

NYU ALSE Child Assessment ANSWER SHEET

Survey Management Information

H1. Household Packet Number: ____ ____
(To be completed by Supervisor)

E1. Enumeration ID: ____ ____ ____ ____

M1. Child Line Number ____ ____
(To be taken from the child's line number on the household roster)

M2. Wave Number 1

M3. Region

- | | | |
|------------------|------------------|----------------------|
| 1. Central/Kabul | 4. South Western | 7. Central/Hazarajat |
| 2. Eastern | 5. Western | |
| 3. South Central | 6. Northern | |

M4a. Sampling Point/ District Where the Interview Was Completed: _____

M4b. Household GPS Coordinates:
Latitude _____ Longitude: _____

M5. Geographic Code

- | | | | |
|-------------|----------|---------|-------------------|
| 1. Villages | 2. Towns | 3. City | 4. Metros (Kabul) |
|-------------|----------|---------|-------------------|

M6. Province

- | | | | |
|------------|----------------|---------------|--------------|
| 1. Kabul | 10. Ningarhar | 19. Samangan | 28. Kandahar |
| 2. Kapisa | 11. Laghman | 20. Juzjan | 29. Zabul |
| 3. Parwan | 12. Kunar | 21. Sar-I-Pul | 30. Uruzhan |
| 4. Wardak | 13. Nooristan | 22. Faryab | 31. Ghor |
| 5. Logar | 14. Badakhshan | 23. Badghis | 32. Bamyan |
| 6. Ghazni | 15. Takhar | 24. Herat | 33. Panjshir |
| 7. Paktia | 16. Baghlan | 25. Farah | 34. Dehkondi |
| 8. Paktika | 17. Kunduz | 26. Nimroz | |
| 9. Khost | 18. Balkh | 27. Helmand | |

M7. Year of Interview: ____

M8. Month of Interview

- | | | | |
|-------------|----------|--------------|--------------|
| 1. January | 4. April | 7. July | 10. October |
| 2. February | 5. May | 8. August | 11. November |
| 3. March | 6. June | 9. September | 12. December |

M9. Date of Interview: ____

M10. Day of Week of Interview

- | | | |
|-------------|--------------|-------------|
| 1. Friday | 4. Monday | 7. Thursday |
| 2. Saturday | 5. Tuesday | |
| 3. Sunday | 6. Wednesday | |

M11a. Team ID: ____

M11ba. Interviewer Code: ____

M11bb. Interviewer Gender:

1. Male
2. Female

M11ca. Recorder Code: ____

M11cb. Recorder Gender:

1. Male
2. Female

M12. Interview Completed on the ...

1. First Contact
2. Second Contact
3. Third Contact

M13. Supervisor Code: ____

M14. Record Time (using 24 hour clock) Interview Began: ____: ____
(Record Time Began Starting With Q-1)

M15. Record Time (using 24 hour clock) Interview Ended: ____: ____
(Fill in all four data positions)

M16. Record Length of Interview in Minutes: ____ ____

M17. Date Formatted Field: AUG 2014

M18. Keypuncher Code

M19. Language of Interview

1. Dari
2. Pashto
3. Other

M20. Coder Code: ____ ____

M21. Language of the Questionnaire

1. Dari
2. Pashto

General Information *(to be completed before the start of the interview based on the information given during the head of household survey).*

D-1. Child's Name
Record Response: _____

D-2. Child's Gender

1. Male
2. Female

D-3. Child's Age
____ ____

Notes to the recorder: Please fill in this answer sheet for all children aged 6-10 living in each of the 35 households selected for the survey. You should take the name and line number for each child from the contact sheet and record that information at M1 and D1, as instructed in this answer sheet.

While the interviewer is administering the learning assessment, you are also in charge of timing the child as he/she completed different parts of the assessment. There are instructions throughout the answer sheet about when and how to time the child.

Section 1: Child's consent

I am (**say your name**). Let me tell you why we are here today. We are trying to learn more about how children like you learn. If it is OK with you, I would like to play a short educational game with you, but you do not have to play if you don't want to.

I am going to ask you to count, read numbers, add, subtract, read letters and words, and read a short story aloud. This is NOT a test and we will not share your answers with anyone else.

We will start with a few questions about you, and then we will do the math and reading game. For each question, I will read you the instructions. You should give the answer that fits best. You can ask me anytime if you don't understand the question. I will record your answer exactly as you tell it to me. Once again, you do not have to participate if you do not want to. Once we begin, if you don't want to answer a question, that's OK.

Do you understand? Are you ready to get started?

1. Yes **[Continue to Consent 2]**
2. No **[End interview and start interview with next child on new questionnaire]**

If the child does not understand, ask what the child does not understand and clarify the issue for the child.

If the child answers "No", then thank the child and let him/her go. Leave the rest of the questions blank, and start to interview the next child.

To the Interviewer: Confirm from the household questionnaire that the head of household provided consent to interview its children.

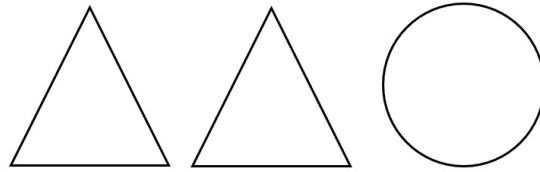
1. Yes **[Continue to P1]**
2. No **[End Interview and move on to the next house]**


Section 2: Practice Questions

[Recorder: The correct answer to each assessment question is listed in the grey 'Answer' box. If the child answers the question correctly, circle code 1. If the child answers incorrectly, circle code 2. If the child does not attempt to answer the question, circle code 3.]

P1. (Show card P1) I am going to show you a card with three shapes on it. Please point to the shape that is a circle.

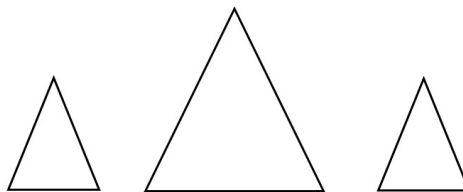
[If, after 15 seconds, the child has not attempted to identify the circle, the recorder should ask if the child has any question. If after answering any questions, the child still does not choose a shape, the recorder should code 3 ‘Not Attempted’.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
P1. (Show card P1) Please point to the shape that is a circle.		1	2	3

P2. (Show card P2) Let’s try one more practice question. I am going to show you a card with three triangles on it. Please point to the largest triangle on the card.

[If, after 15 seconds, the child has not attempted to identify the shape that looks different, the recorder should ask if the child has any question. If after the interviewer has answered all questions, the child still does not choose a shape, the recorder should code 3 ‘Not Attempted’.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
P2. (Show card P2) Please point to the largest triangle on the card.	Center Triangle	1	2	3

Section 3: Math Assessment

Q1. (Show Card Q1) Please read as many numbers as you can, starting with the first number on the upper right. You can begin reading the numbers when I say “begin.” Point to each number as you read it. If you don’t know the number I will tell it to you.

[The recorder should time the child for one minute to allow him/her to read as many numbers as s/he can in that minute. Tell the interviewer to move on to the next card after one minute has passed. If the child is silent for one number for more than 15 seconds, tell the child to move on to the next number.

Using the answer sheet with the grid of numbers printed on it, the recorder should circle every number that the child gets correct and place an “X” through each incorrectly identified number. Place a “/” through each number that the child did not attempt to identify. If the child does not finish reading all numbers in the grid—either because s/he takes longer than one minute or because s/he gets 4 consecutive numbers incorrect—place a “/” through all remaining numbers. If the child is silent on one number for more than 15 seconds, mark that number as not attempted.

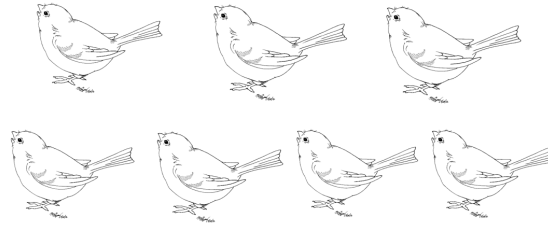
Count up the total number of correct, incorrect and not attempted numbers in each row, and record the results in columns 1-3. The total for columns 1-3 in each row should equal 10.]

3. Total Not Attempted	2. Total Incorrect	1. Total Correct											
__ __	__ __	__ __	6	2	9	8	9	0	2	3	7	1	Q1a
__ __	__ __	__ __	17	20	13	10	1	3	5	1	4	2	Q1b
__ __	__ __	__ __	73	65	45	16	39	75	18	22	32	25	Q1c
__ __	__ __	__ __	730	140	500	100	66	17	11	86	29	96	Q1d
__ __	__ __	__ __	1250	1000	943	312	408	690	379	580	130	113	Q1e

Q2a. (Show Card Q2a) Next we are going to count. The first card I show you will have birds on it. You should count aloud how many birds are in the picture. You can begin counting when I say “begin.”

[If the child does not start to count after fifteen seconds or has not yet finished counting, tell the interviewer to move to the next card.]

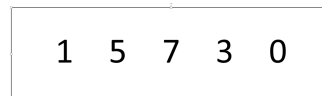
Mark ‘not attempted’ if the child did not begin to count after 15 seconds. Mark ‘incorrect’ if the child did not finish counting in 15 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2aa will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2a. (Show card Q2a) Count aloud how many birds are in the picture.	7	1	2	3

Q2aa. (Show Card Q2aa) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of birds you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2a = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2aa. (Show card Q2aa) Please point to the number that equals the number of birds you just counted.	7	1	2	3

Q2b. (Show Card Q2b) Next we are going to count a little more. The next card I show you will have telephones on it. You should count aloud how many telephones are in the picture. You can begin counting when I say “begin.”

[If the child does not start to count after fifteen seconds or has not yet finished counting, tell the interviewer to move to the next card.]

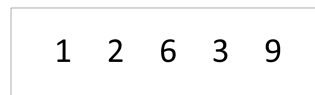
Mark ‘not attempted’ if the child did not begin to count after 15 seconds. Mark ‘incorrect’ if the child did not finish counting in 15 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2bb will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2b. (Show card Q2b) Count aloud how many telephones are in the picture.	3	1	2	3

Q2bb. (Show Card Q2bb) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of telephones you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2b = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2bb. (Show card Q2bb) Please point to the number that equals the number of telephones you just counted.	3	1	2	3

Q2c. (Show Card Q2c) Let’s do some more counting. The next card I show you will have hearts on it. You should count aloud how many hearts are in the picture. You can begin counting when I say “begin.”

[If the child does not start to count after fifteen seconds or has not yet finished counting, tell the interviewer to move to the next card.]

Mark ‘not attempted’ if the child did not begin to count after 15 seconds. Mark ‘incorrect’ if the child did not finish counting in 15 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2cc will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2c. (Show card Q2c) Count aloud how many hearts are in the picture.	5	1	2	3

Q2cc. (Show Card Q2cc) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of hearts you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2c = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]

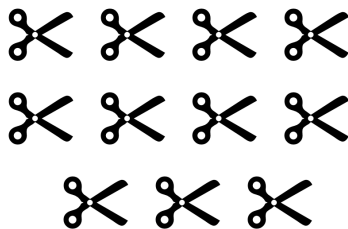
0 5 7 4 2

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2cc. (Show card Q2cc) Please point to the number that equals the number of hearts you just counted.	5	1	2	3

Q2d. (Show Card Q2d) This time I am going to show you a card with scissors. You should count aloud how many scissors are in the picture. You can begin counting when I say “begin.”

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, tell the interviewer to move to the next card.

Mark ‘not attempted’ if the child did not begin to count after 15 seconds. Mark ‘incorrect’ if the child did not finish counting in 30 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2dd will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2d. (Show card Q2d) Count aloud how many scissors are in the picture.	11	1	2	3

Q2dd. (Show Card Q2dd) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of scissors you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2d = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]

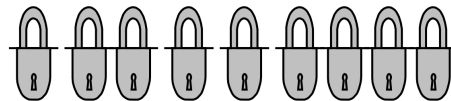
6	9	3	11	2
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	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2dd. (Show card Q2dd) Please point to the number that equals the number of scissors you just counted.	11	1	2	3

Q2e. (Show Card Q2e) Next we are going to count a little more. The next card I show you will have locks on it. You should count aloud how many locks are in the picture. You can begin counting when I say “begin.”

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, tell the interviewer to move to the next card.

Mark ‘not attempted’ if the child did not begin to count after 15 seconds. Mark ‘incorrect’ if the child did not finish counting in 30 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2ee will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2e. (Show card Q2e) Count aloud how many locks are in the picture.	9	1	2	3

Q2ee. (Show Card Q2ee) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of locks you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2e = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]

26	9	13	6	20
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	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2ee. (Show card Q2ee) Please point to the number that equals the number of locks you just counted.	9	1	2	3

Q2f. (Show Card Q2f) We're almost done with counting. The next card I show you will have moons on it. You should count aloud how many moons are in the picture. You can begin counting when I say "begin."

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, tell the interviewer to move to the next card.]

Mark 'not attempted' if the child did not begin to count after 15 seconds. Mark 'incorrect' if the child did not finish counting in 30 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2ff will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2f. (Show card Q2f) Count aloud how many moons are in the picture.	13	1	2	3

Q2ff. (Show Card Q2ff) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of moons you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as 'not attempted'. Code the question as 'not attempted' if Q2f = 2 'incorrectly identified' or 3 'not attempted'.]

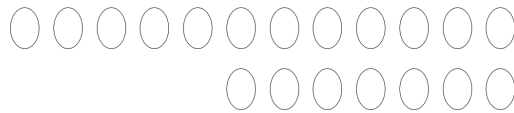
9 11 13 6 20

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2ff. (Show card Q2ff) Please point to the number that equals the number of moons you just counted.	13	1	2	3

Q2g. (Show Card Q2g) I have just one more card for you to count. This card will have circles on it. You should count aloud how many circles are in the picture. You can begin counting when I say "begin."

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, tell the interviewer to move to the next card.]

Mark 'not attempted' if the child did not begin to count after 15 seconds. Mark 'incorrect' if the child did not finish counting in 30 seconds. If the child answers incorrectly or does not attempt to answer the question, Q2gg will be skipped.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2g. (Show card Q2g) Count aloud how many circles are in the picture.	19	1	2	3

Q2gg. (Show Card Q2gg) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of circles you just counted.

[If the child has not yet attempted to point to the correct number after 15 seconds, tell the interviewer to move to the next card and code that question as ‘not attempted’. Code the question as ‘not attempted’ if Q2g = 2 ‘incorrectly identified’ or 3 ‘not attempted.’]

9 21 15 6 19

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q2gg. (Show card Q2gg) Please point to the number that equals the number of circles you just counted.	19	1	2	3

Q3a-Q3aa. (Show Card Q3a-Q3aa) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3a. (Show Card Q3a-Q3aa) Which number is smallest in the row on this card?	0	1	2	3
Q3aa. (Show Card Q3a-Q3aa) Which is the largest number in the row on this card?	5	1	2	3

Q3b-Q3bb. (Show Card Q3b-Q3bb) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3b. (Show Card Q3b-Q3bb) Which number is smallest in the row on this card?	2	1	2	3
Q3bb. (Show Card Q3b-Q3bb) Which is the largest number in the row on this card?	8	1	2	3

Q3c-Q3cc. (Show Card Q3c-Q3cc) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3c. (Show Card Q3c-Q3cc) Which number is smallest in the row on this card?	1	1	2	3
Q3cc. (Show Card Q3c-Q3cc) Which is the largest number in the row on this card?	7	1	2	3

Q3d-Q3dd. (Show Card Q3d-Q3dd) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3d. (Show Card Q3d-Q3dd) Which number is smallest in the row on this card?	5	1	2	3
Q3dd. (Show Card Q3d-Q3dd) Which is the largest number in the row on this card?	9	1	2	3

Q3e-Q3ee. (Show Card Q3e-Q3ee) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3e. (Show Card Q3e-Q3ee) Which number is smallest in the row on this card?	7	1	2	3
Q3ee. (Show Card Q3e-Q3ee) Which is the largest number in the row on this card?	19	1	2	3

Q3f-Q3ff. (Show Card Q3f-Q3ff) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3f. (Show Card Q3f-Q3ff) Which number is smallest in the row on this card?	8	1	2	3
Q3ff. (Show Card Q3f-Q3ff) Which is the largest number in the row on this card?	44	1	2	3

Q3g-Q3gg. (Show Card Q3g-Q3gg) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3g. (Show Card Q3g-Q3gg) Which	12	1	2	3

number is smallest in the row on this card?				
Q3gg. (Show Card Q3g-Q3gg) Which is the largest number in the row on this card?	80	1	2	3

Q3h-Q3hh. (Show Card Q3h-Q3hh) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3h. (Show Card Q3h-Q3hh) Which number is smallest in the row on this card?	32	1	2	3
Q3hh. (Show Card Q3h-Q3hh) Which is the largest number in the row on this card?	98	1	2	3

Q3i-Q3ii. (Show Card Q3i-Q3ii) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3i. (Show Card Q3i-Q3ii) Which number is smallest in the row on this card?	27	1	2	3
Q3ii. (Show Card Q3i-Q3ii) Which is the largest number in the row on this card?	72	1	2	3

Q3j-Q3jj. (Show Card Q3j-Q3jj) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? Which is the largest number in the row on this card?

[If the child does not attempt to answer the question before 15 seconds, ask the interviewer to repeat the question. If after another 5 seconds the child still does not attempt to answer the question, or says he/she does not know, code the question as ‘not attempted’ and tell the interviewer to move on to the next card.]

[INSERT SHOW CARD SCREENSHOT]

	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q3j. (Show Card 3j-3jj) Which number is smallest in the row on this card?	178	1	2	3
Q3jj. (Show Card 3j-3jj) Which is the largest number in the row on this card?	798	1	2	3

Q4. Now let's practice addition and subtraction. If you don't understand I can repeat the question.

[For each question, time the child for 30 seconds. If the child takes more than 30 seconds to answer any of the questions Q4a-k, mark as 'not attempted' and tell the interviewer to move on to the next question.]

	Mental arithmetic problem	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q4a	$2 + 1 =$	3	1	2	3
Q4b	$4 + 1 =$	5	1	2	3
Q4c	$3 + 4 =$	7	1	2	3
Q4e	$6 + 2 =$	8	1	2	3
Q4f	Suppose Waheeda had two apples to eat. Her brother gave her another three apples. How many apples does Waheeda have to eat?	5	1	2	3
Q4g	$8 - 2 =$	6	1	2	3
Q4h	$9 - 4 =$	5	1	2	3
Q4i	$5 - 3 =$	2	1	2	3
Q4j	$7 - 2 =$	5	1	2	3
Q4k	Suppose Waheeda had five apples. She was very hungry and so she ate four apples. How many apples does Waheeda have now?	1	1	2	3

Section 4: Reading Assessment

Q5. (Show Card Q5) Now we are going to play another game with letters and words. I’m going to show you a card with some letters. I would like you to read as many letters as you can. You can begin reading the letters when I say “begin.”

[The recorder should time the child for one minute to allow him/her to read as many letters as s/he can in that minute. Tell the interviewer to move on to the next card after one minute has passed. If the child is silent for one letter for more than 15 seconds, tell the child to move on to the next letter.

Using the answer sheet with the grid of letters printed on it, circle every letter that the child gets correct and place an “X” through each incorrectly identified letter. Place a / through each letter that the child did not attempt to identify. If the child does not finish reading all letters in the grid—either because s/he takes longer than one minute or because s/he gets 4 consecutive numbers incorrect—place a “/” through all remaining letters. If the child is silent on one letter for more than 15 seconds, mark that letter as not attempted.

Count up the total number of correct, incorrect and not attempted letters in each row, and record the results in columns 1-3. The total for columns 1-3 in each row should equal 10.]

3 Total Attempted	2 Total Incorrect	1 Total Correct	Question Number										
			a5Q	ث	ل	غ	ب	م	ق	ص	س	گ	ک
			b5Q	ق	ش	ع	م	ر	ذ	د	ج	ث	ا
			c5Q	ه	و	ن	ض	ح	ت	ز	ی	ط	ب
			dQ5	د	ل	م	ث	گ	ظ	س	خ	ه	ح
			e5Q	ز	ن	ا	و	ش	ق	ص	ه	ت	ط
			f5Q	گ	ض	ذ	ذ	ف	ه	ی	د	ک	ب
			g5Q	ظ	ک	م	ج	د	ب	ث	ل	غ	س

			h5Q	غ	ه	ت	و	ش	م	ص	ع	ب	ن
			i5Q	س	ل	ذ	ط	ص	ب	ه	ه	ع	ک
			j5Q	گ	ی	ج	ا	ظ	ق	ف	م	ث	ت

Q6. Next I am going to show you a card with different words on it.

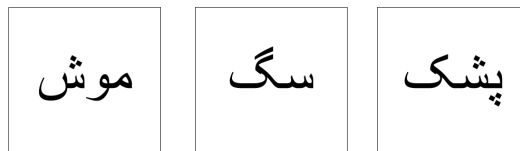
[If the child has not yet attempted or is not able to identify the letter in the word after fifteen seconds, the recorder should tell the child “you’re doing well. Let’s try another letter.” If this happens, code that question as ‘not attempted’.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q6a. (Show Card Q6a) Look at the word on this card. Please point to the letter ق.	ق	1	2	3
Q6b. (Show Card Q6b) Look at the word on this card. Please point to the letter ک.	ک	1	2	3
Q6c. (Show Card Q6c) Look at the word on this card. Please point to the letter ا.	ا	1	2	3

Q7. Please tell me the word that you see on each card.

[If, after 15 seconds, the child has not yet attempted to read the word, the recorder should tell the child “you’re doing well. Let’s try another letter.” If this happens, code that question as ‘not attempted’. If the child attempts to sound out the word and gets all the letter sounds correct, mark that question as correct.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q7a. (Show card Q7a) What word do you see on this card?	پیشک	1	2	3
Q7b. (Show card Q7b) What word do you see on this card?	سگ	1	2	3
Q7c. (Show card Q7c) What word do you see on this card?	موش	1	2	3

Q8. Just like in the previous question, please tell me the word that you see on each card.

[If, after 15 seconds, the child has not yet attempted to read the word, the recorder should tell the child “you’re doing well. Let’s try another letter.” If this happens, code that question as ‘not attempted’. If the child attempts to sound out the word and gets all the letter sounds correct, mark that question as correct.]



	Answer	Correctly Identified	Incorrectly Identified	Not Attempted
Q8a. (Show card Q8a) What word do you see on this card?	مکتب	1	2	3
Q8b. (Show card Q8b) What word do you see on this card?	دوکاندار	1	2	3
Q8c. (Show card Q8c) What word do you see on this card?	نچار	1	2	3

Q9. (Show Card 9a-d) Now I am going to show you a short story that I would like you to read aloud. If you don't know some of the words, I will help you. When you are finished, we will talk a little about the story.

[The recorder will time how long it takes to read the entire story and record the time at Q9e. If the child is stuck on a word for more than 15 seconds, encourage him/her to move on to the next word. If the child has not begun reading the story after 1 minute, move on to Q10. If the child has not finished reading the story after 3 minutes, move on to Q10.

For each line in the story, count the number of words the child reads correctly, incorrectly, and the number not attempted and record in columns 1-3. The number of words recorded in one row should equal the total number of words in the sentence written in the shaded column.

If the child correctly sounds out the letters in a word, that word should be counted as being read correctly. If the child skips a word while reading the story, that word should be counted as incorrect. If the child is unable to continue on any row, all words after the point where s/he stopped reading should be counted as 'not attempted.' If the child is stuck on a word for more than 15 seconds, that word should be counted as 'not attempted.' For any word that the child asks how to pronounce or says that s/he does not know what the word is should also be counted as 'not attempted.'

Using the grid of words printed on the answer sheet, the recorder should circle every word that the child easily pronounced or correctly sounded out all letters in the word. Place an "X" through each word the child mispronounces by incorrectly sounding out any letter within the word. Place a "/" through the word if the child does not say anything at all or tells the interviewer that s/he does not know the word. If the child does not finish reading all the words in rows Q9a-Q9d because s/he takes longer than 3 minutes to read the story, place a "/" through all remaining words the child did not read.

If the child does not begin reading the story after 1 minute, mark all words as 'not attempted.' If the child does not finish reading the story after 3 minutes, mark all words that the child did not get to as 'not attempted.'

Question Number							No of words	1. Number of Words Read Correctly	2. Number of Words Read Incorrectly	3. Number of Words Not Attempted
Q9a	Wahid	is	a	little	boy		5			
Q9b	He	lives	in	a	big	house	6			
Q9c	He	lives	with	his	mother	father	and	brother	8	

Q9d	Wahid	and	His	family	like	to	eat	fruits	8			

Q9e: TIME (In Seconds): ____ ____ ____ [Recorder: time how long it takes child to read the story and write the time in seconds here.]

Q10. Now I am going to read you the story again and then ask five questions about it. Think about each question before you give me the answer. Are you ready?

[For each question, the recorder will time the child for thirty seconds. If the child has not attempted to answer the question within 30 seconds, tell the interviewer to move on to the next question.

Write the child's answer to each question. Then code the child's answer as 1 'Correct' or 2 'Incorrect'. If the child says s/he doesn't know or doesn't give an answer, code 3 'Not Attempted'. If the child does not attempt to answer a question within 30 seconds, it should also be marked as 'not attempted'.]

Question Number	Questions	Answer	Write Child's Answer	Correct Answer	Incorrect Answer	Not Attempted
Q10a	Who is this story about?	Wahid		1	2	3
Q10b	Mention one person who lives with Wahid?	Mother, father or brothers		1	2	3
Q10c	What do Wahid and his family like to eat?	Fruit		1	2	3
Q10d	Does the story mention that Wahid has any sisters?	No		1	2	3