

The EDI was developed by the Offord Centre at McMaster University and administered by UCLA's Center for Healthier Children, Families, and Communities. UCLA's Transforming Early Childhood Community Solutions (TECCS) helps communities use the EDI to create change for children, families, and communities.



Four of the five EDI domains are divided into multiple subdomains, and one domain (Communication Skills and General Knowledge) is treated as both a domain and single subdomain. Together, the five domains consist of a total of 16 subdomains. For the subdomain analysis, children are categorized as either "not ready," "somewhat ready", or "ready" for school, based on how they compare to a criterion-referenced cutoff value that has been determined by the publisher's team of experts at the Offord Centre. The criterion-referenced method for calculating subdomain results is different from the norm-reference method used to calculate the domain-level results. Therefore, there will not be a one-to-one match between any of the percentages reported in the subdomain categories ("not ready," "somewhat ready", or "ready") and the percentages reported in the domain-level categories ("vulnerable," "at risk", and "on track").

Below, you can see the skills and abilities that children typically have in the "not ready for school" and "ready for school" categories for each subdomain. There is no detailed description for the "somewhat ready" category, because these children vary widely in their skills and abilities. Children who fall in the "not ready for school" category are considered to have developmental challenges in that area. Each subdomain represents one aspect of a child's development. While some domains represent skills that a child in kindergarten is expected to have already mastered based on his/her developmental age (e.g. physical independence), others represent areas of development that are still emerging (e.g. prosocial behavior).



Physical Health & Well-being

Subdomain	Not Ready for School	Ready for School
<i>Physical readiness for school work</i>	Children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, coming to school late, hungry, or tired.	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school late, hungry, or tired.
<i>Physical independence</i>	Children range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb. These are children who are independent looking after their needs, have an established hand preference, are well-coordinated, and do not suck a thumb/finger.	Children range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb. These are children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
<i>Gross and fine motor skills</i>	Children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, overall energy levels, and physical skills. Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.	Children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, overall energy levels, and physical skills. Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.



Social Competence

Subdomain	Not Ready for School	Ready for School
<i>Overall social competence with peers</i>	Children have average to poor overall social skills, low self-confidence, and are rarely able to play with various children and interact cooperatively.	Children have excellent/good overall social development, very good ability to get along with other children and play with various children, and are usually cooperative and self-confident.
<i>Respect and responsibility</i>	Children only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	Children always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
<i>Approaches to learning</i>	Children only sometimes or never work neatly, work independently, are rarely able to solve problems, follow class routines, and do not easily adjust to changes in routines.	Children always or most of the time work neatly, work independently, and solve problems, follow instructions and class routines, and easily adjust to changes.
<i>Readiness to explore new things</i>	Children only sometimes or never show curiosity about the world or an eagerness to explore new books, toys, and games.	Children are curious about the surrounding world and are eager to explore new books, toys, and games.



Emotional Maturity

Subdomain	Not Ready for School	Ready for School
<i>Prosocial and helping behavior</i>	Children never or almost never show most of the helping behaviors; they do not help someone hurt, sick, or upset; do not spontaneously offer to help; or invite bystanders to join in.	Children often show most of the helping behaviors: helping someone hurt, sick, or upset; offering to help spontaneously; and inviting bystanders to join in.
<i>Anxious and fearful behavior</i>	Children often show most of the anxious behaviors. They could be worried, unhappy, nervous, sad, or excessively shy; indecisive; and they can be upset when left at school.	Children rarely or never show most of the anxious behaviors. They are happy and able to enjoy school and are comfortable being left at school by caregivers.
<i>Aggressive behavior</i>	Children often show most of the aggressive behaviors. They get into physical fights, kick, or bite others; take other people's things; and are disobedient or have temper tantrums.	Children rarely or never show most of the aggressive behaviors. They do not use aggression to solve conflict, do not have temper tantrums, and are not mean to others.
<i>Hyperactive and inattentive behavior</i>	Children often show most of the hyperactive behaviors. They could be restless, distractible, and impulsive, or they fidget and have difficulty settling into activities.	Children never show most of the hyperactive behaviors. They are able to concentrate, settle to chosen activities, wait their turn, and, most of the time, think before doing something.



Language & Cognitive Development

Subdomain	Not Ready for School	Ready for School
<i>Basic literacy skills</i>	Children do not have most of the basic literacy skills. They have problems with identifying letters or attaching sounds to them or rhyming. They may not know the writing directions and even how to write their own name.	Children have all of the basic literacy skills. They know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.
<i>Interest in literacy/numera cy and memory</i>	Children may not show interest in books and reading, math and number games, or both and may have difficulty remembering things.	Children show an interest in books and reading and math and numbers and have no difficulty remembering things.
<i>Advanced literacy skills</i>	Children have only up to one of the advanced literacy skills, cannot read or write simple words or sentences, and rarely write voluntarily.	Children have at least half of the advanced literacy skills – reading simple and complex words or sentences and voluntarily writing simple words or sentences.
<i>Basic numeracy skills</i>	Children have marked difficulty with numbers; cannot count, compare, or recognize numbers; and may not be able to name all the shapes.	Children have all of the basic numeracy skills. They can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.



Communications Skills & General Knowledge

Subdomain	Not Ready for School	Ready for School
<i>Communication skills and general knowledge</i>	Children range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty understanding others, may show little general knowledge, and may have difficulty with their native language.	Children have excellent or very good communication skills, can communicate easily and effectively, can participate in storytelling or imaginative play, articulate clearly, show adequate general knowledge, and are proficient in their native language.

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