

What is the EDI?

The Early Development Instrument (EDI) is a questionnaire designed to measure children's school readiness. Designed by Drs. Dan Offord and Magdalena Janus of McMaster University, the EDI is a checklist that kindergarten teachers complete for each child in their class, after they have had several months of interaction with their students. Since 1999, the EDI has been implemented in many communities across Canada. BC implements the EDI province-wide and reports its findings on a neighbourhood-by-neighbourhood basis. EHLP works closely with school district across BC to collect this Data at regular intervals. The results of the EDI research are reported at the group level NOT at the individual level.

The EDI is a “population” or “group level “ measure:

This means that although it is completed for each individual child, it can only be interpreted at the group level, for a whole class, a whole school or a whole neighbourhood. The EDI is not meant to be used as an individual diagnostic tool and personal data is not collected. In order to maintain the confidentiality of the children and to ensure the validity of the data, there must be a minimum of 35 children within each sample.

The EDI is comprised of approximately 120 questions on the development of kindergarten-level children in five domains or areas of development.

- **Physical health and well-being**

Physical readiness for school, physical independence, general health, gross and fine motor skills.

- **Social competence**

Overall social competence, responsibility and respect, approaches to learning, readiness to explore new things, shares.

- **Emotional Maturity**

Pro-social behaviour and helping behavior, is able to concentrate, patience, lack of anxious, fearful or aggressive behavior.

- **Language and cognitive development**

Basic literacy, interest in reading, recognition numbers and shapes, awareness of time concepts, etc.

- **Communication skills an general knowledge**

Ability to clearly communicate one's own needs and understand other, active participation in story-telling, interest in general knowledge about the world.

How is the EDI analyzed?

The questionnaire is scores by the developmental domains identified above. The bottom 10% of scores on the EDI (the 10th percentile) is used as a cut-off vulnerability status. That means that children who fall below the 10th percentile are determined to be “at risk” or vulnerable in terms of school readiness within a given developmental area.

Taken from Community Mapping Toolkit, Human Early Learning Partnership (HELP) , Early child Development Mapping Project, April 2005.

Link “Community Mapping Toolkit” to <http://ecdportal.help.ubc.ca/toolkit.htm>