

Regional Technical Workshop within the Framework of the Measuring Early Learning Quality and Outcomes (MELQO) Initiative
MELQO Adaptation Discussion

Questions to discuss:

1. Do you think that this construct and the items contribute to school readiness in your context/country?
2. Do you think that this construct and the items reflect what is expected in your pre-primary standards or goals for children's development?
3. For constructs/items that do not contribute and/or reflect, how can these better match your context/country?

Constructs

Domain	Construct	MELQO Parent/Teacher Interview (Can/does the child...)	MELQO Direct Assessment	WCARO	Contribute to school readiness?	Reflect standards?
Literacy	Motivation					
	Expressive Language		Names lists of things (animals, foods to eat)	Naming objects, emotions, name, body parts		
	Phonological Awareness		Identifying the initial sound in a word			
	Alphabet Knowledge		Name letters			
			Write name			
	Receptive Language		Answer questions about a short story	Recognize objects		
Math	Numbers and Operations		Count out loud.			
			Count objects.			
			Compare two written numerals	Compare set sizes		
			Name written numerals			
			Add two small numbers mentally.			
	Spatial Relations		Understand location words (under, next to, etc).	Understand location words		
			Mentally rotate two shapes to create a new shape			
	Time			Understand before and after		
	Classification			Understand similarities and differences		
	Measurement			Compare volume and size		
Socio-Emotional	Self-Regulation/Inhibition	Plan ahead?				
		Stop an activity when told to do so?				
		Explore the function of new objects?				

		Adjust easily to new transitions?		Adjusting to school environment		
		Settle down after an exciting activity				
		When interacting with others, for example sharing toys, show self-control?				
	Social Understanding/Prosocial	Show consideration of other people's feelings?				
		Offers to help someone who seems to need help?				
		Share with his/her peers?				
	Social Competence	Get along with other children s/he plays with?		Relationships with peers		
		Have difficulty taking turns when playing with others?				
		Accept responsibility for his/her actions?				
		Upset when left by parents/guardians?				
		Often sad or unhappy?				
		Raise hand to share ideas or answer questions?				
		Easily distracted? Or, concentration wander?				
		Keep working at something until s/he is finished?		Willingness to work		
		Have difficulty doing things that s/he does not like?		Motivation to perform tasks assigned		
	Executive Function	Working Memory	When asked to do several things, can remember all of the instructions	Head, toes, shoulder knees – Remember specific rules during an activity (touch toes when asked to touch head)	Verbal memorization Visual memorization Follow instructions	
				Repeat a list of numbers		
	Inhibition	Easily distracted? Or, concentration wander?	Repeat a list of numbers, but in backward order			
Physical Development	Fine Motor		Write name	Draw characters		
			Copy shapes	Copy lines, shapes, figure		
Other	Rhythm			Rhythm		