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|  | | Wisconsin Department of Public Instruction  **INDICATOR 7 CHILD OUTCOMES WORKSHEET**  (New 03-17) | | **DIRECTIONS:** To be used if the Indicator 7 Child Outcomes application is inaccessible due to a technical problem. In this situation, the Child Outcomes Rating Team may use this worksheet to document its discussion. This information, however, will need to be recorded in the Indicator 7 Child Outcomes application once the application is available. Once the Indicator 7 Child Outcomes application is completed, a copy of the Summary Report can be printed for the student’s file and/or electronically attached as a PDF document in the district’s student information system. | | | |
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| Outcome 1  Positive Social-Emotional Skills | | Outcome 2  Acquiring and Using Knowledge and Skills | | | Outcome 3  Taking Appropriate Actions to Meet Needs | |
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| LEA | | | |  | |
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| **Student Details** | | | | | | |
| Child’s Name *First and Last* | | | | Birth Date *Mo./Day/Yr.* | | |
| Entry Date *Mo./Day/Yr.* | | | | Exit Date *Mo./Day/Yr.* | | |
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| **Persons Involved in Determining the Outcome Ratings** | | | | | | |
| **Name** | | | | **Role** | | |
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| **1. What age anchoring assessment tool was used for this outcome?** *At least one age anchoring assessment tool must be selected.* | | | | | | |
| Assessment, Evaluation and Programming System  Batelle Developmental Inventory, Second Edition (BDI-2)  Brignance Inventory of Early Development II  Carolina Developmental Profile  Developmental Assessment of Young Children (DAYC)  Developmental Profile – 3 (DP-3)  Hawaii Early Learning Profile (LAP-3)  Learning Accomplishment Profile Third Edition (LAP-3)  Teaching Strategies Gold  The New Portage Guide Birth to Six  The Work Sampling System, (preschool 3 and 4, 2004)  Transdisciplinary Play-Based Assessment, Second Edition (TPBA-2)  Other, *specify*: | | | | | | |
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| **What other sources of information were used?** *Select all that apply.* | | | | | | |
| 4K/5K Teacher Input  Birth to 3 Child Outcome Exit Rating  Child Care/Head Start Input  Parent/Guardian Input  Other, specify: | | | | | | |
| **2. Does the child function in ways that would be considered age-expected in regard to this outcome?** | | | | | | |
| No—Go to Question 3A | | | | Yes—Go to Question 3B  Briefly describe some of the age-expected skills. | | |
| **3A. Does the child use any immediate foundational skills related to the outcome upon which to build age-expected functioning across settings and situations?** | | | | | | |
| No  Briefly describe current functioning. | | | | Yes—Go to Question 4A  Briefly describe use of immediate foundational skills. | | |
| **3B. Is the child’s functioning age-expected across all or almost all settings and situations?** | | | | | | |
| No, Combination of Age-Expected and Immediate Foundational—Go to Question 4B | | | | Yes, All or Almost All Age-Expected—Go to Question 4C  Briefly describe use of age-expected skills across settings and situations. | | |
| **4A. To what extent is the child using immediate foundational skills across settings and situations?** | | | | | | |
| Occasional use of immediate foundational skills  Briefly describe. | | | | Uses immediate foundational skills most or all of the time  Briefly desribe. | | |
| **4B. To what extent is the child’s functioning age-expected across settings and situations?** | | | | | | |
| Occasional use of age-expected skills; more behavior that is not age-expected  Briefly describe. | | | | Uses a mix of age-expected and not age-expected behaviors and skills  Briefly describe. | | |
| **4C. Does anyone have concerns about the child’s functioning with regard to the outcome area?** | | | | | | |
| Yes  Briefly describe concerns. | | | | No | | |
| **EXIT OUTCOMES ONLY**  **5. Has the child shown any new skills or behaviors related to this outcome since the entry rating?** | | | | | | |
| Yes  No | | | | | | |