Québec 🅈 🕈



Early Development Instrument[©]

Québec Survey of Child Development in Kindergarten, 2022

Instructions

For any additional information, please call Statistique Québec at 418-691-2404, or toll-free at 1-800-561-0213. Please complete the questionnaire and return it using the prepaid envelope.

Fill in the circles like this \bigcirc or like this $\widehat{\mathbf{X}}$ not like this $\widehat{\mathbf{X}}$

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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		\bigcirc	The parent refuses to let the teacher child's questionnaire. Return the uncompleted questionnaire with the rechild's label.	
or	any of the information on the label is incorrect missing, please correct it or add it to questions 2, 3 and 4.	11.	Other Immersion: Yes No	
		12.	Aboriginal (First Nations, Inuit or Métis):
¦ 1.	Permanent Code:		○ Yes ○ No ○ Don't know	w
i		12		
; 2 .	Child's Date of Birth:	13.	Child's First Language(s): (check off every choice that applies)	
i I I			French	
1 1 1	day month year		C English	
¦ 3.	Sex:			
 	○ F ○ M		Other	
¦ 4.	Postal Code:			
 			Other	
L				
5.	Class Type: (see Guide)		Other (Refer to Appendix 1 in the Guide for language of	odes in "other" categories
	○ Kindergarten		If you do not find the right code in the list, use o	
	O Preschool/Kindergarten	14.	Communicates adequately in his/her	first language:
	Preschool/Kindergarten/Grade 1		Yes No Don't kno)W
	Kindergarten/Grade 1			
	Other	15.	Student Status: (see Guide)	
6.	Date of Submission:		In this class 1 month or more	
			In this class less than 1 month	
	day month year		In another class at school	
7.	Identified Special Needs: (see Guide)		Does not attend this school: → ○ Switched schools	
	Yes No (Go to question 9)		Home schooled	End of
			 Lengthy hospitalization 	questionnaire
8.	Type of Special Needs: (see Guide)			
	At-risk student		 Deceased 	
	EHDAA student (with code)		O Other	
	DAA student (without code)	16	Student is repeating this grade:	-
9.	Child considered ESL (English as a Second Language): (see Guide)	10.	Yes No	
	Yes No			
10.	French Immersion:			
	Yes No			

SECTION A - PHYSICAL WELL-BEING

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

	ce the beginning of this school year, has this child sometin	nes	Yes	No	Don't know
(m 2.	ore than once) arrived: over- or under-dressed for school-related activities			\bigcirc	\downarrow
3.	too tired/sick to do school work		0	\bigcirc	\bigcirc
4.	late		0	\bigcirc	\bigcirc
5.	hungry		0	0	0
			Yes	No	Don't know
Wo	ould you say that this child:		¥	Ļ	Ļ
6.	is independent in washroom habits most of the time		0	\bigcirc	\bigcirc
7.	shows an established hand preference (right vs. left or vice-vers	a)	0	\bigcirc	\bigcirc
8.	is well-coordinated (i.e. moves without running into or tripping	over things)	\bigcirc	\bigcirc	\bigcirc
Но	w would you rate this child's:	Very good/ Good ↓	Average ↓	Poor/ Very poor ↓	Don't know ↓
9.	proficiency at holding a pen, crayons, or a brush	\bigcirc	\bigcirc	\bigcirc	\bigcirc
10.	ability to manipulate objects	\bigcirc	\bigcirc	\bigcirc	\bigcirc
11.	ability to climb stairs	\bigcirc	\bigcirc	\bigcirc	\bigcirc

11. ability to climb stairs	\bigcirc	\bigcirc	\bigcirc	\bigcirc
12. level of energy throughout the school day	\bigcirc	\bigcirc	\bigcirc	\bigcirc
13. overall physical development	\bigcirc	\bigcirc	\bigcirc	\bigcirc

SECTION B – LANGUAGE AND COGNITIVE SKILLS

Hov	v would you rate this child's:	Very good/ Good ↓	Average ↓	Poor/ Very poor ↓	Don't know ↓
1.	ability to use language effectively in English	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2.	ability to listen in English	\bigcirc	\bigcirc	\bigcirc	\bigcirc
3.	ability to tell a story	\bigcirc	\bigcirc	\bigcirc	\bigcirc
4.	ability to take part in imaginative play	\bigcirc	0	\bigcirc	\bigcirc
5.	ability to communicate own needs in a way understandable to adults and peers	0	0	\bigcirc	\bigcirc
6.	ability to understand on first try what is being said to him/her	0	0	0	\bigcirc
7.	ability to articulate clearly, without sound substitutions	0	\bigcirc	0	0
			Yes	No	Don't know
vvo 8.	uld you say that this child: knows how to handle a book (e.g., turn pages)				\downarrow
9.	is generally interested in books (pictures and print)			\bigcirc	\bigcirc
	is interested in reading (inquisitive/curious about the meaning of	printed material		\bigcirc	\bigcirc
	is able to identify at least 10 letters of the alphabet		\bigcirc	0	0
12.	is able to attach sounds to letters		\bigcirc	\bigcirc	\bigcirc
13.	is showing awareness of rhyming words		\bigcirc	\bigcirc	\bigcirc
14.	is able to participate in group reading activities		\bigcirc	\bigcirc	\bigcirc
15.	is able to read simple words		\bigcirc	\bigcirc	\bigcirc
16.	is able to read complex words		\bigcirc	\bigcirc	\bigcirc
17.	is able to read simple sentences		\bigcirc	\bigcirc	\bigcirc
18.	is experimenting with writing tools		\bigcirc	\bigcirc	\bigcirc
19.	is aware of writing directions in English (left to right, top to botto	m)	\bigcirc	\bigcirc	\bigcirc
20.	is interested in writing voluntarily (and not only under the teache	r's direction)	\bigcirc	\bigcirc	\bigcirc
21.	is able to write his/her own name in English		\bigcirc	\bigcirc	\bigcirc
22.	is able to write simple words		\bigcirc	\bigcirc	\bigcirc

SECTION B – LANGUAGE AND COGNITIVE SKILLS (continued)

	Yes	No	Don't know
Would you say that this child:	t	t	t
23. is able to write simple sentences	\bigcirc	\bigcirc	\bigcirc
24. is able to remember things easily	\bigcirc	\bigcirc	\bigcirc
25. is interested in mathematics	\bigcirc	\bigcirc	\bigcirc
26. is interested in games involving numbers	0	\bigcirc	\bigcirc
27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)	0	\bigcirc	\bigcirc
28. is able to use one-to-one correspondence	\bigcirc	0	\bigcirc
29. is able to count to 20	0	0	0
30. is able to recognize numbers 1-10	0	0	\bigcirc
31. is able to say which number is bigger of the two	0	\bigcirc	\bigcirc
32. is able to recognize geometric shapes (e.g., triangle, circle, square)	0	\bigcirc	\bigcirc
33. understands simple time concepts (e.g., today, summer, bedtime)	\bigcirc	\bigcirc	\bigcirc
34. demonstrates special numeracy skills or talents	\bigcirc	\bigcirc	\bigcirc
35. demonstrates special literacy skills or talents	\bigcirc	\bigcirc	\bigcirc
36. demonstrates special skills or talents in arts	\bigcirc	\bigcirc	\bigcirc
37. demonstrates special skills or talents in music	\bigcirc	\bigcirc	\bigcirc
38. demonstrates special skills or talents in athletics/dance	\bigcirc	\bigcirc	\bigcirc
39. demonstrates special skills or talents in problem solving in a creative way	\bigcirc	\bigcirc	\bigcirc
40. demonstrates special skills or talents in other areas	\bigcirc	\bigcirc	\bigcirc
If yes, please specify:			

SECTION C - SOCIAL AND EMOTIONAL DEVELOPMENT

How would you rate this child's:	Very good/ Good ↓	Average ↓	Poor/ Very poor ↓	Don't know ↓
1. overall social/emotional development	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2. ability to get along with peers	\bigcirc	\bigcirc	\bigcirc	\bigcirc

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 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.

Sometimes

	Wo	uld you say that this child:	Often or Very true ↓	or Somewhat true ↓	: Never or Not true ↓	Don't know ↓
5. follows rules and instructions O O 6. respects the property of others O O 7. demonstrates self-control O O 8. shows self-confidence O O 9. demonstrates respect for adults O O 10. demonstrates respect for other children O O 11. accepts responsibility for actions O O 12. listens attentively O O 13. follows directions O O 14. completes work on time O O 15. works independently O O 16. takes care of school materials O O 17. works neatly and carefully O O 18. is curious about the world O O 19. is eager to play a new game O O	3.		0	0	0	\bigcirc
6. respects the property of others O O 7. demonstrates self-control O O 8. shows self-confidence O O 9. demonstrates respect for adults O O 10. demonstrates respect for other children O O 11. accepts responsibility for actions O O 12. listens attentively O O 13. follows directions O O 14. completes work on time O O 15. works independently O O 16. takes care of school materials O O 17. works neatly and carefully O O 18. is curious about the world O O 19. is eager to play a new game O O	4.	is able to play with various children	0	\bigcirc	0	\bigcirc
7. demonstrates self-control O O 8. shows self-confidence O O 9. demonstrates respect for adults O O 10. demonstrates respect for other children O O 11. accepts responsibility for actions O O 12. listens attentively O O 13. follows directions O O 14. completes work on time O O 15. works independently O O 16. takes care of school materials O O 17. works neatly and carefully O O 18. is curious about the world O O 19. is eager to play with a new toy O O 20. is eager to play a new game O O	5.	follows rules and instructions	\bigcirc	0	0	\bigcirc
8. shows self-confidence O O 9. demonstrates respect for adults O O 10. demonstrates respect for other children O O 11. accepts responsibility for actions O O 12. listens attentively O O 13. follows directions O O 14. completes work on time O O 15. works independently O O 16. takes care of school materials O O 17. works neatly and carefully O O 18. is curious about the world O O 19. is eager to play with a new toy O O 20. is eager to play a new game O O	6.	respects the property of others	0	0	\bigcirc	\bigcirc
9. demonstrates respect for adults Image: Constrates respect for other children Image: Constrates respect for other children 10. demonstrates respect for other children Image: Constrates respect for other children Image: Constrates respect for other children 11. accepts responsibility for actions Image: Constrates respect for other children Image: Constrates respect for other children 12. listens attentively Image: Constrates responsibility for actions Image: Constrates responsibility for actions 13. follows directions Image: Constrate responsibility for actions Image: Constrate responsibility for actions 14. completes work on time Image: Constrate responsibility for actions Image: Constrate responsibility for actions 15. works independently Image: Constrate responsibility for actions Image: Constrate responsibility for actions 16. takes care of school materials Image: Constrate responsibility for actions Image: Constrate responsibility for actions 17. works neatly and carefully Image: Constrate responsibility for actions Image: Constrate responsibility for actions 18. is curious about the world Image: Constrate responsibility for actions Image: Constrate responsibility for actions 19. is eager to play with a new toy Image: Constrate responsibility for actions Image: Constrate responsibility for actions <	7.	demonstrates self-control	0	0	\bigcirc	\bigcirc
10. demonstrates respect for other children Image: Constrates responsibility for actions Image: Constrates responsibility for actions 11. accepts responsibility for actions Image: Constrates responsibility for actions Image: Constrates responsibility for actions 12. listens attentively Image: Constrates responsibility for actions Image: Constrates responsibility for actions 13. follows directions Image: Constrates responsibility for actions Image: Constrates responsibility for actions 14. completes work on time Image: Constrates responsibility for actions Image: Constrate responsibility for actions 15. works independently Image: Constrate responsibility for actions Image: Constrate responsibility for actions 16. takes care of school materials Image: Constrate responsibility for actions Image: Constrate responsibility for actions 17. works neatly and carefully Image: Constrate responsibility for actions Image: Constrate responsibility for actions 18. is curious about the world Image: Constrate responsibility for actions Image: Constrate responsibility for actions 19. is eager to play with a new toy Image: Constrate responsibility for actions Image: Constrate responsibility for actions 20. is eager to play a new game Image: Constrate responsibility for actions Image: Constrate responsibility for actions <td>8.</td> <th>shows self-confidence</th> <td>0</td> <td>0</td> <td>\bigcirc</td> <td>\bigcirc</td>	8.	shows self-confidence	0	0	\bigcirc	\bigcirc
11. accepts responsibility for actions Image: Constraint of the system of the syst	9.	demonstrates respect for adults	0	\bigcirc	\bigcirc	\bigcirc
12. listens attentively Image: Constraint of the second secon	10.	demonstrates respect for other children	0	\bigcirc	\bigcirc	\bigcirc
13. follows directions Image: Constraint of the second	11.	accepts responsibility for actions	\bigcirc	\bigcirc	\bigcirc	\bigcirc
14. completes work on time Image: Completes work on time Image: Completes work on time 15. works independently Image: Completes work on time Image: Completes work on time 15. works independently Image: Completes work on time Image: Completes work on time 16. takes care of school materials Image: Completes work on time Image: Completes work on time 16. takes care of school materials Image: Completes work on time Image: Completes work on time 17. works neatly and carefully Image: Completes work on time Image: Completes work on time 18. is curious about the world Image: Completes work on time Image: Completes work on time 19. is eager to play with a new toy Image: Completes work on time Image: Completes work on time 20. is eager to play a new game Image: Completes work on time Image: Completes work on time	12.	listens attentively	\bigcirc	\bigcirc	\bigcirc	\bigcirc
15. works independently Image: Constraint of the second secon	13.	follows directions	\bigcirc	\bigcirc	\bigcirc	\bigcirc
16. takes care of school materials Image: Constraint of the school materials Image: Constraint of the school materials 17. works neatly and carefully Image: Constraint of the school materials Image: Constraint of the school materials 18. is curious about the world Image: Constraint of the school materials Image: Constraint of the school materials 19. is eager to play with a new toy Image: Constraint of the school materials Image: Constraint of the school materials 20. is eager to play a new game Image: Constraint of the school materials Image: Constraint of the school materials	14.	completes work on time	\bigcirc	\bigcirc	\bigcirc	\bigcirc
17. works neatly and carefully Image: Constraint of the state o	15.	works independently	\bigcirc	\bigcirc	\bigcirc	\bigcirc
18. is curious about the world Image: Constraint of the world Image: Constraint of the world 19. is eager to play with a new toy Image: Constraint of the world Image: Constraint of the world 20. is eager to play a new game Image: Constraint of the world Image: Constraint of the world	16.	takes care of school materials	\bigcirc	\bigcirc	\bigcirc	\bigcirc
19. is eager to play with a new toy Image: Constraint of the second se	17.	works neatly and carefully	\bigcirc	\bigcirc	\bigcirc	\bigcirc
20. is eager to play a new game	18.	is curious about the world	\bigcirc	\bigcirc	\bigcirc	\bigcirc
	19.	is eager to play with a new toy	\bigcirc	\bigcirc	\bigcirc	\bigcirc
21. is eager to play with/read a new book O O O	20.	is eager to play a new game	\bigcirc	\bigcirc	\bigcirc	\bigcirc
	21.	is eager to play with/read a new book	\bigcirc	\bigcirc	\bigcirc	\bigcirc

SECTION C - SOCIAL AND EMOTIONAL DEVELOPMENT (continued)

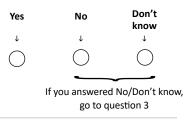
		Often or Very true	Sometimes or Somewhat true	Never or Not true	Don't know
Wo	uld you say that this child:	Ļ	Ļ	Ţ	Ļ
22.	is able to solve day-to-day problems by him/herself	\bigcirc	\bigcirc	\bigcirc	\bigcirc
23.	is able to follow one-step instructions	\bigcirc	\bigcirc	\bigcirc	\bigcirc
24.	is able to follow class routines without reminders	0	\bigcirc	\bigcirc	\bigcirc
25.	is able to adjust to changes in routines	0	0	\bigcirc	\bigcirc
26.	answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	0	0	0	\bigcirc
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)	0	0	0	\bigcirc
28.	will try to help someone who has been hurt	\bigcirc	0	0	\bigcirc
29.	volunteers to help clean up a mess someone else has made	\bigcirc	0	0	\bigcirc
30.	if there is a quarrel or dispute will try to stop it	0	0	\bigcirc	\bigcirc
31.	offers to help other children who have difficulty with a task	\bigcirc	0	\bigcirc	\bigcirc
32.	comforts a child who is crying or upset	0	\bigcirc	\bigcirc	\bigcirc
33.	spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	0	\bigcirc	\bigcirc	\bigcirc
34.	will invite bystanders to join in a game	\bigcirc	\bigcirc	\bigcirc	\bigcirc
35.	helps other children who are feeling sick	\bigcirc	\bigcirc	\bigcirc	\bigcirc
36.	is upset when left by parent/guardian	\bigcirc	\bigcirc	\bigcirc	\bigcirc
37.	gets into physical fights	\bigcirc	\bigcirc	\bigcirc	\bigcirc
38.	bullies or is mean to others	\bigcirc	\bigcirc	\bigcirc	\bigcirc
39.	kicks, bites, hits other children or adults	\bigcirc	\bigcirc	\bigcirc	\bigcirc
40.	takes things that do not belong to him/her	\bigcirc	\bigcirc	\bigcirc	\bigcirc
41.	laughs at other children's discomfort	\bigcirc	\bigcirc	\bigcirc	\bigcirc
42.	can't sit still, is restless	\bigcirc	\bigcirc	\bigcirc	\bigcirc
43.	is distractible, has trouble sticking to any activity	\bigcirc	\bigcirc	\bigcirc	\bigcirc
44.	fidgets	\bigcirc	\bigcirc	\bigcirc	\bigcirc
45.	is disobedient	\bigcirc	\bigcirc	\bigcirc	\bigcirc

SECTION C - SOCIAL AND EMOTIONAL DEVELOPMENT (continued)

Wo	uld you say that this child:	Often or Very true \downarrow	Sometimes or Somewhat true ↓	Never or Not true ↓	Don't know ↓
46.	has temper tantrums	\bigcirc	\bigcirc	\bigcirc	\bigcirc
47.	is impulsive, acts without thinking	\bigcirc	\bigcirc	\bigcirc	\bigcirc
48.	has difficulty awaiting turn in games or groups	\bigcirc	0	\bigcirc	\bigcirc
49.	cannot settle to anything for more than a few moments	0	0	\bigcirc	\bigcirc
50.	is inattentive	0	0	\bigcirc	\bigcirc
51.	seems to be unhappy, sad, or depressed	0	0	0	\bigcirc
52.	appears fearful or anxious	0	\bigcirc	0	0
53.	appears worried	\bigcirc	0	0	0
54.	cries a lot	\bigcirc	0	0	\bigcirc
55.	is nervous, high-strung, or tense	0	0	0	\bigcirc
56.	is incapable of making decisions	0	0	\bigcirc	\bigcirc
57.	is shy	0	0	\bigcirc	\bigcirc
58.	sucks a thumb/finger	0	\bigcirc	\bigcirc	\bigcirc

SECTION D - SPECIAL CONCERNS

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).



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

			Yes, Observed ↓	Yes, Parent/guardian information or medical diagnosis ↓			Yes, Observed ↓	informat	Yes, it/guardian ion or medical agnosis ↓
	a.	physical disability	\bigcirc	\bigcirc	g.	behavioural problem	0		\bigcirc
	b.	visual impairment	\bigcirc	0	h.	home environment/ problems at home	\mathbf{O}		\bigcirc
	c.	hearing impairment	\bigcirc	0	i.	chronic medical/health problems	0		\bigcirc
		speech and language impairment	0	0	j.	unaddressed dental needs	\bigcirc		\bigcirc
	e.	learning disability	0	0	k.	other	\bigcirc		\bigcirc
	f.	emotional problem	0	0		Please specify:			
3.	or	the child has received psychological profes lease use the Guide for dia	sional pleas		a do	If "Oth	er" (code 33), specify: L		
4.		the child receiving a e.g., resource person,					Yes ↓	No ↓	Don't know ↓
5.		. Is the child currently					\bigcirc	\bigcirc	\bigcirc
	b.	. Is the child currently	y on a waitli	st to receive further a	isse	ssment?	\bigcirc	\bigcirc	\bigcirc
_	c.	Do you feel that this	child need	s further assessment?			\bigcirc	\bigcirc	\bigcirc

SECTION E - COMPLEMENTARY INFORMATION

		Yes	No	Don't know
		\downarrow	\downarrow	Ļ
1.	The child had been in non-parental childcare on a regular basis prior to kindergarten entry	\bigcirc	\bigcirc	\bigcirc

Please answer questions 2a, 2b and 2c only if you did not receive a label for the child.

The child:		Yes ↓	No ↓	Don't know ↓
-	a. Attended full-day 4-year-old kindergarten at a public school	0	0	\bigcirc
	b. Attended half-day 4-year-old kindergarten at a public school	0	0	0
	c. Participated in the Passe-Partout program at the age of 4 at a public school	0	0	\bigcirc

3.	 a. Child's place of birth (If you answered "Québec", "Elsewhere in Canada" or "Don't know", go to question 4.) 	Québec	Elsewhere in Canada ↓	Other country ↓	Don't know ↓
	b. If the child was born outside Canada, how long has he/she been living in Canada?		Less than 2 years ↓	2 years or more ↓	Don't know ↓

SECTION E - COMPLEMENTARY INFORMATION (continued)

4.	Since the beginning of the school year, has the child received the professional services of someone other than the class teacher <u>at school</u> ?	Yes ↓	No ↓	Don't know ↓
	a. Nurse	\bigcirc	\bigcirc	\bigcirc
	b. Speech therapist	\bigcirc	\bigcirc	\bigcirc
	c. Psychoeducator (see Guide)	\bigcirc	\bigcirc	\bigcirc
	d. Social worker	0	\bigcirc	\bigcirc
	e. Psychologist	0	\bigcirc	\bigcirc
	f. Special needs (remedial) teacher	0	0	\bigcirc
	g. Dental hygienist	0	-	\bigcirc
	h. Occupational therapist	0	0	\bigcirc
	i. Special education instructor	0	0	\bigcirc
	j. Others If yes, please specify:	0	\bigcirc	\bigcirc
		Yes	No	Don't know
5.	Since the beginning of the school year, has a parent/guardian of the child participated in a group meeting with parents?	\bigcirc	\bigcirc	\bigcirc
	Yes, once	Yes, more than once ↓	No ↓	Don't know ↓
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?	\bigcirc	\bigcirc	\bigcirc
		Yes	No	Don't
		Ļ	Ţ	know ↓
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)?	\bigcirc	\bigcirc	\bigcirc

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

Please note that all comments will be read, but that Statistique Québec will not provide feedback to participants.

Thank you for your cooperation.

Go on to the next child

Please put all the questionnaires, the group list, and any parental refusal forms in the prepaid envelope and return it to Statistique Québec.