Log Number: |____|____|____|____|____|

KT

KLPS-KIDS

ASSESSMENTS

Wave 2

VERSION: NOVEMBER 1, 2020

CHILD ID
|_____|_____|_____|_____|_____|_____|_____| -- |_____|_____|

Log Number: |____|____|____|____|____|

This assessment should be administered to the biological children selected in the I-Module and recorded in the T-Sheet in accordance with the Kids assessment manual.

***INSTRUCTIONS FOR INTERVIEWING CHILDREN IN THE* CONTEXT OF COVID-19:**

1. **Ensure to have your hands well sanitized as well as that of the caregiver and the child before starting.**
2. **Provide the child and caregiver with the masks and ensure that they both have the masks on before starting the assessments. Have casual chat with the child on masks to make him/her be free to talk to you with your masks on.**
3. **Ensure the sitting arrangement complies with the 1.5 meters required for social distancing and that the mother sits 1.5 meters away from the child on the opposite side of the child before you start the assessment.**
4. **Hand the child a sanitized Pencil and demonstate to him/her how that should be used to point at items.**

Log Number: |____|____|____|____|____|

Test 1: PPVT

INSTRUCTIONS

Circle the answer the respondent gives (1,2,3,4, or NR). Also, circle the language used for each item. Start with the first set.
Prompt: "Point using your Pencil to…" "Show me using your Pencil…" ***Give neutral feedback for each response:*** "OK," "Hmm." Remind the child to use the Pencil to point to the pictures.

TRAINING ITEMS (Final answer by child) ***Sum the total number training items PASSED.***

A1	baby	Mtoto	mwana	nyathi	1	2	3	**4**	NR
A2	car	gari	motoka	gari	1	**2**	3	4	NR
A3	fish	samaki	eng'eni	rech	**1**	2	3	4	NR
A4	candy	peremende	Switi	tamtam	1	2	**3**	**4**	NR
B1	crying	kulia	Khurira	yuak	1	2	**3**	4	NR
B2	washing	kuosha	Khuosia	luoko	**1**	2	3	4	NR
B3	sitting	kukaa	Khwikhala	bet	1	**2**	**3**	4	NR
B4	hiding	kujificha	Khwekisa	pondo	1	2	3	**4**	NR
	Child failed 4 or more training items Skip to the NEXT ASSESSMENT --(NR= No Repsone)								

IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO SET 3, OTHERWISE CONTINUE.

SET 1	English	Swahili	Luhya	Luo					
1	Cat	paka	Epusi/Epaka	paka	1	2	3	4	NR
2	Apple	apple	Apple	apple	1	2	3	4	NR
3	Balloon	baluni	Ebaluni	balun	1	2	3	4	NR
4	Hand	mkono	Omukhono	lwedo	1	2	3	4	NR
5	TRACTOR	Tractor	Etractor	tracta	1	2	3	4	NR
6	Bird	ndege	Eyoni	winyo	1	2	3	4	NR
7	Tree	mti	Omusala	yien	1	2	3	4	NR
8	Table	meza	Emesa	mesa	1	2	3	4	NR
9	Drinking	kukunywa	Okhung'wa	modho	1	2	3	4	NR
10	Frog	chura	Ekhere	ogwal	1	2	3	4	NR
11	Money	pesa	Esende	pesa	1	2	3	4	NR
12	Umbrella	mwavuli	Enyinya	mabul	1	2	3	4	NR

SET 2

13	Running	kukimbia	Okhwirukha	ringo	1	2	3	4	NR
14	Window	dirisha	Edirisa	dirisa	1	2	3	4	NR
15	Neck	shingo	Ekosi	ng'ut	1	2	3	4	NR
16	Talking	kuongea	Okhulomaloma	wuoyo	1	2	3	4	NR
17	Blue	buluu	Buluu/Namaresi	bluu	1	2	3	4	NR

Log Number: |____|____|____|____|____|

18	Thumb	kidole gumba	Olwala lwe sigumba	lwedo ma dhuon	1	2	3	4	NR
19	Grapes	zambarau	Mijambula/misambarau	jamna	1	2	3	4	NR
20	Swimming	kuogelea	Okhusoga	go abal	1	2	3	4	NR
21	Circle	duara	Omufiringo/ecircle	circle	1	2	3	4	NR
22	Mail / book	barua	Ebarua	barua	1	2	3	4	NR
23	Hammer	nyundo	Enyundo	nyundo	1	2	3	4	NR
24	Candle	mshumaa	Omusumaa	msumaa	1	2	3	4	NR

SET 3	English	Swahili	Luhya	Luo					
25	Flag	bendera	Ebendera	bandera	1	2	3	4	NR
26	Gate	gate	Egate	rangach	1	2	3	4	NR
27	Tired/Happy	kuchoka	Ojong'a	Olo	1	2	3	4	NR
28	Hopping	kurukaruka	Okhudumakala	chikruok	1	2	3	4	NR
29	Plant	mmea	Esimera	pith	1	2	3	4	NR
30	Kangaroo/Camel	kangaru	Kangaru	kangaruu	1	2	3	4	NR
31	Queencake	queencake	Queencake	queencake	1	2	3	4	NR
32	Game	mchezo	Omubayo	tugo	1	2	3	4	NR
33	Barn/airport	zizi/uwanja wa ndege	Esidwoli/esikuri sie ndege	kul/pau ndege	1	2	3	4	NR
34	Writing	Kuandika	Okhwandika	ndiko	1	2	3	4	NR
35	Ring	pete	Embeta	pete	1	2	3	4	NR
36	Farmer	mkulima	Omurimi	japur	1	2	3	4	NR

SET 4

37	Zipper	zipu	Ezipu	zip	1	2	3	4	NR
38	Nest	kiota	Esiyu	od winyo	1	2	3	4	NR
39	Mountain	mlima	Olugulu	got	1	2	3	4	NR
40	Horn	tarumbeta	Etarumbeta	tarumbeta	1	2	3	4	NR
41	Pear/Avocado	peas/avocado	Epeyasi/avocado	peas/avocado	1	2	3	4	NR
42	Yawning	kupiga miayo	Okhucha amayu	hamo	1	2	3	4	NR
43	Caterpillar	caterpiller	Esa check if better word	dudu look for other	1	2	3	4	NR
44	Chin	kidevu	Esinanwa	tik	1	2	3	4	NR
45	Pouring	kumwaga	Okhuchukha	olo	1	2	3	4	NR
46	Decorated	iliyorembeshwa	Ipambirwe	molos maber	1	2	3	4	NR
47	Triangle	triangle	Eturayango	triangle	1	2	3	4	NR
48	Desk	dawati	Edesiki	desk	1	2	3	4	NR

Log Number: |____|____|____|____|____|

SET 5

49	Knee	goti	Ekhumbo	chong	1	2	3	4	NR
50	Donkey	punda	Epunda	punda	1	2	3	4	NR
51	Measuring	kupima	Opima	pimo	1	2	3	4	NR
52	Huge	kubwa sana	Okukhongo	duong' ahinya	1	2	3	4	NR
53	Coin	shilingi	Emingili	siling/sende	1	2	3	4	NR
54	Porcupine/Hippo	nungu/kiboko	Enjegeje/efubu	chiew/rao	1	2	3	4	NR
55	Tearing	kurarua	Otandula	yiecho	1	2	3	4	NR
56	Rectangle	mstatili/rectangle	Erekitango	rectangle	1	2	3	4	NR
57	Full	kujaa	Okhwichula	mopong'	1	2	3	4	NR
58	Astronaut	Mwanaanga	Omundu oburukha mumiuya	jakorlwase	1	2	3	4	NR
59	Ship	meli	Emeli	meli	1	2	3	4	NR
60	Hook	ndoano	Elobo	olowu	1	2	3	4	NR

SET 6

61	Map	ramani	Emapo	map	1	2	3	4	NR
62	Lock	kufuli	esifuli	kiful	1	2	3	4	NR
63	Package	kifurushi	Esifurusi	parcel/osigo	1	2	3	4	NR
64	Fruit	matunda	amatunda	olembe	1	2	3	4	NR
65	Brain	ubongo	Obwongo	obuongo	1	2	3	4	NR
66	Goat	mbuzi	Embusi	diel	1	2	3	4	NR
67	Jewelery/necklace	mapambo/ushanga	Ebipambiro/olunyolo	tigo	1	2	3	4	NR
68	Statue	sanamu	Esifwanani	stachu	1	2	3	4	NR
69	Chain	nyororo	Olunyororo	nyororo	1	2	3	4	NR
70	Leaking	kuvuja	Odonya	ton	1	2	3	4	NR
71	Cashier	keshia	Omubari we sende	jakan pesa	1	2	3	4	NR
72	Binoculars	darubini	Edarubini	tur-bin	1	2	3	4	NR

NOTE: We mostly stopped after set 6.

IF CHILD IS BELOW 6 YEARS OLD, SKIP TO TEST 2: MELQO - MENTAL TRANSFORMATION, OTHERWISE CONTINUE.

SET 7

73	Diving	kupiga mbizi	Okhwebaya	nimo	1	2	3	4	NR
74	Fox	mbweha	libwe/???	mbweha/???	1	2	3	4	NR
75	Island	kisiwa	Esikinga	chula	1	2	3	4	NR
76	Drilling	kutoboa	Ofudula	tucho	1	2	3	4	NR
77	Xylaphone/whistle	marimba/firimbi	marimba/efirimbi	xylaphone/firimbi	1	2	3	4	NR
78	Time	saa	Ebikha	saa	1	2	3	4	NR

Log Number: |____|____|____|____|____|

79	Electrician	fundi wa stima	Fundi we sitima	fundi stima	1	2	3	4	NR
80	Frame	fremu	Efuremu	frame	1	2	3	4	NR
81	Accident	ajali	ajali	ajali	1	2	3	4	NR
82	Peacock/turkey	tausi/kulukulu	Peacock/ekulukulu	tausi/kulukulu	1	2	3	4	NR
83	Annoying/teasing	ghadhabisha/kuchokoza	Osinyisia/ochokosia	wang'o ich/kinyo	1	2	3	4	NR
84	Parachute	parachut	Eparachuti	parachut	1	2	3	4	NR

SET 8

85	Tugging	kuvuruta	Okhwesa	ywayo	1	2	3	4	NR
86	Roots	mizizi	Emisi	tie yien	1	2	3	4	NR
87	Sharing	kugawana	Okabana	pogruok	1	2	3	4	NR
88	Hive	mzinga	Omusinga	od kich	1	2	3	4	NR
89	Guitar	gita	Egita	gita	1	2	3	4	NR
90	Terrified	kuogopa	okhutia	luor	1	2	3	4	NR
91	Ambulance	ambulance	ambulance	ambulance	1	2	3	4	NR
92	Liquid	majimaji	Amachimachi	machalo pipi	1	2	3	4	NR
93	Exercising	mazoezi	mazoezi	orako	1	2	3	4	NR
94	Tortoise	kobe	Ekhudu	opuk	1	2	3	4	NR
95	Unhappy	huzuni	osinyikha	kuyo	1	2	3	4	NR
96	Racket	racket	Eraketi	racket	1	2	3	4	NR

SET 9

97	Antelope	swara	embongo	mwanda	1	2	3	4	NR
98	Calculating	kupiga hesabu	ukhube esabu	timo kwano	1	2	3	4	NR
99	Pair	jozi	epea	pair	1	2	3	4	NR
100	Knitting	kushona	Osona	chwecho	1	2	3	4	NR
101	Missile	kombora	Ekombora	kombora	1	2	3	4	NR
102	Angle	pembe	Ekona	angle	1	2	3	4	NR
103	Jaw	taya	Olusaya	chock lemb	1	2	3	4	NR
104	Cliff	cliff	cliff	cliff	1	2	3	4	NR
105	Rough	gwaragwara	Esimanya/Esigwara/esiakalo	gwar gwar	1	2	3	4	NR
106	Nostril	tundu la pua	Esiolu	ludhum	1	2	3	4	NR
107	Warthog	ngiri	engiri	njiri	1	2	3	4	NR
108	Compass	dira	ekompasi	compass	1	2	3	4	NR

SET 10

109	Pedal	pedali	Epedoli	pedal	1	2	3	4	NR
110	Loading	kupakia	khupakira	pango	1	2	3	4	NR
111	Arriving	kuwasili	Okhwola	chopo	1	2	3	4	NR

Log Number: |____|____|____|____|____|

112	Pyramid	piramidi	Epiramidi	piramid	1	2	3	4	NR
113	Valley	bonde	mudoma/olukoba	gode ga aore	1	2	3	4	NR
114	Signal	signal	signal	signal/ranyisi	1	2	3	4	NR
115	Fictional	ya uwongo	Eyobubacha	miriambo	1	2	3	4	NR
116	Shore	ufuo	Olukuku	dho nam	1	2	3	4	NR
117	Deflated	isiyo na hewa	Ebweremo emiuya	ofuongre	1	2	3	4	NR
118	Sanding	kupiga sand paper	Okhuruda	rudho sandpaper	1	2	3	4	NR
119	Greeting	salamu	Okhesia	mosruok	1	2	3	4	NR
120	Bouquet	furushi la maua	Esifurusi sia maua	chokruok mar maua	1	2	3	4	NR

IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO TEST 3: MELQO - FORWARD DIGIT SPAN,, OTHERWISE CONTINUE.

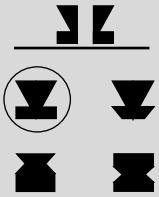
Log Number: |____|____|____|____|____|

Test 2: MELQO - Mental Transformation

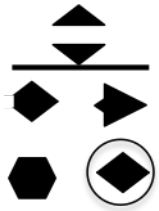
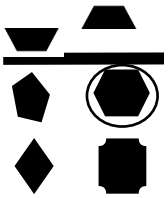
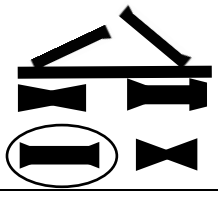
Materials: Sheet #5 Mental Transformation
STOP RULES: None
INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil

Practice Trial:

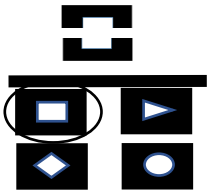
In this game, we are going to look at some shapes and some pieces of shapes.
Look at these pieces (*point to set of 2 pieces*).
Now look at these shapes (*point to each of the 4 choices*).
If you put these pieces together *(point to set of 2 pieces),* they will make one of these shapes (*wave hand over 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, *(motioning with Pencil and indicated pushing the pieces together)* they will make this shape (*point to correct shape*). Let's try some more.

	Instructions	Correct Answer	Correct (1)	Incorrect (2)	Child says I don't know/ no response (99)
16a	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.				
16b	Point to the shape (*point to each of the 4 choices*) these pieces make (*wave hand over set of 2 pieces*).				
16c	Point to the shape (*point to each of the 4 choices*) these pieces make (*wave hand over set of 2 pieces*).				

Log Number: |____|____|____|____|____|

16d	Point to the shape (*point to each of the 4 choices*) these pieces make (*wave hand over set of 2 pieces*).				

IF CHILD IS BELOW 6 YEARS OLD, SKIP TO TEST 3: MELQO - FORWARD DIGIT SPAN, OTHERWISE CONTINUE.

Test 3: MELQO - Forward Digit Span

#18 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

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.

	Okay, now let's do some more. Just listen carefully, and do your best. *Pause for one second in between each number in the sequence*	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
18a	***1…6***	1…6			
18b	5…2…8	5…2…8			
18c	8…3…1…4	8…3…1…4			
18d	1…2…4…7…3	1…2…4…7…3			

IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO TEST 6: PLUS-EF, OTHERWISE CONTINUE.

Log Number: |____|____|____|____|____|

Test 4: Dimensional Change Card Sort (DCCS)

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil

Read: Now we are going to play other different games together.

ENSURE YOU HAVE:

TWO "SORTING" BOXES WITH A SLOT FOR PLACING CARDS. ONE BOX HAS A CARD WITH A [RED LORRY] ON WHITE BACKGROUND ATTACHED TO THE FRONT SIDE. ONE BOX HAS A CARD WITH A [GREEN STAR] ON WHITE BACKGROUND ATTACHED TO THE FRONT SIDE ("MODEL CARDS").

PLACE THE 2 "SORTING" BOXES ON THE TABLE APPROXIMATELY 20 CM FROM CHILD'S EDGE OF TABLE AND 10 CM APART. MAKE SURE THEY ARE ANGLED THE SAME WAY. THE BOX WITH THE [RED lorry] GOES ON THE FO'S RIGHT AND THE [GREEN star] GOES ON THE FO'S LEFT.

COLOR GAME

Color Game Instructions

Read: Here's a [red lorry] and here's a [green star].

We are going to play a game called color game.

In this game, the rule is, the green ones go here. ***(POINTING TO BOX ON LEFT.)***

And the red ones go here. ***(POINTING TO BOX ON RIGHT.)***

See, I have a green one. It goes here. ***(PLACE IN BOX ON LEFT.)***

And, see, I have a red one, it goes here. ***(PLACE IN BOX ON RIGHT.)***

This is the color game.

Have you understood?

Now let's play!

Color Game Rule Check

0ai. Can you show me where the green ones go in the color game?

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on left, read: Very good, that's right. ***Skip to question 0bi.***
If child points to box on right, read: That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. ***(POINT TO APPROPRIATE BOXES.) Then continue to question 0aii, to repeat the rule check.***

0aii. Can you show me where the green ones go in the color game?

Log Number: |____|____|____|____|____|

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on left, read: Very good, that's right. ***Continue to question 0bi.***
If child points to box on right, read: That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. ***(POINT TO APPROPRIATE BOXES.) Continue to question 0bi.***

0bi. Can you show me where the red ones go in the color game?
Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

If child points to box on right, read: Very good, that's right. ***Skip to COLOR TRIALS.***
If child points to box on left, read: That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. ***(POINT TO APPROPRIATE BOXES.) Continue to question 0bii to repeat rule check.***

0bii. Can you show me where the green ones go in the color game?
Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on right, read: Very good, that's right. ***Continue to COLOR TRIALS.***
If child points to box on left, read: That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. ***(POINT TO APPROPRIATE BOXES.) Continue to COLOR TRIALS.***

<u>COLOR TRIALS</u>

REMEMBER:
• IF THE CHILD POINTS TO THE BOX, YOU MAY SORT THE CARD FOR HIM/HER.
• DO NOT SAY "OKAY" IN RESPONSE TO SORT. SAY, "LET'S DO ANOTHER ONE," "LET'S DO IT AGAIN," ETC.
• POINT TO BOXES BY POINTING THE TOP WITH THE PENCIL.
• DO NOT BRING OUT THE CARD UNTIL THE RULE STATEMENT IS COMPLETE.
• ONCE CARD HAS BEEN PRESENTED, YOU CANNOT REPEAT THE RULE. STATE "HERE'S A ___" WHILE SIMULTANEOUSLY PRESENTING THE CARD.
• HOLD THE CARD ABOVE BOTH BOXES IN THE CENTER (NOT OVER ONE BOX OR THE OTHER).

READ: Let's try this game!

1. If it is a green one, put it here, but if it is a red one, put it here. Here's a red one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

2. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

3. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

4. If it is a green one, put it here, but if it is a red one, put it here. Here is a red one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

5. If it is a green one, put it here, but if it is a red one, put it here. Here is a red one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

6. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***

CONTINUE IF CHILD GETS AT LEAST 5 OUT OF 6 CORRECT, OTHERWISE, THANK CHILD AND END THE DCCS TEST.

SHAPE GAME

REMOVE CARDS FROM BOXES. REORDER FOR SHAPE GAME.

Shape Game Instructions

READ: Now we're going to play a new game.

We're not going to play the color game anymore.

We're going to play a game called shape game.

In this game, the rule is, the stars go here. ***(POINTING TO THE BOX ON THE LEFT)***

And the lorrys go here. ***(POINTING TO THE BOX ON THE RIGHT).***

This is the shape game.

Have you understood?

Let's play!

Shape Rule Check

0ai. Can you show me where the stars go in the shape game?

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on left, read: Very good, that's right. ***Skip to question 0bi.***
If child points to box on right, read: That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here***. (POINT TO APPROPRIATE BOXES.) Then continue to question 0aii, to repeat the rule check.***

0aii. Can you show me where the stars go in the shape game?

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on left, read: Very good, that's right. ***Continue to question 0bi.***
If child points to box on right, read: That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. ***(POINT TO APPROPRIATE BOXES.) Continue to question 0bi.***

0bi. Can you show me where the lorrys go in the shape game?

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): ***|___|***
If child points to box on right, read: Very good, that's right. ***Skip to SHAPE TRIALS.***

If child points to box on left, read: That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. ***(POINT TO APPROPRIATE BOXES.) Then continue to question 0bii, to repeat the rule check.***

0bii. Can you show me where the lorrys go in the shape game?

Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|
If child points to box on right, read: Very good, that's right. ***Continue to SHAPE TRIALS.***
If child points to box on left, read: That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. ***(POINT TO APPROPRIATE BOXES.) Continue to SHAPE TRIALS.***

SHAPE TRIALS

REMEMBER:
• IF THE CHILD POINTS TO THE BOX, YOU MAY SORT THE CARD FOR HIM/HER.
• DO NOT SAY "OKAY" IN RESPONSE TO SORT. SAY, "LET'S DO ANOTHER ONE," "LET'S DO IT AGAIN," ETC.
• POINT TO BOXES BY POINTING THE TOP WITH THE PENCIL.
• DO NOT BRING OUT THE CARD UNTIL THE RULE STATEMENT IS COMPLETE.
• ONCE CARD HAS BEEN PRESENTED, YOU CANNOT REPEAT THE RULE. STATE "HERE'S A ___" WHILE SIMULTANEOUSLY PRESENTING THE CARD.
• HOLD THE CARD ABOVE BOTH BOXES IN THE CENTER (NOT OVER ONE BOX OR THE OTHER).

READ: Let's try this game!

1. If it is a star, put it here, but if it is a lorry put it here. Here's a lorry.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

2. If it is a star, put it here, but if it is a lorry put it here. Here is a star.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

3. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

4. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

5. If it is a star, put it here, but if it is a lorry put it here. Here is a star.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

6. If it is a star, put it here, but if it is a lorry put it here. Here is a star.
   Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |___|

Log Number: |____|____|____|____|____|

Read: Great job!

PUT AWAY ALL BOXES AND CARDS.

20. CHILD CAN TELL YOU HIS OR HER FIRST NAME. YOU SHOULD HAVE ALREADY INTRODUCED YOURSELF TO THE CHILD. (1 =Yes, 2 = No)

36. CHILD KNOWS HOW OLD THEY ARE. ASK, "How old are you?" THIS CAN ALSO BE ASKED IN ENGLISH, IF YOU BELIEVE THE CHILD MAY BE BETTER ABLE TO UNDERSTAND THE QUESTION AND RESPOND IN ENGLISH. (1 =Yes, 2 = No)

44. CHILD CAN TELL YOU THE NAME OF THE VILLAGE WHERE S/HE CURRENTLY LIVES. ASK THE CHILD, "Tell me, what is the name of the village where you are living now?" (1 =Yes, 2 = No)

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil

Test 5: MDAT - LANGUAGE / HEARING

21. Child knows actions of objects.
Put out the CUP, PENCIL, THREAD, FORK, TORCH, NAIL, SCISSORS and WICK. Ask:

21a.	***ENG:***	Which one is for drinking?	
	KIS:	Ipi ni ya kunywa?	***21a. PASS: 0 = NO***
	SAM:	esiriena esia khwekhonyera ong'wa?	***1 = YES***
	LUO:	Mane mar modho?	***88 = N/A***
21b.	***ENG:***	Which one is for writing?	
			21b. PASS: 0 = NO
	KIS:	Ipi ni ya kuandika?	
	SAM:	Esiriena esia khwekhonyera	***1 = YES***
		okhwandika?	***88 = N/A***
	LUO:	Mane mar ndiko?	
21c.	***ENG:***	Which one is for sewing?	
	KIS:	Gani ni ya kushonea?	***21c. PASS: 0 = NO***
	SAM:	Esiriena esia khwekhonyera osona?	***1 = YES***
	LUO:	Mane mar kuoyo?	***88 = N/A***
21d.	***ENG:***	Which one is for eating?	
	KIS:	Gani ni ya kula?	***21d. PASS: 0 = NO***
	SAM:	Esiriena esia khwekhonyera okhuria?	***1 = YES***

Log Number: |____|____|____|____|____|

	LUO:	Mane mar chiemo?	***88 = N/A***
21e.	***ENG:***	Which one is for cutting?	
	KIS:	Gani ni ya kukata?	***21e. PASS: 0 = NO***
	SAM:	Esiriena esia khwekhonyera okhenga?	***1 = YES*** ***88 = N/A***
	LUO:	Mane mar ng'ado?	

Score each item as a PASS if child can<u>point to or name</u> the correct item.

23. Child can NAME objects.

Lay out the 14 objects listed below. PUT AWAY CUP AND PENCIL from question 21.
Point to each object and ask:

ENG: What is this?
KIS: Hii ni nini?
SAM: Sino ni sii?
LUO: Ma en ang'o?

Indicate those that the child is able to name:
INDICATE 88 IF CHILD REFUSES TO SPEAK.

	ENG:	***KIS:***	***SAM:***	***LUO:***	
a.	soap	sabuni	esabuni	sabun	***23a. 0=NO, 1=YES, 88=N/A***
b.	nail	msumari	msumari	musumwal	***23b. 0=NO, 1=YES, 88=N/A***
c.	comb	kichana	esichanuo	kichanu	***23c. 0=NO, 1=YES, 88=N/A***
d.	scissors	makasi	makasi	makas	***23d. 0=NO, 1=YES, 88=N/A***
e.	torch	tochi	itochi	toch	***23e. 0=NO, 1=YES, 88=N/A***
f.	safety pin	kipini	esipini	kipino	***23f. 0=NO, 1=YES, 88=N/A***
g.	candle	msumaa	musuma	msumaa	***23g. 0=NO, 1=YES, 88=N/A***
h.	thread	uzi	ovuusi	usi	***23h. 0=NO, 1=YES, 88=N/A***
i.	mirror	kioo	ikiyoo	kioo	***23i. 0=NO, 1=YES, 88=N/A***
j.	sieve	kichungi	esichungo	rachungi	***23j. 0=NO, 1=YES, 88=N/A***
k.	fork	uma	euma	uma	***23k. 0=NO, 1=YES, 88=N/A***
l.	wick	kitambi	olutambi	kitambi	***23l. 0=NO, 1=YES, 88=N/A***
m.	watch	saa	esa	saa	***23m. 0=NO, 1=YES, 88=N/A***
n.	funnel	kichoteo	efaneli	nyang'wara	***23n. 0=NO, 1=YES, 88=N/A***

Log Number: |____|____|____|____|____|

22. Child can IDENTIFY objects that you name.
With the same 14 objects in front of the child, ask the child to point to the objects as you name them. Say:

ENG: Point to the **_____.**
KIS: Onyesha **_____.**
SAM: Ekesa **_____.**
LUO: Siemna **_____.**

Indicate those that the child is able to point to:

	ENG:	***KIS:***	***SAM:***	***LUO:***	
a.	soap	sabuni	Esabuni	sabun	***22a. 0=NO, 1=YES, 88=N/A***
b.	nail	msumari	msumari	musumwal	***22b. 0=NO, 1=YES, 88=N/A***
c.	comb	kichana	esichanuo	kichanu	***22c. 0=NO, 1=YES, 88=N/A***
d.	scissors	makasi	Makasi	makas	***22d. 0=NO, 1=YES, 88=N/A***
e.	torch	tochi	Itochi	toch	***22e. 0=NO, 1=YES, 88=N/A***
f.	safety pin	kipini	Esipini	kipino	***22f. 0=NO, 1=YES, 88=N/A***
g.	candle	msumaa	Musuma	msumaa	***22g. 0=NO, 1=YES, 88=N/A***
h.	thread	uzi	Ovuusi	usi	***22h. 0=NO, 1=YES, 88=N/A***
i.	mirror	kioo	Ikiyoo	kioo	***22i. 0=NO, 1=YES, 88=N/A***
j.	sieve	kichungi	esichungo	rachungi	***22j. 0=NO, 1=YES, 88=N/A***
k.	fork	uma	Euma	uma	***22k. 0=NO, 1=YES, 88=N/A***
l.	wick	kitambi	olutambi	kitambi	***22l. 0=NO, 1=YES, 88=N/A***
m.	watch	saa	esa	saa	***22m. 0=NO, 1=YES, 88=N/A***
n.	funnel	kichoteo	Efaneli	nyang'wara	***22n. 0=NO, 1=YES, 88=N/A***

26. Child is able to tell you the use of objects.
Do NOT point to any of the items. Indicate 88 if child refuses to speak. Ask:

26a. ***ENG:*** What do you do with soap?
KIS: Wewe hufanya nini na sabuni?
SAM: Khukhoreranga sina esabuni?
LUO: Itimo ga ang'o gi sabun?
26a. PASS: 0 = NO 1 = YES 88 = N/A

26b. ***ENG:*** What do you do with a wick?
KIS: Wewe hufanya nini na utambi?
SAM: khukhoreranga sina olutambi?
LUO: Itimo ga ang'o gi kitambi?
26b. PASS: 0 = NO 1 = YES 88 = N/A

26c. ***ENG:*** What do you do with a watch?
KIS: Wewe hufanya nini na saa?
SAM:Khukhoreranga sina esaa?
LUO: Itimo ga ang'o gi saa?
26c. PASS: 0 = NO 1 = YES 88 = N/A

26d. ***ENG:*** What do you do with a torch?
KIS: Wewe hufanya nini na tochi?
SAM: Khukhoreranga sina itochi?
LUO: Itimo ga ang'o gi toch?
26d. PASS: 0 = NO 1 = YES 88 = N/A

26e. ***ENG:*** What do you do with matches?
KIS: Wewe hufanya nini na kiberiti?
SAM: Khukhoreranga sina esiberiti?
LUO: Itimo ga ang'o gi kiberit?
26e. PASS: 0 = NO 1 = YES 88 = N/A

Score each item as a PASS if child can correctly state the use of the object, <u>using a verb.</u>

25. Child is able to follow a 3 stage command.
Put away everything except the spoon and cup.
Say:

ENG: Listen carefully now. I want you to pay close attention to what I am saying. I am going to ask you to do 3 things. I want you to
do these 3 things just as I say. Are you ready? OK, good. Here we go: Put the spoon in the cup, touch your nose and pat
your head.

KIS: Sasa, sikiliza kwa makini. Nataka uwe makini kwa yale ninayosema. Nitakuuliza ufanye vitu vitatu. Nataka ufanye hivi vitu vitatu
kama nitakavyo sema. Uko tayari? Sawa,vizuri. Tunaendelea: weka kijiko ndani ya kikombe,shika mapua yako,na shika
kichwa chako.

SAM: Tekeresia ebilai. Ndakha otekeresie ebilai khuesia ndi obola. Njookhuteba okhole ebindu bidatu. Ndakha okhole ebindu bidatu
bino ngalu mbola. Ori tiyari ? sawa, bilayi. Khakhukhole:Ta esijiko mu sikombe, dira amolu kao manu ukude khu mtwe.

LUO: Koro winja malong'o. Adwaro ni mondo iwinj maber gima awacho. Adhi penji mondo idwok gik moko adek. Adwaro ni mondo
itim gikmoko adek gi mana kaka awacho. Iikori? Kare, ber. Wachako: ket kijiko ei okombe,mak umi gi wiyi.

Child can try only once. Do NOT give further instruction after the child has started to carry out the commands. You can encourage the
child by saying:

ENG: Go on. ***OR*** Good. Keep going.
KIS: Endelea. **OR** Sawa endelea.
SAM: Chiririra. ***OR*** Nebilayi. Chiririra.
LUO: Dhi nyime. ***OR*** Ber. Thi nyime.

Score a PASS if child is able to carry out all 3 actions in succession (in the right order).

25. PASS: 0 = NO
1 = YES
88 = N/A

24. Child is able to categorize things.

Indicate 88 if child refuses to speak. Say:

25.ENG: Tell me as many foods as you can think of.
KIS: Niambie vyakula vingi uwezavyo kufikiria.
SAM: Mborere ebiakhuria ebingi nga oluonyala okhupara.
LUO: Nyisa chiemo mangeny moloyo minyalo paro.

TALLY all of the foods mentioned. Each food must be distinct. That is, child CANNOT receive credit for saying "fruit" and "mango."

Child CAN receive credit for saying "papaya" and "mango."

You can prompt up to 3 times. If the child does not mention at least 5 distinct foods, say:

ENG: Good. Now tell me some animals that you know.
KIS: Vizuri. Sasa nieleze baadhi ya wanyama unaowajua.
SAM: Nebilayi lano mborere Echisolo echia wamanya.
LUO: Kare. Koro nyisa le moko ma ing'eyo.

TALLY each animal mentioned. You can prompt up to three times.
Score a PASS if the child can name at least 5 foods OR 5 animals.

24. PASS: 0 = NO
1 = YES, knows 5 distinct foods OR animals
88 = N/A

Log Number: |____|____|____|____|____|

28. Child knows questions relating to the understanding of certain concepts.

Indicate 88 if child refuses to speak. Ask:

28a.	***ENG:***	What do you do when you are <u>hungry</u>?	
	KIS:	Wewe hufanya nini unapo hisi <u>njaa</u>?	***28a. PASS: 0 = NO***
	SAM:	Okholanga sina injala <u>niikhuluma</u>?	***1 = YES***
	LUO:	Itimo ga ang'o ka <u>kech kayi</u>?	***88 = N/A***
28b.	***ENG:***	What do you do when you are <u>tired</u>?	
	KIS:	Wewe hufanya nini unapo hisi <u>uchovu</u>?	***28b. PASS: 0 = NO***
	SAM:	Okholanga sina <u>nojong'ere</u>?	***1 = YES***
	LUO:	Itimo ga ang'o <u>ka iol</u>?	***88 = N/A***
28c.	***ENG:***	What do you do when you are <u>cold</u>?	
	KIS:	Wewe hufanya nini unapo hisi <u>baridi</u>?	***28c. PASS: 0 = NO***
	SAM:	Okholanga sina <u>noburira imboo</u>?	***1 = YES***
	LUO:	itimo ga ang'o ka <u>iwinjo koyo?</u>	***88 = N/A***

Acceptable answers include "eat," "sleep/rest," and "put on a jacket or sweater" or "go inside the house" or "go by the fire." If child responds, for example,"I go to the store to get food," prompt the child by saying, "I see. And then what do you do?"

Score a PASS on each item if child can answer correctly.

Log Number: |____|____|____|____|____|

29. Child understands adjectives.

Ask:

29a. ***ENG:*** Which goes faster, a bicycle or a motorbike?

KIS: Gani inaenda mbio zaidi baisikeli ama pikipiki?

SAM: Esiri sichichanga embiro sana? Endika kose pikipiki?

LUO: Mane maringo matek ndiga koso apiko?

29a. PASS: 0 = NO
1 = YES
88 = N/A

29b. ***ENG:*** Which is bigger, a goat or a cow?

KIS: Gani kubwa zaidi, mbuzi au ng'ombe?

SAM: Esiriena esikhongo mno embusi kose engombe?

LUO: Mane ma duong', diel koso dhiang?

29b. PASS: 0 = NO
1 = YES
88 = N/A

Score a PASS on each item if child answers correctly.

31. Child can understand prepositions and follow related tasks.

Get out the CONTAINER, CUP and a BOTTLE TOP. Place the cup upside down in front of the child. Give the child the bottle top.

Say:
Take out the cup, empy container, and 1 bottle top.

31a.	***ENG:***	Put the bottle top <u>under</u> the container.	***31a. PASS: 0 = NO 1 = YES 88 = N/A***
	KIS:	Weka pekee chini ya containa.	
	SAM:	Ta epeke asi wa econtaina.	
	LUO:	Ket pekle e bwo kasuku.	
31b.	***ENG:***	Put it <u>on</u> the cup.	***31b. PASS: 0 = NO 1 = YES 88 = N/A***
	KIS:	Iweke juu ya kikombe.	
	SAM:	Ite akulu wa esikombe.	
	LUO:	Kete e wi kikombe.	
31c.	***ENG:***	Put it <u>next to</u> the container.	***31c. PASS: 0 = NO 1 = YES 88 = N/A***
	KIS:	Iweke karibu na kontaina.	
	SAM:	Ite ambi nende esikombe.	
	LUO:	Kete but kasuku.	
31d.	***ENG:***	Put the bottle top <u>between</u> the container and the cup.	***31d. PASS: 0 = NO 1 = YES 88 = N/A***
	KIS:	Weka pekee katikati ya containa na kikombe.	
	SAM:	Ta epeke katikati ya containa nende esikombe.	
	LUO:	Ket pekle kind kikombe gi kasuku.	
31e.	***ENG:***	Put it <u>behind</u> the cup.	***31e. PASS: 0 = NO 1 = YES 88 = N/A***
	KIS:	Iweke nyuma ya kikombe.	
	SAM:	Ite inyuma wa esikombe.	
	LUO:	Kete tok kikombe.	

Score a PASS on each item if child completes it correctly.

32. Child understands the concept of opposites.

Indicate 88 if child refuses to speak. Say:

ENG: I want you to help me finish some sentences. If a man is big, a baby is _____.

KIS: Nataka unisaidie kumaliza sentensi. Kama mwanaume ni mkubwa, mtoto ni _____.

SAM: Ndakha ukhonye omaririsia sentensi chino. Omusacha nari mukhongo, omwana ni _____.

LUO: Adwa ni ikonya tieko andike moko. Ka dichuo duong' ,nyathi_____.

If the child says "small," "little," or something similar continue to question 32a (below). If the child does not understand, say:

ENG: Let's try another one: An ant is small, but an elephant is _____.

KIS: Wacha tujaribu nyengine: Siafu ni ndogo, lakini ndovu ni _____.

SAM: Kha khuteme eindi: endukusi ni endidi, enjofi ni _____.

LUO: Watem moro: ochunglo tin, to liech _____.

If the child STILL does not understand, discontinue and mark FAIL for each item. If the child understands, say:

32a.

ENG: Good! Let's try some more. If the sun comes up in the day, the stars comes out at ____.

KIS: Vizuri! Wacha tujaribu zingine. Ikiwa jua hutoka mchana, nyota hutoka saa ____.

SAM: Nebilayi! Kha khuteme echindi khandi. Omubasu nikutula esidete, eninginingi chitula ____.

LUO: Kare! Watem moko. Ka chieng biro odiochieng, sulwe biro ____.

32a. PASS: 0 = NO 1 = YES 88 = N/A

32b.

ENG: During the day we are awake, at night we are ___.

KIS: Wakati wa mchana tuko macho, usiku tuko ____.

SAM: esidete khumoka, esiro khu

LUO: Ka odio chieng waneno, otieno wa _____.

32b. PASS: 0 = NO 1 = YES 88 = N/A

32c.

ENG: If you cry when you are sad, you smile when you are ____.

KIS: Ikiwa unalia kama umehuzunika, unatabasamu ukiwa ____.

SAM: Ni khurira nikhusinyikhe, ochekha ni____.

LUO: Ki inywak ka isin, ibuonjo ka ____.

32c. PASS: 0 = NO 1 = YES 88 = N/A

32. (Continued)

32d.

ENG: The stove is hot, ice is _____.

KIS: Stovu ni moto, barafu ni _____.

SAM: Erijiko niribarire, ebarafu _____.

LUO: Stof liet, baraf _____.

32d. PASS: 0 = NO 1 = YES 88 = N/A

32e.

ENG: You walk on the road, you swim in the _____.

32e. PASS: 0 = NO

KIS:	Unatembea barabarani, unaogolea _____.	***1 = YES***
SAM:	Okenda khu barabara, osoga _____.	***88 = N/A***
LUO:	Iwuotho e ndara, igo abal e ____.	

Score a PASS on each item if child answers correctly.

35., 34. AND 33. Child knows quantities.

Line up 12 blocks in a row in front of the child, and say:

ENG: Can you tell me how many blocks are here? Count them for me.

KIS: Unaweza niambia blocks ngapi ziko hapa? Nihesabie.

SAM: Onyala khumborera blocks chinga chiri ano? Chivale.

LUO: Inyalo nyisa ni block adi manitie ka? Kwan na.

Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (i.e, repeating numbers, counting out of order, etc.).

35. Score as a PASS if child can correctly count <u>10 or more.</u>

35. PASS: 0 = NO
1 = YES
88 = N/A

34. Score as a PASS if child can correctly count <u>5 or more.</u>

34. PASS: 0 = NO
1 = YES
88 = N/A

33. Score as a PASS if child can correctly count <u>3 or more.</u>

33. PASS: 0 = NO
1 = YES
88 = N/A

33a. In what language did the child count the blocks?

|_____| _____

1=English
2=KiSwahili
3=Samia
4=Luo
5=Other (specify)

46. Child can pass ONE block. Say:

ENG: Good. Now, I want you to put 1 block here.

KIS: Sawa. Sasa nataka uweke block 1 hapa.

SAM: Ebilayi. Nano ndakha ote block 1 ano.

LUO: Ber. Koro, adwa ni iket block 1 ka.

Score as a PASS if child moves ONE block only.

46. PASS: 0 = NO
1 = YES
88 = N/A

47. Replace block. Now see if child can pass THREE blocks. Say:

ENG: Good. Now, I want you to put 3 blocks here.

KIS: Sawa. Sasa nataka uweke block 3 hapa.

SAM: Ebilayi. Nano ndakha ote blocks 3 ano.

LUO: Ber. Koro, adwa ni iket block 3 ka.

Score as a PASS if child moves THREE blocks only.

47. PASS: 0 = NO
1 = YES
88 = N/A

48. Replace blocks. Now see if child can pass FIVE blocks. Say:

ENG: Good. Now, I want you to put 5 blocks here.

KIS: Sawa. Sasa nataka uweke block 5 hapa.

SAM: Ebilayi. Nano ndakha ote blocks 5 ano.

LUO: Ber. Koro, adwa ni iket block 5 ka.

Score as a PASS if child moves FIVE blocks only.

48. PASS: 0 = NO
1 = YES
88 = N/A

Log Number: |____|____|____|____|____|

37. Child can name the color red.

Point to RED circle and say:

ENG: What color is this?

KIS: Hii ni rangi gani?

SAM: Ino ni kala sina?

LUO: Ma en rangi mane?

Score as PASS if child correctly names color.

37. PASS: 0 = NO 1 = YES 88 = N/A

38. Child can name the color blue.

Point to BLUE circle and say:

ENG: What color is this?

KIS: Hii ni rangi gani?

SAM: Ino ni kala sina?

LUO: Ma en rangi mane?

Score as PASS if child correctly names color.

38. PASS: 0 = NO 1 = YES 88 = N/A

43. Names three or more letters in first name.

Write child's first name in large, capital letters on a piece of paper. Point to each letter and say:

ENG: Tell me this letter.

KIS: Niambie hii herufi.

SAM: Mborere ino ni leta si?

LUO: Nyisa leta ni.

Score PASS if child correctly names <u>3 or more.</u>

43. PASS: 0 = NO 1 = YES 88 = N/A

39. Child can name the color yellow.

Point to YELLOW circle and say:

ENG: What color is this?

KIS: Hii ni rangi gani?

SAM: Ino ni kala sina?

LUO: Ma en rangi mane?

Score as PASS if child correctly names color.

39. PASS: 0 = NO 1 = YES 88 = N/A

40. Child can name the color green.

Point to GREEN circle and say:

ENG: What color is this?

KIS: Hii ni rangi gani?

SAM: Ino ni kala sina?

LUO: Ma en rangi mane?

Score as PASS if child correctly names color.

40. PASS: 0 = NO 1 = YES 88 = N/A

42. Names two or more letters in first name.
Score PASS if child correctly names <u>2 or more.</u>

42. PASS: 0 = NO 1 = YES 88 = N/A

41. Names one or more letters in first name.
Score PASS if child correctly names <u>1 or more</u>.

41. PASS: 0 = NO 1 = YES 88 = N/A

Instructions for FO: Before submitting this test booklet at the IPAK office, please ensure that the test is fully filled out (including indicating "88" for all items after the test was stopped). Indicate here when that has been done.

100. Score sheet is complete: (1=Yes, 2=No) |____|

IF CHILD IS BELOW 6 YEARS OLD, END THE TEST AND THANK THE CHILD, OTHERWISE CONTINUE.

Log Number: |____|____|____|____|____|

Test 6: PLUS – EF

NOTE: THIS TEST IS ADMINISTERED TO CHILDREN WHO ARE 6 YEARS OLD AND ABOVE.

THIS IS AN ANDROID-BASED TEST THAT SHOULD BE ADMINISTRED SEPERATELY

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise. Have the tablet wipes with alcohol-based sanitizer and that the child sanitize before and after the Plus-EF exercise.

ONCE DONE WITH THE TEST, MOVE TO TEST 7

Log Number: |____|____|____|____|____|

Test 7: Early Grade Reading Assessment (EGRA) – Swahili

Early Grade Reading Assessment: Protocol

KLPS4-KIDS

SWAHILI

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil

Log Number: |____|____|____|____|____|

Sehemu ya Kwanza: Ufahamu Wa Sauti Za Herufi

Muonyeshe mwanafunzi orodha ya herufi iliyomo katika kijitabu cha mwanafunzi. Kisha sema ifuatavyo:

Karatasi hii ina herufi mbali mbali.Tafadhali zitamke sauti za herufi zote unazozijua.
Kwa mfano, sauti ya herufi hii *[kisha mwonyeshe herufi o)* **ni "/o/"**

Hebu tufanye mazoezi: Nitamkie sauti ya herufi hii ***[****mwonyeshe herufi N****]:***
Iwapo jawabu la mwanafunzi ni sahihi, sema **: Vyema, sauti ya herufi hii ni "/n/"**
Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya **herufi hii ni "/n/"**

Sasa, hebu jaribu sauti nyingine za herufi: Hebu nitamkie sauti ya herufi hii *[mwonyeshe herufi m]****:***
*Iwapo jawabu la mwanafunzi ni sahihi, sema****:*** **Vyema, sauti ya herufi hii ni "/m/"**
Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya **herufi hii ni "/m/" Je,**

umeelewa unavyopaswa kufanya?

Nikisema "Anza", tafadhali zitamke sauti za herufi hizi haraka iwezekenavyo lakini kwa makini. Nitamkie sauti za herufi, kuanzia hapa kisha kuendelea hivi. *[Elekeza kidole chako katika herufi ya kwanza katika mstari wa juu baada ya mfano kisha uendelee hadi mwisho wa mstari huo].* **Nitanyamaza nikusikilize. Uko tayari? Anza.**

Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo herufi ya kwanza. Fuatiliza kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila herufi ambayo hakuweza kuitamka. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambapo alijisahihisha, tia alama ya duara (O) kwa herufi hiyo kisha uendelee. ***Unapaswa kukimya****, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze katika herufii inayofuata kisha umwambie*
*"****Tafadhali endelea*** *."Kisha utie alama ya kuonyesha hakupata jibu sahihi.*

BAADA YA SEKUNDE 60 SEMA, "Acha kusoma." Halafu tia alama ya mabano (⌋) katika herufii ya mwisho aliyosoma.
Kanuni ya kusitisha kusoma mapema: *Iwapo mwanafunzi hatapata jawabu sahihi hata moja katika mstari wa kwanza, hata kwa kujikosoa, sema "****Asante !****"Sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu kisha uendelee na sehemu inayofuata.*

Mifano: o N m

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	
t	a	e	S	M	a	N	u	S	n	*(10)*
i	W	n	a	u	I	p	i	k	z	*(20)*
ny	u	A	p	ch	b	A	th	o	n	*(30)*
i	O	p	e	a	gh	u	n	w	i	*(40)*
E	z	ng'	n	T	A	K	m	ch	i	*(50)*
a	u	d	dh	V	I	i	z	M	e	*(60)*
sh	i	I	u	h	a	R	p	v	f	*(70)*
k	U	N	g	A	L	u	O	s	f	*(80)*
y	n	B	R	k	n	D	gh	t	K	*(90)*
m	o	h	gh	G	y	a	i	A	I	*(100)*

Muda uliosalia katika saa ya kupima kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE) :

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.

Log Number: |____|____|____|____|____|

Sehemu ya Pili: Ufahamu Wa Silabi

Mwonyeshe mwanafunzi orodha ya silabi iliyomo katika kijitabu cha mwanafunzi. Kisha sema ifuatavyo:

Karatasi hii ina silabi mbali mbali. Tafadhali zitamke silabi zote unazozijua.
Kwa mfano, silabi hii *[kisha mwonyeshe silabi 'ya']* **ni "ya"**

Hebu tufanye mazoezi: Nitamkie silabi hii ***[****mwonyeshe silabi 'si'****]:***
Iwapo jawabu la mwanafunzi ni sahihi, sema **: Vyema, silabi hii ni "si"**
Iwapo jawabu la mwanafunzi sio sahihi, sema: **Silabi hii ni "si"**

Sasa, hebu jaribu silabi nyingine: nitamkie silabi hii *[mwonyeshe silabi 'fu']:*
Iwapo jawabu la mwanafunzi ni sahihi, sema: **Vyema, silabi hii ni "fu."**
Iwapo jawabu la mwanafunzi sio sahihi, sema : **Silabi hii ni "fu."**

Je, umeelewa unavyopaswa kufanya?
Nikisema "Anza", tafadhali zitamke silabi hizi haraka iwezekenavyo lakini kwa makini. Nitamkie silabi, kuanzia hapa kisha kuendelea hivi. *[Elekeza kidole chako katika silabi ya kwanza katika mstari wa juu baada ya mfano kisha uendelee hadi mwisho wa mstari huo].* **Nitanyamaza nikusikilize. Uko tayari? Anza.**

Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo silabi ya kwanza. Fuatiliza kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila silabi ambayo hakuweza kuitamka. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambalo alijisahihisha, tia alama ya duara (O) kwa silabi hiyo kisha uendelee. ***Unapaswa kukimya****, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze kwa silabi inayofuata kisha umwambie "****Tafadhali endelea."****Kisha utie alama ya kuonyesha hakupata jibu sahihi.*

BAADA YA SEKUNDE 60 SEMA, "Acha kusoma" Halafu tia alama ya mabano ( ]) katika silabi ya mwisho aliyosoma.
Kanuni ya kusitisha kusoma mapema: *Iwapo mwanafunzi hatapata jawabu sahihi hata moja katika mstari wote wa juu, hata kwa kujikosoa, sema "****Asante !****", sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na shughuli inayofuata.*

Mifano: ya si fu

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	
na	de	ma	di	ra	vi	aa	zu	we	ndi	*(10)*
ne	za	do	bwa	bi	ho	he	ku	su	ngi	*(20)*
mba	ti	mi	wi	mwa	la	re	so	po	du	*(30)*
tu	ka	shi	mu	cho	ji	ua	hi	ru	yo	*(40)*
le	fi	zi	se	ye	nde	ni	fa	ha	mwe	*(50)*
sha	mo	ke	ju	vu	nye	me	te	o	da	*(60)*
he	ja	ba	nyu	pe	ngu	bu	mbi	yu	cha	*(70)*
nu	ko	li	sa	pa	ya	si	no	nzi	che	*(80)*
nda	fu	msi	ga	au	mto	ri	nga	to	be	*(90)*
mbe	ii	gu	go	wa	zo	ki	nya	pi	je	*(100)*

Muda uliosalia katika saa ya kupima kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE) : ☐

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza. ☐

Log Number: |____|____|____|____|____|

Sehemu ya Tatu: Kutambua Maneno ya Kubuni

Muonyeshe mwanafunzi orodha ya maneno ya kubuni iliyomo ndani ya kijitabu cha mwanafunzi, halafu sema,

Karatasi hii ina maneno yaliyobuniwa. Ningependa usome maneno yote unayoweza. Kwa mfano, neno hili la kubuni ni: " buza"

Hebu tufanye mazoezi: tafadhali lisome neno hili *[mwonyeshe neno "zefu"]*
[Iwapo mwanafunzi atasema "zefu ", mwambie]: **"Vizuri sana : "zefu"**
[Iwapo mwanafunzi hakusoma neno "zefu" vizuri, mwambie]: **Neno hili la kubuni ni "zefu."**

Sasa, hebu jaribu neno lingine la kubuni: Tafadhali soma neno lifuatalo *mwonyeshe neno:* **"sharu**".
*[Iwapo mwanafunzi atasema "*sharu *", mwambie]:* **"Vizuri sana : "sharu"**
[Iwapo mwanafunzi hakusoma neno "sharu" vizuri, mwambie]: **Neno hili la kubuni ni "sharu."**

Nikisema "Anza", yasome maneno haraka iwezekenavyo lakini kwa makini. Yasome maneno kutoka upande wa kushoto kuelekea upande wa kulia wa ukurasa huu, ukianzia mstari wa kwanza. Nitakimya nikusikilize, isipokuwa wakati unapohitaji usaidizi. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Anza.

Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo neno la kwanza. Fuatiliza kusoma kwake ukitumia penseli hukua ukitia alama ya mkwaju (/) katika kila neno ambalo hakusoma sahihi. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi.Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambaloo alijisahihisha, tia alama ya duara (O) kwa neno hilo kisha uendelee. ***Unapaswa kukimya****, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze katika neno linalofuata kisha umwambie "****Tafadhali endelea****."Kwa kila neno unalomsomea mwanafunzi, tia alama ya kuonyesha hakupata jibu sahihi.*

BAADA YA SEKUNDE 60 SEMA, "Acha kusoma." Halafu tia alama ya mabano (]) katika neno la mwisho alilosoma.
Kanuni ya kusitisha kusoma mapema: *Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema "****Asante !****", sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na sehemu inayofuata.*

Mifano:	buza	zefu	sharu		
1	2	*3*	*4*	*5*	
mapa	nyuza	mwela	nziki	gazu	*(5)*
ngute	gowe	vube	honzi	howe	*(10)*
choyu	hefa	shifi	ndweku	ndami	*(15)*
yota	regu	vicha	kine	leye	*(20)*
dusu	msino	rime	chena	mbeta	*(25)*
chuso	mtozo	toko	bwara	sharu	*(30)*
riki	kabe	kuvi	sine	ngiso	*(35)*
nepu	fipe	josa	rubwa	vili	*(40)*
ripi	nzinga	zefu	hungu	mwate	*(45)*
ndise	kenzi	mtofi	kengu	ndaho	*(50)*

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE):

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.

Log Number: |____|____|____|____|____|

Sehemu ya Nne: Kutambua Maneno Halisi na ya Kubuni

Muonyeshe mwanafunzi orodha ya maneno halisi na ya kubuni iliyomo ndani ya kijitabu cha mwanafunzi, halafu sema,

Karatasi hii ina maneno yaliyo na maana (maneno halisi) na yasiyo na maana (maneno ya kubuni) . Ningependa usome maneno yote unayoweza kisha unieleze ikiwa neno ulilolisoma lina maana au halina maana. Kwa mfano, neno hili ni: "bino", hili neno halina maana.

Hebu tufanye mazoezi: tafadhali lisome neno hili *[mwonyeshe neno "paka"]*
[Iwapo mwanafunzi atasoma na kusema "lina maana ", mwambie]: **"Vizuri sana : "neno paka lina maana"**
[Iwapo mwanafunzi hakusoma vizuri au kusema "halina maana", mwambie]: **Neno hili ni "paka" na lina maana.**

Sasa, hebu jaribu neno lingine: Tafadhali soma neno lifuatalo *mwonyeshe neno:* **"nyoki**".
[Iwapo mwanafunzi atasoma na kusema "halina maana ", mwambie]: **"Vizuri sana : "halina maana"**
[Iwapo mwanafunzi hakusoma vizuri au kusema "lina maana", mwambie]: **Neno hili ni "nyoki" na halina maana.**

Nikisema "Anza", yasome maneno haraka iwezekenavyo lakini kwa makini huku uninieleza iwapo yana maana au la. Nitakimya nikusikilize. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Anza.

***Unapaswa kukimya**, Iwapo mwanafunzi anasita kwa muda wa **sekunde 5**, mwelekeze kwa neno linalofuata kisha umwambie "**Tafadhali endelea**."Kwa kila neno asilolisoma mwanafunzi, tia alama ya kutojibu.*

Mfano	Bino	paka	nyoki
neno	**Jibu sahihi**	**Jibu lisilosahihi**	**Kutojibu**
uko [halisi]			
vyalu [buni]			
nundu [halisi]			
jana [halisi]			
puku [buni]			
hidi [buni]			
kinga [halisi]			
twiga [halisi]			
komu [halisi]			
damu [halisi]			
siwi [buni]			
ngazi [halisi]			
jutu [buni]			
tobu [buni]			
raha [halisi]			
kundi [halisi]			
wiba [buni]			
chucho [buni]			
nyonya [halisi]			
bivi [buni]			

Log Number: |____|____|____|____|____|

Sehemu ya Tano (a): Kusoma Hadithi kwa Sauti

Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu cha mwananfunzi. Halafu sema hivi,

Hii hapa ni hadithi fupi. Ningependa uisome kwa sauti, haraka iwezekanavyo lakini kwa makini. Ukimaliza kuisoma, nitakuuliza maswali kuhusu yale uliyosoma. Je, umeelewa jinsi unavyopaswa kufanya? Nikisema "Anza," isome hadithi vizuri kadri ya uwezo wako. Nitanyamaza nikusilikilize. Uko tayari? Anza.

Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo neno la kwanza. Fuatiliza kusoma kwake ukitumia penseli hukuukitie alama ya mkwaju (/) katika kila neno ambalo hakusoma vilivyo. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Unapaswa kukimya. Iwapo i mwanafunzi atasita kwa muda wa sekunde, mwelekeze kwa neno linalofuata kwa kumwambia" ***Tafadhali endelea."*** *Kwa kila neno unalomsomea mwanafunzi, tia alama ya kuonyesha hakupata jibu sahihi.*

Baada ya sekunde 60 sema, "Acha kusoma." Halafu tia alama ya mabano ( ]) katika neno la mwisho alilosoma.
Kanuni ya kusitisha kusoma mapema: *Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema "****Asante !****", sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na sehemu inayofuata.*

Sehemu ya Tano (b). Ufahamu Wa Hadithi

Baada ya kukamilika kwa sekunde 60 au Iwapo mwanafunzi atamaliza kusoma hadithi, ***IONDOE hadithi kutoka mbele ya mwanafunzi****, kisha uulize swali la kwanza hapa chini.*

Mpe mwanafunzi hadi sekunde 15 alijibu swali, tia alama mwafaka kulingana na jibu lake, halafu uendelee katika swali linalofuata.

Soma maswali ya kila mstari hadi katika mabano yanayoonyesha mahala mwanafunzi alikomea kusoma.

HADITHI 1: Katana		MASWALI	JIBU SAHIHI	JIBU LISILOSAHIHI	KUTOJIBU
Katana anaishi katika kijiji cha Busia.	6	**1. Katana anaishi wapi?** [Busia, katika kijiji cha Busia]			
Busia kunaishi watu wengi. Wezi wamekuwa wakivamia wanakijiji wa Busia	16	**2. Ni nani wamevamia wanakijiji wa Busia?** [Wezi]			
na kuwasumbua sana.Kamau ambaye ni chifu wa kijiji cha Busia amewapa wezi onyo kali. Amesema wezi watashikwa.	34	**3. Chifu amesema wezi watafanyiwa nini?** [Watashikwa]			
Wakipatikana na hatia wezi watafungwa jela	40	**4. Wezi watafanyiwa nini wakipatikana na hatia?**[Wafungwa/watafungwa jela/watafungwajela kwa muda mrefu sana]			
kwa muda mrefu sana. Chifu amewaambia wanakijiji watoe habari kwa polisi.Wakifanya hivyo itakuwa ni rahisi kuwashika wezi wote kijijini.	60	**5. Je, unafikiri wezi wanaiba nini kwa kijiji nini?** [mifugo, vitu shambani / nyumbani Any relevant answer]			

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE): ____

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza. ☐

Log Number: |____|____|____|____|____|

Sehemu ya Sita (a): Hadithi ya Kusikiliza

Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu chako. Halafu sema hivi,

Hii hapa ni hadithi fupi. Nitaisoma kwa sauti. Nitaisoma mara moja tu. Halafu nitakuuliza maswali. Tafadhali sikiliza kwa makini kisha ujaribu kujibu maswali. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Naanza.

Sehemu ya Sita (b). Ufahamu wa Hadithi ya Kusikiliza

Baada ya kusoma hadithi, muulize mwanafunzi maswali. Mpe mwanafunzi hadi sekunde 15 alijibu swali, tia alama mwafaka kulingana na jibu lake, halafu uendelee katika swali linalofuata.
Soma maswali ya kila mstari hadi mwisho.

Sehemu hii haitapimwa muda.

HADITHI 2: Hamisi	MASWALI	JIBU SAHIHI	JIBU LISILOSAHIHI	KUTOJIBU
Dennis ni kijana wa umri wa miaka saba. Yeye yuko darasa la pili. Rafiki yake Dennis anaitwa John. Dennis na John wanapenda kuogelea mto Yala. Leo kumenyesha sana. Wazazi wao wamewaonya wasiogelee. Leo Dennis na John wamebaki nyumbani. Hawaendi kuogelea	**Dennis ako na umri wa miaka ngapi ?** [saba, miaka saba]			
	Rafiki yake Dennis anaitwa nani ? [Majusa]			
	Dennis na rafiki yake wanapenda kufanya nini ? [Kuogelea/kuogelea mtoni Kata]			
	Kwa nini wazazi wao wamewaonya wasiogelee ? [Kwa sababu kumenyesha, Kwa sababu ya mvua]			
	Unafikiri Dennis na John wanafanya nini nyumbani ? [Wanacheza, wanatazama runinga/televisheni, wamepumzika, n.k]			

IF CHILD IS BELOW 7 YEARS OLD, SKIP TO TEST 9: EARLY GRADE READING ASSESSMENT (EGRA) – MATHEMATICS, OTHERWISE CONTINUE.

Log Number: |____|____|____|____|____|

Test 8: Early Grade Reading Assessment (EGRA) – English

Early Grade Reading Assessment: Protocol

KLPS4-KIDS

ENGLISH

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil

Log Number: |____|____|____|____|____|

Section 5a. Oral passage reading

Show the child the story in the student stimuli booklet. Say,

Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say "begin," read the story as best as you can. I will keep quiet & listen to you. Ready? Begin.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. ***Stay quiet,*** *unless the child hesitates for 3 seconds, in which case, point to the next word and say "****Please go on****." Mark the word not read by the child as incorrect.*
At 60 seconds, say "Stop." Mark the final word read with a bracket ( ]).
Early stop rule: *If the child reads no words correctly on the first line, say "****Thank you!****", discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.*

Section 5b. Reading comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, ***REMOVE the passage from in front of the child****, and ask the first question below.*

Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question.

Read the questions for each line up to the bracket showing where the child stopped reading.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.

Story 3: Sara's Cat		QUESTIONS	CORRECT RESPONSE	INCORRECT RESPONSE	NO RESPONSE
Sara had a big cat.	**1**	1. Who had a cat? [**Sara]**			
The big cat was black. Sara and the cat liked to play.	**17**	2. What did Sara and the cat like to do? **[Play]**			
One day Sara came home from school. She looked for the big cat but it was not at home. Sara was sad.	**39**	3. Why was Sara sad? **[The cat was not at home]**			
After a while the cat came back. Sara gave the cat some milk.	**52**	4. What did Sara give the cat? **[Milk]**			
The big cat was happy and slept on her lap. Sara was happy too.	**66**	5. Why do you think Sara was happy[she found the cat, **Any reasonable answer]**			

Time remaining on stopwatch at completion (number of SECONDS) : ☐

Check this box if the exercise was discontinued because the child had no correct answers in the first line ☐

Log Number: |____|____|____|____|____|

Test 9: Early Grade Reading Assessment (EGRA) – Mathematics

Early Grade Reading Assessment: Protocol

KLPS4-KIDS

MATHEMATICS

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud, slowly and clearly.

INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise. Provide the child with a plain paper for rough work and the paper should not be taken back.

Log Number: |____|____|____|____|____|

<table>
<tr><td></td><td>Task 1: Number Identification - EXERCISE</td><td>📖 Sheet 1</td><td>60 seconds (Timed)</td></tr>
<tr><td></td><td colspan="2">🗣 Here are some numbers. I want you to point to each number and tell me what the number is. I am going to time you and will tell you when to start and when to stop.
Kiswahili: Hapa pana nambari kadhaa. Nataka uonyeshe kila nambari kwa kidole na uniambie ni nambari gani. Nitakuhesabia muda na nitakueleza wakati wa kuanza na wakumaliza.

- [Point to the first number] Start here. [Glide hand from left to right]. Are you ready? . . . Start.
Kiswahili: [Onyesha nambari ya kwanza kwa kidole] Anza hapa. [Teleza mkono kutoka upande wa kushoto hadi wa kulia]. Uko tayari?... Anza.

- What number is this?
Kiswahili: Hii ni nambari gani?</td><td>(Stop)
• If the time runs out (60 seconds), Tablet will turn red.

➲ (Move on)
• If a child stops on a number for <u>5 SECONDS,</u> mark as wrong then prompt pupil to move on.</td></tr>
<tr><td></td><td colspan="2">Mark on the Tablet if incorrect or no response
Put a bracket ( ]) on the Tablet after the last number is read
<table>
<tr><td>2</td><td>9</td><td>0</td><td>17</td><td>23</td></tr>
<tr><td>31</td><td>55</td><td>49</td><td>11</td><td>20</td></tr>
<tr><td>95</td><td>73</td><td>46</td><td>87</td><td>64</td></tr>
<tr><td>121</td><td>403</td><td>300</td><td>711</td><td>919</td></tr>
</table></td><td></td></tr>
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Task 2: Number Discrimination - PRACTICE | **Sheet 2A** | (Not Timed)

P1:

🗣 **Look at these numbers. Tell me which number is bigger**.

Kiswahili: Tazama nambari hizi. Niambie ni nambari gani kubwa?

8 4

✓ 🗣 **That's correct, 8 is bigger. Let's do another one.**

Kiswahili: *Sahihi! 8 ndio kubwa. Tujaribu nyingine.*

✗ 🗣 **The bigger number is 8.** ***[Point to 8]: T*****his is 8.** ***[Point to 4]:*** **This is 4. 8 is bigger than 4. Let's do another one**.

Kiswahili : Nambari kubwa ni 8. [elekeza kidole kwa kwa 8]. Hii ni 8. . [elekeza kidole kwa 4]. Hii ni 4. '8' ni kubwa kuliko '4'. Tujaribu nyingine.

P2:

🗣 **Look at these numbers. Tell me which number is bigger.**

Kiswahili: Tazama nambari hizi. Niambie ni nambari gani kubwa?

12 22

✓ 🗣 **That's right, 22 is bigger. Let's continue.**

Kiswahili: Hiyo ni sahihi, 22 ni kubwa. Ebu tuendelee.

✗ 🗣 **The bigger number is 22.** ***[Point to 22]: T*****his number is 22.** ***[Point to 12]: T*****his is 12. 22 is bigger than 12. Let's continue.**

Kiswahili : Nambari kubwa ni 22. [Elekeza kidole kwa 22]. Hii ni 12. [Elekeza kidole kwa 12]. 22 ni kubwa kuliko 12. Ebu tuendelee.

Task 2: Number Discrimination - EXERCISE | **Sheets 2B1 & 2B2** | **(Not Timed)**

🗣 **Look at these numbers. Tell me which number is bigger.**

Kiswahili: Tazama nambari hizi. Nieleze ni nambari gani kubwa kuliko nyingine. Point and say
[Repeat for each item]

Mark on the Tablet if incorrect or no response

7	2	*7*	1	0	91	81	*91*	1	0
16	23	*23*	1	0	325	620	*620*	1	0
51	15	*51*	1	0	864	963	*963*	1	0
88	78	*88*	1	0	419	219	*419*	1	0
32	42	*42*	1	0	681	981	*981*	1	0

(Stop)

- If the child makes 4 successive errors, the Tablet will turn red

➲ (Move on)

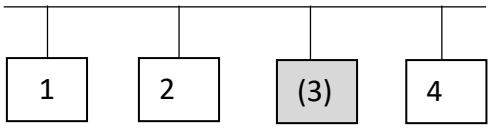
- If the child doesn't respond after **5 SECONDS**, mark as [redacted] wrong then prompt pupil to move on.

Log Number: |____|____|____|____|____|

Task 3: Missing number - PRACTICE	**Sheet 3A**	(Not Timed)

P1:

Here are some numbers. 1, 2, dash, 4, what number goes here?
Kiswahili: Hapa pana nambari kadhaa.1, 2, pengo, 4. Ni nambari gani itaenda hapa?

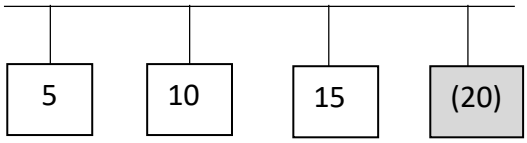


✓ **That's correct, 3. Let's do another example.**
Kiswahili: Hiyo ni sahihi, 3! Tujaribu mfano mwingine.

✗ **The number three goes here. Say the numbers with me. [*Point to each number]* 1, 2, 3, 4. 3 goes here. Let's do another example.**
Kiswahili: Nambari 3 itawekwa hapa. Tuseme nambari hizi pamoja. [Elekeza kidole kwa kila nambari]. 1, 2, 3, 4. Nambari 3 itawekwa hapa. Tujaribu mfano mwingine.

P2:

Here are some numbers. 5, 10, 15, dash, what number goes here?
Kiswahili: Hapa pana nambari kadhaa: 5, 10, 15, pengo. Ni nambari gani itaenda hapa?



✓ **That's correct, 20. Let's do some more.**
Hiyo ni sahihi, 20! Tujaribu mifano zaidi.

✗ **The number 20 goes here. Say the numbers with me. [Point to each number] 5, 10, 15, 20. 20 goes here. Let's do some more.**
Kiswahili: Nambari 20 itawekwa hapa. Tuseme nambari hizi pamoja [elekeza kidole kwa kila nambari]. 5, 10, 15, 20. 20 inawekwa hapa. Tujaribu mifano zaidi.

Log Number: |____|____|____|____|____|

Task 3: Missing number - EXERCISE	**Sheets 3B1 & 3B2**	(Not Timed)
Here are some more numbers. *[Point to the box]* . . . What number goes here? *Kiswahili: Hapa pana nambari zaidi. [**Point to the box**] … Ni nambari gani itaenda hapa?* ***[Repeat for each item]***		(Stop) • If the child gets 4 successive errors (Move on) • If the child doesn't respond after **5 SECONDS,** mark as wrong then prompt pupil to move on.

Mark on the Tablet if incorrect or no response

1	3	4	5	(6)	1 0	6	623	624	(625)	626	1 0
2	12	13	(14)	15	1 0	7	68	(66)	64	62	1 0
3	30	(40)	50	60	1 0	8	75	80	(85)	90	1 0
4	(200)	300	400	500	1 0	9	450	440	430	(420)	1 0
5	2	4	6	(8)	1 0	10	9	14	(19)	24	1 0

Log Number: |____|____|____|____|____|

Task 4A: Addition: Level 1 - EXERCISE	**Sheets 4A1**	60 seconds (Timed)

Here are some addition exercises *[glide hand from top to bottom]*. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .

Kiswahili: Hapa kuna mazoezi ya kuongezea. [Pitisha mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .

Start here *[point to the first problem]*.

Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]

(Stop)

- If the time runs out (60 seconds), the Tablet will turn red.

(Move on)

- If a child stops on an item for **5 SECONDS,** mark as wrong then prompt pupil to move on.

(/) Incorrect or no response
( ]) After last problem attempted

1 + 3 = (4)	7 + 8 = (15)
2 + 3 = (5)	4 + 7 = (11)
6 + 2 = (8)	7 + 5 = (12)
4 + 5 = (9)	8 + 6 = (14)
3 + 3 = (6)	9 + 8 = (17)
8 + 1 = (9)	6 + 7 = (13)
7 + 3 = (10)	8 + 8 = (16)
3 + 6 = (9)	8 + 5 = (13)
2 + 7 = (9)	8 + 10 = (18)
9 + 1 = (10)	10 + 2 = (12)

Record time left (seconds):

To solve the problems, indicate the method the child used (tick all that apply):

- ☐ Solved the problems in his/her head
- ☐ Fingers
- ☐ Counters
- ☐ Tick marks on paper with a pencil
- ☐ Other (describe) _____

Log Number: |____|____|____|____|____|

Task 4B: Addition: Level 2 – EXERCISE	**Sheet 4A2**	(Not Timed)
Paper and pencil.		(Stop)

Here are more addition exercises.
You may use this paper and pencil if you want to. But you do not have to do so.
Kiswahili: Hapa kuna mazoezi mengine ya kuongezea.Ukipenda, waweza kutumia hii penseli na karatasi. Lakini sio lazima.

Start here [point to the first problem].
Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]

Circle: 1 = Correct.
0 = Incorrect or no response.

12 + 7 = (19)	1	0
17 + 8 = (25)	1	0
18+ 11 = (29)	1	0
22+ 37 = (59)	1	0
38 + 26 = (64)	1	0

- If the child did not answer any Level 1 question correctly.
- If the child makes 4 consecutive errors.

(Move on)

- If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?"
- If a child continues to use an inefficient strategy or stops on an item **for 5 SECONDS.**

To solve the problems, indicate the method the child used [(✓) tick all that apply]:
□ Solved the problems in his/her head
□ Fingers
□ Counters
□ Tick marks on paper with a pencil
□ Other (describe) _____

Log Number: |____|____|____|____|____|

Task 5A: Subtraction: Level 1 - - EXERCISE | **Sheet 5A1** | 60 seconds (Timed)

Here are some subtraction exercises *[glide hand from top to bottom]*. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .

Kiswahili: Hapa kuna mazoezi ya kutoa [elekeza mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .

Start here *[point to the first question]*.

Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]

(Stop)

- If the time runs out (60 seconds), the Tablet will turn red.

(Move on)

- If a child stops on an item for **5 SECONDS,** mark as wrong and prompt pupil to move.

(/) Incorrect or no response

( ]) After last problem attempted

4 – 3 = (1)	15 – 8 = (7)
5 – 3 = (2)	11 – 7 = (4)
8 – 2 = (6)	12 – 5 = (7)
9 – 5 = (4)	14 – 6 = (8)
6 – 3 = (3)	17 – 8 = (9)
9 – 1 = (8)	13 – 7 = (6)
10 – 3 = (7)	16 – 8 = (8)
9 – 6 = (3)	13 – 5 = (8)
9 – 7 = (2)	18– 10 = (8)
10 – 1 = (9)	12 – 2 = (10)

Record time left (seconds):

To solve the problems, indicate the method the child used [(✓)tick all that apply]:

A. Solved the problems in his/her head
B. Fingers
C. Counters
D. Tick marks on paper with a pencil
E. Other (describe) _____

Log Number: |____|____|____|____|____|

Task 5B: Subtraction: Level 2 - EXERCISE	**Sheet 5A2**	(Not Timed)
Paper and pencil.		(Stop)

Here are more subtraction exercises.
You may use this paper and pencil if you want to. You do not have to do so.

Kiswahili: Hapa kuna mazoezi zaidi ya kutoa. Ukipenda, unaweza Kutumia hii penseli na karatasi. Lakini sio lazima.

Start here [point to first problem].

Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]

- If the child did not answer any Level 1 question correctly.
- If the child makes 4 consecutive errors.

(Move on)

- If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?"
- If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS.**

Circle: 1 = Correct.
0 = Incorrect or no response.

19 – 7 = (12)	1	0
25– 8 = (17)	1	0
29 – 11 = (18)	1	0
59 – 37 = (22)	1	0
64 –26 = (38)	1	0

To solve the problems, indicate the method the child used [(✓)tick all that apply]:

□ Solved the problems in his/her head
□ Fingers
□ Counters
□ Tick marks on paper with a pencil
□ Other (describe) _____

Log Number: |____|____|____|____|____|

Task 6: Word Problems - PRACTICE	(No stimuli Sheet)	(Not Timed)

Counters, paper and pencil.

I have some questions that I am going to read to you. You will work them out and tell me the answer. Here are some objects to help you. You can use them if you need them, but you don't have to use them.

Listen very carefully to each question. If you want me to repeat the question, please ask me to do so. Okay, let's get started.

Kiswahili: Hapa nina maswali ambayo nitakusomea uyafanye. Utazifanya na kuniambia jibu. Hapa pana vifaa kadhaa vya kukusaidia. Ukitaka,waweza kuvitumia lakini sio lazima uvitumie. Sikiliza kila swali kwa makini. Ukitaka nirudie swali, niko tayari kufanya hivyo. Sawa!Hebu tuanze.

There are three children in the matatu. One child gets out of the matatu.

How many children are left in the matatu? *Kiswahili: Kuna watoto watatu ndani ya matatu. Mtoto mmoja akatoka nje ya matatu. Je, ni watoto wangapi wamebaki ndani ya matatu?*

✓ **That's right. There are two children left in the matatu. Let's do some more.**

Kiswahili: Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi.

✗ **Imagine these counters are children [*point to counters*]. Count out three children. These children are in the matatu. One child gets out of the matatu. Using the counters, show me one child getting out of the matatu. How many children are left in the matatu? That's right. There are two children left in the matatu. Let's do some more.**

Kiswahili: Chukulia hivi vihesabio ni watoto [elekeza kidole kwa vihesabio]. Hesabu watoto watatu. Hawa watoto wako ndani ya matatu. Mtoto mmoja anatoka nje ya matatu. Ukitumia vihesabio, nionyeshe mtoto mmoja akitoka nje ya matatu. Je, ni watoto wangapi wamebaki ndani ya matatu? Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi

Log Number: |____|____|____|____|____|

Task 6: Word Problems - EXERCISE	(No stimuli Sheet)	(Not Timed)
Counters, paper and pencil.		
Now I have some more exercises for you. *Kiswahili: Sasa nina mazoezi zaidi kwako.*		(Stop) • If the child gets 4 successive errors (Move on) • If a child stops on an item for **5 SECONDS.** (and does not attempt to use counters, fingers, paper, or pencil)
Exercise 1 There are 3 children in a house. [*pause and check*] 4 more children go into the house. [*pause and check*] How many children are in the house altogether? *Kiswahili: Kuna watoto 3 ndani ya nyumba. [pumziko]. Watoto wengine 4 wanaingia ndani ya nyumba.[pumziko]. Je, sasa ni watoto wangapi wako ndani ya nyumba kwa jumla?*	Correct answer: 7 ***Circle one*:** 1 Correct 0 Incorrect	
Exercise 2 There are 7 children in the house. [*pause and check*] 3 are boys. The others are girls. [*pause and check*] How many girls are in the house? *Kiswahili: Kuna watoto 7 ndani ya nyumba. [pumziko]. 3 ni wavulana. Wengine ni wasichana. [pumziko]. Je, ni wasichana wangapi wako ndani ya nyumba?*	Correct answer: 4 ***Circle one*:** 1 Correct 0 Incorrect	**Comment**: The "[*pause and checks*]" in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, "**Do you understand**?" ***"Je, unaelewa?"***
Exercise 3 There are 4 children in John's house. [*pause and check*] There are 7 children in Mary's house. [*pause and check*] How many more children must go into John's house so that it has the same number of children as Mary's house? *Kiswahili: Kuna watoto 4 kwa nyumba ya John. [pumziko]. Kuna watoto 7 kwa nyumba ya Mary. [pumziko]. Je, ni watoto wangapi wengine wanafaa kuingia kwa nyumba ya John ili idadi ya watoto iwe sawa na idadi ya watoto waliomo kwa nyumba ya Mary?*	Correct answer: 3 ***Circle one*:** 1 Correct 0 Incorrect	

Log Number: |____|____|____|____|____|

🗣 There are some children in a house. 4 more children go into the house. [*pause and check*] Now there are 9 children in the house. [*pause and check*] How many children were in the house at the beginning? ***Kiswahili:*** *Kuna watoto kadhaa ndani ya nyumba. Watoto wengine 4 wanaingia kwa nyumba. [pumziko]. Sasa kuna watoto 9 ndani ya nyumba. [pumziko]. Je, ni watoto wangapi walikuwa ndani ya nyumba mwanzoni?*	Correct answer: 5 ***Circle one*:** 1 Correct 0 Incorrect	✋ (Stop) • If the child gets 4 successive errors ➲ (Move on) • If a child stops on an item for **5 SECONDS.** (and does not attempt to use counters, fingers, paper, or pencil)
<u>Exercise 5</u> 🗣 There are 12 sweets. [*pause and check*] 3 children share the sweets equally. [*pause and check*] How many sweets does each child get? *Kiswahili: Kuna peremende 12. [pumziko].* *Watoto 3 wanagawana peremende zile kwa kiasi sawa. [pumziko]. Je, kila mtoto anapata peremende ngapi?*	Correct answer: 4 ***Circle one*:** 1 Correct 0 Incorrect	**<u>Comment</u>**: The "[*pause and checks*]" in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, "**Do you understand**?" ***"Je, unaelewa?"***

To solve the problems, indicate the method the child used [(✓)tick all that apply]:
□ Solved the problems in his/her head
□ Fingers
□ Counters
□ Tick marks on paper with a pencil
□ Other (✎ describe) _____