

Direct Assessment Assessor/Enumerator Booklet Version 8-Form A

Instructions:

This document will allow you to assess the development and early learning of young children (ages 3-6 years). Read all questions to children exactly as they appear. You will see two forms of type:

- **Bold type in boxes indicates things you, the assessor, must say to the child out loud. Please read this type aloud to the child completely and exactly as it appears. This is important to ensure that the data will be collected in a standardized manner across all children.**
- *Italic type indicates instructions for you. Do not read these instructions aloud to the child.*

Throughout the assessment, offer neutral encouragement to the child. Say things like, 'You are working very hard - keep it up!' Do not indicate to the child that they correctly or incorrectly answered the question, except where indicated in practice trials. Give encouragement in between questions, rather than in the middle of questions. Do not give hints to questions or make facial expressions while the child is completing tasks.

Greeting and Verbal Consent

Hello, my name is _____ . I work with _____ .

We are here to learn about how children, like you, learn things and if they know how to play some games.

I will ask you some questions about stories and pictures. Some activities will be easy for you and others may be harder. Don't worry if you cannot do some things. We just want you to try.

You can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too.

Do you understand?

Do you have any questions?

Are you ready to start?

Check box if verbal consent is obtained

Child ID: _____

*(If verbal consent is **not** obtained, thank the child and move on to the next child)*

#1 Spatial Vocabulary					
<i>Materials: Spatial Vocabulary Sheet</i>					
<i>STOP RULES: None</i>					
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
1a	Place Spatial Vocabulary Sheet in front of child. Say: Now I am going to ask you some questions about these pictures. Look at all the pictures, then point to the one picture that shows what I say. Say: Point to the picture with the ball on the chair.	Picture with ball on the chair			
1b	Say: Point to the picture with the ball under the chair.	Picture with ball under the chair			
1c	Say: Point to the picture with the ball in front of the chair.	Picture with ball in front of the chair			
1d	Say: Point to the picture with the ball next to the chair.	Picture with ball next to the chair			

#2 Verbal Counting					
<i>Materials: None</i>					
<i>Other notes: Prompt as necessary What comes after <<last number stated>></i>					
<i>Self-correcting allowed</i>					
<i>STOP RULES: When a child states a number incorrectly or reaches 30.</i>					
	Instructions	Correct Answer	Indicate highest number counted. Check STOP RULE USED if you stopped the child.		
			Highest Number Stated	STOP RULE USED?	Child says I don't know/ no response (888)
2	Say: Now we are going to play some counting games. The first game is a counting out loud game. I want to see how high you can count. Start at 1 and count up for me.	Counts accurately			

#3 Producing A Set					
Materials: 20 uniformly sized small objects that can be used for counting (e.g., stones, bottle caps)					
STOP RULE: If child cannot give you 3 items <u>and</u> cannot give you 9 items, move on to next assessment task (#4). If child misses only one of the first two items, proceed with item 3c.					
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
3a	Arrange 20 counters randomly in front of the child. Say: Now we'll play a game with counters. Please give me three counters.	Hands or pushes over 3 counters			
3b	Rearrange the 20 counters randomly again in front of the child. Say: Now, please give me nine counters.	Hands or pushes over 9 counters			
3c	Rearrange the 20 counters randomly again in front of the child. Say: Now, please give me fourteen counters.	Hands or pushes over 14 counters			
Check if stop rule was used.					

#4 Number Comparison					
Materials: None					
STOP RULE: None					
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
4a	Say: Now I'll ask you a few questions about numbers. Which number is greater, 3 or 5? <i>Slightly emphasize the word greater.</i>	5			
4b	Which number is greater, 8 or 6? <i>Slightly emphasize the word greater.</i>	8			
4c	Which number is smaller, 4 or 7? <i>Slightly emphasize the word smaller.</i>	4			

#5 Mental Addition							
<p><i>Materials: 10 small objects that can be used for counting (e.g., stones, bottle caps, can be the same as those in Producing a Set)</i></p> <p><i>Notes: If child counts ("one, two, three, four, five") ask again, How many will you have altogether? If child shows quantity on fingers, ask Can you say it?</i></p> <p><i>STOP RULES: None</i></p>							
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)		
5a	<p><i>Place ten counters to the side of the child on the table.</i></p> <p><i>Say: I am going to ask you a question about numbers. Here are some counters to help you. You can use them if you want to, but you don't have to. Listen very carefully to the question.</i></p> <p><i>Say: If you have three balls...</i></p> <p><i>And I give you two more balls, how many balls will you have altogether?</i></p>	<p>Says "Five"</p> <p>Check one box</p>					
5b	Strategy (indicate how child solved the problem based on your observation)	Check one box	Uses counters to solve problem (1)	Uses counters to solve problem (1)	Uses counters to solve problem (1)	No apparent counting (just quickly says a number) (4)	Takes time to think before says a number (5)
5c	<p><i>Say: If you have five balls...</i></p> <p><i>And I give you three more balls, how many balls will you have altogether?</i></p>	<p>Says "Eight"</p> <p>Check one box</p>					
5d	Strategy (indicate how child solved the problem based on your observation)	Check one box	Uses counters to solve problem (1)	Uses fingers to solve problem (2)	Starts counting at 1 (3)	No apparent counting (just quickly says a number) (4)	Takes time to think before says a number (5)

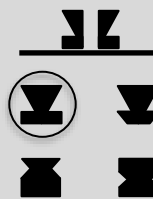
#6 Mental Transformation

Materials: 1 Mental Transformation Practice Trial Sheet
4 Mental Transformation Item Sheets (numbered 7a-d)

Notes:
STOP RULES: None

Practice Trial:
In this game, we are going to look at some shapes and some pieces of shapes.
Look at these pieces (point to set of 2 pieces).
Now look at these shapes (point to each of the 4 choices).
If you put these pieces together (point to set of 2 pieces), **they will make one of these shapes** (wave hand over 4 choices).

Point to the shape the pieces make.



If correct, say **That's right. Let's try some more.**

If incorrect, point to the pieces and say, **When you put these pieces together, they will make this shape** (point to correct shape). **Let's try some more.**

Note: Do not gesture other than the gestures indicated in italics. Do not give verbal feedback during test. Tell child to do their best if they seem frustrated. If child struggles, give full instructions again, as necessary. If, after giving instructions again, child does not choose a shape, move onto next Mental Transformation item (or next task if on 6d).

	Instructions	Correct Answer	Correct (1)	Incorrect (2)	Child says I don't know/ no response (888)
6a	<p>Look at these pieces (point to the 2 pieces). Now look at these shapes (point to each of the 4 choices). If you put these pieces together, they will make one of these shapes. Point to the shape the pieces make (wave hand over 4 choices)</p>				
6b	<p>Point to the shape (point to each of the 4 choices) these pieces make (wave hand over 4 choices).</p>				
6c	<p>Point to the shape (point to each of the 4 choices) these pieces make (wave hand over 4 choices).</p>				
6d	<p>Point to the shape (point to each of the 4 choices) these pieces make (wave hand over 4 choices).</p>				

#7 Number Identification

Materials: Number Sheet and a blank sheet of paper to cover a column

Notes: Self-correcting is allowed.

*If the child gets stuck for more than 5 seconds, point to the next number and say: **Let's try this one.***

STOP RULES: *If child does not get any in the first column correct, do not go on to second column.*

	Instructions	Correct (1)	Incorrect response (0)	Child says I don't know/ no response (888)
7	<p><i>Place the Numbers Sheet in front of the child. Using another blank sheet of paper, cover the right column.</i></p> <p>Say: Here are some numbers. I will point to a number and I want you to tell me the number. It's OK if you don't know all of them.</p> <p><i>Point to the first number in the left column and ask the child:</i> What number is this?</p> <p><i>Continue pointing at each number down the column.</i></p>			
7a	2			
7b	7			
7c	10			
7d	8			
7e	5			
	<p><i>When the child finishes the last number in the left column, cover the left column and point to the first number in the right column.</i> Say: What number is this? Continue pointing at each number down the column.</p>			
7f	13			
7g	17			
7h	12			
7i	14			
7j	20			
	<i>Check if stop rule was used.</i>			

#8 Perspective-Taking/Empathy

Materials: Picture card of a girl crying

STOP RULES: None

	Instructions	Correct Answer	Appropriate Response (1)	Inappropriate response (0)	Child says I don't know/ no response (888)
8a	<p>Show the picture card. Say: Now let's look at this picture. Imagine this girl is a friend and she fell down and is hurt. How do you think she is feeling right now?</p> <p>If the child says "She is crying", prompt one time. Say: "Yes, she is crying. How do you think she is feeling right now?"</p>	<p>Names emotion correctly (child is sad, angry, other negative emotion)</p> <p>If the child says the girl is crying that IS NOT correct.</p>			
	Write in child's response:				
8b	<p>Say: What would you do to help her feel better?</p>	<p>Has one idea to make child feel better (e.g., give a hug, find someone to help, offer toy; help child get up; say something nice; say sorry)</p> <p><i>This solution should seem reasonable to the tester based on cultural norms</i></p>			
	Write in child's response:				
8c	<p>Prompt ONCE by saying, Is there anything else you would do?</p>	<p>Has second idea to make child feel better (e.g., give a hug, find someone to help, offer toy; help child get up; say something nice; say sorry)</p>			
	Write in child's response:				

#9 Understanding Feelings

Materials: None

STOP RULES: None

	Instructions	Correct Answer	Appropriate Response (1)	Inappropriate response (0)	Child says I don't know/ no response (888)
9a	Say: Now I'm going to ask you another question. Please tell me what makes you feel unhappy?	Names at least one reason for feeling sad (e.g., loses toy; gets hurt; fight with other child)			
	<i>Write in response:</i>				
9b	Say: Now tell me what kinds of things make you feel happy?	Names at least one reason for feeling happy (e.g., allowed to go out and play; going on a trip; favorite food for supper)			
	<i>Write in response:</i>				

#10 Expressive Vocabulary

Materials: None

STOP RULES:

Things to eat: When the child cannot think of more things to eat or reaches 10 items, move on to the animal question.

Animals: When the child cannot think of more items or reaches 10 animals, move on to the next item

	Instructions	Indicate highest number of foods/animals stated.	
		Highest Number of foods/animals stated	Child says I don't know/ no response (888)
10a	Say Can you name some things that you can eat? <i>If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying, Can you think of any more?</i>		
	<i>Write in responses (stop at 10):</i>		
10b	Now, I want to know what animals you are familiar with. Can you tell me the names of some animals that you know? <i>If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying, Can you think of any more?</i>		

	Write in responses (stop at 10):		

#11 Initial Sound Identification

Materials: None

Other Notes: Additional Prompts: Repeat the list of words ONCE per question if needed

STOP RULES: *If the child does not respond after 5 seconds, mark as "No response" and say the next prompt.*

PRACTICE TRIAL:

(For "/phoneme/", say the sound, not the name).

This is another listening game. I want you to tell me the beginning sound of each word. For example, in the word "pot", the first sound is "/p/". I will say each word two times. Listen to the word then tell me the very first sound in that word. Let's practice. What is the first sound in "mouse"? "Mouse."

If the child responds correctly, say:

That's right, the first sound in "mouse" is /m/.

If the child does not respond correctly, say:

Listen again: "mmmouse". The first sound in "mouse" is /m/. Now let's try another one: What is the first sound in "day"? "Day".

If the child responds correctly, say:

That's right, the first sound in "day" is /d/.

If the child does not respond correctly, say: **Listen again: "day". The first sound in "day" is /d/. Do you understand what you are to do?**

If the child responds incorrectly or says they do not understand, provide an additional explanation (up to 3 times total) before beginning the test portion.

	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
11a	Say: What is the first sound in "<<word>>"? "<<word>>" .	Produces initial phoneme sound #1_____			
11b	Say: What is the first sound in "<<word>>"? "<<word>>" .	Produces initial phoneme sound #2_____			
11c	Say: What is the first sound in "<<word>>"? "<<word>>" .	Produces initial phoneme sound #3_____			
11d	Say: What is the first sound in "<<word>>"? "<<word>>" .	Produces initial phoneme sound #4_____			
11e	Say: What is the first sound in "<<word>>"? "<<word>>" .	Produces initial phoneme sound #5_____			

#12 Letter Name Knowledge

Materials: Letters Sheet and a blank sheet of paper to cover a column

Other Notes: Self-correcting is allowed.

*If the child gets stuck for more than 5 seconds, point to the next letter and say: **Let's try this one.***

THE LETTERS LISTED HERE ARE PLACEHOLDERS ONLY, EACH LANGUAGE WILL HAVE DIFFERENT LETTERS.

STOP RULES: Five letters consecutively incorrect

	Instructions		Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
12	<p>Say: We will play an alphabet letter game now.</p> <p><i>Place the Letters Sheet in front of the child. Using another sheet of blank paper, cover the right column.</i></p> <p>Say: Here are some letters. I will point to the letters and I want you to tell me the name of the letter.</p> <p><i>Point to the first letter in the left column and ask the child:</i> What letter is this?</p> <p><i>Continue pointing at each letter down the column.</i></p>				
12a		B			
12b		S			
12c		A			
12d		T			
12e		M			
12f		U			
12g		D			
12h		V			
12i		A			
12j		Q			
	<p><i>When the child finishes the last letter in the left column, cover the left column and point to the first letter in the right column.</i></p> <p>Say: What letter is this? <i>Continue pointing at each letter down the column.</i></p>				
12k		E			
12l		R			
12m		N			
12n		L			
12o		O			
12p		K			
12q		P			

12r		F			
12s		C			
12t		G			
	Check if stop rule was used.				

#13 Listening Comprehension Story					
<i>Materials: None</i>					
<i>Other Notes: Additional Prompts: Each question may be repeated ONCE if needed.</i>					
<i>STOP RULES: None</i>					
<p>STORY: Say: Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?</p> <p>Say: This story is called The Mouse and the Cat Once upon a time there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, "Please don't eat me cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Never touch my hat again" and he went back to sleep in a happy mood.</p> <p>Now I am going to ask you some questions about the story.</p> <p>Ask each question slowly and clearly.</p>					
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
13a	Say: Who stole the cat's hat?	The mouse			
13b	Say: What was the color of the hat?	Red			
13c	Say: Why was the cat chasing the mouse?	Because the mouse took/stole its hat.			
13d	Say: Where did the cat trap the mouse?	Under the table			
13e	Say: Why did the cat decide not to eat the mouse?	Because the mouse gave back the hat			

#14 Name Writing

Materials: One blank piece of paper (use following page), pencil or pen.

STOP RULES: *Limit this section to 2 minutes from when the child begins writing. If the child does not write for a minute after your instructions, stop and say,*

We're going to move on to our next game now.

	Instructions		Correct (1)	Incorrect (0)	Child says 'I don't know'/No response (888)	
14a	<p><i>Place the blank piece of paper and the pencil or pen in front of the child.</i></p> <p>Say: Now we are going to write. Can you write your name here in any way you know? Don't worry if you can't do it well, just try your best.</p>	Child writes name correctly				
14b			Scribbles, no discernable symbols (1)	Symbol-like marks (2)	Non-name letters (3)	Has letters in name, but name is not correct – letters are out of order; other mistakes are made (4)
	If incorrect, describe what the child wrote.	Check one box				
	<i>Check if stop rule was used at one minute</i>					
	<i>Check if stop rule was used at two minutes.</i>					

#14 Name Writing

#15 Head, Toes, Knees, Shoulders Task

Materials: None

STOP RULES:

If the child does not respond correctly after 3 practice sessions of the HEAD/TOES section, stop this task and move on to the next task.

If child does not get any of HEAD/TOES assessment correct, stop this task and move onto next task.

TEACHING TRIAL (HEAD/TOES):

Now we're going to play a game. Listen exactly to what I say: Touch your head.

Assessor physically touches his/her head with two hands. Wait until the child puts two hands on his/her own head.

Good! Now touch your toes.

Assessor physically touches his/her toes with two hands. Wait until the child puts two hands on his/her own toes.

Repeat the two commands up to two times with motions until the child imitates you correctly.

PRACTICE TRIAL (HEAD/TOES):

Now we're going to be a little silly and you do the OPPOSITE of what I say. When I say touch your HEAD, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something OPPOSITE from what I say.

“Touch your head”? (assessor DOES NOT touch head or toes)

“Touch your toes”? (assessor DOES NOT touch toes or head)

Say: **That's right** when the child responds correctly. If the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion:

Remember, when I say touch your head, you touch your toes.

Remember, when I say touch your toes, your touch your head.

	Instructions	Correct Answer	Correct (2)	Self-corrects (1)	Incorrect (0)	Child says I don't know/ no response (888)
15a	<p>Say: Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say.</p> <p><i>DO NOT touch your head/toes and DO NOT provide feedback or extra explanations</i></p> <p>Say: Touch your head</p>	Touches toes				
15b	Say: Touch your toes	Touches head				
15c	Say: Touch your toes	Touches head				
15d	Say: Touch your head	Touches toes				
15e	Say: Touch your toes	Touches head				
	<i>Check if stop rule was used before assessment</i>					
	<i>Check if stop rule was used after assessment</i>					

TEACHING TRIAL (SHOULDERS/KNEES):

Say: **Ok, now that you've got that part, we're going to add a part. Now, you're going to touch your shoulders and your knees. First, touch your shoulders.**

Touch your shoulders; wait for the child to touch his/her shoulders with both hands.

Say: **Now, touch your knees.**

Assessor physically touches his/her knees with two hands. Wait until the child puts two hands on his/her own knees.

Repeat the two commands up to two times with motions until the child imitates you correctly.

PRACTICE TRIAL (SHOULDERS/KNEES):

Say: **Ok, now we're going to be silly again. You're going to keep doing the opposite of what I say like before. But this time, when I say touch your knees, you touch your shoulders, and when I say to touch your shoulders, you touch your knees. Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say.**

"Touch your shoulders"? (assessor DOES NOT touch shoulders or knees)

"Touch your knees"? (assessor DOES NOT touch knees or shoulders)

Say **That's right** when the child responds correctly. *If the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion.*

Remember if I say touch your shoulder, you touch your knees.

Remember if I say touch your knees, you touch your shoulder.

	Instructions	Correct Answer	Correct (2)	Self-corrects (1)	Incorrect (0)	Child says I don't know/ no response (888)
	<p>Say: Now that you know all the parts, we're going to put them together. You're going to keep doing the opposite from what I say to do.</p> <p>There are four things I could say. If I say to touch your head, you touch your toes. If I say to touch your toes, you touch your head. If I say to touch your knees, you touch your shoulders. If I say to touch your shoulders, you touch your knees. Are you ready? Let's try it.</p>					
15f	Say: Touch your head	Touches toes				
15g	Say: Touch your toes	Touches head				
15h	Say: Touch your knees	Touches shoulders				
15i	Say: Touch your toes	Touches head				
15j	Say: Touch your shoulders	Touches knees				
15k	Say: Touch your head	Touches toes				
15l	Say: Touch your knees	Touches shoulders				
15m	Say: Touch your knees	Touches shoulders				
15n	Say: Touch your shoulders	Touches knees				
15o	Say: Touch your toes	Touches head				

#16 Forward Digit Span

Materials: None

Other Notes: If the child makes an error, supply the correct answer on the practice items only.

STOP RULES: None

TEACHING & PRACTICE TRIAL:

In this game, I am going to say a list of numbers. After you hear the numbers, I want you to repeat them after me in the same order.

If I say 7..8, You say 7...8

Now you try a couple. Please listen carefully.

Pause for one second in between each number in the sequence. For example « 4 » [pause] « 2 ».

*Say: 4...2 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, **That's right.***

*Say: 6...1...3 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, **That's right.***

	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
16a	<p>Okay, now let's do some more. Just listen carefully, and do your best.</p> <p><i>Pause for one second in between each number in the sequence</i></p> <p>Say: 1...6</p>	1...6			
	<i>Write in response:</i>				
16b	Say: 5...2...8	5...2...8			
	<i>Write in response:</i>				
16c	Say: 8...3...1...4	8...3...1...4			
	<i>Write in response:</i>				
16d	Say: 1...2...4...7...3	1...2...4...7...3			
	<i>Write in response:</i>				

#17 Backward Digit Span

Materials: None

Other Notes: If the child makes an error, supply the correct answer on the practice items only.

STOP RULES: End this assessment if the child errs on both trials of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL

Say: **Now we are going to play another number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, You say 2, 1.**

Pause for one second in between each number in the sequence. For example « 1 » [pause] « 2 ».

Say: **Now you try it The numbers are 1, 2.**

If the child responds correctly, say: **That's right!**

If the child does not respond correctly, say: **The numbers are: 1, 2. When I say them backwards, they are 2, 1.**

Let's try another one: 4, 8, 3.

If the child responds correctly, say: **That's right!**

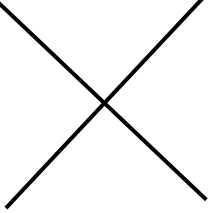
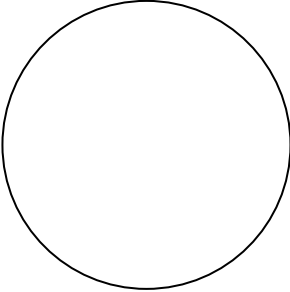

If the child does not respond correctly, say: **The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4.**

	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (888)
17a	Say: That was fun! Let's do more: Whatever I say, you should say it backwards. Pause for one second in between each number in the sequence. Say: 4...1	1...4			
	Write in response:				
17b	Say: 6...2	2...6			
	Write in response:				
17c	Say: 3...5...6	6...5...3			
	Write in response:				
17d	Say: 2...8...8	8...8...2			
	Write in response:				
17e	Say: 4...8...2...7	7...2...8...4			
	Write in response:				
17f	Say: 1...6...4...5	5...4...6...1			
	Write in response:				
17g	Say: 8...3...6...1...5	5...1...6...3...8			
	Write in response:				

	<i>Check if stop rule was used</i>	
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#18 Copying						
Materials: Copying Sheet 18a-c						
Pencil						
STOP RULE: None						
	Instructions	Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/ no response (888)
18a	<p>Place Copying Sheet 18a-c in front of the child with the empty boxes under the row with the shapes. Place the pencil next to the paper.</p> <p>Say: Now we'll do some drawing. Can you draw a shape just like this (point to X). You can draw here (point to box under the X).</p>	<ul style="list-style-type: none"> • There are two intersecting lines at approximate midpoints • The direction is closer to an X than a + • The length of all four "legs" are approximately equal 				
	Instructions	Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/ no response (888)
18b	<p>Say: Can you draw a shape just like this (point to circle). You can draw here (point to box under the circle).</p>	<ul style="list-style-type: none"> • The drawing is a curved/round figure • Closed figure • No more than 2:1 ratio between height and width 				
	Instructions	Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/ no response (888)
18c	<p>Say: Can you draw a shape just like this (point to rectangle). You can draw here (point to box under the rectangle).</p>	<ul style="list-style-type: none"> • Four clearly defined sides • Corners approximately 90 degrees • Parallel sides approximately equal, with two long and two short sides. 				

#18 Copying a-c

#19 Caring for Health/Identifying parts of the body

Materials: Nil

STOP RULE: None

	Instructions	Correct answer		Correct (1)	Incorrect (0)	Child says I don't know (888)	No response (999)
19a	<p><i>Points to the following body parts (on assessor's body) one by one and asks child to name and describe the functions of different body parts: 1) eye; 2) tooth; 3) elbow.</i></p> <p>Say: I will point to some parts of my body. Please tell me what they are and what we use them for.</p> <p>Say: What's this? (point to eye)</p>	<ul style="list-style-type: none"> • eye 					
19b	<p>Say: What do we use it for?</p>	<ul style="list-style-type: none"> • "to see," "to look," or something similar 					
19c	<p>Say: What's this? (point to tooth)</p>	<ul style="list-style-type: none"> • Tooth 					
19d	<p>Say: What do we use it for?</p>	<ul style="list-style-type: none"> • "to eat," "to talk" "to chew" or something similar 					
19e	<p>Say: What's this? (point to elbow)</p>	<ul style="list-style-type: none"> • elbow 					
19	<p>Say: What do we use it for?</p>	<ul style="list-style-type: none"> • "to bend the arm" or "to join lower to upper arm" or something similar 					

#20 Caring for Health/Personal Hygiene							
Materials: Picture of a child outside of a latrine							
STOP RULE: If child does not mention washing hands, go to next question (skip 20b)							
	Instructions	Correct answer		Correct (1)	Incorrect (0)	Child says I don't know (888)	No response (999)
20a	<p>Show the picture to the child</p> <p>Say: This child has just used the toilet. What should the child do next?</p> <p>If the child mentions something other than washing hands, prompt one time Say: “what else should the child do?”</p>	<ul style="list-style-type: none"> • Mentions washing or cleaning hands 					
20b	<p>Say: What should the child wash with?</p> <p>If the child mentions water or something other than soap/ash, prompt one more time “What else should the child wash with?”</p>	<ul style="list-style-type: none"> • Soap 					

#21 Identifying nutritious foods							
Materials: One page with pictures of 2 plates. One plate has rice only, and one plate is rice, meat, and vegetables							
STOP RULE: None							
	Instructions	Correct answer		Correct (1)	Incorrect (0)	Child says I don't know (888)	No response (999)
21	<p>Show the picture to the child</p> <p>Say: Here is a picture of two plates. Which plate is most healthy?</p>	<ul style="list-style-type: none"> • Plate with rice, meat, and vegetables 					

#22 Identifying unsafe things/areas							
Materials: Picture of a boy standing near fire.							
STOP RULE:							
None							
	Instructions	Correct answer		Correct (1)	Incorrect (0)	Child says I don't know (888)	No response (999)
22	<p>Show the picture to the child</p> <p>Say: Here is a picture of a boy next to a fire. If you were the child in the picture, should you touch the fire or not?</p>	<ul style="list-style-type: none"> • <i>No</i> 					
23	<p>Show the picture to the child</p> <p>Say: What would happen to the boy if he touched the fire?</p>	<ul style="list-style-type: none"> • <i>He would get hurt” or “He would get burned” or something similar.</i> 					

At the end of the assessment, say: **That is the end of my questions. Thank you very much for working so hard!**

Comments about this assessment with this child?

At the end of the assessment, say: **That is the end of my questions. Thank you very much for working so hard!**

Comments about this assessment with this child

