

**Early Childhood Outcomes
Conversion Chart (COSF → STARS)**

Child Outcome Summary Form (COSF) Rating	Child Outcome Summary Form (COSF) Definitions	OSEP 5 Reporting Categories		SPP Indicator 7 Percent of preschool children with IEPs who demonstrate improved:	STARS Appendix D3 Item Description (Assessment Fact Template - Field 4)	STARS Appendix D4 Standard Achieved Code (Assessment Fact Template Field 17) Standard Achieved Description A. Assessment Values STATUS ENTRY DATA		STARS Appendix D4 Standard Achieved Code (Assessment Fact Template Field 17) Standard Achieved Description B. Assessment Values PROGRESS DATA	
7	-Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. - Functioning is considered appropriate for his or her age. -No one has any concerns about the child's functioning in this outcome area.	e	Children who maintained functioning at a level comparable to same-aged peers	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	e	Children who maintained functioning at a level comparable to same-aged peers	e	Maintained functioning at a level comparable to same-aged peers
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				
6	-Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support. -Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.	e	Children who maintained functioning at a level comparable to same-aged peers	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	e	Children who maintained functioning at a level comparable to same-aged peers	e	Maintained functioning at a level comparable to same-aged peers
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				
5	-Child shows functioning expected for his or her age some of the time and/or in some situations . Child's functioning is a mix of age appropriate and not appropriate behaviors and skills. -Child's functioning might be described as like that of a slightly younger child .	d	Children who improved functioning to reach a level comparable to same-aged peers	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	d	Children who improved functioning to reach a level comparable to same-aged peers	d	Improved functioning to a level comparable to same-age peers
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				

4	Child shows some but not much age-appropriate functioning.	c	Children who improved functioning to a level nearer to same-aged peers but did not reach it	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	c	Children who improved functioning to a level nearer to same-aged peers but did not reach it	c	Improved functioning to a level nearer to same-aged peers and acquired new skills, but did not reach it
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				
3	-Child does not yet show functioning 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 appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and s -Functioning might be described as like that of a younger child .	b	Children improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	b	Children improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	b	Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				
2	Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations.	b	Children improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	b	Children improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	b	Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				
1	-Child does not yet show functioning 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 appropriate functioning. Child's functioning might be described as like that of a much younger child .	a	Child who did not improve functioning	A - Positive social-emotional skills (including social relationships)	Social Emotional - Entry & Progress	a	Child who did not improve functioning	a	Did not improve functioning
				B - Acquisition and use of knowledge and skills (including early language/communication and early literacy for preschool)	Language Acquisition - Entry & Progress				
				C - Use of appropriate behaviors to meet their needs	Behavior - Entry & Progress				

