

Interviews :

Region
District
School
Pupil Code
Team
Enumerator



EQUIP-T Pupil End V4.3

Please select...

Please select...

Please select...

Please select...

Please select...

New Interview

Start

Pupil

Number discrimination

Missing number

Addition

Subtraction

Multiplication

Word problems

Syllables

Familiar words

Non-words

Reading & Comprehension

Listening

Spelling

Background

End

Start

Q.1 Interviewer: Mark start of the interview

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)

Q.3 How old are you?

Interviewer: Write the age in completed years.
If the pupil does not know/halter age, code 99.
If the pupil refuses to answer, code 97.

Q.4 What class were you in last year?

Interviewer: Do not verify by asking if pupil is repeating.

Please select...

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)

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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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 first problem.*
No paper and pencil allowed.
If the child is 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.

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	56	47	56	<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	145	152	152	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.6	286	533	533	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.7	605	650	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)

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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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 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 30 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.

Q.1	4	5	6	7	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.2	13	14	15	16	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.3	30	40	50	60	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.4	8	10	12	14	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.5	248	249	250	251	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.6	38	36	34	32	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.7	570	660	660	640	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.8	2	7	12	17	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

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Addition

Addition Level 1

Addition Level 2

Addition Level 1

Here are some addition problems.

Interviewer: *give 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.

Q.1	$1 + 4 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.2	$4 + 2 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.3	$3 + 6 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.4	$8 + 2 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.5	$11 + 4 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.6	$13 + 5 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.7	$7 + 5 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.8	$9 + 4 = (\text{ })$	<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.*



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.

Q.1	$23 + 5 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.2	$12 + 25 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.3	$25 + 45 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.4	$48 + 16 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.5	$80 + 32 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.6	$644 + 37 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.7	$342 + 421 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q.8	$456 + 139 = (\text{ })$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

StartPupilNumber discriminationMissing numberAdditionSubtractionMultiplicationWord problemsSyllablesFamiliar wordsNon-wordsReading & ComprehensionListeningWritingBackgroundEnd

Subtraction

Subtraction Level 1

Subtraction Level 2

Subtraction Level 1

Here are some subtraction problems

Interviewer: *slide 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	$3 - 1 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	$8 - 5 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	$6 - 4 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	$9 - 2 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	$18 - 4 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	$14 - 10 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	$11 - 2 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	$16 - 7 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> 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' to one of the problems, tick 'no response' and politely ask the child to move to the next problem.

Q1	$38 - 12 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q2	$23 - 6 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q3	$40 - 18 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q4	$43 - 27 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q5	$280 - 30 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q6	$466 - 28 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q7	$865 - 243 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)
Q8	$682 - 146 = (\frac{\square}{\square})$	<input type="radio"/> Correct (1)	<input type="radio"/> Incorrect (0)	<input type="radio"/> No response (-1)

Multiplication

Here are some multiplication problems

Interviewer: *please 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 answer 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 doesn't respond after 20 seconds, tick 'No response' and politely ask him to move to the next problem

If the child starts to 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)

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Word problems

Word problem practice

Now I have some more word problems for you.

Interviewer:

Counters, 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 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

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.

Q.1 **Interviewer:** Pause and check

How many children are left on the bus?

Correct (1) Incorrect (0)

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.

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 ONE 'Y' 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"/>	le	<input type="checkbox"/>	shi	<input type="checkbox"/>	la	<input type="checkbox"/>	dha	<input type="checkbox"/>	so	<input type="checkbox"/>	kka	<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"/>	nya	<input type="checkbox"/>	bu	<input type="checkbox"/>	to	<input type="checkbox"/>
3	si	<input type="checkbox"/>	to	<input type="checkbox"/>	ru	<input type="checkbox"/>	ra	<input type="checkbox"/>	dho	<input type="checkbox"/>	ghu	<input type="checkbox"/>	hee	<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"/>	hee	<input type="checkbox"/>	gu	<input type="checkbox"/>	pwe	<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"/>	ru	<input type="checkbox"/>	yu	<input type="checkbox"/>	ku	<input type="checkbox"/>	mea	<input type="checkbox"/>	nyu	<input type="checkbox"/>
6	li	<input type="checkbox"/>	nyee	<input type="checkbox"/>	gwe	<input type="checkbox"/>	hu	<input type="checkbox"/>	ngo	<input type="checkbox"/>	kwi	<input type="checkbox"/>	pa	<input type="checkbox"/>	dhu	<input type="checkbox"/>	dhu	<input type="checkbox"/>	mba	<input type="checkbox"/>
7	ni	<input type="checkbox"/>	ng'a	<input type="checkbox"/>	zwe	<input type="checkbox"/>	se	<input type="checkbox"/>	no	<input type="checkbox"/>	li	<input type="checkbox"/>	zai	<input type="checkbox"/>	shaa	<input type="checkbox"/>	che	<input type="checkbox"/>	mai	<input type="checkbox"/>
8	ku	<input type="checkbox"/>	ku	<input type="checkbox"/>	ya	<input type="checkbox"/>	de	<input type="checkbox"/>	mo	<input type="checkbox"/>	nde	<input type="checkbox"/>	nya	<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"/>	ji	<input type="checkbox"/>	tha	<input type="checkbox"/>	du	<input type="checkbox"/>	vya	<input type="checkbox"/>	hea	<input type="checkbox"/>
10	sa	<input type="checkbox"/>	ni	<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"/>	ai	<input type="checkbox"/>

Q.11 Time remaining (SECONDS)

Please select...

Timeout at syllable:

Q.12 **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.

Words										
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"/>	mwanafunzi	<input type="checkbox"/>	bustani	<input type="checkbox"/>
3	bakuli	<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"/>	sunuli	<input type="checkbox"/>	mwalimu	<input type="checkbox"/>
5	mchuzi	<input type="checkbox"/>	ambe	<input type="checkbox"/>	kofa	<input type="checkbox"/>	mwanachuo	<input type="checkbox"/>	mvia	<input type="checkbox"/>
6	ubao	<input type="checkbox"/>	dakati	<input type="checkbox"/>	shamba	<input type="checkbox"/>	daktari	<input type="checkbox"/>	mwanzo	<input type="checkbox"/>
7	chenza	<input type="checkbox"/>	mivani	<input type="checkbox"/>	simu	<input type="checkbox"/>	babu	<input type="checkbox"/>	karatasi	<input type="checkbox"/>
8	chupa	<input type="checkbox"/>	akutaka	<input type="checkbox"/>	msembe	<input type="checkbox"/>	biaketi	<input type="checkbox"/>	bomba	<input type="checkbox"/>
9	mchungwa	<input type="checkbox"/>	nyanya	<input type="checkbox"/>	ng'ambe	<input type="checkbox"/>	shuli	<input type="checkbox"/>	ugali	<input type="checkbox"/>
10	ngoma	<input type="checkbox"/>	watoto	<input type="checkbox"/>	kafika	<input type="checkbox"/>	kitabu	<input type="checkbox"/>	pari	<input type="checkbox"/>

Q.6 Time remaining (SECONDS)

Please select...

Q.7 Time ran out at word.

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

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 1 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	ngothi	<input type="checkbox"/>	ungodo	<input type="checkbox"/>	mbanyu	<input type="checkbox"/>	sba	<input type="checkbox"/>	ngasi	<input type="checkbox"/>
2	inyi	<input type="checkbox"/>	furaba	<input type="checkbox"/>	ikufu	<input type="checkbox"/>	naba	<input type="checkbox"/>	kokimbe	<input type="checkbox"/>
3	taba	<input type="checkbox"/>	xamulu	<input type="checkbox"/>	ndonyu	<input type="checkbox"/>	kojima	<input type="checkbox"/>	butaki	<input type="checkbox"/>
4	itasa	<input type="checkbox"/>	ndetee	<input type="checkbox"/>	zagati	<input type="checkbox"/>	sirakata	<input type="checkbox"/>	ndakubi	<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"/>	ritaba	<input type="checkbox"/>	mbaba	<input type="checkbox"/>	msju	<input type="checkbox"/>
7	wada	<input type="checkbox"/>	sacara	<input type="checkbox"/>	chiko	<input type="checkbox"/>	ngamwa	<input type="checkbox"/>	tura	<input type="checkbox"/>
8	ato	<input type="checkbox"/>	xibuta	<input type="checkbox"/>	ngapoo	<input type="checkbox"/>	sarta	<input type="checkbox"/>	mndaka	<input type="checkbox"/>
9	itlasi	<input type="checkbox"/>	mbamwa	<input type="checkbox"/>	ndiboo	<input type="checkbox"/>	vunde	<input type="checkbox"/>	ukusi	<input type="checkbox"/>
10	skatika	<input type="checkbox"/>	kundusa	<input type="checkbox"/>	mzina	<input type="checkbox"/>	rihadi	<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

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, TAP 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 subset.
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"/>	katika	<input type="checkbox"/>	kijiji	<input type="checkbox"/>	cha	<input type="checkbox"/>	Ulaya.	<input type="checkbox"/>
2	Anaishi	<input type="checkbox"/>	na	<input type="checkbox"/>	mkewe	<input type="checkbox"/>	pamaja	<input type="checkbox"/>	na	<input type="checkbox"/>	mtoto	<input type="checkbox"/>
3	iso	<input type="checkbox"/>	mmoja.	<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"/>	aida	<input type="checkbox"/>	kubwa	<input type="checkbox"/>	kutokana	<input type="checkbox"/>	na	<input type="checkbox"/>	mitigo	<input type="checkbox"/>
6	hii.	<input type="checkbox"/>	Ngombe	<input type="checkbox"/>	wanata	<input type="checkbox"/>	maziwa	<input type="checkbox"/>	kwa	<input type="checkbox"/>	ajili	<input type="checkbox"/>
7	ya	<input type="checkbox"/>	familia	<input type="checkbox"/>	na	<input type="checkbox"/>	ziada	<input type="checkbox"/>	huuzwa	<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"/>	ana	<input type="checkbox"/>	amepata	<input type="checkbox"/>	fedha	<input type="checkbox"/>	nyingi	<input type="checkbox"/>
11	kutokana	<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)

Please select...

Q.8 Time ran out at word.

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 Retype 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

×

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 herdsmen.

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 ONCE 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

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 aloud **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 Mark the end of the Ajawabhi test

Get time

Shamba la shule lina karoti na njegere

Shamba la shule lina karoti na njegere

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

Je darasa letu linapendeza na kuvutia?

Je darasa letu linapendeza na kuvutia?

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

Background

Q.1 What is the main language that you speak at home?	<input type="radio"/> Vernacular language (1) <input type="radio"/> Swahili (2) <input type="radio"/> Foreign language (3) <input type="radio"/> Refused (97) <input type="radio"/> Don't know (98)
Q.2 Select language	Please select. ▾
Q.3 Can your teacher speak the same local language as you?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.4 Do you speak any other language at home?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> 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?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.10 Did you have any homework in the last 5 school days?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.11 Do you have time to read books in your classroom or in your school library every day?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> 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. ▾

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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End

Q.1 Interviewer: Select interview result

Complete (1)

Partially complete (2)

Get time

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

Please select...