

NYU ALSE Child Assessment INTERVIEWER GUIDE

Notes to interviewer: In all cases, read all questions exactly as written. Do not read instructions inside parentheses “(...)”. Only read answer choices if instructed to do so. Please interview each child alone, without the presence of other children aged 6-10.

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.

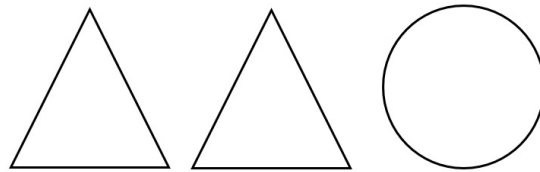
To the Interviewer: Confirm from the household questionnaire that the head of household provided consent to interview its children.

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

Section 2: Practice Questions

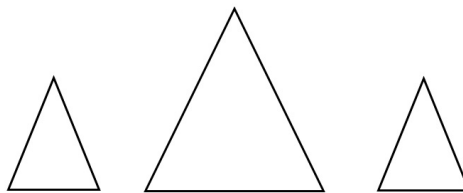
Read: Before we begin the game, let's try two practice questions. If you don't understand the instructions or the question, ask me and I will explain it to you. Are you ready to try a practice question?

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.



[The recorder will time the child for 15 seconds. If, after 15 seconds, the child has not attempted to identify the circle, the recorder will ask if the child has any question. If not, go to the next practice question.]

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.



[The recorder will time the child for 15 seconds. If, after 15 seconds, the child has not attempted to identify the shape that looks different, the recorder will ask if the child has any question. If not, go to the next question.]

Section 3: Math Assessment

Interviewer Read: Are you ready for the game to start? Let's start with some questions about numbers and math. First I'm going to show you a card with some numbers.

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. Now, please put your finger on the first number. Are you ready? Let's begin.

[The recorder will time the child for one minute and allow him/her to read as many numbers as s/he can in that minute. If the child makes four consecutive errors before the minute is over, say,

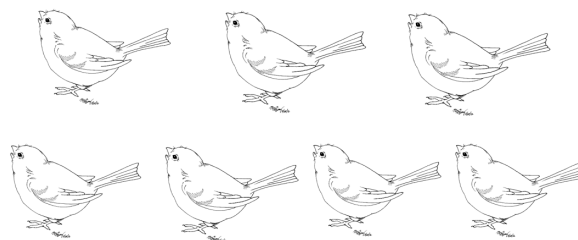
‘Thank you. You’ve done a great job. Let’s try the next game,’ and move to the next card. Otherwise, move on to the next card after one minute is over. If the child is silent for one number for more than 15 seconds, tell the child to move on to the next number.]

6	2	9	8	9	0	2	3	7	1
17	20	13	10	1	3	5	1	4	2
73	65	45	16	39	75	18	22	32	25
730	140	500	100	66	17	11	86	29	96
1250	1 000	943	312	408	690	379	580	130	113

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.” Please put your finger on the picture. Are you ready? Let’s begin counting.

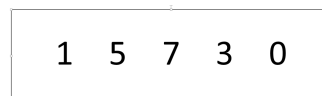
[If the child does not start to count after fifteen seconds or has not yet finished counting, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 7 birds on the card. If the child does not answer ‘7’ or does not try to count, skip Q2aa and next ask Q2b]



Q2aa. (Only if answered 7 in Q2a, 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, move to the next card. Continue the same process with all cards.]



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.” Please put your finger on the picture. Are you ready? Let’s begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 3 telephones on the card. If the child does not answer ‘3’ or does not try to count, skip Q2bb and next ask Q2c]



Q2bb. (Only if answered 3 in Q2b 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, move to the next card. Continue the same process with all cards.]

1	2	6	3	9
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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.” Please put your finger on the picture. Are you ready? Let’s begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 5 hearts on the card. If the child does not answer ‘5’ or does not try to count, skip Q2cc and next ask Q2d]



Q2cc. (Only if answered 5 in Q2c, 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.

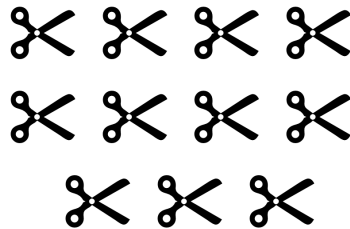
[If the child has not yet attempted to point to the correct number after 15 seconds, move to the next card. Continue the same process with all cards.]

0	5	7	4	2
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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.” Please put your finger on the picture. Are you ready? Let’s begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 11 scissors on the card. If the child does not answer ‘11’ or does not try to count in 15 seconds or finish counting in 30 seconds, skip Q2dd and next ask Q2e]



Q2dd. (Only if answered 11 in Q2d, 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.

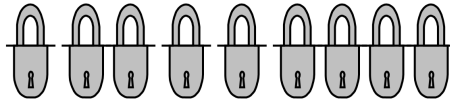
[If the child has not yet attempted to point to the correct number after 15 seconds, move to the next card. Continue the same process with all cards.]



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.” Please put your finger on the picture. Are you ready? Let’s begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 9 locks on the card. If the child does not answer ‘9’ or does not try to count in 15 seconds or finish counting in 30 seconds, skip Q2ee and next ask Q2f]



Q2ee. (Only if answered 9 in Q2e, 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, move to the next card. Continue the same process with all cards.]

26	9	13	6	20
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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." Please put your finger on the picture. Are you ready? Let's begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 13 moons on the card. If the child does not answer '13' or does not try to count in 15 seconds or finish in 30 seconds, skip Q2ff and next ask Q2g]



Q2ff. (Only if answered 13 in Q2f, 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.

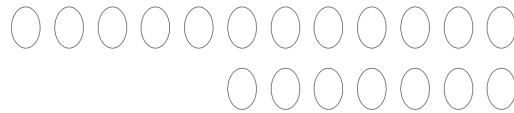
[If the child has not yet attempted to point to the correct number after 15 seconds, move to the next card. Continue the same process with all cards.]

9	11	13	6	20
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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." Please put your finger on the picture. Are you ready? Let's begin counting.

[If the child does not start to count after fifteen seconds or has not yet finished counting in 30 seconds, move to the next card. If the child forgets to count aloud, the interviewer should remind him/her.]

[There are 19 circles on the card. If the child does not answer ‘19’ or does not try to count in 15 seconds or finish counting in 30 seconds, skip Q2gg and next ask Q3a]



Q2gg. (Only if answered 19 in Q2g, 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, move to the next card. Continue the same process with all cards.]



Q3a-aa. For the next game, I am going to show you some cards with rows of numbers.

Q3a. (Show Card 3a-3aa) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Continue with all cards through Q3jj. For each card Q3a-Q3jj, if the child does not attempt to answer the question before 15 seconds or says he/she does not know, repeat the question once and wait five seconds. If the child still does not answer, move to the next card.]

[Interviewer: Use the same show card for Q3aa]

Q3aa. (Show Card 3a-3aa) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3b. (Show Card 3b-3bb) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3bb]

Q3bb. (Show Card 3b-3bb) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3c. (Show Card 3c-3cc) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3cc]

Q3cc. (Show Card 3c-3cc) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3d. (Show Card 3d-3dd) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3dd]

Q3dd. (Show Card 3d-3dd) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3e. (Show Card 3e-3ee) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3ee]

Q3ee. (Show Card 3e-3ee) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3f. (Show Card 3f-3ff) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3ff]

Q3ff. (Show Card 3f-3ff) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3g. (Show Card 3g-3gg) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3gg]

Q3gg. (Show Card 3g-3gg) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3h. (Show Card 3h-3hh) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3hh]

Q3hh. (Show Card 3h-3hh) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3i. (Show Card 3i-3ii) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3ii]

Q3ii. (Show Card 3i-3ii) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

Q3j. (Show Card 3j-3jj) Look at all of the numbers in the row on this card. Which number is smallest in the row on this card?

[Interviewer: Use the same show card for Q3jj]

Q3jj. (Show Card 3j-3jj) And now look at the same row of numbers. This time, tell me which is the largest number in the row on this card?

[INSERT SHOW CARD SCREENSHOT]

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

[Read each question aloud. If the child says that s/he does not understand, you can repeat the question once. If the child takes more than 30 seconds to answer any of the questions Q4a-j, move to the next question. If needed, encourage the child to use his/her fingers or stones/beans to calculate the problem.]

Q4a. What is two plus one?

Q4b. What is four plus one?

Q4c. What is three plus four?

Q4d. What is six plus two?

Q4e. Suppose Waheeda had two apples to eat. Her brother gave her another three apples. How many apples does Waheeda have to eat?

Q4f. What is eight minus two?

Q4g. What is nine minus four?

Q4h. What is five minus three?

Q4i. What is seven minus two?

Q4j. Suppose Waheeda had five apples. She was very hungry and so she ate four apples. How many apples does Waheeda have now?

Section 4: Reading Assessment

Q5. (Show Card 5) 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, starting here. (Point to the letter in the upper right.) You can begin reading the letters when I say "begin." Follow with your finger as you read each letter. If you don't know the letter, I will help you. Are you ready to begin? Let's start.

[The recorder will time the child for one minute and allow him/her to read as many letters as s/he can in that minute. If the child makes four consecutive errors before the minute is over, say, 'Thank you. You've done a great job. Let's try the next game,' and move to the next card. Otherwise, move on to the next card, after one minute is over. If the child is silent for one letter for more than 15 seconds, tell the child to move on to the next letter.]

ک	گ	س	ص	ق	م	ب	غ	ل	ث
ا	ث	ج	د	ذ	ر	م	ع	ش	ق
ب	ط	ی	ز	ت	ح	ض	ن	و	ه
ح	ه	خ	س	ظ	گ	ٹ	م	ل	د
ط	ت	ه	ص	ق	ش	و	ا	ن	ز
ب	ک	د	ی	ه	ف	ذ	ذ	ض	گ
س	غ	ل	ث	ب	د	ج	م	ک	ظ
ن	ب	ع	ص	م	ش	و	ت	ه	غ
ک	ع	ه	ه	ب	ص	ط	ذ	ل	س
ت	ث	م	ف	ق	ظ	ا	ج	ی	گ

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 will tell the child "you're doing well. Let's try another letter." Then move to the next card.]

Q6a. (Show Card Q6a) Look at the word on this card. Please point to the letter ق.

Q6b. (Show Card Q6b) Look at the word on this card. Please point to the letter ک.

Q6c. (Show Card Q6c) Look at the word on this card. Please point to the letter ا.

اتاق

کتاب

قلم

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, move onto the next card]

Q7a. (Show card Q7a) What word do you see on this card?

Q7b (Show card Q7b) What word do you see on this card?

Q7c (Show card Q7c) What word do you see on this card?

موش

سگ

پشک

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, move onto the next card.]

Q8a. (Show card Q8a) What word do you see on this card?

Q8b. (Show card Q8b) What word do you see on this card?

Q8c. (Show card Q8c) What word do you see on this card?

نجار

دوکاندار

مکتب

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. Start reading here (*Interviewer: point to the first word*). Are you ready to begin? Here we go.

[The recorder will time how long it takes to read the entire story. 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.]

Wahid is a little boy.	a.
He lives in a big house.	b.
He lives with his mother, father and brothers.	c.
Wahid and his family like to eat fruits.	d.

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?

Interviewer Read Story: Wahid is a little boy. He lives in a big house. He lives with his mother, father and brothers. Wahid and his family like to eat fruits.

[If the child asks for the story to be read one more time before answering the questions, read the story a second time. Do not read the story more than two times. 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, move on to the next question.]

Q10a. Who is this story about?

Q10b. Can you tell me one of the persons who lives with Wahid?

Q10c. What do Wahid and his family like to eat?

Q10d. Does the story mention that Wahid has any sisters?

Read: We are now finished playing the game. You did a great job. Thank you very much for talking with me.

[Allow the child to leave. If there are children left to interview, begin interviewing the next child. If there are no more children in the household to interview, thank the family for letting us ask them questions and go to the next household.]