

Child field descriptions

It is strongly recommended that you discuss the accessibility requirements of the children who will be participating in the Preschool Outcomes Measure National Tool pilot with the teachers and educators who know them best. Note that the Preschool Outcomes Measure National Tool will assign tiles to children appropriately based on the accessibility needs identified by you when filling in these fields.

Given name	Child's given name(s). Spaces are allowed.
Family name	Child's family name. Spaces are allowed.
Middle names (optional)	Child's middle names. Spaces are allowed. This field is optional and can be left blank.
Username	A unique combination of letters, numbers, hyphens and underscores. Can be an email address or child ID. Must not contain apostrophes (') or spaces.
Password	13 or more of any combination of numbers, letters and symbols. Leave blank to create random password.
Date of birth	In the format DD-MM-YYYY or DD/MM/YYYY. Year must be 4 digits.
Gender	'Male' or 'Female' or 'Other'.
Tags (optional)	Separate tag names with a comma (,). Tags are optional, and the column can be left blank if not being used.
Unique ID (optional)	Unique Child ID. This field is optional and can be left blank.
Aboriginal or Torres Strait Islander origin	'Yes' or 'No' or 'Information not available'. Indigenous status.
English as home language	'Yes' or 'No' or 'Information not available'. Is English the primary language spoken at home?
Length of time at service	'Less than 3 months' or '3-6 months' or '6-12 months' or 'More than 12 months'. How long has the child been in this preschool setting (e.g. room or group)?
English speaking	Non-English speaking: The child understands up to about 20 English words but may use no or a few English words. They require English tasks that are easy to understand and don't need to answer by speaking English. They require contextual cues for understanding (e.g. pictures and gestures) or Aboriginal English speaking: The child will usually communicate using any form of Aboriginal English (e.g. Kriol/Creole) and will primarily be responding to assessment items using Aboriginal English or Yes: The child is English speaking.
Non-English interpreter required	Select Yes if a Non-English interpreter is required and an adult who is fluent in English and the child's home language is available and can interpret the assessment tasks while the assessment is being conducted. Non-English interpreter required can only be selected if Non-English speaking is selected.
Aboriginal English interpreter required	Select Yes if an Aboriginal English interpreter is required and an adult who is fluent in English and the child's home language, including Aboriginal English, is available and can interpret the assessment tasks while the assessment is being conducted. Aboriginal English interpreter required can only be selected if Aboriginal-English speaking is selected.
Deaf or hard of hearing	Yes: Children who are deaf or hard of hearing and primarily use assistive devices, residual hearing and speech to communicate or Deaf using sign: Deaf children who have total hearing loss or very little residual hearing and predominantly use sign to communicate and have an interpreter available to assist during the assessment or No: The child is not Deaf or hard of hearing

Sign interpreter required	Select Yes if a sign interpreter is required and an adult who is fluent in English and AUSLAN is available and can interpret the assessment tasks while the assessment is being conducted. Sign Interpreter required can only be selected if Deaf using sign is selected.
Developmental concerns	Global developmental delay (diagnosed): Children who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g., cognitive, motor, speech and language, social, daily living.). Children require support such as visual, gestural and model prompts to understand language and engage in daily activities or Developmental concern: Children without a formal diagnosis who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g., cognitive, motor, speech and language, social, daily living.). Children require support such as visual, gestural and model prompts to understand language and engage in daily activities or No developmental concern: The child has no developmental concerns.
Speech and language delay	'Yes' or 'No'. Children with speech and language delay who have difficulty understanding language, putting words together in ways that others understand and communicating using speech. Children require support such as pictures to help them understand language and may need to use other ways to communicate besides speaking such as pictures and gestures (e.g. pointing).
Augmentative and Alternative Communication user (AAC)	'Yes' or 'No'. Children who have limited to no speech and usually use Augmentative and Alternative Communication systems including high-tech speech generating devices and low-tech devices such as picture communication books.
Blind and low vision	'Yes' or 'No'. Children have a level of vision loss that makes it difficult to perform everyday tasks including a total loss of vision. They require information they can hear and touch or feel (auditory and tactile information).
Physical disability/motor impairment	'Yes' or 'No'. Physical disability/motor impairment encompasses a broad range of physical disabilities that affect a child's ability to move, perform fine motor and everyday tasks. Children require alternative access to fine motor tasks such as tapping a screen and may require support to move, sit or stand.