



Early Development Instrument[®]

Guide

Québec Survey of Child Development
in Kindergarten, 2027

With the participation of:

- Ministère de la Santé et des Services Sociaux
- Ministère de l'Éducation
- Ministère de la Famille
- Institut de la statistique du Québec



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INTRODUCTION

The Early Development Instrument (EDI) is a questionnaire completed by teachers for each child in their class enrolled in 5-year-old kindergarten. It assesses the strengths and weaknesses of groups of children living in the same community or area in five domains of development:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communication skills and general knowledge

Used in Québec, Canada and even elsewhere in the world, the EDI is used to assess children's readiness to begin learning in a school setting. The questions refer to simple behaviours that can be observed at school.

EDI data will be interpreted for the **group as a whole**. Although a questionnaire must be completed for each child, the instrument is not designed to assess the school readiness of an individual child, but rather of a group of children. The EDI does not provide an individual measurement of child development and cannot be used to establish a diagnosis.

The EDI was fully tested, and the results were compared with a direct assessment and with statements by the parents. The instrument was re-administered to the same group of children after a short period. All of these measures confirmed its reliability and psychometric validity.

During the development process, the EDI was also simplified using detailed feedback from teachers. Questions that did not seem clear enough or did not provide any new information were removed.

Completing the EDI

When you fill out the questionnaire, try to respond to each question to the best of your ability. The response choice **"Don't know"** should only be used if you have not had the opportunity to observe this particular skill in the child. Questions on behaviours are the exception to this rule. If you have not observed a given behaviour in the child, the response selected should be **"Never/Not true"**.

When answering the questions for 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
- Values

In the following pages, you will find a list of all the questions in the EDI. Most of them will have explanatory notes, or detailed rating descriptions for each response option. No explanations were added where questions were considered self-explanatory.

If you would like to comment on this guide or have any questions, please contact the Institut de la statistique du Québec (Statistique Québec) by telephone at 1-800-561-0213 (toll-free) or by e-mail at eqdem@stat.gouv.qc.ca.

DEMOGRAPHICS SECTION – CHILD’S PERSONAL INFORMATION

0. Parent Refusal

If a parent refuses to let you fill out a questionnaire on his/her child:

Check “**The parent refuses.**” The system will tell you to stop completing the questionnaire for this student and to submit it to the ISQ.

Return the parent’s refusal form to the ISQ.

1. Permanent Code

Correct this information if it is incorrect or provide it if missing. If you don’t the child’s full permanent code, enter the part you do know and continue.

2. Child’s Date of Birth

Correct this information if it is incorrect or provide it if missing.

3. Sex

Correct this information if it is incorrect or provide it if missing.

4. Postal Code

Correct this information if it is incorrect or provide it if missing.

5. Class Type

Classes may consist of just kindergarten students (5-year-old kindergarten), or of various combinations of kindergarten, pre-kindergarten (full-day or half-day 4-year-old kindergarten), grade 1, or other students. Indicate the category that most closely matches the student’s class.

Note: You must only complete an EDI questionnaire for the children in your class who are enrolled in 5-year-old kindergarten.

6. Date of Submission

This information assists in making an accurate estimate of the child’s age on the date of completion of the form.

You do not have to enter anything. The date of submission will be automatically filled in when the questionnaire is submitted to the ISQ.

7. Identified Special Needs

Correct this information if it is incorrect or provide it if missing.

To answer, use the categories established by the Ministère de l'Éducation as listed below.

Yes	No
The student needs specific assistance and preventive or corrective measures or an intervention plan developed or implemented for one of the following reasons:¹ • Severe behavioural disorders; • Handicap; • Social maladjustment or learning difficulty; • Considered at-risk.	The student presents no special needs as listed above; or The student presents a condition not severe enough to be in one of the categories listed in the instructions for Question 8 (in such cases, indicate the problem in Section D of the questionnaire); or You only suspect that the child has adjustment problems, learning difficulties or a handicap (in such cases, indicate the problem in Section D of the questionnaire). Preventive or remedial measures or an individual learning plan have not been developed or implemented to help the child. Go to question 9.

¹ For more information on these categories, see the definitions in: MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT (MELS) (2007), *Organization of educational services for at-risk students and students with handicaps, social maladjustments or learning difficulties*, Québec, Government of Québec, 26 p.

8. Type of Special Needs

Correct this information if it is incorrect or provide it if missing.

At-risk student	EHDA student (with code)	DAA student (without code)
The term “at-risk student” refers to students at the preschool, elementary and secondary levels who present certain vulnerability factors that may affect their learning or behaviour, and who may therefore be at risk, especially of falling behind either academically or socially, unless there is timely intervention. (Children in this category are not officially recognized as students with handicaps, social maladjustments or learning difficulties [EHDA]).	A student with handicaps, social maladjustments or learning difficulties (EHDA student) with code is known to need special assistance or services owing to a handicap or severe behavioural disorders, according to the following categories adopted by the Ministère de l’Éducation:² • Student with severe behavioural disorders; • Student with handicaps: ◦ profound intellectual impairments, ◦ moderate to severe intellectual impairments, ◦ mild motor or organic impairments, ◦ language disorders, ◦ severe motor impairments, ◦ visual impairments, ◦ hearing impairments, ◦ pervasive developmental disorders, ◦ psychopathological disorders, ◦ atypical disorders.	A student with social maladjustments or learning difficulties (DAA student) without code benefits from an intervention plan and is considered to have: • A learning difficulty (student unable to meet the minimum requirements of the Québec Education Program for the successful completion of a cycle in language of instruction or in mathematics); • Behavioural disorders (student suffers from a major deficit in their ability to adapt, as manifested in significant difficulties interacting with one or more elements of their school, social or family environment).

2 MINISTÈRE DE L’ÉDUCATION, DU LOISIR ET DU SPORT (MELS) (2007), *Organization of educational services for at-risk students and students with handicaps, social maladjustments or learning difficulties*, Québec, Government of Québec, 26 p.

LANGUAGE OF THE SCHOOL

The language of the school is the language in which most of the teaching takes place within the school service centre, the school board or the institution (private school).

However, there are a few exceptions. For example, when administrative data indicate that there is more than one language of instruction in the school, it is the language of instruction associated with the student that is selected rather than the language of the school. In all cases, it will be either English or French and it will be specified whenever it is referred to in the questionnaire.

9. Child considered ESL (English as a Second Language)

Answer “No”:

- If English is the child’s first language (mother tongue)
or
- If the child is fluent in English (even if his or her first language is not English and/or he or she is able to speak a language other than English).

10. French Immersion

Correct this information if it is incorrect or provide it if missing.

Mark whether the class is French Immersion or not.

FRENCH IMMERSION

French Immersion is a program in which kindergarten students are introduced early to the French language through immersion; however, the main language of the school is English. Therefore, French Immersion teachers are asked to respond to the questions based on their observations of the children’s abilities in English, the language of the school.

Acquisition of a second language is strongly based on the success of the child’s acquisition of their first language and many of the skill sets are interchangeable. The questions in the EDI reflect transferable skills and abilities.

Teachers are requested to use their best judgment in answering questions regarding skills they have not had an opportunity to observe or where it is not part of the philosophy to test/observe the ability or behaviour in English.

11. Other Immersion

Correct this information if it is incorrect or provide it if missing.

Answer “Yes” if the child’s class is part of an immersion program for a language other than French.

12. Child's First Language(s)

Correct this information if it is incorrect or provide it if missing.

More than one language may be selected.

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

Use the drop-down lists to select the language(s).

If you cannot find the child's first language, select "**Other ...**" at the end of the list.

If you do not know what the child's first language is, select "**Unknown**" at the end of the list.

13. Communicates adequately in his/her first language

Based on your observations or parent information.

If you are uncertain, indicate "**Don't know.**"

14. Student Status

Answer by indicating the student's status **at the time you are filling out this questionnaire.**

The category "**in this class less than 1 month**" applies to children who only joined the class after the school year had started, who were sick for a long period of time, or who spent several months elsewhere (e.g. in their country of origin). In such cases, you could set aside the questionnaire. Then, when you have been able to observe the child for at least one month, fill out the questionnaire. If it has been impossible for you to observe the child **for at least one month**, answer questions 1 through 13 in the Demographics section, and follow the instructions below in order to answer question 14.

If the student has been in your **class less than 1 month** or **is in another class at your school**, select the appropriate choice. The system will ask you to stop filling out the questionnaire for that student and submit it to the ISQ.

If the students **does not attend this school**, select the appropriate reason. The system will ask you to stop filling out the questionnaire for that student and submit it to the ISQ.

15. Student is repeating this grade

If the child is repeating this grade, indicate "**Yes.**" If not, indicate "**No.**"

SECTION A PHYSICAL WELL-BEING

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

Round off absences to the nearest half-day. Enter “0” if there are no absences in the student’s record.

For example, if the number of days of absence in the student’s record is two and a half, select “2” in the “Day” drop-down menu and “5” in the “Half-day” drop-down menu. If there are no absences in the student’s record, select “0” in both menus.

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

RESPONSES ARE: **Yes, No** or **Don’t know**

2. over- or under-dressed for school-related activities?

Refers to the child being dressed appropriately vs. inappropriately for the weather, and experiencing a certain degree of discomfort.

Yes	No
For example, does not have a warm coat for outdoor activities in cold weather (underdressed) or clothes are too heavy in warm weather (overdressed).	Dresses appropriately for the weather or dresses according to comfort and needs.

3. too tired/sick to do school work?

Refers to the child coming to school with some ailment, complaining about feeling sick, 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 complain 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 occurred rarely.

4. **late?**

5. **hungry?**

This question refers only to the child's hunger level upon arrival at school, rather than throughout the day.

It is possible for children to remark that 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 concern.

Yes	No
For example, the child sometimes or regularly indicates one or more of the following: • reports having had no breakfast • complains of hunger • appears lethargic	The child never complains of hunger and/ or never reports having skipped breakfast.

Would you say that this child:

RESPONSES ARE: **Yes**, **No** or **Don't know**

6. **is independent in washroom habits most of the time**

This question refers to the child knowing when to use the washroom (i.e. does not have any "accidents").

The child is able to undo/do zippers, snaps, buttons on clothing, the manipulation of which are required to go to the washroom, and 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.	The child cannot do most or all of the tasks listed above;
If the child has only had one accident since the beginning of the school year, answer " Yes. "	or The child has had more than one accident since the beginning of the school year.

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)**

Includes running, ability to change directions while running, hopping, skipping, jumping, etc.

GENERAL NOTE REGARDING THE RESPONSE CATEGORIES FOR QUESTIONS 9 TO 13

In most cases a description of the skills for each response 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 individual child's **actual** performance on that measure, not how the child is performing relative to his or her classroom peers.

"Don't know" should only be used if you have not had the opportunity to observe/test this particular skill with the child or do not have the required information about the child.

How would you rate this child's:

RESPONSES ARE: **Very good/Good, Average, Poor/Very poor** or Don't know

9. proficiency at holding a pen, crayons, or a brush

"Proficiency" refers to the level of skill with this task. Do not make concessions for the child's 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.

10. ability to manipulate objects

Includes the manipulation of smaller objects/toys and items, e.g., Etch A Sketch™, threading beads, buttons on clothing.

11. 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.

12. 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 his/her ability to participate in school activities.

13. overall physical development

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

SECTION B LANGUAGE AND COGNITIVE SKILLS

GENERAL NOTES FOR SECTION B

This section collects information about the child's ability to demonstrate language and cognitive skills in the **language of the school** (see definition in box on page 7). The child may be able to demonstrate these skills in his/her usual language (language spoken at home), however what we are seeking in this section is information about his/her language skills in the **language of the school**.

Take into consideration **acquisition and use of language**, rather than correct grammar. This questionnaire is not intended as a formal assessment of the child's language and cognitive skills.

Rate the child according to his/her **current** skills, not his/her skills 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**.

How would you rate this child's:

RESPONSES ARE: **Very good/Good, Average, Poor/Very poor** or **Don't know**

1. ability to use language effectively in English

Refers to the child's use of appropriate words/expressions at appropriate times and his/her contribution to conversations.

2. ability to listen in English

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 heard before, using appropriate vocabulary in matching events with words.

4. ability to take part in imaginative play

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 engaging in 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 appropriate verbal, and when necessary, non-verbal means to communicate what kind of assistance may be needed in such a way that is understandable to the teacher and other children. This question is not meant as a measure of proficiency in the language of instruction.

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 proper grammatical language, or with the help of non-verbal communication, e.g. pointing to appropriate items.	On most occasions the child is able to communicate his/her needs, but clarification may be required at times.	Most of the time, the child's communication of his/her needs is difficult for peers and adults to understand, requiring repetition and guesses.

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

In English [language of the school].

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

Very good/Good	Average	Poor/Very poor
The child consistently demonstrates understanding of spoken information.	Most of the time the child demonstrates understanding of the spoken word.	The child rarely demonstrates understanding of the spoken word.
The child is able to identify the main ideas from spoken material by carrying out the task or asking a clarifying question or making a relevant comment.	The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently react in all three ways.	The child does not provide an appropriate response to the spoken word.

CAUTION: If you have enough reason to believe that the child understands but chooses not to respond, rate this ability as "**Very good/Good**;" the behavioral aspect is rated elsewhere.

7. ability to articulate clearly, without sound substitutions

In English [language of the school].

Refers to the child's possible speech difficulty rather than accent.

Very good/Good	Average	Poor/Very poor
No or a few articulation problems with 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 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 start school, but it is important to capture information about those who can.

- 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.

Would you say that this child:

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

Yes	No
Knows which way up the book should be held and knows how to turn pages.	Does not have this knowledge of holding and handling books.

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

Refers to the child being attentive to books, picking them up to look at spontaneously, listening for at least 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)

Yes	No
Asks to have a book read to him/her, 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 or look at 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 upper- 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
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.	The child is able to attach sounds to a few letters or none at all (< 50%).

13. is showing awareness of rhyming words

The rhyming concept may have to be explained to a child whose language spoken at home does not have 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
When asked, the child provides a rhyming word when given a word or after being provided with an example. The child may spontaneously speak or sing a list of rhyming words.	The child does not provide a rhyming word when given a word or after being provided with an example.

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 the names of animals, or need to be reading. Participation as part of the group is all that is of interest.

Yes	No
In a group setting, the child focuses attention on, responds to, and/or recognizes objects and ideas in illustrations and text of the reading material. E.g., the child chimes in during choral reading activities or supplies appropriate responses when the teacher omits words.	In a group setting the child does not focus attention on, respond to, and/or recognize objects and ideas in illustrations and text of the reading material. E.g., the child doesn't chime in during choral reading activities or supply appropriate responses when the teacher omits words.

15. is able to read simple words

Yes	No
The child is able to read the most commonly used 3- or 4-letter words (e.g., mom, dad, cat, dog). 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

The child is able to read 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.

No

The child reads no complex words, even with prompts.

17. is able to read simple sentences

Yes

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 convey meaning is appropriate.

No

The child does not read simple sentences, even with prompts from others or reference to illustrations.

18. is experimenting with writing tools

Yes

The child independently chooses to use pencils, pens, crayons, etc.

No

The child does not choose to use a variety of writing tools.

19. is aware of writing directions in English (left to right, top to bottom) [the language of the school]

This question refers to the child's awareness of writing directions (from left to right, from top to bottom), and not the ability to write.

Yes

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).

No

The child randomly scribbles or cannot identify the beginning or end of a sentence or where text begins 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.

The child must attempt to put the letters together in order to form something like a word.

Yes	No
The child puts his or her name on work with or without being encouraged, writes messages, attempts to label objects in 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 in English [the language of the school]

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 his/her first name, but only with assistance, or the child writes his/her first 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 forgets letters most of the time.

GENERAL NOTES 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 his/her 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

Here ‘things’ refers to all elements of material being taught: facts, events, letters, numbers, characters in books, 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 much repetition of new items of knowledge to retain them. For example, the child cannot recall the names of peers and others (refers to them as “he” or “she,” or “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 variety of math-related toys (e.g., counting or sorting blocks, etc.).	The child is reluctant to or does not participate in activities involving a variety of math-related toys (e.g., counting or sorting blocks, etc.).

26. is interested in games involving numbers

Refers to the child participating eagerly in games involving numbers or the voluntarily choosing to play with number-related toys (e.g. counting, sorting blocks).

If toys are involved, they must be used, at least in part, for the purposes for which they were designed. For instance, counters are used for counting or colour sorting, not just for random play or throwing across the room.

Yes	No
The child readily participates in games involving numbers, voluntarily chooses to play with number-related toys, etc.	The child participates with encouragement, prompting, or assistance, or does not participate in games involving numbers, nor voluntarily chooses to play with number-related toys, etc.

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

Refers to the child demonstrating the ability to do one or more of the following: play matching games, separate counters into common colours, 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, colour).	The child sorts and classifies objects by only one characteristic (e.g., only colour) 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 changes;
- show understanding of matching games where there has to be the same number of objects in each picture; or
- play games matching numbers to pictures of the corresponding number of objects (e.g. the number 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 names and recognizing the visual symbols of the numbers.

Yes	No
The child knows the names and recognizes the visual symbols 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 of two numbers between 1 and 10, but not numbers the teens.	The child cannot do this for numbers up to 10.

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

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 NOTES FOR QUESTIONS 34 TO 40

“Special” means 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 skill or talent has also been observed by your colleagues.

If you are not sure if the skill is special or exceptional, indicate “No.”

34. demonstrates special numeracy skills or talents

This includes demonstration of numeracy skills and talents (in English or in a language other than English) and means that the child is capable of doing mathematical tasks well beyond that expected for his/her age.

35. demonstrates special literacy skills or talents

This includes demonstration of literacy skills and talents in English or in a language other than English and means that the child is capable of demonstrating literacy skills well beyond that expected for his/her age.

36. demonstrates special skills or talents in arts

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

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 (if yes, please specify)

SECTION C SOCIAL AND EMOTIONAL DEVELOPMENT

How would you rate this child's:

RESPONSES ARE: **Very good/Good, Average, Poor/Very poor** or **Don't know**

1. overall social/emotional development

Social/emotional development refers to 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 peers and react to unexpected contexts, as well as the child's interest in the surrounding world.

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.	The child does only moderately well in getting along (e.g., quarrels or takes offence) and/or is comfortable only in one setting (one-on-one or in a group).	The child is uncomfortable around peers in either groups or one-on-one settings and/or gets into frequent conflicts with peers.

GENERAL NOTE FOR questions 3 to 58

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

Whenever possible, answer **"Often/Very true," "Sometimes/Somewhat true,"** or **"Never/Not true."**

For each statement, choose the answer that best describes the child now as much as possible. It might be necessary to use the period of 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 would be **"Never/Not true"** and not **"Don't know."**

Would you say that this child:

RESPONSES ARE: **Often/Very true, Sometimes/Somewhat true, Never/Not true, or 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., by sharing toys, taking only his/her fair share of communal food, or displaying emotions in an appropriate manner.

8. shows self-confidence

9. demonstrates respect for adults

This may be demonstrated in a variety of ways: e.g., does not interrupt when adults are talking, or does it only occasionally; is polite when addressing adults.

10. demonstrates respect for other children

Is attentive to the needs of other children and treats them in the same way he or she would like to be treated.

11. accepts responsibility for actions

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

12. listens attentively

13. follows directions

Refers to the child's actual behaviour - follows instructions or commands when given. Does not refer to the child's ability to do so.

Answer "**Never/Not true**" if the child requires a reminder to stay on task.

14. completes work on time

Completing work on time refers to completion of work within an appropriate timeframe or deadline given to the child or class.

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 on a variety of topics.

NOTES FOR QUESTIONS 19 TO 21

The intent of questions 19-21 is about engaging with objects, 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 choosing 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

20. is eager to play a new game

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

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

Refers to the child finding appropriate solutions to everyday problems such as: when his/her selected centre is “full”, a student chooses the book he/she had wanted, when a pencil breaks, water gets spilled etc. (chooses alternatives, uses words to express choices, finds a way to “fix” something).

Answer “**Never/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 reminders or repetition of instructions.

24. is able to follow class routines without reminders

Following class routines means that the child can successfully make the transition between regular activities without individual prompting by the teacher. For example, the child may know which group he/she is in for reading activities and move to that group instinctively at reading time, or know what he/she needs to take with them to a specialist class.

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.)**

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 may 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.

For aboriginal 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)**

NOTES FOR QUESTIONS 28 TO 35

By the time the questionnaire has been 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/Not true”**.

If you have not had a chance to observe the child’s behaviour, choose **“Don’t know”** or use your professional judgment to make a selection.

28. **will try to help someone who has been hurt**

Also include if the child seeks appropriate assistance from an adult.

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

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

This behaviour is demonstrated by the child reacting in ways appropriate for the context and helping to resolve the conflict, even if he/she is not involved and does not know the people involved.

For example, the child may:

- seek appropriate assistance from an adult;
- redirect the children involved to another activity;
- discourage others from becoming involved;
- place themselves physically between quarrelling children; or
- seek other ways to diffuse the conflict.

Answer **“Never/Not true”** if you have witnessed the child not assisting in a peaceful solution of a dispute.

Answer **“Don’t know”** if you have never had a chance to observe the child in the context of a conflict between other children or if you think the child does not intervene or avoids intervening out of respect for the children involved or because that is the culturally appropriate behaviour for the child.

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

Refers to the child offering to assist when he/she notices 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 him/herself.

NOTE

Children who are overly helpful or who offer help to please the teacher should be rated highly only if they are respectful of other children. Taking over or completing another child's task without consideration of that other child should not be taken into account.

32. comforts a child who is crying or upset

Examples may include the child offering a toy/book etc. to a crying or upset peer, saying "don't cry", "don't be sad", or reasoning with the other child not to be upset, or suggesting to the teacher ways of comforting the upset peer.

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

In this behaviour, the emphasis is on spontaneity. The child reacts as if it is a reflex, without prompting or expectation of a reward. Examples may include picking up sports equipment, gloves, pencils, with the intention of placing them in their right place or giving them back to the owner.

Do not count if the child claims the objects as his/her own.

Some children may not help because they do not perceive it as their place to touch another person's belongings. In these cases please select "**Don't know.**"

34. will invite bystanders to join in a game

Probably best observed in unstructured games in the school yard or playground or during free play time in class. Examples involve the child calling on others to join a game already in progress (e.g., he/she asks another child "Do you want to play with us?").

The child inviting another to start a game with him/her but not allowing others to join in does not count as "inviting bystanders."

35. helps other children who are feeling sick

Also include if the child seeks appropriate assistance from an adult.

36. is upset when left by parent/guardian

If you have had no opportunity to observe the child's behaviour upon separation from a parent or caregiver, 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, interpret bullying as occurring where the recipient of the actions feels they have been bullied.

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

39. kicks, bites, hits other children or adults

The child displays these actions either in or around the school. The 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 consider 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

The child’s restlessness can be demonstrated by wandering around the classroom or yard, fidgeting with hands or feet or squirming in his/her 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 answer in the affirmative if the child becomes only occasionally restless when bored, tired, needs to use a toilet/washroom, or is excited while waiting for special events, etc.

43. is distractible, has trouble sticking to any activity

The emphasis for this question is on the word **any**. The 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 moves on to other activities before completing the one started.

44. fidgets

45. is disobedient

46. has temper tantrums

47. is impulsive, acts without thinking

The child unintentionally acts in a way that may inconvenience or distract others. He/she appears to act without considering others or consequences and is not able to self-monitor his/her 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:

- getting agitated if needs or wants are not immediately met,
- trying to push in front of other children,
- calling out,
- butting in,
- taking over,
- getting distracted and abandoning games or group activities,
- always wanting to be first in line or the first one to be given school materials.

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

The child cannot engage in an activity (whether teacher-directed, self-chosen or play), except for a very brief period. For examples, when given a task, the child:

- leaves his/her seat in the classroom,
- is easily distracted by extraneous stimuli,
- does not focus on task/activity,
- does not follow through to complete a task.

50. is inattentive

The child fails to pay close attention to detail or makes careless mistakes.

Examples include:

- 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,
- fails to finish schoolwork (**not** due to a failure to understand instructions),
- daydreams.

51. seems to be unhappy, sad, or depressed

This is distinct from being tired, though the symptoms may resemble tiredness.

The child may appear withdrawn, be unenthusiastic, and tend not to smile much.

Depending on the child and frequency of the behaviour, select “**Often/Very true**” or “**Sometimes/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

The child takes an inappropriately long time to do one or more of the following:

- choosing books to read/look at during silent reading,
- deciding where to sit on the mat, and/or
- deciding which colour pencil to use.

The 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

Also refers to sucking a piece of clothing, a strand of hair, etc.

SECTION D SPECIAL CONCERNS

GENERAL NOTE FOR SECTION D

In this section, **special concerns** refers to the needs already noted in the Demographics section 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 choose “**Other**” in question 2 and specify.

Base your answers on your **observations** as a teacher **or** a medical diagnosis or parent/guardian information.

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

If you answered “**No**” or “**Don’t know**,” go to question 3.

2. **If you answered “Yes” to the previous question, please mark all that apply. Base your answers on your observations as a teacher or on a medical diagnosis or parent/guardian information or both if applicable.**

- a. **physical disability**
- b. **visual impairment**
- c. **hearing impairment**
- d. **speech and language impairment**
- e. **learning disability**
- f. **emotional problem**
- g. **behavioural problem**
- h. **home environment / problems at home**
- i. **chronic medical / health problems**
- j. **unaddressed dental needs**
- k. **other (specify)**

Please specify any other problem(s) that influence(s) the child’s ability to do school work in a regular classroom.

3. **If the child has received one or more diagnoses or identification by a doctor or psychological professional, please specify what they are.**

Use the drop-down list to select the diagnosis.

If the child received more than one diagnosis, select the main one in the drop-down list, then select any other diagnoses from the two other drop-down lists provided for this purpose.

If the child received a diagnosis other than those in the drop-down list, choose “**Other (33)**” at the end of the list and specify it or them in the space provided for this purpose.

Answer questions 4 to 5c for each of your students.

RESPONSES: **Yes, No or Don't know**

- 4. Is the child receiving any school-based support (e.g., resource person, special equipment or other)?**
- 5a. Is the child currently receiving further assessment?**
- 5b. Is the child currently on a waitlist to receive further assessment?**
- 5c. Do you feel that this child needs further assessment?**

SECTION E COMPLEMENTARY INFORMATION

Answer each of the following questions regarding the child to the best of your knowledge.

1. The child had been in non-parental childcare on a regular basis prior to kindergarten entry.

Subsidized or non-subsidized childcare. Childcare settings include, for example, childcare centres (CPEs), private daycares, workplace daycares, or home-based daycares.

Answer questions 2a, 2b and 2c only if the information is missing.

2a. The child attended full-day 4-year-old kindergarten at a public school.

2b. The child attended half-day 4-year-old kindergarten at a public school.

2c. The child participated in the Passe-Partout program at the age of 4 at a public school.

3a. Child's place of birth

Correct this information if it is incorrect or provide it if missing.

If you answered “**Québec**,” “**Elsewhere in Canada**” or “**Don't know**,” go to question 4.

3b. If the child was born outside Canada, how long has he/she been living in Canada?

Answer “**Don't know**” when it is not possible to obtain this information.

4. Since the beginning of the school year, has the child received the professional services of someone other than the class teacher at school?

For each of the non-teaching professionals listed below, indicate whether the child has received these services at school (“Yes” or “No”), either in a group, subgroup, or individual setting.

If the information is not available or you are unsure, answer “Don’t know.”

- a. Nurse
- b. Speech therapist
- c. Psychoeducator
(Psycho-Education Consultant, Special Needs Consultant, Behaviour Consultant (equivalent of “Psychoéducateur” in French))
- d. Social worker
- e. Psychologist
- f. Special needs (remedial) teacher
- g. Dental hygienist
- h. Occupational therapist
- i. Special education instructor
- j. Optometrist
- k. Others (if yes, please specify)

Others: If the child has received the services of one or more non-teaching professional(s) other than the ones listed, please indicate “Yes” and specify (all) the type(s) of professional(s).

5. Since the beginning of the school year, has a parent/guardian of the child participated in a group meeting with parents?
6. Since the beginning of the school year, have you had individual contact with a parent/guardian of the child, whether by email, telephone or in person?
7. In your opinion, is one of the child’s parents/guardians able to understand when you communicate with him/her (verbally or in writing)?

APPENDIX 1: FIRST LANGUAGE CODES

First language codes					
LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE	CODE
English	140	Hakka	215	Polish	440
French	170	Hebrew	220	Portuguese	450
Afrikaans	010	Hindi	230	Punjabi	460
Albanian	020	Hindustani	240	Romanian	480
Amharic	025	Hok Chiu	245	Russian	490
Arabic	030	Hungarian	250	Serbian	495
Armenian	040	Icelandic	260	Sindhi	505
Ashanti	042	Ilocano	270	Singhalese	510
Assyrian	045	Indigenous (North American)	275	Slovak	520
Azeri	050	Indigenous (South American)	280	Slovenian	530
Bengali	060	Indonesian/Malay	380	Somali	535
Bihari	070	Inuktitut	285	Spanish	540
Bulgarian	080	Italian	290	Swahili	550
Burmese	090	Jaffna	295	Swedish	560
Cantonese	100	Japanese	300	Tamil	580
Chiu Chow	105	Kannada	320	Thai	600
Cree	108	Kashmiri	330	Tigrinia	610
Croatian	500	Katchi	310	Turkish	620
Czech	110	Khmer	335	Twi	630
Danish	120	Korean	340	Ukrainian	640
Dari	125	Lao	345	Urdu	650
Dutch/Flemish	130	Latvian	350	Vietnamese	660
Egyptian	135	Lebanese	355	Welsh	670
Estonian	150	Lithuanian	360	Xhosa	685
Ethiopian	155	Macedonian	370	Yiddish	690
Farsi/Persian	430	Malayalam	375	Yoruba	700
Filipino/Tagalog	570	Mandarin	400	Other	710
Finnish	160	Marathi	410	Other African	730
Fukienese	175	Mohawk	415	Other Asian	750
Gaelic	180	Norwegian	420	Other Chinese	720
German	190	Ojibway	422	Other European	760
Greek	200	Pashto/Pushtu	425	Other Indian (Asia)	740
Gujarati	210	Patois/Creole	680	Unknown	000

APPENDIX 2: DIAGNOSIS CODES

DIAGNOSIS	CODE	DIAGNOSIS	CODE	DIAGNOSIS	CODE
Acquired Brain Injury	1	Developmental Delay / Global Delay	10	Muscular Dystrophy	24
ADHD/ADD	2	Down Syndrome	9	Oppositional Defiant Disorder / Conduct Disorder	20
Anxiety	18	Epilepsy/Seizures	12	Overweight	26
Apraxia	28	Fetal Alcohol or Drug-Exposure Syndrome	13	Receptive or Expressive Language Disorder	30
Asthma	6	Genetic / Congenital Anomaly (CF & PKU)	8	Selective Mutism	31
Autism Spectrum Disorder (ASD)	34	Heart Problem / Stroke	14	Autism Spectrum Disorder (ASD)	34
Cancer / Leukemia / Tumour	7	Intellectual Delay (mild or moderate)	15	Speech & Language Disorder	27
Cerebral Palsy	22	Juvenile Rheumatoid Arthritis	23	Spina Bifida	25
Cleft Palate / Lip	29	Learning Disorder (reading, writing, math)	16	Tourette's	32
Diabetes	11	Mental Health Problem / Disorder	17	Other	33
Depression	19	Motor Impairment	21		