

Student Name:

Summary Date:

Summary Date:

Time 1

**1a. AGE APPROPRIATE SOCIAL-EMOTIONAL SKILLS
(INCLUDING SOCIAL RELATIONSHIPS)**

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

Time 2

**1b. AGE APPROPRIATE SOCIAL-EMOTIONAL SKILLS
(INCLUDING SOCIAL RELATIONSHIPS)**

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Supporting evidence for answer to Question 1b.

Source of information	Date	Summary of Relevant Results

Select the best description from those listed below to describe the child's present functioning. (Check one option)

Student maintained functioning comparable to same-age peers.	
Student reached functioning comparable to same-age peers.	
Student improved functioning to a level <i>nearer to same-age peers</i> but did not reach it.	
Student improved functioning , but <i>not sufficient to move nearer to functioning comparable to same-age peers.</i>	
Student did not improve functioning.	

Virginia Department of Education Early Childhood Outcomes Progress Summary Form

Student Name _____
Student D.O.B. _____

Student I.D. _____

Entry Status (Time 1)
Date of entry into program _____
Age at entry _____

Exit Status (Time 2)
Date of exit from program _____
Age at exit _____

Persons involved in deciding the summary ratings:

Time 1	
Name	Role

Time 2	
Name	Role

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

Student Name:

Summary Date:

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Time 1

**2a. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS
(INCLUDING EARLY LANGUAGE/COMMUNICATION AND EARLY LITERACY)**

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results

Time 2

**2b. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS
(INCLUDING EARLY LANGUAGE/COMMUNICATION AND EARLY LITERACY)**

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Source of information	Date	Summary of Relevant Results

Supporting evidence for answer to Question 2b.

Select the best description from those listed below to describe the child's present functioning. (Check one option)

Student maintained functioning comparable to same-age peers.	
Student reached functioning comparable to same-age peers.	
Student improved functioning to a level <u>nearer to same-age peers</u> but did not reach it.	
Student improved functioning , but <u>not sufficient to move nearer to functioning comparable to same-age peers.</u>	
Student did not improve functioning.	

Student Name:

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Time 1

3a. USE APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results

Time 2

3b. USE APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Please refer to the guiding questions when discussing the child's functioning level and fill out the progress scale below.

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

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

Source of information	Date	Summary of Relevant Results

Supporting evidence for answer to Question 3b.

Select the best description from those listed below to describe the child's present functioning. (Check one option)

Student maintained functioning comparable to same-age peers.	
Student reached functioning comparable to same-age peers.	
Student improved functioning to a level <u>nearer to same-age peers</u> but did not reach it.	
Student improved functioning , but <u>not sufficient to move nearer to functioning comparable to same-age peers.</u>	
Student did not improve functioning.	

Student Name:

Summary Date:

Summary Date: