

CHILD ASSESSMENTS - PECD Endline 2015

MOTHER/GUARDIAN OF CHILD RESPONDENT				
A. M/G Respondent Name: _____				
B. Mother/Guardian ID: [][] [][] [][] [][]				
C. Has the M/G signed the PECD consent form yet?		Yes.... 1 >>Q1 No..... 2 IF NO, DO NOT PROCEED UNTIL THEY DO SO.		
D. Check here when the consent form has been signed.		<input type="checkbox"/>		
CHILD RESPONDENT IDENTIFICATION				
1. Name of participating child: _____ Refer to Baseline information but confirm correct spelling with M/G respondent.				
2. Nickname or other name: _____				
3. Child Respondent's ID: [][] [][] [][] [][] [][]				
4. Is this Child attending Primary School? [] 1= Yes 2= No >>Q7				
4b. Name of Primary School attending: _____ Standard: _____				
7. OUTCOME OF VISITS				
		Attempt 1	Attempt 2	Attempt 3
a. Interviewer initials		_____	_____	_____
b. Interviewer ID code		[][]	[][]	[][]
c. Date of attempt		[][]/[][]/[][]	[][]/[][]/[][]	[][]/[][]/[][]
LENGTH OF TEST	d. Time Test Started (hh:mm):	[][]:[][]	[][]:[][]	[][]:[][]
	e. Time Test Ended (hh:mm):	[][]:[][]	[][]:[][]	[][]:[][]
f. OVERALL Outcome		[]	[]	[]
1=COMPLETED 2=M/G REFUSED, GIVE REASON AT Q1. 3 = CHILD REFUSED 4 = Other, specify		Time: _____ Date: _____	Time: _____ Date: _____	Time: _____ Date: _____
g. Will another visit be attempted?		[]	[]	[]
1 = Yes >> Next attempt 2 = No >> DONE. >>Q8				
8. Language of administration:		[]	1=CHICHEWA	2=CHITONGA
			3= OTHER, SPECIFY: _____	
9. Test Outcomes:		Hand Movements []	1=COMPLETED	
		Leiter Sustained Attentiv []	2=PARTIONLY COMPLETED, EXPLAIN	
		Number Recall []	3 =SKIPPED FOR OTHER REASON, EXPLAIN	
		Triangles []		
		PPVT []		
		EGMA []		
10. Who sat with the child respondent?		[] IF=4, specify: _____	1= M/G Respondent	3= No one
			2= CG from CBCC	4= Other
QUESTIONNAIRE VERIFICATION		11. SUPERVISOR	12. LOGGED BY	13. ENTERED BY
a. Initials:		_____	_____	_____
b. ID Code:		[][]	[][]	[][]
c. Date:		[][]/[][]/[][]	[][]/[][]/[][]	[][]/[][]/[][]
14. VERIFIED BY		_____	_____	_____
15. COMMENTS REGARDING VISITS				

HAND MOVEMENTS

Item	Score			Response						
				P	P					
★ Sample				P	P					
1	0	1	NA	F	F					
2	0	1	NA	S	F					
3	0	1	NA	F	S					
4	0	1	NA	P	S					
5	0	1	NA	P	F					
6	0	1	NA	S	F	S				
7	0	1	NA	P	S	P				
8	0	1	NA	S	F	F	S			
9	0	1	NA	F	S	S	P			
10	0	1	NA	P	F	S				
11	0	1	NA	F	P	F	P			
12	0	1	NA	S	P	S	F			
13	0	1	NA	S	P	S	P	S		
14	0	1	NA	F	S	F	S	P		
15	0	1	NA	P	S	F	P			
16	0	1	NA	P	F	S	F			
17	0	1	NA	S	P	F	S	P		
18	0	1	NA	P	S	S	P	F	F	
19	0	1	NA	P	S	P	F	S		
20	0	1	NA	F	P	F	S	P		
21	0	1	NA	F	S	P	S	S	P	
22	0	1	NA	P	F	S	P	S	F	
23	0	1	NA	P	F	P	S	S	F	P

Remember:
Stop after 3 consecutive errors

TRIANGLES		
Item	Score	SCORING CRITERIA
★ Sample A (Demo & Teaching)		small circle on large circle; no overhang; circle not touching table
★ 4 (Demo & Teaching)	0 1	small square next to large square; small square no higher than middle of large square; both circles on same side and not opposite or on same side as small square; any orientation of overall figure OK
5	0 1	triangle above square, not resting on square; any flat side of triangle faces the square (not point); side of triangle covers more than half of top of square; any orientation of overall figure OK
6	0 1	small squares between large squares; long sides are straight; no jags or gaps more than 0.6 cm; small blue square below small yellow square; overall figure not rotated more than 45°
7	0 1	circle above small triangle, which is above large triangle; triangles point down, with long sides within 30° of horizontal; shapes are within 0.6 cm and no overlap; overall figure not rotated more than 45°
8	0 1	each circle is in quadrant of square; overhang OK but not on table; colors alternate; overall figure not rotated more than 45°
9	0 1	squares side-by-side, no more than 0.6cm gap; one triangle on each square, oriented correctly (overhang or overlap on other square OK; circle on correct square, not overlapping other square; overall figure not rotated more than 45°
10	0 1	small pieces rest on large square, no overhangs; side of small square touches side of triangle (no more than 0.6cm gap); arrow points to correct corner; overall figure not rotated more than 45°
★ Sample B (Demo & Teaching)		yellow triangle on left and blue on right, as in picture on easel
FOR ITEMS 11-27: ANY ORIENTATION ACCEPTABLE; NO GAPS OR MISALIGNMENT >0.6CM		
★ 11 (Teaching)	0 1	correctly completes design in 30 seconds or less
★ 12 (Teaching)	0 1	correctly completes design in 30 seconds or less

13	0	1	correctly completes design in 30 seconds or less
14	0	1	correctly completes design in 30 seconds or less
15	0	1	correctly completes design in 30 seconds or less
16	0	1	correctly completes design in 30 seconds or less
17	0	1	correctly completes design in 45 seconds or less
18	0	1	correctly completes design in 45 seconds or less
19	0	1	correctly completes design in 45 seconds or less
20	0	1	correctly completes design in 45 seconds or less
21	0	1	correctly completes design in 45 seconds or less
22	0	1	correctly completes design in 45 seconds or less
23	0	1	correctly completes design in 90 seconds or less
24	0	1	correctly completes design in 105 seconds or less
25	0	1	correctly completes design in 105 seconds or less
26	0	1	correctly completes design in 105 seconds or less
27	0	1	correctly completes design in 105 seconds or less

Child Name: _____

CHILD ID: [] [] [] [] [] []

TRAINING ITEMS (Final answer by child)

B1	kusukusula	1	2	3	4	NR
B2	kukhala	1	2	3	4	NR
B3	kulira	1	2	3	4	NR
B4	kubisala	1	2	3	4	NR

(NR= No Repsone)

Child failed training items >> NEXT CHILD ASSESSMENT

SET 3

25	mbendera	1	2	3	4	NR
26	geti	1	2	3	4	NR
27	khumudwa	1	2	3	4	NR
28	kujowa	1	2	3	4	NR
29	chomera	1	2	3	4	NR
30	kangaroo	1	2	3	4	NR
31	keke/cake	1	2	3	4	NR
32	sewero/game	1	2	3	4	NR
33	balani	1	2	3	4	NR
34	kulemba	1	2	3	4	NR
35	mphete	1	2	3	4	NR
36	mlimi	1	2	3	4	NR

SET 5

49	bondo	1	2	3	4	NR
50	bulu	1	2	3	4	NR
51	kuyeza	1	2	3	4	NR
52	chachikulu	1	2	3	4	NR
53	siliva/coin	1	2	3	4	NR
54	chisoni	1	2	3	4	NR
55	kung'amba	1	2	3	4	NR
56	rectangle	1	2	3	4	NR
57	kudzadza	1	2	3	4	NR
58	munthu ogwira ntchito mu chombo	1	2	3	4	NR
59	sitima ya pa nyanja	1	2	3	4	NR
60	mbedza	1	2	3	4	NR

SET 2

13	kuthamanga	1	2	3	4	NR
14	windo	1	2	3	4	NR
15	khosi	1	2	3	4	NR
16	kuyankhula	1	2	3	4	NR
17	blue	1	2	3	4	NR
18	chala	1	2	3	4	NR
19	nyowe/katope	1	2	3	4	NR
20	kusambira/kudampira	1	2	3	4	NR
21	circle	1	2	3	4	NR
22	kalata	1	2	3	4	NR
23	hamala	1	2	3	4	NR
24	kandulo	1	2	3	4	NR

SET 4

37	zipi	1	2	3	4	NR
38	chisa	1	2	3	4	NR
39	phiri	1	2	3	4	NR
40	chitoliro	1	2	3	4	NR
41	peyala	1	2	3	4	NR
42	yasamula/yadamula	1	2	3	4	NR
43	mbozi	1	2	3	4	NR
44	chibwano	1	2	3	4	NR
45	kuthira	1	2	3	4	NR
46	chokongoretsedwa	1	2	3	4	NR
47	triangle	1	2	3	4	NR
48	desiki	1	2	3	4	NR

SET 6

61	mapu	1	2	3	4	NR
62	loko	1	2	3	4	NR
63	phasulo	1	2	3	4	NR
64	zipatso	1	2	3	4	NR
65	ubongo	1	2	3	4	NR
66	mbuzi	1	2	3	4	NR
67	nekelesi	1	2	3	4	NR
68	chithunzi chosema	1	2	3	4	NR

Task A: Number Recognition

Here are some numbers. I want you to point to each number and tell me what the number is. I will tell you when to begin and when to stop.

Point to the first number and say: Start here. Are you ready?... Start.

What number is this?

Test:

Item	Score		
	NA	0	1
2	NA	0	1
9	NA	0	1
0	NA	0	1
12	NA	0	1
30	NA	0	1
22	NA	0	1
45	NA	0	1
39	NA	0	1
23	NA	0	1
48	NA	0	1
91	NA	0	1
33	NA	0	1
74	NA	0	1
87	NA	0	1
65	NA	0	1
108	NA	0	1
245	NA	0	1
587	NA	0	1
731	NA	0	1
989	NA	0	1

60 second time limit

Encourage the child to move to the next item if child stops for >5 seconds

NA = Not attempted (ran out of time)

0 = Incorrect or no response

1 = Correct

Time remaining (seconds)

Task B: Quantity discrimination

Practice 1: Look at these numbers. Tell me which number is bigger

8 4

If correct: That's correct, 8 is bigger. Let's do another one.

If incorrect: The bigger number is 8 [Point to 8]. This is 8. [Point to 4] This is 4. 8 is bigger than 4. Let's do another one.

Practice 2: Look at these numbers. Tell me which number is bigger

10 12

If correct: That's correct, 12 is bigger. Let's do another one.

If incorrect: The bigger number is 12. [Point to 10] This is 10. [Point to 12] This is 12. 12 is bigger than 10. Let's continue.

Test:

Item			Score			
7	5	7	NA	0	1	P
11	24	24	NA	0	1	P
39	23	39	NA	0	1	P
58	49	58	NA	0	1	P
65	67	67	NA	0	1	P
94	78	94	NA	0	1	P
146	153	153	NA	0	1	P
287	534	534	NA	0	1	P
623	632	632	NA	0	1	P
867	965	965	NA	0	1	P

Encourage the child to move to the next item if child stops for >5 seconds
Stop if child makes 4 consecutive errors (0 or P)

NA = Not attempted
0 = Incorrect or no response
1 = Correct
P = Pointed at correct (but couldn't say number)

Task C: Addition

Here are some addition problems [glide hand from top to bottom]. I will tell you when to start and when to stop. Say the answer for each problem. If you don't know an answer, move to the next problem. Are you ready?

Point to the first number and say: Start here.

Test:

Item	Score		
1 + 3 = (4)	NA	0	1
2 + 3 = (5)	NA	0	1
6 + 2 = (8)	NA	0	1
4 + 5 = (9)	NA	0	1
3 + 3 = (6)	NA	0	1
8 + 1 = (9)	NA	0	1
7 + 3 = (10)	NA	0	1
3 + 9 = (12)	NA	0	1
2 + 8 = (10)	NA	0	1
9 + 3 = (12)	NA	0	1
7 + 8 = (15)	NA	0	1
4 + 7 = (11)	NA	0	1
7 + 5 = (12)	NA	0	1
8 + 6 = (14)	NA	0	1
9 + 8 = (17)	NA	0	1
6 + 7 = (13)	NA	0	1
8 + 8 = (16)	NA	0	1
8 + 5 = (13)	NA	0	1
10 + 2 = (12)	NA	0	1
8 + 10 = (18)	NA	0	1

60 second time limit
Encourage the child to move to the next item if child stops for >5 seconds

NA = Not attempted (ran out of time)
0 = Incorrect or no response
1 = Correct

Time remaining (seconds)

COMPLETE THIS FORM AFTER ALL TESTS HAVE BEEN ADMINISTERED

Based on your observation of the child respondent, complete the following section.

DURING THE ADMINISTRATION, [NAME]....

		Never or rarely	Some of the time	Most of the time
8	Smiled, laughed	1	2	3
9	Was easy to engage in tasks (i.e., paid attention and cooperated with requests and instructions)	1	2	3
10	Showed little interest in tasks	1	2	3
11	Generally showed enthusiasm, excitement; enjoyed tests	1	2	3
12	Was easily distracted from test activities (by noises, other people, etc.)	1	2	3
13	Had difficulty transitioning from one item or test to the next one (i.e., did not want to give back materials; his/her attention would wander and you would have to re-engage them or request that they pay	1	2	3
14	Was slow to start working on a new item or task (i.e., although attentive and cooperative, child holds back a little before putting all efforts toward the task at hand)	1	2	3
15	Fidgeted or squirmed, but still focused on the tasks	1	2	3
16	Was shy; rarely spoke, but paid attention and complied with test instructions	1	2	3
17	Was withdrawn; avoided eye contact and was reluctant to perform	1	2	3
18	Was moving around a lot, to the point where it disrupted completing tasks	1	2	3
19	Told you that they could not perform a task or activity requested	1	2	3
20	Lost focus or attention during a task (i.e., mind seemed to wander)	1	2	3
21	Became anxious or uncomfortable when presented with items that were very difficult	1	2	3
22	Refused to complete a task or test	1	2	3