



# Early Childhood Entrance/Exit Rating EXAMPLE: COVID-19



**Instructions:** In order to determine Entrance/Exit Ratings during a time when “regular school” is not in session, the IEP team and parent should meet (virtually or by phone) and use available data to complete the Early Childhood Outcome Entrance/Exit Rating that reflects the student’s current level of performance in each Outcome Area. All decisions should be documented in *Written Notice* and should include the data sources the team used to determine the Entrance/Exit Ratings.

**Student:** Amiah **Type of Rating (Circle One):** Entrance **Exit** **Date:** 5/7/21

## Outcome 1: Positive social-emotional skills (including social relationships)

Identify what data was used that demonstrates the student’s functioning across settings (ex: observation, parent report, curriculum assessment, etc.):  
Parent input, classroom observations from 3/5/21 & 3/12/21

<b>Describe the child’s age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:</b>	<b>Describe the child’s use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:</b>	<b>Describe the child’s use of foundational skills including the extent to which these skills are demonstrated across settings and situations:</b>
<p><i>Age-appropriate</i></p> <p><u>Parent input:</u> Amiah’s mom states that she is outgoing and likes to play with other children. She attends a Sunday school class that she loves where many of the children from the neighborhood attend. She says that she is willing to share her toys with her brother and other kids when they go to the playground.</p> <p><u>Classroom Observation:</u> Amiah is able to adjust to new situations, trust adults and is able to recognize her own feelings. She is able to manage her emotions with peers, follows classroom routines once she has learned them.</p>	<p><i>Immediate foundational</i></p> <p><u>Parent Input:</u> There are occasions when Amiah does not follow the rules at home and needs reminders on expectations.</p> <p><u>Classroom Observation:</u> Amiah needs frequent reminders to follow classroom rules. Amiah finds it hard to resolve conflict with peers when she has trouble communicating and she does not recognize how her behavior impacts others.</p>	<p><i>Foundational</i></p> <p>None</p>

## Outcome 2: Acquisition and use of knowledge and skills (including communication and early literacy)

Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.):  
 Progress monitoring data, classroom observation on 3/12/21, and parent input

Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:	Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:
<p><i>Age-appropriate</i></p> <p><u>Speech Language Therapy Notes/Data:</u>                      Amiah is inquisitive and will ask and answer questions. She loves to participate in conversations, and uses words to express herself in 3-4 word sentences.</p> <p><u>Classroom Observation:</u>                      Amiah is able to classify objects, compare and measure items, and arrange objects in a series. She shows awareness to time and sequence, uses one-to-one correspondence when counting, and is able to count to 5. She likes to pretend, play make-believe with objects, and is able to tell you what some symbols represent. She loves to be read to and demonstrates an understanding of what stories are about.</p>	<p><i>Immediate foundational</i></p> <p><u>Classroom Observation:</u>                      Amiah struggles with patterns and how to make them repeat. She is beginning to recognize the letters of the alphabet and how to write the letters in her first name.</p>	<p><i>Foundational</i></p> <p><u>Parent Input:</u>                      Amiah's mom stated that she does not say the "g" sound. She is also concerned about her ability to say the letter sounds for t, d, c and k. This has caused difficulty at family gatherings when Amiah asks for things and family members are unable to understand her.</p> <p><u>Speech Language Therapy Notes/Data:</u>                      Amiah has difficulty in hearing and discriminating various sounds of language. She is unable to produce the following sounds in any position: g, k, ng, sh, l, th, v, s, z. She also is unable to produce sound blends. An oral screening revealed that Amiah has an over and open bite which interferes with speech production of fricative sounds. These are sounds that are created by constricting the vocal tract, causing friction as the air passes through it.</p>

### Outcome 3: Use of appropriate behaviors to meet their needs

Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.):  
 Progress monitoring data, classroom observation on 3/12/21, and parent input

**Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:**

*Age-appropriate*

Parent Input:

Amiah's mom reports that she is an active child. She is potty trained, is able to walk up and down stairs with no assistance, and throw and kick a ball. She loves to run and play.

Classroom Observation/Progress Monitoring:

Amiah is able to run, jump, hop, as well as pedal a tricycle. She has good hand eye-coordination. She can use pencils, pens, and crayons to trace letters and shapes. She is able to cut straight and curved lines within a 1/4" of the line.

**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**

*Immediate foundational*

Classroom Observation/Progress Monitoring:

Amiah needs reminders to know what to do next (60% of the time), following classroom rules(73% of the time), and understanding that her actions impact others.

**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**

*Foundational*