

Task: Early Grade Math Assessment (EGMA)

Materials:

- Timer
- Interactive math sheets
- Blank paper (for a cover sheet)
- Counters (20 pebbles)
- Pencils
- Scrap paper (for pupils)

General Instructions:

It is important to establish a playful and relaxed rapport with the child. The child should perceive the assessment almost as a game to be enjoyed rather than a severe situation. It is important to read the directions slowly and clearly. You may translate the instructions into Swahili or mother tongue. After you have finished, thank the child for their time and effort.

Task: Verbal Assent

Say, My name is _____. I work with the Ministry of Education.
Jina langu ni _____. Na fanya kazi na wizara ya elimu.

- We are trying to understand how children learn math . You were picked by chance, like in a raffle or lottery..Tunajaribu kuelewa ni vipi watoto hujifunza kusoma. Ulichaguliwa kwa njia ya bahati na sibu,
- We would like your help in this. But you do not have to take part if you do not want to. Tungependa kupata msaada wako kwa jambo hili. Lakini sio lazima kushiriki kama hutaki.
- We are going to play reading games. I will ask you to read letters, words and a short story out loud. Tutacheza michezo ya kusoma. Nitakuuliza usome herufi, maneno na hadithi fupi kwa sauti .
- This is NOT a test and it will not affect your grade at school. Haya si majaribio ya mtihani na hayataathiri matokeo yako shuleni.
- I will remove your name so no one will know these are your answers. Sitaandika jina lako kwa hivyo hakuna atakae jua haya ni majibu yako.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Kwa mara nyingine si lazima kushiriki kama hutaki kushiriki. Punde tutakapo anza ka hutajibu swali ni sawa.
- Can we get started? Je tunaweza kuanza?

Check box if verbal assent is given: ☐ YES

(If verbal assent is not given, thank the pupil and move on to the next pupil. Use this same form.)

Time Started:	____:____ am / pm	Time Stopped:	____:____ am / pm
---------------	-------------------	---------------	-------------------

Total Time Taken |____| : |____|
minutes seconds

Form:	School ID: _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _	Assessor: _ _ _ _
Child ID: _ _ _ _ _ _ _	Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name: _ _ _ _ _ _ _		
Child First Name:		Child Surname:			

Assessor Instructions:

Notes on the typeface:

- **Instructions and questions that you read aloud to the child are printed in lower-case bold typeface. Be sure to read all questions completely and verbatim.**
- INSTRUCTIONS FOR YOU THAT ARE NOT READ ALOUD ARE PRINTED IN UPPER CASE TYPEFACE. THE RULE IS THAT ANY INFORMATION THAT IS IN UPPER-CASE IS INSTRUCTION TO YOU; THE ENUMERATOR SHOULD NEVER READ THIS ALOUD.
- In some of the questions you will be asking, some of the words to be read to the child are underlined. Any text that is underlined should be read with emphasis. For example, words that are underlined, such as “point to it” are to be read to the child with emphasis.

WHEN YOU ARE READY TO BEGIN:

SAY: Now... I have some things I will ask you to do for me. Please listen carefully and do the best you can. Some of the things I will ask you are hard even for older kids, so don't worry if you're not sure about them. Just give it your best try. OK?

Kiswahili: SEMA: **(Sasanataka kukuuliza maswali machache kisha uyajibu. Ningependa unisikize kwa makini sana. Maswali mengine yatakuwa magumu hata kwa wanfunzi wa madarasa ya juu lakini wewe jaribu kuyajibu kadiri uwezavyo).**

Form: MAC1	School ID: _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _	Assessor: _ _ _
Child ID: _ _ _ _ _ _ _		Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name:	
Child First Name:			Child Surname:		

TASK: NUMBER IDENTIFICATION ITEM – EXERCISE

MATERIALS: SHEET “A” AND STOPWATCH



STOP RULE: STOP THE CHILD IF S/HE MAKES 4 CONSECUTIVE ERRORS OR IF TIME ON THE STOPWATCH (60 SECONDS) RUNS OUT. IF TIME RUNS OUT, PLACE A BRACKET “]” DIRECTLY AFTER THE NUMBER THAT THE CHILD LAST READ.

SCORING: FOR EACH NON-RESPONSE OR INCORRECT NUMBER WORD, PLACE A “/” THROUGH THE NUMBER. IF, FOR A THREE-DIGIT NUMBER SUCH AS 139, A CHILD RESPONDS “ONE-THREE-NINE” MARK THE ANSWER INCORRECT.

DIRECTIONS: PLACE SHEET “A” WITH THE GRID OF NUMBERS IN FRONT OF THE CHILD. START STOPWATCH FOR ONE MINUTE AS SOON AS THE CHILD STARTS RESPONDING.

SWEEP YOUR HAND FROM LEFT TO RIGHT OVER THE NUMBERS AND SAY: **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.**

POINT TO FIRST NUMBER AND SAY: **Start here.**

IF A CHILD STOPS ON A NUMBER FOR 5 SECONDS SAY: **What number is this?** IF THE CHILD DOES NOT RESPOND OR SAYS THAT S/HE DOES NOT KNOW, PROMPT THE CHILD BY POINTING AT THE NEXT NUMBER AND SAY: **What number is this?**

KISAWAHILI: ONYESHA KWA KIDOLE KUNZIA KULIA HADI KUSHOTO KISHA USEME: **Tazama kuna nambari imeandikwa hapa. Nataka uonyeshe kila nambari kwa kidole ukizitaja kwa sauti. Nitatumia hii saa kupima wakati utakao tumia kusoma. Uko tayari? Anza hapa.**

Mwanafunzi akisita kusoma kwa muda wa sekondi 5, mwuulize hii ni nambari gani? Asipo jibu wala kusema hajui , mwuulize nambari ifuatayo. Mwuulize hii ni nambari gani?

				# Correct Per Row
4	10	70	28	
423	187	94	52	
46	301	544	16	
245	482	58	64	
126	368	34	88	

CHILD SCORE (OVERALL TOTAL CORRECT): ____/20

TIME LEFT ON THE STOPWATCH: _____



Form: MAC2	School ID: _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _	Assessor: _ _ _ _
Child ID: _ _ _ _ _ _ _		Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name:	
Child First Name:			Child Surname:		

TASK: QUANTITY DISCRIMINATION MEASURE – PRACTICE

MATERIALS: SHEET “B1” AND COVERSHEET

STOP RULE: N/A

SCORING: N/A

DIRECTIONS: PLACE SHEET “B1” IN FRONT OF THE CHILD AND FOLLOW THE INSTRUCTIONS, BELOW.

P1. SAY: Look at these numbers. Tell me which one is bigger? Tell me the number name.

P1. 10 4 _____

IF THE CHILD ANSWERS CORRECTLY SAY, “That’s right, 10 is bigger”. Let’s do another one.

IF THE CHILD ANSWERS INCORRECTLY POINT AT 10 AND SAY, **this is ten**, POINT AT 4 AND SAY, **This is four**. POINT AT 10 AND SAY, **ten is bigger** POINT AT 4 AND SAY **than four**. Let’s try another one.

ZOEZI LA KWANZA SEMA: Tazama hizi nambari. Niambie gani ni kubwa? Ikiwa mwanafunzi atasema jibu ilyosawa, mpongeze kwa kusema. ‘Ndiyo, 10 ni kubwa kuliko 4’. Tujaribu nambari nyingine.

Ikiwa mwanafunzi hata sema jibu iliyo sawa, onyesha nambari 10 na useme, hii ni namabari kumi na ni kubwa kuliko 4. Tujaribu nambari nyingine.

P2. SAY: Look at these numbers. Tell me which one is bigger? Tell me the number name.

P2. 8 12 _____

IF THE CHILD ANSWERS CORRECTLY SAY, “That’s right, 12 is bigger”. Let’s do another one.

IF THE CHILD ANSWERS INCORRECTLY POINT AT 12 AND SAY, **this is twelve**, POINT AT 8 AND SAY, **This is eight**. POINT AT 12 AND SAY, **twelve is bigger** POINT AT 8 AND SAY **than eight**. Let’s do some more.

ZOEZI LA PILI, SEMA: Angalia hizi nambari. Niambie gani ni kubwa? Ikiwa mwanafunzi ataonyesha kwa kidole na kusema jibu ilyosawa, mpongeze kwa kusema. ‘Ndiyo, 12 ni kubwa kuliko 8’. Sasa tufanye zingine

Ikiwa mwanafunzi hata sema jibu iliyo sawa, onyesha nambari 10 na useme, hii ni namabari kumi na ni kubwa kuliko 4. Sasa tufanye nambari nyingine.

TASK: QUANTITY DISCRIMINATION MEASURE – EXERCISE

MATERIALS: SHEET “B2”, AND COVERSHEET

STOP RULE: STOP THE CHILD IF S/HE GETS 4 CONSECUTIVE ERRORS ONE RIGHT AFTER THE OTHER.

SCORING: FOR EACH ITEM, CIRCLE THE NUMBER THE CHILD SAYS. IF THE CHILD SAYS AN INCORRECT NUMBER FOR AN ITEM (A NUMBER NOT LISTED FOR THE ITEM), RECORD THE NUMBER ON THE LINE FOR THE ITEM.

DIRECTIONS: PLACE SHEET “B2” WITH THE COVERSHEET COVERING THE ITEMS IN FRONT OF THE CHILD. WHEN YOU ARE READY TO BEGIN, BRING COVERSHEET DOWN TO REVEAL THE FIRST NUMBERS TO THE CHILD.

SAY: Look at these numbers. Tell me which one is bigger? Tell me the number name.

IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS, MARK WITH A SLASH “/” AND MOVE ON TO THE NEXT ITEM.

REPEAT THE QUESTION FOR EACH OF THE ITEMS ONCE IF NEEDED. CIRCLE OR ENTER THE NUMBER THE CHILD SAYS IF DIFFERENT ON THE LINE THAT FOLLOWS THE NUMBER. YOU MUST ENTER A CHILD’S RESPONSE FOR EACH ITEM.

KISWAHILI: *Tazama nambari hizi mbili. Niambie ni gani kubwa kuliko nyingine? Nionyeshe kwa kidole ni ipi.*

Ikiwa mwanafunzi hataonyesha na kusema jibu, rudia swali na ungojee sekondi 3, weka alama ya kukata / na uende kwa swali lingalofuata.

Rudia kusoma swali kwa kila nambari mara moja ikihitajika. Ama weka alama ya DUARA ikiwa jibu ni sahihi, Lakini ikiwa jibu si sahihi weka nambari mwanafunzi anataja kwa sanduku iliyo mbele kwa mstari huo huo.

KUMBUKA KUWA NI LAZIMA UANDIKE JIBU KWA KILA NAMBARI.

- | | | | |
|-----|-----|-----|-------|
| 1. | 6 | 8 | _____ |
| 2. | 63 | 54 | _____ |
| 3. | 381 | 279 | _____ |
| 4. | 79 | 80 | _____ |
| 5. | 44 | 53 | _____ |
| 6. | 238 | 229 | _____ |
| 7. | 675 | 684 | _____ |
| 8. | 25 | 16 | _____ |
| 9. | 82 | 91 | _____ |
| 10. | 523 | 532 | _____ |

CIRCLE THE ANSWER GIVEN BY THE CHILD. FOR NON-ANSWERS, PLACE A SLASH “/” ON THE SPACE AT THE END OF THE ROW.

PLACE THE TOTAL RESPONSES CORRECT ON THE LINE FOR CHILD SCORE.

Child Score: _____ / 10

Form: MAC3	School ID: _ _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _ _	Assessor: _ _ _ _
Child ID: _ _ _ _ _ _ _ _		Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name:	
Child First Name:			Child Surname:		

TASK: MISSING NUMBER MEASURE – PRACTICE

MATERIALS: SHEET “C1” AND COVER SHEET

STOP RULE: N/A

SCORING: RECORD THE CHILD'S RESPONSES BELOW.

DIRECTIONS: PLACE SHEET “C1” WITH THE COVER SHEET ON TOP IN FRONT OF THE CHILD. SLIDE THE COVER SHEET DOWN WHEN YOU ARE READY TO BEGIN WITH THE PRACTICE ITEM.

P1. POINT FROM LEFT TO RIGHT OVER PRACTICE ITEM AND SAY: **Here are some numbers. One, two, three, what number goes here?**

ZOEZI LA KWANZA, SEMA: *Tazama nambari hizi , moja,mbili, tatu, _____ Niambie ni nambari gani inafuatia kwa nafasi iloachwa?*

CHILD'S RESPONSE: _____

IF CHILD SAYS THE CORRECT ANSWER, FOUR, SAY: **That's right four. Let's do another one.**

IF CHILD DOES NOT SAY CORRECT ANSWER OR DOES NOT RESPOND AFTER 5 SECONDS, SAY: **The number four goes here. Count with me. POINT TO EACH NUMBER AND SAY: One, two, three, four. Four goes here. Let's do another one.**

P2. POINT FROM LEFT TO RIGHT OVER PRACTICE ITEM AND SAY: **Here are some numbers. Seventeen, dash, nineteen, what number goes here? POINT TO THE DASH.**

Tazama nambari hizi na pengo liloachwa bila nambari. Kuna kumi na saba, pengo na kumi na tisa. Niambie ni nambari gani iloachwa kwa nafasi ama pengo la 'dash'?

IF CHILD SAYS THE CORRECT ANSWER, EIGHTEEN, SAY: **That's right eighteen. Let's do some more.**

IF CHILD DOES NOT SAY CORRECT ANSWER OR DOES NOT RESPOND AFTER 5 SECONDS, SAY: **The number eighteen goes here. Count with me. POINT TO EACH NUMBER AND SAY: seventeen, eighteen, nineteen. Eighteen goes here. Let's do some more.**

TASK: MISSING NUMBER MEASURE – EXERCISE

MATERIALS: SHEET “C2” AND COVER SHEET

STOP RULE: STOP THE CHILD FROM CONTINUING IF S/HE GETS 4 ERRORS ONE RIGHT AFTER THE OTHER. THE CORRECT ANSWER FOR EACH ITEM IS IN BRACKETS NEXT TO THE LINE WHERE YOU WILL RECORD THE CHILD’S RESPONSE.

SCORING: RECORD CHILD’S RESPONSE ON THE LINE FOR EACH ITEM.

DIRECTIONS: PLACE SHEET “C2” WITH THE COVER SHEET ON TOP IN FRONT OF THE CHILD. SLIDE THE COVER SHEET DOWN WHEN YOU ARE READY TO BEGIN ITEM ONE.

POINT FROM LEFT TO RIGHT OVER THE ITEM AND SAY: **Here are some more numbers.** POINT TO THE LINE FOR ITEM 1 AND SAY: **Tell me the missing number. What number goes here?**

KISWAHILI, SEMA: Tazama nambari hizi, namabri gani itawekwa hapa.

Kwa kila mstari uliza mwanafunzi ni nambari gani itawekwa hapa?

FOR EACH ITEM POINT TO THE LINE AND SAY: **What number goes here?**

IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS, PLACE “N/R” ON THE LINE, MARK THE ANSWER IN THE BRACKET WITH A SLASH “/”, AND MOVE ON TO THE NEXT ITEM.

PLACE THE CHILD’S RESPONSE FOR EACH ITEM ON THE LINE. FOR INCORRECT RESPONSES, PUT A SLASH THROUGH THE ANSWER THAT IS IN THE BRACKET. IF THE CHILD GETS FOUR SLASHED BRACKETS (INCORRECT/NON-RESPONSE ITEMS) IN A ROW, DISCONTINUE TASK AND MOVE ON TO THE NEXT TASK:

1. _____ (4)
2. _____ (260)
3. _____ (30)
4. _____ (89)
5. _____ (315)
6. _____ (400)
7. _____ (40)
8. _____ (20)
9. _____ (350)
10. _____ (300)

CHILD SCORE (OVERALL TOTAL CORRECT): ____/10

Form: MAC4	School ID: _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _	Assessor: _ _ _
Child ID: _ _ _ _ _ _ _		Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name:	
Child First Name:			Child Surname:		

TASK: ADDITION/SUBTRACTION PROBLEMS – PRACTICE

MATERIALS: SHEET “D1-PRACTICE”

STOP RULE: N/A

SCORING: N/A

DIRECTIONS: PLACE SHEET “D1-PRACTICE” IN FRONT OF THE CHILD AND BEGIN PRACTICE ITEM.

D1-PRACTICE: ADDITION PRACTICE ITEM:

SAY: **Now we are going to do some addition and subtraction problems.**

KISWAHILI, SEMA: **Sasa tutafanya hesabu za kutia pamoja na kuondoa.**

POINT TO THE ADDITION PROBLEM ON THE SHEET AND SAY: **How much is one plus two altogether?**

KISWAHILI, SEMA: **Tazama hizi nambari. Ukiongeza moja na mbili itakuwa kwa jumla ?**

(IF CHLD DOES NOT UNDERSTAND, SAY: **How much is one and two altogether?**)

Ikiwa mwanafunzi haelewi, rudia tena.

IF THE CHILD CORRECTLY ANSWERS “3”, SAY: **That’s right, one plus two altogether is three. Let’s do another one.**

Mwanafunzi akipata jawabu, mwabie, ‘Ndiyo, Hiyo ni sawa, ukiongeza moja na mbili itakuwa tatu.’

IF THE CHILD DOES NOT CORRECTLY ANSWER, SAY: **The answer is three. One plus two altogether is three. Let’s do some more.**

Mwanafunzi akisema jibu lisilo sawa, mwambie JIBU NI TATU.

TASK: ADDITION/SUBTRACTION PROBLEMS – EXERCISE

MATERIALS: SHEET “D1” AND STOPWATCH



STOP RULE: ADDITION AND SUBTRACTION SHOULD BE TIMED SEPARATELY, EACH FOR ONE MINUTE. START THE TIME ONCE YOU HAVE READ THE ENTIRE FIRST ITEM TO THE CHILD. STOP THE CHILD ONCE THE TIME ON THE STOPWATCH RUNS OUT. PLACE A BRACKET “]” DIRECTLY AFTER THE NUMBER THAT THE CHILD LAST ANSWERS.

SCORING: ENTER CHILD’S ANSWER ON THE LINE FOR EACH ITEM. IF THE CHILD DOES NOT RESPOND, ENTER THE NR. IF THE CHILD REFUSES TO ANSWER, ENTER THE RF. IF THE CHILD SAYS THAT S/HE DOES NOT KNOW, ENTER THE DK.

DIRECTIONS: INSTRUCT THE CHILD TO POINT TO EACH ADDITION / SUBTRACTION PROBLEM WHILE S/HE SOLVES THEM.

D1. ADDITION SECTION:

START THE STOPWATCH  FOR ONE MINUTE WHEN THE CHILD ANSWERS THE FIRST ITEM.

POINT TO THE FIRST ADDITION PROBLEM ON MATH SHEET D1 AND SAY: **I am now going to use this stopwatch. Go as fast as you can, but be right. How much is ...**

Onyesha mwanafunzi kwa kidole na umwulize hii itakuwa ngapi?

ENTER CHILD'S RESPONSE FOR EACH ITEM

1. $4 + 2 =$	2. $8 + 2 =$	3. $8 + 6 =$
4. $16 + 4 =$	5. $7 + 1 =$	6. $5 + 4 =$
7. $10 + 3 =$	8. $10 + 10 =$	9. $2 + 2 =$
10. $5 + 7 =$	11. $6 + 6 =$	12. $3 + 4 =$
13. $6 + 2 =$	14. $5 + 6 =$	15. $15 + 5 =$
16. $4 + 5 =$	17. $7 + 2 =$	18. $3 + 9 =$
19. $13 + 3 =$	20. $1 + 5 =$	21. $5 + 5 =$
22. $2 + 11 =$	23. $3 + 2 =$	24. $6 + 4 =$
25. $6 + 10 =$	26. $10 + 5 =$	27. $5 + 3 =$
28. $7 + 3 =$	29. $4 + 7 =$	30. $11 + 9 =$

STOP STOPWATCH AND RE-SET FOR ONE MINUTE.



TIME LEFT ON STOPWATCH: _____

NUMBER INCORRECT: _____

NUMBER CORRECT: _____

SUBTRACTION SECTION:

D2-PRACTICE: SUBTRACTION PRACTICE ITEM: **MATERIALS:** SHEET "D2-PRACTICE"

POINT TO THE PROBLEM ON SHEET D2-PRACTICE AND SAY: **Now let's do some subtraction. How much is 3 take away 2?**

IF THE CHILD CORRECTLY ANSWERS "1", SAY: **That's right, three take away two is one. Let's do some more.**

IF THE CHILD DOES NOT ANSWER CORRECTLY, SAY: **The answer is one. Let's do some more.**

KISWAHILI, SEMA: **Sasa nataka tufanye hesabu za kutoa. Itabaki ngapi ukiwa na tatu na utowe mbili Mwanafunzi akipata jawabu, mwambie, 'Ndiyo, Hiyo ni sawa, ukitoa mbili kwa tatu, unapata moja' Mwanafunzi akisema jibu lisilo sawa, mwambie JIBU NI MOJA.**

D2. SAY: **Now you are going to do some take-away problems. I will use this stopwatch as you tell me the answers.** POINT TO THE FIRST SUBTRACTION PROBLEM ON MATH SHEET D2 AND SAY: **How much is**

SEMA: **Sasa, utafanya hesabu zingine na uniambie jawabu. Nitakuonyesha kwa kidole na unipe jibu. Uko tayari? Hii itakuwa ngapi?**

ENTER CHILD'S RESPONSE FOR EACH ITEM. REMEMBER TO PLACE A BRACKET "]" DIRECTLY AFTER THE NUMBER THAT THE CHILD LAST ANSWERS.

1. $6 - 2 =$	2. $10 - 2 =$	3. $14 - 6 =$
4. $20 - 4 =$	5. $8 - 1 =$	6. $9 - 4 =$
7. $13 - 3 =$	8. $20 - 10 =$	9. $4 - 2 =$
10. $12 - 7 =$	11. $12 - 6 =$	12. $7 - 4 =$
13. $8 - 2 =$	14. $11 - 6 =$	15. $20 - 5 =$
16. $9 - 5 =$	17. $9 - 2 =$	18. $12 - 9 =$
19. $16 - 3 =$	20. $6 - 5 =$	21. $10 - 5 =$
22. $13 - 11 =$	23. $5 - 2 =$	24. $10 - 4 =$
25. $16 - 10 =$	26. $15 - 5 =$	27. $8 - 3 =$
28. $10 - 3 =$	29. $11 - 7 =$	30. $20 - 9 =$

STOP STOPWATCH.



TIME LEFT ON STOPWATCH: _____

NUMBER INCORRECT: _____

NUMBER CORRECT: _____

DID THE CHILD:	YES	NO
USE HIS/HER FINGERS TO SOLVE ANY OF THE ADDITION AND SUBTRACTION PROBLEMS?		
NEED AND USE ANOTHER LANGUAGE OTHER THAN WHAT IS USED FOR THIS TASK?		

Form: MAC5	School ID: _ _ _ _ _ _ _	School Name:	Class: 1 5	Date: _ _ _ _ _ _ _	Assessor: _ _ _
Child ID: _ _ _ _ _ _ _		Age: years _ _	<input type="checkbox"/> Male <input type="checkbox"/> Female	Parent's Name:	
Child First Name:			Child Surname:		

TASK: SHAPE RECOGNITION

MATERIALS: SHEET E1 AND COUNTERS

STOP RULE: N/A

SCORING: THE CORRECT SHAPES ARE MARKED WITH A PATTERN OF DOTS ON THEM. FOR EACH CORRECT SHAPE THE CHILD IDENTIFIES, HE OR SHE GETS A POINT. ENTER THE SCORE ON THE LINE.

DIRECTIONS: FOR EACH OF THE SHAPES BELOW, ONCE THE CHILD FINISHES PLACING THE COUNTERS ON TOP OF THE SHAPE SHEET, MARK THE SHAPES WITH A SLASH “/” ON YOUR SHEET. THEN, RECORD THE NUMBER OF SHAPES THAT WERE COUNTED CORRECTLY.

SAY: Now we are going to work with shapes.

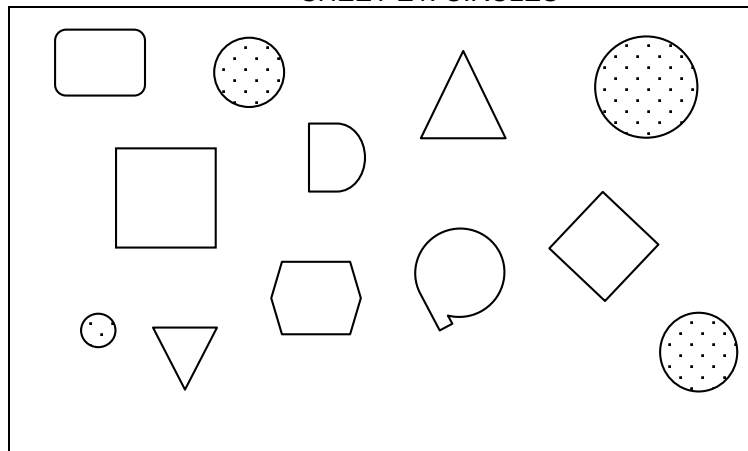
PLACE THE COUNTERS TO THE SIDE OF THE CHILD.

POINT TO THE COUNTERS AND SAY: **I want you to place the counters on all of the circles you find on this sheet.** PLACE THE SHEET IN FRONT OF THE CHILD. **Let me know when you are done.**

KISWAHILI, SEMA: *Sasa tutacheza mchezo wa maumbo.*

Ningependa uweke hivi vifungo kwa duara hizi kwa maumbo ya circles yote ambayo iko hapa. Niambie ukimaliza.

SHEET E1: CIRCLES



CIRCLES IDENTIFIED CORRECTLY: ____/4
OTHER FIGURES IDENTIFIED AS CIRCLES: ____