1. Class Assignment
   - K
   - K/1
   - Other

2. Child's Date of Birth:
   - dd / mm / yy
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9

3. Sex:  F  M

4. Postal Code:  

5. Class Type:  K
   - Metis
   - Don't Know
   - K/1
   - Other

6. Date of Completion:
   - dd / mm / yy

7. BC Ministry of Education designated Special Needs:
   - Yes
   - No

8a. Child considered ELL:
   - Yes
   - No

8b. Child considered ESD:
   - Yes
   - No

9. French Immersion:
   - Yes
   - No

10. Other Immersion:
    - Yes
    - No

11a. Indigenous?
    - No
    - First Nations
    - Inuit
    - Metis
    - Don't Know

11b. Which Nations does the student identify with?
    - Refer to Guide for nation codes. If you do not know the nation, use "000", if "Other" please specify below.

11c. Which Indigenous language group(s) does this student identify with?
    - Refer to Guide for language group codes. If you do not know the language group, use "000", if "Other" please specify below.

12. Child's first language(s)
    - For English enter code 140;
    - For French enter code 170;
    - For any other language, please refer to the Guide. If you do not know the "other" language code, enter "000".

13. Communicates adequately in his/her first language:
    - Yes
    - No
    - Don't know

14. Student Status:
    - in class more than 1 month
    - in class less than 1 month
    - moved out of class
    - moved out of school
    - other

15. Student is repeating this grade:
    - Yes
    - No

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Section A - Physical Well-being

1. About how many regular days (see Guide) has this child been absent since the beginning of school in the fall? Number of days absent: □ □ □.

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

2. over- or underdressed for school-related activities □ □ □.
3. too tired/sick to do school work □ □ □.
4. late □ □ □.
5. hungry □ □ □.

Would you say that this child:

6. is independent in washroom habits most of the time yes □ no □ don't know □.
7. shows an established hand preference (right vs. left or vice versa) □ □ □.
8. is well coordinated (i.e., moves without running into or tripping over things) □ □ □.

How would you rate this child's:

9. proficiency at holding a pen, crayons, or a brush very good/ good □ average □ poor/ very poor □ don't know □.
10. ability to manipulate objects □ □ □.
11. ability to climb stairs □ □ □.
12. level of energy throughout the school day □ □ □.
13. overall physical development □ □ □.
## Section B - Language and Cognitive Skills

### How would you rate this child’s:

<table>
<thead>
<tr>
<th></th>
<th>very good/ good</th>
<th>average</th>
<th>poor/ very poor</th>
<th>don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ability to use language effectively in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ability to listen in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ability to tell a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ability to take part in imaginative play</td>
<td></td>
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</tr>
<tr>
<td>5. ability to communicate own needs in a way understandable to adults and peers</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. ability to understand on first try what is being said to him/her</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ability to articulate clearly, without sound substitutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Would you say that this child:

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. knows how to handle a book (e.g., turn a page)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. is generally interested in books (pictures and print)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. is interested in reading (inquisitive/curious about the meaning of printed material)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. is able to identify at least 10 letters of the alphabet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. is able to attach sounds to letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. is showing awareness of rhyming words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. is able to participate in group reading activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. is able to read simple words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. is able to read complex words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. is able to read simple sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. is experimenting with writing tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. is aware of writing directions in English (left to right, top to bottom)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. is interested in writing voluntarily (and not only under the teacher’s direction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. is able to write his/her own name in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. is able to write simple words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section B - Language and Cognitive Skills

**Would you say that this child:**

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. is able to write simple sentences</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>24. is able to remember things easily</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>25. is interested in mathematics</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26. is interested in games involving numbers</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>28. is able to use one-to-one correspondence</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>29. is able to count to 20</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>30. is able to recognize numbers 1 - 10</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>31. is able to say which number is bigger of the two</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>32. is able to recognize geometric shapes (e.g., triangle, circle, square)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>33. understands simple time concepts (e.g., today, summer, bedtime)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>34. demonstrates special numeracy skills or talents</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>35. demonstrates special literacy skills or talents</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>36. demonstrates special skills or talents in arts</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>37. demonstrates special skills or talents in music</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>38. demonstrates special skills or talents in athletics/dance</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>39. demonstrates special skills or talents in problem solving in a creative way</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>40. demonstrates special skills or talents in other areas</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

*If yes, please specify: ____________________________*
Section C - Social and Emotional Development

How would you rate this child's:

1. overall social/emotional development
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

2. ability to get along with peers
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.

Would you say that this child:

3. plays and works cooperatively with other children at the level appropriate for his/her age
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

4. is able to play with various children
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

5. follows rules and instructions
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

6. respects the property of others
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

7. demonstrates self-control
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

8. shows self-confidence
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

9. demonstrates respect for adults
   - very good/very true
   - average/somewhat true
   - poor/never true
   - don't know

10. demonstrates respect for other children
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

11. accepts responsibility for actions
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

12. listens attentively
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

13. follows directions
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

14. completes work on time
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

15. works independently
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

16. takes care of school materials
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

17. works neatly and carefully
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

18. is curious about the world
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

19. is eager to play with a new toy
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

20. is eager to play a new game
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know

21. is eager to play with/read a new book
    - very good/very true
    - average/somewhat true
    - poor/never true
    - don't know
### Section C - Social and Emotional Development

**Would you say that this child:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>is able to solve day-to-day problems by him/herself</td>
<td>often or very true</td>
<td>sometimes or somewhat true</td>
<td>never or not true</td>
</tr>
<tr>
<td>23.</td>
<td>is able to follow one-step instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>is able to follow class routines without reminders</td>
<td></td>
<td></td>
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<tr>
<td>25.</td>
<td>is able to adjust to changes in routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>will try to help someone who has been hurt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>volunteers to help clear up a mess someone else has made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>if there is a quarrel or dispute will try to stop it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>offers to help other children who have difficulty with a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>comforts a child who is crying or upset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>will invite bystanders to join in a game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>helps other children who are feeling sick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>is upset when left by parent/guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>gets into physical fights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>bullies or is mean to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>kicks, bites, hits other children or adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>takes things that do not belong to him/her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>laughs at other children's discomfort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>can't sit still, is restless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>is distractible, has trouble sticking to any activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>fidgets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>is disobedient</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Notes:**

- Draft
- Version: July 4, 2019
Section C - Social and Emotional Development

Would you say that this child:

46. has temper tantrums

47. is impulsive, acts without thinking

48. has difficulty awaiting turn in games or groups

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

50. is inattentive

51. seems to be unhappy, sad, or depressed

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

57. is shy

58. sucks a thumb/finger

Section D - Special Concerns

1. Does the student have a difficulty that influences his/her ability to do school work in a regular classroom? (Please base your answers on teacher observation AND/OR medical diagnosis/parent(guardian) information)
   ○ yes  ○ no  ○ don't know (If answered no/don't know go to question 5)

If YES above, please mark all that apply.
Please base your answers on teacher observation AND/OR medical diagnosis/parent(guardian) information)

2a. physical disability
   ○ YES Observed
   ○ YES Parent Info/Medical Diagnosis
   ○ YES Both
   ○ f. emotional concern
   ○ g. behavioural concern
   ○ h. home environment/concerns at home
   ○ i. chronic medical/health concerns
   ○ j. unaddressed dental needs
   ○ k. other (if known, print below)

2b. visual impairment
   ○ YES Observed
   ○ YES Parent Info/Medical Diagnosis
   ○ YES Both

2c. hearing impairment
   ○ YES Observed
   ○ YES Parent Info/Medical Diagnosis
   ○ YES Both

2d. speech impairment
   ○ YES Observed
   ○ YES Parent Info/Medical Diagnosis
   ○ YES Both

2e. learning disability
   ○ YES Observed
   ○ YES Parent Info/Medical Diagnosis
   ○ YES Both

3. If the child has received a diagnosis or identification by a doctor or psychological professional please indicate. You can indicate up to three diagnoses. If there are more than three, please write in the "other" box. Please do not use children's names. (see the Guide for codes)

   If Other, please specify:
Section D - Special Concerns con't

4. Is the child receiving any school based support(s) (e.g. educational assistant, equipment)?
   yes  no  don't know
   ☐  ☐  ☐

5. a. Is the child currently receiving further assessment?
    yes  no  don't know
    ☐  ☐  ☐

   b. Is the child currently on a wait list to receive further assessment?
    yes  no  don't know
    ☐  ☐  ☐

   c. Do you feel that this child needs further assessment?
    yes  no  don't know
    ☐  ☐  ☐

    If yes, please specify: ____________________________

Section E - Additional Questions

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

1. attended an early intervention program
   yes  no  don't know
   ☐  ☐  ☐

   Specify if known, please print: ____________________________

2. has been in early learning and child care on a regular basis prior to kindergarten entry
   yes  no  don't know
   ☐  ☐  ☐

   If yes, please specify type of care arrangement (please refer to Guide for examples):

   2a. Centre-based, licensed, non-profit
       yes  no  don't know
       ☐  ☐  ☐

   2b. Centre-based, licensed, for profit
       yes  no  don't know
       ☐  ☐  ☐

   2c. Family child care, licensed
       yes  no  don't know
       ☐  ☐  ☐

   2d. Other home-based, unlicensed, non-relative
       yes  no  don't know
       ☐  ☐  ☐

   2e. Other home-based, relative
       yes  no  don't know
       ☐  ☐  ☐

   2f. Child's home, non-relative
       yes  no  don't know
       ☐  ☐  ☐

   2g. Child's home, relative
       yes  no  don't know
       ☐  ☐  ☐

   2h. Other/don't know
       yes  no  don't know
       ☐  ☐  ☐

   2i. To the best of your knowledge, prior to the child's entry to kindergarten, was this arrangement
       full-time  part-time  don't know
       ☐  ☐  ☐

3. attended other language or religion classes
   yes  no  don't know
   ☐  ☐  ☐

   Specify if known, please print: ____________________________

4. attended a parent/child resources centre (Strong Start, Family Resource Program)
   yes  no  don't know
   ☐  ☐  ☐

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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Draft

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