

**Interviews :**

Region

District

School

Pupil Code

Team

Enumerator



[New Interview](#)

| File Name | region_id | district_id | school_id | pupil_id | team_id | enumerator_id | Validated Timestamp | Errors | Warnings | Open | Validate |
|-----------|-----------|-------------|-----------|----------|---------|---------------|---------------------|--------|----------|------|----------|
|-----------|-----------|-------------|-----------|----------|---------|---------------|---------------------|--------|----------|------|----------|

Start

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

Get time

Hello, my name is ..... I would like to ask you some questions. You have been chosen from your class by luck. Your head teacher has said it is ok for you to take part in this study, but you can say if you would prefer not to take part. It is up to you. If we start and you decide later you'd prefer to stop, that's ok. You can go back to your class at any time. If you do not understand anything, you can ask me a question at any time. . If you are happy to take part, I will ask you to do things like counting, doing sums, spelling or reading like you do in school. I will also ask you some questions about yourself and your family. Altogether this will take about one hour.

The answers you give will not be given to your teachers or anyone else, except the study team. Afterwards, if you want, you can talk to anyone you like about this exercise. You can tell your teacher or parents if you are worried or unhappy about anything that happens during this session.

Do you have anything you want to ask me, or can we start?

Q.2 **Interviewer:** *Confirm that you have read the consent statement and that the pupil has agreed to be interviewed.*

Yes (1)  No (2)

Pupil

Q.1 What is your name?

Q.2 **Interviewer:** What is the pupil's gender?  Boy (1)  Girl (2)

How old are you?  
Q.3 **Interviewer:** 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.

Q.4 What class were you in last year?

Q.5 Did you go to pre-primary, pre-school, kindergarten, or nursery school?  Yes (1)  No (2)  Refused (7)  Don't know (8)

Q.6 Did you eat any food before you arrived at school today?  Yes (1)  No (2)  Refused (7)  Don't know (8)

**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 the problem.

No name and don't address.

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 the 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.

|     |     |     |     |                                   |                                     |  |
|-----|-----|-----|-----|-----------------------------------|-------------------------------------|--|
| Q.1 | 9   | 7   | 9   | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.2 | 12  | 25  | 25  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.3 | 66  | 47  | 66  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.4 | 64  | 66  | 66  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.5 | 146 | 152 | 152 | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.6 | 296 | 533 | 533 | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.7 | 605 | 660 | 650 | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q.8 | 966 | 964 | 966 | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> 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 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 the correct response 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  | 38  | 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 1

Here are some addition problems.  
 Interviewer: Point to each problem.  
 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 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  $1 + 4 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q2  $4 + 2 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q3  $3 + 6 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q4  $8 + 2 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q5  $11 + 4 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q6  $13 + 5 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q7  $7 + 5 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q8  $9 + 4 = ( \text{ } )$   Correct (1)  Incorrect (0)  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 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  $23 + 5 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q2  $12 + 25 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q3  $25 + 45 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q4  $48 + 16 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q5  $80 + 32 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q6  $644 + 37 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q7  $342 + 421 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)
- Q8  $456 + 139 = ( \text{ } )$   Correct (1)  Incorrect (0)  No response (-1)

Start Pupil Number discrimination Missing number Addition **Subtraction** Multiplication Word problems Sylables Familiar words Non-words Reading & Comprehension Listening Writing Background End

Subtraction

Subtraction Level 1

Subtraction Level 2

**Subtraction level 1**

Here are subtraction problems.

**Interviewer:** click 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' in one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1  $3 - 1 = ( \frac{2}{2} )$   Correct (1)  Incorrect (0)  No response (-1)

Q2  $8 - 6 = ( \frac{3}{3} )$   Correct (1)  Incorrect (0)  No response (-1)

Q3  $6 - 4 = ( \frac{2}{2} )$   Correct (1)  Incorrect (0)  No response (-1)

Q4  $9 - 2 = ( \frac{7}{7} )$   Correct (1)  Incorrect (0)  No response (-1)

Q5  $18 - 4 = ( \frac{14}{14} )$   Correct (1)  Incorrect (0)  No response (-1)

Q6  $14 - 10 = ( \frac{4}{4} )$   Correct (1)  Incorrect (0)  No response (-1)

Q7  $11 - 2 = ( \frac{9}{9} )$   Correct (1)  Incorrect (0)  No response (-1)

Q8  $16 - 7 = ( \frac{9}{9} )$   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.



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' in one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1  $38 - 12 = ( \frac{26}{26} )$   Correct (1)  Incorrect (0)  No response (-1)

Q2  $23 - 6 = ( \frac{17}{17} )$   Correct (1)  Incorrect (0)  No response (-1)

Q3  $40 - 18 = ( \frac{22}{22} )$   Correct (1)  Incorrect (0)  No response (-1)

Q4  $43 - 27 = ( \frac{16}{16} )$   Correct (1)  Incorrect (0)  No response (-1)

Q5  $280 - 30 = ( \frac{250}{250} )$   Correct (1)  Incorrect (0)  No response (-1)

Q6  $466 - 28 = ( \frac{438}{438} )$   Correct (1)  Incorrect (0)  No response (-1)

Q7  $866 - 243 = ( \frac{623}{623} )$   Correct (1)  Incorrect (0)  No response (-1)

Q8  $682 - 146 = ( \frac{536}{536} )$   Correct (1)  Incorrect (0)  No response (-1)

**Multiplication**

Here are some multiplication problems

**Interviewer:** click 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 pollter, 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 the doesn't respond after 20 seconds, tick 'no response' and pollter, 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 pollter, 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 (-) |
| Q2 | $4 \times 1 = ( \quad )$  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q3 | $5 \times 3 = ( \quad )$  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q4 | $3 \times 7 = ( \quad )$  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q5 | $7 \times 10 = ( \quad )$ | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q6 | $9 \times 6 = ( \quad )$  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q7 | $6 \times 8 = ( \quad )$  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |
| Q8 | $5 \times 12 = ( \quad )$ | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-) |

Start Pupil Number discrimination Missing number Addition Subtraction Multiplication **Word problems** Tables Familiar words Non-words Reading & Comprehension Listening Writing Background End

**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 indicate 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 clear, stick 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

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

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

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

**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?

Correct (1) Incorrect (0)

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

Start Pupil Number discrimination Missing number Addition Subtraction Multiplication Word problems **Syllables** Familiar words Non-words Reading & Comprehension Listening Writing Background End

**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:** *Christina*  
 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  | li   | <input type="checkbox"/> | he  | <input type="checkbox"/> | te   | <input type="checkbox"/> | ali  | <input type="checkbox"/> | ke  | <input type="checkbox"/> | sha | <input type="checkbox"/> | so  | <input type="checkbox"/> | kea  | <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"/> | nja  | <input type="checkbox"/> | bu  | <input type="checkbox"/> | fo   | <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"/> | bae | <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"/> | hwe | <input type="checkbox"/> | gu  | <input type="checkbox"/> | pre | <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"/> | nye | <input type="checkbox"/> | gwe  | <input type="checkbox"/> | hu   | <input type="checkbox"/> | njo | <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"/> | cho  | <input type="checkbox"/> | ngwe | <input type="checkbox"/> | si  | <input type="checkbox"/> | sha | <input type="checkbox"/> | du  | <input type="checkbox"/> | vya  | <input type="checkbox"/> | hya | <input type="checkbox"/> | hwa  | <input type="checkbox"/> |
| 10 | sa   | <input type="checkbox"/> | hi  | <input type="checkbox"/> | chwa | <input type="checkbox"/> | u    | <input type="checkbox"/> | wa  | <input type="checkbox"/> | ta  | <input type="checkbox"/> | ni  | <input type="checkbox"/> | e    | <input type="checkbox"/> | mi  | <input type="checkbox"/> | wi   | <input type="checkbox"/> |

**Q11** Time remaining (SECONDS)

**Q12** 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.*

**Q13** *Repeat the first TWO letters of the last syllable to confirm.*

Start Pupil Number discrimination Missing number Addition Subtraction Multiplication 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 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  | mtoto    | <input type="checkbox"/> | kiatu    | <input type="checkbox"/> | nyumba   | <input type="checkbox"/> | darasa     | <input type="checkbox"/> | picha    | <input type="checkbox"/> |
| 2  | ina      | <input type="checkbox"/> | jogoo    | <input type="checkbox"/> | kengele  | <input type="checkbox"/> | mwanafunzi | <input type="checkbox"/> | bustani  | <input type="checkbox"/> |
| 3  | bakuli   | <input type="checkbox"/> | paka     | <input type="checkbox"/> | kinyonga | <input type="checkbox"/> | mgoriwa    | <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"/> | mwenbe   | <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"/> | shati      | <input type="checkbox"/> | ugali    | <input type="checkbox"/> |
| 10 | ngoma    | <input type="checkbox"/> | waloto   | <input type="checkbox"/> | katika   | <input type="checkbox"/> | kitabu     | <input type="checkbox"/> | gari     | <input type="checkbox"/> |

**Q.6** Time remaining (SECONDS) Please select. ▾

**Q.7** Time ran out at word Please select. ▾

**Q.8** Skip the first TWO letters of the word to confirm Please select. ▾

Start Pupil Number discrimination Missing number Addition Subtraction Multiplication 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  | ngoshi  | <input type="checkbox"/> | ungodo  | <input type="checkbox"/> | mbanyu | <input type="checkbox"/> | siba    | <input type="checkbox"/> | ngasi   | <input type="checkbox"/> |
| 2  | inyi    | <input type="checkbox"/> | huraba  | <input type="checkbox"/> | ikufu  | <input type="checkbox"/> | naba    | <input type="checkbox"/> | kokimbe | <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  | mfasa   | <input type="checkbox"/> | ndeewe  | <input type="checkbox"/> | ragasi | <input type="checkbox"/> | srakata | <input type="checkbox"/> | ndukubi | <input type="checkbox"/> |
| 5  | keya    | <input type="checkbox"/> | zame    | <input type="checkbox"/> | mbachu | <input type="checkbox"/> | lukasa  | <input type="checkbox"/> | musi    | <input type="checkbox"/> |
| 6  | kashu   | <input type="checkbox"/> | jami    | <input type="checkbox"/> | rhaba  | <input type="checkbox"/> | mbaba   | <input type="checkbox"/> | msiju   | <input type="checkbox"/> |
| 7  | wada    | <input type="checkbox"/> | sadara  | <input type="checkbox"/> | chiko  | <input type="checkbox"/> | ngamwa  | <input type="checkbox"/> | luna    | <input type="checkbox"/> |
| 8  | ato     | <input type="checkbox"/> | kibuta  | <input type="checkbox"/> | ngojoo | <input type="checkbox"/> | karfa   | <input type="checkbox"/> | mndaka  | <input type="checkbox"/> |
| 9  | ifusi   | <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)

Q.7

Q.8

Start Pupil Number discrimination Missing number Addition Subtraction Multiplication Word problems Syllables Familiar words Non-words **Reading & Comprehension** Listening Writing Background End

**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 subject.  
 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"/> | kujiji   | <input type="checkbox"/> | cha     | <input type="checkbox"/> | Ulaya  | <input type="checkbox"/> |
| 2  | Anashi   | <input type="checkbox"/> | na      | <input type="checkbox"/> | mkeawe  | <input type="checkbox"/> | pamoja   | <input type="checkbox"/> | na      | <input type="checkbox"/> | mtoto  | <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"/> | kutwa   | <input type="checkbox"/> | kutikana | <input type="checkbox"/> | na      | <input type="checkbox"/> | mifugo | <input type="checkbox"/> |
| 6  | hi       | <input type="checkbox"/> | Ngombe  | <input type="checkbox"/> | wanataa | <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"/> | huzurea | <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"/> | wanazwa  | <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"/> | kuza    | <input type="checkbox"/> | maziwa   | <input type="checkbox"/> |         | <input type="checkbox"/> |        | <input type="checkbox"/> |

Q.7 Time remaining (SECONDS)

Q.8 Time ran out at word

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.

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?<br>shows, dug-out canoes and engine boats. | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q2 | What tools do fishermen use to catch fish?<br>fish hooks and nets.  | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q3 | Why do fishermen take the fish they catch to the market?<br>to sell them.   | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q4 | What do you think fishermen do with the fish they don't take to the market?<br>eat them (or another logical answer).                    | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |
| Q5 | Why do fishermen prefer to buy nets for fishing instead of fish hooks?<br>because you can catch more fish with nets than fish hooks.    | <input type="radio"/> Correct (1) | <input type="radio"/> Incorrect (0) | <input type="radio"/> No response (-1) |

**Writing**

**Interviewer:**

I am going to read you some short sentences. Please listen carefully. For each sentence, I will read the whole sentence once. Then I will read it in parts so you can write what you hear. I will then read it again so that you can check your work. Do you understand?

**Interviewer:** Read the sentence about ONCE at about 1 word per second. Then give the child a pencil, and repeat a SECOND time grouping the words into parts. Pause for 5 seconds then repeat the sentence a THIRD time while the child is writing. Give the child up to 60 seconds to complete writing after the third reading.

**Shamba la shule lina karoti na njegere**

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**

| Question   | Correct (1)                      | Incorrect (0)         | No response (-1)      |
|--|----------------------------------|-----------------------|-----------------------|
| Q.1 wrote word correctly: shamba                                 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.2 wrote word correctly: la                                     | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.3 wrote word correctly: shule                                  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.4 wrote word correctly: lina                                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.5 wrote word correctly: karoti                                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.6 wrote word correctly: na                                     | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.7 wrote word correctly: njegere                                | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.8 Used spacing between words (size of spacing does not matter) | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.9 wrote text left to right                                     | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.10 used a capital letter for the word 'Shamba'                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Q.11 used a full stop (.) at the end of the sentence             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

**Je darasa letu linapendeza na kuvutia?**

| Question   | Correct (1)           | Incorrect (0)         | No response (-1)      |
|--|-----------------------|-----------------------|-----------------------|
| Q.1 wrote word correctly: je                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.2 wrote word correctly: darasa                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.3 wrote word correctly: letu                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.4 wrote word correctly: linapendeza                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.5 wrote word correctly: na                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.6 wrote word correctly: kuvutia                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.7 Used spacing between words (size of spacing does not matter) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.8 wrote text left to right                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.9 used a capital letter for the word 'je'                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q.10 used a question mark at the end of the sentence             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Background

**Q.1** What is the main language that you speak at home? Please select... ▼

**Q.2** *Select language* Please select... ▼

**Q.3** Can your teacher speak the same local language as you? 
 Yes (1)  
  No (2)  
  Refused (7)  
  Don't know (8)

**Q.4** Do you speak any other language at home? 
 Yes (1)  
  No (2)  
  Refused (7)  
  Don't know (8)

**Q.5** What other language do you speak at home? Please select... ▼

**Q.6** *Select language* Please select... ▼

**Q.7** What is the main language used by your teacher during lessons? Please select... ▼

**Q.8** *Select language* Please select... ▼

**Q.9** Does your teacher ever switch between Kiswahili and a vernacular language during lessons? 
 Yes (1)  
  No (2)  
  Refused (7)  
  Don't know (8)

**Q.10** Did you have any homework in the last 5 school days? 
 Yes (1)  
  No (2)  
  Refused (7)  
  Don't know (8)

**Q.11** Do you have time to read books in your classroom or in your school library every day? 
 Yes (1)  
  No (2)  
  Refused (7)  
  Don't know (8)

**Q.12** Do you have difficulties seeing, even if wearing glasses? Please select... ▼

**Q.13** Do you have difficulties hearing, even if using a hearing aid? Please select... ▼

**Q.14** Do you have difficulties walking or climbing steps? Please select... ▼

**Q.15** Do you have difficulties remembering or concentrating? Please select... ▼

End

@

Q.1 **Interviewer:** *Select interview result.*

Complete (1)  Partially complete (2)

Q.2 **Interviewer:** *Mark the end of the interview/test.*

Q.3 **Interviewer:** *Was there any issue, question or irregularity with this interview? Select all that applies and specify.*

- No, everything went fine (1)
- There were issues with CAPI, e.g. "Q5 in Teacher did not open" (specify) (2)
- There were issues with the protocols, e.g. "we were late" (specify) (3)
- There was a issue with the respondent/school/interview, e.g. "not very cooperative"(specify) (4)
- Something was not clear to me (specify) (5)
- There was something else noteworthy (specify) (6)

Q.4 Comment for enumerator