

## ALSE Phase II Endline: Learning Assessment Survey

### Survey Management Information

#### Part 1: Survey Data

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 4

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 spaces*)

M16. Record Length of Interview in Minutes: \_\_\_\_ \_\_\_\_

M17. Date Formatted Field: AUG 2017

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 6-13 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.*

*In all cases, read all questions exactly as written. Do not read instructions inside parentheses "(...)"*. Read all response options out loud unless instructed not to do so. Please interview each child alone, without the presence of other children aged 6-13.)

## **Part 2: Child's Consent**

**READ:** "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."

**Consent 1: Do you understand? Are you ready to get started?** *(Mark only one answer.)*

1. Yes *(Continue to Consent 2)*
2. No *(End interview and start interview with the 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.*


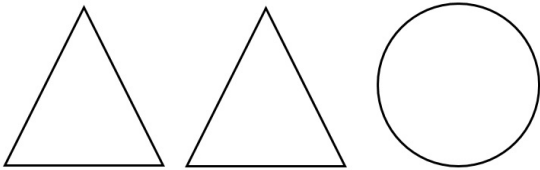
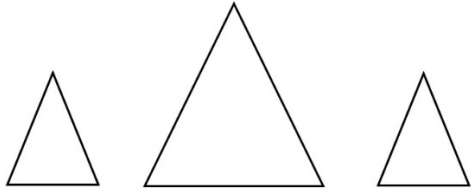
**Consent 2:** *(To the interviewer: Confirm from the household questionnaire that the head of household provided consent to interview this child.)*

1. Yes *(Continue to Practice Questions)*
2. No *(End interview and start to interview the next child. If this is the last child to be interviewed, end the interview and start to interview the next house)*

## Section I: 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
<b>Correct Answer:</b>  1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>15 seconds &gt;&gt;</b> If not attempted, ask if child has any question. If not, go to next question	<b>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.</b> 
<b>Correct Answer: Center shape</b> 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>15 seconds &gt;&gt;</b> If not attempted, ask if child has any question. If not, go to next question	<b>P2. (Show card P2) Let’s try one more practice question. I am going to show you a card with three shapes on it. Please point to the largest shape on the card.</b> 

## Section II: Math Assessment

**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.*

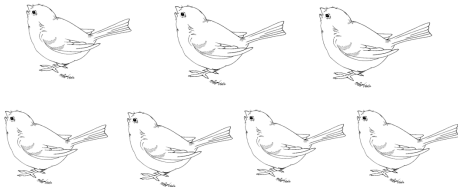
***EXTERNAL HELP:** Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)*


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	<b>Q1a</b>
1. Yes 2. No				17	20	13	10	1	3	5	1	4	2	<b>Q1b</b>
1. Yes 2. No				73	65	45	16	39	75	18	22	32	25	<b>Q1c</b>
1. Yes 2. No				730	140	500	100	66	17	11	86	29	96	<b>Q1d</b>
1. Yes 2. No				1250	1000	943	312	408	690	379	580	130	113	<b>Q1e</b>

*(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.”*

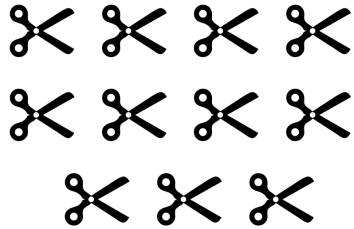
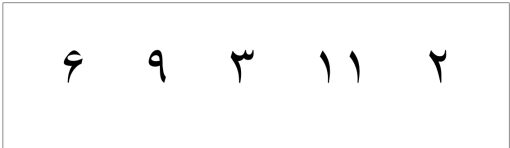
*For the Q2 series, if the child does not correctly answer the first part of the question, the second part of the question should be skipped and that question marked as code 3 “Not Attempted”.*

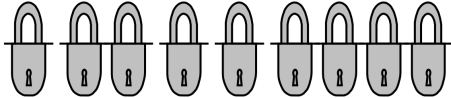


**EXTERNAL HELP:** Please mark “Yes” or “No” in the column labeled “External Help” to indicate whether the child received help answering the question from a parent or any other adult who was present during the interview.)

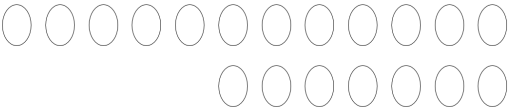
<b>Q2x_2. External Help</b>	<b>Filtering</b>	<b>Q2x_1. Response</b>	<b>Timing</b>	<b>Question</b>
1. Yes  2. No	Go To << Q2aa  Skip To<< Q2b  Skip To<< Q2b	Correct Answer: 7  1. Correctly Identified  2. Incorrectly Identified  3. Not Attempted	<b>15 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<p><b>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.</b></p>  <p><i>(Interviewer: If the child forgets to count aloud, remind him/her.)</i></p>



1. Yes 2. No		Correct Answer: 7	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2aa. (Only if code 1 ‘Correctly Identified’ in Q2a, show Card Q2aa)</b> <b>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.</b> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;">         1   5   7   3   .       </div>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Go To<< Q2bb  Skip To<< Q2c  Skip To<< Q2c	Correct Answer: 5	<b>15 seconds &gt;&gt;</b> (If not attempted or not completed, move to next question.)	<b>Q2b. (Show Card Q2b) 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.</b> <div style="text-align: center; margin: 10px 0;">  </div> <i>(Interviewer: If the child forgets to count aloud, remind him/her.)</i>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No		Correct Answer: 5	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2bb. (Only if code 1 ‘Correctly Identified’ in Q2b, show Card Q2bb)</b> <b>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.</b> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;">         .   5   7   4   2       </div>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		



1. Yes 2. No	Go To<< Q2cc  Skip To<< Q2d  Skip To<< Q2d	Correct Answer: 11	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, move to next question.)</i>	<b>Q2c. (Show Card Q2c)</b> 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. <div style="text-align: center;">  </div> <i>(Interviewer: If the child forgets to count aloud, remind him/her.)</i>
		1. Correctly Identified  2. Incorrectly Identified  3. Not Attempted	<b>OR</b>  <b>30 seconds &gt;&gt;</b> <i>(If not finished counting, mark incorrect and move to next question.)</i>	
1. Yes 2. No		Correct Answer: 11	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, move to next question.)</i>	<b>Q2cc. (Only if code 1 ‘Correctly Identified’ in Q2c, show Card Q2cc)</b> 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. <div style="text-align: center;">  </div>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		




1. Yes 2. No	Go To<< Q2dd  Skip To<< Q2e  Skip To<< Q2e	Correct Answer: 9	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2d. (Show Card Q2d)</b> 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.   <i>(Interviewer: If the child forgets to count aloud, remind him/her.)</i>
		1. Correctly Identified	<b>OR</b>	
		2. Incorrectly Identified	<b>30 seconds &gt;&gt;</b> (If not finished counting, mark incorrect and move to next question.)	
1. Yes 2. No		3. Not Attempted		
		Correct Answer: 9	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2dd. (Only if code 1 ‘Correctly Identified’ in Q2d, show Card Q2dd)</b> 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. 
		1. Correctly Identified		
		2. Incorrectly Identified		
1. Yes 2. No	Go To<< Q2ee  Skip To<< Q2f  Skip To<< Q2f	3. Not Attempted		
		Correct Answer: 13	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2e. (Show Card Q2e)</b> 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.   <i>(Interviewer: If the child forgets to count aloud, remind him/her.)</i>
		1. Correctly Identified	<b>OR</b>	
		2. Incorrectly Identified	<b>30 seconds &gt;&gt;</b> (If not finished counting, mark incorrect and move to next question.)	
		3. Not Attempted		



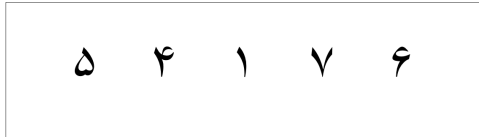
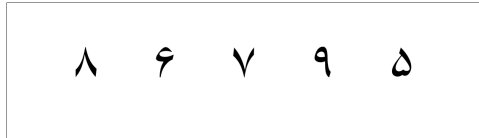
1. Yes 2. No		Correct Answer: 13	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2ee.</b> (Only if code 1 'Correctly Identified' in Q2e, show Card Q2ee) <b>Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of moons you just counted.</b> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;">           9    11    13    6    20         </div>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Go To<< Q2ff  Skip To<< Q2g  Skip To<< Q2g	Correct Answer: 19	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)  <b>OR</b>  <b>30 seconds &gt;&gt;</b> (If not finished counting, mark incorrect and move to next question.)	<b>Q2f.</b> (Show Card Q2f) <b>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.</b> <div style="text-align: center; margin: 10px auto;">  </div> <p>(Interviewer: If the child forgets to count aloud, remind him/her.</p>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No		Correct Answer: 19	<b>15 seconds &gt;&gt;</b> (If not attempted, move to next question.)	<b>Q2ff.</b> (Only if code 1 'Correctly Identified' in Q2f, show Card Q2ff) <b>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.</b> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;">           9    21    15    6    19         </div>
		1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		


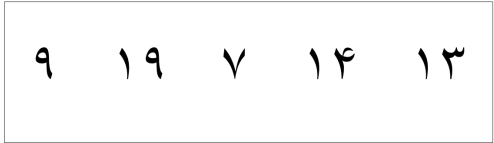
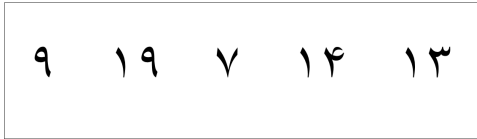

	Go To<< Q2gg  Skip To<< Q3a  Skip To<< Q3a	Correct Answer: 34	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, move to next question.)</i>  <b>OR</b>  <b>30 seconds &gt;&gt;</b> <i>(If not finished counting, mark incorrect and move to next question.)</i>	<b>Q2g. (Show Card Q2g) I have just one more card for you to count. This card will have pencils on it. You should count aloud how many pencils 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.</b>  
		1. Correctly Identified  2. Incorrectly Identified  3. Not Attempted		
		Correct Answer: 34	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, move to next question.)</i>  <b>OR</b>  <b>30 seconds &gt;&gt;</b> <i>(If not finished counting, mark incorrect and move to next question.)</i>	<b>Q2gg. (Only if code 1 ‘Correctly Identified’ in Q2g, show Card Q22g) Now I am going to show you a box with some numbers in it. Please point to the number that equals the number of pencils you just counted.</b>  
		1. Correctly Identified  2. Incorrectly Identified  3. Not Attempted		

(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	<b>15 seconds &gt;&gt;</b> (If not attempted, repeat question once.)	<b>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?</b> <div style="text-align: center; margin-top: 10px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> (If still no answer, move to next question.)	
1. Yes 2. No	Correct Answer: 5	<b>15 seconds &gt;&gt;</b> (If not attempted, repeat question once.)	<b>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?</b> <div style="text-align: center; margin-top: 10px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> (If still no answer, move to next question.)	
1. Yes 2. No	Correct Answer: 2	<b>15 seconds &gt;&gt;</b> (If not attempted, repeat question once.)	<b>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?</b> <div style="text-align: center; margin-top: 10px;">  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> (If still no answer, move to next question.)	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 8	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 1	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 7	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 5	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 9	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> <div>  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 7	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> <div>  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 19	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> <div>  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 8	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> <div>  </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 44	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b>  <div style="border: 1px solid black; padding: 10px; text-align: center;">           ۲۳    ۳۲    ۱۸    ۴۴    ۸         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 12	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b>  <div style="border: 1px solid black; padding: 10px; text-align: center;">           ۶۷    ۱۲    ۸۰    ۱۴    ۷۹         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 80	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b>  <div style="border: 1px solid black; padding: 10px; text-align: center;">           ۶۷    ۱۲    ۸۰    ۱۴    ۷۹         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	
1. Yes 2. No	Correct Answer: 32	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b>  <div style="border: 1px solid black; padding: 10px; text-align: center;">           ۶۷    ۴۵    ۷۳    ۹۸    ۳۲         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	



Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 98	<b>15 seconds</b> >> (If not attempted, repeat question once.)	<b>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?</b> <div>           ୧୪   ୪୫   ୪୩   ୧୮   ୩୧         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds</b> >> (If still no answer, move to next question.)	
1. Yes 2. No	Correct Answer: 27	<b>15 seconds</b> >> (If not attempted, repeat question once.)	<b>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?</b> <div>           ୫୦   ୩୧   ୪୧   ୧୪   ୧୧         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds</b> >> (If still no answer, move to next question.)	
1. Yes 2. No	Correct Answer: 72	<b>15 seconds</b> >> (If not attempted, repeat question once.)	<b>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?</b> <div>           ୫୦   ୩୧   ୪୧   ୧୪   ୧୧         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds</b> >> (If still no answer, move to next question.)	
1. Yes 2. No	Correct Answer: 178	<b>15 seconds</b> >> (If not attempted, repeat question once.)	<b>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?</b> <div>           ୪୧୮   ୩୫୫   ୧୩୫   ୩୫୫   ୧୪୮         </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds</b> >> (If still no answer, move to next question.)	

Q3x_2. External Help	Q3x_1. Response	Timing	Question
1. Yes 2. No	Correct Answer: 798	<b>15 seconds &gt;&gt;</b> <i>(If not attempted, repeat question once.)</i>	<b>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?</b> <div> 798   345   234   346   178 </div>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>5 MORE seconds &gt;&gt;</b> <i>(If still no answer, move to next question.)</i>	

*(Interviewer: For the Q4 series, If the child does not attempt to respond after 15 seconds, repeat the question once. 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.)*

<b>Q4x_2. External Help</b>	<b>Q4x_1. Response</b>	<b>Timing</b>	<b>Question</b>
1. Yes 2. No	Correct Answer: 7	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4a. Now let's practice addition and subtraction. If you don't understand I can repeat the question.</b>  <b>What is three plus four?</b>  <i>(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.)</i>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 8	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4b. What is six plus two?</b>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: 15	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4c. What is seven plus eight?</b>
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		

<b>Q4x_2. External Help</b>	<b>Q4x_1. Response</b>	<b>Timing</b>	<b>Question</b>
1. Yes 2. No	Correct Answer: 21 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4d. What is twelve plus nine?</b>
1. Yes 2. No	Correct Answer: 5 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4e. Suppose Waheeda had two apples to eat. Her brother gave her another three apples. How many apples does Waheeda have to eat?</b>
1. Yes 2. No	Correct Answer: 6 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4f. What is eight minus two?</b>
1. Yes 2. No	Correct Answer: 5 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4g. What is nine minus four?</b>
1. Yes 2. No	Correct Answer: 2 1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted	<b>30 seconds &gt;&gt;</b> <i>(If not attempted or not completed, move to next question.)</i>	<b>Q4h. What is five minus three?</b>

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

### Section III: 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	ک	گ	س	ص	ق	م	ب	غ	ل	ث
Yes .1 No .2				Q5b	ا	ث	ج	د	ذ	ر	م	ع	ش	ق
Yes .1 No .2				Q5c	ب	ط	ی	ز	ت	ح	ض	ن	و	ه
Yes .1 No .2				Q5d	ح	ه	خ	س	ظ	گ	ث	م	ل	د
Yes .1 No .2				Q5e	ط	ت	ه	ص	ق	ش	و	ا	ن	ز
Yes .1 No .2				Q5f	ب	ک	د	ی	ه	ف	ذ	ذ	ض	گ
Yes .1 No .2				Q5g	س	غ	ل	ث	ب	د	ج	م	ک	ظ
Yes .1 No .2				Q5h	ن	ب	ع	ص	م	ش	و	ت	ه	غ
Yes .1 No .2				Q5i	ک	ع	ه	ه	ب	ص	ط	ذ	ل	س
Yes .1 No .2				Q5j	ت	ث	م	ف	ق	ظ	ا	ج	ی	گ

(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: ت	15 seconds >> (If not attempted, move to next question.)	<b>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 ت.</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: ک	15 seconds >> (If not attempted, move to next question.)	<b>Q6b. (Show Card Q6b) Look at the word on this card. Please point to the letter ک.</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		
1. Yes 2. No	Correct Answer: چ	15 seconds >> (If not attempted, move to next question.)	<b>Q6c. (Show Card Q6c) Look at the word on this card. Please point to the letter چ.</b> 
	1. Correctly Identified 2. Incorrectly Identified 3. Not Attempted		

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

گوسفند

دهقان

نجار

**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.)*

4. External Help	3. Number of Words Not Attempted	2. Number of Words Read Incorrectly	1. Number of Words Read Correctly	No. of words											Question Number
1. Yes 2. No	___	___	___	5	Wahid	is		a	little		boy		Q9a		
1. Yes 2. No	___	___	___	6	He	lives		in		a		big	house	Q9b	
1. Yes 2. No	___	___	___	8	He	lives		with	his	mother		father	and	brother	Q9c
1. Yes 2. No	___	___	___	8	Wahid	and	His	family		like	to	eat		fruits	Q9d

**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?**

**READ:** “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’*

*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.)*

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

**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.)*