

Interviews :

EQUIP-T Pupil Base V.3.0a

Region	<div>Please select...▼</div>
District	<div>Please select...▼</div>
School	<div>Please select...▼</div>
Pupil Code	<div></div>
Team	<div>Please select...▼</div>
Enumerator	<div>Please select...▼</div>

Start

Q.1 **Interviewer:** *Mark start of the interview/test*

Get time

**Interviewer:** *This is randomization of tests. Please mark the sequence of tests in the next question.  
Perform Kiswahili first*

Q.2 **Interviewer:** *Select the test type you are performing first*

☐ Maths first (1)

☐ Kiswahili first (2)

Ngoja nikuambie kwa nini nipo hapa nipo hapa. Tunatarajia kuelewa namna wanafunzi wanavyojifunza kusoma na kuandika. Umechaguliwa kwa bahati. Napenda nikuulize maswali machache ya hesabati kama yale ambayo unafanya shuleni na kusoma Kiswahili. Vile vile nitakuuliza maswali yanayokuhusu wewe mwenyewe na na familia yako. Hili si jaribio na halitahusiana na alama zako shuleni. Mara tu tutakapoanza ikiwa hujui jibu, ni sawa, unaweza kwenda kwenye swali linalofuata. Una maswali yoyote.

Let me tell you why I am here today. We are trying to understand how children learn to read and count. You were picked by chance. I am going to ask you to do some maths problems like the ones you do in school, and to read in Kiswahili. I will also ask you a few questions about yourself and your family. This is NOT a test, and it will not affect your marks in school. Once we start if you don't know an answer, this is fine you can move on to the next problem. Do you have any questions?

Pupil

Jina lako nani?

Q.1

What is your name?

Interviewer: Nini jinsia ya mwanafunzi?

Q.2

What is the pupil's gender?

☐ Mvulana  
Boy (1)

☐ Msichana  
Girl (2)

Interviewer: Je, mwanafunzi ana ulemavu wa viungo?

Q.3

Does the pupil have a physical disability?

☐ Yes (1)

☐ No (2)

☐ Refused (7)

☐ Don't know (8)

Una umri gani?

Interviewer: Andika umri kwa miaka iliyo kamili.  
Ikiwa mwanafunzi hajui umri wake, jaza geresho 98.  
Ikiwa mwanafunzi amekataa kujibu, andika geresho 97.

Q.4

How old are you?

Write the age in completed years.

If the pupil does not know his/her age, code 98.

If the pupil refuses to answer, code 97.

Lugha gani kuu ambayo unazungumza nyumbani?

Q.5

What is the main language that you speak at home?

Please select...

Start

Pupil

Number discrimination

Missing number

Addition

Subtraction

Multiplication

Word problems

Syllables

Familiar words

Non-words

Reading & Comprehension

Listening

Writing

Background

End

Number discrimination

Look at these numbers. Tell me which number is bigger.

Interviewer: [Point to each problem](#)

If you don't know an answer, say 'don't know', and move to the next problem.

Start here

Interviewer: [point to that problem](#)

[No panic and don't stress!](#)

[If the child is clearly stuck on a problem, then ask 'no response' and politely ask the child to move to the next problem.](#)

[If the child is working on an answer, give the child up to 20 seconds to respond. If he doesn't respond after 20 seconds, ask 'no response' and politely ask him to move to the next problem.](#)

[If the child says I don't know to one of the problems, ask 'no response' and politely ask the child to move to the next problem.](#)

Q.1

9

7

9

Correct (1)

Incorrect (0)

No response (-1)

Q.2

12

25

25

Correct (1)

Incorrect (0)

No response (-1)

Q.3

66

47

66

Correct (1)

Incorrect (0)

No response (-1)

Q.4

64

66

66

Correct (1)

Incorrect (0)

No response (-1)

Q.5

145

152

152

Correct (1)

Incorrect (0)

No response (-1)

Q.6

286

533

533

Correct (1)

Incorrect (0)

No response (-1)

Q.7

605

660

650

Correct (1)

Incorrect (0)

No response (-1)

Q.8

956

964

955

Correct (1)

Incorrect (0)

No response (-1)

Missing number

Here are some numbers.

**Interviewer:** *Point to the empty box*

What number goes here? If you don't know an answer, say 'don't know' and move to the next problem.

Start here

**Interviewer:** *point to first empty box*

*No paper and pencil allowed.*

*If the child is stuck, click on a problem, then tick 'no response' and politely ask the child to move to the next problem.*

*If the child is working on an answer, give the child up to 20 seconds to respond. If he doesn't respond after 20 seconds, tick 'no response' and politely ask him to move to the next problem.*

*If the child says I don't know to one of the problems, tick 'no response' and politely ask the child to move to the next problem.*

Q1	4	5	6	7	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	13	14	15	16	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	30	40	60	60	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	8	10	12	14	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	248	249	250	251	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	38	36	34	32	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	570	560	550	540	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	2	7	12	17	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

Addition

Addition Level 1

Addition Level 2

Addition Level 1

Here are some addition problems.

**Interviewer:** *Point to each problem.*

**Interviewer:** *Point to each problem.*

If you don't know an answer, say 'don't know' and move to the next problem. Are you ready?

Start here.

**Interviewer:** *Point to first problem.*

No paper and pencil allowed.

*If the child is clearly stuck on a problem, then tick 'no response' and politely ask the child to move to the next problem.*

*If the child is working on an answer, give the child up to 20 seconds to respond. If he doesn't respond after 20 seconds, tick 'no response' and politely ask him to move to the next problem.*

*If the child says 'I don't know' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.*

Q1	$1 + 4 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	$4 + 2 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	$3 + 6 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	$8 + 2 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	$11 + 4 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	$13 + 5 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	$7 + 5 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	$9 + 4 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

Addition Level 2

Here are some more addition problems.

You may use this pencil and paper if you want to. You do not have to do so.

Start here.

**Interviewer:** *Point to first problem.*



*Pencil and paper are allowed.*

*If the child is clearly stuck on a problem, then tick 'no response' and politely ask the child to move to the next problem.*

*If the child is working on an answer, give the child up to 60 seconds to respond. Use the timer to give the child 60 seconds for each problem. Start the timer when the child starts working on the problem. If he doesn't respond after 60 seconds, tick 'no response' and politely ask him to move to the next problem.*

*If the child says 'I don't know' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.*

Q1	$23 + 5 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	$12 + 25 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	$25 + 45 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	$48 + 16 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	$80 + 32 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	$644 + 37 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	$342 + 421 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	$456 + 139 = ( \text{ } )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

Start

Pupil

Number discrimination

Missing number

Addition

Subtraction

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Familiar words

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Listening

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End

Subtraction

Subtraction Level 1

Subtraction Level 2

Subtraction level 1

Here are 8 subtraction problems.

**Interviewer:** Give your hand from top to bottom.

Say the answer for each problem.

**Interviewer:** Point to each problem.

If you don't know an answer, say 'don't know', and move to the next problem. Are you ready?

Start here

**Interviewer:** point to first problem

No paper and pencil allowed.

If the child is clearly stuck on a problem, then tick 'no response' and politely ask the child to move to the next problem.

If the child is working on an answer, give the child up to 20 seconds to respond. If he doesn't respond after 20 seconds, tick 'no response' and politely ask him to move to the next problem.

If the child says 'I don't know' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1

$3 - 1 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q2

$8 - 5 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q3

$6 - 4 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q4

$9 - 2 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q5

$18 - 4 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q6

$14 - 10 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q7

$11 - 2 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q8

$16 - 7 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Subtraction Level 2

Here are more subtraction problems. You may use this paper and pencil if you want to. You do not have to do so. If you don't know an answer, move to the next problem.

Start here

**Interviewer:** point to first problem.

60

seconds

Paper and pencil are allowed.

If the child is clearly stuck on a problem, then tick 'no response' and politely ask the child to move to the next problem.

If the child is working on an answer, give the child up to 60 seconds to respond. Use the timer to give the child 60 seconds for each problem. Start the timer when the child starts working on the problem. If he doesn't respond after 60 seconds, tick 'no response' and politely ask him to move to the next problem.

If the child says 'I don't know' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1

$38 - 12 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q2

$23 - 6 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q3

$40 - 18 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q4

$43 - 27 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q5

$280 - 30 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q6

$466 - 28 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q7

$865 - 243 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

Q8

$682 - 146 = ( \frac{\square}{\square} )$

Correct (1)

Incorrect (0)

No response (-1)

7

Multiplication

Here are some multiplication problems

**Interviewer:** pick hand from top to bottom

Say the answer for each problem

**Interviewer:** point to each problem

If you don't know an answer, say 'don't know', and move to the next problem. Are you ready?

Start here

**Interviewer:** point to first problem

No pencil and paper allowed

If the child is clearly stuck on a problem, then tick 'no response' and politely ask the child to move to the next problem.

If the child is working on an answer, give the child up to 20 seconds to respond. If he doesn't respond after 20 seconds, tick 'no response' and politely ask him to move to the next problem.

If the child says I don't know to one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1	$3 \times 2 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	$4 \times 1 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	$5 \times 3 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	$3 \times 7 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	$7 \times 10 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	$9 \times 6 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	$6 \times 8 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	$5 \times 12 = ( \quad )$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)



Start

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Word problems

Word problem practice

Now I have some more word problems for you.

Interviewer

Counting, paper and pencil allowed

The 'pause and check' in each problem indicates that you should be certain that the child understands what you have said before continuing. You may want to ask: 'Do you understand?' You can repeat each sentence once and then you can repeat the entire problem one more time if the child is clearly stuck on a problem (and does not attempt to use counters, fingers, paper, or pencil). Then tick 'no response' and politely ask the child to move to the next problem. If the child is working on an answer, give the child up to 60 seconds to respond. Use the timer to give the child 60 seconds for each problem. Start the timer when the child starts working on the problem. If he doesn't respond after 60 seconds, tick 'no response' and politely ask him to move to the next problem. If the child says 'I don't know' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.

There are two (2) children in a vehicle.

Interviewer: Pause and check

Q.1 Four (4) more children get into the vehicle. How many children are there in the vehicle altogether?

Answer: 6

Correct (1)

Incorrect (0)

No response (-1)

A mother has seven (7) children, and she has three (3) oranges.

Interviewer: Pause and check

Q.2 How many more oranges does mother need so that each child gets one (1) orange?

Answer: 4

Correct (1)

Incorrect (0)

No response (-1)

There are some mangoes in the basket. Four (4) mangoes are added to the basket. Now there are nine (9) mangoes in the basket.

Interviewer: Pause and check

Q.3 How many mangoes were there in the basket to begin with?

Answer: 5

Correct (1)

Incorrect (0)

No response (-1)

Pupils stand in three (3) lines.

Interviewer: Pause and check

Q.4 There are six (6) pupils in each line. How many pupils are there altogether?

Answer: 18

Correct (1)

Incorrect (0)

No response (-1)

Q.5 Interviewer: Mark the end of the maths test.

Get time

Word problem practice

×

Word problem practice

There are three (3) children on the bus.

Interviewer: Pause and check

One (1) child gets off the bus.

Interviewer: Pause and check

Q.1 How many children are left on the bus?

Ni sawa, Watoto wawili wamebaki kwenye basi. Ngija tufanye maswali mengine. That's right. There are two children left on the bus. Let's do some more.

Correct (1)

Incorrect (0)

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Syllables

Interviewer: Timer runs for 60 seconds!

Start the timer when the child reads the first syllable.

If the child skips a syllable or doesn't respond to a syllable after 3 seconds, TICK THE BOX and move to the next syllable.

If the time on the stopwatch runs out (60 seconds), enter 0 in time remaining and the last syllable that was done and move to the next subtest.

Tick ONLY incorrect syllables or syllables that have been skipped.

@Do you understand what you are supposed to do? When I say "Begin," start here and go on to the end of the line.

Interviewer: *Onset*

If you come to a syllable you do not know, go on to the next.

Syllables

ID	C1	Q 1 Col1	C2	Q 2 Col2	C3	Q 3 Col3	C4	Q 4 Col4	C5	Q 5 Col5	C6	Q 6 Col6	C7	Q 7 Col7	C8	Q 8 Col8	C9	Q 9 Col9	C10	Q 10 Col10
1	ki	<input type="checkbox"/>	he	<input type="checkbox"/>	te	<input type="checkbox"/>	shi	<input type="checkbox"/>	te	<input type="checkbox"/>	sha	<input type="checkbox"/>	so	<input type="checkbox"/>	wa	<input type="checkbox"/>	ma	<input type="checkbox"/>	no	<input type="checkbox"/>
2	la	<input type="checkbox"/>	ge	<input type="checkbox"/>	zu	<input type="checkbox"/>	ndwa	<input type="checkbox"/>	a	<input type="checkbox"/>	ke	<input type="checkbox"/>	bi	<input type="checkbox"/>	ya	<input type="checkbox"/>	bu	<input type="checkbox"/>	to	<input type="checkbox"/>
3	pi	<input type="checkbox"/>	to	<input type="checkbox"/>	nu	<input type="checkbox"/>	ra	<input type="checkbox"/>	dho	<input type="checkbox"/>	ghu	<input type="checkbox"/>	we	<input type="checkbox"/>	ndi	<input type="checkbox"/>	cha	<input type="checkbox"/>	zwe	<input type="checkbox"/>
4	ngwa	<input type="checkbox"/>	ho	<input type="checkbox"/>	mbi	<input type="checkbox"/>	gre	<input type="checkbox"/>	we	<input type="checkbox"/>	gu	<input type="checkbox"/>	we	<input type="checkbox"/>	do	<input type="checkbox"/>	vu	<input type="checkbox"/>	chwe	<input type="checkbox"/>
5	ngo	<input type="checkbox"/>	shu	<input type="checkbox"/>	yo	<input type="checkbox"/>	nda	<input type="checkbox"/>	pe	<input type="checkbox"/>	nu	<input type="checkbox"/>	yu	<input type="checkbox"/>	lu	<input type="checkbox"/>	mwa	<input type="checkbox"/>	nyu	<input type="checkbox"/>
6	li	<input type="checkbox"/>	nywe	<input type="checkbox"/>	gre	<input type="checkbox"/>	hu	<input type="checkbox"/>	ngo	<input type="checkbox"/>	kwi	<input type="checkbox"/>	pa	<input type="checkbox"/>	chu	<input type="checkbox"/>	dhu	<input type="checkbox"/>	mba	<input type="checkbox"/>
7	li	<input type="checkbox"/>	nga	<input type="checkbox"/>	bwe	<input type="checkbox"/>	se	<input type="checkbox"/>	ro	<input type="checkbox"/>	li	<input type="checkbox"/>	zwi	<input type="checkbox"/>	shwa	<input type="checkbox"/>	che	<input type="checkbox"/>	mwi	<input type="checkbox"/>
8	lu	<input type="checkbox"/>	ku	<input type="checkbox"/>	ya	<input type="checkbox"/>	de	<input type="checkbox"/>	mo	<input type="checkbox"/>	nde	<input type="checkbox"/>	pya	<input type="checkbox"/>	ngu	<input type="checkbox"/>	di	<input type="checkbox"/>	ko	<input type="checkbox"/>
9	ga	<input type="checkbox"/>	the	<input type="checkbox"/>	dho	<input type="checkbox"/>	ngwe	<input type="checkbox"/>	si	<input type="checkbox"/>	sha	<input type="checkbox"/>	du	<input type="checkbox"/>	vya	<input type="checkbox"/>	ba	<input type="checkbox"/>	wa	<input type="checkbox"/>
10	sa	<input type="checkbox"/>	hi	<input type="checkbox"/>	chwa	<input type="checkbox"/>	u	<input type="checkbox"/>	wa	<input type="checkbox"/>	la	<input type="checkbox"/>	ni	<input type="checkbox"/>	e	<input type="checkbox"/>	mi	<input type="checkbox"/>	wi	<input type="checkbox"/>

Q.11 Time remaining (SECONDS)

Please select...

Q.12 Timeout at syllable

Interviewer: Select the last syllable that was done before the time (60 seconds) ran out. This refers to the last syllable that the pupil read correctly, read incorrectly or skipped.

Please select...

Q.13 Retype the first TWO letters of the last syllable to confirm

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**Interviewer**

Timer runs for 60 seconds

Start the timer when the child reads the first word.

If the child skips a word or doesn't respond to a word after 3 seconds, TICK THE BOX and move to the next word.

If the time on the stopwatch runs out (60 seconds), enter 0 in time remaining and the last word that was done and move to the next subtest.

Tick ONLY incorrect words or words that have been skipped

When I say 'Begin', start here

**Interviewer:** [point to first word](#)

and read across the page.

**Interviewer:** [point](#)

Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

ID	C1	Q 1 Col1	C2	Q 2 Col2	C3	Q 3 Col3	C4	Q 4 Col4	C5	Q 5 Col5
1	mboto	<input type="checkbox"/>	xiatu	<input type="checkbox"/>	nyumba	<input type="checkbox"/>	darasa	<input type="checkbox"/>	picha	<input type="checkbox"/>
2	jina	<input type="checkbox"/>	jogoo	<input type="checkbox"/>	kengele	<input type="checkbox"/>	mwanafundi	<input type="checkbox"/>	bustani	<input type="checkbox"/>
3	hakuli	<input type="checkbox"/>	paka	<input type="checkbox"/>	kinyonga	<input type="checkbox"/>	mgonjwa	<input type="checkbox"/>	tafuta	<input type="checkbox"/>
4	mbuzi	<input type="checkbox"/>	chungwa	<input type="checkbox"/>	nyama	<input type="checkbox"/>	suruali	<input type="checkbox"/>	mwalimu	<input type="checkbox"/>
5	mchuzi	<input type="checkbox"/>	embe	<input type="checkbox"/>	kofa	<input type="checkbox"/>	mwanachuo	<input type="checkbox"/>	mvua	<input type="checkbox"/>
6	ubao	<input type="checkbox"/>	davati	<input type="checkbox"/>	shamba	<input type="checkbox"/>	darari	<input type="checkbox"/>	mwanzo	<input type="checkbox"/>
7	chenza	<input type="checkbox"/>	miwani	<input type="checkbox"/>	simu	<input type="checkbox"/>	babu	<input type="checkbox"/>	karatasi	<input type="checkbox"/>
8	chupa	<input type="checkbox"/>	takataka	<input type="checkbox"/>	mwenembe	<input type="checkbox"/>	blanketi	<input type="checkbox"/>	bomba	<input type="checkbox"/>
9	mchungwa	<input type="checkbox"/>	nyanya	<input type="checkbox"/>	ng'ombe	<input type="checkbox"/>	shali	<input type="checkbox"/>	ugali	<input type="checkbox"/>
10	ngoma	<input type="checkbox"/>	watoto	<input type="checkbox"/>	katika	<input type="checkbox"/>	kitabu	<input type="checkbox"/>	gari	<input type="checkbox"/>

**Q.6** Time remaining (SECONDS)

Time ran out all word.

**Q.7** **Interviewer:** Select the last word that was done before the time (60 seconds) ran out. This refers to the last word that the pupil read correctly, read incorrectly or skipped.

**Q.8** Retype the first TWO letters of the word to confirm

Please select.

Please select.

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Word problems

Syllables

Familiar words

Non-words

Reading & Comprehension

Listening

Writing

Background

End

**Interviewer:**  
*Timer runs for 60 seconds!*  
*Start the timer when the child reads the first word.*  
*If the child skips a word or doesn't respond to a word after 3 seconds, TICK THE BOX and move to the next word.*  
*If the time on the stopwatch runs out (60 seconds), enter 0 in time remaining and the last word that was done and move to the next subject.*  
*Tick ONLY incorrect words or words that have been skipped.*

When I say 'Begin', start here  
**Interviewer:** point to first non-word  
and read across the page.  
**Interviewer:** point  
Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

Non Words										
ID	C1	Q 1 Col1	C2	Q 2 Col2	C3	Q 3 Col3	C4	Q 4 Col4	C5	Q 5 Col5
1	ngashi	<input type="checkbox"/>	ungodo	<input type="checkbox"/>	mbanyu	<input type="checkbox"/>	siba	<input type="checkbox"/>	ngasi	<input type="checkbox"/>
2	lmya	<input type="checkbox"/>	huraba	<input type="checkbox"/>	ikufu	<input type="checkbox"/>	naba	<input type="checkbox"/>	kokimba	<input type="checkbox"/>
3	taba	<input type="checkbox"/>	kamulu	<input type="checkbox"/>	ndonyu	<input type="checkbox"/>	kojima	<input type="checkbox"/>	butaki	<input type="checkbox"/>
4	ntasa	<input type="checkbox"/>	ndeve	<input type="checkbox"/>	ngasi	<input type="checkbox"/>	srakata	<input type="checkbox"/>	ndukubi	<input type="checkbox"/>
5	keya	<input type="checkbox"/>	zame	<input type="checkbox"/>	mbachu	<input type="checkbox"/>	ukasa	<input type="checkbox"/>	musi	<input type="checkbox"/>
6	kashu	<input type="checkbox"/>	jani	<input type="checkbox"/>	rhaba	<input type="checkbox"/>	mbaba	<input type="checkbox"/>	msiju	<input type="checkbox"/>
7	wada	<input type="checkbox"/>	sadara	<input type="checkbox"/>	shiko	<input type="checkbox"/>	ngamwa	<input type="checkbox"/>	luna	<input type="checkbox"/>
8	ato	<input type="checkbox"/>	kibuta	<input type="checkbox"/>	ngojoo	<input type="checkbox"/>	sarfa	<input type="checkbox"/>	mndaka	<input type="checkbox"/>
9	ntusi	<input type="checkbox"/>	mbamwa	<input type="checkbox"/>	ndebo	<input type="checkbox"/>	vunde	<input type="checkbox"/>	ukusi	<input type="checkbox"/>
10	ikatika	<input type="checkbox"/>	kundusa	<input type="checkbox"/>	mzina	<input type="checkbox"/>	rishadi	<input type="checkbox"/>	yuku	<input type="checkbox"/>

Q.6 Time remaining (SECONDS)

Please select...

Q.7

Time ran out at non-word.

Interviewer: Select the last non-word that was done before the time (60 seconds) ran out. This refers to the last non-word that the pupil read correctly, read incorrectly or skipped.

Please select...

Q.8

Retype the first TWO letters of the non-word to confirm.

Start	Pupil	Number discrimination	Missing number	Addition	Subtraction	Multiplication	Word problems	Syllables	Familiar words	Non-words	Reading & Comprehension	Listening	Writing	Background	End
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**Interviewer:** *Time runs for 60 seconds!*  
*Start the timer when the child reads the first word.*  
*If the child skips a word or doesn't respond to a word after 3 seconds, TICK THE BOX and move to the next word.*  
*If the time on the stopwatch runs out (60 seconds), enter 0 in time remaining and the last word that was done and move to then comprehension audit.*  
*Tick ONLY incorrect words or words that have been skipped.*

Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say 'Begin', read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.

**Read passage**

ID	C1	Q.1 Col1	C2	Q.2 Col2	C3	Q.3 Col3	C4	Q.4 Col4	C5	Q.5 Col5	C6	Q.6 Col6
1	Juma	<input type="checkbox"/>	anashi	<input type="checkbox"/>	kutika	<input type="checkbox"/>	kijiji	<input type="checkbox"/>	cha	<input type="checkbox"/>	Ulaya	<input type="checkbox"/>
2	Anashi	<input type="checkbox"/>	na	<input type="checkbox"/>	mkenye	<input type="checkbox"/>	panoja	<input type="checkbox"/>	na	<input type="checkbox"/>	mitoto	<input type="checkbox"/>
3	wao	<input type="checkbox"/>	mimoja	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
4	Anafuga	<input type="checkbox"/>	ngombe	<input type="checkbox"/>	mbuzi	<input type="checkbox"/>	na	<input type="checkbox"/>	kondoo	<input type="checkbox"/>		<input type="checkbox"/>
5	Anapata	<input type="checkbox"/>	tanda	<input type="checkbox"/>	kubwa	<input type="checkbox"/>	kutikana	<input type="checkbox"/>	na	<input type="checkbox"/>	mitugo	<input type="checkbox"/>
6	hi.	<input type="checkbox"/>	Ngombe	<input type="checkbox"/>	wanatoa	<input type="checkbox"/>	maziwa	<input type="checkbox"/>	kwa	<input type="checkbox"/>	aji	<input type="checkbox"/>
7	ya	<input type="checkbox"/>	familia	<input type="checkbox"/>	na	<input type="checkbox"/>	ziada	<input type="checkbox"/>	huzwa	<input type="checkbox"/>	ili	<input type="checkbox"/>
8	kupata	<input type="checkbox"/>	fedha	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
9	Mbuzi	<input type="checkbox"/>	na	<input type="checkbox"/>	kondoo	<input type="checkbox"/>	wanauzwa	<input type="checkbox"/>	kwa	<input type="checkbox"/>	kupata	<input type="checkbox"/>
10	fedha	<input type="checkbox"/>	Mwaka	<input type="checkbox"/>	jana	<input type="checkbox"/>	amepata	<input type="checkbox"/>	fedha	<input type="checkbox"/>	nyingi	<input type="checkbox"/>
11	kutikana	<input type="checkbox"/>	na	<input type="checkbox"/>	kuzwa	<input type="checkbox"/>	maziwa	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Q.7 Time remaining (SECONDS) Please select.

Q.8 Time ran out at word. Please select.

Q.9 Interviewer: Select the last word that was done before the time (60 seconds) ran out. This refers to the last word that the pupil read correctly, read incorrectly or skipped. Please select.

Q.9 Re-type the first TWO letters of the last word to confirm.

**Interviewer:** *After the child is finished reading, REMOVE the passage from in front of the child. Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark 'no response' and continue to the next question. Do not repeat the question.*

Comprehension

**Comprehension**

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.

Q.1 Where does Juma live?  
 Ulaya village. ☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q.2 How many people live at Juma's home?  
 Three people ☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q.3 What is Juma's occupation?  
 Juma is a herdsman. ☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q.4 Mention two benefits Juma gets from cows?  
 Juma gets milk for his family and money from selling any extra milk. ☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q.5 Why was Juma's family happy last year?  
 because they made a lot of money from selling milk. ☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

**Listening**

I am going to read you a short story about CNCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. If you don't know an answer, say 'don't know'. Ready? Let's begin.

**Instructions:** Remove the pupil stimuli booklet from the child's view.

Ask all of the questions. Do not allow the child to look at the passage or the questions.

If the child does not provide a response to a question after 10 seconds, mark 'no response' and continue to the next question. Do not repeat the question.

If a child says 'I don't know', mark as 'No response'.

Tanzania is a very beautiful country. It has mountains, valleys, rivers, lakes and sea. Lakes, rivers and sea contain many fish. People who do fishing activities are called fishermen. Fishermen travel on water using dhows, dug-out canoes, and engine boats. They fish using nets and hooks. Fishermen take most of the fish they catch to the market. Fishermen who use nets catch more fish than if they use hooks.

Q1 Mention three types of means of transport that fishermen use to travel on water in Tanzania?

dhows, dug-out canoes and engine boats

☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q2 What tools do fishermen use to catch fish?

fish hooks and nets

☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q3 Why do fishermen take the fish they catch to the market?

to sell them

☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q4 What do you think fishermen do with the fish they don't take to the market?

eat them (or another logical answer)

☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Q5 Why do fishermen prefer to buy nets for fishing instead of fish hooks?

because you can catch more fish with nets than fish hooks

☐ Correct (1) ☐ Incorrect (0) ☐ No response (-1)

Start

Pupils

Number discrimination

Missing number

Addition

Subtraction

Multiplication

Word problems

Syllables

Familiar words

Non-words

Reading & Comprehension

Listening

Writing

Background

End

Writing

Interviewer:

Shamba la shule lina karoti na njegere

Je darasa letu linapendeza na kuvutia?

Je darasa letu linapendeza na kuvutia?

Q.1 Interviewer: Read the end of the sentence

Call time

Shamba la shule lina karoti na njegere

Q.1 wrote word correctly: shamba

Q.2 wrote word correctly: la

Q.3 wrote word correctly: shule

Q.4 wrote word correctly: lina

Q.5 wrote word correctly: karoti

Q.6 wrote word correctly: na

Q.7 wrote word correctly: njegere

Q.8 Used spacing between words (size of spacing does not matter)

Q.9 wrote text left to right

Q.10 used a capital letter for the word 'Shamba'

Q.11 used a full stop (.) at the end of the sentence

Je darasa letu linapendeza na kuvutia?

Q.1 wrote word correctly: je

Q.2 wrote word correctly: darasa

Q.3 wrote word correctly: letu

Q.4 wrote word correctly: linapendeza

Q.5 wrote word correctly: na

Q.6 wrote word correctly: kuvutia

Q.7 Used spacing between words (size of spacing does not matter)

Q.8 wrote text left to right

Q.9 used a capital letter for the word 'Je'

Q.10 used a question mark at the end of the sentence

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End

**Interviewer:**

*Tafadhali mwambie mwanafunzi ya kuwa tunapenda kumuomba mzazi/mlezi wake aje shuleni siku inayofuata kwa mahojiano mafupi.*

**Q.1** **Interviewer:** *Mark the end of the interview/test!*

Get time

**Q.2** Comment for enumerator