

# 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?

For Indigenous children:

b. 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 Officer (AIEO) • Home Liaison Officer (HLO)
- Aboriginal & Islander Education Worker (AIEW) • Inclusion Support Officer (ISO)
- Aboriginal Early Years Liaison Officer • Indigenous Education Worker
- Aboriginal Education Officer • Indigenous Tutor
- Aboriginal Education Worker • Literacy Support Officer (LSO)
- Assistant Teacher (AT) • Other Indigenous staff member
- Aboriginal Teachers Aide (ATA)

Please select all that apply.

d. What role will the Indigenous Cultural Consultant (ICC) play in completing the AEDI Checklist for this child?

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?

3d. Including this term, how many terms has this child attended school (i.e. reception)?

4. Sex (Male/ Female)

5-6. Residence

6a. Aboriginal Community Name

6b. Aboriginal Community Number

7. Special Needs

9. Child considered ESL (English as a Second Language)
10. Does this 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)
11. In which country was the child born?
12. Has this child been in class for one month or more?
- 12a. Do you feel you can make an accurate assessment of this child?
- 12b. Why are you unable to make an accurate assessment of this child?

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## Section A – Physical Wellbeing

1. How many days has this child been absent since the start of the year?
- 1a. Family/cultural obligations – includes ceremonies, funerals (specify days)
- 1b. Illness/Injury (specify days)
- 1c. Other explained reasons e.g. climatic conditions, financial (specify days)
- 1d. Unexplained reasons (specify days)

**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
- 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
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

1a. Aboriginal English (AE)

1b. Kriol/Creole

1c. Traditional Aboriginal or Torres Strait Islander language

1d. Other language

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

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 common characteristics (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 one to ten
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
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. Can complete tasks if given additional time
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
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?**

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

#### Other enduring problems

10. Chronic illness. Please specify
11. Neurodevelopmental disorders. Please specify
12. Other. Please specify
13. Do you feel that this child needs further assessment?
14. Does the child attend a school/community breakfast club?

## Section E – Comments

#### To the best of your knowledge, has this child (please mark all that apply):

1. Attended an early intervention program  
1a. Please specify the type of intervention/difficulties addressed:
2. Been in non-parental care on a regular basis and/or attended any other educational programs in the year before entering school
3. To the best of your knowledge, has this child attended playgroup in the years before entering full-time school

#### Would you say this child:

4. To the best of your knowledge, has this child attended other language or religion classes
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
8. Additional comments about child's development