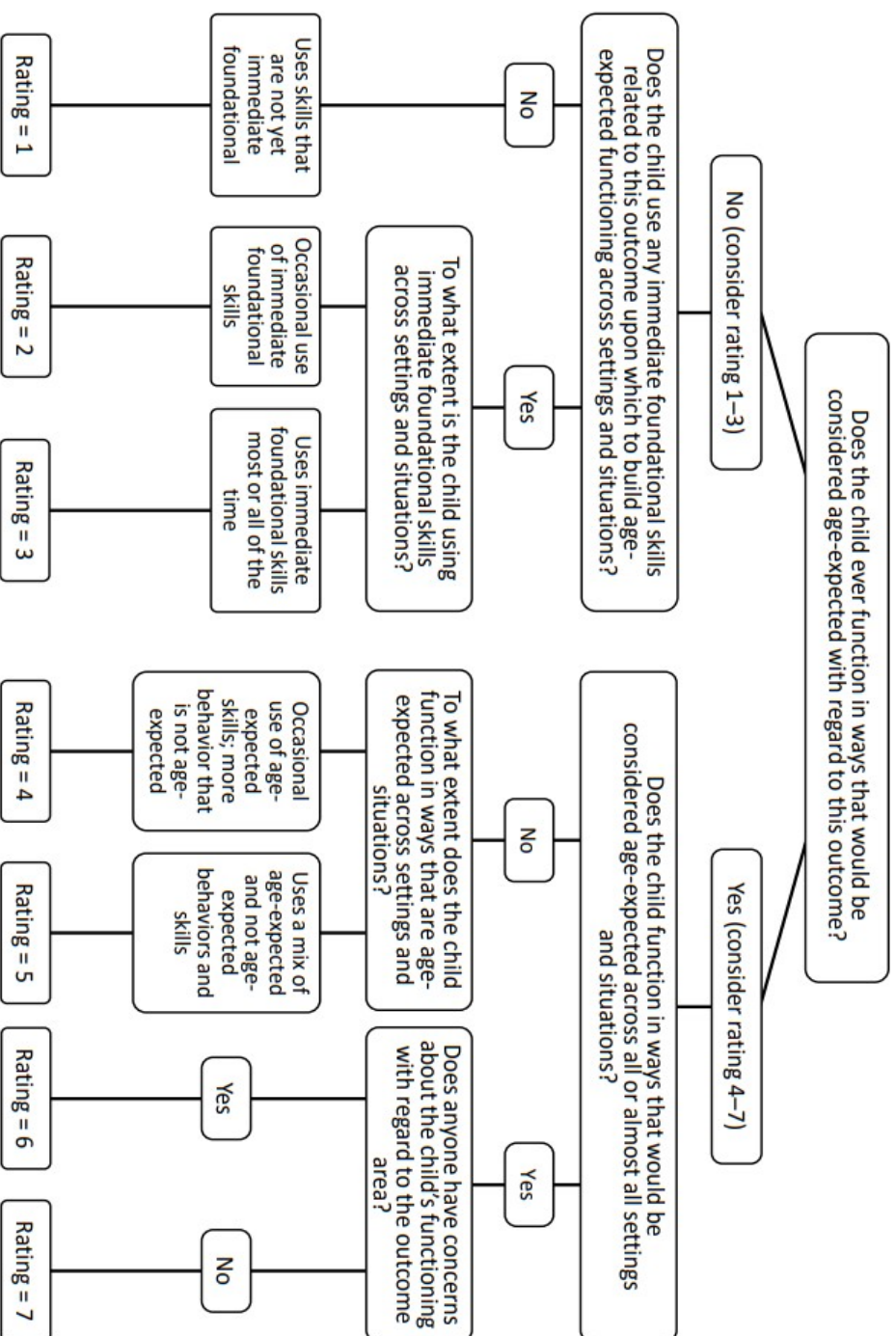
Rating

Outcome 3: Progress Question

3b. (If Question 3a has been answered previously): Has the student shown any new skills or behaviors related to acquiring and using knowledge and skills since the outcome summary completed when the child first entered the program?

Yes	1	Describe Progress:
No	2	

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

- **No** → Uses skills that are not yet immediate foundational → **Rating = 1**

- **Yes** → To what extent is the child using immediate foundational skills across settings and situations?
  - Occasional use of immediate foundational skills → **Rating = 2**
  - Uses immediate foundational skills most or all of the time → **Rating = 3**

Yes (consider rating 4–7)

Does the child function in ways that are considered age-expected across all or almost all settings and situations?

- **No** → To what extent does the child function in ways that are age-expected across settings and situations?
  - Occasional use of age-expected skills; more behavior that is not age-expected → **Rating = 4**
  - Uses a mix of age-expected and not age-expected behaviors and skills → **Rating = 5**

- **Yes** → Does anyone have concerns about the child's functioning with regard to the outcome area?
  - **Yes** → **Rating = 6**
  - **No** → **Rating = 7**

ECTA Center
The Early Childhood Technical Assistance Center

Updated 11/12/2015

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Child Outcomes Summary 7-Point Scale with Definitions

Overall Age-Expected	Completely 7	• My child shows functioning expected for their age in all or almost all everyday situations that are part of their life. • I am not concerned about my child's functioning in this outcome area.
Overall Age-Expected	<Completely 6	• My child's functioning generally is considered appropriate for their age but there are some significant concerns about my child's functioning in this outcome area. • My concerns may be substantial enough to suggest monitoring or possible additional support. • Although age-expected, my child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Expected	Somewhat 5	• My child shows functioning expected for their age some of the time or in some situations. • My child's functioning is a mix of age-expected and not age-expected behaviors and skills. • My child's functioning might be described as like that of a slightly younger child.
Overall Not Age-Expected	<Somewhat 4	• My child shows some, but not much age-expected functioning.
Overall Not Age-Expected	<Emerging 2	• My child's behaviors and skills include some immediate foundational skills, which are not displayed very often across settings and situations.
Overall Not Age-Expected	Not Yet 1	• My child does not yet show functioning expected of a child their age in any situation. • My child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age-expected functioning. • My child's functioning might be described as like that of a much younger child.

Resources

Center for IDEA Early Childhood Data Systems and Early Childhood Technical Assistance Center (2007). This link provides definitions for Child Outcome Summary (COS) ratings.

Child Outcomes Summary Team Collaboration (COS-TC) quality practices This page provides a checklist and descriptions of quality practices.

Considerations When Teams Can't Meet in Person (ECTA). This site provides helpful considerations to assist teams who can't meet in person.

Early Childhood Outcomes Center. This link provides Child and family outcomes at a glance.

Early Childhood Outcomes Center Child Outcome Summary (COS) process discussion prompts. This link provides discussion prompts for COS meetings regarding the three outcomes.

Early Childhood Technical Assistance Center Outcome FAQ. This page summarizes many frequently asked questions and answers about the child and family outcomes.

Early Childhood Technical Assistance Center and Center for IDEA Early Childhood Data Systems, Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings: Guidance for EI/ECSE Practitioners and Trainers. This page provides age-anchoring guidance for practitioners determining child outcomes summary ratings.

Early Childhood Technical Assistance Center Self-Learning Mini Training Sessions. This site provides mini training sessions on various child and family outcomes-related topics.

Guide for Preparing and Implementing Professional Development (ECTA). This link provides guidance for preparing and implementing professional development for practical training and technical assistance.

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Teaching Strategies. *Teaching Strategies GOLD® Assessment System.* Early Childhood Technical Assistance (ECTA) Center. Teaching Strategies GOLD (TS GOLD)