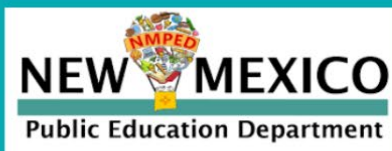


New Mexico Early Childhood Outcomes

Guidance Document

September 2021



New Mexico Guidance Manual: **EARLY CHILDHOOD OUTCOMES**

This guidance manual is applicable to: General Education Teachers, Special Education Teachers, Related Service Providers, Administrators, Preschool Coordinators, and Special Education Directors

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Child Outcomes Summary Process

The Child Outcomes Summary (COS) process is completed by both Early Intervention and Early Childhood Special Education systems. It measures functional skills and behaviors that are meaningful for a child's participation in everyday routines.

- The COS process is a **team decision-making process** involving practitioners and family members who know the child. Possible team members include:
 - Teacher (Special and/or general education)
 - School Psychologist
 - Therapists: Speech, Occupational, Physical
 - Family Members
 - Others that know the child well (such as Head Start or Childcare teachers) as needed
- The COS process provides a consistent way for teams to rate a child's functioning relative to age-expected behavior at a specific point in time.
- The team discusses information about a child's functioning in these three outcome areas: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Uses of Appropriate Behaviors to Meet Needs.
- The team synthesizes information about a child, including what they learned from assessment tools (such as the Early Childhood Observation Tool) as well as other sources. The [Child Outcome Summary Form \(COSF\)](#) itself is **not** an assessment tool.
- The team utilizes the Decision Tree to assign ratings on a 7-point scale for **each** of the three outcomes.
- Training and use of the Decision Tree and rating definitions are key for the process to produce consistent ratings.
- As a group, team members involved in the COS process must demonstrate knowledge in the following:
 - Understand the content and depth of the three child outcomes,
 - Understand age-expected child development,
 - Know the child's functioning across settings and situations,
 - Understand age expectations for child functioning with the child and family's culture, and
 - Understand how to use the 7-point scale.
- LEAs should designate a consistent time and process for completing the COSF as a team. Some options include:
 - the eligibility meeting
 - initial IEP meeting
 - within the first four weeks of special education services
- The [COSF](#) is completed twice a year.
 - Entry data begins the first day the child attends class and must be completed by the 30th calendar day from that date. Example: Child begins school on 8/10/21 all entry data must be completed by 9/9/21.
 - Exit data must be completed within the last 14 days of preschool prior to exiting or the last day of school. This provides opportunities for maximum growth over the school year.
- All data is entered into STARS by the due date and should not be altered after it has been entered.

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- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating 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 commonly present. Ratings are to reflect the child's actual functioning across a range of settings, not his/her capacity to function under ideal circumstances if he or she had the technology

The guidance document below provides details about issues that come up frequently, such as scoring a child who is receiving speech and language services only, adjusting for prematurity, or when a child rates at a 6 or 7 (atypical functioning).

[Special Considerations When Using the Child Outcomes Summary \(COS\) 7-Point Scale: Questions and Answers \(ectacenter.org\)](#)

For additional information on the outcomes process visit [Outcomes FAQ](#)

Authentic Assessment

The Early Childhood Observation Tool (ECOT) is the online tool for recording the child's development, skills, and behavior naturally through his/her play and participation in daily activities and routines. It does not include specifically planned activities that test the child's knowledge, ability, or skills. Assessment notes and rubric ratings are based on the [New Mexico Early Learning Guidelines; Essential Indicators with Rubrics: Preschool to Kindergarten](#). The information gained through observational assessment related to the New Mexico Early Learning Guidelines (ELG), is used to inform families, and plan individualized activities, instruction, and strategies to help each child grow and develop.

The ELG and the ECO have been cross walked to support teachers with this process.
([NM ELG to ECO Crosswalk](#))

The ECOT is approved by the Office of Special Education and Rehabilitative Services (OSERS, 2012) to be used for Early Childhood Outcomes (ECO) reporting and is required by all NM public school preschool programs- NM PreK, Special Education 619 IDEA, Title I, and Head Start.

[New Mexico FOCUS Preschool Memo \(PDF\)](#)

As a reminder, assessment results are used by the interdisciplinary team, including family members, to develop the child's IEP and ECO. The correlated data from the ECOT, ECO, and IEP must align to promote positive child outcomes and drive intentional instruction.

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NM PED Desktop Monitoring

In order for the NM PED to ensure LEAs are completing the COS Process and COSF accurately the 619 Coordinator with the Special Education Department will be utilizing desktop monitoring. LEAs will use the Special Education Monitoring portal to provide documents. Please submit your COSFs When given the link to upload from PED 619 Coordinator all LEAs will upload completed COS forms for individual students. A Quality Assurance Checklist will be used during the desktop monitoring to ensure group conferencing and high quality data is being documented during documentation and scoring of the COSF.



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Online COS Calculators:

The COS calculators are used to classify a child into one of the five reporting categories that make up the OSEP reporting requirements on child outcomes. The NM PED Special Education Division requires LEAs to utilize one of the following calculators to convert the child outcomes data to the OSEP reporting categories.

LEAs may find the two calculators below useful if they are only reporting on a few children:

[DaSy/ECTA Online Interactive \(dasyonline.org\)](http://dasyonline.org)

Tables for Calculating OSEP Categories from COSF Responses

LEAs reporting on larger numbers of children may use the calculator below:

[COS Calculator](#) (2017)

For additional calculator resources visit: <https://ectacenter.org/eco/pages/cos-calc.asp>

The table below is included in the Excel calculator for ECOs and includes directions for completing the data.

Conversion of Child Outcomes Summary Form (COSF) data to OSEP Reporting Categories	
Instructions	OSEP Categories Key
Entry	
Enter child ID in "ID" column.	a - Children who did not improve functioning
Enter date from outcomes summary form in Entry "Date" column (format MM/DD/YY)	b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
Enter rating numbers (1 through 7) for Entry outcomes 1, 2 and 3	c - Children who improved functioning to a level nearer to same-aged peers but did not reach it
To add a row, press Ctrl + r (press and hold the Ctrl key then tap the r key)	d - Children who improved functioning to reach a level comparable to same-aged peers
Exit	e - Children who maintained functioning at a level comparable to same-aged peers
Locate child ID in "ID" column	Progress? - No determination of progress has been provided yet (please fix)
Enter date from outcomes summary form in Exit "Date" column (format MM/DD/YY) - must be at least 6 months after that for Entry	Impossible - The combination does not result in a progress category assignment.
Enter rating numbers (1 through 7) for Exit Outcome 1, Exit Outcome 2, and Exit Outcome 3	Either the entry or exit ratings are missing or the progress category does not correspond with entry and exit ratings. (Please fix).
Indicate whether or not progress <u>was</u> made for each outcome since Entry (yes or no, format "y" or "n").	
Reporting categories as shown at right will appear in "OSEP Category" columns	
Totals: click on "OSEP Category Totals" worksheet below to see a running tally of entries	

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The following resources will assist teams with collecting the data and completing the COSF.

Video on Converting COS Data to OSEP Progress Categories



Converting COS Data to OSEP Progress Categories / Summary Statements

Learn how the information from the 7-point Child Outcomes Summary (COS) scale is converted to the child outcomes progress categories and summary statements that states report annually to the federal government

Family Input and Family Outcomes Surveys

At both entry and exit, teams must obtain input from family members to inform ratings. Hearing from families is essential to developing a complete picture of the child's functioning and must be considered to select the most accurate description of the child's functioning compared to age expectations. Parents and other family members know their child the best! They are the experts on how the child functions across settings and situations including natural environments.

Family Outcomes Surveys – these surveys should be used to help families reflect on the child's development in relation to the three outcomes. They are available in the child's home language, and the ECTA center has several options to choose from.

COS Online Module Trainings: [ECTA-DaSy COS Process](#) (located under Continued Professional Learning)

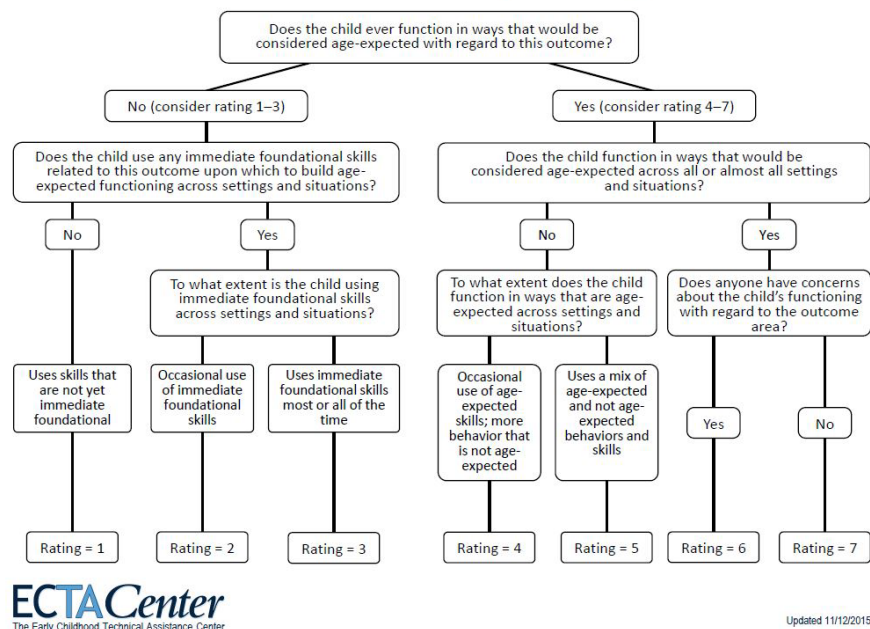
- Register for this online course through CREC professional learning registration and take course on NM PED Canvas site.
- Recommended for all team members. Certificates are issued when the modules are completed, and New Mexico specific data will be gathered to show the number of team members that are trained.

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Decision Tree for Summary Rating Discussions

[Link to PDF of Decision Tree at NM Preschool Teacher Support Site](#)

[Link to PDF of Decision Tree without rating numbers from ECTA](#)



Tips for Completing the COS Ratings-

Keep in mind that the COS Ratings:

- **Are a snapshot** of the child's overall functioning at one given point in time, informed by the full team of people who know the child best across settings and situations where the child spends his/her time.
- **Require information about the child's everyday functioning** across a variety of settings and from multiple sources. COS ratings represent global functioning and are not based on discrete skills only observed by the team in isolated situations.
- **Synthesize information when functioning differs across contexts.** A child's functioning often varies across contexts, exhibiting different ways of interacting with different people and in places where different supports and expectations exist. COS ratings should reflect the mix of functioning observed.
- **Are based on functioning with the use of assistive technology.** COS ratings consider a child's functioning with whatever assistive technology supports may routinely be available (or not) in the settings where the child spends his/her time.
- **Reflect functioning relative to same-aged peers.** COS ratings indicate the child's functioning relative to that of same-aged peers without disabilities. The use of entry and exit ratings together shows the child's growth trajectory and skills acquired over time relative to same-aged peers.
- **Are based on chronological age.** Teams do *not* correct for prematurity when considering ratings.
- **Are completed near entry and again near exit from the Early Intervention or Early Childhood Special Education programs.** Children receiving program services in the state for less than six months may not need COS rating(s). Check state guidance.
- **Include a yes/no question about progress at program exit.** If the child makes any progress, even developing one new functional skill between entry and exit, the progress question will be marked "yes."

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- **Are not intended for eligibility determination.** The outcomes reflect one measure of a child's functioning. For a variety of reasons, outcomes are not expected to mirror eligibility determination. Some children who are eligible for IDEA-funded services may demonstrate age-expected functioning in one, two, or even all three of the outcome areas.

Age Anchoring

States are required to compare the functioning of children in Part C and Part B Preschool programs to age expectations because age expectations provide a common standard for all young children. To merely record that children made progress between entry and exit would not provide strong evidence for the effectiveness of the program. Also, one of the goals of early childhood services is to prepare children to succeed in kindergarten and, in kindergarten, children will be expected to meet grade-level standards. The Office of Special Education Programs (OSEP) recognizes that not all children will be able to function comparable to same age peers at the end of early childhood services, but the system is tracking how many have achieved or moved closer to functioning at an age expected level.

In addition to summarizing the child's functioning across settings and situations, the COS process asks teams to compare a child's skills and behaviors to those of same-age peers. When determining COS ratings, team members need to consider the child's functioning relative to what is expected for his or her chronological age. This is referred to as age anchoring.

Age anchoring provides the COS team with concrete examples of the child's functioning relative to age expectations to use in the discussion and documentation of COS ratings. The categories age-expected, immediate foundational, and foundational are helpful descriptors for summarizing a child's abilities. The set of skills and behaviors expected for their chronological age are called age-expected (AE) skills. The skills that occur developmentally just before age-expected functioning are immediate foundational (IF), and the skills that are developmentally much earlier or farther from age-expected on the developmental progression are foundational (F).

Think of it like a staircase. Some of the abilities and behaviors that develop early are the foundation for later skills and behaviors. In most cases, later skills build on earlier skills in predictable ways. For example, children typically roll over, sit, crawl, stand independently, and cruise before they walk.

When completing the COS process at entry and exit, teams consider "To what extent does this child show age-appropriate functioning across a variety of settings and situations, on this outcome?" A rating is then applied accordingly using a seven-point rating scale.

Children with age-expected skills, receive a rating of 6 or 7.

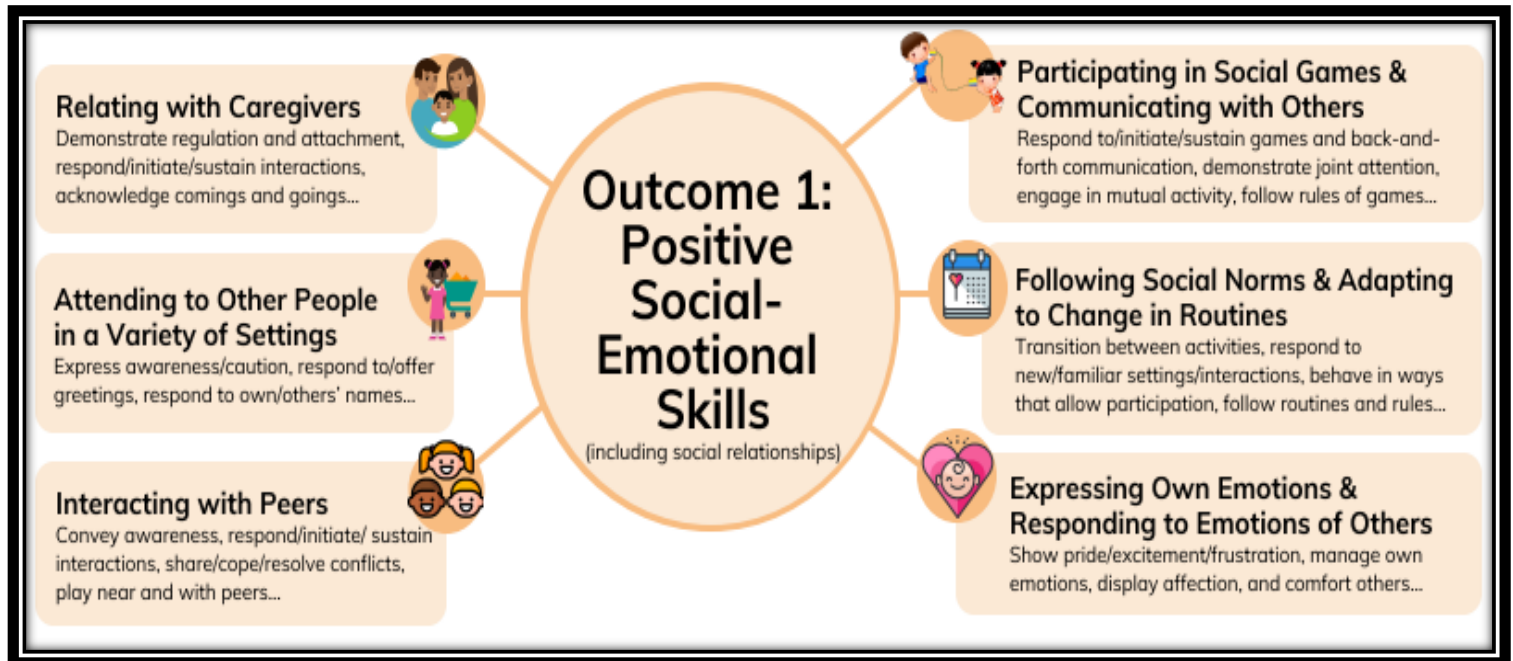
Children with immediate foundational skills, receive a rating of 3, 4, or 5.

Children with foundational level skills, receive a rating of 1 or 2.

While Early Childhood Special Education (ECSE) practitioners know a great deal about child development, it may be difficult for COS team members to remember the detailed developmental progression or age range for every

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set of functional abilities. There are a variety of child development resources available to aid teams. Further, assessments provide age-anchors and help teams determine accurate ratings



Outcome 1: Child has positive social-emotional skills including social relationships.

Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Children who achieve this outcome show a variety of behaviors related to making and maintaining positive social relationships in age-appropriate ways. For example, they:

- Demonstrate attachment with the significant caregivers in their lives.
- Initiate and maintain social interactions.
- Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in childcare, etc.
- Demonstrate trust in others.
- Build and maintain relationships with children and adults.
- Regulate their emotions.

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- Understand and follow rules.
- Solve social problems.

Outcome 1: New Mexico Early Learning Guidelines; Essential Indicators Alignment:

Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences

Indicator 13.1: Communicates ideas and/ or feelings through creative activities (e.g., making up a song, acting out a story, creating a piece of artwork, performs a set of movements)

Indicator 18.1: Adapts behavior to fit different situations (e.g., accepts transitions, follows daily routines, and incorporates cultural expectations)

Indicator 19.1: Cares for personal and group possessions

Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others

Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts

Indicator 25.3: Role plays to express feelings—e.g., dramatizes stories, tries out social behaviors observed in adults, reenacts real-life roles and experiences

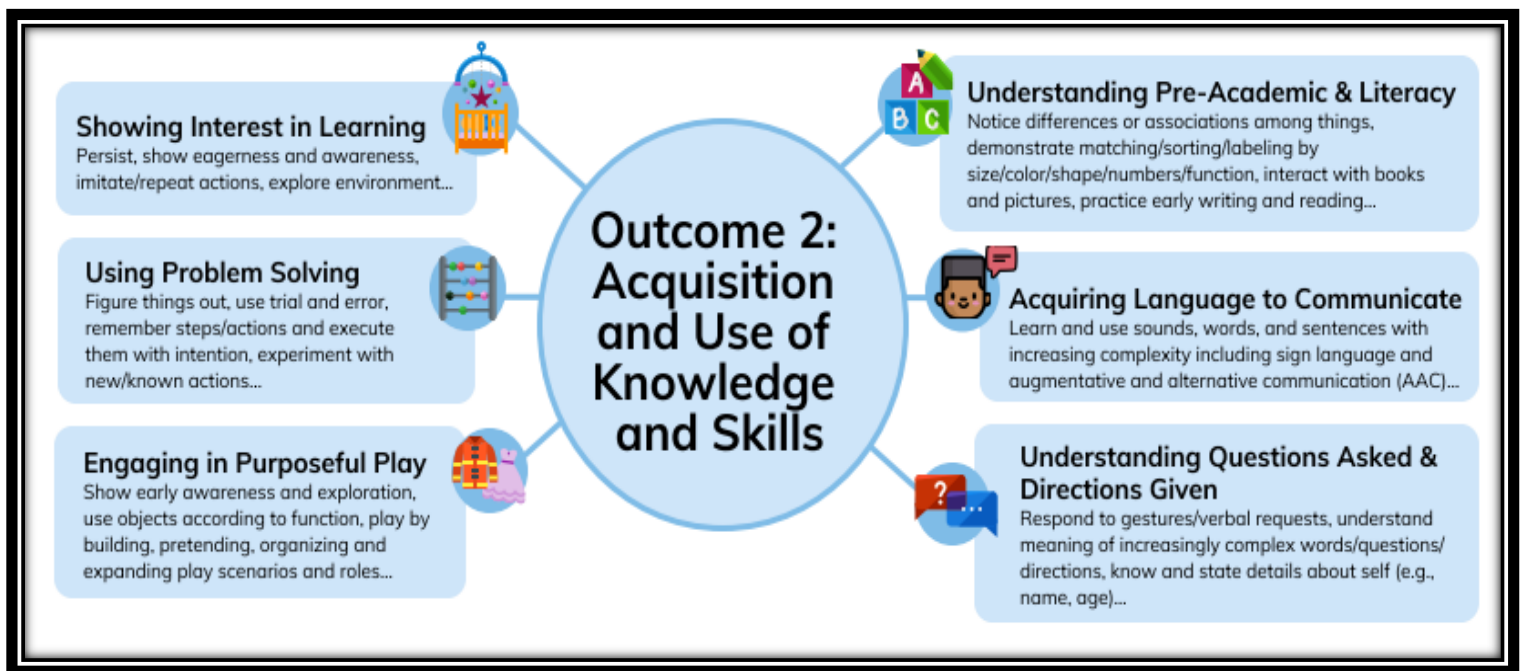
Guidance Questions to gather input from the team:

Use these questions to guide more in-depth knowledge of how the child is doing in this domain. There is no need to ask every question but be sure you have in-depth data/information.

- How does the child relate to his/her parent(s)? Describe how the child maintains interactions with you.
- How does the child relate to other relatives or extended family and close family friends? Do these interactions with people differ depending on the setting the child is in with these people?
- How does the child interact with familiar caregivers (childcare teachers and staff)? Describe how the child maintains interactions with caregivers.
- How does the child relate to strangers? At first? After a while?
- How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, or other outings)?
- How does the child interact with/react to peers (e.g., childcare, park, and neighborhood)?
- What is the child's eye contact with other like? Does it differ across situations or with different people?
- How does the child display her/her emotions?
- How does the child read or react to the emotions and expressions of others?
- How does the child respond to touch from others?
- In what situations and ways does the child express delight or display affection?

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- Are the behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (e.g., biting, tantrums, screaming)? How often? In what situations? Is there a situation when this does not occur?
- Does the child display awareness of routines? How?
- How does the child react to transitions in routines or activities? Are the child's actions different for familiar versus new transitions or different in certain settings or with different people?
- Does the child initiate interactions with others? What situations entice interactions with others? How does the child engage in an activity with other/peers? (e.g., joint attention, communicate to convey a desire to engage, initiate interaction or play, follow rules for mutual games).



2. Children acquire and use knowledge and skills (including early language, communication, and literacy). Thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds.

Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy, and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Children who achieve this outcome show a variety of behaviors related to acquiring and using knowledge and skills across a variety of everyday routines and activities. For example, they:

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- Display curiosity and an eagerness for learning.
- Explore their environment.
- Explore and play with people and objects including toys, books, and other materials.
- Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner.
- Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form.
- Learn new skills and use these skills in play, for example, by completing a puzzle or building a fort.
- Acquire and use the precursor skills that will allow them to begin to learn reading and mathematics in kindergarten.
- Show imagination and creativity in play.

Outcome 2: New Mexico Early Learning Guidelines; Essential Indicators Alignment:

Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions

Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences

Indicator 7.2: Demonstrates comprehension of a story read aloud by asking relevant questions and providing key details in literary texts

Indicator 7.3: Demonstrates the knowledge to make sense of print

Rubric 7.3a: Shows an understanding of the basic concepts of print

Rubric 7.3b: Understands that print carries meaning

Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness

Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language

Indicator 7.5: Demonstrates an understanding of the alphabetic principle and word recognition skills

Rubric 7.5a: Shows an understanding of alphabetic knowledge

Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound recognition skills

Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning

Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity

Indicator 9.3: Progresses in an understanding of number words and numeral recognition skills

Rubric 9.3a: Rote counts in sequence

Rubric 9.3b: Names and identifies written numerals

Indicator 10.1: Recognizes names and describes, compares, and creates familiar shapes

Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes

Indicator 13.1: Communicates ideas and/or feelings through creative activities (e.g., making up a song, acting out a story, creating a piece of artwork, performing a set of movements)

Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations

Indicator 14.3: Makes predictions and forms hypothesis

Guidance Questions to gather input from the team:

Use these questions to guide more in-depth knowledge of how the child is doing in this domain. There is no need to ask every question but be sure you have in-depth data/information.

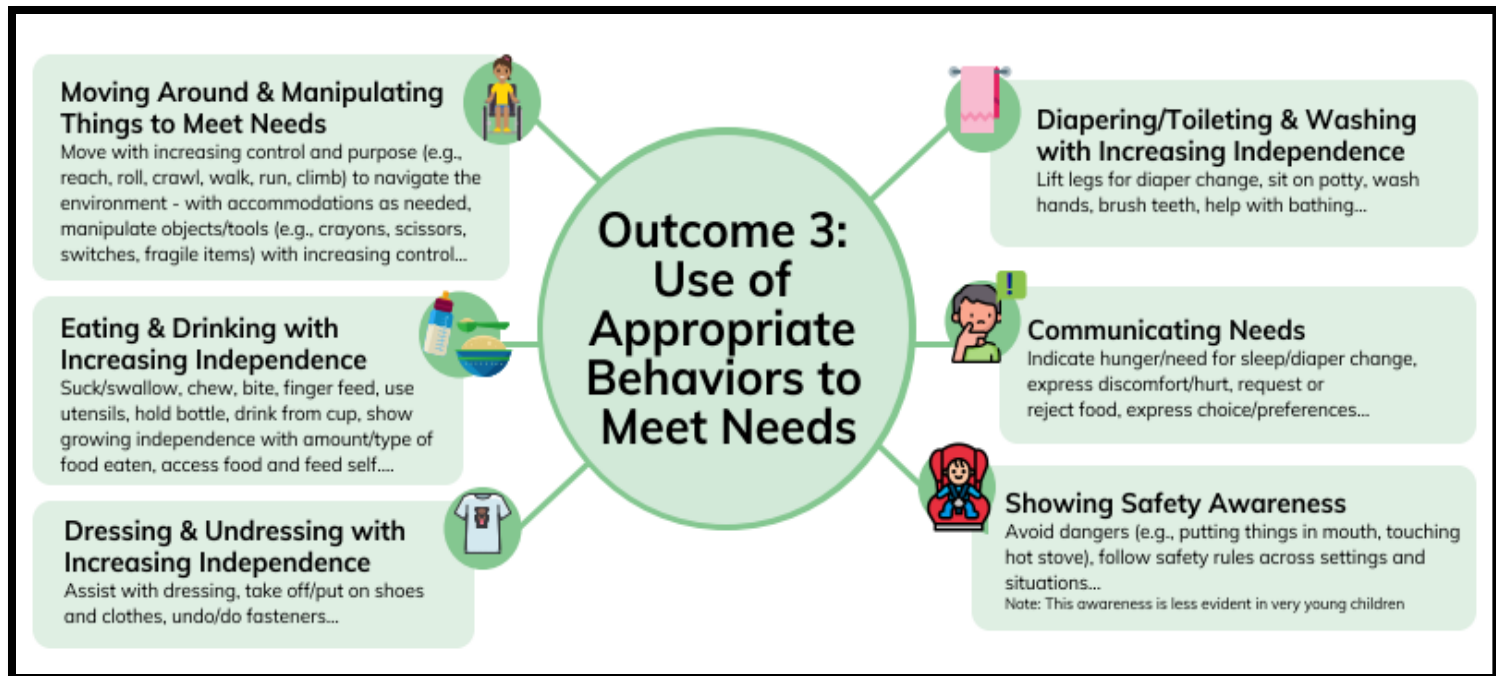
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- How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, childcare, store, with other kids, in restaurants, with different people)?
- Tell me about a time when he/she tried to solve a problem. What did he/she do?
- What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- How does the child understand and respond to directions and requests from others?
- How does the child imitate others' actions across settings to learn or try new things?
- How does the child display understanding of differences in roles, characteristics, and expectations across people and situations (with increasing age role understanding may change from immediate household roles and differences to more external community helper roles)?
- Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest (e.g., try new strategies that they have not thought of based on gestures or suggestions using words they know)?
- Can the child answer question of interest in meaningful ways?
- Does the child use something learned later or in another situation?
- Does the child display an awareness of differences in characteristics, sizes, or objects (e.g., green/blue, dark/light, soft/scratchy, big/small, food/toy, to write with/to paint with)?

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Outcome 3: Children use appropriate behaviors/action to meet his/her needs. Taking care of basic needs; getting from place to place and using tools; (and if older than 24 months) contributing to own health and safety.

As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of oneself in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Children who take appropriate action to meet their needs show a variety of behaviors related to this outcome. For example, they:

- Use gestures, sounds, words, signs, or other means to communicate wants and needs.
- Meet their self-care needs (feeding, dressing, toileting, etc.). Their ability to meet self-care needs allows them to participate in everyday routines and activities.
- Use objects (for example, forks, sticks, pencils, crayons, clay, scissors, switches, other devices, etc.) as tools in appropriate ways.
- Move from place to place to participate in everyday activities, play, and routines.
- Seek help when necessary to move from place to place.
- Seek help when necessary to assist with basic care or other needs.
- Follow rules related to health and safety.

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Outcome 3: New Mexico Early Learning Guidelines; Essential Indicators Alignment:

Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, and riding tricycles and scooters

Indicator 1.2: Demonstrates balance and spatial awareness in many situations (e.g., running and stopping, climbing, ball-handling, simple group games such as Duck, Duck, Goose)

Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping

Rubric 2.1a: Develops manual coordination to use writing and crafting tools

Rubric 2.1b: Demonstrates self-help fine motor skills, such as buttoning and zipping

Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions

Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences

Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning

Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of artwork or a set of movements)

Indicator 18.1: Adapts behaviors to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations)

Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts

Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed

Indicator 24.2: Develops increasing independence during activities, routines, and play

Guidance Questions to gather input from the team:

Use these questions to guide more in-depth knowledge of how the child is doing in this domain. There is no need to ask every question but be sure you have in-depth data/information.

- What does the child do when she/he cannot get or does not have what she wants?
- What does the child do when he/she wants something that is out of reach or hard to get?
- What does the child do when he/she is upset or needs comfort? At home? In another setting?
- What does the child do when she/he is hungry?
- What does the child do when she/he is frustrated? or needs help?
- How does the child convey his/her needs?
- How are the child's actions to seek help or to convey his/her needs differently from one setting to another? With different people (childcare/home/community, parent/grandparent, familiar/unfamiliar person)?
- Tell me about the child's actions when dressing/undressing?
- What does the child do before and after peeing/pooping?
- What does the child do at mealtime (eating/drinking)? Are there differences across settings and with different people?
- How does the child get started playing with toys? What does the child do when he/she is interested in a different toy that he/she has?

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- Tell me about the child's actions/reactions regarding hygiene (brushing teeth, washing hands/face, blowing nose)?
- Does the child show awareness of situations that might be dangerous such as (give examples)? (Parking lots, hot stoves, cars, crossing streets, strangers).
- Are there situations when a problem behavior or disability interferes with the child's ability to take action to meet needs? How consistently? How serious is it? Does the child take alternative approaches? What are those?

Reporting to STARS

- **Early Childhood Assessments** –

Students who enroll in the program **MORE than 30 days from the end of the school year** require an EARLY CHILDHOOD "ENTRY" assessment in all three content areas (ex. BEHAVIOR ENTRY, SOCIAL EMOTIONAL ENTRY and LANGUAGE ACQUISITION ENTRY. This includes students receiving Speech Only services. Submit the ENTRY and EXIT EARLY CHILDHOOD assessment only ONCE in the school year in the first reporting period after the test is administered (40D, 80D, 120D or EOY).

The ENTRY test for EARLY CHILDHOOD assessments must be administered within 30 DAYS of the child's program start date in the current school year.

The EXIT test for EARLY CHILDHOOD assessments is administered at least six months after the ENTRY test was administered. An EXIT test is required if the student was enrolled in the program for at least six months.

Standard Achieved Code is now used to collect the **PROGRESS ASSESSMENT VALUE** and is to be submitted into STARS for each of the Early Childhood EXIT Assessments. **Discontinue** use of the Standard Achieved Code for the Early Childhood ENTRY assessments.

When determining the student's **PROGRESS ASSESSMENT VALUE**, utilize the **Childhood Outcomes Summary Form (COSF)**.

- Source data for the Individuals with Disabilities Education Act (IDEA), Part B Target Indicator Data: Indicator 7
- Special Education Reports: SPP 7 Early Childhood Outcomes Summary Report and EXCEPTION Indicator_7
- Data reported to OSEP through the State Performance Plan (SPP)/Annual Performance Report (APR)

WHEN DETERMINING THE STUDENT'S PROGRESS ASSESSMENT VALUE, UTILIZE THE CHILDHOOD OUTCOMES SUMMARY FORM (COSF).

[Home/Offices and Programs/Information Technology/STARS Manual/Assessment Domain](#)

New Mexico Guidance Manual: EARLY CHILDHOOD OUTCOMES

References:

Early Childhood Center for Technical Assistance. (2021) <https://ectacenter.org/eco/pages/childoutcomes.asp>

FOCUS Criteria (June 2020)

https://wnmu.instructure.com/courses/1138273/files/57831697?module_item_id=11214874

New Mexico Early Learning Guidelines; Essential Indicators with Rubrics: Preschool to Kindergarten (June 2020)

https://wnmu.instructure.com/courses/1138273/files/57831700?module_item_id=11214876

University of NM Early Learning Network

<http://cdd.unm.edu/early-childhood-programs/early-childhood-learning-network/early-childhood-network.html>

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Appendix: A

LEA and PED NM Child Outcome Summary Form Quality Assurance Checklist

Name _____ ☐ entry rating review ☐ exit rating review

Person completing the NM COSF review _____

Date of review _____ Child's SE Case Manager _____

Checklist Components				Comments
1. NM COSF was completed in a timely manner For entry – up to 60 days upon entrance to ECSE services	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> n/a			
For exit – time period completed right before the child leaves ECSE services	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> n/a			
2. The child's IEP team completed the NM COSF	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> n/a			
3. All areas of the COSF were completed Demographic Section completed	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> n/a			
Respond Yes (Y), No (N) or Not Applicable (NA) for each outcome	Outcome 1 2 3			
Entry and/or Exit ratings for each outcome (as appropriate)				
Sources of Information were listed				
Supporting Evidence was provided for each outcome				
For Exit COSF, answers were given for each "b" section.				
4. Multiple Sources of Information Multiple Sources of Information were documented				
All team members were included in scoring discussions.				
5. Supporting Evidence is functional and addresses each outcome area Evidence relates to the outcome area				
Evidence covers appropriate aspects of the outcome area				
Evidence includes examples of the child's functioning				
Discipline-specific evidence is included				
6. Evidence includes performance across settings and situations				
Evidence supports rating criteria				

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Sufficient evidence to support				
Evidence shows comparison to child's age				
For exit rating, progress number was checked and progress described				

Appendix B: [NM COSF](#)

NEW MEXICO CHILD OUTCOMES SUMMARY FORM
July 2021
Part B: Special Education Division

Child Information: Name: _____

Date of IEP: 6/4/2021 Entry data: 9/27/2021 Exit data: 9/27/2021

Date of birth: _____ Student Number: _____

Persons involved in deciding the summary ratings:

Team Member Name	Team Member Role

Family information on child functioning (Check all that apply):
☐ Received in team meeting (Strongly Recommended for higher-quality scoring)
☐ Collected separately
☐ Incorporated into assessment(s)

See [Early Childhood Outcomes Conversion Chart \(COSF → STARS\) scoring guide](#)
 See also: [Child Outcomes Frameworks](#), [Video: Child Outcomes Step-by-Step](#)
[Converting COS Data to OSEP Progress Categories/Summary Statements](#)

1. [POSITIVE SOCIAL-EMOTIONAL SKILLS \(INCLUDING SOCIAL RELATIONSHIPS\)](#)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): Increased detail: <https://ectacenter.org/-pdfs/eco/three-child-outcomes-breadth.pdf>

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet	Nearly	Somewhat	Completely
1	2	3	4
5	6	7	

See [Early Childhood Outcomes Conversion Chart \(COSF → STARS\) scoring guide](#)

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results
		Include any age appropriate activities the child can participate in, or not participate in. Please include any relevant developmental history, parent and clinical observation, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

This section is designed to utilize for planning IEP goals, services, and supports.

Age-expecting functioning: _____ Concerns? _____ (describe) _____

Immediate foundational skills/ Functioning that is not age-appropriate: _____

Functioning that is not yet age appropriate or immediate foundational: _____

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Drop Down: Choose 1. Yes or 2. No)

Choose (If 1. Yes, Describe progress: _____)

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2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): (Increased detail: <https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf>)

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet	Nearly	Somewhat	Completely
1	2	3	4
5	6	7	

See Early Childhood Outcomes Conversation Chart (COCF) → STARs scoring guide

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results
		Include any age appropriate activities the child can participate in, or not participate in. Please include any relevant developmental history, parent and clinical observation, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

This section is designed to utilize for planning IEP goals, services, and supports.

Age-appropriate functioning: _____ Concerns? (describe) _____
Immediate foundational skills/ Functioning that is not age-appropriate: _____
Functioning that is not yet age appropriate or immediate foundational: _____

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Drop Down: Choose 1. Yes or 2. No)

Choose (If 1. Yes, Describe progress: _____)

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): (Increased detail: <https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf>)

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet	Nearly	Somewhat	Completely
1	2	3	4
5	6	7	

See Early Childhood Outcomes Conversation Chart (COCF) → STARs scoring guide

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results
		Include any age appropriate activities the child can participate in, or not participate in. Please include any relevant developmental history, parent and clinical observation, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

This section is designed to utilize for planning IEP goals, services, and supports.

Age-appropriate functioning: _____ Concerns? (describe) _____
Immediate foundational skills/ Functioning that is not age-appropriate: _____
Functioning that is not yet age appropriate or immediate foundational: _____

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Drop Down: Choose 1. Yes or 2. No)

Choose (If 1. Yes, Describe progress: _____)