

**Instructions for Using the
Illinois Child Outcomes Rating Scale and Summary Form**
(Adapted 5/16/06 and 6/29/06 from ECO Center Child Summary Form, 9/30/05)

ILLINOIS CHILD OUTCOMES RATING SCALE AND SUMMARY FORM

1. What the Illinois Child Outcomes Rating Forms Include

The Illinois Child Outcomes Rating Scale and Summary Form includes:

- **Instructions for Completing the Outcomes Summary Form** - This document contains instructions for completing the form along with the definitions of the scale points.
- **Cover Sheet** - This form will be used in conjunction with the Supporting Evidence form to document information related to how the Summary Form was completed
- **Child Outcomes Rating Form**-There are three Child Outcome Rating Forms, one for each Child Outcome Area. These three forms are then repeated for Exit rating information. The Child Outcome Rating Form has three sections:
 - **Child Outcomes Rating Scale**-This rating scale will be used as the primary tool for considering the child's status in each of the Child Outcome Areas.
 - **Child Outcomes Summary**-This section will be used to designate the child's progress in relation to each of the three required Outcome indicators.
 - **Supporting Evidence**-This section will be used to describe the basis for the Outcome Rating and Outcome Summary sections, and to explain any unique circumstances that may have affected the ratings and the designation.

2. Process for Completing the Illinois Child Outcomes Rating and Summary Forms

First, read the instructions below. Before completing the Cover Sheet, make a copy of this BLANK form.

Next, complete the Child Outcomes Rating Scale, covering the three Child Outcome Areas, using the definitions below. First complete the ratings of the sub-areas for the Child Outcome Area that you are working on (note that these are cross-referenced to the Illinois Early Learning Standards). Then use these ratings and your discussion to come up with an overall rating for the area using the consensus process.

The ratings should be completed by a team of people who have experience of the child and his or her behavior across a variety of settings and situations, including parents, teachers, child-care providers, therapists, or case managers. Information available to the team can include but need not be limited to: age-referenced assessments (standardized, norm-referenced, curriculum-referenced); observations; portfolios; interviews; checklists).

The *Rating Scale* asks you to consider and report on what is known about how this child behaves across a variety of settings and situations. Children are with different people (for example, mother, big brother, babysitter) and in different settings (for example, home, grocery store, playground, school). The purpose of the ratings is to get an overall picture of how the child behaves across the variety of people and settings in his or her life.

Definitions for scale points are provided below. Ratings should reflect the child's current functioning across the typical settings and situations that make up his/her day. Answers should convey the child's **typical** functioning across typical settings, *not* his/her capacity to function under ideal circumstances. For each of the three summary questions, the team needs to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.

Definitions for Child Outcome Ratings

Completely means:	7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life <ul style="list-style-type: none"> • Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat means:	5	Child shows behavior and skills expected for his or her age some of the time across situations <ul style="list-style-type: none"> • Behavior and skills are a mix of age appropriate and not appropriate. • Behavior and skills might be described as more like those of a slightly younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills
	4	Between Somewhat and Emerging
Emerging means:	3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age expected skills <ul style="list-style-type: none"> • Behaviors and skills might be described as more like those of a younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not Yet means:	1	Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills <ul style="list-style-type: none"> • Child's behaviors and skills might be described as those of a much younger child. • Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

If assistive technology or special accommodations are available in the child's everyday environments, then the answer should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is usually present. Answers should reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances.

Based on the *Overall Rating*, select **one** of the *Outcome Indicators* to the right of the rating. If this is the Entry rating, only two options are available - "a1" (a rating on the Rating Scale of 7), or a "c" (any other rating, including 1-6). At the Exit rating, you will be comparing performance to performance on the Entry rating, and may use the other categories - "a2" (achieved level of functioning typical for children of his/her own age), indicating a change in performance since the last rating, or "b" (achieved higher level of functioning than previously, but not yet at level of same aged peers OR made progress but did not improve rating).

Complete the *Overall Summary Section* for each Outcome area. The team enters a single overall rating based on a consensus process. This single rating will be converted to an outcome indicator, using the column on the right side of the rating form.

Finally, complete the "*Evidence*" section, which provides information on the types of evidence used to support the ratings for each of the three Child Outcome Areas.

Be sure to put a copy of this entire document in the child's temporary folder so that it is readily available for entry into the ISBE data system and for review at the next rating. The ISBE will also use the document to check for fidelity of data collection, data summary, and data entry.

Child's Name, District and District Number _____

COVER SHEET FOR CHILD OUTCOMES RATING AND SUMMARY FORMS

Child's Name: _____ _____	Date of Birth: ____/____/____		Student ID _____
	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian	
	Date of Rating ____/____/____	<input type="checkbox"/> Entry <input type="checkbox"/> Exit <small>(check one of the above)</small>	
How process represents child's behavior in multiple contexts	Brief description:		
Rating process used by team	Brief description:		
People involved in ratings	Name	Role/Title	How Involved*
People involved in consensus summary decision (outcome indicators)	Name	Role/Title	How Involved*

* in person; completed ratings and gave them to the committee, etc.

Comments:

CHILD OUTCOMES ENTRY RATING FORM

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Entry Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>	Completely		Somewhat		Emerging		Not Yet	<p><u>Outcome Indicator-Entry Rating</u> Based on the overall rating, the child (circle one of the following):</p> <ul style="list-style-type: none"> • (a1) is functioning at a level of same-age peers (7) • (c) is not yet functioning at level of same-age peers (1-6) <p><u>Outcome Indicator-Exit Rating</u> Based on the overall rating this child (circle one of the following):</p> <ul style="list-style-type: none"> • (a1) has maintained functioning at level of same-age peers (7) • (a2) has now achieved functioning at level of same-age peers (moved up to 7) • (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7) • (b2) made progress but did not improve rating • (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7) <p><small>*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio</small></p> <p><small>**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)</small></p>
OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)	7	6	5	4	3	2	1	
Sub-areas (Illinois Early Learning Standards)								
<ul style="list-style-type: none"> • Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) • Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) • Understanding and using language in everyday routines (ELS 4-5) <i>(focus on using language to relate to others)</i> 								
Child Outcome Area	Overall Summary Rating <small>(from scale 1-7)</small>		Outcome Indicator <small>(write in "a1" or "c")</small>					
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS								
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>								
Types/Sources* of Information	Date	Brief Summary of Relevant Results	Special Considerations**					

Child's Name, District and District Number _____

Child Outcome Area #2-ACQUIRE AND USE KNOWLEDGE AND SKILLS-Entry Rating

<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>		Completely		Somewhat		Emerging		Not Yet
<p>SUMMARY RATING-Acquire and Use Knowledge and Skills (circle one number, considering all sub-areas below)</p>		7	6	5	4	3	2	1
<p>Sub-areas</p> <ul style="list-style-type: none"> Exploring, using tools, thinking, reasoning, remembering and problem solving (ELS 11A) Understanding and using language in everyday routines (ELS 4-5) Understanding symbols, including emergent literacy (ELS 1-5) and mathematical (ELS 6-10) Understanding the physical and cultural worlds (ELS 11-18; 25-26) 								
Child Outcome Area	Overall Summary Rating <small>(from scale 1-7)</small>	Outcome Indicator <small>(write in "a1" or "c")</small>						
Acquire and Use Knowledge and Skills								
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS								
2. Information supporting Overall Summary Rating for <i>Acquire and Use Knowledge and Skills</i>								
Types/Sources* of Information	Date	Brief Summary of Relevant Results			Special Considerations**			

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child Outcome Area #3-TAKE APPROPRIATE ACTION TO MEET OWN NEEDS-Entry Rating

<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>			Completely		Somewhat		Emerging		Not Yet
<p>SUMMARY RATING-Take Appropriate Action to Meet Own Needs (circle one number, considering all sub-areas below)</p>			7	6	5	4	3	2	1
<p>Sub-areas</p> <ul style="list-style-type: none"> • Taking care of basic needs (showing hunger, feeding self, toileting, dressing) • Contributing to own health and safety (physical development and health; mobility) (State Goals 19-24) • Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to meet own needs</i>) 									
Child Outcome Area	Overall Summary Rating (from scale 1-7)		Outcome Indicator (write in "a1" or "c")						
Take Appropriate Action to Meet Own Needs									
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS									
2. Information supporting Overall Summary Rating for <i>Acquire and Use Knowledge and Skills</i>									
Types/Sources* of Information	Date	Brief Summary of Relevant Results			Special Considerations**				

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

CHILD OUTCOMES EXIT RATING FORM

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Exit Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>	Completely		Somewhat		Emerging		Not Yet
OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)	7	6	5	4	3	2	1
Sub-areas (Illinois Early Learning Standards)							
<ul style="list-style-type: none"> • Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) 							
<ul style="list-style-type: none"> • Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) 							
<ul style="list-style-type: none"> • Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 							
<p>Exit Rating-<i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1," "b2" or "c," into the space beside each Child Outcome Area below:</i></p>							
<i>Child Outcome Area</i>	<i>Entry Overall Summary Rating</i>		<i>Exit Summary Overall Rating</i>		<i>Outcome Indicator</i>		
Positive Social Relationships							
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS							
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>							
Types/Sources* of Information	Date	Brief Summary of Relevant Results		Special Considerations**			

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
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*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child's Name, District and District Number _____

Child Outcome Area #2-ACQUIRE AND USE KNOWLEDGE AND SKILLS-Exit Rating

<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet
<p>SUMMARY RATING-Acquire and Use Knowledge and Skills (circle one number, considering all sub-areas below)</p>				7	6	5	4	3	2	1
<p>Sub-areas</p> <ul style="list-style-type: none"> Exploring, using tools, thinking, reasoning, remembering and problem solving (ELS 11A) Understanding and using language in everyday routines (ELS 4-5) Understanding symbols, including emergent literacy (ELS 1-5) and mathematical (ELS 6-10) Understanding the physical and cultural worlds (ELS 11-18; 25-26) 										
<p>Exit Rating-<i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1," "b2" or "c," into the space beside each Child Outcome Area below:</i></p>										
<i>Child Outcome Area</i>		<i>Entry Overall Summary Rating</i>		<i>Exit Summary Overall Rating</i>		<i>Outcome Indicator</i>				
Acquiring and Using Knowledge and Skills										
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS										
2. Information supporting Overall Summary Rating for <i>Acquiring and Using Knowledge and Skills</i>										
Types/Sources* of Information			Date		Brief Summary of Relevant Results			Special Considerations**		

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
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*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child's Name, District and District Number _____

Child Outcome Area #3-TAKE APPROPRIATE ACTION TO MEET OWN NEEDS-Exit Rating

<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet
<p>SUMMARY RATING-Take Appropriate Action to Meet Own Needs (circle one number, considering all sub-areas below)</p>				7	6	5	4	3	2	1
<p>Sub-areas</p> <ul style="list-style-type: none"> • Taking care of basic needs (showing hunger, feeding self, toileting, dressing) • Contributing to own health and safety (physical development and health; mobility) (State Goals 19-24) • Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to meet own needs</i>) 										
<p>Exit Rating-<i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1," "b2" or "c," into the space beside each Child Outcome Area below:</i></p>										
<i>Child Outcome Area</i>		<i>Entry Overall Summary Rating</i>		<i>Exit Summary Overall Rating</i>		<i>Outcome Indicator</i>				
Take Appropriate Action to Meet Own Needs										
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS										
3. Information supporting Overall Summary Rating for <i>Take Appropriate Action to Meet Own Needs</i>										
Types/Sources* of Information			Date		Brief Summary of Relevant Results			Special Considerations**		

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child's Name, District and District Number _____