

Booklet for Child Questionnaire

Draft Baseline

Child Test 1: Socio-emotional General Knowledge

“Now, I’d like to know some information about you. My name is [Interviewer’s name].”

C1_1: What is your name?

C1_2: What is the name of the village that you live in?

C1_3: What is the name of the country that you live in?

Child Test 2: Mathematics Measurement

Vocabulary

Materials: Child Test 2 worksheets (dog, elephant, stick, and tree pictures).

“Now I'm going to show you some pictures and ask you some questions.”

Show picture of three dogs:

C2_1: Put your finger on the largest dog.

Show picture of three elephants:

C2_2: Put your finger on the smallest elephant.

Show picture of three sticks:

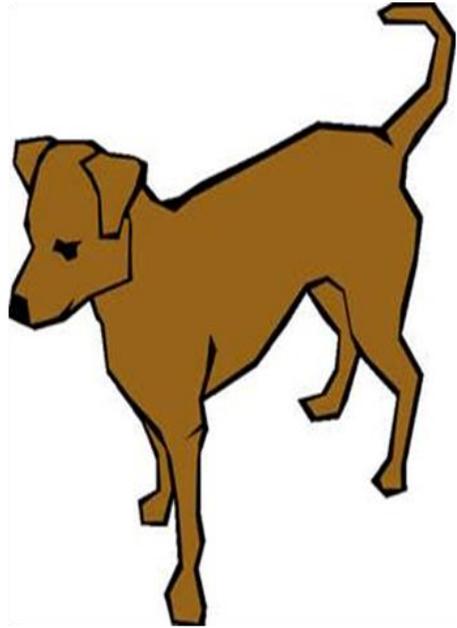
C2_3: Put your finger on the longest stick.

Show picture of three trees:

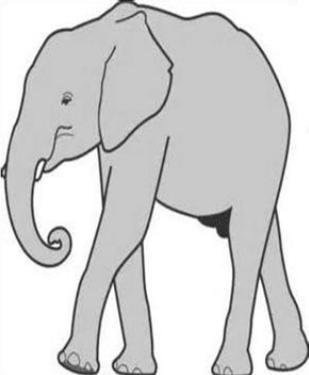
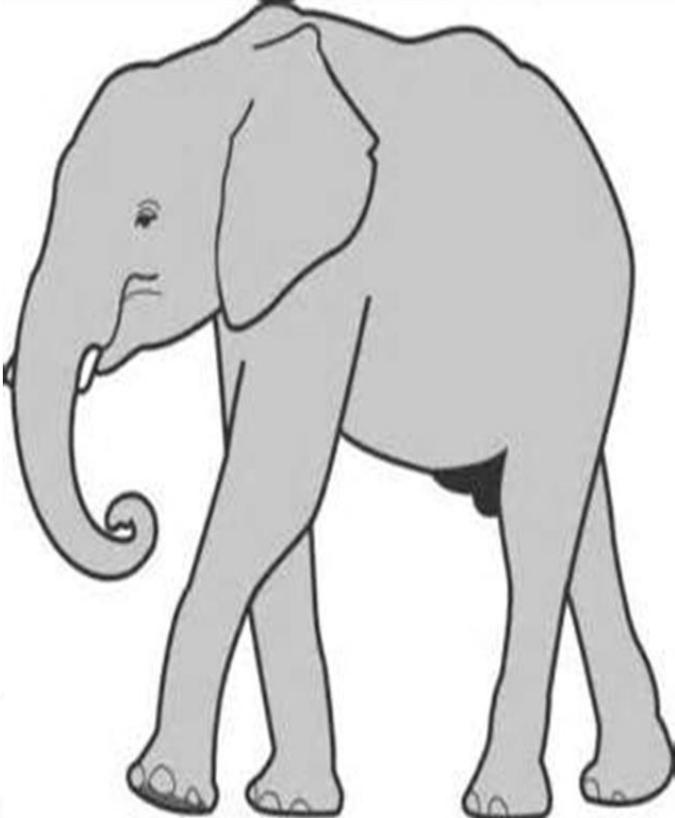
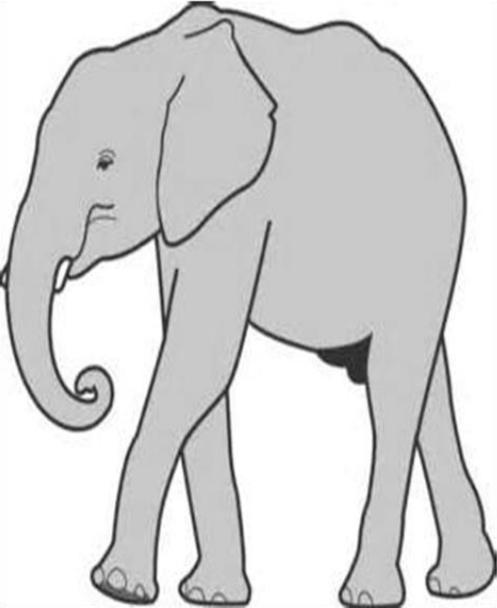
C2_4: Put your finger on the shortest tree.

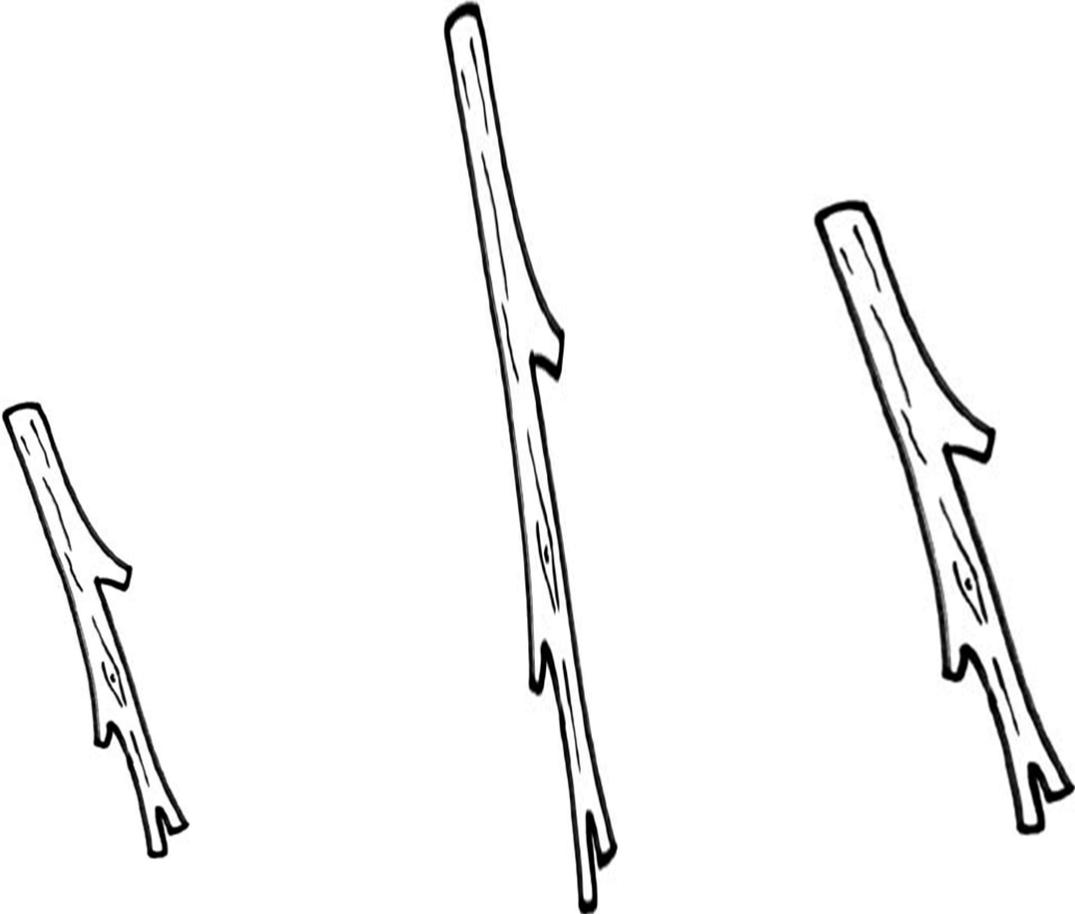
STOP Rule: No stop rule, all children attempt all four questions

Child Test 2: C2_1



Child Test 2: C2_2





Child Test 2: C2_4



Child Test 3: Mathematics Verbal Counting

“Now we are going to play some counting games. The first game is a counting game. How high can you count? Start at one and tell me.”

C3_1: Record response.

Self-correcting is allowed.

Prompt as necessary by saying,

“What comes after [last number stated]?”

STOP Rule:

When child states a number incorrectly or reaches 30.

Child Test 4: Mathematics

Quantitative Comparison

Materials: Child Test 4 worksheet (tomatoes)

Show the worksheet to the child. Say:

C4_1: Can you put your finger on the group with the most tomatoes?

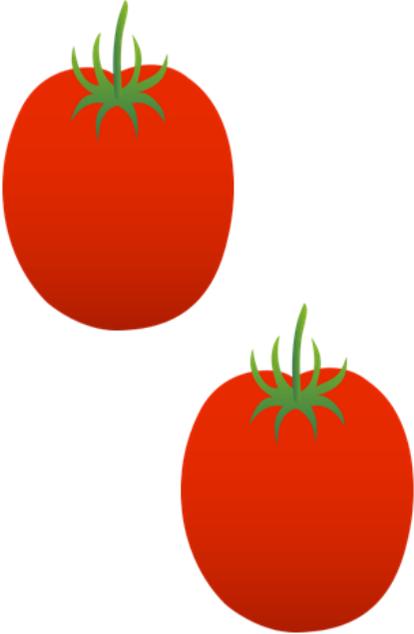
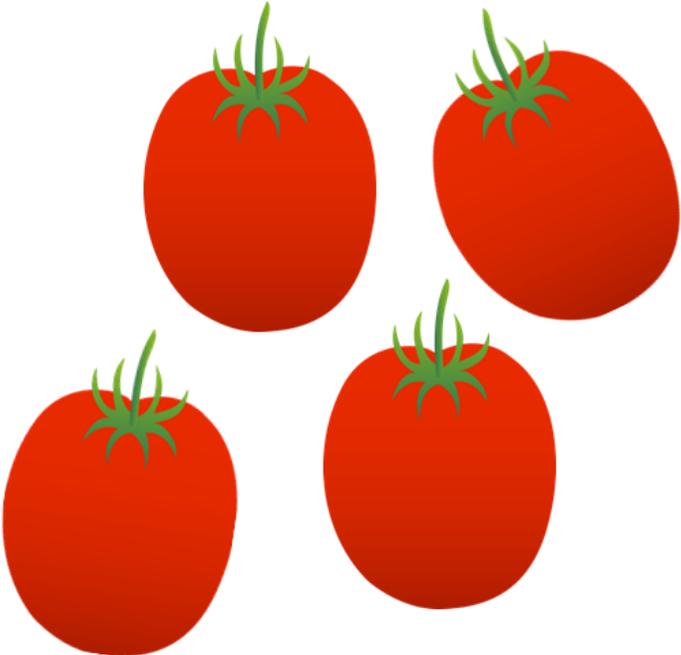
C4_2: How many tomatoes are there in total on this page?

C4_3: If I add three more tomatoes, how many tomatoes would there be in total on this page?

STOP Rule: Stop when a question is answered incorrectly

C4_2 and C4_3 will only be asked if the child could count to 5 or higher in Child test 3.

Child Test 4



Child Test 5: Mathematics

Number Identification

Materials: Numbers Sheet, blank sheet of paper

Place the numbers sheet in front of the child. Using another sheet of paper, cover the right column.

“Here are some numbers. I will point to a number and I want you to tell me the number. It’s OK if you don’t know all of them.”

Point to the first number in the left column and ask the child:

What number is this?

Continue pointing at each number down the column. When the child finishes the last number in the left column, cover the left column and point to the first number in the second column and ask the child:

What number is this?

Record all correct answers for both columns in C5_2

Prompt as necessary:

If the child gets stuck for more than 5 seconds, point to the next number and say:

“Let’s try this one.”

STOP Rule:

If a child gets four numbers wrong consecutively in either column.

Child Test 5: Numbers Sheet

C5_1

4
2
1
5
3
8
10
6
9
7

13
11
14
12
18
17
15
19
20
16

Child Test 6 - Mathematics

Emerging Numeracy

Materials: Child Test 6 worksheets (Q32 and Q33).

If the child was able to answer at least 5 of the number recognition questions (C5_1) correctly, continue with Child Test 6. Otherwise, skip to Child test 7.

Show the C6_1 worksheet to the child and say:

C6_1: Can you tell me what the answer to this question is?

Show the C6_2 worksheet to the child and say:

C6_2: Can you tell me what the answer to this question is?

Child Test 6: C6_1

$$2 + 3$$

$$5 + 4$$

Child Test 8: Fine motor Shape Drawing

Materials: Drawing Shape Sheet, piece of paper, pencil/crayon

“That was very good. Now I want you to draw some shapes yourself.”

Give paper and pencil/crayon to child. Show Drawing Shape Sheet to child.

Point to the line:

C8_1: Can you draw a line?

Point to the Circle:

C8_5: Can you draw a circle?

C8_3: [DO NOT READ:] How does () hold his/her the pencil when drawing?

Do not ask, just observe.

Point to the Cross:

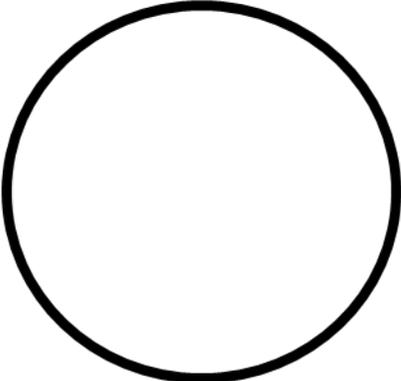
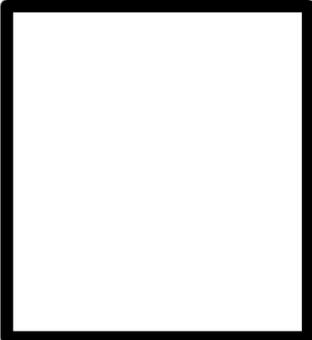
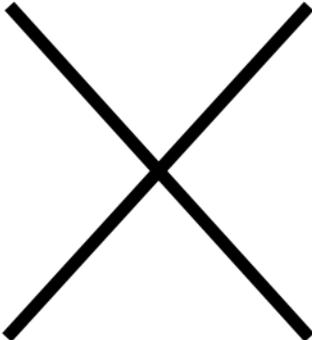
C8_2: Can you draw a cross?

Point to the square:

C8_4 Can you draw a square?

STOP Rule: No Stop rules

Child Test 8: Drawing Shape Sheet



Child Test 9: Fine motor

Draw a person

ASK IF 2 OR MORE CORRECT AT C8

Materials: Child Test 9 worksheet (separate paper), pencil/crayon

Give the paper and pencil/crayon to the child. Say:

“Now I’d like you to draw a picture for me. I’d like you to draw a picture of a man or a woman. Make the very best picture you can. Take your time and work very carefully and I’ll tell you when to stop. Remember: be sure to draw the whole man or whole woman. Please begin.”

After child completes drawing the picture, complete questions C9_1 to C9_14 on tablet.

C9_Image: Take a picture of the picture the child drew.

Child Test 10: Cancellation Game

Materials: Child Test 10: Example and Practice Worksheets #1-5, pencil/crayon

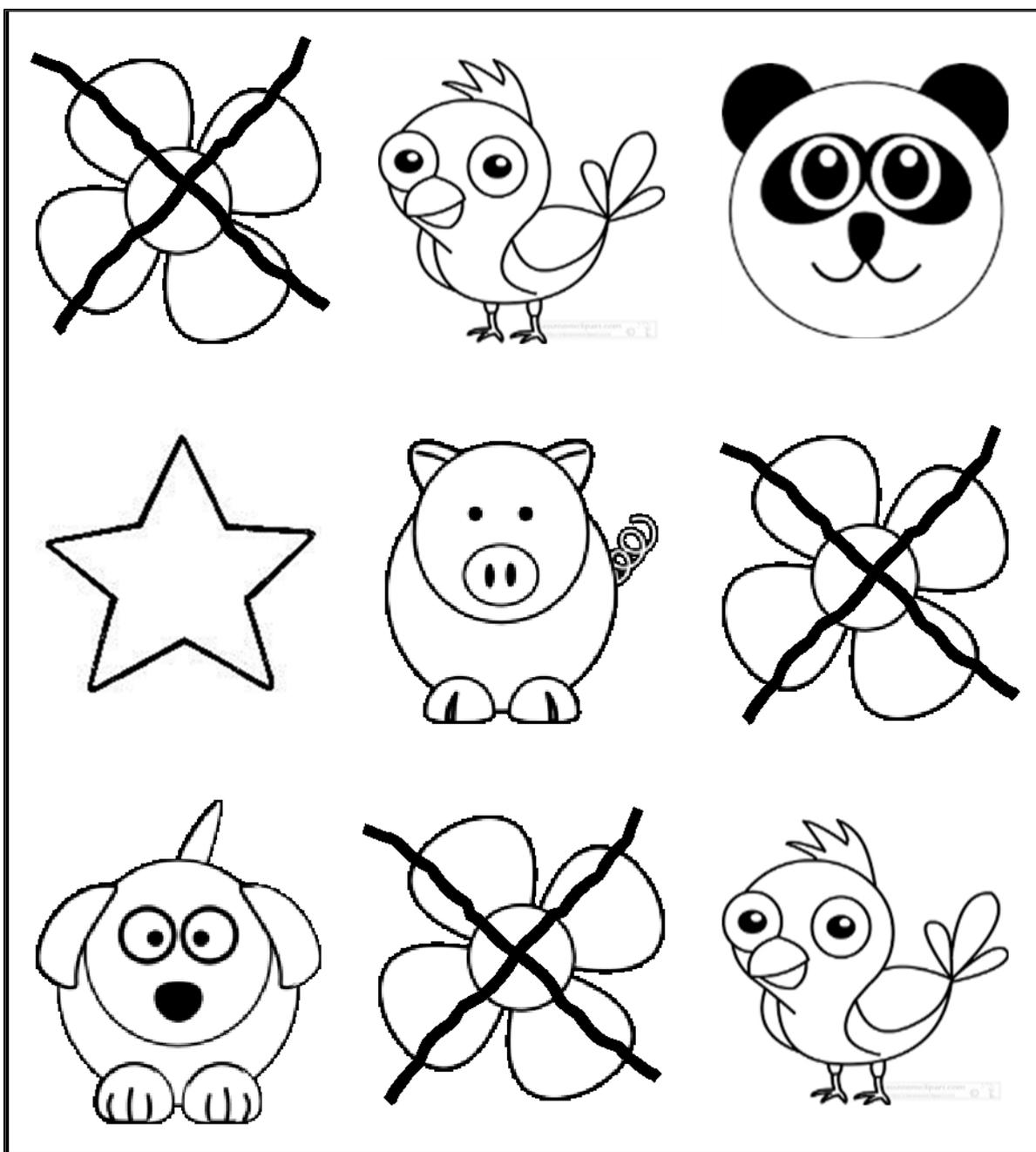
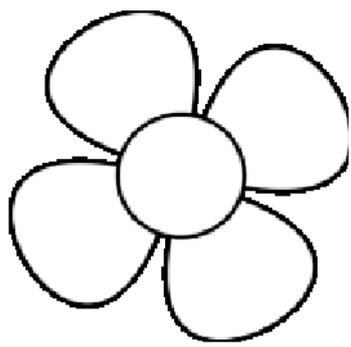
[READ:] Let's see how good you can spot things. I'd like you to place an X over the pictures in the box that are the same as the picture above the box. For example.

Show example (flower). Then go to practice task (star). Here you can help the child. When child stops say "Have you finished?". If child does not continue, go to next part.

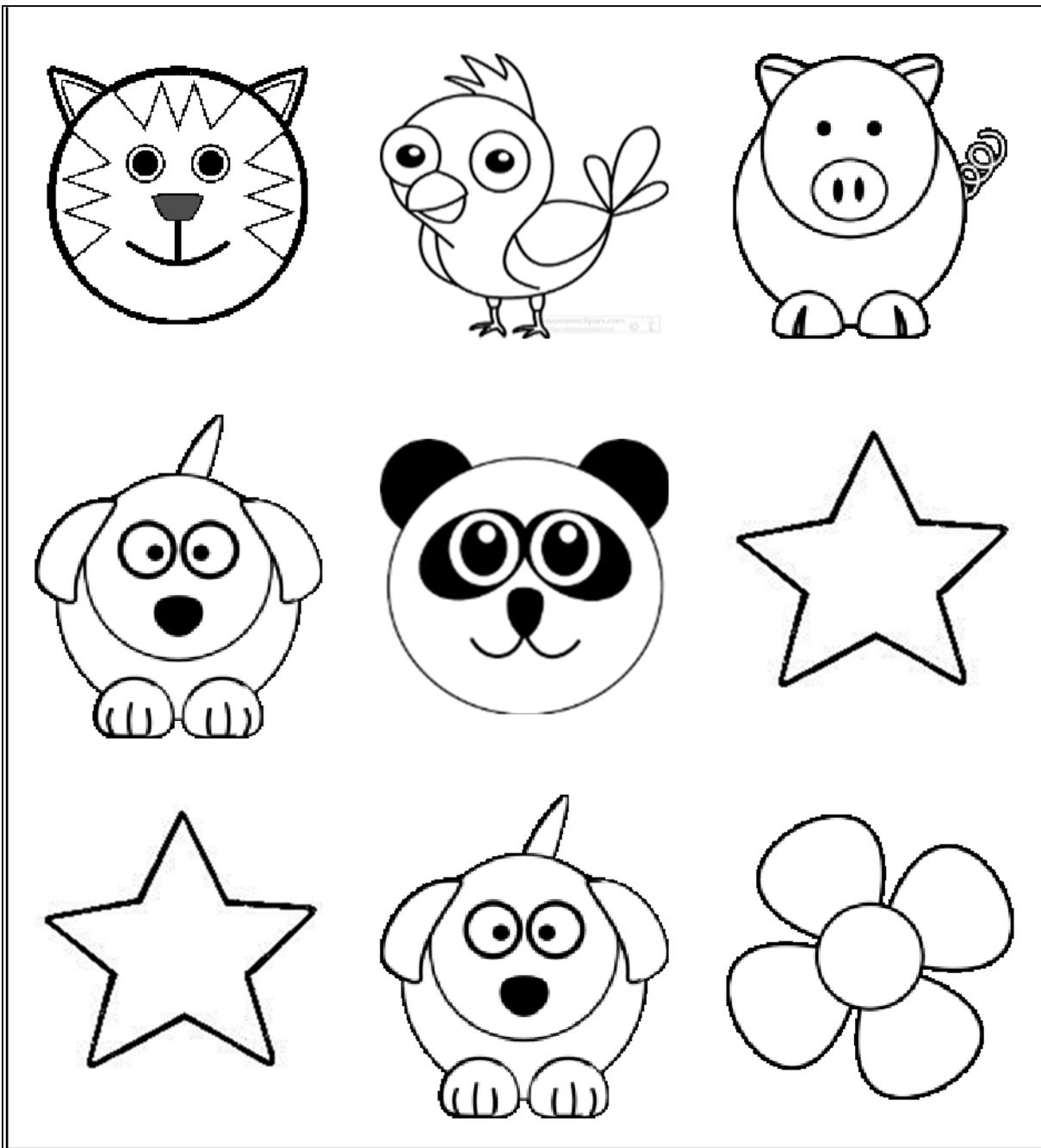
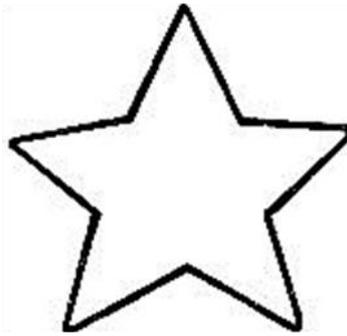
Like we did before, I'd now like you to cross out all CATS that you can find. Show task 1 (cat).

STOP Rule: Test will stop if the child has more incorrect answers than correct on each exercise

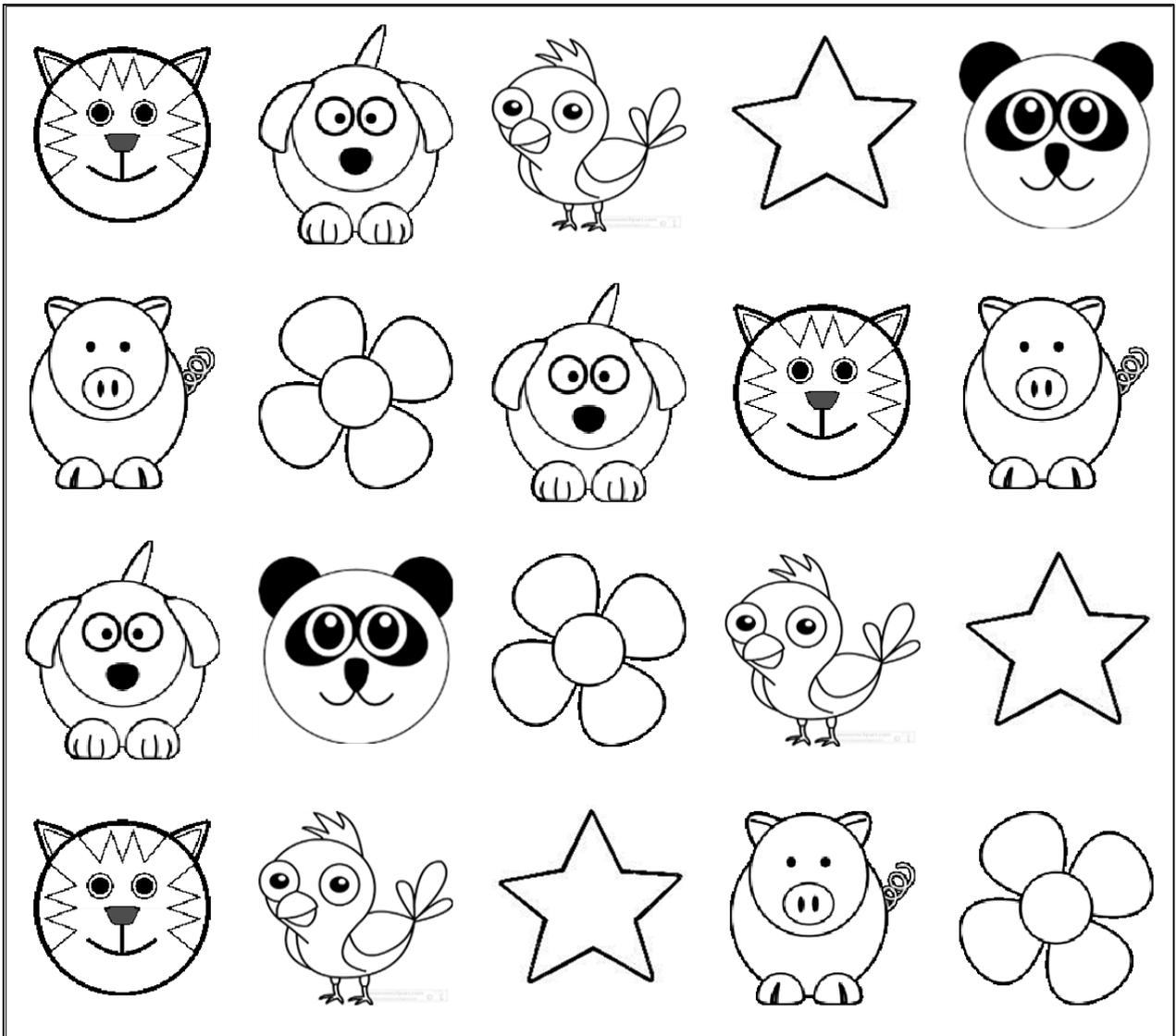
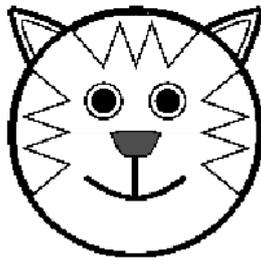
Child Test 10: Example Sheet



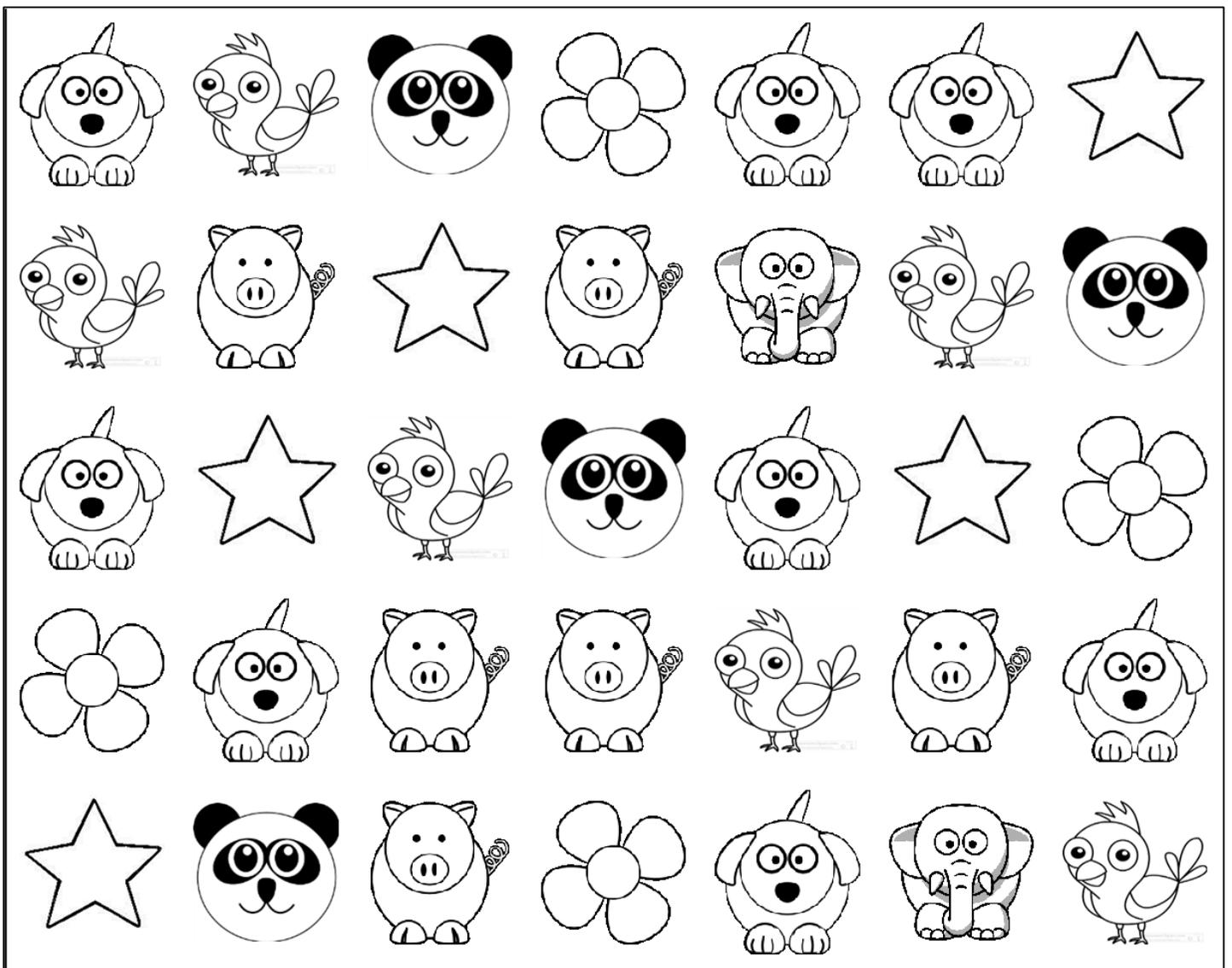
Child Test 10: Cancellation Game 1
Practice



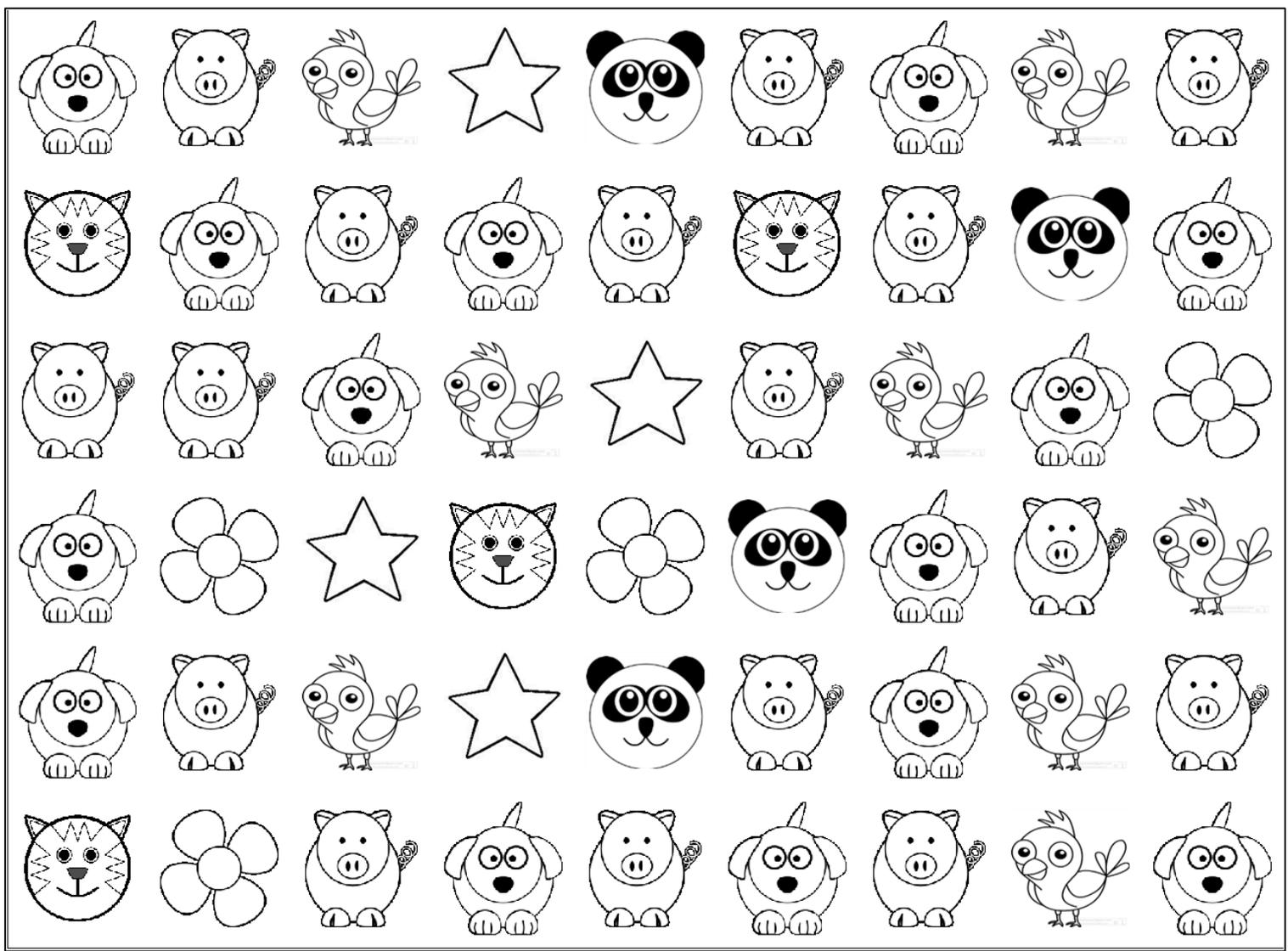
Child Test 10: Cancellation Game 2
C10_1 and C10_2



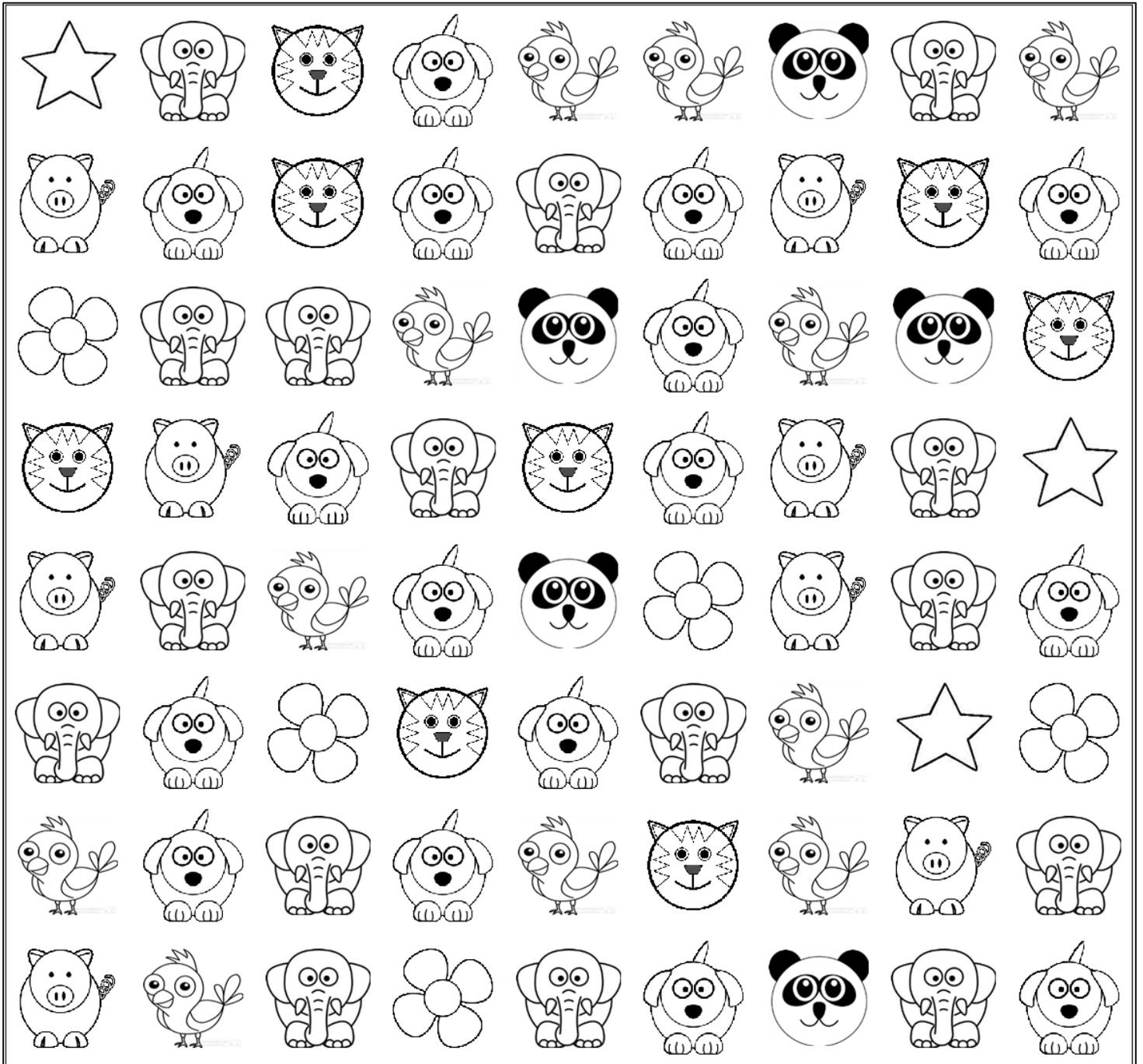
Child Test 10: Cancellation Game 3
C10_3 and C10_4



Child Test 10: Cancellation Game 4
C10_5 and C10_6



Child Test 10: Cancellation Game 5
C10_7 and C10_8



Child Test 12: Literacy

Expressive Vocabulary

Things to Eat

C12_1: Can you name some things you can eat?

Count all of the correct items that the respondent says. When the child cannot think of more things to eat or reaches 10 items, move to the next question.

If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying, "Can you think of any more?"

Animals

C12_2: Now, I want to know what animals you are familiar with. Can you tell me the names of some animals that you know?

Count all of the correct items that the respondent says. When the child cannot think of more animals or reaches 10 items, move to the next question.

If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying, "Can you think of any more?"

Child Test 13: Literacy

Letter Name Knowledge

Materials: Letter Name worksheet, blank sheet of paper

“Let’s play an alphabet letter game now.”

Place the worksheet in front of the child. Using another sheet of paper, cover the right column. Point to the left column and say:

“Here are some letters. I will point to the letters and I want you to tell me what the letter is. What letter is this?”

Continue pointing at each letter down the column. When the child finishes the last letter in the left column, cover the left column and point to the first letter in the right column and ask the child:

“What letter is this?”

Record all correct letters in C13_1

Continue pointing at each letter down the column.

If the child gets stuck for more than 5 seconds, point to the next letter and say:

“Let’s try this one.”

STOP Rule: No stop rule

Child Test 13: Letter Name

C13_1

B
S
A
T
M
U
D
V
A
Q

E
R
N
L
O
K
P
F
C
G

Child Test 17: Physical Test

“That was great! Now I want to try some activities.”

“Can you show me if you can run?”

C17_1: Can the child run well (confidently), and stop and start without falling over?

Test if the child can run with confidence with feet lifted up behind him/her as legs go forward.

“We are now going to do another game. First, get down on our knees and stay like this. Then try to stand up without using our hands!”

C17_2: Can the child kneel (as in a respectful way) and get up without using hands?

Test if the child is able to get down on to their knees and to stay in an upright position and then get up without using hands.

“Can you jump into the air? Try to keep both feet together while you jump!”

C17_3: Can the child jump with feet together off the ground?

Test if the child is able to jump with both feet leaving the floor together. The child needs to get both feet off the ground.

“Can you jump like you did before but over this line/string and without touching it? Try to keep both feet together!”

C17_4: Can the child jump over a line/string on the ground?

Test if the child is able to jump well, lifting both feet together off the ground and over a string/line painted on the ground. Not a hop or skip. Feet should remain together and both feet reach the ground at the same moment.

“Ok, the next task it about standing on one leg. Try to stand on one leg and keep balance for a moment.”

C17_5: Can the child stand on one foot for 1-5 seconds? Ask them to raise one foot usually by bending their knee, and maintain a good balance on the other foot for at least a second – up to 5 seconds.

“I have already seen that you can do a lot. Can you also walk on your heels? Your toes are not allowed to touch the ground.”

C17_6: Can the child walk on heels for at least 6 steps?

Put a piece of the examination paper (A4 size) on the ground. Ask () to stand close to the side of the paper with both feet together and to jump over the less wide part of the paper and landing with both feet together. Can be demonstrated. Both feet need to come off the ground.

“Let's do another jump! Can you jump over this piece of paper, without touching it? Again, try to keep both feet together!”

C17_7: Can the child jump over a piece of paper (widthways)?

Put a piece of the examination paper (A4 size) on the ground. Ask () to stand close to the side of the paper with both feet together and to jump over the less wide part of the paper and landing with both feet together. Can be demonstrated. Both feet need to come off the ground.

“Now we're going to tiptoe. Can you walk six steps on your toes and without touching the ground with your heels?”

C17_8: Can the child jump over a piece of paper (widthways)?

“We have seen that you can jump well. Now it will be a bit harder. Can you stand on one leg and then make three consecutive hops? One of your legs must stay off the ground all the time.”

C17_9: Can the child hop on one foot without support?

Test if the child can make three consecutive hops with the same leg raised throughout. Can be demonstrated first.

“You did great. For the last exercise you need good balance. How long can you stand on one foot?”

C17_10: Can the child stand on one foot for a longer time – (at least 5 seconds and up to a minute)?

Ask the child to raise one foot, usually by bending his/her knee and maintain a good balance on his/her other foot for more than 5-10 seconds, up to a minute.

Stop Rule: When cannot complete 2 tasks in a row

Child Test 18: Literacy

Listening Comprehension: Story

“Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?”

Check that the child is paying attention. The Interviewer then reads the story slowly and clearly.

“The Mouse and the Cat

Once upon a time there was a fat cat. He always wore a red cap. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, “Please don’t eat me cat. If you spare my life I will return your hat.” So, after getting back his hat the cat said, “Never touch my hat again” and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.”

Ask each question slowly and clearly.

C18_1: Who stole the cat’s hat?

C18_2: What was the color of the hat?

C18_3: Why was the cat chasing the mouse?

C18_4: Where did the cat trap the mouse?

C18_5: Why did the cat decide not to eat the mouse?

Additional Prompts:

Each question may be repeated ONCE if needed.

Child Test 19: Executive Functions

Head, Shoulders, Knees and Toes Task

Practice Trial:

“Now we’re going to play a game. The game has two parts. Listen exactly to what I say: Touch your head.”

Interviewer physically touches their head with two hands. Wait until the child puts two hands on their own head.

“Good! Now touch your knees.”

Interviewer physically touches their knees with two hands. Wait until the child puts two hands on their own knees. Repeat the two commands with motions until the child imitates you correctly.

C19_1: Can the child understand the concept?

Now we will keep playing this game, listen carefully and do what I say.

C19_2

C19_3

C19_4

C19_5

C19_6

“Now we’re going to be a little silly and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your KNEES. When I say touch your KNEES, you touch your HEAD. So you do something DIFFERENT from what I say.”

“What do you do if I say ‘touch your HEAD’?”

Interviewer DOES NOT touch their body. Child should touch their KNEES. Provide positive feedback when the child responds correctly.

“What do you do if I say ‘touch your KNEES’?”

Interviewer DOES NOT touch their body. Child should touch their HEAD. Provide positive feedback when the child responds correctly.

If the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion.

STOP RULE:

C19_7: If the child does not respond correctly after 3 practice sessions, stop this item and move on to the next item.

Assessment:

“Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say.”

DO NOT touch any part of your body and DO NOT provide feedback or extra explanations.

C19_8: Touch your HEAD

C19_9: Touch your KNEES

C19_10: Touch your KNEES

C19_11: Touch your HEAD

C19_12: Touch your KNEES

Child Test 20: Executive Functions

Forward Digit Span

Teaching & Practice Trial:

"I am going to say a list of numbers. After you hear the numbers, I want you to repeat them after me in the same order. Please listen carefully. Let's try a couple for practice."

"4...2"

Wait for child to repeat ("4...2"). Pause for one second in between each number in the sequence. For example "4" [pause] "2". If the child makes an error on the practice, supply the correct answer.

"5...1...3"

If the child makes an error, supply the correct answer on the practice items only.

C20_1: Does child understand concept?

Assessment:

"Okay, now let's do some more. Just listen carefully, and do your best."

If the child makes an error in this section, DO NOT give the correct answer. Pause for one second in between each number in the sequence.

C20_2: 1...5

C20_3: 5...2...3

C20_4: 5...3...1...4

C20_5: 1...4...2...5...3

STOP Rule: When child gets an answer wrong, they will skip to Child Test 22

Child Test 21: Executive Functions

Backward Digit Span

Materials: Puppet

Teaching & Practice Trial:

Introduce the puppet to the child:

“This is [puppet’s name]. [Name] is silly. Whatever I say, [name] likes to say backwards. Watch: 1...3.

Pause for one second in between each number in the sequence. For example “1” [pause] “3”.

[PUPPET]: “3...1”

“Would you like to try? 1...3”

Ensure that the child understands the instructions and example task.

C21_1: Does child understand concept?

Assessment:

“That was fun! Let’s do more. Whatever I say, you should say it backwards, just like [puppet’s name]. Okay?”

Pause for one second in between each number in the sequence.

C21_2: 4...1

C21_3: 5...2

C21_4: 3...5...2

C21_5: 2...1...4

C21_6: 4...5...2...1

C21_7: 1...3...4...5

C21_8: 5...3...2...1...4

STOP Rule: End this assessment if the child gets both of the same digit set wrong. But if the child gets one of a set correct, continue the assessment.

Child Test 23: RVT

Materials: RVT worksheets/flashcards

“Now we are going to play one last game. I will show you some pictures and we will find out how many words you already know. Some words are easy, some words are hard. So don’t worry if you don’t know the solution. Just try your best.”

Show the worksheets/flashcards to the child and record the responses.