



TEACHER GUIDE
EARLY DEVELOPMENT INSTRUMENT (EDI)
Revised December 20, 2011



The UCLA Center for Healthier Children, Families and Communities, under license from McMaster University, is implementing the Early Development Instrument with its sub licensees in the US. The EDI is the copyright of McMaster University and must not be copied, distributed or used in any way without the prior consent of UCLA or McMaster.

For questions regarding licensing, email: LisaStanley@mednet.ucla.edu

Table of Contents

INTRODUCTION TO THE EDI	1
EDI GUIDE	1
COMPLETING THE EDI	1
DEMOGRAPHICS	2
GENERAL NOTE REGARDING THE RANGE OF RATING ANSWERS	6
SECTION A - PHYSICAL WELL-BEING	7
SECTION B – LANGUAGE AND COGNITIVE SKILLS.....	11
SECTION C- SOCIAL AND EMOTIONAL DEVELOPMENT	23
SECTION D – SPECIAL PROBLEMS.....	33
SECTION E—ADDITIONAL QUESTIONS	36

Introduction to the EDI

The Early Development Instrument (EDI) is a teacher-completed checklist that assesses children's readiness to learn at school in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. It also includes two additional scales indicating the child's special skills and problems.

The EDI is *not* designed to screen, identify or diagnose individual children. Results are designed to be interpreted and reported for groups of children (e.g., groups within a school, district, neighborhood, county, etc). This means that the EDI can be brief and focused only on certain aspects of behavior and can be completed for each child in the group. It has not been set up to give a complete picture of an individual child.

This instrument has undergone extensive pilot testing, and has been compared with direct assessment results and with parent reports. It has also been repeated on the same group of children within a short space of time. It has demonstrated reliability in all these tests. In the process of development, the EDI has also been streamlined, using detailed input from teachers. Questions that did not seem clear enough, or did not bring any new information have been removed.


EDI Guide

The purpose of this guide is to assist you as you complete the EDI. The guide contains a list of all the questions from the EDI. Most of them will have explanatory notes, or detailed rating descriptions for each response option. The explanations are based on consultations with teachers and the testing of over 61,000 children in 1999 and 2000. No explanations were added where questions were considered self-explanatory. We welcome your comments, as this guide is considered a work in progress. Please read the entire EDI Guide *once* before starting to complete the questionnaires and then refer to it, as needed, to ensure you are accurately collecting the requested information.

Completing the EDI

When completing the EDI, try to answer all the questions to the best of your knowledge. Base your answers on your observations and overall impressions of the child. Observations of each student should reflect his/her CURRENT developmental status.

The "don't know" option should be used only if you have not had the opportunity for observing and/or testing this particular skill with the child. The questions on behavior are an exception to this rule. For these, if you have not observed a child behaving in a certain way in the time that you have known her or him, the accurate answer is "never or not true." In making the ratings on the children in your class, it is important to consider how your interpretations of child development, and therefore your responses, may be influenced by your gender; life experiences; cultural heritage; socio-economic circumstances; role models; and values.

The flag icon  indicates those items on the EDI that have been found to be culturally sensitive. For these items, **supplementary information** is provided in this guide to describe special considerations for cultural sensitivity.

Demographics

1. Length of school day

Is this child in your classroom half-day for the morning (a.m.) or afternoon (p.m.), full day, or in another type of arrangement?

2. Child’s date of birth

3. Sex

4. Zip Code

Please enter child’s home zip code.

5. Date of completion

Please enter the date you fill out the EDI Checklist.

6. Child has an Individualized Education Program (IEP) or equivalent:


(answers: yes; no; don’t know)

An “equivalent” to the Individualized Educational Program (IEP) would include any legal document used to outline the educational program for the child with a disability to access appropriate education, as outlined in the Individuals with Disabilities Education Act (IDEA).

7.  Do you believe this child has a special need?

(answers: yes; no)

Please use the general guidelines provided below:

YES	NO
Children with already identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports.	If child is gifted or talented , please mark instead their special talents in Section B, questions 34-40.
Children without identified conditions, but requiring specialized services, supports or monitoring.	If you only suspect that the child may be suffering from a disabling condition, or the condition is not severe enough for the child to be classified as special needs, please indicate the child’s condition/situation in Section D .
	 If the special need only arises because the child has English as an additional or second language, please indicate ESL Status in question 9 of this section.

8. Child has been referred for assessment(s) to determine if s/he qualifies for special education services?

(answers: yes; no; don't know)

9.  Child considered an English Language Learner (ELL)?

(answers: yes; no)

YES	NO
Child for whom English is NOT their first language, and who needs additional instruction in English.	Child for whom English is the first language.
Child for whom English is NOT their first language, who has conversational English, but whose English is not yet proficient.	Child is able to speak another language apart from English, but whose English is fluent.
	Child whose first language (developmentally) is not English but whose English is fluent.

In most school districts, children are identified as having ESL status if they are not fluent enough in English to easily follow the classroom educational activities.

10. What is the child's first language?

First language is the language a child learned first in her or his development, and still can understand (and/or speak).

Please select from the following language options in the table below.

If you don't find a code, please select **99 (All other)**, and let us know the name of the language in the comments at the end of the questionnaire.

First Language Codes			
00	English	20	Chamorro (Guamanian)
01	Spanish	21	Hebrew
02	Vietnamese	22	Hindi
03	Cantonese	23	Hmong
04	Korean	24	Hungarian
05	Filipino (Pilipino or Tagalog)	25	Ilocano
06	Portugese	26	Indonesian
07	Mandarin (Putonghua)	27	Italian
08	Japanese	28	Punjabi
		29	Russian
		40	Pashto
		41	Polish
		42	Assyrian
		43	Gujarati
		44	Mien (Yao)
		45	Rumanian
		46	Taiwanese
		47	Lahu
		48	Marshallese
		49	Mixteco

09	Khmer (Cambodian)	30	Samoan	50	Khmu
10	Lao	32	Thai	51	Kurdish (Kurdi,Kurmanji)
11	Arabic	33	Turkish	52	Bosnian,Croatian,Serbian
12	Armenian	34	Tongan	53	Toishanese
13	Burmese	35	Urdu	54	Chaldean
15	Dutch	36	Cebuano (Visayan)	56	Albanian
16	Farsi (Persian)	37	American Sign Language	57	Tigrinya
17	French	38	Ukrainian	60	Somali
18	German	39	Chaozhou (Chaochow)	61	Bengali
19	Greek			99	All other

11.  Does the child communicate adequately in his/her first language?

(answers: yes; no; don't know)

In answering this question, please base your answer on what might be considered appropriate language for a child in this phase of development.

Yes: If the child communicates adequately in his/her native tongue, (based on your observation or parent information), please indicate **YES**.

No: If the child does not communicate adequately in his/her native tongue, (based on your observation or parent information), please indicate **NO**.

Don't Know: If you are uncertain, please indicate **DON'T KNOW**.

12. Is this year a repeat of kindergarten for this child?

(answers: yes; no)

This refers to the *current* academic year, not whether or not the child is in danger of repeating this grade.

Yes: If the child is repeating this grade, please indicate **YES**.

No: If the child is not repeating this grade, please indicate **NO**.

13. Child's race/ethnicity:

Please select from the following race/ethnicity options in the table below.

If you don't find a code, please select **8 (Other)**, and type in the race/ethnicity in the text box.

Race/Ethnicity Categories	
1	Multiracial
2	American Indian/Alaskan Native
3	African American/Black
4	Asian
5	Native Hawaiian or other Pacific Islander
6	Hispanic, Latino/a
7	White
8	Other

14. Student Status:

If the child has been in your class for more than one month, please proceed in completing the rest of the EDI.

If you indicated any of the other responses (in class less than one month; moved out of class; moved out of school; other), then you are done completing the EDI on that particular child. In the event that you mark “other,” please elaborate. An example of this would be if the child is enrolled in the class but was absent for the entire data collection period and therefore the parents/guardians never received the parent information letter.

If parents/guardians request that you do not assess their child, mark **OTHER** and do not fill in the rest of the form.

General Note Regarding the Range of Rating Answers

1. In most cases, a description of the skills for each rating is provided. Where it is not, a judgment as to the level of skill or ability of the child may be required. Your judgment should reflect the actual individual child's performance on that measure, not how the child is performing relative to his or her classroom peers.
2. The 'don't know' option should only be used if you have not had the opportunity for observing/testing this particular skill with the child or do not have the required information about the child.
3. Rate the child as they currently present, NOT the way the child presented at the beginning of the school year.

Section A - Physical Well-being

1. About how many regular days has the child been absent since the beginning of the school year?

Information is provided by the district

2. How many of these days can be attributed to being “sick”? Information is provided by the district

Since the start of the school year, has this child sometimes (more than once) arrived:

(answers: yes; no; don't know)

3. over- or underdressed for school-related activities

Refers to the child being dressed appropriately vs. inappropriately for the weather, and if this is causing any physical discomfort. Clothing that is culturally or religiously appropriate should not be considered over- or under-dressed.

YES	NO
For instance, they either do not have a warm coat for an outside trip in cold weather (underdressed) or their clothes are too heavy in warm weather (overdressed).	Dresses appropriately for the weather or dresses according to their comfort needs.

4. too tired/sick to do school work

Refers to child coming to school with some ailment, child complaining about feeling sick, child being sleepy and/or lethargic, which interferes with his/her participation in school activities (academic or physical).

YES	NO
Often or occasionally appears sleepy or complains about feeling sick.	Consistently arrives at school ready to do work and does not appear tired or complains of feeling sick. Since the start of school the child may have either been sent home ill or arrived at school tired, but this has not occurred repeatedly.

5. late

Refers to arrival at school after the start of the class and before the end of class.

YES	NO
Often or occasionally arrives to school late.	Consistently arrives to school on time.

6. hungry

This question refers only to the child's hunger level upon arrival at school, rather than throughout the day. It is possible for a child to express they are hungry even if they have had breakfast; therefore, it is important that you use your professional judgment to determine if the child's comments indicate a serious, recurring problem.

In the days leading up to and during some religious holidays, such as Ramadan and Lent, some children may alter their eating habits. Please base your response on typical eating habits.

YES	NO
For instance the child sometimes or regularly indicates one or more of the following: reports that they have not had breakfast, complains of hunger and/or appears lethargic.	The child never complains of hunger and/or never reports that they skipped breakfast.

Would you say that this child:

(answers: yes; no; don't know)

7. is independent in bathroom habits most of the time

This question refers to the use of a toilet (Western, sit-down toilet). The child knows when s/he needs to use the bathroom (i.e. does not have "accidents"). The child is able to undo/do zippers, snaps, buttons on clothing that are required to go to the bathroom, can wash and dry hands by him/herself.

YES	NO
The child can do all of the above tasks always or most of the time. If a child had an accident once early in the school year answer YES . Also answer YES for children recently exposed to sit-down toilets, who after initial accidents have adapted toileting habits.	The child cannot do most or any of the tasks listed above OR the child has had more than one accident since the beginning of the school year. Also answer NO for children who after at least one year one month of exposure to sit-down toilets continue to have difficulty adapting their toileting habits.

8. shows an established hand preference (right vs. left or vice versa)

9. is well coordinated (i.e., moves without running into or tripping over things)

Includes running, ability to change directions while running, hopping, skipping, jumping, etc.
Movement to music should not be used in gauging coordination.

Sometimes teachers may observe that their students' are either underweight or overweight. Do you feel that this child:

(answers: yes; no; don't know)

10. is underweight

11. is overweight

How would you rate this child's:

(answers: very good/good; average; poor/very poor; don't know)

12. proficiency at holding a pen, crayons, or a paintbrush

"Proficiency" refers to the level of skill with this task. Do not make concessions for children with limited exposure to writing tools.

Very good/good	Average	Poor/very poor
Uses precision writing grip all or most of the time.	Sometimes uses precision writing grip, but is not consistent.	Uses fist grip or other dysfunctional grip most or all of the time.

13. ability to manipulate objects

Includes the manipulation of smaller objects/toys and items, e.g., etch-a-sketch, threading beads, buttons on clothing.

14. ability to climb stairs

If there are no stairs where the child can be observed, please use your professional judgment to answer this question, including, for example, the ability to climb playground equipment. If you have seen the child complete a range of related physical activities such as skipping, running or hopping without any problems then answer 'Very good/good.'

Very good/good	Average	Poor/very poor
Walks up and down stairs alternating feet all or most of the time.	Walks up and down stairs without difficulty, but not necessarily alternating feet.	Most of the time does not alternate feet, has trouble going up or down.

15. level of energy throughout the school day

Very good/good	Average	Poor/very poor
Child does not tire at all or excessively as the day progresses.	Child does tire, but it does not interfere too much with school activities.	Child tires and it interferes or restricts child's ability to participate in school activities.

16. overall physical development

Includes fine and gross motor skills, stamina, muscle tone, etc.

Section B – Language and Cognitive Skills

General notes for this section:

Take into consideration acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended. Rate the child as the child currently presents, NOT the way the child presented at the beginning of the school year. Responses should be based on an informal knowledge of the child's skills based on observations in the last month. Answer "yes" if the particular skill has already developed or is developing well. Answer "no" if the skill has not yet developed or is developing too slowly.

Avoid the marking of "don't know." Answer 'don't know' ONLY if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child. Where possible indicate the level (very good/good, average, poor/very poor) of ability or "yes" or "no" to indicate whether or not the child demonstrates the skill.

Some items in this section require knowledge of a child's language abilities (e.g. B15 - Is able to read simple sentences) and some items do not (e.g. B4 - Ability to take part in imaginative play). For items that require knowledge of a child's language abilities, you should assess the child's ENGLISH abilities, regardless of the child's primary language or whether the child is in a dual language immersion program.

The goal of the EDI is to assess children's readiness to thrive in a school setting and to predict their success in future years. To succeed in the school environment is strongly dependent on a child's fluency in English, especially at the high school and college levels.

The EDI aims to measure universal child development trends. It cannot always capture more detailed elements of child development that are important across cultures or the skills that children have in other languages.

Note for dual language programs where English is not the primary focus: If a teacher is unfamiliar with the child's language abilities in English, we suggest that the teacher use their intuition and instincts to rate the child to answer the following question: Given what you know overall about this child and how they are doing in the language of instruction (not English), would they most likely be capable of this skill in English? If they are excelling in this skill in the language of instruction, they are most likely to also excel in this skill in English. If the teacher is still uncomfortable rating the child's English language abilities, they can answer "don't know" but we hope that they will do this sparingly and use their instincts where possible.

General Notes Continued

The items that should be based on children's English language abilities are listed in the table below:

1.	Ability to use language effectively
2.	Ability to listen
3.	Ability to tell a story
5.	ability to communicate own needs in a way understandable to adults and peers
6.	Ability to understand on first try what is being said to him/her
7.	Ability to articulate clearly, without sound substitutions
11.	Is able to identify at least 10 letters of the alphabet
12.	Is able to attach sounds to letters
14.	Is able to participate in group reading activities
15.	Is able to read simple words
16.	Is able to read complex words
17.	Is able to read simple sentences
22.	Is able to write simple words
23.	Is able to write simple sentences
29.	Is able to count to 20
30.	Is able to recognize numbers 1-10
31.	Is able to say which number is bigger of the two
32.	Is able to recognize geometric shapes
34.	Demonstrates special numeracy skills and talents
35.	Demonstrates special literacy skills and talents

How would you rate this child's:

(answers: very good/good; average; poor/very poor; don't know)

1. ability to use language effectively

The focus is specifically on English language skills. This question refers to the child's use of appropriate words and expressions at appropriate times, as well as the child's contribution to conversations. Effective use is defined as use sufficient to convey the desired message. Only basic grammatical concepts need to be adhered to, as long as the meaning is clear.

2. ability to listen

Refers to the child's ability to listen without visual clues for at least a few minutes.

3. ability to tell a story

Refers to the child's skill in retelling a story s/he has heard before, using appropriate vocabulary in matching events with words.

4. ability to take part in imaginative play

Some children are not familiar with imaginative play. Regardless of previous exposure, rate performance using the same criteria for all children.

Very good/good	Average	Poor/very poor
The child shows lots of imagination and interest in make-believe. The child shows imaginative and creative ways of play.	The child engages in pretend play easily and naturally.	The child requires encouragement, modeling and/or assistance to engage in pretend play.

5. ability to communicate own needs in a way understandable to adults and peers

Refers to the child’s ability to use verbal and, when necessary, non-verbal means (signs and gestures), to communicate what kind of assistance they may need in such a way that is understandable to the teacher and other children.

Culture influences how children communicate with adults and peers. Eye contact and speaking directly to an adult may be avoided as a sign of respect. This is not to be confused with inappropriate means of communication, such as kicking and yelling. This question is not meant as a measure of English language proficiency.

Very good/good	Average	Poor/very poor
Child can reliably state his/her needs in a way that cannot be misinterpreted, even if it is not done using a proper grammatical language, or with help of non-verbal communication, e.g., pointing to appropriate items.	On most occasions the child is able to communicate their needs, but clarification may be required at times	Most of the time, communication of the child’s needs is difficult for peers and adults to understand, requiring repetitions and guesses.

6. ability to understand on first try what is being said to him/her

Refers to the child being able to understand simple commands or statements when directly addressed to the child.

Very good/good	Average	Poor/very poor
The child consistently demonstrates understanding of the spoken information. The child is able to identify the main	Most of the time child demonstrates understanding of the spoken word. The child carries out the task or asks	The child rarely demonstrates understanding of the spoken word. That is the child does not provide an appropriate

ideas from the spoken material by carrying out the task or asking a clarifying question or making a relevant comment.	clarifying questions or makes relevant comments but does not consistently use all three.	response to the spoken word.
---	--	------------------------------

Caution: If you have enough reason to believe that the child understands but chooses not to respond please still rate as **GOOD**; the behavior aspect is rated elsewhere.

7.  **ability to articulate clearly, without sound substitutions**

Refers to child’s possible speech difficulty rather than accent.

Accent may affect the rhythm of speech, intonation, and pronunciation; this is distinct from speech difficulties and should not influence how you rate children.

Very good/good	Average	Poor/very poor
No or a few articulation problems in the more advanced areas (e.g., words like “leisure”).	The child can articulate clearly most easy words, but still makes sound substitutions.	The child has poor articulation, makes several sound substitutions with most letter-sounds and is difficult to understand.

General notes for questions 8-21:

Answer **YES** if the particular skill has already developed or is developing well.

Answer **NO** if the skill has not yet developed or is developing too slowly.

Answer **DON’T KNOW ONLY** if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child.

The child’s exposure to reading material prior to school entry will vary, but by January-March all children will have had some exposure. It is not expected that children will be reading and writing by the time they get to school, but it is important to capture information about those who can.

Would you say that this child:

(answers: yes; no; don't know)

8.  knows how to handle a book (e.g., turn a page)

YES	NO
Knows which way up the book should be held and knows how to turn pages. The book may contain text in any language , but pages should be turned as appropriate for the language.	Does not have knowledge of how to hold a book or turn pages.

9. is generally interested in books (pictures and print)

Refers to the child's being attentive to books, picking them up to look at spontaneously, and/or listening at least for a short period of time when a teacher reads or shows a book.

10. is interested in reading (inquisitive/curious about the meaning of printed material)

Refers to the child either independently trying to "read" a book by themselves, asking to have a book read to them, or listening attentively when books are being read.

YES	NO
Asks to have a book read to them, OR watches and listens intently when books are read to the class, OR asks and answers questions about the content, OR will go and select a book to read/view at appropriate times.	Does not indicate interest in books and will lose attention when books are being read to the class.

11. is able to identify at least 10 letters of the alphabet

Refers to either capital or lower-case letters in alphabetical or random order.

YES	NO
The child can identify 10 or more letters.	The child cannot identify at least 10 letters.

12.  is able to attach sounds to letters

YES	NO
<p>The child is able to attach sounds to letters in most cases (> 50%), regardless of whether or not the sounds start like the name of the letter.</p> <p>Some ESL children may struggle with some sounds, but unless the child struggles with more than half the letters in the alphabet, select YES.</p>	<p>The child is able to attach sounds to a few letters or none at all (less than 50% of the time).</p>

13.  is showing awareness of rhyming words

The rhyming concept may need to be explained for children whose home language does not have any or many rhyming words (e.g. Arabic). This is worth noting, but it should not influence how you answer the question for these children.

YES	NO
<p>When asked, the child provides a rhyming word when given a word or after being provided with an example.</p> <p>The child may spontaneously speak or sing a list of rhyming words.</p>	<p>The child does not provide a rhyming word when given a word or after being provided with an example.</p>

14. is able to participate in group reading activities

The child does not need to be familiar with all of the objects in books, such as names of animals, or need to be reading. Participation as part of the group is all that is of interest.

YES	NO
<p>In a group setting, the child attends to, responds to, and/or recognizes objects and ideas in illustrations and text of the reading material. For example, the child chimes in during choral reading activities or supplies appropriate responses when the teacher omits words.</p>	<p>In a group setting the child does not attend to, respond to, and/or recognize objects and ideas in illustrations and text of the reading material. For example, the child doesn't chime in during choral reading activities or supply appropriate responses when the teacher omits words.</p>

15. is able to read simple words

YES	NO
The child reads most commonly used 3 or 4-letter words (mom, dad, cat, dog, etc.) The child may read simple words with the use of prompts.	The child reads few or no 3 or 4-letter words even with prompts.

16. is able to read complex words

YES	NO
The child reads a few words of two or more syllables (a few of them is enough). The child may read complex words with the use of prompts.	The child reads no complex words, even with prompts.

17. is able to read simple sentences

YES	NO
The child reads 3-6 word sentences (e.g., The cat sat on the mat; I am..., I like..., I can...). The child may read simple sentences with prompts. The use of illustrations to predict meaning is appropriate.	The child does not read simple sentences, even with prompts from others or reference to illustrations.

18. is experimenting with writing tools

YES	NO
The child independently chooses to use pencils, pens, crayons, etc.	The child does not choose to use a variety of writing tools.

19. is aware of writing directions (left to right, top to bottom)

This question refers to the child's awareness of writing directions, and NOT their ability to write.

YES	NO
The child knows a sentence starts on the left and moves to the right. This may have been demonstrated through one of the following: mimicking writing direction using a finger, swirling or scribbling left to right (early writing).	For instance, the child randomly scribbles or cannot identify the beginning or end of a sentence or where text would begin on a page.

20. is interested in writing voluntarily (and not only under the teacher's direction)

Refers to the child's initiative in using writing/drawing tools to scribble, pretend to write, label objects with letters or letter-like symbols. An attempt to link letters must be present.

YES	NO
The child puts their name on their work with or without being encouraged, writes messages, attempts to label objects in their pictures. It does not matter whether the words are legible. It only matters that the child is attempting to link letters together. This must occur on more than one occasion.	The child only attempts to write when instructed by an adult.

21. is able to write his/her own name

YES	NO
Without assistance (independently) the child writes his/her first name from memory. The letters must be in sequence. The letters may be reversed, inverted, upper case letters, lower case letters, or a combination of lower and upper case letters. All letters must be present most of the time.	The child writes name only with assistance OR the child writes name with letters in random order OR the child gets the first and the last letters correct, but the middle ones are usually jumbled OR the child misses letters most of the time.

General note for questions 22 and 23:

While it is acknowledged that copying the teacher and writing independently are two different skills, these questions are concerned with the end results (i.e., the child's ability to write).

Spelling, punctuation and grammar are not particularly important so long as meaning is conveyed.

22. is able to write simple words

Refers to either writing words on her/his own or by copying the teacher.

23. is able to write simple sentences

Refers to either writing sentences on his/her own or by copying the teacher.

24. is able to remember things easily

In this instance 'things' refers to all elements of material being taught: facts, events, letters, numbers, book characters, etc. Both long and short term memory should be considered.

YES	NO
The child consistently remembers most or all of the new material introduced in the class from one period to another and from day to day. For example, this may include one or more of the following: some letters or numbers, special interest facts, names of characters in a book read in class recently, words to a song, etc. The child recalls the names of peers, teachers, and other school personnel most of the time.	The child regularly cannot recall recently learned material and/or requires many repetitions of new knowledge to retain it; the child cannot recall the names of peers and others (refers to them as "him" or "her").

25. is interested in mathematics

Refers to the child participating eagerly in activities involving voluntary demonstration of skills, such as counting or adding using fingers.

YES	NO
The child readily participates in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).	The child is reluctant to or does not participate in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).

26. is interested in games involving numbers

Refers to the child participating eagerly in games involving numbers, voluntary selection of number-related toys (e.g., counting, sorting blocks). If toys are used, they must be used, at least in part, for the purposes they were designed. For instance, counters are used for counting or color sorting, not just for flicking across the room.

YES	NO
The child readily participates in games involving numbers, voluntary selection of number-related toys, etc.	The child participates with encouragement, prompting, or assistance or does not participate in games involving numbers, voluntary selection of number-related toys, etc.

27. is able to sort and classify objects by a common characteristic (e.g., shape, color, size)

Refers to the child demonstrating the ability to do one or more of the following: play matching games, separate counters into common colors, or name the number of objects presented (e.g., say three or write the visual symbol for three when three objects are presented).

YES	NO
The child sorts and classifies objects by a number of common characteristics (e.g., shape, size, color).	The child sorts and classifies objects by only one characteristic (e.g., only color) or does not sort and classify objects by a common characteristic.

28. is able to use one-to-one correspondence

Refers to the child’s ability to: recognize the fact that numbers change as the number of objects change; show understanding of matching games where there has to be the same number of objects on each picture, or play games matching numbers to pictures of the corresponding numbers of objects (e.g., a picture of 2 with a picture of two apples).

29. is able to count to 20

Refers to the child’s ability to count by rote without mistakes from 1 to 20 most of the time.

30. is able to recognize numbers 1-10

Refers to the child’s knowing the name and recognizing the visual symbol of the numbers.

YES	NO
The child knows the name and recognizes the visual symbol of ALL the numbers 1-10 most of the time; may be with prompting.	The child recognizes only a few of the numbers 1-10 or none at all, even with prompting.

31. is able to say which number is bigger of the two

Refers to numerals NOT objects; only up to 10 (not teens).

YES	NO
The child is able to select the larger numeral of the numerals up to 10 but not the teens.	The child cannot do this for small numbers up to ten.

32.  is able to recognize geometric shapes (e.g., triangle, circle, square)

This question should not rely on the child’s English proficiency.

YES	NO
The child can point to/select at least three shapes. The child does not have to identify the shapes by name. This may be prompted.	The child points to fewer than 3 shapes, even when prompted.

33. understands simple time concepts (e.g., today, summer, bedtime)

The child demonstrates knowledge of at least one simple time concept, such as a daily time concept. Examples include lunchtime, morning, night.

General note for questions 34 to 40:

“Special” or “unique” refers to a skill or a talent that is greater than the level expected for a typical student in this phase of development. For example, the child’s talent is notable to other colleagues because of its “specialness” or “uniqueness.” If you are not sure if the skill is “special” or “unique”, indicate **NO**.

34. demonstrates special numeracy skills or talents

This includes skills demonstration of numeracy skills and talents

35. demonstrates special literacy skills or talents

This includes skills demonstration of literacy skills and talents.

36. demonstrates special skills or talents in arts

This refers to the child’s creative skills, including drawing storytelling, and acting skills.

37. demonstrates special skills or talents in music

38. demonstrates special skills or talents in athletics/dance

This refers to the child’s physical skills.

39. demonstrates special skills or talents in problem-solving in a creative way

40. demonstrates special skills or talents in other areas (specify)

Section C- Social and Emotional Development

How would you rate this child's:

(answers: very good/good; average; poor/very poor; don't know)

1. overall social/emotional development

Social-emotional development refers the ability to form close, secure relationships and to experience, regulate, and express emotions. **Social** refers to how individuals interact with others. **Emotional** refers to how individuals feel about themselves, others and the world.

Base your answer to this question on how you view the child's general ability to interact and relate appropriately to her/his peers, react to unexpected contexts, as well as their interest in the world around them.

2. ability to get along with peers

Very good/good	Average	Poor/very poor
The child does well both in one-on-one contexts and in a group.	Child's does only moderately well in getting along (e.g., quarrels or takes offence)	Child is uncomfortable around peers in either groups or one-on-one settings
	AND/OR	AND/OR
	is comfortable only in one setting.	gets into frequent conflicts with peers.

General note:

Below is a list of statements that describe some of the feelings and behaviors of children.

Whenever possible answer **OFTEN OR VERY TRUE, SOMETIMES OR SOMEWHAT TRUE, NEVER OR NOT TRUE.**

For each statement, please choose the answer that best describes the child now, but use the time since the beginning of the school year as your reference frame.

Restrict your responses to your direct observations of the child in the classroom/school environment. For example, if you have not seen a child exhibit a particular behavior since the beginning of the school year, then the correct answer is **NEVER OR NOT TRUE**, and not "don't know."

Keep in mind that too many missing values (which includes "don't know" responses) render the questionnaire invalid.

Would you say that this child:

(answers: often or very true; sometimes or somewhat true; never or not true; don't know)

3. plays and works cooperatively with other children at the level appropriate for his/her age

4. is able to play with various children

The child plays with at least three different children on a regular basis.

5. follows rules and instructions

Once aware of rules and instructions, the child will try to adhere to them.

6. respects the property of others

7. demonstrates self-control

This may be demonstrated in a variety of ways: e.g. sharing toys, taking only a 'fair share' of communal food, or displaying emotions in an appropriate manner.

8. shows self-confidence

9.  demonstrates respect for adults

This may be influenced by culture and demonstrated in a variety of ways: e.g. avoids eye contact, sustained eye contact, does not question authority figures directly, does not interrupt when adults are talking or does it only occasionally, is polite when addressing adults.

10. demonstrates respect for other children

The child is attentive to the needs of other children and treats them in the same way they would like to be treated.

11. accepts responsibility for actions

This may be demonstrated in a variety of ways: e.g. the child does not argue back when disciplined, does not show attitude when reprimanded, owns up to poor behavior.

12. listens attentively

13. follows directions

Refers to the child's actual behavior: following directions when given, NOT to the child's ability to do so.

Answer **NEVER OR NOT TRUE** if the child requires frequent redirecting.

14. completes work on time

Completing work on time refers to the completion of work within a timeframe appropriately allocated for the student.

15. works independently

16. takes care of school materials

17. works neatly and carefully

18.  is curious about the world

This may be demonstrated in a variety of ways: e.g. the child asks lots of questions, participates in discussions about a variety of topics. Demonstration of the skill should not be dependent on English proficiency.

General note for questions 19-21:

The intent of questions 19-21 is about engaging with toys, games, and books that are not familiar to the child. The emphasis is on “new” rather than “eager.”

Choose the option that best describes the frequency of the child’s choice to play with a new toy, game or book, when the toy, game or book appears in the classroom.

19. is eager to play with a new toy

The child is eager to explore how unfamiliar objects, including toys, can be used as well as how they work.

20. is eager to play a new game

21. is eager to play with/read a new book

The child is quick to touch or look at unfamiliar books, or asks to play with and/or read new books.

22. is able to solve day-to-day problems by him/herself

Refers to the child’s finding appropriate solutions (chooses an alternative, uses words to express his/her choices, finds a way to “fix” something) to day-to-day problems such as: when his/her selected area is “full,” a student chooses the book s/he had planned to view, when a pencil breaks, water gets spilled, etc.

Answer **NEVER OR NOT TRUE** if the child usually requires assistance from the teacher in such situations.

23. is able to follow one-step instructions

This has to be demonstrated by the child following one-step instructions with ease and without requiring frequent redirection or repetition of instructions.

24. is able to follow class routines without reminders

Following class routines means that the child can successfully move between regular activities without individual prompting by the teacher. For instance, the child may know the group they are

in for reading activities and move to that group instinctively at reading time, or know what they need to take with them to specialist classes.

25. is able to adjust to changes in routines

26.  answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark, etc.)

Knowledge of the world can include knowledge of the purpose of objects/animals (e.g. animals can be pets or food), knowledge of when events occur and knowledge of what objects do (e.g. boats float in water).

Questions can be answered through various means, including demonstration of knowledge and understanding through pointing, stories, drawings, play-acting, or modeling how things work or what things are.

This question should not rely on English proficiency. For Native American students, consider their specific knowledge, such as changes associated with the seasons.

27. shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)

General note for questions 28-35:

By the time the EDI is completed, most children will have been exposed to the situations below. Therefore, if they had not shown any of the described behaviors, the appropriate answer is **NEVER OR NOT TRUE**.

If you have not had a chance to observe the child's behavior, please choose **DON'T KNOW** or use your professional judgment to make a selection. Keep in mind that too many 'don't knows' makes the questionnaire not scoreable.

28. will try to help someone who has been hurt

This also includes if the child seeks appropriate assistance from an adult.

29. volunteers to help clear up a mess someone else has made

30.  if there is a quarrel or dispute will try to stop it

This behavior is demonstrated by a child who reacts in ways that are appropriate to the context and that will help to resolve the conflict, even if he or she is not involved and does not know the people involved. For instance, this may include one or more of the following: the child seeking appropriate assistance from an adult; diverting the children involved to another activity; discouraging others from being involved; placing themselves physically between quarrelling children; and seeking other ways to diffuse the conflict.

Answer **NEVER OR NOT TRUE** if you have never seen the child assisting in a peaceful solution of a dispute.

Answer **DON'T KNOW** if you have never had a chance to observe the child in a context of a conflict between other children.

Please note: It may be appropriate to enter **DON'T KNOW** if you think a child does not intervene or avoids intervening out of respect for the children involved or because that is the culturally appropriate behavior.

31. offers to help other children who have difficulty with a task


Refers to the child offering to assist when they notice their peers struggling or in response to a verbal or non-verbal request for assistance. Assistance is not imposed and is offered independently without encouragement from the teacher. The tasks do not have to be academic, (e.g., collecting a block from a high shelf in the classroom or assisting another child in a game in the playground).

Examples include: demonstrating the skill, sharing their work, or doing some of the task.

Please note: Children who are overly helpful or who offer help to please the teacher, should be rated high only if they are respectful of other children. "Taking over" or completing another child's task without consideration of the other child should not be counted.

32. comforts a child who is crying or upset

Examples may include a child who offers a toy/book etc. to a crying or upset peer; child who says "don't cry," "don't be sad," or reasons with the other child not to be upset; or suggests to the teacher ways for comforting the upset peer.

33.  spontaneously helps to pick up objects, which another child has dropped (e.g., pencils, books)

In this behavior, the emphasis is on spontaneity: the child reacts to as if it is a reflex, without prompting or expectation of a reward. Examples may include picking up sporting equipment, gloves, and pencils, with the intention of placing them in their right place or giving back to the owner. **Do not count** if the child claims the objects as his/her own.

Please note: Some children may not help because they do not perceive it as their place to touch another person's belongings. In these instances, please select **DON'T KNOW**.

34. will invite bystanders to join in a game

Probably best observed in unstructured games on the playground or during free play time in class. Examples involve a child who will call others to join a game already in progress (e.g., asks another child "Do you want to play with us?"). **Do not count** if a child invites another to start a game with him/her but will not allow others to join in.

35. helps other children who are feeling sick

Also include if child seeks appropriate assistance from an adult.

36. is upset when left by parent/caregiver

If the teacher has no opportunity to observe the child's behavior upon separation, choose **DON'T KNOW**.

37. gets into physical fights

38. bullies or is mean to others

Bullying and being mean may take the form of physical, emotional or verbal manipulation. Rather than focusing on the intent or reasoning behind the actions, please report bullying in instances where the recipient of the actions feels they have been bullied.

Examples include: child makes negative remarks about others, intentionally excludes other children from activities, physically asserts themselves, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included, or ignores children wanting their attention.

39. kicks, bites, hits other children or adults

Child displays these actions either in or around the school. Their actions may be unprovoked, provoked, or may occur as part of what a child considers 'play,' but are performed intentionally.

40. takes things that do not belong to him/her

41. laughs at other children's discomfort

Please only report laughter that is either malicious, where the child appears to be deriving some pleasure from another's discomfort, or laughter that draws negative attention to the other child. Nervous laughter is distinct from this.

42. can't sit still, is restless

Child's restlessness can be demonstrated by wandering around the classroom or yard, fidgeting with hands or feet or squirming in seat or fiddling with objects when the rest of the class is working, or looking around at other children when the class is listening to a story, or when the class is attending an event, like an assembly or a performance. **Do not** include if child becomes only occasionally restless when bored, tired, needs to use a toilet/washroom, or is excited waiting for special events, etc.

43. is distractible, has trouble sticking to any activity

The emphasis for this question is on the word 'any.' Child has difficulty pursuing any activity for the necessary length of time, gets very easily/quickly distracted in an activity by anything happening around him/her, or finds other activities before completing the one started.

Distractible includes easily side-tracked.

44. fidgets

45. is disobedient

46. has temper tantrums

47. is impulsive, acts without thinking

Child acts in a way that may inconvenience or distract other children and this is not done intentionally. Child appears to act without considering others or the consequences and is not able to self-monitor their actions. Examples include blurting out answers before questions have been completed, starting a task or activity without hearing the full list of instructions, interrupting or intruding on others, unintentionally making upsetting comments, leaving the classroom without asking permission, calling out without raising a hand, running in the classroom, etc.

48. has difficulty awaiting turn in games or groups

Examples include: child gets agitated if their needs/wants are not immediately met; tries to push in front of other children, calls out, butts in, takes over, or gets distracted and abandons games or group activities; child who always wants to be first in line or in receiving resources.

49. cannot settle for anything for more than a few moments

Child cannot engage in an activity (whether teacher-directed, self-chosen, or play), except for a very brief period. For example, when given a task, child leaves seat in classroom, is easily distracted by extraneous stimuli, does not focus on task/activity, does not follow through to complete a task.

50. is inattentive

Child fails to give close attention to details or makes careless mistakes, has difficulty sustaining attention in tasks or play activities, does not seem to listen when spoken to directly, loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools), does not follow through on instructions and fails to finish schoolwork (**NOT** due to failure to understand instructions), daydreams.

51. seems to be unhappy, sad or depressed

This is distinct from being tired though they may look similar. Children may appear withdrawn, be unenthusiastic and tend not to smile much. Depending on the child and frequency of the behavior, select **OFTEN OR VERY TRUE** or **SOMETIMES OR SOMEWHAT TRUE**.

52. appears fearful or anxious

53. appears worried

54. cries a lot

55. is nervous, high-strung or tense

56. is incapable of making decisions

Child takes an inappropriately long time to do one or more of the following: choose books to read/look at during silent reading; decide where to sit on the mat; and/or decide which color pencil to use. Child often waits for others to make a decision and mimics it, or requires adult direction or explicit instructions to make appropriate decisions.

57. is shy

58. sucks a thumb/finger or piece of clothing

Also refers to sucking a piece of their hair, etc.

Section D – Special Concerns

In this section, “special needs” refers to the needs already noted on page 3 of this document (Item 7 of the Demographics section) AND any other difficulties that the child is currently experiencing. If in doubt whether a particular impairment is included in the categories listed, please mark it as **OTHER** and explain.

Please base your answers on **TEACHER OBSERVATION** OR **MEDICAL DIAGNOSIS AND/OR PARENT/GUARDIAN INFORMATION**.

1. Does the student have a problem that influences his/her ability to do school work in a regular classroom (based on parent information, medical diagnosis, and/or teacher observation)?

Please base your answer on parent information, medical diagnosis, and/or your observations as the teacher.

If you answer **NO** or **DON'T KNOW**, please skip to question 5.

2. If YES above, please mark all that apply. Please base your answers on medical diagnosis or parent/guardian information.

Please base your answers on your observations AND on parent information/medical diagnosis. For example, if you have noticed that a child has a learning disability, and the parents have told you that this child has a learning disability, then you would check off both the **YES, TEACHER OBSERVED** and **YES, PARENT INFO/MEDICAL DIAGNOSIS** columns.

	YES, TEACHER OBSERVED	YES, PARENT INFO/ MEDICAL DIAGNOSIS		YES, TEACHER OBSERVED	YES, PARENT INFO/ MEDICAL DIAGNOSIS
Physical disability			Home environment/ problems at home		
Visual impairment			Chronic medical/health problems		
Hearing impairment			Unaddressed dental needs		
Speech impairment					

	YES, TEACHER OBSERVED	YES, PARENT INFO/ MEDICAL DIAGNOSIS		YES, TEACHER OBSERVED	YES, PARENT INFO/ MEDICAL DIAGNOSIS
Learning disability			Homelessness*		
Emotional problem			Other (specify)		
Behavioral problem					

*Homelessness: The US Department of Education’s (ED) definition is as follows: “Includes the HUD categories of unsheltered and sheltered **plus** people living in motels and doubled- or tripled-up in someone else’s home due to economic hardship. The ED definition is based on the educational requirements and characteristics of children in these conditions (e.g. children living in overcrowded conditions may experience similar levels of mobility (moving frequently) and instability, and as a result, similar educational deficits, as children in shelters).”

3. If the child has received a diagnosis or identification by a doctor or psychological professional, please indicate.

Please select from the following codes in the table below.

If you don’t find a code, please select **33 (Other)**.

Special Concerns Codes					
1	Acquired Brain Injury	12	Epilepsy/seizures	23	Juvenile rheumatoid arthritis
2	ADHD/ADD	13	Fetal alcohol or drug-exposed syndromes	24	Muscular dystrophies
3	ASD/PDD	14	Heart problems/stroke	25	Spina bifida
4	Asperger’s	15	Intellectual delay (mild or moderate)	26	Overweight
5	Autism	16	Learning disorder (read, write, math)	27	Speech and language disorders
6	Asthma	17	Mental health disorders	28	Apraxia
7	Cancer/leukemia/brain tumor	18	Anxiety	29	Cleft palette/lip
8	Genetic/congenital disorders (CF & PKU)	19	Depression	30	Receptive or expressive language
9	Down syndrome	20	Oppositional defiance disorder/conduct disorder	31	Selective mutism
10	Developmentally delayed/global delay	21	Motor impairments	32	Tourette syndrome
11	Diabetes	22	Cerebral palsy	33	Other

4. Is the child receiving any school-based support(s) (e.g. educational assistance, equipment)?

5. a) Is the child currently receiving further assessment?

b) Is the child currently on a waitlist to receive further assessment?

c) Do you feel that this child needs further assessment?

Should you feel that the child would benefit from further assessment but has not yet been formally assessed please follow school district protocol to obtain assessments for him/her. Again, the EDI is not meant to be an assessment of an individual child and should never be used to do so.

Section E—Additional Questions

To the best of your knowledge, please mark all that apply to this child:

(answers: yes; no; don't know)

1. Has the child attended a special education preschool program or other early intervention program/services (e.g., speech therapy)?

Please specify the type of program, if known. Includes speech/language therapy, parent attended a parenting program, a Head Start program, etc., or if child has had similar in-home services.

2. In the year prior to kindergarten entry, has the child been in non-parental child care on a regular basis?

- a. yes
- b. no (skip to question 3)
- c. don't know (skip to question 3)

2a) If yes, please specify type of child care arrangement:

Please mark all that apply.

Center-based	Includes: licensed, for profit or non-profit (e.g. State preschool, Headstart, Early Headstart, government funded care).
Child's home	Child can be cared for in the child's home by a relative or non-relative.
Other home-based	Includes: licensed/unlicensed home care by either a relative or non-relative (e.g. family child care home).
Other	Child has been in non-parental care, but the type does not fit any of the above. Please specify in the text box the type of care child has been in.
Don't know	Child has been in non-parental care, but you are unsure what type it was.

2b) To the best of your knowledge, in the year prior to the child’s entry to kindergarten, was the child care arrangement:

Full-time	Part-time
Child was in non-parental care at least 6 hours/day, 5 days a week.	Child was in non-parental care less than 6 hours every day, or not every working day of the week.

If you know that the family’s child care arrangements changed in the preschool years, please use your judgment to select the one that the child was in for the longest period of time.

3. Since the beginning of the school year, has the parent/guardian volunteered in the classroom, on a classroom project, field trip, etc?

4. Has a parent /guardian attended parent-teacher conferences?

Yes	No
The parents/guardians have attended one or more scheduled parent-teacher conference (e.g. to discuss the child’s report card).	The parents/guardians have not attended a scheduled parent-teacher conference (e.g. to discuss the child’s report card).

5. Apart from parent-teacher conferences, have you had one-on-one conversations with the student’s parents/guardians (either by phone or face-to-face)?

Yes	No
You have had at least 1 one-on-one conversation with the parents/guardians above and beyond the parent-teacher conferences.	You have not had at least 1 one-on-one conversation with the parents/guardians above and beyond the parent-teacher conferences.

6. Do the student’s parents/guardians spend time sitting with them to supervise & provide appropriate assistance/explanation with homework without completing the homework for their child?

If you have any comments about this child and her/his readiness for school, please print them below.

Please print any comments about the child in the text box. Please **do not** include the child’s name.