

AEDI checklist and response criteria



Australian Early Development Index

Please note some of the questions below are specific to individual states and territories and may not be asked in all jurisdictions.

Background Information

Preliminary questions

- a. Is this child of Aboriginal or Torres Strait Islander descent?
- b. Are you (the classroom teacher) of Aboriginal or Torres Strait Islander descent?
- c. Is your completion of this AEDI Checklist being assisted by discussion with an Indigenous Cultural Consultant?
- c. Is this Indigenous Cultural Consultant:
 - Aboriginal & Islander Education Worker (AIEW)
 - Aboriginal Early Years Liaison Officer
 - Aboriginal Education Officer
 - Aboriginal Education Worker
 - Aboriginal & Islander Education Officer (AIEO)
 - Aboriginal Teachers Aide (ATA)
 - Assistant Teacher (AT)
 - Home Liaison Officer (HLO)
 - Inclusion Support Officer (ISO)
 - Indigenous Education Worker
 - Literacy Support Officer (LSO)
 - Other
 - Tutor

Please select all that apply.

1. Date of completion
2. Child's date of birth*
3. Class type
 - 3a. Is this child in a multi-year class?*
 - 3b. Is this child repeating this grade/year?*
 - 3c. Does this child have a dual placement? *
4. Sex*
5. Postcode of Residence*
6. Suburb or town of residence*

*denotes required field

- 6a. Discrete area/community or culturally based grouping
- 7. Special Needs*
- 8. Is this child of Aboriginal or Torres Islander descent?*
- 8a. Is this child_*
- 9. Child considered ESL (English as a Second Language)*
- 10. Does the child speak a language other than English at home? (Please specify only one language)
- 10a. Can this child adequately communicate in this language?
- 10b. Indicate the sources of information used to provide your answer to question 10a.
- 10c. Other languages spoken (excluding English)
 - Traditional Aboriginal Languages
- 11. Child's country of birth?*
- 12. Has this child been in class for one month?*

Normally if the child has only been in class for less than one month, the checklist should be skipped. However, if you do feel you can make an accurate assessment of the child, you may select **'Yes (continue checklist)'**

Section A – Physical Wellbeing

- 1. How many days has this child been absent since the start of the year?

To the best of your knowledge, approximately how many days absent were due to:

- 1a. Family/cultural obligations – includes ceremonies, funerals
- 1b. Illness/Injury
- 1c. Other explained reasons e.g. climatic conditions, financial
- 1d. Unexplained reasons

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

- 2. Over or under-dressed for school related activities
- 3. Too tired and/or sick to do school work
 - If 'Yes' then please complete the following:
 - 3a. Too tired to do school work
 - 3b. Too sick to do school work
- 4. Hungry

Would you say this child:

- 5. Is independent in toileting habits most of the time
- 6. Shows an established hand preference (right vs. left or vice versa)
- 7. Is well coordinated (i.e. moves without running into or tripping over things)

How would you rate this child's:

- 8. Proficiency at holding a pen, crayon or brush

*denotes required field

9. Ability to manipulate objects
 10. Ability to climb stairs
 11. Level of energy throughout the school day
 12. Overall physical development
 13. Daily personal hygiene
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Section B – Language and Cognitive Skills (school-based)

How would you rate this child's:

1. Ability to use language effectively in English

Ability to use languages other than Standard Australian English effectively in the classroom /playground:

- 1a. Aboriginal English (AE)
- 1b. Kriol/Creole
- 1c. Traditional Aboriginal or Torres Strait Islander language
- 1d. Other language

How would you rate this child's:

2. Ability to listen in English
3. Ability to tell a story
4. Ability to take part in imaginative play
5. Ability to communicate own needs in a way understandable to adults and peers
6. Ability to understand on first try what is being said to him/her
7. Ability to articulate clearly, without sound substitutions

Would you say this child:

8. Knows how to handle a book (e.g. turn a page)
9. Is generally interested in books (pictures and print)
10. Is interested in reading (inquisitive/curious about the meaning of printed material)
11. Is able to identify some letters of the alphabet
12. Is able to attach sounds to letters
13. Is showing awareness of rhyming words
14. Is able to participate in group reading activities
15. Is able to read simple words
16. Is able to read complex words

*denotes required field

17. Is able to read simple sentences
 18. Is experimenting with writing tools
 19. Is aware of writing directions in English (left to right, top to bottom)
 20. Is interested in writing voluntarily (and not only under the teacher's direction)
 21. Is able to write his/her own name in English
 22. Is able to write simple words
 23. Is able to write simple sentences
 24. Is able to remember things easily
 25. Is interested in mathematics
 26. Is interested in games involving numbers
 27. Is able to sort and classify objects by a common characteristic (e.g. shape, colour, size)
 28. Is able to use one-to-one correspondence
 29. Is able to count to 20
 30. Is able to recognise numbers 1 to 10
 31. Is able to say which number is bigger of the two
 32. Is able to recognise geometric shapes (e.g. triangle, circle, and square)
 33. Understands simple time concepts (e.g. today, summer, bedtime)
 34. Demonstrates special numeracy skills or talents
 35. Demonstrates special literacy skills or talents
 36. Demonstrates special skills or talents in arts
 37. Demonstrates special skills or talents in music
 38. Demonstrates special skills or talents in athletics/dance
 39. Demonstrates special skills or talents in problem-solving in a creative way
 40. Demonstrates special skills or talents in other areas (specify)
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Section C – Social and Emotional Development

How would you rate this child's:

1. Overall social/emotional development
2. Ability to get along with peers

Would you say this child:

3. Plays and works cooperatively with other children at the level appropriate for his/her age
4. Is able to play with various children

*denotes required field

5. Follows rules and instructions
6. Respects the property of others
7. Demonstrates self-control
8. Demonstrates respect for adults
9. Demonstrates respect for other children
10. Accepts responsibility for actions
11. Listens attentively
12. Completes work on time
- 12a. If given additional time can complete tasks
13. Works independently
14. Takes care of school materials
15. Works neatly and carefully
16. Is curious about the world
17. Is eager to play with a new toy
18. Is eager to play with a new game
19. Is eager to play with/read a new book
20. Is able to solve day-to-day problems by him/herself
21. Is able to follow one-step instructions
22. Is able to follow class routines without reminders
23. Is able to adjust to changes in routine
24. Answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)
25. Shows tolerance for someone who has made a mistake (e.g. when a child gives a wrong answer to a question posed by the teacher)
26. Will try to help someone who is hurt
27. Volunteers to help clear up a mess someone else has made
28. If there is a quarrel or dispute will try to stop it
29. Offers to help other children who have difficulty with a task
30. Comforts a child who is crying or upset
31. Spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)
32. Will invite others to join in a game
33. Helps others who are feeling sick
34. Gets into physical fights
35. Bullies or is mean to others
36. Kicks, bites, hits other children or adults
37. Takes things that do not belong to him/her
38. Laughs at other children's discomfort

*denotes required field

39. Can't sit still, is restless
 40. Is distractible, has trouble sticking to any activity
 41. Is disobedient
 42. Has temper tantrums
 43. Is impulsive, acts without thinking
 44. Has difficulty awaiting turn in games or groups
 45. Cannot settle to anything for more than a few moments
 46. Is inattentive
 47. Seems to be unhappy, sad or depressed
 48. Appears worried
 49. Cries a lot
 50. Is nervous, highly strung or tense
 51. Is incapable of making decisions
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Section D – General

Do any of the conditions/impairments below influence this student's ability to do school work in a regular classroom? Please base your answer on medical diagnosis or parent/guardian/Indigenous Cultural Consultant information. Mark all that apply.

1. Physical disability
 2. Visual impairment
 3. Hearing impairment
 4. Speech impairment
 5. Learning disability
 6. Emotional problem
 7. Behavioural problem
 8. Home environment/problems at home
 9. Trauma, isolation or difficulties associated with resettlement
 10. Other enduring problems
 - 10a. Chronic illness (e.g. Otitis Media)
 - 10b. Neurodevelopmental disorders (e.g. Foetal Alcohol Syndrome)
 - 10c. Other
 11. Do you feel that this child needs further assessment?
 12. Does the child attend a school/community breakfast club?
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Section E – Comments

To the best of your knowledge, please mark all that apply to this child:

1. Attended an early intervention program (please specify the type of intervention and the difficulties it addressed if known)
2. In the year before entering school has this child been in non-parental care on a regular basis and/or attended any other educational programs

If 'Yes' to Question 2, please specify:

- 2a. Day Care Centre (with a preschool or kindergarten program)
 - 2b. Day Care Centre (without a preschool or kindergarten program)
 - 2c. Day Care Centre (not sure about preschool or kindergarten program)
 - 2d. Preschool or Kindergarten
 - 2e. Family Day Care
 - 2f. Grandparent
 - 2g. Other relative
 - 2h. Nanny
 - 2i. Other person (includes friend or neighbour)
 - 2j. Other
3. attended preschool (if known, specify the postcode of the preschool)
 4. attended other language or religion classes (specify if known)

Would you say this child:

5. Is making good progress in adapting to the structure and learning environment of the school
6. Has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning
7. Is regularly read to/encouraged in his/her reading at home as far as you can tell

If you have any additional comments about this child's development, please print them below:

8. Comments