

A review of early childhood assessment tools to support SDG 4.2.1 reporting

Global Education Monitoring Centre



Australian Government

Department of Foreign Affairs and Trade



Australian Council for Educational Research

Global Alliance for Monitoring Learning
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Outline

Motivation

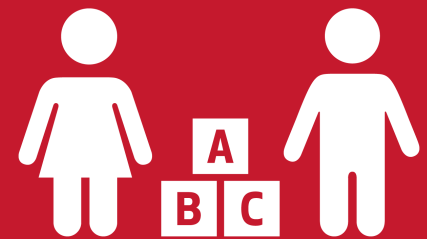
Inclusion criteria

Review criteria

First findings

Initial conclusions and Recommendations

TARGET 4·2



**EQUAL ACCESS TO
QUALITY PRE-PRIMARY
EDUCATION**

Motivation

- ECDI2030 and SDG 4.2.1
- What about other measures? Many are already in development and use
- The example of SDG 4.1.1a/b/c alignment of many measures in relation to MPLs



ECDI2030

Early Childhood Development Index

ECD5. Can (<i>name</i>) say 10 or more words, like 'mama' or 'ball'?	YES.....	1	
	NO.....	2	
	DK.....	8	
ECD6. Can (<i>name</i>) speak using sentences of 3 or more words that go together, for example, "I want water" or "The house is big"?	YES.....	1	2 ⇒ ECD8
	NO.....	2	
	DK.....	8	
ECD7. Can (<i>name</i>) speak using sentences of 5 or more words that go together, for example, "The house is very big"?	YES.....	1	
	NO.....	2	
	DK.....	8	
ECD8. Can (<i>name</i>) correctly use any of the words 'I,' 'you,' 'she,' or 'he,' for example, "I want water" or "He eats rice"?	YES.....	1	
	NO.....	2	
	DK.....	8	

Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex

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24 to 29 months old children are classified as developmentally on-track if they have achieved at least 7 milestones.

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Inclusion and exclusion criteria 1/2

Criteria	Include	Exclude
Age range	<ul style="list-style-type: none"> Assessments designed for children 2- 6 years of age, targeting the range partially or fully. 	<ul style="list-style-type: none"> Assessments for children <2 years of age only and those targeting children >6 years of age only.
Purpose	<ul style="list-style-type: none"> Assessments that are or can be used as population measures with some educational application. 	<ul style="list-style-type: none"> Assessments that are predominantly used for individual diagnostic/screening purposes.
Originality	<ul style="list-style-type: none"> Assessments that have developed new items; or include a combination existing item from multiple assessments. 	<ul style="list-style-type: none"> Adaptations of the same assessment or those fully based on an existing assessment (e.g., the Australian Early Development Census (AEDC) is completely based on the Canadian Early Development Index (EDI)).
Availability	<ul style="list-style-type: none"> Assessments that are open source, or free to use on request, or include one off royalty fees. 	<ul style="list-style-type: none"> Assessments that are used for commercial purposes, typically by specialist groups or for professional assessment of learning/ developmental difficulties that require clinical, allied health, or other professional qualification to access (e.g., assessments where one must pay individually for the scoring sheets).

Inclusion and exclusion criteria 2/2

Criteria	Include	Exclude
Outcomes	<ul style="list-style-type: none"> Measures at least one domain explicitly related to learning (e.g., pre-academic skills, language or literacy, arithmetic or numeracy, cognitive abilities, or approaches to learning), or includes relevant items which belong to a broader domain (e.g., holistic/global development). 	<ul style="list-style-type: none"> Measures domains other than those explicitly related to learning, even if they are often associated with learning (e.g., self-concept, identity, literacy interest, self-efficacy, psychological stress/difficulties).
Location	<ul style="list-style-type: none"> Has been trialled across multiple countries/languages; or has been designed for use across countries/languages and includes an adaptation manual. 	<ul style="list-style-type: none"> Has only been trialled in one country/ language.
Languages	<ul style="list-style-type: none"> The assessments must have “English” source versions available. 	<ul style="list-style-type: none"> Those only available in a language other than English.
Validity and reliability	<ul style="list-style-type: none"> Assessments must be psychometrically validated, with details published in a research report/article. 	<ul style="list-style-type: none"> Assessments that have not been psychometrically validated.

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Thank you

