



Component 1: Participation in Completion of Early Child Outcome Summary Forms (COSFs)				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> COSFs are not completed. 	<ul style="list-style-type: none"> Teachers complete COSFs individually. No collaboration when considering the number ratings is employed. 	<ul style="list-style-type: none"> All personnel involved in the student's programming participate in gathering evidence and rating the COSFs. 	<ul style="list-style-type: none"> All personnel involved in the student's programming complete COSFs. Input from the student's family is considered by the school personnel in their rating. 	<ul style="list-style-type: none"> All individuals involved in the child's life, including the family participate in gathering evidence and rating the COSFs. <i>COSFs are completed as a team (including the family) in a face to face meeting.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 2: Documentation of Evidence of Evaluation/Assessment of Skills				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Observation information from at least one natural setting and standardized measures are never used in determining the COSF rating. 	<ul style="list-style-type: none"> Observations from at least one natural setting are used in determining the COSF rating. Standardized measures are used less than 25% of the time. 	<ul style="list-style-type: none"> Information from informal observations from at least one natural setting is used 100% of the time to inform the COSF rating. Standardized measures to inform the COSF ratings are used 50% of the time or less. 	<ul style="list-style-type: none"> Information from informal observations from at least one natural setting are used 100% of the time to inform the COSF rating. At least one standardized measure is used 100% of the time to inform the COSF rating. 	<ul style="list-style-type: none"> Information from informal observations in <i>multiple natural settings</i> is used 100% of the time to inform the COSF ratings. Standardized measures <i>that adequately consider all three childhood outcomes</i> are used 100% of the time to inform the COSF ratings.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 3: Number Rating Scale Determination				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Information about how a child's skills and behavior compare to age-expectations is not used to determine the COSF rating. 	<ul style="list-style-type: none"> Information about how a child's skills and behavior compare to age expectations is used less than 50% of the time in determining the COSF rating. 	<ul style="list-style-type: none"> Information about how a child's skills and behavior compare to age expectations is used 51-75% of the time in determining the COSF rating. 	<ul style="list-style-type: none"> Information about how a child's skills and behavior compare to age expectations is based on comparison of the student to typically developing same aged peers 100% of the time. 	<ul style="list-style-type: none"> Information about how a child's skills and behavior compare to age expectations is based on comparison of the student to typically developing same aged peers <i>and use of standardized developmental milestone scales</i> 100% of the time.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 4: Staff Understanding of COSFs				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> No school personnel involved in the student’s programming are trained on proper completion of the COSFs. 	<ul style="list-style-type: none"> A few school personnel involved in the student’s programming are trained on the proper completion of the COSFs. 	<ul style="list-style-type: none"> Most school personnel involved in the student’s programming are trained on proper completion of the COSFs. Forms are completed in a timely manner 	<ul style="list-style-type: none"> All school personnel involved in the student’s programming receive at least one training on the proper completion of the COSFs. School personnel are offered opportunities to participate in ongoing professional development opportunities to practice and improve the use of the COSFs. Entry forms are completed within 60 days, and exit forms are completed upon exit from the program or as close to the child’s sixth birthday as possible. 	<ul style="list-style-type: none"> All school personnel involved in the student’s programming <i>have ongoing professional development opportunities to improve the use of the COSFs.</i> Entry forms are completed within 60 days, and exit forms are completed upon exit from the program or as close to the child’s sixth birthday as possible.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 5: Social Emotional Skills				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Social emotional skills are not addressed. 	<ul style="list-style-type: none"> Intentional and systematic instruction is provided 25% of the time. Foundational and Immediate Foundational Skills are taught 25% of the time. 	<ul style="list-style-type: none"> Staff have differing levels of expectations. Intentional and systematic instruction using a social emotional curriculum is implemented 50% of the time. Foundational and Immediate Foundational skills are taught 50% of the time. Child directed experiences are used 25% of the time. 	<ul style="list-style-type: none"> Staff have high expectations for all students. Intentional and systematic instruction utilizing a research-based social emotional curriculum is implemented by all staff. Foundational and Immediate Foundational skills are taught. Child directed as well as adult directed learning takes place. 	<ul style="list-style-type: none"> Staff have high expectations for all students. Intentional and systematic instruction utilizing a research-based social emotional curriculum is implemented by all staff. Foundational and Immediate Foundational skills are taught. Child directed as well as adult directed learning takes place. <i>Daily opportunities to independently practice new skills are provided.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 6: Acquisition of Knowledge and Skills				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Only functional skills are taught. 	<ul style="list-style-type: none"> Instruction in numeracy, literacy, and communication is inconsistent. Foundational and Immediate Foundational skills are taught 25% of the time. 	<ul style="list-style-type: none"> Staff have differing levels of expectations. Instruction in numeracy, literacy, and communication skills is consistent across staff. Foundational and Immediate Foundational skills are taught 50% of the time. Child directed experiences are used 50% of the time. 	<ul style="list-style-type: none"> Staff have high expectations for all students. Intentional and systematic instruction utilizing a research-based numeracy, literacy curricula are implemented by all staff. Communication skills are taught and practiced. Foundational and Immediate Foundational skills are taught. Child directed as well as adult directed learning takes place. 	<ul style="list-style-type: none"> Staff have high expectations for all students. Intentional and systematic instruction utilizing a research-based numeracy, literacy, and curricula are implemented by all staff. Communication skills are taught and practiced. Foundational and Immediate Foundational skills are taught. Child directed as well as adult directed learning takes place. <i>Daily opportunities to independently practice new skills are provided.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 7: Taking Appropriate Action to Meet Needs				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none">• Staff complete most activities.	<ul style="list-style-type: none">• Intentional and systematic instruction is inconsistent.• Foundational and Immediate Foundational Skills are not taught.	<ul style="list-style-type: none">• Staff have differing levels of expectations.• Intentional and systematic instruction is inconsistent.• Foundational and Immediate Foundational skills are inconsistently taught.• Child directed experiences are occasionally used.	<ul style="list-style-type: none">• Staff have high expectations for all students.• Intentional and systematic instruction is implemented by all staff.• Foundational and Immediate Foundational skills are taught 100% of the time.• Child directed as well as adult directed learning takes place.	<ul style="list-style-type: none">• Staff have high expectations for all students.• Intentional and systematic instruction is implemented by all staff.• Foundational and Immediate Foundational skills are taught.• Child directed as well as adult directed learning takes place.• <i>A variety of instructional strategies based on the child's needs are used.</i>• <i>Daily opportunities to independently practice new skills are provided.</i>
Comments/Documentation:				
Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.				