












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

Overall Age-Appropriate	<p><b>Completely means:</b></p> 	<p><b>7</b></p> <ul style="list-style-type: none"> <li>• Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age. • No one has any concerns about the child's functioning in this outcome area.</li> </ul> <p><b>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]).</b></p>
		<p><b>6</b></p> <ul style="list-style-type: none"> <li>• Child's functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</li> <li>• Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul> <p><b>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).</b></p>
Some Not Age-Appropriate/Some Age-Appropriate	<p><b>Somewhat means:</b></p>  	<p><b>5</b></p> <ul style="list-style-type: none"> <li>• Child shows functioning expected for his or her age <b>some of the time and/or in some settings and situations</b>. 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 <b>slightly younger child</b>.</li> </ul> <p><b>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).</b></p>
	 	<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Child shows occasional age-appropriate functioning across settings and situations. More functioning is <b>not</b> age-appropriate than age-appropriate.</li> </ul> <p><b>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).</b></p>
Not Age Appropriate	<p><b>Nearly means:</b></p>  	<p><b>3</b></p> <ul style="list-style-type: none"> <li>• Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation.</li> <li>• Child uses <b>immediate foundational skills</b>, 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 <b>younger child*</b>.</li> </ul> <p><b>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).</b></p>
	 	<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Child occasionally uses <b>immediate foundational skills</b> across settings and situations. More functioning reflects skills that are <b>not</b> immediate foundational than are immediate foundational.</li> </ul> <p><b>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).</b></p>
	<p><b>Not yet means:</b></p> 	<p><b>1</b></p> <ul style="list-style-type: none"> <li>• Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li> <li>• Child's functioning does <b>not yet include immediate foundational skills</b> upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills.</li> </ul> <p><b>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.</b></p>