

Bangladesh - Early Years Preschool Program Impact Evaluation 2019, Endline Survey

Elizabeth Spier

Report generated on: May 8, 2020

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Overview

Identification

ID NUMBER

BGD_2019_EYPP-EL_v01_M

Version

VERSION DESCRIPTION

-v01: Edited, anonymous datasets for public distribution.

Overview

ABSTRACT

This study aimed to (a) investigate the impacts of offering an additional year of pre-primary education in Bangladesh on child development outcomes (cognitive and social-emotional) and (b) examine the benefits relative to the costs of the program. The study also examined the mechanisms through which the Early Year Pre-School Program affected the outcomes of interest (e.g., children's school readiness) and the operational and community conditions for program implementation. This study provides evidence for the government of Bangladesh on how and how much the additional year of preschool benefits children, and at what cost. In addition to informing future policy in Bangladesh, this information may be useful for other countries considering similar programming. This survey provides endline findings for the evaluation and incorporates information from the baseline (2017) and midline (2018) surveys.

KIND OF DATA

Sample survey data [ssd]

UNITS OF ANALYSIS

Individuals, schools, and communities

Scope

NOTES

Community: community infrastructure, community assets, and programming for children aged 3-6

School: classroom and school conditions, and material resources

Family/Household: household roster, family member characteristics, home environment, parenting practices, socio-economic background characteristics (food security, expenditures, child health)

Children: school readiness (social and emotional development, emergent numeracy, emergent literacy, executive function, fine motor skills, gross motor skills, and approaches to learning)

Coverage

GEOGRAPHIC COVERAGE

District of Meherpur

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

| Name | Affiliation |
|-----------------|----------------------------------|
| Elizabeth Spier | American Institutes for Research |

OTHER PRODUCER(S)

| Name | Affiliation | Role |
|----------------|----------------------------------|--|
| Kevin Kamto | American Institutes for Research | Questionnaire design, sampling, data collection, data analysis |
| Adria Molotsky | American Institutes for Research | Questionnaire design, sampling, data analysis |
| Azizur Rahman | Data International | Data collection, data processing |
| Najmul Hossain | Data International | Data collection, data processing |

FUNDING

| Name | Abbreviation | Role |
|------------------|--------------|---------------------------|
| World Bank Group | WBG | Funding impact evaluation |

Metadata Production

METADATA PRODUCED BY

| Name | Abbreviation | Affiliation | Role |
|----------------------------------|--------------|----------------|--------------------------|
| Development Economics Data Group | DECDG | The World Bank | Documentation of the DDI |

DATE OF METADATA PRODUCTION

2020-04-29

DDI DOCUMENT VERSION

Version 01 (April 2020)

DDI DOCUMENT ID

DDI_BGD_2019_EYPP-EL_v01_M_WB

Sampling

Sampling Procedure

We conducted a randomized controlled trial (RCT) of the EYPP to determine its impacts on children's learning and development. In 2016, we randomly assigned 100 schools in the Meherpur district of Bangladesh to either a treatment group receiving the EYPP (n = 50) or a no-program control group (n = 50). In October 2017, we conducted a census of the area around all 100 schools to identify children who lived within a 15-minute walk of the school and were in the target age range—that is, children expected to enroll in a typical government pre-primary in 2019 and enter Grade 1 in 2020. In the 50 treatment school catchment areas, children selected for the study were invited to participate in the EYPP at their local school during the 2018 school year and then would go on to government pre-primary as usual in 2019. In the 50 control school catchment areas, children selected for the study would be eligible to enroll in the government pre-primary as usual in 2019 but did not have the EYPP available to them the year before.

Sampling of Children:

The target sample for our study included all children in the census areas born from January 1, 2013 - December 31, 2013 (because on-time enrollment in government pre-primary school for these children would be in January 2019). In most cases (exact figure unknown but in a substantial majority), children's dates of birth were verified with the Extended Program of Immunization (EPI) card or a birth certificate. If these documents were unavailable (even after parents were encouraged to search), enumerators recorded what the parent reported as the child's date of birth. We identified a total of 1,986 children born in 2013. We did not exclude any age-eligible children based on any other criteria (for example, children with disabilities were included in our sample pool).

AIR agreed with the World Bank that we would sample an average of 20 children in each of the 100 study communities. Many communities had fewer than 20 eligible children. Because EYPP centers will typically enroll up to 25 children, for both treatment and control communities with 25 or fewer children, we included all eligible children in the study (with parental consent). In the 20 communities (14 treatment and 6 control) with over 25 children in the target age range, we drew a random subsample of 25 for inclusion in this sample.

For this longitudinal study, we collected baseline, midline, and endline data. The midline and endline samples included schools, children, and families enrolled in the study at baseline; we did not add any new participants after baseline. Of the 1,856 enrolled children and families, 1,801 (97%) participated at all three timepoints.

Response Rate

97% (n = 1801 children)

Questionnaires

Overview

We administered the family questionnaire at baseline, midline, and endline. Its purpose was to gather information on the characteristics of the study children and their home environments and, at midline and endline, to determine whether and how the intervention affected the home learning environment. Nearly all items on this questionnaire were already used widely in Bangladesh as part of national household surveys. To administer this tool, enumerators read questions and response options aloud to respondents (parents or guardians of the study children). For some questions about family background, we asked the question only at baseline because the answers were unlikely to change across time and were unrelated to the intervention.

At each timepoint, we measured children's school readiness with the IDELA, which has been used widely in Bangladesh. A trained enumerator administered the assessment to children one on one. At endline, we also added subtasks from the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA) as used in Bangladesh. Because the EGRA and EGMA were designed for children in Grade 1 and higher, we did not expect the study children to perform well, but wanted to ensure that we were prepared should we have ceiling issues with children's performance on the IDELA.

The endline parent questionnaire can be found under the 'Documentation' tab. To obtain a free copy of the IDELA questionnaire please go to <https://idela-network.org/the-idela-tool/> and register.

Data Collection

Data Collection Dates

| Start | End | Cycle |
|------------|------------|---------|
| 2019-12-01 | 2019-12-26 | Endline |

Data Collection Mode

Computer Assisted Personal Interview [capi]

Data Collection Notes

A total of 40 field enumerators-20 for IDELA testing and 20 for household interviews-completed the data collection. The field enumerators worked under the direct supervision of 10 field supervisors.

Training occurred in two batches. The first round of training was at Data International's Dhaka office, November 3-5, 2019. Field supervisors and a selected number of field enumerators attended these sessions.

Data International's senior staff-the team leader, the data management specialist (DMS), and the field operations specialist-were the other trainers. The DMS focused on the usage of tablets during the interviews. The training highlighted common mistakes made by the enumerators in previous rounds of data collection while using tablets. The DMS also ensured that the field data collectors were comfortable in data entry, and that no glitches appeared in the software developed by the DMS and the data management assistant.

The second batch of training occurred in the town of Meherpur, November 7-9, 2019. The remaining field enumerators received the training from Data International's senior staff. A staff member from Save the Children provided training on the school readiness assessment.

Questionnaires

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Data Collectors

| Name | Abbreviation | Affiliation |
|--------------------|--------------|-------------|
| Data International | | |

Data Processing

Data Editing

Data editing took place at a number of stages throughout the processing, including:

- Office editing and coding
- During data entry
- Structure checking and completeness
- Secondary editing
- Structural checking of STATA data files

Data Appraisal

No content available

File Description

Variable List

Endline_HOUSEHOLD_deid

| | |
|--------------|-------------------------------|
| Content | Parents endline survey (2019) |
| Cases | 1825 |
| Variable(s) | 96 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | NAME | LABEL | TYPE | FORMAT | QUESTION |
|-----|-------------|--|----------|-----------|--|
| V1 | start | start | discrete | character | |
| V2 | g0cluster | Type of location | discrete | character | Type of location |
| V3 | g2community | School name | contin | numeric | School name |
| V4 | g2achild | Child name and ID | discrete | character | Child name and ID |
| V5 | sid | Child ID | discrete | character | Child ID |
| V6 | D_O_I | Data of Interview | discrete | character | Data of Interview |
| V7 | Enu | Enumerator | discrete | character | Enumerator |
| V8 | M_Number | Mobile number | discrete | numeric | Mobile number |
| V9 | ic1ni1 | ic1:ni1 | discrete | numeric | |
| V10 | ic1oni | ic1:oni | discrete | numeric | |
| V11 | Q01 | Q1. What is your child's name? | discrete | character | Q1. What is your child's name? |
| V12 | Q02 | Q2. What is your full name? | discrete | character | Q2. What is your full name? |
| V13 | Q03 | Q3. How are you related to the child? | discrete | numeric | Q3. How are you related to the child? |
| V14 | Q03oth | Q3oth. How are you related to the child? other specify | discrete | character | Q3oth. How are you related to the child? other specify |
| V15 | Q04 | Q4. Does your child read books other than text books? | discrete | numeric | Q4. Does your child read books other than text books? |
| V16 | Q05 | Q5. Does your child have any drawing or writing materials? | discrete | numeric | Q5. Does your child have any drawing or writing materials? |
| V17 | Q06 | Q6. Does child have any puzzles (even a two piece puzzle counts)? | discrete | numeric | Q6. Does child have any puzzles (even a two piece puzzle counts)? |
| V18 | Q07 | Q7. Does your child have any two or three piece toys that require hand-eye coord | discrete | numeric | Q7. Does your child have any two or three piece toys that require hand-eye coordination? |
| V19 | Q08 | Q8. Does child have toys that teach about colors, sizes or shapes? | discrete | numeric | Q8. Does child have toys that teach about colors, sizes or shapes? |
| V20 | Q09 | Q9. Does child have toys or games that help teach about numbers/counting? | discrete | numeric | Q9. Does child have toys or games that help teach about numbers/counting? |
| V21 | Q10 | Q10. Read books or look at pictures books with child? | discrete | character | Q10. Read books or look at pictures books with child? |
| V22 | Q11 | Q11. Tell stories to the child? | discrete | character | Q11. Tell stories to the child? |

| | | | | | |
|-----|-----|--|----------|-----------|--|
| V23 | Q12 | Q12. Sing songs to or with the child, including lullabies? | discrete | character | Q12. Sing songs to or with the child, including lullabies? |
| V24 | Q13 | Q13. Take the child outside the home? For example, to the market, visit relative | discrete | character | Q13. Take the child outside the home? For example, to the market, visit relatives. |
| V25 | Q14 | Q14. Play with the child any simple games? | discrete | character | Q14. Play with the child any simple games? |
| V26 | Q15 | Q15. Name objects or draw things to or with the child? | discrete | character | Q15. Name objects or draw things to or with the child? |
| V27 | Q16 | Q16. Show or teach your child something new, like teach a new word, or teach how | discrete | character | Q16. Show or teach your child something new, like teach a new word, or teach how to do something? |
| V28 | Q17 | Q17. Teach alphabet or encourage to learn letters to the child? | discrete | character | Q17. Teach alphabet or encourage to learn letters to the child? |
| V29 | Q18 | Q18. Play a counting game or teach numbers to the child? | discrete | character | Q18. Play a counting game or teach numbers to the child? |
| V30 | Q19 | Q19. Hug or show affection to your child? | discrete | character | Q19. Hug or show affection to your child? |
| V31 | Q20 | Q20. Spank your child for misbehaving? | discrete | character | Q20. Spank your child for misbehaving? |
| V32 | Q21 | Q21. Hit your child for misbehaving? | discrete | character | Q21. Hit your child for misbehaving? |
| V33 | Q22 | Q22. Criticize or yell at your child? | discrete | character | Q22. Criticize or yell at your child? |
| V34 | Q23 | Q23. On a regular day, how many hours does the mother spend time talking, walkin | discrete | numeric | Q23. On a regular day, how many hours does the mother spend time talking, walking, and/or playing with the child? |
| V35 | Q24 | Q24. On a regular day, how many hours does the father spend time talking, walkin | discrete | numeric | Q24. On a regular day, how many hours does the father spend time talking, walking, and/or playing with the child? |
| V36 | Q25 | Q25. On a regular day, how many hours the child spend in the care of another chi | discrete | numeric | Q25. On a regular day, how many hours the child spend in the care of another child who is less than 10 years old? |
| V37 | Q26 | Q26. On a regular day, how many hours does the child spend alone? | discrete | numeric | Q26. On a regular day, how many hours does the child spend alone? |
| V38 | Q27 | Q27. In general, would you say that your child's health is? | discrete | numeric | Q27. In general, would you say that your child's health is? |
| V39 | Q28 | Q28. In the last 6 months, has received deworming? | discrete | numeric | Q28. In the last 6 months, has [child name] received deworming? |
| V40 | Q29 | Q29. In the past 2 weeks, has had diarrhea, defined as loose stools more than 3 | discrete | numeric | Q29. In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more than 3 times per day? |
| V41 | Q30 | Q30. In the past 2 weeks, has had cough or difficulty breathing? | discrete | numeric | Q30. In the past 2 weeks, has [child name] had cough or difficulty breathing? |
| V42 | Q31 | Q31. If yes above, did this illness require medical care from a clinic, hospital | discrete | numeric | Q31. If yes above, did this illness require [child name] medical care from a clinic, hospital, doctor's chamber? |
| V43 | Q32 | Q32. In the past 2 weeks, has had an illness other than cough, difficulty breath | discrete | numeric | Q32. In the past 2 weeks, has [child name] had an illness other than cough, difficulty breathing that required medical care from a clinic, hospital, doctor's chamber? |

| | | | | | |
|-----|--------|--|----------|-----------|---|
| V44 | Q33 | Q33. When was the last time that was weighed for growth monitoring? | discrete | numeric | Q33. When was the last time that study child name] was weighed for growth monitoring? |
| V45 | Q34 | Q34. Did you enroll your child in any preschool program last year (in 2018)? | discrete | numeric | Q34. Did you enroll your child in any preschool program last year (in 2018)? |
| V46 | Q35 | Q35. Which type of preschool program? | discrete | numeric | Q35. Which type of preschool program? |
| V47 | Q35oth | Q35oth. Which type of preschool program? Other specify | discrete | character | Q35oth. Which type of preschool program? Other specify |
| V48 | Q36 | Q36. What was the main reason you selected this preschool? | discrete | numeric | Q36. What was the main reason you selected this preschool? |
| V49 | Q36oth | Q36oth. What was the main reason you selected this preschool? Other specify | discrete | character | Q36oth. What was the main reason you selected this preschool? Other specify |
| V50 | Q37 | Q37. Did you enroll your child in any school this year (in 2019)? | discrete | numeric | Q37. Did you enroll your child in any school this year (in 2019)? |
| V51 | Q38 | Q38. If yes, which type of school? | discrete | numeric | Q38. If yes, which type of school? |
| V52 | Q38oth | Q38oth. If yes, which type of school? Other specify | discrete | numeric | Q38oth. If yes, which type of school? Other specify |
| V53 | Q39 | Q39. If yes, what level of schooling has your child attended in 2019? | discrete | numeric | Q39. If yes, what level of schooling has your child attended in 2019? |
| V54 | Q39oth | Q39oth. If yes, what level of schooling has your child attended in 2019? Other specify | discrete | character | Q39oth. If yes, what level of schooling has your child attended in 2019? Other specify |
| V55 | Q40 | Q40. The school was a good place for my child to be. | discrete | numeric | Q40. The school was a good place for my child to be. |
| V56 | Q41 | Q41. The school did a good job preparing children for their futures. | discrete | numeric | Q41. The school did a good job preparing children for their futures. |
| V57 | Q42 | Q42. Going to school exposed my child to harmful people or ideas. | discrete | numeric | Q42. Going to school exposed my child to harmful people or ideas. |
| V58 | Q43 | Q43. The school met my child's academic needs. | discrete | numeric | Q43. The school met my child's academic needs. |
| V59 | Q44 | Q44. The school met my child's social and behavioral needs. | discrete | numeric | Q44. The school met my child's social and behavioral needs. |
| V60 | Q45 | Q45. Doing well in school will improve my child's chances of having a good | discrete | numeric | Q45. Doing well in school will improve my child's chances of having a good life when he/she grows up. |
| V61 | Q46 | Q46. This school kept me informed about my child's performance and behavior. | discrete | numeric | Q46. This school kept me informed about my child's performance and behavior. |
| V62 | Q47 | Q47. I like the teacher(s) at the school. | discrete | numeric | Q47. I like the teacher(s) at the school. |
| V63 | Q48 | Q48. I feel comfortable talking with my child's teacher. | discrete | numeric | Q48. I feel comfortable talking with my child's teacher. |
| V64 | Q49 | Q49. The school is a welcoming place for families like mine. | discrete | numeric | Q49. The school is a welcoming place for families like mine. |
| V65 | Q50 | Q50. The school is a safe place for my child. | discrete | numeric | Q50. The school is a safe place for my child. |
| V66 | Q51 | Q51. Direct payments to school (school fees) | contin | numeric | Q51. Direct payments to school (school fees) |
| V67 | Q52 | Q52. Other activity fees | contin | numeric | Q52. Other activity fees |

| | | | | | |
|-----|----------------|---|----------|-----------|---|
| V68 | Q53 | Q53. School uniforms | contin | numeric | Q53. School uniforms |
| V69 | Q54 | Q54. School supplies such as a backpack, notebooks, pencils, and so on | contin | numeric | Q54. School supplies such as a backpack, notebooks, pencils, and so on |
| V70 | Q55 | Q55. Snacks or meals your child must bring to school | contin | numeric | Q55. Snacks or meals your child must bring to school |
| V71 | Q56 | Q56. Transportation to bring your child to school | contin | numeric | Q56. Transportation to bring your child to school |
| V72 | Q57 | Q57. Private tutoring | contin | numeric | Q57. Private tutoring |
| V73 | Q58 | Q58. Other costs | contin | numeric | Q58. Other costs |
| V74 | Q58oth | Q58oth. Specify what other costs. | discrete | character | Q58oth. Specify what other costs. |
| V75 | Q59 | Q59. Why didn't you send your child to school in 2019? | discrete | numeric | Q59. Why didn't you send your child to school in 2019? |
| V76 | Q59oth | Q59oth. Why didn't you send your child to school in 2019? Other specify | discrete | character | Q59oth. Why didn't you send your child to school in 2019? Other specify |
| V77 | Q60 | Q60. Direct payments to school (school fees) | contin | numeric | Q60. Direct payments to school (school fees) |
| V78 | Q61 | Q61. Other activity fees | contin | numeric | Q61. Other activity fees |
| V79 | Q62 | Q62. School uniforms | contin | numeric | Q62. School uniforms |
| V80 | Q63 | Q63. School supplies such as a backpack, notebooks, pencils, and so on | contin | numeric | Q63. School supplies such as a backpack, notebooks, pencils, and so on |
| V81 | Q64 | Q64. Snacks or meals your child must bring to school | contin | numeric | Q64. Snacks or meals your child must bring to school |
| V82 | Q65 | Q65. Transportation to bring your child to school | contin | numeric | Q65. Transportation to bring your child to school |
| V83 | Q66 | Q66. Private tutoring | contin | numeric | Q66. Private tutoring |
| V84 | Q67 | Q67. Other costs | contin | numeric | Q67. Other costs |
| V85 | Q67oth | Q67oth. Specify what other costs | discrete | numeric | Q67oth. Specify what other costs |
| V86 | end | end | discrete | character | end |
| V87 | metainstanceid | meta:instanceID | discrete | character | |
| V88 | stime | Interview start date and time | discrete | character | Interview start date and time |
| V89 | st | Interview start date and time | contin | numeric | Interview start date and time |
| V90 | timegap | Time gap | discrete | numeric | Time gap |
| V91 | STARTtime | Interview start date and time | contin | numeric | Interview start date and time |
| V92 | timestamp | Survey time stamp | discrete | character | Survey time stamp |
| V93 | ts | Survey time stamp or end time | discrete | character | Survey time stamp or end time |
| V94 | ed | Survey end time | contin | numeric | Survey end time |
| V95 | ENDtime | Survey end time | contin | numeric | Survey end time |
| V96 | timetaken | Survey duration | contin | numeric | Survey duration |

Endline_IDELA_deid

| | |
|--------------|---|
| Content | IDELA survey (endline). A copy of the questionnaire can be found at (https://ideal-network.org/the-idela-tool/) |
| Cases | 1822 |
| Variable(s) | 182 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | NAME | LABEL | TYPE | FORMAT | QUESTION |
|------|---------------|--|----------|-----------|--|
| V97 | start | start | discrete | character | start |
| V98 | g0cluster | Type of location | discrete | character | Type of location |
| V99 | g2community | Select the School | contin | numeric | Select the School |
| V100 | g2achild | g2a:child | discrete | character | |
| V101 | sid | Child ID number | discrete | character | Child ID number |
| V102 | g4interviewer | Interviewer Name: | discrete | character | Interviewer Name: |
| V103 | g4supervisor | Supervisor Name: | discrete | character | Supervisor Name: |
| V104 | g4date | Date of interview: | discrete | character | Date of interview: |
| V105 | ic1oni | Agree to interview | discrete | numeric | Agree to interview |
| V106 | b1bg01 | Q001. Tell me your full name: | discrete | character | Q001. Tell me your full name: |
| V107 | b1bg02 | Q002. Please tell me how old you are: | discrete | numeric | Q002. Please tell me how old you are: |
| V108 | b1bg03 | Q003. Are you a boy or a girl?: | discrete | character | Q003. Are you a boy or a girl?: |
| V109 | gcgc01 | Do you agree to do these activities with me? | discrete | numeric | |
| V110 | i1o1 | Continue | discrete | numeric | Continue |
| V111 | i11item01_a | 01-A. Please tell me your full name? | discrete | numeric | 01-A. Please tell me your full name? |
| V112 | i11item01_b | 01-B. Please tell me how old you are? | discrete | numeric | 01-B. Please tell me how old you are? |
| V113 | i11item01_c | 01-C. Are you a boy or a girl? | discrete | numeric | 01-C. Are you a boy or a girl? |
| V114 | i11item01_d | 01-D. Please tell me the name of one person who takes care of you at home | discrete | numeric | 01-D. Please tell me the name of one person who takes care of you at home |
| V115 | i11item01_e | 01-E. Please tell me the name of the neighborhood/ community/ village that you live in | discrete | numeric | 01-E. Please tell me the name of the neighborhood/ community/ village that you live in |

| | | | | | |
|------|-------------|--|----------|-----------|---|
| V116 | i11item01_f | 01-F. Please tell me the name of the state/ country that you live in | discrete | numeric | 01-F. Please tell me the name of the state/ country that you live in |
| V117 | i2o2 | Agreed to participate in ITEM 2 | discrete | numeric | Agreed to participate in ITEM 2 |
| V118 | i21item02_a | 02-A. Look at this picture and please show me the biggest circle. | discrete | numeric | 02-A. Look at this picture and please show me the biggest circle. |
| V119 | i21item02_b | 02-B. Now please show me the smallest circle. | discrete | numeric | 02-B. Now please show me the smallest circle. |
| V120 | i22item02_c | 02-C. Now look at this picture. Please show me the longest stick. | discrete | numeric | 02-C. Now look at this picture. Please show me the longest stick. |
| V121 | i22item02_d | 02-D. Please show me the shortest stick. | discrete | numeric | 02-D. Please show me the shortest stick. |
| V122 | i3o3 | We're going to play a game where we group pictures together that are similar. | discrete | numeric | We're going to play a game where we group pictures together that are similar. |
| V123 | i31item03_a | 03-A. Look at these cards and try to arrange all of them in two groups with othe | discrete | numeric | 03-A. Look at these cards and try to arrange all of them in two groups with others that are alike. Use all the cards and put one group here and one group here (physically show with the hands). |
| V124 | i32item03_b | 03-B. Ok now look at the cards again and try to find another/different way to gr | contin | numeric | 03-B. Ok now look at the cards again and try to find another/different way to group these cards. |
| V125 | i4item04_a | 04-A. Please show me, where is the circle? | discrete | numeric | 04-A. These are pictures of different shapes. Please show me, where is the circle? |
| V126 | i4item04_b | 04-B. Please show me, where is the rectangle? | discrete | numeric | 04-B. Please show me, where is the rectangle? |
| V127 | i4item04_c | 04-C. Please show me, where is the triangle? | discrete | numeric | 04-C. Please show me, where is the triangle? |
| V128 | i4item04_d | 04-D. Please show me, where is the square? | discrete | numeric | 04-D. Please show me, where is the square? |
| V129 | i42item04_e | 04-E. What is something that is shaped like a circle? | contin | numeric | 04-E. What is something that is shaped like a circle? |
| V130 | i5o5 | Agreed to participate in ITEM 5 | discrete | numeric | Agreed to participate in ITEM 5 - Let's look at numbers now [number chart of numbers from 1-20]. I will point to a number and I want you to tell me what number it is. It's OK if you don't know all of them. |
| V131 | i51r05_1 | Row 1: | discrete | character | Row 1- What number is this? |
| V132 | i51r05_2 | Row 2: | discrete | character | Row 2- What number is this? |
| V133 | i52r05_3 | Row 3: | discrete | character | Row 3- What number is this? |
| V134 | i52r05_4 | Row 4: | discrete | character | Row 4- What number is this? |
| V135 | item05_a1 | ITEM05_A | contin | numeric | |
| V136 | i6o6 | Agreed to participate in ITEM 6 | discrete | numeric | Agreed to participate in ITEM 6 - Now we are going to play with beans. |
| V137 | i61item06_a | 06-A. There are a lot of beans here. Please give me 3 beans. | discrete | numeric | 06-A. There are a lot of beans here. Please give me 3 beans. |
| V138 | i61item06_b | 06-B. Thank you. Now, please give me 8 beans. | discrete | numeric | 06-B. Thank you. Now, please give me 8 beans. |

| | | | | | |
|------|--------------|--|----------|---------|---|
| V139 | i62item06_c | 06-C. Thank you. Now please give me 15 beans. | contin | numeric | 06-C. Thank you. Now please give me 15 beans. |
| V140 | i63pe06_a | PE06-A. | discrete | numeric | PE06-A.[Persistence/Engagement] Child stays concentrated on the task at hand; not easily distracted. |
| V141 | i63pe06_b | PE06-B. | discrete | numeric | PE06-B.[Persistence/Engagement] Child is motivated to complete task; does not want to stop the task. |
| V142 | i71item07_a | 07-A. How many beans do I have in total? | discrete | numeric | 07-A. How many beans do I have in total? |
| V143 | i71item07_b | 07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would th | contin | numeric | 07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would there be? |
| V144 | i71item07_c | 07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away ho | contin | numeric | 07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away how many apples would be left? |
| V145 | i8o8 | Agreed to participate in ITEM 8 | discrete | numeric | Agreed to participate in ITEM 8 - We are going to have some fun with this puzzle. This is a picture of what you are going to try to make with these pieces. |
| V146 | i81item08_a | 08-A. Number of puzzle pieces correctly placed | discrete | numeric | 08-A. Number of puzzle pieces correctly placed (0, 1, 2, 3, 4, 5, 6) |
| V147 | i82pe08_a | PE08-A. | discrete | numeric | PE08-A. [Persistence/Engagement] Child stays concentrated on the task at hand; not easily distracted. |
| V148 | i82pe08_b | PE08-B. | discrete | numeric | PE08-B. [Persistence/Engagement] Child is motivated to complete task (solve the problem); does not want to stop the task. |
| V149 | i9item09_a | 09-A. Are there any other friends who you like to play with? | discrete | numeric | 09-A. Number of friends named (0 - 10) |
| V150 | i10item10_a | 10-A. Think for a moment and tell me what makes you feel sad. | discrete | numeric | 10-A. Think for a moment and tell me what makes you feel sad. |
| V151 | i101item10_b | 10-B. What do you do to feel better when you are feeling sad? | contin | numeric | 10-B. What do you do to feel better when you are feeling sad? |
| V152 | i101item10_c | 10-C. What else do you do to feel better when you are feeling sad? | contin | numeric | 10-C. What else do you do to feel better when you are feeling sad? |
| V153 | i101item10_d | 10-D. Now tell me what makes you feel happy? | contin | numeric | 10-D. Now tell me what makes you feel happy? |
| V154 | i11_o11 | Agreed to participate in ITEM 11 | discrete | numeric | Agreed to participate in ITEM 11 |
| V155 | i112item11_a | 11-A. How do you think this child is feeling right now? | discrete | numeric | 11-A. How do you think this child is feeling right now? |
| V156 | i112item11_b | 11-B. What would you do to help her feel better? | discrete | numeric | 11-B. What would you do to help her feel better? |
| V157 | i112item11_c | 11-C. Is there anything else you would do to make her feel better? | discrete | numeric | 11-C. Is there anything else you would do to make her feel better? |
| V158 | i12item12_a | 12-A. What would you do in this situation? | discrete | numeric | 12-A. What would you do in this situation? |

| | | | | | |
|------|--------------|--|----------|-----------|---|
| V159 | i121item12_b | 12-B. Is there anything else you would do? | contin | numeric | 12-B. Is there anything else you would do? |
| V160 | i13o131 | Agreed to participate in ITEM 13 | discrete | numeric | Agreed to participate in ITEM 13 |
| V161 | i131item13_a | Sequence A: 1 6< | discrete | numeric | Sequence A: 1...6 |
| V162 | i131item13_b | Sequence B: >5...2...9< | discrete | numeric | Sequence B: 5...2...9 |
| V163 | i131item13_c | Sequence C: >8 3 1 4< | discrete | numeric | Sequence C: 8...3...1...4 |
| V164 | i131item13_d | Sequence D: >1 2 4 7 3 | discrete | numeric | Sequence D: 1...2...4...7...3 |
| V165 | i14o141 | Agreed to participate in ITEM 14 | discrete | numeric | Agreed to participate in ITEM 14 |
| V166 | i142item14_a | 14-A. Child understands the directions | discrete | numeric | 14-A. Child understands the directions |
| V167 | i143item14_b | 14-B. Touch your head | discrete | character | 14-B. Touch your head |
| V168 | i143item14_c | 14-C. Touch your toes | discrete | character | 14-C. Touch your toes |
| V169 | i143item14_d | 14-D. Touch your toes | discrete | character | 14-D. Touch your toes |
| V170 | i143item14_e | 14-E. Touch your head | discrete | character | 14-E. Touch your head |
| V171 | i143item14_f | 14-F. Touch your toes | discrete | character | 14-F. Touch your toes |
| V172 | i144pe14_a | PE14-A. Child stays concentrated on the task at hand; not easily distracted | discrete | numeric | PE14-A. Child stays concentrated on the task at hand; not easily distracted |
| V173 | i144pe14_b | PE14-B. Child is motivated to complete task (solve the problem); does not want to stop t | discrete | numeric | PE14-B. Child is motivated to complete task (solve the problem); does not want to stop the task |
| V174 | i15o15 | Agreed to participate in ITEM 15 | discrete | numeric | Agreed to participate in ITEM 15 |
| V175 | i151item15_a | 15-A. Try to name as many things as you can think of and I will keep count. | contin | numeric | 15-A. Try to name as many things as you can think of and I will keep count. |
| V176 | i152item15_b | 15-B. Try to name as many animals as you can think of and I will keep count aga | contin | numeric | 15-B. Try to name as many animals as you can think of and I will keep count again. |
| V177 | i16o16 | Agreed to participate in ITEM 16 | discrete | numeric | Agreed to participate in ITEM 16 |
| V178 | i161item16_a | 16-A. Show me how you would open it so we can read it. | discrete | numeric | 16-A. We are going to look at a book and I need your help. Show me how you would open it so we can read it. |
| V179 | i162item16_b | 16-B. Now show me where I should start reading. | discrete | numeric | 16-B. Now show me where I should start reading. |
| V180 | i163item16_c | 16-C. If I start to read here, on the first word, show me with your finger where | discrete | numeric | 16-C. If I start to read here, on the first word, show me with your finger where I would continue reading. |
| V181 | i17o17 | Agreed to participate in ITEM 17 | discrete | numeric | Agreed to participate in ITEM 17 |
| V182 | i171n172 | What letter is this? | discrete | numeric | 17-A. What letter is this? |
| V183 | i171r17_1 | Row 1 : | discrete | character | Row 1 : What letter is this? |
| V184 | i171r17_2 | Row 2 : | discrete | character | Row 2 : What letter is this? |
| V185 | i174r17_3 | Row 3 : | discrete | character | Row 3 : What letter is this? |
| V186 | i174r17_4 | Row 4 : | discrete | character | Row 4 : What letter is this? |

| | | | | | |
|------|--------------|--|----------|---------|---|
| V187 | item17_a | ITEM17_A | contin | numeric | |
| V188 | i18o18 | Agreed to participate in ITEM 18 | discrete | numeric | Agreed to participate in ITEM 18 |
| V189 | i181item18_a | 18-A. The word Sun starts with /s/. Now listen to the words I say and tell me wh | discrete | numeric | 18-A. The word Sun starts with /s/. Now listen to the words I say and tell me which one starts with the same sound /s/ - bird, doll, soup |
| V190 | i181item18_b | 18-B. Toy starts with /t/. Listen to the words I say and tell me which one start | discrete | numeric | 18-B. Toy starts with /t/. Listen to the words I say and tell me which one starts with the same sound, the sound /t/ - game, tool, fish |
| V191 | i181item18_c | 18-C. Door /d/. Listen to the words I say and tell me which one starts with the | discrete | numeric | 18-C. Door /d/. Listen to the words I say and tell me which one starts with the same sound, the sound /d/ - dog, key, girl |
| V192 | i19item19_a | 19-A. Writing level | discrete | numeric | 19-A. Writing level |
| V193 | i20o20 | Agreed to participate in ITEM 20 | discrete | numeric | Agreed to participate in ITEM 20 |
| V194 | i201o201 | Agreed to answer question on the story CAT and MOUSE | discrete | numeric | Agreed to answer question on the story CAT and MOUSE |
| V195 | i202item20_a | 20-A. Who stole the cat hat? | discrete | numeric | 20-A. Who stole the cat's hat? |
| V196 | i202item20_b | 20-B. What color was the hat? | discrete | numeric | 20-B. What color was the hat? |
| V197 | i202item20_c | 20-C. Why did the cat chase the mouse? | discrete | numeric | 20-C. Why did the cat chase the mouse? |
| V198 | i202item20_d | 20-D. Where did the mouse get trapped? | discrete | numeric | 20-D. Where did the mouse get trapped? |
| V199 | i202item20_e | 20-E. Why did the cat decide not to eat the mouse? | discrete | numeric | 20-E. Why did the cat decide not to eat the mouse? |
| V200 | i203pe20_a | PE20-A. Child stays concentrated on the task at hand; not easily distracted | discrete | numeric | PE20-A. Child stays concentrated on the task at hand; not easily distracted |
| V201 | i203pe20_b | PE20-B. Child is motivated to complete task; does not want to stop the task. | discrete | numeric | PE20-B. Child is motivated to complete task; does not want to stop the task. |
| V202 | i21_item21_a | 21-A. Number of closed corners, no gaps. | discrete | numeric | 21-A. Number of closed corners, no gaps. |
| V203 | i21_item21_b | 21-B. Resembles closely the picture | discrete | numeric | 21-B. Resembles closely the picture |
| V204 | i22_o22 | Agreed to participate in ITEM 22 | discrete | numeric | Agreed to participate in ITEM 22 |
| V205 | i221item22_a | a) Child draws a head | discrete | numeric | 22-A. Child draws a head |
| V206 | i221item22_b | b) Child draws a trunk/body | discrete | numeric | 22-B. Child draws a trunk/body |
| V207 | i221item22_c | c) Child draws arms | discrete | numeric | 22-C. Child draws arms |
| V208 | i221item22_d | d) Child draws legs | discrete | numeric | 22-D. Child draws legs |
| V209 | i221item22_e | e) Child draws 1 facial feature | discrete | numeric | 22-E. Child draws 1 facial feature |
| V210 | i221item22_f | f) Child draws 2 facial feature | discrete | numeric | 22-F. Child draws 2 facial feature |
| V211 | i221item22_g | g) Child draws hands | discrete | numeric | 22-G. Child draws hands |
| V212 | i221item22_h | h) Child draws feet | discrete | numeric | 22-H. Child draws feet |

| | | | | | |
|------|--------------|--|----------|---------|---|
| V213 | i222pe22_a | PE22-A. Child stays concentrated on the task at hand; not easily distracted | discrete | numeric | PE22-A. Child stays concentrated on the task at hand; not easily distracted |
| V214 | i222pe22_b | PE22-B. Child is motivated to complete task; does not want to stop the task. | discrete | numeric | PE22-B. Child is motivated to complete task; does not want to stop the task. |
| V215 | i23o23 | Agreed to participate in ITEM 23 | discrete | numeric | Agreed to participate in ITEM 23 |
| V216 | i231item23_a | 23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4) | discrete | numeric | 23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4) |
| V217 | i232pe23_a | PE23-A. Child stays concentrated on the task at hand; not easily distracted | discrete | numeric | PE23-A. Child stays concentrated on the task at hand; not easily distracted |
| V218 | i232pe23_b | PE23-B. Child is motivated to complete task; does not want to stop the task. | discrete | numeric | PE23-B. Child is motivated to complete task; does not want to stop the task. |
| V219 | i24item24_a | 24-A. Number of steps hopped | discrete | numeric | 24-A. Try to hop as many steps as you can and I will count the number of steps you hopped. - Number of steps hopped |
| V220 | X_w01 | Identified the word: Mango | discrete | numeric | Identified the word: Mango |
| V221 | X_w02 | Identified the word: Uncle | discrete | numeric | Identified the word: Uncle |
| V222 | X_w03 | Identified the word: Room | discrete | numeric | Identified the word: Room |
| V223 | X_w04 | Identified the word: House | discrete | numeric | Identified the word: House |
| V224 | X_w05 | Identified the word: Field | discrete | numeric | Identified the word: Field |
| V225 | X_w06 | Identified the word: My | discrete | numeric | Identified the word: My |
| V226 | X_w07 | Identified the word: Flower | discrete | numeric | Identified the word: Flower |
| V227 | X_w08 | Identified the word: Clothe | discrete | numeric | Identified the word: Clothe |
| V228 | X_w09 | Identified the word: Eat | discrete | numeric | Identified the word: Eat |
| V229 | X_w10 | Identified the word: Go | discrete | numeric | Identified the word: Go |
| V230 | X_EM1_01 | Identified the ## 2 | discrete | numeric | Identified the ## 2 |
| V231 | X_EM1_02 | Identified the ## 9 | discrete | numeric | Identified the ## 9 |
| V232 | X_EM1_03 | Identified the ## 0 | discrete | numeric | Identified the ## 0 |
| V233 | X_EM1_04 | Identified the ## 12 | discrete | numeric | Identified the ## 12 |
| V234 | X_EM1_05 | Identified the ## 30 | discrete | numeric | Identified the ## 30 |
| V235 | X_EM1_06 | Identified the ## 22 | discrete | numeric | Identified the ## 22 |
| V236 | X_EM1_07 | Identified the ## 45 | discrete | numeric | Identified the ## 45 |
| V237 | X_EM1_08 | Identified the ## 39 | discrete | numeric | Identified the ## 39 |
| V238 | X_EM1_09 | Identified the ## 23 | discrete | numeric | Identified the ## 23 |
| V239 | X_EM1_10 | Identified the ## 48 | discrete | numeric | Identified the ## 48 |
| V240 | X_EM1_11 | Identified the ## 91 | discrete | numeric | Identified the ## 91 |
| V241 | X_EM1_12 | Identified the ## 33 | discrete | numeric | Identified the ## 33 |
| V242 | X_EM1_13 | Identified the ## 74 | discrete | numeric | Identified the ## 74 |
| V243 | X_EM1_14 | Identified the ## 87 | discrete | numeric | Identified the ## 87 |
| V244 | X_EM1_15 | Identified the ## 65 | discrete | numeric | Identified the ## 65 |
| V245 | X_EM1_16 | Identified the ## 108 | discrete | numeric | Identified the ## 108 |

| | | | | | |
|------|----------|--|----------|---------|---|
| V246 | X_EM1_17 | Identified the ## 245 | discrete | numeric | Identified the ## 245 |
| V247 | X_EM1_18 | Identified the ## 587 | discrete | numeric | Identified the ## 587 |
| V248 | X_EM1_19 | Identified the ## 731 | discrete | numeric | Identified the ## 731 |
| V249 | X_EM1_20 | Identified the ## 989 | discrete | numeric | Identified the ## 989 |
| V250 | X_EM2_01 | Identified the bigger number in: Row 1: | discrete | numeric | Identified the bigger number in: Row 1: |
| V251 | X_EM2_02 | Identified the bigger number in: Row 2: | discrete | numeric | Identified the bigger number in: Row 2: |
| V252 | X_EM2_03 | Identified the bigger number in: Row 3: | discrete | numeric | Identified the bigger number in: Row 3: |
| V253 | X_EM2_04 | Identified the bigger number in: Row 4: | discrete | numeric | Identified the bigger number in: Row 4: |
| V254 | X_EM2_05 | Identified the bigger number in: Row 5: | discrete | numeric | Identified the bigger number in: Row 5: |
| V255 | X_EM2_06 | Identified the bigger number in: Row 6: | discrete | numeric | Identified the bigger number in: Row 6: |
| V256 | X_EM2_07 | Identified the bigger number in: Row 7: | discrete | numeric | Identified the bigger number in: Row 7: |
| V257 | X_EM2_08 | Identified the bigger number in: Row 8: | discrete | numeric | Identified the bigger number in: Row 8: |
| V258 | X_EM2_09 | Identified the bigger number in: Row 9: | discrete | numeric | Identified the bigger number in: Row 9: |
| V259 | X_EM2_10 | Identified the bigger number in: Row 10: | discrete | numeric | Identified the bigger number in: Row 10: |
| V260 | X_EM3_01 | Could fill the empty space in: Row 1: | discrete | numeric | Could fill the empty space in: Row 1: |
| V261 | X_EM3_02 | Could fill the empty space in: Row 2: | discrete | numeric | Could fill the empty space in: Row 2: |
| V262 | X_EM3_03 | Could fill the empty space in: Row 3: | discrete | numeric | Could fill the empty space in: Row 3: |
| V263 | X_EM3_04 | Could fill the empty space in: Row 4: | discrete | numeric | Could fill the empty space in: Row 4: |
| V264 | X_EM3_05 | Could fill the empty space in: Row 5: | discrete | numeric | Could fill the empty space in: Row 5: |
| V265 | X_EM3_06 | Could fill the empty space in: Row 6: | discrete | numeric | Could fill the empty space in: Row 6: |
| V266 | X_EM3_07 | Could fill the empty space in: Row 7: | discrete | numeric | Could fill the empty space in: Row 7: |
| V267 | X_EM3_08 | Could fill the empty space in: Row 8: | discrete | numeric | Could fill the empty space in: Row 8: |
| V268 | X_EM3_09 | Could fill the empty space in: Row 9: | discrete | numeric | Could fill the empty space in: Row 9: |
| V269 | X_EM3_10 | Could fill the empty space in: Row 10: | discrete | numeric | Could fill the empty space in: Row 10: |
| V270 | eof | End of Interview | discrete | numeric | End of Interview |
| V271 | ooo_a | OO-A. Did the child pay attention to the instructions and demonstrations through | discrete | numeric | OO-A. Did the child pay attention to the instructions and demonstrations throughout the assessment? |

| | | | | | |
|------|-------|--|----------|-----------|--|
| V272 | ooo_b | OO-B. Did child show confidence when completing activities; did not show hesitat | discrete | numeric | OO-B. Did child show confidence when completing activities; did not show hesitation. |
| V273 | ooo_c | OO-C. Did the child stay concentrated and on task during the activities and was | discrete | numeric | OO-C. Did the child stay concentrated and on task during the activities and was not easily distracted? |
| V274 | ooo_d | OO-D. Was child careful and diligent on tasks? Was child interested in accuracy? | discrete | numeric | OO-D. Was child careful and diligent on tasks? Was child interested in accuracy? |
| V275 | ooo_e | OO-E. Did child show pleasure in accomplishing specific tasks? | discrete | numeric | OO-E. Did child show pleasure in accomplishing specific tasks? |
| V276 | ooo_f | OO-F. Was child motivated to complete tasks? Did not give up quickly or want to | discrete | numeric | OO-F. Was child motivated to complete tasks? Did not give up quickly or want to stop the task? |
| V277 | ooo_g | OO-G. Was the child interested and curious about the tasks throughout the assess | discrete | numeric | OO-G. Was the child interested and curious about the tasks throughout the assessment? |
| V278 | end | end | discrete | character | end |

start (start)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1825 |
| Format: character | Invalid: 0 |
| Width: 28 | |

Type of location (g0cluster)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1825 |
| Format: character | Invalid: 0 |
| Width: 9 | |

Literal question

Type of location

School name (g2community)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1825 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 1 |
| Decimals: 0 | Maximum: 100 |
| Range: 1-100 | Mean: 51.4 |

Literal question

School name

Child name and ID (g2achild)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: character | Invalid: 0 |
| Width: 41 | |

Literal question

Child name and ID

Child ID (sid)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1825 |
| Format: character | Invalid: 0 |
| Width: 11 | |

Literal question

Child ID

Data of Interview (D_O_I) File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1825 |
| Format: character | Invalid: 0 |
| Width: 28 | |

Literal question

Data of Interview

Enumerator (Enu) File: Endline_HOUSEHOLD_deid

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: character | Invalid: 0 |
| Width: 20 | |

Literal question

Enumerator

Mobile number (M_Number) File: Endline_HOUSEHOLD_deid

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: numeric | Invalid: 1825 |
| Width: 1 | |
| Decimals: 0 | |

Literal question

Mobile number

ic1:ni1 (ic1ni1) File: Endline_HOUSEHOLD_deid

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: numeric | Invalid: 1825 |
| Width: 1 | |
| Decimals: 0 | |

ic1:oni (ic1oni) File: Endline_HOUSEHOLD_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1825 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Q1. What is your child's name? (Q01)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: character

Width: 35

Valid cases: 0

Invalid: 0

Literal question

Q1. What is your child's name?

Q2. What is your full name? (Q02)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: character

Width: 25

Valid cases: 0

Invalid: 0

Literal question

Q2. What is your full name?

Q3. How are you related to the child? (Q03)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-5

Valid cases: 1825

Invalid: 0

Literal question

Q3. How are you related to the child?

Q3oth. How are you related to the child? other specify (Q03oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: character

Width: 9

Valid cases: 0

Invalid: 0

Literal question

Q3oth. How are you related to the child? other specify

Q4. Does your child read books other than text books? (Q04)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 1825

Invalid: 0

Literal question

Q4. Does your child read books other than text books?

Q5. Does your child have any drawing or writing materials? (Q05)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1825
Invalid: 0

Pre question

I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:

Literal question

Q5. Does your child have any drawing or writing materials?

Q6. Does child have any puzzles (even a two piece puzzle counts)? (Q06)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1825
Invalid: 0

Pre question

I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:

Literal question

Q6. Does child have any puzzles (even a two piece puzzle counts)?

Q7. Does your child have any two or three piece toys that require hand-eye coord (Q07)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1825
Invalid: 0

Pre question

I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:

Literal question

Q7. Does your child have any two or three piece toys that require hand-eye coordination?

Q8. Does child have toys that teach about colors, sizes or shapes?

(Q08)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1825
Invalid: 0

Pre question

I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:

Literal question

Q8. Does child have toys that teach about colors, sizes or shapes?

Q9. Does child have toys or games that help teach about numbers/counting? (Q09)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1825
Invalid: 0

Pre question

I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:

Literal question

Q9. Does child have toys or games that help teach about numbers/counting?

Q10. Read books or look at pictures books with child? (Q10)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1825
Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q10. Read books or look at pictures books with child?

Post question

0 = No
1 = Yes, by Mother
2 = Yes, by Father
3 = Yes, by Caregiver

Q11. Tell stories to the child? (Q11)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q11. Tell stories to the child?

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q12. Sing songs to or with the child, including lullabies? (Q12)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q12. Sing songs to or with the child, including lullabies?

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q13. Take the child outside the home? For example, to the market, visit relative (Q13)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q13. Take the child outside the home? For example, to the market, visit relatives.

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q14. Play with the child any simple games? (Q14)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1825
Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q14. Play with the child any simple games?

Post question

0 = No
1 = Yes, by Mother
2 = Yes, by Father
3 = Yes, by Caregiver

Q15. Name objects or draw things to or with the child? (Q15)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1825
Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q15. Name objects or draw things to or with the child?

Post question

0 = No
1 = Yes, by Mother
2 = Yes, by Father
3 = Yes, by Caregiver

Q16. Show or teach your child something new, like teach a new word, or teach how (Q16)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1825
Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q16. Show or teach your child something new, like teach a new word, or teach how to do something?

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q17. Teach alphabet or encourage to learn letters to the child? (Q17)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q17. Teach alphabet or encourage to learn letters to the child?

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q18. Play a counting game or teach numbers to the child? (Q18)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q18. Play a counting game or teach numbers to the child?

Post question

0 = No
 1 = Yes, by Mother
 2 = Yes, by Father
 3 = Yes, by Caregiver

Q19. Hug or show affection to your child? (Q19)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q19. Hug or show affection to your child?

Post question

- 0 = No
- 1 = Yes, by Mother
- 2 = Yes, by Father
- 3 = Yes, by Caregiver

Q20. Spank your child for misbehaving? (Q20)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q20. Spank your child for misbehaving?

Post question

- 0 = No
- 1 = Yes, by Mother
- 2 = Yes, by Father
- 3 = Yes, by Caregiver

Q21. Hit your child for misbehaving? (Q21)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q21. Hit your child for misbehaving?

Post question

- 0 = No
- 1 = Yes, by Mother
- 2 = Yes, by Father
- 3 = Yes, by Caregiver

Q22. Criticize or yell at your child? (Q22)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1825
 Invalid: 0

Pre question

In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>?

Note: ask "Who?" if the answer is "yes". - tick as many as appropriate.

Literal question

Q22. Criticize or yell at your child?

Post question

0 = No

1 = Yes, by Mother

2 = Yes, by Father

3 = Yes, by Caregiver

Q23. On a regular day, how many hours does the mother spend time talking, walkin (Q23)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-9

Valid cases: 1825

Invalid: 0

Pre question

I would like to know about how your child spends his/her day.

Literal question

Q23. On a regular day, how many hours does the mother spend time talking, walking, and/or playing with the child?

Q24. On a regular day, how many hours does the father spend time talking, walkin (Q24)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-6

Valid cases: 1825

Invalid: 0

Pre question

I would like to know about how your child spends his/her day.

Literal question

Q24. On a regular day, how many hours does the father spend time talking, walking, and/or playing with the child?

Q25. On a regular day, how many hours the child spend in the care of another chi (Q25)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-8

Valid cases: 1825

Invalid: 0

Pre question

I would like to know about how your child spends his/her day.

Literal question

Q25. On a regular day, how many hours the child spend in the care of another child who is less than 10 years old?

Q26. On a regular day, how many hours does the child spend alone?
(Q26)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 1825
Invalid: 0

Pre question

I would like to know about how your child spends his/her day.

Literal question

Q26. On a regular day, how many hours does the child spend alone?

Q27. In general, would you say that your child's health is? (Q27)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1825
Invalid: 0

Literal question

Q27. In general, would you say that your child's health is?

Q28. In the last 6 months, has received deworming? (Q28)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 1825
Invalid: 0

Literal question

Q28. In the last 6 months, has [child name] received deworming?

Q29. In the past 2 weeks, has had diarrhea, defined as loose stools more than 3 (Q29)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1825
 Invalid: 0

Literal question

Q29. In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more than 3 times per day?

Q30. In the past 2 weeks, has had cough or difficulty breathing? (Q30)
 File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1825
 Invalid: 0

Literal question

Q30. In the past 2 weeks, has [child name] had cough or difficulty breathing?

Q31. If yes above, did this illness require medical care from a clinic, hospital (Q31)
 File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 721
 Invalid: 1104

Literal question

Q31. If yes above, did this illness require [child name] medical care from a clinic, hospital, doctor's chamber?

Q32. In the past 2 weeks, has had an illness other than cough, difficulty breath (Q32)
 File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1825
 Invalid: 0

Literal question

Q32. In the past 2 weeks, has [child name] had an illness other than cough, difficulty breathing that required medical care from a clinic, hospital, doctor's chamber?

Q33. When was the last time that was weighed for growth monitoring? (Q33)
 File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1825
 Invalid: 0

Literal question

Q33. When was the last time that study child name] was weighed for growth monitoring?

Q34. Did you enroll your child in any preschool program last year (in 2018)? (Q34)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-99

Valid cases: 1825
 Invalid: 0

Literal question

Q34. Did you enroll your child in any preschool program last year (in 2018)?

Post question

1 --> Q35
 2 --> Q45

Q35. Which type of preschool program? (Q35)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1327
 Invalid: 498

Literal question

Q35. Which type of preschool program?

Q35oth. Which type of preschool program? Other specify (Q35oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 31

Valid cases: 5
 Invalid: 0

Literal question

Q35oth. Which type of preschool program? Other specify

Q36. What was the main reason you selected this preschool? (Q36)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1327
 Invalid: 498

Literal question

Q36. What was the main reason you selected this preschool?

Q36oth. What was the main reason you selected this preschool? Other specify (Q36oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 34

Valid cases: 17
 Invalid: 0

Literal question

Q36oth. What was the main reason you selected this preschool? Other specify

Q37. Did you enroll your child in any school this year (in 2019)? (Q37)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-99

Valid cases: 1825
 Invalid: 0

Literal question

Q37. Did you enroll your child in any school this year (in 2019)?

Post question

1 --> Q38
 2 --> Q59

Q38. If yes, which type of school? (Q38)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1779
 Invalid: 46

Literal question

Q38. If yes, which type of school?

Q38oth. If yes, which type of school? Other specify (Q38oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 2
 Invalid: 1823

Literal question

Q38oth. If yes, which type of school? Other specify

Q39. If yes, what level of schooling has your child attended in 2019?
 (Q39)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1779
 Invalid: 46

Literal question

Q39. If yes, what level of schooling has your child attended in 2019?

Q39oth. If yes, what level of schooling has your child attended in
 2019? Other specify (Q39oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 38

Valid cases: 1
 Invalid: 0

Literal question

Q39oth. If yes, what level of schooling has your child attended in 2019? Other specify

Q40. The school was a good place for my child to be. (Q40)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q40. The school was a good place for my child to be.

Q41. The school did a good job preparing children for their futures.
(Q41)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 1779
Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q41. The school did a good job preparing children for their futures.

Q42. Going to school exposed my child to harmful people or ideas.
(Q42)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 1779
Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q42. Going to school exposed my child to harmful people or ideas.

Q43. The school met my child's academic needs. (Q43)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 1779
Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q43. The school met my child's academic needs.

Q44. The school met my child's social and behavioral needs. (Q44)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q44. The school met my child's social and behavioral needs.

Q45. Doing well in school will improve my child's chances of having a good (Q45)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q45. Doing well in school will improve my child's chances of having a good life when he/she grows up.

Q46. This school kept me informed about my child's performance and behavior. (Q46)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q46. This school kept me informed about my child's performance and behavior.

Q47. I like the teacher(s) at the school. (Q47)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q47. I like the teacher(s) at the school.

Q48. I feel comfortable talking with my child's teacher. (Q48)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q48. I feel comfortable talking with my child's teacher.

Q49. The school is a welcoming place for families like mine. (Q49)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q49. The school is a welcoming place for families like mine.

Q50. The school is a safe place for my child. (Q50)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1779
 Invalid: 46

Pre question

I would now like to read you some statements about your child's school, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

Q50. The school is a safe place for my child.

Q51. Direct payments to school (school fees) (Q51)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1778 |
| Format: numeric | Invalid: 47 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 7800 |
| Range: 0-7800 | Mean: 887.3 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q51. Direct payments to school (school fees)

Q52. Other activity fees (Q52)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1779 |
| Format: numeric | Invalid: 46 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 1500 |
| Range: 0-1500 | Mean: 36.1 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q52. Other activity fees

Q53. School uniforms (Q53)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1779 |
| Format: numeric | Invalid: 46 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 5000 |
| Range: 0-5000 | Mean: 419.4 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q53. School uniforms

Q54. School supplies such as a backpack, notebooks, pencils, and so on (Q54)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1779 |
| Format: numeric | Invalid: 46 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 9000 |
| Range: 0-9000 | Mean: 844 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q54. School supplies such as a backpack, notebooks, pencils, and so on

Q55. Snacks or meals your child must bring to school (Q55)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1779 |
| Format: numeric | Invalid: 46 |
| Width: 5 | Minimum: 0 |
| Decimals: 0 | Maximum: 12000 |
| Range: 0-12000 | Mean: 1466.2 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q55. Snacks or meals your child must bring to school

Q56. Transportation to bring your child to school (Q56)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1779 |
| Format: numeric | Invalid: 46 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 8000 |
| Range: 0-8000 | Mean: 252.9 |

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q56. Transportation to bring your child to school

Q57. Private tutoring (Q57)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-30000

Valid cases: 1779
 Invalid: 46
 Minimum: 0
 Maximum: 30000
 Mean: 545.1

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q57. Private tutoring

Q58. Other costs (Q58)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-2200

Valid cases: 1779
 Invalid: 46
 Minimum: 0
 Maximum: 2200
 Mean: 2.7

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q58. Other costs

Q58oth. Specify what other costs. (Q58oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 95

Valid cases: 12
 Invalid: 0

Pre question

I would like to ask you about how much your family paid for your child's education in 2019. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q58oth. Specify what other costs.

Q59. Why didn't you send your child to school in 2019? (Q59)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 41
 Invalid: 1784

Literal question

Q59. Why didn't you send your child to school in 2019?

Q59oth. Why didn't you send your child to school in 2019? Other specify (Q59oth)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
Format: character
Width: 69

Valid cases: 10
Invalid: 0

Literal question

Q59oth. Why didn't you send your child to school in 2019? Other specify

Q60. Direct payments to school (school fees) (Q60)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-10200

Valid cases: 1327
Invalid: 498
Minimum: 0
Maximum: 10200
Mean: 651.2

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q60. Direct payments to school (school fees)

Q61. Other activity fees (Q61)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-2500

Valid cases: 1327
Invalid: 498
Minimum: 0
Maximum: 2500
Mean: 41.7

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q61. Other activity fees

Q62. School uniforms (Q62)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-2500

Valid cases: 1327
Invalid: 498
Minimum: 0
Maximum: 2500
Mean: 202.3

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q62. School uniforms

Q63. School supplies such as a backpack, notebooks, pencils, and so on (Q63)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1327 |
| Format: numeric | Invalid: 498 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 5500 |
| Range: 0-5500 | Mean: 590.5 |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q63. School supplies such as a backpack, notebooks, pencils, and so on

Q64. Snacks or meals your child must bring to school (Q64)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1327 |
| Format: numeric | Invalid: 498 |
| Width: 5 | Minimum: 0 |
| Decimals: 0 | Maximum: 12500 |
| Range: 0-12500 | Mean: 1330.7 |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q64. Snacks or meals your child must bring to school

Q65. Transportation to bring your child to school (Q65)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1327 |
| Format: numeric | Invalid: 498 |
| Width: 4 | Minimum: 0 |
| Decimals: 0 | Maximum: 9000 |
| Range: 0-9000 | Mean: 135.3 |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q65. Transportation to bring your child to school

Q66. Private tutoring (Q66)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1327 |
| Format: numeric | Invalid: 498 |
| Width: 5 | Minimum: 0 |
| Decimals: 0 | Maximum: 20000 |
| Range: 0-20000 | Mean: 272.6 |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q66. Private tutoring

Q67. Other costs (Q67)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1327 |
| Format: numeric | Invalid: 498 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 660 |
| Range: 0-660 | Mean: 1.5 |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q67. Other costs

Q67oth. Specify what other costs (Q67oth)

File: Endline_HOUSEHOLD_deid

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 5 |
| Format: numeric | Invalid: 1820 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-4 | |

Pre question

I would like to ask you about how much your family paid for your child's pre-school education last year, in 2018. Please do include money contributed by family members who may not live in your home. Do not include money spent on education for any other children. Your best estimates are fine.

Literal question

Q67oth. Specify what other costs

end (end)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1825
 Invalid: 0

Literal question

end

meta:instanceID (metainstanceid)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 41

Valid cases: 1825
 Invalid: 0

Interview start date and time (stime)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 1825
 Invalid: 0

Literal question

Interview start date and time

Interview start date and time (st)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1888715192000-1890479256000

Valid cases: 1825
 Invalid: 0
 Minimum: 1888715192000
 Maximum: 1890479256000
 Mean: 1889677685480

Literal question

Interview start date and time

Time gap (timegap)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 21600000-21600000

Valid cases: 1825
 Invalid: 0

Literal question

Time gap

Interview start date and time (STARTtime)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1888736792000-1890500856000

Valid cases: 1825
 Invalid: 0
 Minimum: 1888736792000
 Maximum: 1890500856000
 Mean: 1889699285480

Literal question

Interview start date and time

Survey time stamp (timestamp)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1825
 Invalid: 0

Literal question

Survey time stamp

Survey time stamp or end time (ts)

File: Endline_HOUSEHOLD_deid

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 1825
 Invalid: 0

Literal question

Survey time stamp or end time

Survey end time (ed)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1888718344000-1890480298000

Valid cases: 1825
 Invalid: 0
 Minimum: 1888718344000
 Maximum: 1890480298000
 Mean: 1889681631413.7

Literal question

Survey end time

Survey end time (ENDtime)

File: Endline_HOUSEHOLD_deid

Overview

Type: Continuous
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1888739944000-1890501898000

Valid cases: 1825
 Invalid: 0
 Minimum: 1888739944000
 Maximum: 1890501898000
 Mean: 1889703231413.7

Literal question

Survey end time

Survey duration (timetaken) File: Endline_HOUSEHOLD_deid

Overview

| | |
|------------------------|-------------------|
| Type: Continuous | Valid cases: 1825 |
| Format: numeric | Invalid: 0 |
| Width: 8 | Minimum: 965000 |
| Decimals: 0 | Maximum: 52588000 |
| Range: 965000-52588000 | Mean: 3945933.7 |

Literal question

Survey duration

start (start)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: character | Invalid: 0 |
| Width: 28 | |

Literal question

start

Type of location (g0cluster)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: character | Invalid: 0 |
| Width: 9 | |

Literal question

Type of location

Select the School (g2community)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 1 |
| Decimals: 0 | Maximum: 100 |
| Range: 1-100 | Mean: 51.4 |

Literal question

Select the School

g2a:child (g2achild)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: character | Invalid: 0 |
| Width: 41 | |

Child ID number (sid)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: character | Invalid: 0 |
| Width: 11 | |

Literal question

Child ID number

Interviewer Name: (g4interviwer)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 19

Valid cases: 0
 Invalid: 0

Literal question

Interviewer Name:

Supervisor Name: (g4supervisor)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 0
 Invalid: 0

Literal question

Supervisor Name:

Date of interview: (g4date)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1822
 Invalid: 0

Literal question

Date of interview:

Agree to interview (ic1oni)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1822
 Invalid: 0

Literal question

Agree to interview

Q001. Tell me your full name: (b1bg01)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 45

Valid cases: 0
 Invalid: 0

Literal question

Q001. Tell me your full name:

Q002. Please tell me how old you are: (b1bg02)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 5-7 | |

Literal question

Q002. Please tell me how old you are:

Q003. Are you a boy or a girl?: (b1bg03)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: character | Invalid: 0 |
| Width: 6 | |

Literal question

Q003. Are you a boy or a girl?:

Do you agree to do these activities with me? (gcgc01)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Continue (i1o1)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Pre question

It is very nice to meet you <child name>. I am going to ask you some questions about yourself now. Please answer them if you can, but do not worry if you do not know all the answers.

Literal question

Continue

01-A. Please tell me your full name? (i11item01_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-A. Please tell me your full name?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child only says his/her first name, then you may probe by asking specifically about the last/surname.

01-B. Please tell me how old you are? (i11item01_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-B. Please tell me how old you are?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

01-C. Are you a boy or a girl? (i11item01_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-C. Are you a boy or a girl?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

01-D. Please tell me the name of one person who takes care of you at home (i11item01_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-D. Please tell me the name of one person who takes care of you at home

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If child says "mom" or "aunt", you may ask a follow-up question - e.g. "What is her name?"

01-E. Please tell me the name of the neighborhood/ community/ village that you live in (i11item01_e)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-E. Please tell me the name of the neighborhood/ community/ village that you live in

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child points and says "over there" or something similar you can prompt and ask if they know the name of the place.

01-F. Please tell me the name of the state/ country that you live in (i11item01_f)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

01-F. Please tell me the name of the state/ country that you live in

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child points and says "over there" or something similar you can prompt and ask if they know the name of the place.

Agreed to participate in ITEM 2 (i2o2)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Pre question

Now I will show you pictures and ask you some questions.

Literal question

Agreed to participate in ITEM 2

02-A. Look at this picture and please show me the biggest circle. (i21item02_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

02-A. Look at this picture and please show me the biggest circle.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: When the child doesn't clearly point to one item, you can prompt the child once asking them to point to one item clearly.

Do not probe if the child clearly points to one item, even if the response is incorrect.

02-B. Now please show me the smallest circle. (i21item02_b)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

02-B. Now please show me the smallest circle.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: When the child doesn't clearly point to one item, you can prompt the child once asking them to point to one item clearly.

Do not probe if the child clearly points to one item, even if the response is incorrect.

02-C. Now look at this picture. Please show me the longest stick.
(i22item02_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Pre question

Show the child the picture with the sticks

Literal question

02-C. Now look at this picture. Please show me the longest stick.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: When the child doesn't clearly point to one item, you can prompt the child once asking them to point to one item clearly.

Do not probe if the child clearly points to one item, even if the response is incorrect.

02-D. Please show me the shortest stick. (i22item02_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Literal question

02-D. Please show me the shortest stick.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: When the child doesn't clearly point to one item, you can prompt the child once asking them to point to one item clearly.

Do not probe if the child clearly points to one item, even if the response is incorrect.

We're going to play a game where we group pictures together that are similar. (i3o3)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-1

Valid cases: 1822
Invalid: 0

Pre question

Place the picture cards [stars and circles - two red stars, one yellow star, two yellow circles, and one red circle] in front of the child in a random order and say:

Literal question

We're going to play a game where we group pictures together that are similar.

03-A. Look at these cards and try to arrange all of them in two groups with othe (i31item03_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Literal question

03-A. Look at these cards and try to arrange all of them in two groups with others that are alike. Use all the cards and put one group here and one group here (physically show with the hands).

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child has not used all the cards to form the two groups, then you can prompt them once by asking them to use ALL of the cards AND if the child has placed the cards in a row or column and the groups are not visible, you can prompt the child once by reminding him/her that the task is to sort in two separate groups and you can also use the white sheets of paper.

03-B. Ok now look at the cards again and try to find another/different way to gr (i32item03_b)

File: Endline_IDELA_deid

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0
Minimum: 0
Maximum: 999
Mean: 10.8

Pre question

Once the child has completed sorting by one criterion, do NOT move the piles back together and say:

Literal question

03-B. Ok now look at the cards again and try to find another/different way to group these cards.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child has not used all the cards to form the two groups, then you can prompt them once by asking them to use ALL of the cards AND if the child has placed the cards in a row or column and the groups are not visible, you can prompt the child once by reminding him/her that the task is to sort in two separate groups and you can also use the white sheets of paper.

04-A. Please show me, where is the circle? (i4item04_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Pre question

Place the page with shapes in front of the child and say: I have some pictures to show you.

Literal question

04-A. These are pictures of different shapes. Please show me, where is the circle?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again.

04-B. Please show me, where is the rectangle? (i4item04_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Literal question

04-B. Please show me, where is the rectangle?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again.

04-C. Please show me, where is the triangle? (i4item04_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 1822
Invalid: 0

Literal question

04-C. Please show me, where is the triangle?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again.

04-D. Please show me, where is the square? (i4item04_d)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

04-D. Please show me, where is the square?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again.

04-E. What is something that is shaped like a circle? (i42item04_e)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 22.8 |

Literal question

04-E. What is something that is shaped like a circle?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again AND for identifying an object in the shape of a circle, if the child identifies the shape on the card, then you can ask them to provide another example.

Agreed to participate in ITEM 5 (i5o5)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1822
 Invalid: 0

Literal question

Agreed to participate in ITEM 5 - Let's look at numbers now [number chart of numbers from 1-20]. I will point to a number and I want you to tell me what number it is. It's OK if you don't know all of them.

Row 1: (i51r05_1)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 1708
 Invalid: 0

Pre question

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except the designated row so that it doesn't distract the child. Point to the first number in the designated row and ask the child -

Literal question

Row 1- What number is this?

Interviewer instructions

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.

Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly. Count all of the numbers the child identified correctly in designated row. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to the next row.

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.

0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed. 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 2: (i51r05_2)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 9

Valid cases: 1671
 Invalid: 0

Pre question

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except the designated row so that it doesn't distract the child. Point to the first number in the designated row and ask the child -

Literal question

Row 2- What number is this?

Interviewer instructions

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.

Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly. Count all of the numbers the child identified correctly in designated row. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to the next row.

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 3: (i52r05_3)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 14

Valid cases: 1235
Invalid: 0

Pre question

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except the designated row so that it doesn't distract the child. Point to the first number in the designated row and ask the child -

Literal question

Row 3- What number is this?

Interviewer instructions

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.

Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly. Count all of the numbers the child identified correctly in designated row. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to the next row.

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 4: (i52r05_4)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 14

Valid cases: 1278
Invalid: 0

Pre question

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except the designated row so that it doesn't distract the child. Point to the first number in the designated row and ask the child -

Literal question

Row 4- What number is this?

Interviewer instructions

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.

Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly. Count all of the numbers the child identified correctly in designated row. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to the next row.

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

ITEM05_A (item05_a1)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 2 | Minimum: 0 |
| Decimals: 0 | Maximum: 20 |
| Range: 0-20 | Mean: 14.6 |

Agreed to participate in ITEM 6 (i6o6)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to participate in ITEM 6 - Now we are going to play with beans.

06-A. There are a lot of beans here. Please give me 3 beans. (i61item06_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

06-A. There are a lot of beans here. Please give me 3 beans.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not begin counting objects once you have asked the question, then you can repeat once more AND if it is unclear if the child has completed counting, you can ask "have you finished?"

06-B. Thank you. Now, please give me 8 beans. (i61item06_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Pre question

Be patient while child arranges the objects. When child finishes, brings the 20 objects together again.

Literal question

06-B. Thank you. Now, please give me 8 beans.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not begin counting objects once you have asked the question, then you can repeat once more AND if it is unclear if the child has completed counting, you can ask "have you finished?"

06-C. Thank you. Now please give me 15 beans. (i62item06_c)

File: Endline_IDELA_deid

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1743
 Invalid: 79
 Minimum: 0
 Maximum: 999
 Mean: 2.5

Pre question

Be patient while child arranges the objects. When child finishes, brings the 20 objects together again.

Literal question

06-C. Thank you. Now please give me 15 beans.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not begin counting objects once you have asked the question, then you can repeat once more AND if it is unclear if the child has completed counting, you can ask "have you finished?"

PE06-A. (i63pe06_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1614
 Invalid: 208

Literal question

PE06-A.[Persistence/Engagement] Child stays concentrated on the task at hand; not easily distracted.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not begin counting objects once you have asked the question, then you can repeat once more AND if it is unclear if the child has completed counting, you can ask "have you finished?"

PE06-B. (i63pe06_b) File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1614 |
| Format: numeric | Invalid: 208 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

PE06-B.[Persistence/Engagement] Child is motivated to complete task; does not want to stop the task.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If the child does not begin counting objects once you have asked the question, then you can repeat once more AND if it is unclear if the child has completed counting, you can ask "have you finished?"

07-A. How many beans do I have in total? (i7item07_a) File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Pre question

I have another game with beans. Here I have 3 beans. Now my friend gives me 2 more beans. [Lay these out near the first objects but leaving a little space between the two groups].

Literal question

07-A. How many beans do I have in total?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child counts the objects and provides two different responses one after the other (4, 5 for example), ask the child to select one answer only.

07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would th (i71item07_b) File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 8.6 |

Literal question

07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would there be?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child counts the objects and provides two different responses one after the other (4, 5 for example), ask the child to select one answer only.

07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away ho (i71item07_c)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 10.8 |

Literal question

07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away how many apples would be left?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child counts the objects and provides two different responses one after the other (4, 5 for example), ask the child to select one answer only.

Agreed to participate in ITEM 8 (i8o8)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Pre question

Show the picture of the puzzle [4 or 6 piece jigsaw puzzle] to child and say -

Literal question

Agreed to participate in ITEM 8 - We are going to have some fun with this puzzle. This is a picture of what you are going to try to make with these pieces.

08-A. Number of puzzle pieces correctly placed (i81item08_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-6

Valid cases: 1822
 Invalid: 0

Pre question

Try to join the pieces together to make this picture. Let me know when you are done.

Literal question

08-A. Number of puzzle pieces correctly placed (0, 1, 2, 3, 4, 5, 6)

Interviewer instructions

Time Estimate - 2 minutes.

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE08-A. (i82pe08_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

PE08-A. [Persistence/Engagement] Child stays concentrated on the task at hand; not easily distracted.

PE08-B. (i82pe08_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Literal question

PE08-B. [Persistence/Engagement] Child is motivated to complete task (solve the problem); does not want to stop the task.

09-A. Are there any other friends who you like to play with?

(i9item09_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-10

Valid cases: 1822
 Invalid: 0

Pre question

Please tell me the names of your friends who you like to play with. Are there any other friends who you like to play with?

Literal question

09-A. Number of friends named (0 - 10)

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child points to their friends in the room, prompt to ask for their names.

10-A. Think for a moment and tell me what makes you feel sad.
 (i10item10_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1822
 Invalid: 0

Pre question

Now I have some questions about feelings.

Literal question

10-A. Think for a moment and tell me what makes you feel sad.

Post question

If a child cannot name something that makes them sad, skip to question D about happiness.

Interviewer instructions

Wait for the child to respond and if answer is unclear ask, "How/why does that make you sad?"

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

10-B. What do you do to feel better when you are feeling sad?
 (i101item10_b)

File: Endline_IDELA_deid

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1508
 Invalid: 314
 Minimum: 0
 Maximum: 999
 Mean: 12.8

Literal question

10-B. What do you do to feel better when you are feeling sad?

Post question

If a child cannot name something that makes them feel better, skip to question D about happiness.

Interviewer instructions

Wait for the child to respond and if answer is unclear ask, "How/why does this make you feel better?"

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.

0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.

999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

10-C. What else do you do to feel better when you are feeling sad? (i101item10_c)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1340 |
| Format: numeric | Invalid: 482 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 20.9 |

Literal question

10-C. What else do you do to feel better when you are feeling sad?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.

0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.

999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

10-D. Now tell me what makes you feel happy? (i101item10_d)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 35.9 |

Literal question

10-D. Now tell me what makes you feel happy?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.

0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.

999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 11 (i11_o11)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 0-1 | |

Literal question

Agreed to participate in ITEM 11

11-A. How do you think this child is feeling right now? (i112item11_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Show the picture card [of girl crying].

Literal question

11-A. How do you think this child is feeling right now?

Post question

If the child cannot identify that the girl is sad, skip questions b and c.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

11-B. What would you do to help her feel better? (i112item11_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1320
 Invalid: 502

Literal question

11-B. What would you do to help her feel better?

Post question

If the child cannot identify one way to make the girl feel better, skip question c.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

11-C. Is there anything else you would do to make her feel better?
(i112item11_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1132
 Invalid: 690

Pre question

Prompt once.

Literal question

11-C. Is there anything else you would do to make her feel better?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

12-A. What would you do in this situation? (i12item12_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Now I will ask you to imagine a situation where you are playing with a toy that you like when another child wants to play with the same toy, but there is only one toy.

Literal question

12-A. What would you do in this situation?

Post question

If a child cannot identify one solution, skip question b.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

12-B. Is there anything else you would do? (i121item12_b)

File: Endline_IDELA_deid

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1354
 Invalid: 468
 Minimum: 0
 Maximum: 999
 Mean: 12.5

Pre question

Prompt once.

Literal question

12-B. Is there anything else you would do?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 13 (i13o131)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1821
 Invalid: 1

Literal question

Agreed to participate in ITEM 13

Sequence A: 1 6< (i131item13_a) File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

This is another game. I am going to say a list of numbers, one after another. After you hear the numbers, I want you to repeat them to me in the same order. Wait for me to say all the numbers before you repeat them. Please listen carefully.

Literal question

Sequence A: 1...6

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child starts repeating the numbers before the list is finished remind child to wait for all of the numbers and then repeat the string from the beginning.

Sequence B: >5...2...9< (i131item13_b) File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Sequence B: 5...2...9

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child starts repeating the numbers before the list is finished remind child to wait for all of the numbers and then repeat the string from the beginning.

Sequence C: >8 3 1 4< (i131item13_c) File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Sequence C: 8...3...1...4

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child starts repeating the numbers before the list is finished remind child to wait for all of the numbers and then repeat the string from the beginning.

Sequence D: >1 2 4 7 3 (i131item13_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Sequence D: 1...2...4...7...3

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When to probe: If a child starts repeating the numbers before the list is finished remind child to wait for all of the numbers and then repeat the string from the beginning.

Agreed to participate in ITEM 14 (i14o141)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1821
 Invalid: 1

Literal question

Agreed to participate in ITEM 14

14-A. Child understands the directions (i142item14_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Let's stand up. Now we're going to play a game. The game has two parts. Listen carefully and try to do what I say:

Literal question

14-A. Child understands the directions

Post question

If the child does NOT understand directions move on to the next items.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

14-B. Touch your head (i143item14_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 12

Valid cases: 1721
 Invalid: 0

Pre question

Assessor physically touches his/her head. Wait until the child has put both hands on his head.

Literal question

14-B. Touch your head

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

14-C. Touch your toes (i143item14_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 12

Valid cases: 1721
 Invalid: 0

Pre question

Assessor physically touches his/her toes. Wait until the child has put both hands on his feet. Repeat the two commands with motions until the child imitates you correctly.

Literal question

14-C. Touch your toes

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

14-D. Touch your toes (i143item14_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 12

Valid cases: 1721
Invalid: 0

Pre question

Now we're going to play this game differently and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something DIFFERENT from what I say.

Literal question

14-D. Touch your toes

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

14-E. Touch your head (i143item14_e)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 12

Valid cases: 1721
Invalid: 0

Pre question

Now we're going to play this game differently and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something DIFFERENT from what I say.

Literal question

14-E. Touch your head

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

14-F. Touch your toes (i143item14_f)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 12

Valid cases: 1721
Invalid: 0

Pre question

Now we're going to play this game differently and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something DIFFERENT from what I say.

Literal question

14-F. Touch your toes

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE14-A. Child stays concentrated on the task at hand; not easily distracted (i144pe14_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1721 |
| Format: numeric | Invalid: 101 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

PE14-A. Child stays concentrated on the task at hand; not easily distracted

PE14-B. Child is motivated to complete task (solve the problem); does not want to stop t (i144pe14_b)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1721 |
| Format: numeric | Invalid: 101 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

PE14-B. Child is motivated to complete task (solve the problem); does not want to stop the task

Agreed to participate in ITEM 15 (i15o15)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to participate in ITEM 15

15-A. Try to name as many things as you can think of and I will keep count. (i151item15_a)

File: Endline_IDELA_deid

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1
 Minimum: 0
 Maximum: 999
 Mean: 16.4

Pre question

Now let's try a word game. Imagine you are going to the market and name some foods that can be bought from the market.

Literal question

15-A. Try to name as many things as you can think of and I will keep count.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

When the child cannot think of more items, move on to the next question.

15-B. Try to name as many animals as you can think of and I will keep count aga (i152item15_b)

File: Endline_IDELA_deid

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1
 Minimum: 0
 Maximum: 999
 Mean: 19.2

Pre question

Now, I want to know what animals you are familiar with. Tell me the names of animals that you know.

Literal question

15-B. Try to name as many animals as you can think of and I will keep count again.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 16 (i16o16)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1821
 Invalid: 1

Literal question

Agreed to participate in ITEM 16

16-A. Show me how you would open it so we can read it.
 (i161item16_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Hand the book to the child upside down, with the cover facing up toward the child.

Literal question

16-A. We are going to look at a book and I need your help. Show me how you would open it so we can read it.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

16-B. Now show me where I should start reading. (i162item16_b)
 File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

If the child has not opened to a page with picture and text, turn to a page in the story with pictures and text.

Literal question

16-B. Now show me where I should start reading.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

16-C. If I start to read here, on the first word, show me with your finger where (i163item16_c)
 File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

If the child has not pointed to the first word on the page, point to the first word on that page and say -

Literal question

16-C. If I start to read here, on the first word, show me with your finger where I would continue reading.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 17 (i17o17)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to participate in ITEM 17

What letter is this? (i171n172)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 0 |
| Format: numeric | Invalid: 1822 |
| Width: 1 | |
| Decimals: 0 | |

Pre question

We will play an alphabet game now. I will point to letters and I want you to tell me what letters they are. It's OK if you don't know all of them, just do your best.

Show the child a copy of the letter chart. Using another sheet of paper cover all rows of the table except Row 1 so that it doesn't distract the children. Point to the first letter in the first row, and ask the child.

Literal question

17-A. What letter is this?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 1 : (i171r17_1)

File: Endline_IDELA_deid

Overview

| | |
|-------------------|-------------------|
| Type: Discrete | Valid cases: 1703 |
| Format: character | Invalid: 0 |
| Width: 9 | |

Pre question

Continue to show the grid letter by letter, moving your finger across the row until you complete the specified row. Mark responses as child identifies each letter.

Literal question

Row 1 : What letter is this?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 2 : (i171r17_2)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 1678
Invalid: 0

Pre question

Continue to show the grid letter by letter, moving your finger across the row until you complete the specified row. Mark responses as child identifies each letter.

Literal question

Row 2 : What letter is this?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 3 : (i174r17_3)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 1536
Invalid: 0

Pre question

Continue to show the grid letter by letter, moving your finger across the row until you complete the specified row. Mark responses as child identifies each letter.

Literal question

Row 3 : What letter is this?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Row 4 : (i174r17_4)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 1557
Invalid: 0

Pre question

Continue to show the grid letter by letter, moving your finger across the row until you complete the specified row. Mark responses as child identifies each letter.

Literal question

Row 4 : What letter is this?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

ITEM17_A (item17_a)

File: Endline_IDELA_deid

Overview

| | |
|------------------|-------------------|
| Type: Continuous | Valid cases: 1822 |
| Format: numeric | Invalid: 0 |
| Width: 2 | Minimum: 0 |
| Decimals: 0 | Maximum: 20 |
| Range: 0-20 | Mean: 15.2 |

Agreed to participate in ITEM 18 (i18o18)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to participate in ITEM 18

18-A. The word Sun starts with /s/. Now listen to the words I say and tell me wh (i181item18_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Pre question

Now we will play a listening game. This one is about the sounds in words. The word "cat" starts with /c/ (Say the sound, not the letter name). /c/ is the first sound in cat. Now listen to the words I say and tell me which one starts with the same sound.

Literal question

18-A. The word Sun starts with /s/. Now listen to the words I say and tell me which one starts with the same sound /s/ - bird, doll, soup

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

18-B. Toy starts with /t/. Listen to the words I say and tell me which one start (i181item18_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

18-B. Toy starts with /t/. Listen to the words I say and tell me which one starts with the same sound, the sound /t/ - game, tool, fish

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

18-C. Door /d/. Listen to the words I say and tell me which one starts with the (i181item18_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

18-C. Door /d/. Listen to the words I say and tell me which one starts with the same sound, the sound /d/ - dog, key, girl

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

19-A. Writing level (i19item19_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Now we're going to play and write. Try to write your name here in any way you know. Don't worry if you can't do it well, just try your best. Limit this section to 2 minutes from when the child begins writing.

Literal question

19-A. Writing level

Post question

If the child does not write for a minute after your suggestion, stop and move on to the next item.

Interviewer instructions

0 - if a child writes nothing, doesn't produce anything
 1 - if there is random scribbling, not resembling letter-like symbols
 2 - if there are purposeful, controlled symbols but letter are not legible or recognizable.
 3 - if there are some legible letters and/or numbers
 4 - if the child's name is legible, even if there are missing letters or some are backwards. We can recognize it as their name.

Agreed to participate in ITEM 20 (i20o20)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to participate in ITEM 20

Agreed to answer question on the story CAT and MOUSE (i201o201)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 1 | |
| Decimals: 0 | |
| Range: 1-1 | |

Literal question

Agreed to answer question on the story CAT and MOUSE

20-A. Who stole the cat hat? (i202item20_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Pre question

Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

Once upon a time there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse said to the cat, "Please don't eat me, cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Please don't touch my hat again" and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Literal question

20-A. Who stole the cat's hat?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

20-B. What color was the hat? (i202item20_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

20-B. What color was the hat?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

20-C. Why did the cat chase the mouse? (i202item20_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

20-C. Why did the cat chase the mouse?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

20-D. Where did the mouse get trapped? (i202item20_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

20-D. Where did the mouse get trapped?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

20-E. Why did the cat decide not to eat the mouse? (i202item20_e)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

20-E. Why did the cat decide not to eat the mouse?

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE20-A. Child stays concentrated on the task at hand; not easily distracted (i203pe20_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

PE20-A. Child stays concentrated on the task at hand; not easily distracted

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE20-B. Child is motivated to complete task; does not want to stop the task. (i203pe20_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

PE20-B. Child is motivated to complete task; does not want to stop the task.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

21-A. Number of closed corners, no gaps. (i21_item21_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-3

Valid cases: 1821
 Invalid: 1

Pre question

Show the child the picture of a triangle and say: Let's do some drawing! Someone drew this picture. Try to draw the same picture on your piece of paper.

Literal question

21-A. Number of closed corners, no gaps.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

21-B. Resembles closely the picture (i21_item21_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

21-B. Resembles closely the picture

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 22 (i22_o22)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1821
 Invalid: 1

Literal question

Agreed to participate in ITEM 22

a) Child draws a head (i221item22_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Pre question

Give the pencil and paper to the child. I have another drawing game for you. Please draw a picture of a girl or boy standing up. Limit this section to 2 minutes from when the child begins drawing.

Literal question

22-A. Child draws a head

Post question

If the child does not draw for a minute stop and move on to our next activity.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

b) Child draws a trunk/body (i221item22_b)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

22-B. Child draws a trunk/body

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

c) Child draws arms (i221item22_c)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

22-C. Child draws arms

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

d) Child draws legs (i221item22_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

22-D. Child draws legs

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

e) Child draws 1 facial feature (i221item22_e)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

22-E. Child draws 1 facial feature

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

f) Child draws 2 facial feature (i221item22_f)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

22-F. Child draws 2 facial feature

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

g) Child draws hands (i221item22_g)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

22-G. Child draws hands

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

h) Child draws feet (i221item22_h)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

22-H. Child draws feet

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE22-A. Child stays concentrated on the task at hand; not easily distracted (i222pe22_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

PE22-A. Child stays concentrated on the task at hand; not easily distracted

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE22-B. Child is motivated to complete task; does not want to stop the task. (i222pe22_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

PE22-B. Child is motivated to complete task; does not want to stop the task.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Agreed to participate in ITEM 23 (i23o23)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1821
 Invalid: 1

Literal question

Agreed to participate in ITEM 23

23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4) (i231item23_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1
 Minimum: 0
 Maximum: 999
 Mean: 17.4

Pre question

Now let's play a folding game! Together we will make a fun shape. I will give you a sheet of paper and I will take one piece too. Watch what I am doing closely and try to fold your piece of paper just as I do, step by step. Please follow me step by step and try to do it carefully.

Follow the steps below as you demonstrate. Be patient and give time to the child to follow each step. One prompt for each step is allowed. If the child stops or gives up in the middle, move on to the next item.

- Step 1: Fold down the middle (vertically)
- Step 2: Fold down the middle again (horizontally)
- Step 3: Fold in half diagonally
- Step 4: Fold in half diagonally again

Literal question

23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4)

Interviewer instructions

For each correct fold (within 1 cm), give a point, for a maximum of 4 points.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE23-A. Child stays concentrated on the task at hand; not easily distracted (i232pe23_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

PE23-A. Child stays concentrated on the task at hand; not easily distracted

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

PE23-B. Child is motivated to complete task; does not want to stop the task. (i232pe23_b)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

PE23-B. Child is motivated to complete task; does not want to stop the task.

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

24-A. Number of steps hopped (i24item24_a)

File: Endline_IDELA_deid

Overview

| | |
|-----------------|-------------------|
| Type: Discrete | Valid cases: 1821 |
| Format: numeric | Invalid: 1 |
| Width: 3 | Minimum: 0 |
| Decimals: 0 | Maximum: 999 |
| Range: 0-999 | Mean: 28 |

Pre question

We are going to play one more game. I want you to stand on one foot, whichever foot you prefer, and hop forward, and hop forward again, like this - Demonstrate hopping 10 steps in a straight line

Literal question

24-A. Try to hop as many steps as you can and I will count the number of steps you hopped. - Number of steps hopped

Interviewer instructions

Count the number of continuous hops (hops during which the child doesn't put his foot down or hold onto something) for a maximum score of 10.
999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Mango (X_w01)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Identified the word: Mango

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Uncle (X_w02)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Identified the word: Uncle

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Room (X_w03)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1821
 Invalid: 1

Literal question

Identified the word: Room

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: House (X_w04)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1216
 Invalid: 606

Literal question

Identified the word: House

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Field (X_w05)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1080
 Invalid: 742

Literal question

Identified the word: Field

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: My (X_w06)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 881
 Invalid: 941

Literal question

Identified the word: My

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Flower (X_w07)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 764
 Invalid: 1058

Literal question

Identified the word: Flower

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Clothe (X_w08)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 730
 Invalid: 1092

Literal question

Identified the word: Clothe

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Eat (X_w09)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 679
 Invalid: 1143

Literal question

Identified the word: Eat

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the word: Go (X_w10)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 646
 Invalid: 1176

Literal question

Identified the word: Go

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 2 (X_EM1_01)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1820
 Invalid: 2

Literal question

Identified the ## 2

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 9 (X_EM1_02)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1820
 Invalid: 2

Literal question

Identified the ## 9

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 0 (X_EM1_03)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1820
 Invalid: 2

Literal question

Identified the ## 0

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 12 (X_EM1_04)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1820
 Invalid: 2

Literal question

Identified the ## 12

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 30 (X_EM1_05)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1663
 Invalid: 159

Literal question

Identified the ## 30

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 22 (X_EM1_06)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1585
 Invalid: 237

Literal question

Identified the ## 22

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 45 (X_EM1_07)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1559
 Invalid: 263

Literal question

Identified the ## 45

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 39 (X_EM1_08)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1275
 Invalid: 547

Literal question

Identified the ## 39

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 23 (X_EM1_09)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 998
 Invalid: 824

Literal question

Identified the ## 23

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 48 (X_EM1_10)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 876
 Invalid: 946

Literal question

Identified the ## 48

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 91 (X_EM1_11)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 648
 Invalid: 1174

Literal question

Identified the ## 91

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 33 (X_EM1_12)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 632
 Invalid: 1190

Literal question

Identified the ## 33

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 74 (X_EM1_13)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 608
 Invalid: 1214

Literal question

Identified the ## 74

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 87 (X_EM1_14)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 428
 Invalid: 1394

Literal question

Identified the ## 87

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 65 (X_EM1_15)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 364
 Invalid: 1458

Literal question

Identified the ## 65

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 108 (X_EM1_16)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 340
 Invalid: 1482

Literal question

Identified the ## 108

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 245 (X_EM1_17)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 167
 Invalid: 1655

Literal question

Identified the ## 245

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 587 (X_EM1_18)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 160
 Invalid: 1662

Literal question

Identified the ## 587

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 731 (X_EM1_19)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 142
 Invalid: 1680

Literal question

Identified the ## 731

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the ## 989 (X_EM1_20)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 82
 Invalid: 1740

Literal question

Identified the ## 989

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 1: (X_EM2_01)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Identified the bigger number in: Row 1:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 2: (X_EM2_02)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Identified the bigger number in: Row 2:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 3: (X_EM2_03)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Identified the bigger number in: Row 3:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 4: (X_EM2_04)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Identified the bigger number in: Row 4:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 5: (X_EM2_05)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1691
 Invalid: 131

Literal question

Identified the bigger number in: Row 5:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 6: (X_EM2_06)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1661
 Invalid: 161

Literal question

Identified the bigger number in: Row 6:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 7: (X_EM2_07)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1621
 Invalid: 201

Literal question

Identified the bigger number in: Row 7:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 8: (X_EM2_08)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1555
 Invalid: 267

Literal question

Identified the bigger number in: Row 8:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 9: (X_EM2_09)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1517
 Invalid: 305

Literal question

Identified the bigger number in: Row 9:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Identified the bigger number in: Row 10: (X_EM2_10)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1474
 Invalid: 348

Literal question

Identified the bigger number in: Row 10:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 1: (X_EM3_01)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Could fill the empty space in: Row 1:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 2: (X_EM3_02)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Could fill the empty space in: Row 2:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 3: (X_EM3_03)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Could fill the empty space in: Row 3:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 4: (X_EM3_04)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1819
 Invalid: 3

Literal question

Could fill the empty space in: Row 4:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 5: (X_EM3_05)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1513
 Invalid: 309

Literal question

Could fill the empty space in: Row 5:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 6: (X_EM3_06)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1115
 Invalid: 707

Literal question

Could fill the empty space in: Row 6:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 7: (X_EM3_07)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 383
 Invalid: 1439

Literal question

Could fill the empty space in: Row 7:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 8: (X_EM3_08)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 300
 Invalid: 1522

Literal question

Could fill the empty space in: Row 8:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 9: (X_EM3_09)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 191
 Invalid: 1631

Literal question

Could fill the empty space in: Row 9:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

Could fill the empty space in: Row 10: (X_EM3_10)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 74
 Invalid: 1748

Literal question

Could fill the empty space in: Row 10:

Interviewer instructions

1 stands for "correct response" and signifies that the child demonstrated the skill being assessed.
 0 stands for "incorrect response". That is 0 means the child does not have or did not demonstrate the skill being assessed.
 999 stands for "refused to respond". Refused answer is only to be used when a child literally refused to respond to a question.

End of Interview (eoe)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1822
 Invalid: 0

Literal question

End of Interview

OO-A. Did the child pay attention to the instructions and demonstrations through (ooo_a)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-999

Valid cases: 1822
 Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-A. Did the child pay attention to the instructions and demonstrations throughout the assessment?

OO-B. Did child show confidence when completing activities; did not show hesitat (ooo_b)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 1-999

Valid cases: 1822
Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-B. Did child show confidence when completing activities; did not show hesitation.

OO-C. Did the child stay concentrated and on task during the activities and was (ooo_c)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 1-999

Valid cases: 1822
Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-C. Did the child stay concentrated and on task during the activities and was not easily distracted?

OO-D. Was child careful and diligent on tasks? Was child interested in accuracy? (ooo_d)

File: Endline_IDELA_deid

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 1-999

Valid cases: 1822
Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-D. Was child careful and diligent on tasks? Was child interested in accuracy?

OO-E. Did child show pleasure in accomplishing specific tasks? (ooo_e)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-999

Valid cases: 1822
 Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-E. Did child show pleasure in accomplishing specific tasks?

OO-F. Was child motivated to complete tasks? Did not give up quickly or want to (ooo_f)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-999

Valid cases: 1822
 Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-F. Was child motivated to complete tasks? Did not give up quickly or want to stop the task?

OO-G. Was the child interested and curious about the tasks throughout the assess (ooo_g)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-999

Valid cases: 1822
 Invalid: 0

Pre question

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

Literal question

OO-G. Was the child interested and curious about the tasks throughout the assessment?

end (end)

File: Endline_IDELA_deid

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1822
 Invalid: 0

Literal question

end

Documentation

Questionnaires

Parent Survey Questionnaire - 2019 Endline

Title Parent Survey Questionnaire - 2019 Endline
Date 2019-10-28
Country Bangladesh
Language English
Filename Endline_EYPP Parent Survey Questionnaire_28-Oct-2019.pdf
