



Early
Development
Instrument



Questionnaire

HUMAN
EARLY LEARNING
PARTNERSHIP



Demographics

Some of the questions below may be pre-populated with data from MyEducation BC. Please only change them if you know the information is incorrect and you have received direct communication from this student's parent(s)/caregiver(s).

1. Class Assignment

K

☐

2. Child's Date of Birth:

1



January



3. Sex:

F

M

☐☐

For the next question, please respond according to the direct communication you have had with the student's parent(s)/caregiver(s). If you are unsure, select 'I don't know'.

4. Gender Identity:

☐ Boy

☐ Girl

☐ In another way

☐ I don't know



5. Postal Code:



6. Class Type:

K

K/1

Other

☐☐☐

7. Date of Completion:

1



January



2023



Demographics

8. BC Ministry of
Education designated
Special Needs:

Yes No
☐ ☐

?

9a. Child considered ELL:

Yes No
☐ ☐

?

9b. Child considered ESD:

Yes No
☐ ☐

?

10. French Immersion:

Yes No
☐ ☐

?

11. Other Immersion:

Yes No
☐ ☐

?

12. Is this child
Indigenous? (Check all
that apply.)

☐ No
☐ First Nations
☐ Inuit
☐ Métis
☐ Don't know

?

Demographics

13. Please identify this child's first language.



Other first language:



Other first language:



14. Communicates adequately in his/her first language:

Yes No Don't Know

☐☐☐

15. Student Status:



16. Student is repeating this grade:

Yes No

☐☐

Section A- Physical Well-Being

[Show information...](#)

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.

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.

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



Section A- Physical Well-Being

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

2. over- or underdressed for school-related activities	Yes <input type="radio"/>	No <input type="radio"/>	Don't know <input type="radio"/>	?
3. too tired/sick to do school work	Yes <input type="radio"/>	No <input type="radio"/>	Don't know <input type="radio"/>	?
4. late	Yes <input type="radio"/>	No <input type="radio"/>	Don't know <input type="radio"/>	?
5. hungry	Yes <input type="radio"/>	No <input type="radio"/>	Don't know <input type="radio"/>	?

Section A- Physical Well-Being

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)

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

Section A- Physical Well-Being

How would you rate this child's:

9. proficiency at holding a pen, crayons, or a brush	Very Good/Good <input type="radio"/>	Average <input type="radio"/>	Poor/Very Poor <input type="radio"/>	Don't Know <input type="radio"/>	<input checked="" type="radio"/>
10. ability to manipulate objects	Very Good/Good <input type="radio"/>	Average <input type="radio"/>	Poor/Very Poor <input type="radio"/>	Don't Know <input type="radio"/>	<input checked="" type="radio"/>
11. ability to climb stairs	Very Good/Good <input type="radio"/>	Average <input type="radio"/>	Poor/Very Poor <input type="radio"/>	Don't Know <input type="radio"/>	<input checked="" type="radio"/>
12. level of energy throughout the school day	Very Good/Good <input type="radio"/>	Average <input type="radio"/>	Poor/Very Poor <input type="radio"/>	Don't Know <input type="radio"/>	<input checked="" type="radio"/>
13. overall physical development	Very Good/Good <input type="radio"/>	Average <input type="radio"/>	Poor/Very Poor <input type="radio"/>	Don't Know <input type="radio"/>	<input checked="" type="radio"/>

Section B- Language and Cognitive Skills

How would you rate this child's:

[Show information...](#)

This section collects information about the child's language and cognitive skills in English. The child may be able to demonstrate these skills in the current operational language (home language), however what we are seeking for this section is information about the language skills needed in the school context in English.

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 he/she currently presents and not based on how he/she presented at the beginning of the school year. Responses should be based on an informal knowledge of the child's skills using observations from the past 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.

1. ability to use language effectively in English

Very Good/Good

☐

Average

☐

Poor/Very Poor

☐

Don't Know

☐

2. ability to listen in English

Very Good/Good

☐

Average

☐

Poor/Very Poor

☐

Don't Know

☐

3. ability to tell a story

Very Good/Good

☐

Average

☐

Poor/Very Poor

☐

Don't Know

☐

How would you rate this child's:

4. ability to take part in
imaginative play

Very
Good/Good

☐

Average

☐

Poor/Very
Poor

☐

Don't
Know

☐

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

Very
Good/Good

☐

Average

☐

Poor/Very
Poor

☐

Don't
Know

☐

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

Very
Good/Good

☐

Average

☐

Poor/Very
Poor

☐

Don't
Know

☐

7. ability to articulate
clearly, without sound
substitutions

Very
Good/Good

☐

Average

☐

Poor/Very
Poor

☐

Don't
Know

☐

Section B- Language and Cognitive Skills

Would you say that this child:

[Show information...](#)

General note for questions 8 to 21:

The child's exposure to reading material prior to school entry will vary, but by January-March all children will have had some exposure.

Do not overcompensate for a child's lack of exposure when answering these questions. It is not expected that children can read and write by the time they enter school, but it is important to capture information about those who can.

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

12. is able to attach sounds to letters

Yes No Don't know
☐ ☐ ☐

?

Section B- Language and Cognitive Skills

Would you say that this child:

Show information...

13. is showing awareness
of rhyming words

Yes No Don't know
☐ ☐ ☐

?

14. is able to participate
in group reading
activities

Yes No Don't know
☐ ☐ ☐

?

15. is able to read simple
words

Yes No Don't know
☐ ☐ ☐

?

16. is able to read
complex words

Yes No Don't know
☐ ☐ ☐

?

17. is able to read simple
sentences

Yes No Don't know
☐ ☐ ☐

?

Section B- Language and Cognitive Skills

Would you say that this child:

[Show information...](#)

18. is experimenting with writing tools

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

21. is able to write his/her own name in English

Yes No Don't know
☐ ☐ ☐

?

Section B- Language and Cognitive Skills

Would you say that this child:

[Show information...](#)

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

Yes

No

Don't know

☐☐☐

23. is able to write simple sentences

Yes

No

Don't know

☐☐☐

24. is able to remember things easily

Yes

No

Don't know

☐☐☐

25. is interested in mathematics

Yes

No

Don't know

☐☐☐

Would you say that this child:

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

Yes No Don't know
☐ ☐ ☐

?

29. is able to count to 20

Yes No Don't know
☐ ☐ ☐

?

30. is able to recognize numbers 1-10

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

26. is interested in games involving numbers

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

Section B- Language and Cognitive Skills

Would you say that this child:

[Show information...](#)

General note for questions 34 to 40:

Special indicates that the child demonstrates exceptional skills (capability or aptitude) that are not expected for his or her age in that area. Special or exceptional refers to a skill or a talent that is greater than the level expected for a typical student. For example, the child's talent is notable to other adults. If you are not sure the skill is special or exceptional, indicate **No**.

34. demonstrates special numeracy skills or talents

Yes No Don't know
☐ ☐ ☐

?

35. demonstrates special literacy skills or talents

Yes No Don't know
☐ ☐ ☐

?

36. demonstrates special skills or talents in arts

Yes No Don't know
☐ ☐ ☐

?

37. demonstrates special skills or talents in music

Yes No Don't know
☐ ☐ ☐

?

Would you say that this child:

38. demonstrates special skills or talents in athletics/dance

Yes No Don't know
☐ ☐ ☐

?

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

Yes No Don't know
☐ ☐ ☐

?

40. demonstrates special skills or talents in other areas

Yes No Don't know
☐ ☐ ☐

?

Section C- Social and Emotional Development

How would you rate this child's:

1. overall social/emotional development

Very Good/Good Average Poor/Very Poor Don't Know
☐ ☐ ☐ ☐

?

2. ability to get along with peers

Very Good/Good Average Poor/Very Poor Don't Know
☐ ☐ ☐ ☐

?

Section C- Social and Emotional Development

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

Would you say that this child:

[Show information...](#)

Below is a list of statements that describe some of the feelings and behaviours 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 behaviour 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 include DON'T KNOW responses) render the questionnaire invalid.

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

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

5. follows rules and instructions

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

6. respects the property of others

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

7. demonstrates self-control

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

Would you say that this child:

8. shows self-confidence

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

9. demonstrates respect
for adults

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

10. demonstrates respect
for other children

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

11. accepts responsibility
for actions

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

12. listens attentively

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

Would you say that this child:

13. follows directions

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

14. completes work on
time

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

15. works independently

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

16. takes care of school
materials

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

17. works neatly and
carefully

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

18. is curious about the
world

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

Would you say that this child:

19. is eager to play with a new toy

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

20. is eager to play a new game

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

23. is able to follow one-step instructions

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

24. is able to follow class routines without reminders

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

Would you say that this child:

25. is able to adjust to changes in routines

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

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

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

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)

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

Would you say that this child:

[Show information...](#)

General note for questions 28 to 35:

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

If you have not had a chance to observe the child's behaviour, please choose DON'T KNOW or use your professional judgment to make a selection.

Keep in mind that too many DON'T KNOW answers make the questionnaire invalid.

28. will try to help
someone who has been
hurt

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

Would you say that this child:

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

32. comforts a child who is crying or upset

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

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

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

34. will invite bystanders to join in a game

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

35. helps other children who are feeling sick

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

Would you say that this child:

36. is upset when left by
parent/guardian

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

37. gets into physical
fights

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

38. bullies or is mean to
others

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

39. kicks, bites, hits other
children or adults

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

Would you say that this child:

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

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

41. laughs at other children's discomfort

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

42. can't sit still, is restless

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

43. is distractible, has trouble sticking to any activity

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

44. fidgets

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

45. is defiant

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

Would you say that this child:

46. has temper tantrums

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

47. is impulsive, acts
without thinking

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

48. has difficulty awaiting
turn in games or groups

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

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

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

50. is inattentive

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

51. seems to be unhappy,
sad, or depressed

Often
or
very
true
☐

Sometimes
or
somewhat
true
☐

Never
or
not
true
☐

Don't
know
☐

?

Would you say that this child:

52. appears fearful or anxious

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

53. appears worried

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

54. cries a lot

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

55. is nervous, high-strung, or tense

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

56. is incapable of making decisions

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

57. is shy

Often
or
very
true

☐

Sometimes
or
somewhat
true

☐

Never
or
not
true

☐

Don't
know

☐

?

Would you say that this child:

58. sucks a thumb/finger

- Often
or
very
true
☐
- Sometimes
or
somewhat
true
☐
- Never
or
not
true
☐
- Don't
know
☐



Section D- Special Concerns

[Show information...](#)

In this section, SPECIAL refers to the needs already noted on the cover page as SPECIAL NEEDS, 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 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
☐ ☐ ☐



5a. Is the child currently receiving further assessment?

Yes No Don't know
☐ ☐ ☐



5b. Is the child currently on a wait list to receive further assessment?

Yes No Don't know
☐ ☐ ☐



5c. Do you feel that this child needs further assessment?

Yes No Don't know
☐ ☐ ☐



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
☐ ☐ ☐



2. has been in early learning and child care on a regular basis prior to kindergarten entry

Yes No Don't know
☐ ☐ ☐



3. attended other language or religion classes

Yes No Don't know
☐ ☐ ☐



4. attended a parent/child resources centre (Strong Start, Family Resource Program)

Yes No Don't know
☐ ☐ ☐

