

General instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation about topics of interest to the child. The child should perceive the following assessment almost as a game to be enjoyed rather than as a severe situation.

Verbal Consent Read the text in the box clearly to the child:

**Before we start, I want to tell you my name. I'm \_\_\_\_\_**

**I work with the Ministry of Education.**

- **We want to know how children learn math. You were picked by chance, like in a raffle or lottery.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play some counting games and some number games.**
- **Using this stopwatch, I will see how long it takes you to count.**
- **This is NOT a test and you will NOT be graded on it for school.**
- **I will also ask you questions about your family, like what language your family uses at home and some of the things your family has.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to take part in this if you do not want to. Once we begin, if you do not want to answer a question, that's all right.**
- **Okay, are you ready to start?**

**Check box if verbal consent is obtained:** ☐ **YES**

*(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)*

A. Date of assessment :	
B. Assessor name/code :	
C. NAME and location of school :	
D. Unique School code :	
E. Unique student code :	

F. Student's grade level :	<input type="radio"/> 1 = Standard 1 <input type="radio"/> 2 = Standard 2 <input type="radio"/> 3 = Standard 3 <input type="radio"/> 4 = Standard 4	
G. Student's month and year of birth :	Month : _____ Year : _____ Age: _____	
H. Student's gender :	<input type="radio"/> girl	<input type="radio"/> boy

Task 1: Number Identification					Sheet A	60 seconds																																										
<p> Here are some numbers. I want you to point to each number and tell me what the number is. I am going to use this stopwatch and will tell you when to begin and when to stop.</p> <p>- [point to first number] Start here. Are you ready? . . . Start.</p> <p>- What number is this ?</p>						<p></p> <ul style="list-style-type: none"> <li>• If the time on the stopwatch runs out (60 seconds).</li> </ul>																																										
<p> ( / ) Incorrect or no response</p> <p>( ) After the last number read</p> <table border="1"> <thead> <tr> <th colspan="5"></th> <th>Tot. Cum.</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10</td> <td>28</td> <td>58</td> <td>807</td> <td>(5)</td> </tr> <tr> <td>94</td> <td>368</td> <td>30</td> <td>106</td> <td>17</td> <td>(10)</td> </tr> <tr> <td>9</td> <td>39</td> <td>14</td> <td>711</td> <td>83</td> <td>(15)</td> </tr> <tr> <td>423</td> <td>34</td> <td>72</td> <td>245</td> <td>77</td> <td>(20)</td> </tr> <tr> <td>187</td> <td>52</td> <td>22</td> <td>19</td> <td>33</td> <td>(25)</td> </tr> <tr> <td>646</td> <td>12</td> <td>64</td> <td>49</td> <td>301</td> <td>(30)</td> </tr> </tbody> </table>										Tot. Cum.	4	10	28	58	807	(5)	94	368	30	106	17	(10)	9	39	14	711	83	(15)	423	34	72	245	77	(20)	187	52	22	19	33	(25)	646	12	64	49	301	(30)		<p></p> <ul style="list-style-type: none"> <li>• If a child stops on a number for <u>5</u> <b>SECONDS</b>.</li> </ul>
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Number Incorrect:																																																

Task 2: Quantity Discrimination - Example		Sheet B1	60 x
<p><u>P1:</u></p> <p> Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">10    4</p> <p>✓  That's correct, 10 is bigger. Let's do another one.</p> <p>✗  The bigger number is 10. [Point to 10] This is 10. [Point to 4] This is 4. 10 is bigger than 4. Let's do another one.</p>			<p> ✗</p>
<p><u>P2:</u></p> <p> Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">8    12</p> <p>✓  That's right, 12 is bigger. Let's continue.</p> <p>✗  The bigger number is 12. [Point to 8] This number is 8. [Point to 12] This is 12. 12 is bigger than 8. Let's continue.</p>			



















Task 2: Quantity Discrimination - Exercise		Sheet B2	⌚ ✕																																																		
Look at these numbers. Tell me which number is bigger. <i>[Repeat for each item]</i>		<ul style="list-style-type: none"> <li>If the child gets 4 successive errors</li> </ul>																																																			
(✓) 1 = Correct. (✕) 0 = Incorrect or no response. <table border="1" style="margin-top: 10px;"> <tr> <td>6</td><td>8</td><td><u>8</u></td><td>1</td><td>0</td> <td>238</td><td>229</td><td><u>229</u></td><td>1</td><td>0</td> </tr> <tr> <td>63</td><td>54</td><td><u>63</u></td><td>1</td><td>0</td> <td>675</td><td>684</td><td><u>684</u></td><td>1</td><td>0</td> </tr> <tr> <td>381</td><td>279</td><td><u>381</u></td><td>1</td><td>0</td> <td>25</td><td>16</td><td><u>25</u></td><td>1</td><td>0</td> </tr> <tr> <td>79</td><td>80</td><td><u>80</u></td><td>1</td><td>0</td> <td>82</td><td>91</td><td><u>91</u></td><td>1</td><td>0</td> </tr> <tr> <td>44</td><td>53</td><td><u>53</u></td><td>1</td><td>0</td> <td>523</td><td>532</td><td><u>532</u></td><td>1</td><td>0</td> </tr> </table>		6	8	<u>8</u>	1	0	238	229	<u>229</u>	1	0	63	54	<u>63</u>	1	0	675	684	<u>684</u>	1	0	381	279	<u>381</u>	1	0	25	16	<u>25</u>	1	0	79	80	<u>80</u>	1	0	82	91	<u>91</u>	1	0	44	53	<u>53</u>	1	0	523	532	<u>532</u>	1	0	<ul style="list-style-type: none"> <li>If the child doesn't respond after <u>5 SECONDS</u>.</li> </ul>	
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Task 3: Missing Number - Example		Sheet C1	⌚ ✕
<b>P1:</b> Here are some numbers. 1, 2, 3, what number goes here? 1, 2, 3, ____ That's correct, 4. Let's do another one. The number four goes here. Say the numbers with me. <i>[Point to each number]</i> . . . 1, 2, 3, 4. 4 goes here. Let's do another one.		✕	
<b>P2:</b> Voici quelques nombres. Here are some numbers. 17, <i>[point to dash]</i> , 19, what number goes here? <i>[point to dash again]</i> 17, ____, 19 That's right, 18. Let's do some more. The number 18 goes here. Say the numbers with me. <i>[Point to each number]</i> . . . 17, 18, 19. <i>[Point to dash]</i> 18 goes here. Let's do some more.			

Task 3: Missing Number - Exercise		Sheet C2	⌚ ✕																																																											
Here are some more numbers. <i>[Point to the dash]</i> . . . What number goes here? <i>[Repeat for each item]</i>		<ul style="list-style-type: none"> <li>If the child gets 4 successive errors</li> </ul>																																																												
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Task 4A: Addition				📖 Sheets D1-D2	🕒 60 seconds																																												
<p>🗣️ Here are some addition problems <i>[glide hand from left to right]</i>. I am now going to use this stopwatch. Do as many as you can correctly. If you don't know an answer, move to the next problem. Are you ready? . . .</p> <p>- Start here <i>[point to first problem]</i>.</p>				<p>👉</p> <ul style="list-style-type: none"> <li>• If the time on the stopwatch runs out (60 seconds).</li> </ul>																																													
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Task 4B: Subtraction				📖 Sheets D3-D4	🕒 60 seconds																																												
<p>🗣️ Now we are going to do some subtraction problems. Do as many as you can correctly. If you don't know an answer, move to the next problem. Are you ready? . . .</p> <p>- Start here.</p>				<p>👉</p> <ul style="list-style-type: none"> <li>• If the time on the stopwatch runs out (60 seconds).</li> </ul>																																													
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✂️ Total Correct:																																																	

Task 5: Word Problems	 x	 x
 ❖ Counters and stopwatch (to make sure child doesn't spend too long on one problem).		
<p> I have some problems that I am going to ask you to solve for me. Here are some things to help you count. You can use them if you need them, but you don't have to use them. Listen very carefully to each problem. If you need, I will repeat problem for you. Okay, let's get started.</p> <p><u>Exemple:</u></p> <p> Yousouf has 2 mangoes. Helen has 3 mangoes. How many mangoes do they have altogether?</p> <p>✓  That's right. They have 5 mangoes altogether. Let's do some more.</p> <p>✗  They have 5 mangoes altogether. Watch me. <i>[Use the counters and read the problem, demonstrating 2 counters for Yousouf and 3 counters for Helen]</i> When we count add them altogether, we get 5 mangoes. Let's do some more.</p>		 x
<p> Now you will work out more questions that I will read to you. Remember some of these questions may be hard even for older children, so do your best. Remember, you can use these to help you answer the questions <i>[point to the counters]</i> Okay, let's get started.</p> <p> For each problem:</p> <p>(✓) 1 = Correct.</p> <p>(✗) 0 = Incorrect or no response.</p>		 <ul style="list-style-type: none"> <li>• If the child gets 4 successive errors</li> </ul>
<p><u>Problem 1</u></p> <p> Mohammed has 2 mangoes. His father gives him 5 more. How many does he have now ?</p> <p>✓ ✗ Correct answer: 7 <input type="text" value="1"/> <input type="text" value="0"/></p>		 <ul style="list-style-type: none"> <li>• If a child stops on a number for <u>5 SECONDS</u>. (without using the counters, counting on his/her fingers, etc.)</li> </ul> <p>OU</p>
<p><u>Problem 2</u></p> <p> Yousouf has 6 oranges. Il eats 3 oranges. How many oranges does he have now?</p> <p>✓ ✗ Correct answer: 3 <input type="text" value="1"/> <input type="text" value="0"/></p>		<ul style="list-style-type: none"> <li>• If the child doesn't respond to a question after one minute</li> </ul>
<p><u>Problem 3</u></p> <p> Yaya has 8 pencils. Abdoulaye has 4 pencils. How many more pencils does Yaya have than Abdoulaye?</p> <p>✓ ✗ Correct answer: 4 <input type="text" value="1"/> <input type="text" value="0"/></p>		
<p><u>Problem 4</u></p> <p> There are 8 children walking to school. 6 are boys and the rest are girls. How many girls are walking to school?</p> <p>✓ ✗ Correct answer: 2 <input type="text" value="1"/> <input type="text" value="0"/></p>		
<p><u>Problem 5</u></p> <p> I have 7 bananas. How many more bananas How many more bananas do I need if I want to give one to each of my 12 friends?</p> <p>✓ ✗ Correct answer: 5 <input type="text" value="1"/> <input type="text" value="0"/></p>		
<p> Total number correct:</p>		