

NYU ALSE Child Assessment

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 2
- 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

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 2015

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

M22. Was a parent or other adult present during the learning assessment?
 1. Yes
 2. No

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 Interviewer: Please interview each child aged 6-11 living in each of the 35 households selected for the survey, in addition to the children in the community leader's household. You should take the name and line number for each child from the contact sheet and record that information at M1 and D1.

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 6-11.

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.


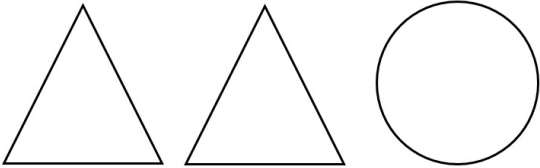
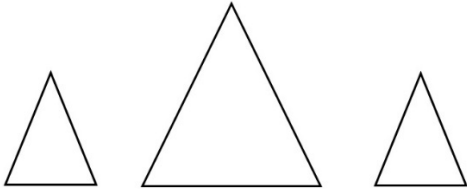
To the Interviewer: Confirm from the household questionnaire that the head of household provided consent to interview its children.

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?

[Interviewer: The correct answer to each assessment question is listed in the grey 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.]

Response	Timing	Question
Correct Answer:  1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, ask if child has any question. If not, go to next 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. 
Correct Answer: Center Triangle 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, ask if child has any question. If not, go to next 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. 

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

[**TIMING:** 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.

RESPONSE CODING: 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 each row should equal 10.


External Help : Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.]

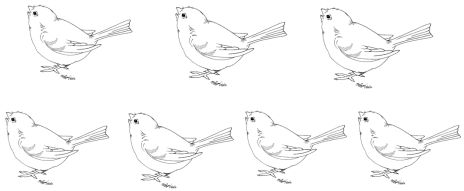
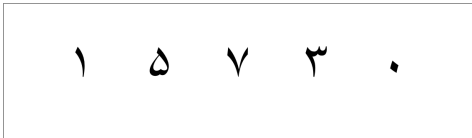

4. External Help	3. Total Not Attempted	2. Total Incorrect	1. Total Correct											
1. Yes 2. No	__ __	__ __	__ __	6	2	9	8	9	0	2	3	7	1	Q1a
1. Yes 2. No	__ __	__ __	__ __	17	20	13	10	1	3	5	1	4	2	Q1b
1. Yes 2. No	__ __	__ __	__ __	73	65	45	16	39	75	18	22	32	25	Q1c
1. Yes 2. No	__ __	__ __	__ __	730	140	500	100	66	17	11	86	29	96	Q1d
1. Yes 2. No	__ __	__ __	__ __	1250	1000	943	312	408	690	379	580	130	113	Q1e


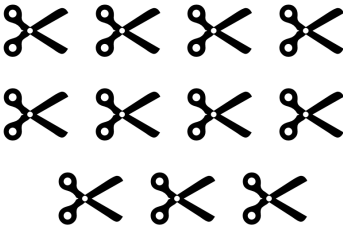
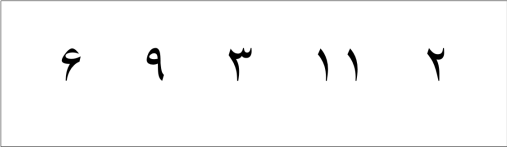
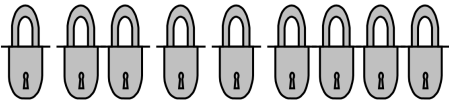
(Interviewer: Read out the question text in the far right column. The timing instructions for each question are listed in the Timing column. If the child does not attempt to answer the question in the allotted time, the question should be marked code 3 Not Attempted in the Response column. If the child attempts but does not complete the task in the allotted time, the question should be marked as code 2 Incorrectly Identified.


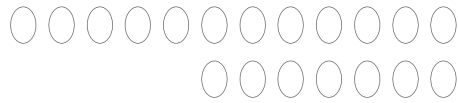
For the Q2 series, if the child does not correctly answer the first part of the question, the second part of the question should be skipped and that question marked as code 3 Not Attempted.

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

Q2x_2. External Help	Filtering	Q2x_1. Response	Timing	Question
1. Yes 2. No	Go To<< Q2aa Skip To<< Q2b Skip To<< Q2b	Correct Answer: 3 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or not completed, move to next question	<p>Q2a. (Show Card Q2a) Next we are going to count. 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.</p> <div style="text-align: center;">  </div> <p>(Interviewer: If the child forgets to count aloud, remind him/her.)</p>
1. Yes 2. No		Correct Answer: 3 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question	<p>Q2aa. (Only if code 1 ‘Correctly Identified’ 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 telephones you just counted.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> 1 2 6 3 9 </div>
1. Yes		Correct Answer: 7	15 seconds >>	Q2b. (Show Card Q2a) Next we are going to

Q2x_2. External Help	Filtering	Q2x_1. Response	Timing	Question
2. No	Go To << Q2bb Skip To << Q2c Skip To << Q2c	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	If not attempted or not completed, move to next question	count a little more. 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.  (Interviewer: If the child forgets to count aloud, remind him/her.)
1. Yes 2. No		Correct Answer: 7 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question	Q2bb. (Only if code 1 ‘Correctly Identified’ 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 birds you just counted. 
1. Yes 2. No	Go To << Q2cc Skip To << Q2d Skip To << Q2d	Correct Answer: 5 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or not completed, move to next question	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.  (Interviewer: If the child forgets to count aloud, remind him/her.)
1. Yes 2. No		Correct Answer: 5 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question	Q2cc. (Only if code 1 ‘Correctly Identified’ 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.

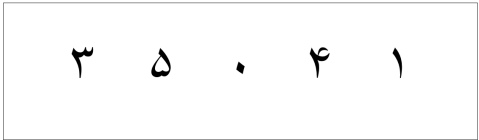
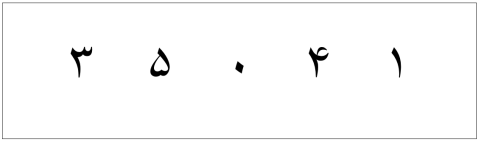


Q2x_2. External Help	Filtering	Q2x_1. Response	Timing	Question
				
1. Yes 2. No	Go To<< Q2dd Skip To<< Q2e Skip To<< Q2e	Correct Answer: 11 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question OR 30 seconds >> If not finished counting, mark incorrect and move to next question	<p>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.</p>  <p>(Interviewer: If the child forgets to count aloud, remind him/her.)</p>
1. Yes 2. No		Correct Answer: 11 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question	<p>Q2dd. (Only if code 1 ‘Correctly Identified’ 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.</p> 
1. Yes 2. No	Go To<< Q2ee Skip To<< Q2f Skip To<< Q2f	Correct Answer: 9 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted, move to next question OR 30 seconds >> If not finished counting, mark incorrect and move to next question	<p>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.</p>  <p>(Interviewer: If the child forgets to count aloud, remind him/her.)</p>
1. Yes		Correct Answer: 9	15 seconds >>	Q2ee. (Only if code 1 ‘Correctly Identified’ in

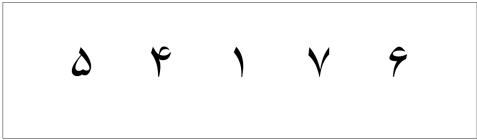
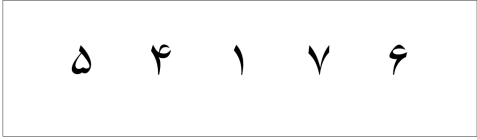
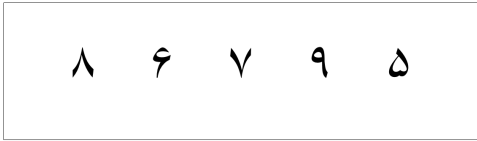
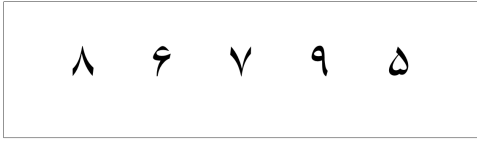
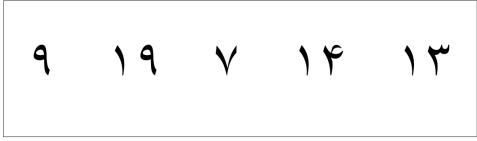
Q2x_2. External Help	Filtering	Q2x_1. Response	Timing	Question
2. No		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	If not attempted, move to next question	<p>Q2e, show Card Q2ee) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of locks you just counted.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۲۶ ۹ ۱۳ ۶ ۲۰ </div>
1. Yes 2. No	Go To<< Q2ff Skip To<< Q2g Skip To<< Q2g	<div>Correct Answer: 13</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<p>15 seconds >> If not attempted, move to next question</p> <p>OR</p> <p>30 seconds >> If not finished counting, mark incorrect and move to next question</p>	<p>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.</p> <div style="text-align: center;">  </div> <p>(Interviewer: If the child forgets to count aloud, remind him/her.)</p>
1. Yes 2. No		<div>Correct Answer: 13</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<p>15 seconds >> If not attempted, move to next question</p>	<p>Q2ff. (Only if code 1 'Correctly Identified' 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.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۹ ۱۱ ۱۳ ۶ ۲۰ </div>
1. Yes 2. No	Go To<< Q2gg Skip To<< Q3a Skip To<< Q3a	<div>Correct Answer: 19</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<p>15 seconds >> If not attempted, move to next question</p> <p>OR</p> <p>30 seconds >> If not finished counting, mark incorrect and move to next question</p>	<p>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.</p> <div style="text-align: center;">  </div> <p>(Interviewer: If the child forgets to count aloud, remind him/her.)</p>

Q2x_2. External Help	Filtering	Q2x_1. Response	Timing	Question
1. Yes 2. No		<div>Correct Answer: 19</div> <div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted </div>	15 seconds >> If not attempted, move to next question	Q2gg. (Only if code 1 ‘Correctly Identified’ 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. <div> 9 ۲۱ ۱۵ ۶ ۱۹ </div>

(Interviewer: For the Q3 section, if the child does not attempt to respond after 15 seconds, repeat the question once. 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 move to the next question.

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 0	15 seconds >> if not attempted, repeat question once	Q3a. (Show Card 3a-3aa) For the next game, I am going to show you some cards with rows of numbers. Look at all of the numbers in the row on this card. Which number is smallest in the row on this card? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 5	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 2	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 8	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 1	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 7	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 5	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 9	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 7	15 seconds >> if not attempted, repeat question once	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? 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 19	15 seconds >> if not attempted, repeat question once	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?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >>	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
		If still no answer, move to next question	<div> 9 19 7 14 13 </div>
1. Yes 2. No	Correct Answer: 8	15 seconds >> if not attempted, repeat question once	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? <div> 23 32 18 44 8 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 44	15 seconds >> if not attempted, repeat question once	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? <div> 23 32 18 44 8 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 12	15 seconds >> if not attempted, repeat question once	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? <div> 67 12 80 14 79 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 80	15 seconds >> if not attempted, repeat question once	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? <div> 67 12 80 14 79 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes 2. No	Correct Answer: 32	15 seconds >> if not attempted, repeat question once	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? <div> 67 45 73 98 32 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	5 MORE seconds >> If still no answer, move to next question	
1. Yes	Correct Answer: 98	15 seconds >> if not	Q3hh. (Show Card 3h-3hh) And now look at

Q3x_2. External Help	Q3x_1. Response	Timing	Question
2. No	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	attempted, repeat question once 5 MORE seconds >> If still no answer, move to next question	the same row of numbers. This time, tell me which is the largest number in the row on this card? <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۶۷ ۴۵ ۷۳ ۹۸ ۳۲ </div>
1. Yes 2. No	<div style="background-color: #cccccc; padding: 2px;">Correct Answer: 27</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> if not attempted, repeat question once 5 MORE seconds >> If still no answer, move to next question	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? <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۵۰ ۳۹ ۷۲ ۲۷ ۶۱ </div>
1. Yes 2. No	<div style="background-color: #cccccc; padding: 2px;">Correct Answer: 72</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> if not attempted, repeat question once 5 MORE seconds >> If still no answer, move to next question	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? <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۵۰ ۳۹ ۷۲ ۲۷ ۶۱ </div>
1. Yes 2. No	<div style="background-color: #cccccc; padding: 2px;">Correct Answer: 178</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> if not attempted, repeat question once 5 MORE seconds >> If still no answer, move to next question	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? <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۷۹۸ ۳۴۵ ۲۳۴ ۳۴۶ ۱۷۸ </div>
1. Yes 2. No	<div style="background-color: #cccccc; padding: 2px;">Correct Answer: 798</div> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> if not attempted, repeat question once 5 MORE seconds >> If still no answer, move to next question	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? <div style="border: 1px solid black; padding: 10px; text-align: center;"> ۷۹۸ ۳۴۵ ۲۳۴ ۳۴۶ ۱۷۸ </div>

(Interviewer: For the Q4 series, If the child takes more than 30 seconds to answer any of the questions, mark question as ‘not attempted’ and move on to the next question.

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

Q4x_2. External Help	Q4x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 3	30 seconds >> If not attempted or not completed, move to next question	<p>Q4a. Now let's practice addition and subtraction. If you don't understand I can repeat the question.</p> <p>What is two plus one?</p> <p>(Interviewer: For Q4a-Q4j, read each question aloud. If the child says that s/he does not understand, repeat the question once. If needed, encourage the child to use his/her fingers or stones/beans to calculate the problem.)</p>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 5	30 seconds >> If not attempted or not completed, move to next question	Q4b. What is four plus one?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 7	30 seconds >> If not attempted or not completed, move to next question	Q4c. What is three plus four?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 8	30 seconds >> If not attempted or not completed, move to next question	Q4d. What is six plus two?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 5	30 seconds >> If not attempted or not completed, move to next question	Q4e. Suppose Waheeda had two apples to eat. Her brother gave her another three apples. How many apples does Waheeda have to eat?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 6	30 seconds >> If not attempted or not completed, move to next question	Q4f. What is eight minus two?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		

Q4x_2. External Help	Q4x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 5	30 seconds >> If not attempted or not completed, move to next question	Q4g. What is nine minus four?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 2	30 seconds >> If not attempted or not completed, move to next question	Q4h. What is five minus three?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 5	30 seconds >> If not attempted or not completed, move to next question	Q4i. What is seven minus two?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 1	30 seconds >> If not attempted or not completed, move to next question	Q4j. Suppose Waheeda had five apples. She was very hungry and so she ate four apples. How many apples does Waheeda have now?
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		

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. Are you ready to begin? Let’s start.

[**TIMING:** 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.]

RESPONSE CODING: 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 each row should equal 10.


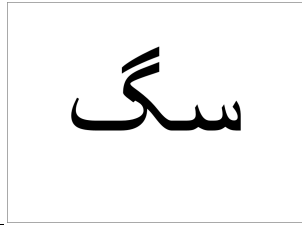

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

4. External Help	3 Total Attempted	2 Total Incorrect	1 Total Correct	Question Number										
Yes .1 No .2				Q5a	ث	ل	غ	ب	م	ق	ص	س	گ	ک
Yes .1 No .2				Q5b	ق	ش	ع	م	ر	ذ	د	ج	ث	ا
Yes .1 No .2				Q5c	ه	و	ن	ض	ح	ت	ز	ی	ط	ب
Yes .1				dQ5	د	ل	م	ث	گ	ظ	س	خ	ه	ح

(Interviewer: for Q7 and Q8, 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” and move to the next question.

If the child attempts to sound out the word and gets all the letter sounds correct, mark that question as correct.

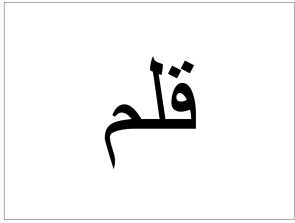


External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

Q7/8x_2. External Help	Q7/8x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: پشک 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or completed, move to next question	Q7a. (Show card Q7a) Now please tell me the word that you see on each card. What word do you see on this card? 
1. Yes 2. No	Correct Answer: سگ 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or completed, move to next question	Q7b (Show card Q7b) What word do you see on this card? 
1. Yes 2. No	Correct Answer: موش 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or completed, move to next question	Q7c (Show card Q7c) What word do you see on this card? 
1. Yes 2. No	Correct Answer: مکتب 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	15 seconds >> If not attempted or completed, move to next question	Q8a. (Show card Q8a) Just like in the previous question, please tell me the word that you see on each card. What word do you see on this card?

No .2														
Yes .1 No .2				Q5e	ز	ن	ا	و	ش	ق	ص	ه	ت	ط
Yes .1 No .2				Q5f	گ	ض	ذ	ذ	ف	ه	ی	د	ک	ب
Yes .1 No .2				Q5g	ظ	ک	م	ج	د	ب	ث	ل	غ	س
Yes .1 No .2				Q5h	غ	ه	ت	و	ش	م	ص	ع	ب	ن
Yes .1 No .2				Q5i	س	ل	ذ	ط	ص	ب	ه	ه	ع	ک
Yes .1 No .2				Q5j	گ	ی	ج	ا	ظ	ق	ف	م	ث	ت

(Interviewer: For Q6, if child has not attempted or is not able to identify the letter in the word after 15 seconds, tell the child “You’re doing well. Let’s try another letter” and move to the next question.

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

Q6x_2. External Help	Q6x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: ق	15 seconds >> If not attempted, move to next question	Q6a: (Show Card Q6a) Next I am going to show you a card with different words on it. Look at the word on this card. Please point to the letter ق. <div style="text-align: center; margin-top: 20px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: ك	15 seconds >> If not attempted, move to next question	Q6b. (Show Card Q6b) Look at the word on this card. Please point to the letter ك. <div style="text-align: center; margin-top: 20px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: ا	15 seconds >> If not attempted, move to next question	Q6c. (Show Card Q6c) Look at the word on this card. Please point to the letter ا. <div style="text-align: center; margin-top: 20px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		

				مكتب	
1. Yes 2. No	Correct Answer: دوکاندار	15 seconds >> If not attempted or completed, move to next question	Q8b. (Show card Q8b) What word do you see on this card?	دوکاندار	
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted				
1. Yes 2. No	Correct Answer: نجار	15 seconds >> If not attempted or completed, move to next question	Q8c. (Show card Q8c) What word do you see on this card?	نجار	
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted				

Q9. (Show Card 9a-d) Now I am going to show you a short story that I would like you to read aloud. 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.

[**TIMING:** 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.

RESPONSE CODING: 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.’

Circle below 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.’

External Help: Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.]

Question Number						No of words	1. Number of Words Read Correctly	2. Number of Words Read Incorrectly	3. Number of Words Not Attempted	4. External Help
Q9a	Wahid	is	a	little	boy	5				1. Yes 2. No

Q9b	He	lives	in	a	big	house	6				1. Yes 2. No
Q9c	He	lives	with	his	mother	father	and	brother	8		1. Yes 2. No
Q9d	Wahid	and	His	family	like	to	eat	fruits	8		1. Yes 2. No

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, if the child has not attempted to answer the question within 30 seconds, 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'

External Help: Please mark "Yes" or "No" in the column labeled "External Help" to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.]

Question Number	Questions	Answer	Write Child's Answer	Q10x_1. Response			Q10x_2. External Help
				Correct Answer	Incorrect Answer	Not Attempted	
Q10a	Who is this story about?	Wahid		1	2	3	1. Yes 2. No
Q10b	Can you tell me one of the persons who lives with Wahid?	Mother, father or brothers		1	2	3	1. Yes 2. No
Q10c	What do Wahid and his family like to eat?	Fruit		1	2	3	1. Yes 2. No
Q10d	Does the story mention that Wahid has any sisters?	No		1	2	3	1. Yes 2. No

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.]