

EDI CHEATSHEET

Domain	Subdomain	Subdomain Description
PHYSICAL HEALTH & WELL-BEING Includes gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills.	Physical readiness for school day	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.
	Physical independence	Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
	Gross and fine motor 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 Includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable public behaviour, ability to control own behaviour, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.	Overall social competence	Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.
	Responsibility and respect	Children who always or most of the time show respect for others, and other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
	Approaches to learning	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
	Readiness to explore new things	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.
EMOTIONAL MATURITY Includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people's feelings.	Prosocial and helping behaviour	Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.
	Anxious and fearful behaviour	Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.
	Aggressive behaviour	Children who rarely or never show most of the aggressive behaviours; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.
	Hyperactivity and inattentive behaviour	Children who never show most of the hyperactive behaviours; they are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.

EDI CHEATSHEET

	Subdomains	Subdomain Description
LANGUAGE & COGNITIVE DEVELOPMENT Includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory.	Basic literacy	Children who have all the basic literacy skills: 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.
	Interest literacy/numeracy and memory	Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things.
	Advanced literacy	Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.
	Basic numeracy	Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.
COMMUNICATION SKILLS & GENERAL KNOWLEDGE Includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around.	Communication and general knowledge	Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.