Definition of AEDC terms

This document defines key terms used in the Australian Early Development Census (AEDC) program.

Researchers who require a complete reference guide to AEDC data should consult the AEDC Data Dictionary available from www.aedc.gov.au.

Table 1 – Key terms used in the AEDC program.

AEDC term	Definition
Australian Early Development Census or AEDC	The AEDC is a population measure of early childhood development. Teachers of children in their first year of full-time school complete an instrument, the Australian version of the Early Development Instrument (AvEDI), for each child in their class. The Instrument collects data relating to five key areas of early childhood development referred to as 'domains' (see Domains). Data is collected for individual children and then reported for groups of children at a community, state/territory and national level.
Australian version of the Early Development Instrument (AvEDI)	The Australian version of the Early Development Instrument (AvEDI) is the Canadian Early Development Instrument adapted for use in Australia (see Early Development Instrument [EDI]). For more information, see the Guide to Referencing the AvEDI.
Community	AEDC Communities are a geographic area, usually equivalent to a Local Government Area (LGA). They are made up of 'Local communities' (see Local community).
Community profiles and maps	Community profiles and maps are data products that report AEDC results at Community and Local community levels.
Control for age variability at school entry	AEDC results are calculated taking into consideration, or controlling for, the age of children in their first year of full-time school.
Critical difference	The critical difference is the minimum percentage point change required between two collection cycles for the change to be considered significant. Results beneath the critical difference may be attributed to factors other than changes in children's development. See the Critical difference fact sheet for more information.
Cut-off scores	Children receive a score between zero and 10 for each of the five AEDC domains. Higher scores indicate stronger development. When the AEDC was first completed in 2009, a series of cut-off scores were established for each domain. Children were classified as the following: • Developmentally vulnerable (falling below the 10th percentile) • Developmentally at risk (between the 10th and 25th percentile) • Developmentally on track (all other children). All future AEDC results are compared to these established cut-off scores.

AEDC term	Definition
Developmentally at risk	The domain indicator category applying to children whose AEDC domain score falls between the 10th and 25th percentile cut-off score set in 2009.
Developmentally on track	The domain indicator category applying to children whose AEDC domain score falls above the 25th percentile cut-off score set in 2009.
Developmentally vulnerable	The domain indicator category applying to children whose AEDC domain score falls below the 10th percentile cut-of score set in 2009.
Developmentally vulnerable on one or more domains (DV1)	DV1 is one of three 'summary indicators' (See Summary indicator). DV1 represents the percentage of children who are developmentally vulnerable on one or more AEDC domains.
Developmentally vulnerable on two or more domains (DV2)	DV2 is one of three summary indicators (See Summary indicator). DV2 represents the percentage of children who are developmentally vulnerable on two or more AEDC domains.
Domain score	A domain score is a number calculated for each child for each domain that has 75 per cent or more questions completed. The AEDC domain scores range from zero to 10 (with higher scores indicating better development).
Domains	The AEDC measures five key areas of early childhood development, known as domains: • physical health and wellbeing • social competence • emotional maturity • language and cognitive skills (school-based) • communication skills and general knowledge. These domains form the foundations for later mental health, education and social outcomes. See the About the AEDC domains fact sheet for more information.
Early Development Instrument (EDI)	The Early Development Instrument (EDI) was developed in Canada by Magdalena Janus and Dan Offord at the Offord Centre for Child Studies at McMaster University (Janus & Offord, 2007) to measure the developmental health and wellbeing of young children. The AEDC uses an adapted version of the EDI (see Australian version of the Early Development Instrument [AvEDI]). For more information, see the Guide to Referencing the AvEDI.
Early intervention program	Early intervention programs are therapies, learning activities and other community supports for young children who have developmental delay, a disability or other additional needs.
English as a second language (ESL)	Children are considered to have ESL status where English is not their first language, they are either conversational but not yet proficient in the language, and/or require additional instruction in English.
Language background other than English (LBOTE)	Children are considered LBOTE if they speak a language other than English at home, or if they speak English at home but are still considered to have ESL status.
Local community	A Local community is a small area locality, usually representing a suburb or town.
Needs further assessment	Children requiring further assessment are currently being assessed or have been identified by a teacher as needing further assessment. Children may have special needs and require further assessment.
On track on five domains (OT5)	OT5 is one of three summary indicators (See Summary indicator). OT5 represents the percentage of children who are classified as developmentally on track on all five AEDC domains.

AEDC term	Definition
Percentile	Percentiles indicate the percentage of scores that fall below a particular value. They tell you where a score stands, relative to other scores. For example, if a child's domain score is in the 95th percentile, this means that they scored higher than 95 per cent of other children on that domain.
Proficient in English	Proficient in English refers to what is expected of the average monolingual English speaker in a similar phase of development. For the AEDC, children are considered proficient in English if teachers answered 'Average' or 'Good/Very good' to the AvEDI question: 'How would you rate this child's ability to use language effectively in English?' This question refers to the child's use of the appropriate words and expressions at appropriate times, as well as the child's contribution to conversations. Effective use is defined as 'sufficient to convey the desired message'. Only basic grammatical concepts need to be adhered to, so long as the meaning is clear. Teachers are asked specifically to consider English language skills.
School Profile	School Profiles detail a school's AEDC results. They provide in-depth information about the cohort of children captured in the AEDC data at the school including: • child demographic characteristics • transition to school information • the school's AEDC domain and summary indicator results over time • information about how to use the school's results • links to other AEDC resources. School profiles can be used for school planning. They are not intended for general publication and are not publicly available.
Special needs	Special needs refer to a child requiring special assistance because of chronic medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral palsy, Down syndrome) based on a medical diagnosis or diagnoses.
Summary indicator	Summary indicators combine information from all five domains to provide a summary of children's strengths and vulnerabilities. The AEDC has three summary indicators: • Developmentally vulnerable on one or more domains (DV1) • Developmentally vulnerable on two or more domains (DV2) • On track on five domains (OT5). See the Summary indicators fact sheet for more information.
Valid domain scores	A domain score is valid where: • a child has been in the class for at least one month • a teacher has completed at least 75 per cent of the Instrument items for that domain.
Valid instrument	A valid instrument is a completed Instrument for a child who: • is older than three years old • is not considered to have special needs (see Special needs) • has at least four valid domain scores (see Valid domain scores).