

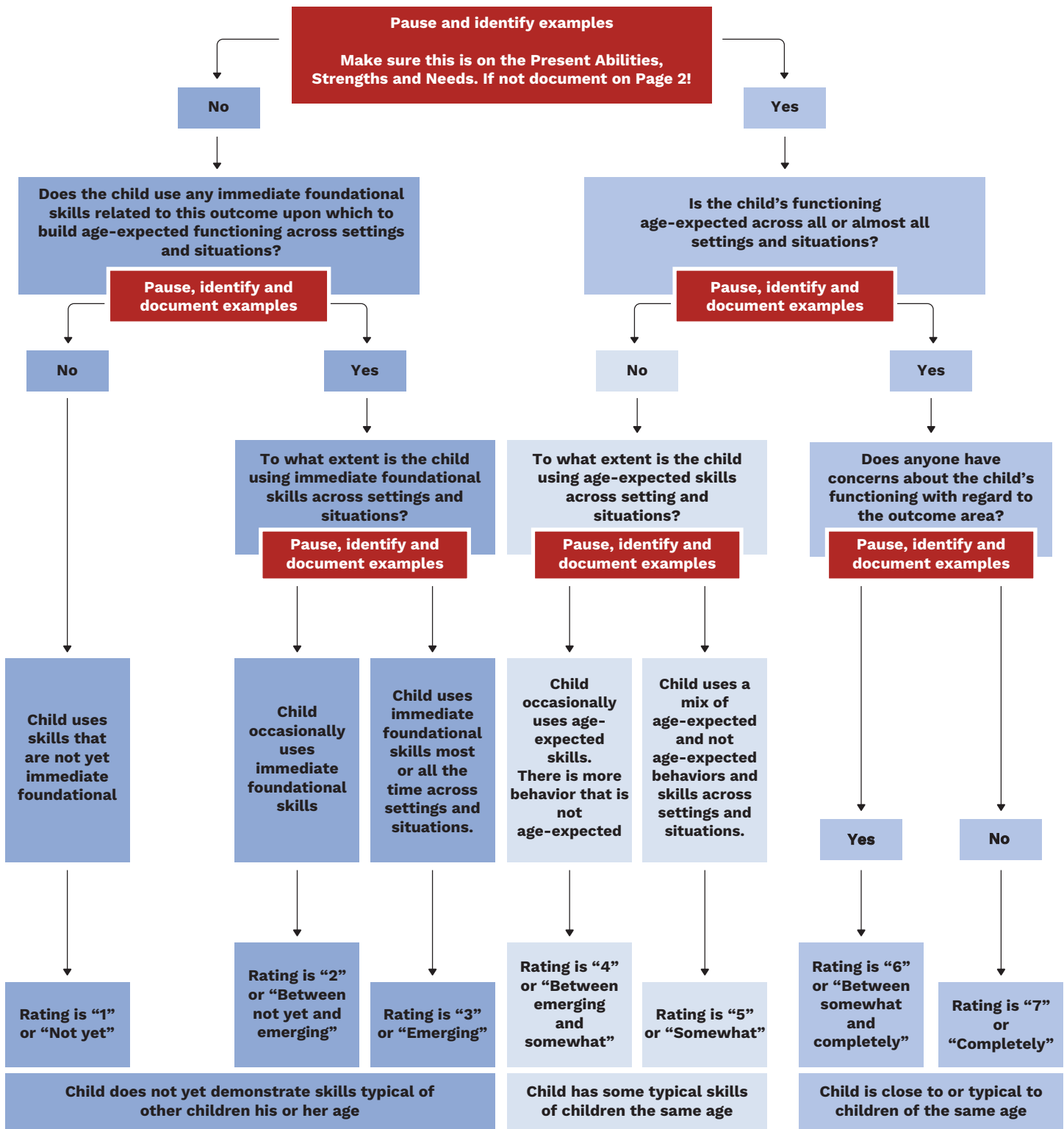
# DESCRIPTORS OF ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Please circle the rating determined by the team and enter the child's name in the blank in the descriptor.

Child is close to or typical to children of the same age	<p><b>Completely means:</b></p>	<p><b>7</b></p> <ul style="list-style-type: none"> <li>✦ 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.</li> <li>✦ No one has any concerns about the child's functioning in this outcome area.</li> </ul> <p><b>Relative to same age peers, _____ has all of the skills that we would expect of a child his/her age in the area of acquisition and use of knowledge and skills.</b></p>
		<p><b>6</b></p> <ul style="list-style-type: none"> <li>✦ Child's functioning generally is considered appropriate 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.</li> <li>✦ Although age-expected, the child's functioning may border on not keeping pace with age expectations.</li> </ul> <p><b>Relative to same age peers, _____ has the skills that we would expect of his age in regard to acquisition and use of knowledge and skills; however, there are concerns with how s/he _____ (functional area that is of concern/quality of ability/lacking skill).</b></p>
Child is close to or typical to children of the same age	<p><b>Somewhat means:</b></p>	<p><b>5</b></p> <ul style="list-style-type: none"> <li>✦ 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. Child's functioning might be described as like that of a slightly younger child*.</li> </ul> <p><b>Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of acquisition and use of knowledge and skills.</b></p>
		<p><b>4</b></p> <ul style="list-style-type: none"> <li>✦ Child shows occasional age-expected functioning across settings and situations. More functioning is not age-expected than age-expected.</li> </ul> <p><b>Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of acquisition and use of knowledge and skills.</b></p>
Child does not yet demonstrate skills typical of other children his or her age	<p><b>Emerging means:</b></p>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>✦ Child does not yet show functioning expected of a child of his or her age in any situation.</li> <li>✦ Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-expected functioning. Functioning might be described as like that of a younger child*.</li> </ul> <p><b>Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of acquisition and use of knowledge and skills.</b></p>
		<p><b>2</b></p> <ul style="list-style-type: none"> <li>✦ Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.</li> </ul> <p><b>Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of acquisition and use of knowledge and skills.</b></p>
	<p><b>Not yet means:</b></p>	<p><b>1</b></p> <ul style="list-style-type: none"> <li>✦ Child does not yet show functioning expected of a child his or her age in any situation.</li> <li>✦ 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.</li> </ul> <p><b>Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the area of acquisition and use of knowledge and skills.</b></p>

# ACQUISITION AND USE OF KNOWLEDGE AND SKILLS DECISION TREE

Does the child ever function in ways that would be considered age-expected with regard to this outcome?



Child's name \_\_\_\_\_  
D.O.B. \_\_ / \_\_ / \_\_\_\_