

# Developing Effective Scales for the Improvement of Preschool Education Assessment in the New Era

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*“A child miseducated is a child lost.”*

*-John F. Kennedy*

**E**DUCATION, a human activity aimed at promoting all-round growth of the individuals, is an inherently complicated process. Education assessment, an essential component of the process, plays a crucial role in ensuring the healthy development of the educational system (Yang, 2007). Effective education assessment is based on objective descriptions of the characteristics and details of the educational activity in examination. The scales can serve as objective, accurate, and valid tools for this purpose (Luo et al., 2009). As a means of quantitative evaluation, a scale can systematically gather, organize, and analyze relevant data on a specific educational activity using a set of established metrics, for the purposes of providing educators with intuitive information on student learning outcomes, teaching efficacy, curricular effectiveness, and the legitimacy of educational resource distribution. Such a data-informed assessment instrument can facilitate decision-makers identifying strengths and weaknesses in current educational practices as well as making evidence-based adjustments of educational policies (Yan, 2003).

Among the many valuable assessment scales in the field of education, the Programme for International Student Assessment (PISA) is an exemplary one. It was developed under the auspices of the Organization of Economic Cooperation and Development (OECD) to test the skills and knowledge of 15-year-old students in mathematics, reading, and science. Additional frameworks like the financial literacy framework, creative thinking framework, and readiness for life-long learning framework were included in PISA in recent years (OECD, 2023). PISA not only measures the students' literacy in basic subjects but also evaluates their practical application and problem-solving abilities, providing wide perspectives on educational quality and student development for teachers, education policy makers, and other stakeholders.

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Preschool education is critical to the physical, cognitive, social, and emotional development of the child. Scales for assessing preschool education practices can assist pre-primary teachers in developing better understanding of the growth needs of young children while also offering support for preschool education policy formulation. Currently, certain high-quality assessment tools are in widespread use in early childhood education, such as the Woodcock-Johnson, Third Edition Cognitive (WJ-III Cognitive) (Dombrowski, 2013), the social competence and behavior evaluation scale (SCBE-30) (LaFreniere & Dumas, 1996), and the early childhood environment rating scale-revised (ECERS-R) (Perlman et al., 2004). Nevertheless, ongoing social development has brought about changes in the growth environment and educational needs of the current generation of young children. Reform endeavors to enhance the quality of preschool education are underway in many countries (Yang & Li, 2016). As a result, there is a need to develop more advanced scales to cater for the development of preschool education in the new era. The development of fresh scales with high reliability and validity for pre-primary schooling has become a vital research subject in the field of preschool education research.

*Descriptive Content Analysis of Scale Development Studies in Preschool Education between 2018-2023 Years in Turkey* in this issue is a review of prior 63 studies of scale development or adaptation by Turkish pre-primary practitioners and researchers using the method of content analysis. It looks into the publication information, research designs, themes of the scale, sample sizes, and analysis methods of the studies selected. The article emphasizes the significance of the scales for preschool education and pinpoints core considerations in developing these scales (İnce Sezer & Yaşar, 2024). Despite its focus on the results of Turkish education researchers, the study can provide implications for the development of assessment scales for preschool education for their counterparts in other countries as well.

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