

7- Point Scale for use with the Rhode Island Child Outcomes Measurement System

	Overall Statement of Functioning	Definitions
Overall Age-Expected	7 Relative to same age peers, this child has all the skills we would expect for a child his/her age.	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 age-expected for a child this age. No one has any concerns about the child's functioning in this outcome area.
	6 Relative to same age peers, this child has the skills we would expect for a child his/her age, however there are concerns that he/she may be on the border of not keeping up with same age peers.	Child's functioning generally is considered age-expected for his or her age but there are some concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although considered age-expected, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Expected	5 Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child.	Child shows functioning expected for his or her age some of the time and/or in some settings and situations . Child's functioning is a mix of age-expected and not age-expected behaviors and skills. The functioning that is not age-expected could be described as immediate foundational . Child's functioning might be described as like that of a slightly younger child .
	4 Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected.	Child shows occasional age-expected functioning across settings and situations. More functioning is not age-expected than is age-expected. The functioning that is not age-expected could be described as immediate foundational or foundational, or both .
	3 Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build.	Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills , most, or all of the time, across settings and situations. Child's functioning is that we might see earlier in the developmental progression or might be described as like that of a younger child .
	2 Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build.	Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. Child has more of the foundational skills we see earlier in development.
	1 Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills.	Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-expected functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. Child's skills are at levels we'd expect to see much earlier in the developmental progression. Child's functioning might be described as like that of a much younger child .