From Guidance to Practice:

Measuring ECD Outcomes and Classroom Quality

International Seminar, Rabat Morrocco

"Preschool: Policies, Practices and Development Strategies"



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Content

Why Early Childhood Development Matter

How to Measure ECD and ECE Quality

Choosing ECD Tools

ECD Tools

Choosing ECE Quality Tools

ECE QualityTools

Why Early Childhood Development Matters — and Why We Measure It

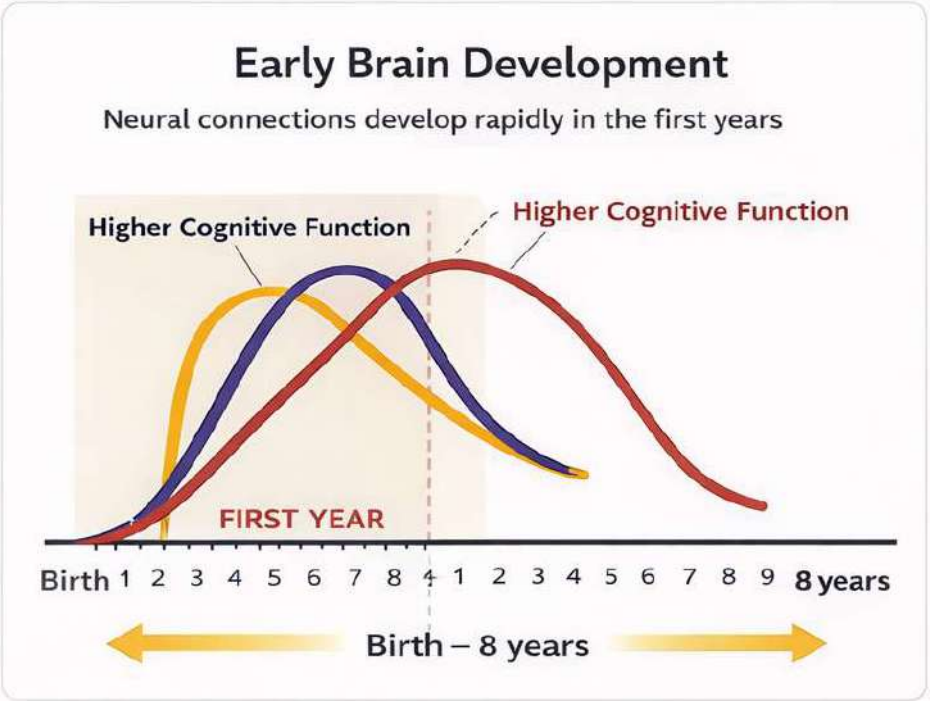
Early experiences shape the brain—forever.

The foundations for learning, health, and wellbeing are built in the early years.

Rapid brain development occurs from birth to age 8

Early interactions & environments shape cognitive, social, and emotional skills

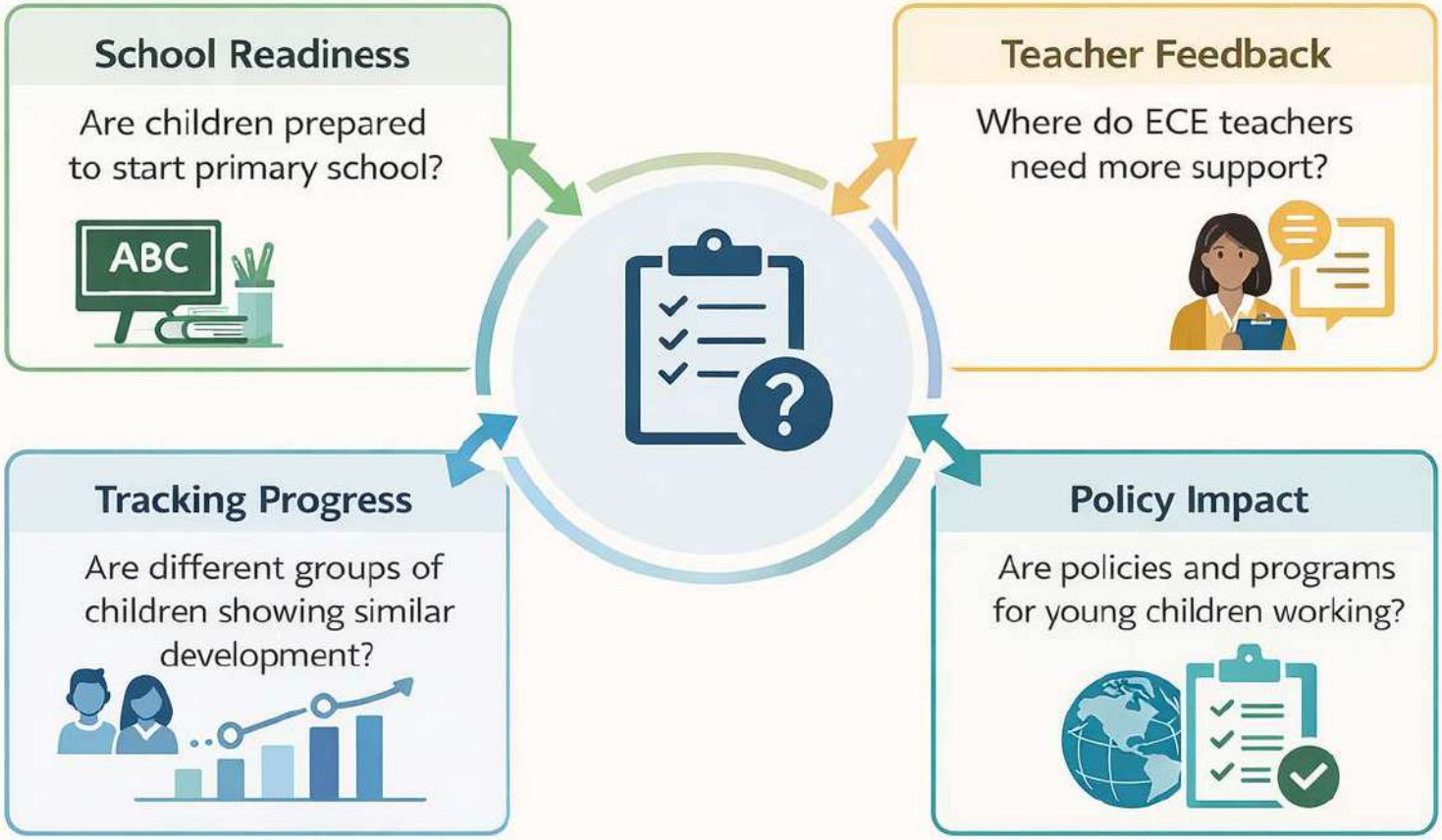
Measuring ECD helps us identify gaps early and guide better policy & investments



Source:https://developingchild.harvard.edu/resources/inbrief-science-of-ecd

Note: Visuals were created and enhanced with the assistance of AI tools.

What Do We Measure in Early Childhood Development and Preschool Quality?



Note: Visuals were created with the assistance of AI tools.

Choosing the Right ECD Measurement Tool



Why?

Purpose of measurement



Who?

Population & age



What?

Domains & skills

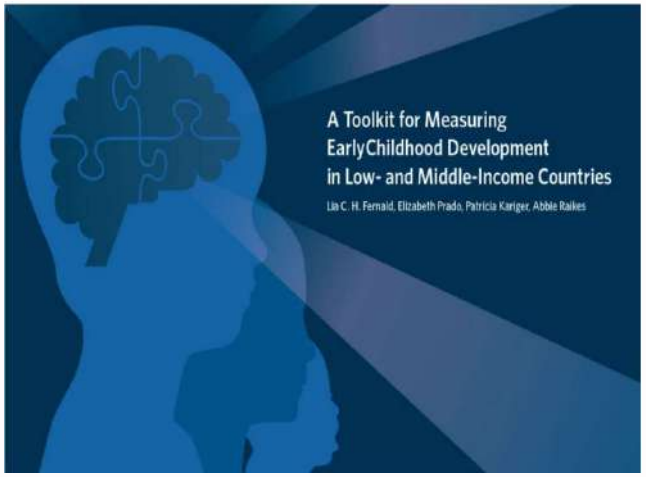


How?

Data collection approach and logistics

Source: Pushparatnam, et al. 2022. Guiding Questions for Choosing the Right Tools to Measure Early Childhood Outcomes: Why, What, Who, and How. © World Bank.

Toolkit for Measuring ECD in LMICs

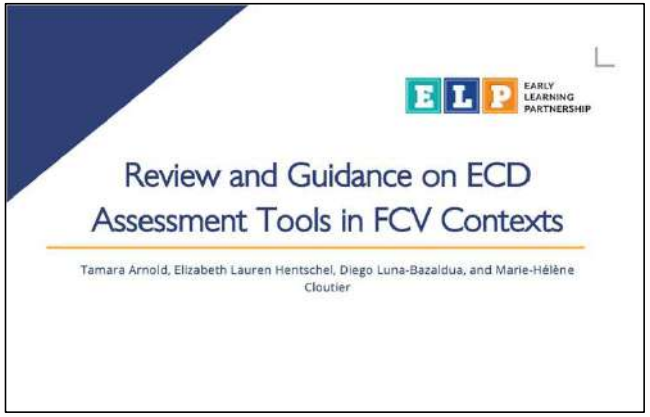




ECD Toolkit (2017)

- Guidance for selecting and using ECD measures in LMICs
- Inventory of ECD tools with key characteristics and implementation details

Fernald, et al., 2017. A Toolkit for Measuring Early Childhood Development in Low and Middle-Income Countries. © World Bank.



Review of tools for FCV setting (2025)

- Mapping of ECD tools used in FCV contexts
- Practical guidance for selecting ECD measures in these settings

Arnold, et al. 2025. Review and Guidance on ECD Assessment Tools in FCV Contexts. © World Bank.

Measuring Early Learning Quality & Outcomes (MELQO) MODEL

Develop by	ECD Measure (with partners)	
Age range	4–6-year-olds	
Who answers	Children: Direct Assessment	Caregiver: Cargiver Report
Purpose	Impact Evaluation & Monitoring	Monitoring
Domains	Early literacy, early numeracy, executive functioning, & socio-emotional skills	
Lenght	22 activities~ 45-60 minutes	42 questions ~ 10 minutes
Languages	English, Spanish, Portuguese, Kiswahili.	
Countries	Bangladesh, Ethiopia, Kenya, Kyrgyzstan, Lao People's Democratic Republic, Lesotho, Madagascar, Mongolia, Morrocco, Nicaragua, Nigeria, Pakistan, Peru, Sudan, Tanzania.	

International Development and Early Learning Assessment (IDELA)

Develop by	Safe the Chilren
Age range	3.5- 6 years olds
Who answers	Children: Direct Assessment
Purpose	Impact Evaluation & Monitoring
Domains	Motor, Emergent literacy Emergent numeracy Social-emotional
Lenght	24 activities ~30-40 minutes
Languages	More than 50 languages
Countries	More than 40.

Anchor Items for Measurement of Early Childhood Development (AIM-ECD)

Develop by	World Bank Group	
Age range	4–6-year-olds	
Who answers	Children: Direct Assessment	Caregiver: Cargiver Report
Purpose	Impact Evaluation & Monitoring	Monitoring
Domains	Early literacy, early numeracy, executive functioning, & socio-emotional skills	
Lenght	14 activities ~20-30 minutes	20 Child development items ~5 minutes
Languages	Arabic, English, French, Russian, Spanish, Portuguese, Swahili.	
Countries	Bangladesh, Central African Republic, Chad, Colombia, Côte d'Ivoire, Ethiopia, Gabon, Indonesia, Jordan, Kenya, Liberia, Madagascar, Malawi, Montenegro, Niger, Nigeria, Pakistan, Peru, Rwanda, Senegal, Serbia, Sierra Leone, Somalia, Tajikistan, Uzbekistan.	

SHARED

RTI International's shared resources for international education.

Early Grade Reading Assessment (EGRA)

Develop by	RTI International (with partners)
Age range	Early primary grades (typically Grades 1–3)
Who answers	Children: Direct Assessment
Purpose	System diagnostics & monitoring
Domains	Foundational reading skills: Letter knowledge, phonemic awareness, decoding, oral reading fluency, reading comprehension (modules adapted to language and context)
Lenght	~10–15 minutes per child (varies by number of subtasks used)
Languages	Adapted for administration in over 120 different languages.
Countries	More than 70 countries.

EGRA measures early-grade reading skills and is not a comprehensive ECD assessment.

SHARED

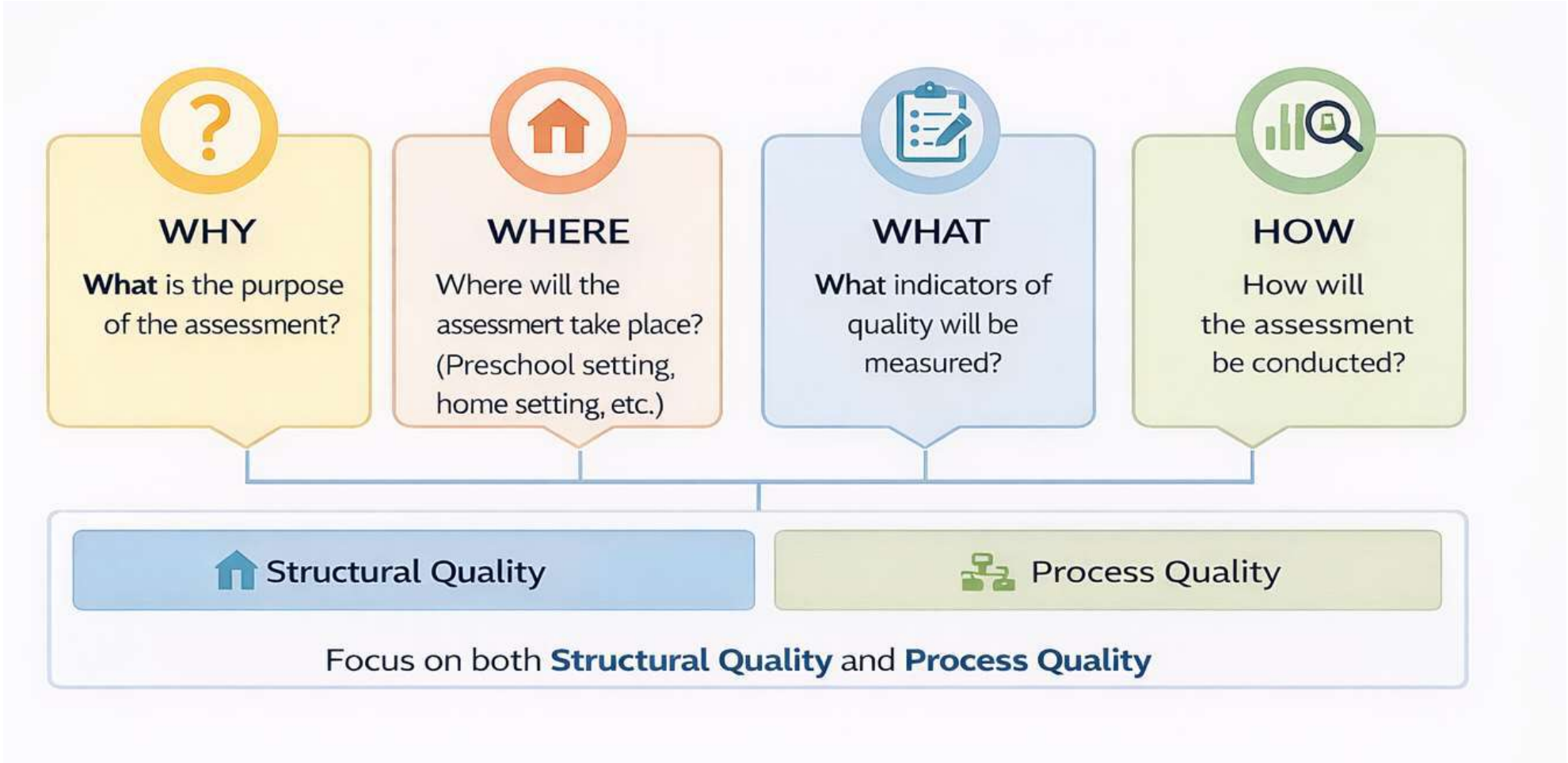
RTI International's shared resources for international education.

Early Grade Mathematics Assessment (EGMA)

Develop by	RTI International (with partners)
Age range	Early primary grades (typically Grades 1–3)
Who answers	Children: Direct Assessment
Purpose	System diagnostics & monitoring
Domains	Foundational reading skills: Number identification, quantity comparison, number operations, word problems, and basic arithmetic (modules adapted to context and curriculum)
Lenght	~10–15 minutes per child (varies by number of subtasks used)
Languages	Adapted to local languages
Countries	Used in multiple low- and middle-income countries.

EGMA measures early-grade numeracy skills and is not a comprehensive ECD assessment.

Guiding questions for assessing ECE quality



Note: Visuals were created with the assistance of AI tools.



Measuring Early Learning Quality & Outcomes (MELE)

Develop by	ECD Measure
Age range	0-5 years
Setting	Center based
Prccess Quality	Process & Structural
Lenght	~ 3.5 hours of observation; 15-20 minutes interview
Training	Medium intensity - 2 days in person training
Countries	More than 10 countries.

ECD measure

Brief Early Childhood Quality Inventory (BEQI)

Develop by	ECD Measure
Age range	0-5 years
Setting	Home or center based
Prccess Quality	Process & Structural
Lenght	~ 90 minutes observation; 10-15 minutes interview
Training	Low intensity - 8 hours of virtual training
Countries	More than 10 countries.
Other	Dicotomic questions

Teach ECE

Teach ECE

Develop by	Word Bank Group
Age range	3-6 years
Setting	Center based
Prccess Quality	Mostly Process & some Structural
Lenght	~ 1 hours, with two 15 minutes segments
Training	High intensity - 4 days in person training or remote
Countries	More than 20 countries.
Other	Complementary resources for data analysis and reporting

Early Childhood Environment Rating Scale– (ECERS)

Develop by	FPG Child Development Institute (University of North Carolina at Chapel Hill)
Age range	3-5 years
Setting	Center-based
Prccess Quality	Process & Structural
Lenght	~ 3-4 hours
Training	Moderate to high intensity – 3-5 days
Countries	Used in multiple countries, primarily high- and middle-income contexts
Other	Detailed rating scale with multiple indicators per item

Family Child Care Rating Scale – (FCCERS-3)

Develop by	FPG Child Development Institute (University of North Carolina at Chapel Hill)
Age range	0-12 years
Setting	Home-based
Prccess Quality	Primarily structural and some process
Lenght	~ 3 hours
Training	Low intensity 5 hours of online training
Countries	Mostly used in high-income countries
Other	For mix age groups.

CLASS – Preschool

Develop by	Teachstone
Age range	3–5 years
Setting	Center based
Prccess Quality	Process
Lenght	~2–3 hours observation (several intervals)
Languages	High intensity – multi-day training
Countries	Used globally, including high-, middle-, and low-income countries
Other	Requires ongoing recertification to maintain reliability.

Stallings Classroom Snapshot

Develop by	Jane Stallings (Stanford University)
Age range	Preschool to primary grades
Setting	Center based
Prccess Quality	Process time use
Lenght	~ 1-2 hours (multiple snapshots)
Training	Moderate intensity – short, structured training (often 1–2 days)
Countries	Used in multiple low- and middle-income countries
Other	Focused on time-on-task and instructional use of classroom time

Choosing the Right Tool Matters

- Start with the objective
- Choose tools that fit the purpose
- Keep measuring to inform better decisions



Always start with why — and let that guide what you measure and how you use the data.

Note: Visuals were created with the assistance of AI tools.

Thank you

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