



EARLY DEVELOPMENT INDEX (EDI) DISTRICT PROFILE REPORT

2019

Los Alamitos Unified School District

EDI OVERVIEW

Below is an overview of the Early Development Index (EDI), what it measures and how the results can be used. This overview also provides you with an explanation of how to interpret the report.

What is the EDI? It is a checklist filled out on all children in kindergarten that was developed by the Offord Centre for Child Studies at McMaster University in Canada. First 5 Orange County Children & Families Commission, which invests in programs and organizations to ensure that all children in Orange County are healthy and ready to learn when they enter school, is leading this effort in partnership with the UCLA Center for Healthier Children, Families and Communities.

What does the EDI measure? The EDI includes five key developmental areas (see Table 1) and 16 sub-areas and is used to produce holistic, community-level measures of childhood development during the kindergarten year. The EDI is *not* designed to screen, identify or diagnose individual children. The EDI can be used to monitor populations of children over time, report on populations of children in different communities, predict how groups of children will do in elementary school, and inform policies concerning young children and their families.

What are EDI Developmental areas? UCLA developed three ranges for the five developmental areas using normative population cutoffs, which helps to compare how children are doing developmentally both across and within communities and over time.

Not On track:

- **Vulnerable:** Mean score of EDI items falls below the 10th percentile cutoff. Children are at risk for problems in later childhood and, without additional supports and care, may experience future challenges in school and society.
- **At risk:** Mean score is between the 10th and 25th percentile. Children are not vulnerable, but they are “at risk” for becoming vulnerable. Children at-risk are those who could use additional supports.






On track: Mean score is above the 25th percentile. Children are meeting developmental milestones and are expected to be successful in later grades.

NOT ON TRACK		ON TRACK
VULNERABLE 0% TO <10%	AT-RISK 10% TO ≤25%	>25% TO 100%

What are EDI Developmental sub-areas? For the sub-area 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. The criterion-referenced method for calculating sub-area results is different from the norm-reference method used to calculate the developmental area level results. Therefore, there is not a one-to-one match between any of the percentages reported in the sub-area categories (“not ready,” “somewhat ready,” or “ready”) and the percentages reported in the area level categories (“vulnerable,” “at risk,” and “on track”). Each of the 16 sub-areas represents one aspect of a child’s development and children who fall in the “not ready for school” category are considered to have developmental challenges in that area.

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TABLE 1. DESCRIPTION OF EDI DEVELOPMENTAL AREAS

DEVELOPMENTAL AREA	DESCRIPTION
 Physical Health & Well-being	Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.
 Social Competence	Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.
 Emotional Maturity	Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.
 Language & Cognitive Development	Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.
 Communication Skills & General Knowledge	Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.

How are EDI data interpreted? As a population-level measure, the EDI data presents a snapshot of where children are most vulnerable (developmental area) or not ready (developmental sub-area). See Appendix B for a descriptive table of the developmental areas and sub-areas.

How are the EDI results used in communities? You have received a district profile report that shows the EDI results for the children in your district. The community will receive a community profile report, which combines data from multiple schools to show how EDI results vary neighborhood by neighborhood. For the community profile report, results are geographically mapped to other socio-demographic and community indicators. This allows communities to reflect on where and why children are doing better and or worse in particular geographic and developmental areas. EDI maps help to “put children on the map” and are useful tools to engage communities in a data-driven process to inform and improve early childhood service systems.

How can someone get more information? If you would like to receive further information about the EDI or to request additional data, please visit the Commission's EDI website:
<http://occhildrenandfamilies.com/edi/>

EDI DISTRICT RESULTS

The information below presents EDI data collected between the school years 2017 and 2019 for your participating schools from your district as well as all districts in Orange County (see Appendix A for a list of participating schools in your district). The columns labeled “All Participating Schools in District” include all the schools that participated this year and in the prior two school years, as applicable. Table 2 presents data on the number of EDI records collected, as well as the demographic characteristics of the children with EDI records.

TABLE 2. DESCRIPTIVE CHARACTERISTICS

	ALL PARTICIPATING SCHOOLS IN DISTRICT		ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY	
Number of EDI Records Collected	660		41,303	
Number and Percent of EDI Records Valid for Analysis	656	99%	40,686	99%
Number and Percent of Participating Schools in District	6	100%	390	100%
Student Demographics	N	%	N	%
<i>Race/ethnicity*</i>				
Asian, Native Hawaiian, or Other Pacific Islander	137	21%	7,645	19%
Hispanic, Latino/a	158	24%	20,258	50%
White	302	46%	9,887	24%
Other/Multiracial	59	9%	2,846	7%
<i>Mean Age (years, months)</i>	6 years, 2 months		6 years, 0 months	
<i>Females</i>	321	49%	20,121	49%
<i>Mean Days Absent</i>	3.7 days		3.4 days	
<i>Students with English Language Learner (ELL) Status</i>	41	6%	15,448	38%
<i>Students with an Individualized Education Plan (IEP)</i>	52	8%	2,876	7%
<i>Students with Free/Reduced Price Lunch</i>	61	20%	12,643	50%
<i>Considered Ready for Kindergarten on Child's First Day</i>	**	86%	21,571	79%
<i>Students with Transitional Kindergarten Experience</i>	177	28%	8,548	23%
<i>Students Appear Sleepy During School Day</i>	**	6%	1,894	7%
<i>Students Health: Very Good/Good Health</i>	**	77%	16,405	60%
<i>Average Health</i>	**	22%	10,221	38%
<i>Poor/ Very Poor Health</i>	**	1%	537	2%
<i>Parents/Guardians Volunteered in Classroom</i>	344	52%	16,713	41%

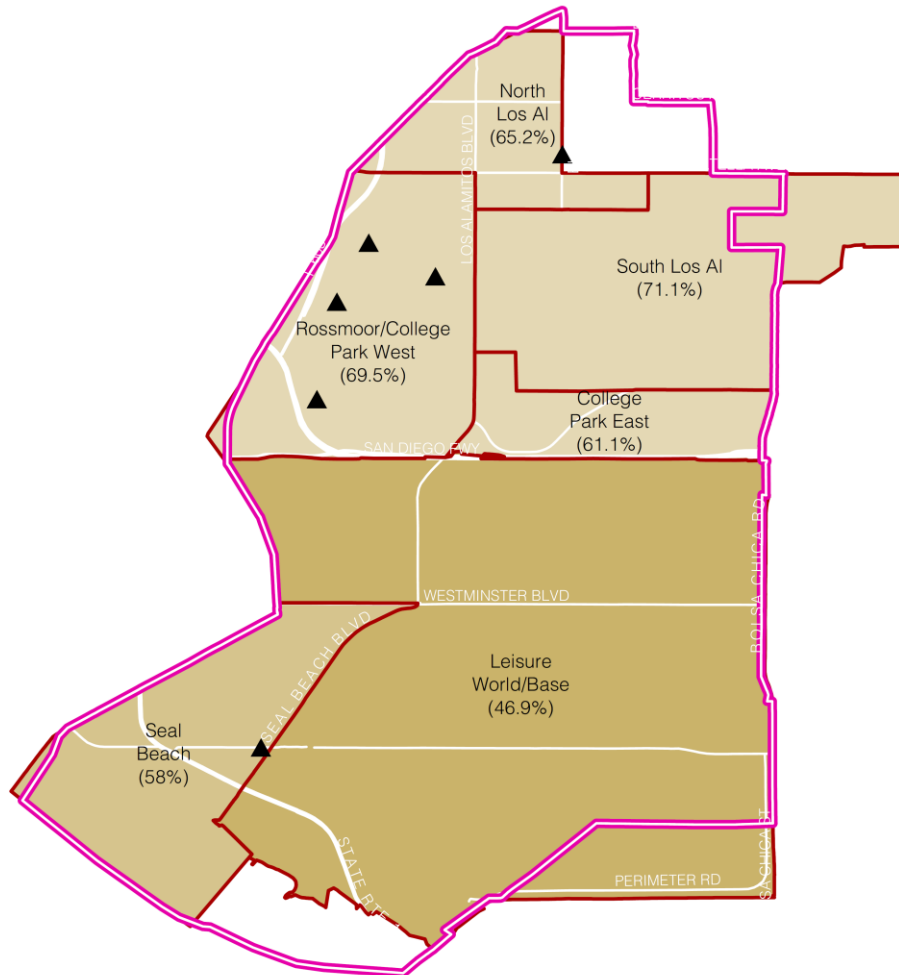
Data Sources: 1) School district data for race/ethnicity and age; 2) Teacher Reported EDI Checklist for gender, ELL status, IEP status, assessment questions, and special problems.

* Due to missing data, the percents may not add up to 100%. **Question was added in 2018, hence number of records collected are not displayed. The percentages only include those records collected in 2019 and not prior year.

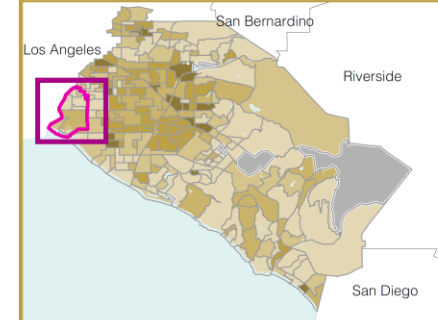
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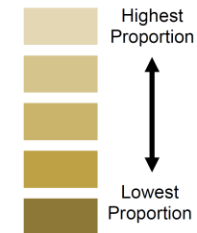
EDI 2019: PERCENTAGE OF CHILDREN READY FOR KINDERGARTEN KINDERGARTEN STUDENTS LIVING WITHIN LOS ALAMITOS UNIFIED SCHOOL DISTRICT BOUNDARY



Inset map of Orange County



% of Students Ready for Kindergarten



School District Boundary

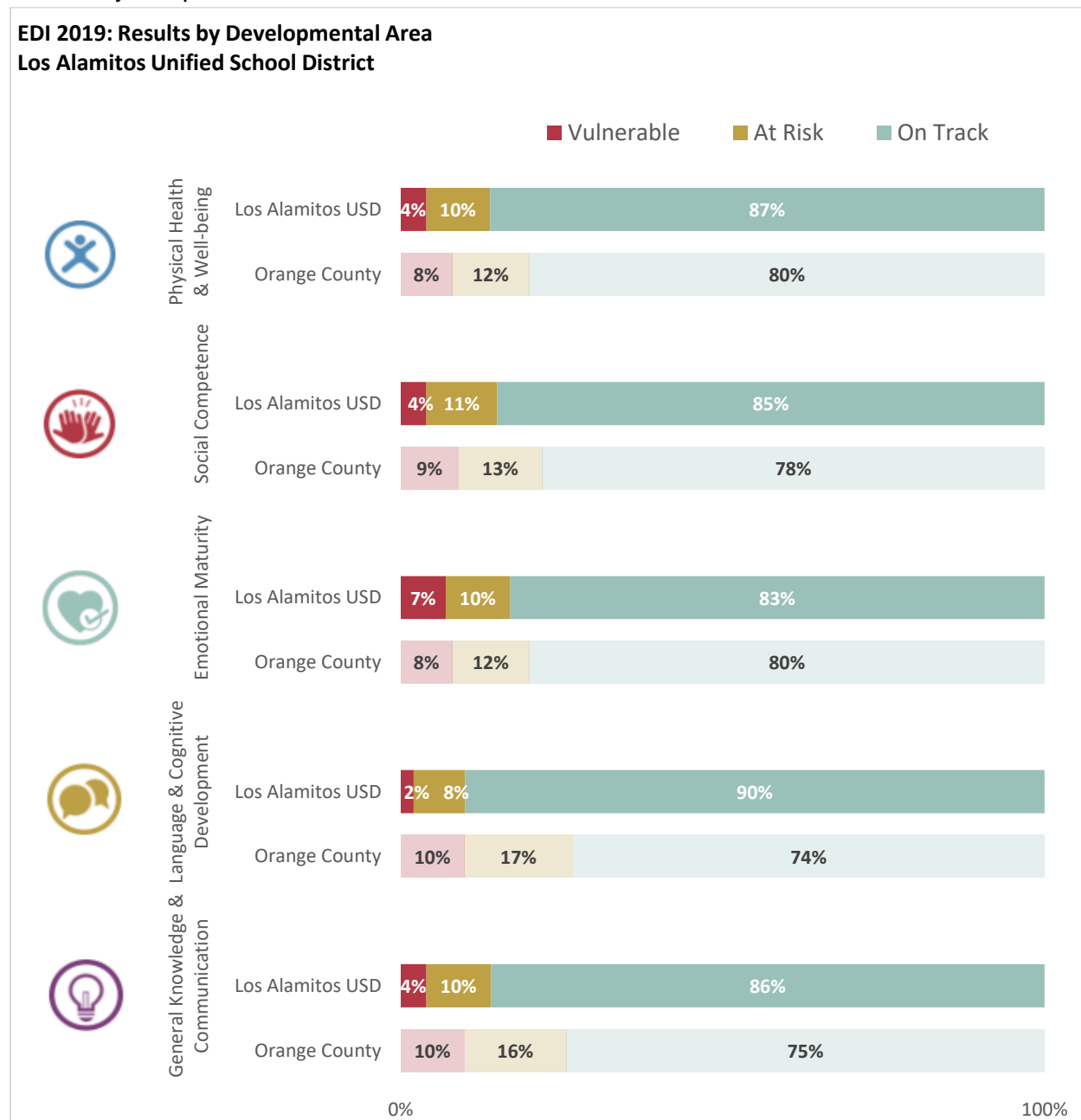
EDI Neighborhood

Elementary School

Note: the EDI assists stakeholders in identifying how children are faring developmentally as they enter school. Therefore data in this map are based on where children live rather than the school (and district) where their data were collected.

SUMMARY OF EDI RESULTS BY DEVELOPMENTAL AREA

The chart below presents the percentage of kindergarteners who are categorized as vulnerable (lowest 10th percentile), at risk (10th–25th percentile), and on track (25th–100th percentile) for each of the five developmental areas. The darker shading presents the school district data labeled with the percentage of children vulnerable, at risk or on track, while the lighter shading presents the county comparison.



Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

EDI RESULTS BY DEVELOPMENTAL AREA

Table 3 provides additional details to the Summary of EDI Results by Developmental Area chart presented on Page 6. Kindergarteners are categorized as either developmentally not on track (this includes vulnerable and at risk) or developmentally on track.

TABLE 3. PERCENTAGE OF CHILDREN NOT ON TRACK AND ON TRACK BY DEVELOPMENTAL AREA: COMPARISON OF INDIVIDUAL DISTRICTS (N=656) TO ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY (N=40,677)

	CHILDREN NOT ON TRACK		CHILDREN ON TRACK	CHILDREN NOT ON TRACK		CHILDREN ON TRACK
	Developmentally Vulnerable	Developmentally At Risk		Developmentally Vulnerable	Developmentally At Risk	
	ALL PARTICIPATING SCHOOLS IN DISTRICT			ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY		
Physical Health & Well-being	4%	10%	87%	8%	12%	80%
Social Competence	4%	11%	85%	9%	13%	78%
Emotional Maturity	7%	10%	83%	8%	12%	81%
Language & Cognitive Development	2%	8%	90%	10%	17%	74%
General Knowledge & Communication	4%	10%	86%	10%	16%	75%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

Table 4 presents the number of areas children are not developmentally on track (vulnerable or at risk). Children not on track on 5 areas, indicates that they are not on track in each of the five developmental domains, while children with “None” indicates they were on track on all five domains.

TABLE 4. NUMBER OF AREAS NOT ON TRACK

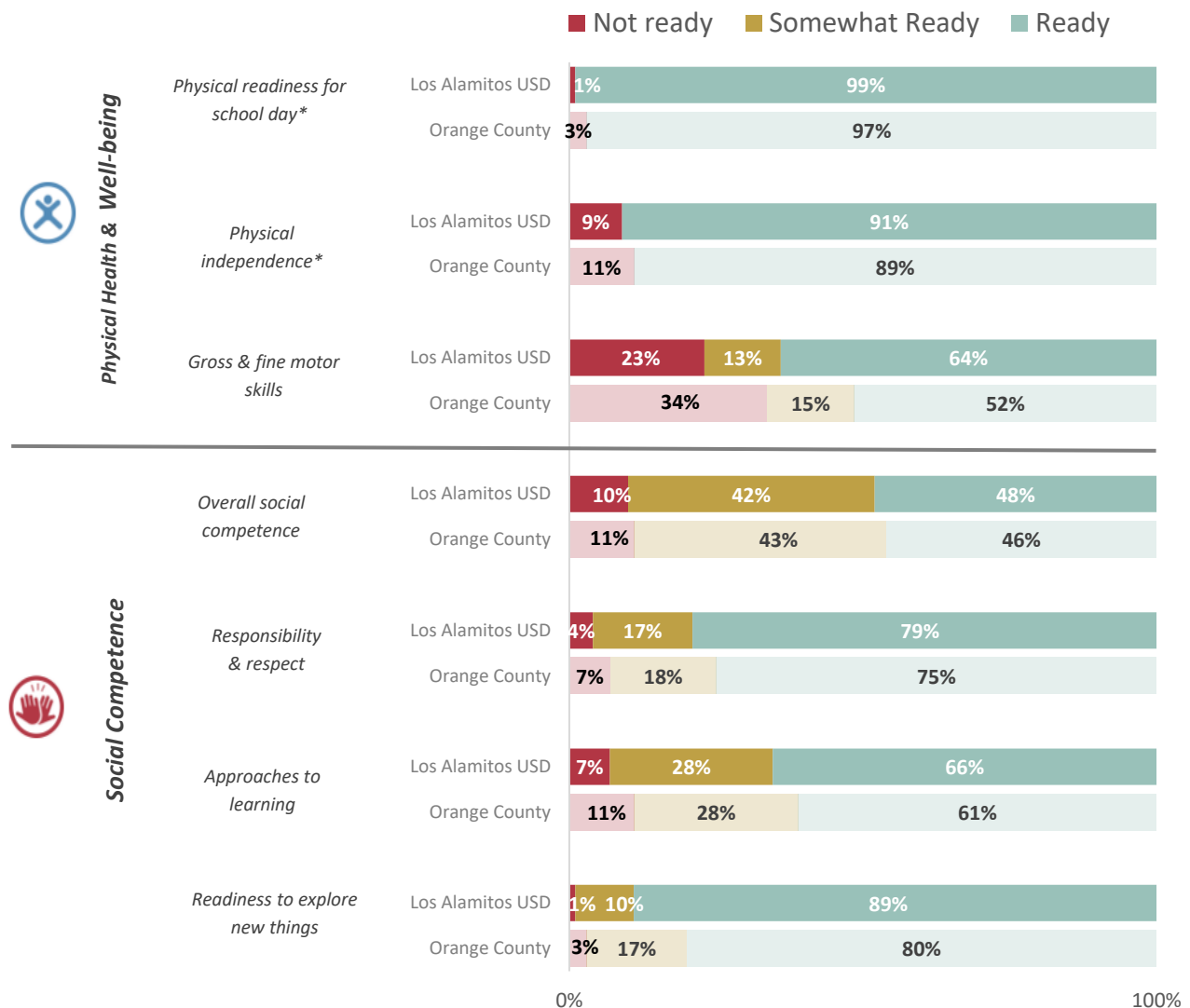
# OF AREAS NOT ON TRACK	ALL PARTICIPATING SCHOOLS IN DISTRICT	ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY
None	67%	53%
1	14%	17%
2	9%	11%
3	5%	8%
4	4%	6%
5	1%	5%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

SUMMARY OF EDI RESULTS BY DEVELOPMENTAL SUB-AREA

The charts below present the percentage of kindergarteners who are categorized as not ready, somewhat ready, or ready for each of the 16 developmental sub-areas. The darker shading presents the school district data labeled with the percentage of children ready, somewhat ready or ready, while the lighter shading presents the county comparison.

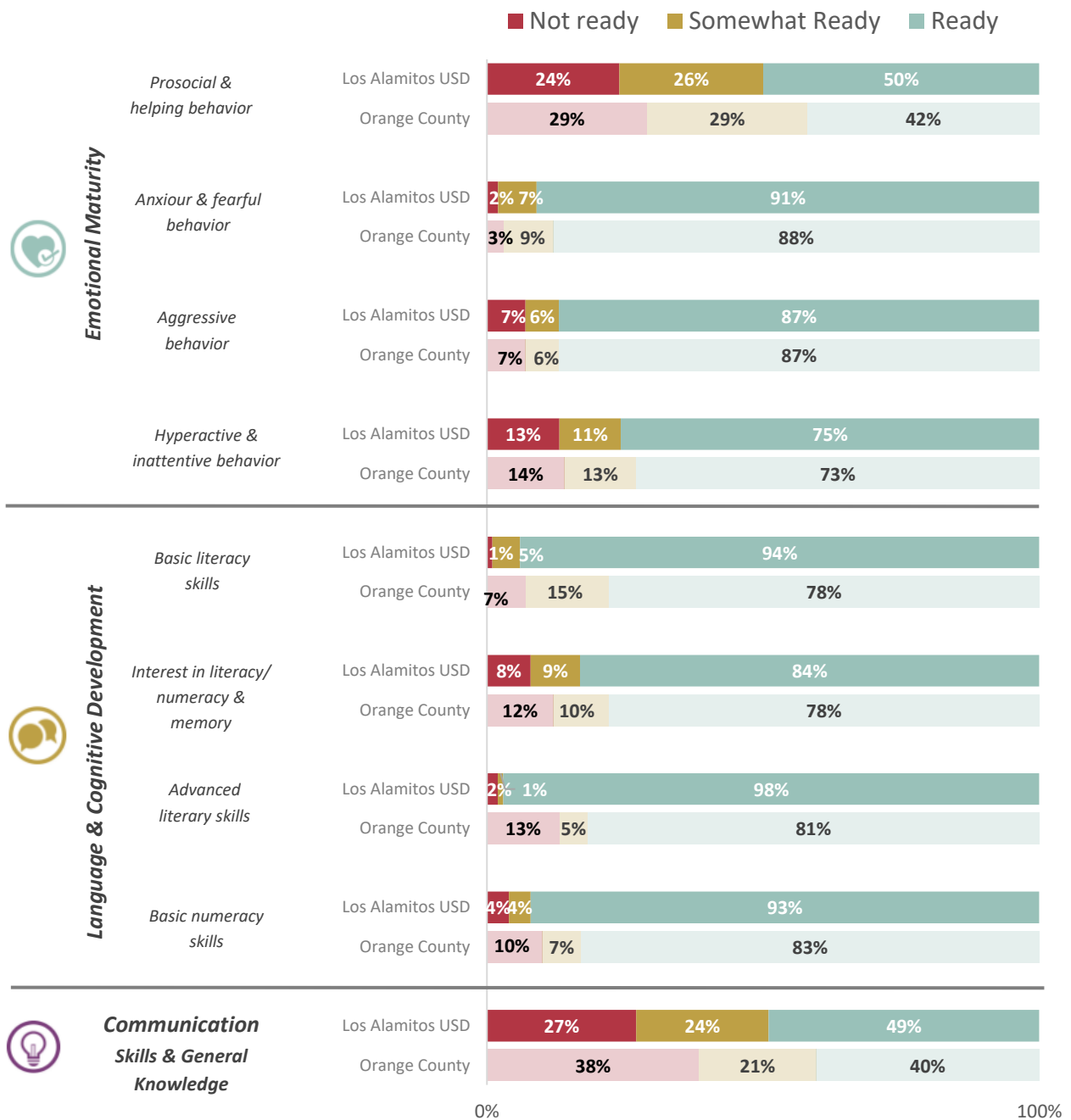
EDI 2019: Results by Developmental Sub-Area (Chart 1 of 2)
Los Alamitos Unified School District



* The "somewhat ready" category does not apply because the response options on the EDI for these sub-areas were dichotomous (yes/no).

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EDI 2019: Results by Developmental Sub-Area (Chart 2 of 2) Los Alamitos Unified School District




Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

EDI RESULTS BY DEVELOPMENTAL SUB-AREA

Tables 5 through 9 present additional details to the Summary of EDI Results by Developmental Sub-Area chart presented on Page 6. For the sub-area 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 publishers at the Offord Centre. This method contrasts with that used for the overarching area level analysis (Table 3), which categorizes children as "on track" and "not on track" based on how they compare to a cut off value that has been derived from a U.S. normative sample taken in 2009-2010.


TABLE 5. EDI SUB-AREA - PHYSICAL HEALTH AND WELL-BEING

	ALL PARTICIPATING SCHOOLS IN DISTRICT				ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Physical readiness for school day*	656	1%	N/A	99%	40,678	3%	N/A	97%
Physical independence*	656	9%	N/A	91%	40,679	11%	N/A	89%
Gross and fine motor skills	656	23%	13%	64%	40,678	34%	15%	52%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

* The "somewhat ready" category does not apply because the response options on the EDI for these sub-areas were dichotomous (yes/no).


TABLE 6. EDI SUB-AREA - SOCIAL COMPETENCE

	ALL PARTICIPATING SCHOOLS IN DISTRICT				ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Overall social competence	656	10%	42%	48%	40,676	11%	43%	46%
Responsibility and respect	656	4%	17%	79%	40,684	7%	18%	75%
Approaches to learning	656	7%	28%	66%	40,685	11%	28%	61%
Readiness to explore new things	644	1%	10%	89%	40,306	3%	17%	80%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.


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TABLE 7. EDI SUB-AREA - EMOTIONAL MATURITY

	ALL PARTICIPATING SCHOOLS IN DISTRICT				ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Prosocial and helping behavior	650	24%	26%	50%	38,944	29%	29%	42%
Anxious and fearful behavior	656	2%	7%	91%	40,637	3%	9%	88%
Aggressive behavior	655	7%	6%	87%	40,554	7%	6%	87%
Hyperactive and inattentive behavior	656	13%	11%	75%	40,587	14%	13%	73%


Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

TABLE 8. EDI SUB-AREA - LANGUAGE AND COGNITIVE DEVELOPMENT

	ALL PARTICIPATING SCHOOLS IN DISTRICT				ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Basic literacy skills	617	1%	5%	94%	40,674	7%	15%	78%
Interest in literacy/numeracy and memory	646	8%	9%	84%	40,294	12%	10%	78%
Advanced literary skills	656	2%	1%	98%	40,569	13%	5%	81%
Basic numeracy skills	656	4%	4%	93%	40,591	10%	7%	83%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

TABLE 9. EDI SUB-AREA - COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

	ALL PARTICIPATING SCHOOLS IN DISTRICT				ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Communication Skills and General Knowledge	656	27%	24%	49%	40,648	38%	21%	40%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

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APPENDIX A: LIST OF SCHOOLS PARTICIPATING IN THE EDI, 2019

SCHOOL	# OF EDIs COMPLETED	
	2017	2019
Francis Hopkinson Elementary	24	70
J. H. McGaugh Elementary	67	46
Los Alamitos Elementary	73	71
Richard Henry Lee Elementary	48	70
Rossmoor Elementary	74	93
Weaver Elementary	24	
TOTAL	310	350

Note: EDI data are combined into three year rolling averages. Thus, 2019 data includes all data collected in 2017, 2018, and 2019.

APPENDIX B: EDI SUB-AREA DETAILS

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT “NOT READY FOR SCHOOL” LOOKS LIKE	WHAT “READY FOR SCHOOL” LOOKS LIKE
Physical Health and Well-being	Physical readiness for school day	<ul style="list-style-type: none"> • Over- or underdressed for school-related activities • Too tired/sick to do school work • Late • Hungry 	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.
	Physical independence	<ul style="list-style-type: none"> • Independent in bathroom habits most of the time • Shows an established hand preference • Well-coordinated • Sucks 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.	Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
	Gross and fine motor skills	<ul style="list-style-type: none"> • Proficient at holding a pen, crayons, or a paintbrush • Ability to manipulate objects • Ability to climb stairs • Level of energy throughout the school day • Overall physical development 	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	Overall social competence	<ul style="list-style-type: none"> • Overall social/emotional development • Ability to get along with peers • Plays and works cooperatively with other children • Able to play with other children • Shows self-confidence 	Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.	Children with excellent/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	<ul style="list-style-type: none"> • Follows rules and instructions • Respects the property of others • Demonstrates self-control • Demonstrates respect for adults • Demonstrates respect for other children • Accepts responsibility for actions • Takes care of school materials • Shows tolerance to someone who made mistake 	Children who 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 who 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.
	Approaches to learning	<ul style="list-style-type: none"> • Listens attentively • Follows directions • Completes work on time • Works independently • Works neatly and carefully • Able to solve day-to-day problems by him/herself • Able to follow one-step instructions • Able to follow class routines without reminders • Able to adjust to changes in routines 	Children who only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT “NOT READY FOR SCHOOL” LOOKS LIKE	WHAT “READY FOR SCHOOL” LOOKS LIKE
	Readiness to explore new things	<ul style="list-style-type: none"> • Curious about the world • Eager to play with a new toy • Eager to play a new game • Eager to play with/read a new book 	Children who only sometimes or never show curiosity about the world, and are eager to explore new books, toys and games.	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.
Emotional Maturity	Prosocial and helping behavior	<ul style="list-style-type: none"> • Tries to help someone who is hurt • Volunteers to help clear up a mess someone else has made • Will try to stop a quarrel or dispute • Offers to help other children who have difficulty with a task • Comforts a child who is crying or upset • Spontaneously helps to pick up objects which another child has dropped • Invites bystanders to join a game • Helps other children who are feeling sick 	Children who 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 who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, and invite bystanders to join in.
	Anxious and fearful behavior	<ul style="list-style-type: none"> • Is upset when left by a parent/guardian • Seems to be unhappy, sad, or depressed • Appears fearful or anxious • Appears worried • Cries a lot • Nervous, high-strung, or tense • Incapable of making decisions • Shy 	Children who 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 who 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.
	Aggressive behavior	<ul style="list-style-type: none"> • Gets into physical fights • Bullies or is mean to others • Kicks, bites, hits other children or adults • Takes things that do not belong to him/her • Laughs at other children's discomfort • Disobedient • Has temper tantrums 	Children who often show most of the aggressive behaviors; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	Children who rarely or never show most of the aggressive behaviors; they do not use aggression as means of solving conflict, do not have temper tantrums, and are not mean to others.
	Hyperactive and inattentive behavior	<ul style="list-style-type: none"> • Can't sit still, restless • Distractible, has trouble sticking to any activity • Fidgets • Impulsive, acts without thinking • Has difficulty awaiting turn in games or groups • Cannot settle for more than a few moments • Inattentive 	Children who often show most of the hyperactive behaviors; they could be restless, distractible, impulsive; they fidget and have difficulty settling into activities.	Children who 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.

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT “NOT READY FOR SCHOOL” LOOKS LIKE	WHAT “READY FOR SCHOOL” LOOKS LIKE
Language and Cognitive Development	Basic literacy skills	<ul style="list-style-type: none"> • Knows how to handle a book • Able to identify at least 10 letters of the alphabet • Able to attach sounds to letters • Showing awareness of rhyming words • Able to participate in group reading activities • Experimenting with writing tools • Aware of writing directions in English • Able to write his/her own name in English 	Children who do not have most of the basic literacy skills: they have problems with identifying letters or attaching sounds to them, rhyming; may not know the writing directions and even how to write their own name.	Children who have all of 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 in literacy/ numeracy and memory	<ul style="list-style-type: none"> • Generally interested in books • Interested in reading • Able to remember things easily • Interested in mathematics • Interested in games involving numbers 	Children who may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.	Children who show interest in books and reading, math and numbers; and have no difficulty remembering things.
	Advanced literacy skills	<ul style="list-style-type: none"> • Able to read simple words • Able to read complex words • Able to read simple sentences • Interested in writing voluntarily • Able to write simple words • Able to write simple sentences 	Children who have only up to one of the advanced literacy skills; who cannot read or write simple words or sentences; and rarely write voluntarily.	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 skills	<ul style="list-style-type: none"> • Able to sort and classify objects by a common characteristic • Able to use one-to-one correspondence • Able to count to 20 • Able to recognize numbers 1-10 • Able to say which number is bigger of the two • Able to recognize geometric shapes • Understands simple time concepts 	Children who have marked difficulty with numbers; cannot count, compare, or recognize numbers; may not be able to name all the shapes and may have difficulty with time concepts.	Children who have all of 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 and General Knowledge	Communication Skills and General Knowledge	<ul style="list-style-type: none"> • Ability to use language effectively in English • Ability to listen in English • Ability to tell a story • Ability to take part in imaginative play • Ability to communicate own needs in a way understandable to adults & peers • Ability to understand on first try what is being said to him/her • Ability to articulate clearly, without sound substitutions • Answers questions showing knowledge about the world 	Children who 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 who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, shows adequate general knowledge, and are proficient in their native language.