

Young Lives  CHILD QUESTIONNAIRE (14.5 - 15.5 YEAR OLD CHILD) 2009 – 3 rd Round Survey	CHILD ID:							



Ethiopia 2009 (G.C)/ 2002 (Eth.C)

Child Questionnaire for 14.5-15.5 Year Olds (older cohort)
Birthday of child- (Miazia 15,1986 - Miazia 14, 1987)

Ethiopian Development Research Institute (Ethiopia)
University of Oxford (UK)

Funded by Department for International Development (DFID)

SECTION 10: ACHIEVEMENT TESTS

Date when this section is filled: ____ / ____ / ____ (day/month/year) Time when section started: ____ : ____ Fieldworker's name: _____ Code: ____
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FIELDWORKER: Fill out 1.1 **before** you administer the tests.

1.1	Does the child have a severe visual impairment? 00=No 01=Yes → (If the answer is Yes, do not administer the tests. This section is finished)	[____]
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PEABODY PICTURE VOCABULARY TEST (PPVT)

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's side of the Training Plates (picture easel). Use Training Items C and D (designed for children 8 years and older).

FIELDWORKER: TRAINING ITEMS				
<i>Plate</i>	<i>Series 1</i>	<i>Series 2</i>	<i>Series 3</i>	<i>Series 4</i>
	<i>For most subjects under age 8 years</i>		<i>(If necessary)</i>	
<i>A</i>	ball (2)	dog (4)	banana (3)	Spon (1)
<i>B</i>	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>		<i>(If necessary)</i>	
<i>C</i>	parrot (2)	scissors (1)	flower (3)	ope (4)
<i>D</i>	mowing (3)	riding (2)	mopping (1)	computing (2)

FIELDWORKER: After you have administered the appropriate Training Items, begin testing using the Sets of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank space in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		E

At the end of each set, record the number of errors in the box provided.

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FIELDWORKER: Please complete questions 1.2 and 1.3 **after** administering the PPVT to the child. (These items will aid the database entry process.)

1.2	Lowest item responded to (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[_ _ _]
1.3	Highest item responded to (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[_ _ _]

PPVT Administration:

1.4	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [_ _]
1.5	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]


START Ages 2.5 – 3 SET 1					START Age 4 SET 2				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
1	Bus	(4)		E	13	Digging	(2)		E
2	Drinking	(3)		E	14	Cow	(1)		E
3	Hand	(1)		E	15	Drum	(3)		E
4	Climbing	(1)		E	16	Feather	(1)		E
5	Key	(4)		E	17	Painting	(3)		E
6	Reading	(1)		E	18	Cage	(2)		E
7	Closet	(2)		E	19	Knee	(1)		E
8	Jumping	(3)		E	20	Wrapping	(4)		E
9	Lamp	(4)		E	21	Fence	(3)		E
10	Helicopter	(2)		E	22	Elbow	(4)		E
11	Smelling	(2)		E	23	Garbage	(2)		E
12	Fly	(3)		E	24	Exercising	(4)		E
No. of Errors					No. of Errors				

START Age 5 SET 3					SET 4					START Ages 6 – 7 SET 5				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
25	Empty	(1)		E	37	Castle	(2)		E	49	Parachute	(3)		E
26	Shoulder	(3)		E	38	Sawing	(4)		E	50	Delivering	(1)		E
27	Square	(4)		E	39	Cactus	(3)		E	51	Rectangle	(1)		E
28	Measuring	(4)		E	40	Farm	(1)		E	52	Diving	(2)		E
29	Porcupine	(1)		E	41	Going	(2)		E	53	Camper	(4)		E
30	Arrow	(2)		E	42	Harp	(1)		E	54	Target	(2)		E
31	Peeling	(3)		E	43	Astronaut	(3)		E	55	Writing	(1)		E
32	Fountain	(2)		E	44	Raccoon	(4)		E	56	Furry	(4)		E
33	Accident	(2)		E	45	Juggling	(4)		E	57	Drilling	(2)		E
34	Penguin	(1)		E	46	Envelope	(2)		E	58	Hook	(3)		E
35	Decorated	(4)		E	47	Tearing	(3)		E	59	Group	(3)		E
36	Nest	(3)		E	48	Claw	(1)		E	60	Dripping	(4)		E
No. of Errors					No. of Errors					No. of Errors				

SET 6					START Ages 8 - 9 SET 7					START Ages 10 - 11 SET 8				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
61	Vehicle	(4)		E	73	Gigantic	(2)		E	85	Flamingo	(2)		E
62	Oval	(1)		E	74	Nostril	(4)		E	86	Tambourine	(4)		E
63	Luggage	(2)		E	75	Vase	(3)		E	87	Palm	(1)		E
64	Awarding	(3)		E	76	Knight	(1)		E	88	Surprised	(4)		E
65	Hydrant	(4)		E	77	Towing	(1)		E	89	Canoe	(3)		E
66	Swamp	(3)		E	78	Horried	(3)		E	90	Interviewing	(1)		E
67	Calculator	(2)		E	79	Trunk	(2)		E	91	Clarinet	(4)		E
68	Signal	(1)		E	80	Selecting	(1)		E	92	Exhausted	(2)		E
69	Squash	(4)		E	81	Island	(2)		E	93	Pitcher	(3)		E
70	Globe	(2)		E	82	Camcorder	(4)		E	94	Reptile	(2)		E
71	Vegetable	(3)		E	83	Heart	(3)		E	95	Polluting	(3)		E
72	Frame	(1)		E	84	Wrench	(4)		E	96	Vine	(1)		E
No. of Errors					No. of Errors					No. of Errors				

SET 9					START Ages 12 - 16 SET 10					SET 11				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
97	Pedal	(2)		E	109	Solo	(4)		E	121	Carpenter	(2)		E
98	Dissecting	(2)		E	110	Citrus	(2)		E	122	Dilapidated	(4)		E
99	Bouquet	(4)		E	111	Inflated	(3)		E	123	Hazardous	(3)		E
100	Rodent	(3)		E	112	Lecturing	(3)		E	124	Adapter	(2)		E
101	Inhaling	(4)		E	113	Timer	(1)		E	125	Valve	(3)		E
102	Valley	(1)		E	114	Injecting	(1)		E	126	Isolation	(1)		E
103	Tubular	(3)		E	115	Links	(4)		E	127	Feline	(2)		E
104	Demolishing	(4)		E	116	Cooperating	(2)		E	128	Wailing	(1)		E
105	Tusk	(1)		E	117	Microscope	(1)		E	129	Coast	(4)		E
106	Adjustable	(2)		E	118	Archery	(2)		E	130	Appliance	(1)		E
107	Fern	(1)		E	119	Garment	(4)		E	131	Foundation	(4)		E
108	Hurdling	(3)		E	120	Fragile	(3)		E	132	Hatchet	(3)		E
No. of Errors					No. of Errors					No. of Errors				

SET 12					START Ages 17 - Adult SET 13					SET 14				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
133	Blazing	(3)		E	145	Syringe	(4)		E	157	Indigent	(2)		E
134	Mammal	(2)		E	146	Transparent	(3)		E	158	Oasis	(1)		E
135	Reprimanding	(1)		E	147	Ladle	(2)		E	159	Disappointed	(4)		E
136	Upholstery	(4)		E	148	Replenishing	(3)		E	160	Perpendicular	(3)		E
137	Hoisting	(1)		E	149	Abrasive	(1)		E	161	Poultry	(4)		E
138	Exterior	(1)		E	150	Parallelogram	(3)		E	162	Confiding	(1)		E
139	Consuming	(4)		E	151	Cascade	(4)		E	163	Periodical	(2)		E
140	Pastry	(4)		E	152	Lever	(1)		E	164	Filtration	(1)		E
141	Cornea	(2)		E	153	Detonation	(2)		E	165	Primate	(4)		E
142	Constrained	(3)		E	154	Pillar	(2)		E	166	Spherical	(2)		E
143	Pedestrian	(2)		E	155	Cultivating	(1)		E	167	Talon	(3)		E
144	Colt	(3)		E	156	Aquatic	(4)		E	168	Octagon	(3)		E
No. of Errors					No. of Errors					No. of Errors				

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Codebox #15 Ethiopia Languages			
01=Afarigna	06=Guraghigna	11=Oromifa	16=Welayitegna
02=Amarigna	07=Hadiyigna	12=Sidamigna	17=Zayigna (around Zuway)
03=Agewigna	08=Harari	13=Siltigna	77=NK
04=Dawerogna	09=Kefigna	14=Somaligna	88=N/A
05=Gedeogna	10=Kembategna	15=Tigrigna	20=Other specify _____

SET 15					SET 16					SET 17				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
169	Incandescent	(4)		E	181	Coniferous	(4)		E	193	Embossed	(4)		E
170	Pilfering	(2)		E	182	Wildebeest	(1)		E	194	Perambulating	(2)		E
171	Trajectory	(1)		E	183	Caster	(3)		E	195	Arable	(3)		E
172	Mercantile	(3)		E	184	Reposing	(4)		E	196	Importunity	(1)		E
173	Derrick	(4)		E	185	Convex	(1)		E	197	Cenotaph	(1)		E
174	Ascending	(2)		E	186	Gourmand	(3)		E	198	Tonsorial	(4)		E
175	Monetary	(3)		E	187	Dromedary	(2)		E	199	Nidificating	(3)		E
176	Entomologist	(2)		E	188	Diverging	(4)		E	200	Terpsichorean	(1)		E
177	Gaff	(1)		E	189	Incertitude	(2)		E	201	Cairn	(4)		E
178	Quintet	(3)		E	190	Quiescent	(3)		E	202	Osculating	(2)		E
179	Nautical	(4)		E	191	Honing	(1)		E	203	Vitreous	(3)		E
180	Incarcerating	(1)		E	192	Cupola	(2)		E	204	Lugubrious	(2)		E
No. of Errors					No. of Errors					No. of Errors				

1.6	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [____]
1.7	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [____]

FIELDWORKER: Fill out 1.8 to 1.10 **after** you have finished all tests with the child and without the child present.

1.8	Ceiling item (possible values: from 1 to 204, -79=Refused to answer, -88=NA)	[____]
1.9	Minus errors (possible values: from 0 to 100, -79=refused to answer, -88=NA)	[____]
1.10	Raw score (possible values: from 0 to 204, -79=refused to answer, -88=NA)	[____]

Note: Field workers should **not** complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

1.11	Standard score (possible values: 40 to 160, -79=refused to answer, -88=NA) (DON'T FILL ON FIELD)	[____]
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FIELDWORKER: Fill out 1.12 to 1.14 **after** you have finished the test with the child and she/he is no longer there.

1.12	Language used by field worker during administration. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[____]
1.13	Language used by child during administration. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[____]
1.14	Language in which the test was written. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[____]

VERBAL ACHIEVEMENT TEST OLDER COHORT

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.


FIELDWORKER: Give the Verbal Achievement Test Older Cohort – **cloze** to the child and read the instructions of this section with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by herself/himself with the test under your supervision. **After 5 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 10 minutes** have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child. Do not mark them as correct or incorrect. The answers will be assessed centrally by a professional with experience in test scoring.

1.15	Test administration: Start Time (hour) (possible values: 07 to 17)	Hour: [____]
1.16	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]


1.17	Cloze Item 1 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.18	Cloze Item 2 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.19	Cloze Item 3 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.20	Cloze Item 4 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.21	Cloze Item 5 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.22	Cloze Item 6 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.23	Cloze Item 7 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.24	Cloze Item 8 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.25	Cloze Item 9 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.26	Cloze Item 10 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.27	Cloze Item 11 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]

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1.28	Cloze Item 12 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.29	Cloze Item 13 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.30	Cloze Item 14 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.31	Cloze Item 15 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.32	Cloze Item 16 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.33	Cloze Item 17 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.34	Cloze Item 18 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.35	Cloze Item 19 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.36	Cloze Item 20 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.37	Cloze Item 21 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.38	Cloze Item 22 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.39	Cloze Item 23 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.40	Cloze Item 24 Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]

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Codebox #15 Ethiopia Languages			
01=Afarigna	06=Guraghigna	11=Oromifa	16=Welayitegna
02=Amarigna	07=Hadiyigna	12=Sidamigna	17=Zayigna (around Zuway)
03=Agewigna	08=Harari	13=Siltigna	77=NK
04=Dawerogna	09=Kefigna	14=Somaligna	88=N/A
05=Gedeogna	10=Kembategna	15=Tigrigna	20=Other specify _____

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1.41	Last item completed after 5 minutes (possible values: from 1 to 24 -88=NA)	[_ _]
1.42	Last item completed after 10 minutes (possible values: from 1 to 24 -88=NA)	[_ _]

1.43	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [_ _]
1.44	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

FIELDWORKER: Fill out 1.45 to 1.47 **after** you have finished the test with the child and she/he is no longer there.

1.45	Language used by field worker during administration. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[_ _]
1.46	Language used by child during administration. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[_ _]
1.47	Language in which the test was written. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[_ _]

MATHEMATICS ACHIEVEMENT TEST OLDER COHORT

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

Booklet 1. Math Computing

FIELDWORKER: Give the Mathematics Achievement Test Older Cohort - **Booklet 1** to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by herself/himself with the test under your supervision. **After 4 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 8 minutes** have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child. In some items you just have to write the response given by the child. In other items you have to write down the response given by the child and then check if it is correct or incorrect and mark accordingly. Consult your fieldworker's manual for detailed instructions.

1.48	Test administration: Start Time (hour) (possible values: 07 to 18)	Hours: [____]
1.49	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]

1.50	Math Item 1 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.51	Math Item 2 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.52	Math Item 3 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.53	Math Item 4 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.54	Math Item 5 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.55	Math Item 6 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.56	Math Item 7 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.57	Math Item 8 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.58	Math Item 9 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.59	Math Item 10 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.60	Math Item 11 Child's response: _____ (Correct answer: 17.43) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]


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1.61	Math Item 12 Child's response: _____ (Correct answer: $\frac{9}{4}$ or $2\frac{1}{4}$) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
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1.62	Math Item 13 Child's response: _____ (Correct answer: 18.03) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.63	Math Item 14 Child's response: _____ (Correct answer: $\frac{3}{4}$ or $\frac{18}{24}$) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.64	Math Item 15 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _ _]
1.65	Math Item 16 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _ _]
1.66	Math Item 17 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _ _]
1.67	Math Item 18 Child's response: _____ (Correct answer: - 0.87) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.68	Math Item 19 Child's response: _____ (Correct answer: $1\frac{2}{5}$) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.69	Math Item 20 Child's response: _____ (Correct answer: $\frac{25}{63}$) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]

1.70	Last item completed after 4 minutes (possible values: from 1 to 20, -88=NA)	[_ _]
1.71	Last item completed after 8 minutes (possible values: from 1 to 20, -88=NA)	[_ _]

1.72	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [_ _]
1.73	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

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Codebox #15 Ethiopia Languages			
01=Afarigna	06=Guraghigna	11=Oromifa	16=Welayitegna
02=Amarigna	07=Hadiyigna	12=Sidamigna	17=Zayigna (around Zuway)
03=Agewigna	08=Harari	13=Siltigna	77=NK
04=Dawerogna	09=Kefigna	14=Somaligna	88=N/A
05=Gedeogna	10=Kembategna	15=Tigrigna	20=Other specify _____

Booklet 2. Problem Solving

FIELDWORKER: Give the Mathematics Achievement Test Older Cohort – **Booklet 2** to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by himself/herself with the test under your supervision. **After 10 minutes** finish the administration. Do not forget to register the finish time. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child. In some items you just have to write the response given by the child. In other items you have to write down the response given by the child and then check if it is correct or incorrect and mark accordingly. Consult your fieldworker's manual for detailed instructions.

1.74	Test administration: Start Time (hour) (possible values: 07 to 18)	Hours: [____]
1.75	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]

1.76	Math Item 21 (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[____]
1.77	Math Item 22 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.78	Math Item 23 (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[____]
1.79	Math Item 24 (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[____]
1.80	Math Item 25 (values 01=a, 02=b, 03=c, 04=d, 05=e, 77=NK, 79=refused to answer, 88=NA)	[____]
1.81	Math Item 26 (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[____]
1.82	Math Item 27 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.83	Math Item 28 Child's response: _____ (Correct answer: 07:25) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[____]
1.84	Math Item 29 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]
1.85	Math Item 30 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[____]

1.86	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [____]
1.87	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [____]

FIELDWORKER: Fill out 1.88 to 1.90 **after** you have finished the test with the child and she/he is no longer there.

1.88	Language used by field worker during administration. (ENTER FROM CODE BOX #15) (if 07 then specify below) Other, specify: _____	[____]
1.89	Language used by child during administration. (ENTER FROM CODE BOX #15) (if or 07 then specify below) Other, specify: _____	[____]
1.90	Language in which the test was written. (ENTER FROM CODE BOX #15) (if or 07 then specify below) Other, specify: _____	[____]

Ethiopia 2009 (G.C)/2002 (Eth.C)

Child Questionnaire for 7.5-8.5 Year Olds (Younger Cohort)

Birthday of child-(Miazia 15,1993 -Miazia 14, 1994)

Ethiopian Development Research Institute (Ethiopia)

University of Oxford (UK)

Funded by Department for International Development (DFID)

Region		Town (if urban)	
Zone		Kebele/PA/Tabia/Ganda	
Woreda		Got/Kushet	
Child Id:			

SECTION 4: ACHIEVEMENT TESTS

Date when this section is filled: ____ / ____ / ____ (day/month/year)

Time when section started: ____ : ____

Fieldworker's name: _____ Code: ____

FIELDWORKER: Fill out 1.1 **before** you administer the tests.

1.1	Does the child have a severe visual impairment? 00=No 01=Yes → (If the answer is Yes, only administer EGRA-section C. Listening Comprehension and math items 7, 8 and 9)	[____]
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PEABODY PICTURE VOCABULARY TEST (PPVT)

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's manual. Use Training Items C and D (designed for children 8 years and older).

FIELDWORKER: TRAINING ITEMS				
<i>Plate</i>	<i>Series 1</i>	<i>Series 2</i>	<i>Series 3</i>	<i>Series 4</i>
	<i>For most subjects under age 8 years</i>		<i>(If necessary)</i>	
<i>A</i>	ball (2)	dog (4)	banana (3)	Spon (1)
<i>B</i>	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>		<i>(If necessary)</i>	
<i>C</i>	parrot (2)	scissors (1)	flower (3)	ope (4)
<i>D</i>	mowing (3)	riding (2)	mopping (1)	computing (2)

FIELDWORKER: After you have administered the appropriate Training Items, begin testing using the Set of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		E

At the end of each set, record the number of errors in the box provided.

FIELDWORKER: Please complete questions 1.2 and 1.3 **after** administering the PPVT with the child.
(These items will aid the database entry process.)

1.2	Lowest item responded to (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[____]
1.3	Highest item responded to (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[____]

PPVT Administration:

1.4	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [____]
1.5	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]

START Ages 2.5 - 3 SET 1					START Age 4 SET 2				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
1	Bus	(4)		E	13	Digging	(2)		E
2	Drinking	(3)		E	14	Cow	(1)		E
3	Hand	(1)		E	15	Drum	(3)		E
4	Climbing	(1)		E	16	Feather	(1)		E
5	Key	(4)		E	17	Painting	(3)		E
6	Reading	(1)		E	18	Cage	(2)		E
7	Closet	(2)		E	19	Knee	(1)		E
8	Jumping	(3)		E	20	Wrapping	(4)		E
9	Lamp	(4)		E	21	Fence	(3)		E
10	Helicopter	(2)		E	22	Elbow	(4)		E
11	Smelling	(2)		E	23	Garbage	(2)		E
12	Fly	(3)		E	24	Exercising	(4)		E
No. of Errors					No. of Errors				

START Age 5 SET 3					SET 4					START Ages 6 - 7 SET 5				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
25	Empty	(1)		E	37	Castle	(2)		E	49	Parachute	(3)		E
26	Shoulder	(3)		E	38	Sawing	(4)		E	50	Delivering	(1)		E
27	Square	(4)		E	39	Cactus	(3)		E	51	Rectangle	(1)		E
28	Measuring	(4)		E	40	Farm	(1)		E	52	Diving	(2)		E
29	Porcupine	(1)		E	41	Going	(2)		E	53	Camper	(4)		E
30	Arrow	(2)		E	42	Harp	(1)		E	54	Target	(2)		E
31	Peeling	(3)		E	43	Astronaut	(3)		E	55	Writing	(1)		E
32	Fountain	(2)		E	44	Raccoon	(4)		E	56	Furry	(4)		E
33	Accident	(2)		E	45	Juggling	(4)		E	57	Drilling	(2)		E
34	Penguin	(1)		E	46	Envelope	(2)		E	58	Hook	(3)		E
35	Decorated	(4)		E	47	Tearing	(3)		E	59	Group	(3)		E
36	Nest	(3)		E	48	Claw	(1)		E	60	Dripping	(4)		E
No. of Errors					No. of Errors					No. of Errors				

SET 6					START Ages 8 - 9 SET 7					START Ages 10 - 11 SET 8				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
61	Vehicle	(4)		E	73	Gigantic	(2)		E	85	Flamingo	(2)		E
62	Oval	(1)		E	74	Nostril	(4)		E	86	Tambourine	(4)		E
63	Luggage	(2)		E	75	Vase	(3)		E	87	Palm	(1)		E
64	Awarding	(3)		E	76	Knight	(1)		E	88	Surprised	(4)		E
65	Hydrant	(4)		E	77	Towing	(1)		E	89	Canoe	(3)		E
66	Swamp	(3)		E	78	Horried	(3)		E	90	Interviewing	(1)		E
67	Calculator	(2)		E	79	Trunk	(2)		E	91	Clarinet	(4)		E
68	Signal	(1)		E	80	Selecting	(1)		E	92	Exhausted	(2)		E
69	Squash	(4)		E	81	Island	(2)		E	93	Pitcher	(3)		E
70	Globe	(2)		E	82	Camcorder	(4)		E	94	Reptile	(2)		E
71	Vegetable	(3)		E	83	Heart	(3)		E	95	Polluting	(3)		E
72	Frame	(1)		E	84	Wrench	(4)		E	96	Vine	(1)		E
No. of Errors					No. of Errors					No. of Errors				

SET 9					START Ages 12 - 16 SET 10					SET 11				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
97	Pedal	(2)		E	109	Solo	(4)		E	121	Carpenter	(2)		E
98	Dissecting	(2)		E	110	Citrus	(2)		E	122	Dilapidated	(4)		E
99	Bouquet	(4)		E	111	Inflated	(3)		E	123	Hazardous	(3)		E
100	Rodent	(3)		E	112	Lecturing	(3)		E	124	Adapter	(2)		E
101	Inhaling	(4)		E	113	Timer	(1)		E	125	Valve	(3)		E
102	Valley	(1)		E	114	Injecting	(1)		E	126	Isolation	(1)		E
103	Tubular	(3)		E	115	Links	(4)		E	127	Feline	(2)		E
104	Demolishing	(4)		E	116	Cooperating	(2)		E	128	Wailing	(1)		E
105	Tusk	(1)		E	117	Microscope	(1)		E	129	Coast	(4)		E
106	Adjustable	(2)		E	118	Archery	(2)		E	130	Appliance	(1)		E
107	Fern	(1)		E	119	Garment	(4)		E	131	Foundation	(4)		E
108	Hurdling	(3)		E	120	Fragile	(3)		E	132	Hatchet	(3)		E
No. of Errors					No. of Errors					No. of Errors				

SET 12					START Ages 17 - Adult SET 13					SET 14				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
133	Blazing	(3)		E	145	Syringe	(4)		E	157	Indigent	(2)		E
134	Mammal	(2)		E	146	Transparent	(3)		E	158	Oasis	(1)		E
135	Reprimanding	(1)		E	147	Ladle	(2)		E	159	Disappointed	(4)		E
136	Upholstery	(4)		E	148	Replenishing	(3)		E	160	Perpendicular	(3)		E
137	Hoisting	(1)		E	149	Abrasive	(1)		E	161	Poultry	(4)		E
138	Exterior	(1)		E	150	Parallelogram	(3)		E	162	Confiding	(1)		E
139	Consuming	(4)		E	151	Cascade	(4)		E	163	Periodical	(2)		E
140	Pastry	(4)		E	152	Lever	(1)		E	164	Filtration	(1)		E
141	Cornea	(2)		E	153	Detonation	(2)		E	165	Primate	(4)		E
142	Constrained	(3)		E	154	Pillar	(2)		E	166	Spherical	(2)		E
143	Pedestrian	(2)		E	155	Cultivating	(1)		E	167	Talon	(3)		E
144	Colt	(3)		E	156	Aquatic	(4)		E	168	Octagon	(3)		E
No. of Errors					No. of Errors					No. of Errors				

Codebox 8 Ethiopia Languages			
<i>01=Afarigna</i>	<i>06=Guraghigna</i>	<i>11=Oromifa</i>	<i>16=Welayitegna</i>
<i>02=Amarigna</i>	<i>07=Hadiyigna</i>	<i>12=Sidamigna</i>	<i>17=Zayigna (around Zuway)</i>
<i>03=Agewigna</i>	<i>08=Harari</i>	<i>13=Siltigna</i>	<i>77=NK</i>
<i>04=Dawerogna</i>	<i>09=Kefigna</i>	<i>14=Somaligna</i>	<i>88=N/A</i>
<i>05=Gedeogna</i>	<i>10=Kembategna</i>	<i>15=Tigrigna</i>	<i>20=Other specify</i> _____

SET 15					SET 16					SET 17				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
169	Incandescent	(4)		E	181	Coniferous	(4)		E	193	Embossed	(4)		E
170	Pilfering	(2)		E	182	Wildebeest	(1)		E	194	Perambulating	(2)		E
171	Trajectory	(1)		E	183	Caster	(3)		E	195	Arable	(3)		E
172	Mercantile	(3)		E	184	Reposing	(4)		E	196	Importunity	(1)		E
173	Derrick	(4)		E	185	Convex	(1)		E	197	Cenotaph	(1)		E
174	Ascending	(2)		E	186	Gourmand	(3)		E	198	Tonsorial	(4)		E
175	Monetary	(3)		E	187	Dromedary	(2)		E	199	Nidificating	(3)		E
176	Entomologist	(2)		E	188	Diverging	(4)		E	200	Terpsichorean	(1)		E
177	Gaff	(1)		E	189	Incertitude	(2)		E	201	Cairn	(4)		E
178	Quintet	(3)		E	190	Quiescent	(3)		E	202	Osculating	(2)		E
179	Nautical	(4)		E	191	Honing	(1)		E	203	Vitreous	(3)		E
180	Incarcerating	(1)		E	192	Cupola	(2)		E	204	Lugubrious	(2)		E
No. of Errors					No. of Errors					No. of Errors				

1.6	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [__ __]
1.7	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [__ __]

FIELDWORKER: Fill out 1.8 to 1.10 **after** you have finished all tests with the child and without the child present.

1.8	Ceiling item (possible values: from 1 to 204, -79=Refused to answer, -88=NA)	[__ __]
1.9	Minus errors (possible values: from 0 to 100, -79=refused to answer, -88=NA)	[__ __]
1.10	Raw score (possible values: from 0 to 204, -79=refused to answer, -88=NA)	[__ __]

Note: Field workers should **not** complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

1.11	Standard score (possible values: 40 to 160, -79=refused to answer, -88=NA) (DON'T FILL ON FIELD)	[__ __]
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FIELDWORKER: Fill out 1.12 to 1.14 **after** you have finished the test with the child and she/he is no longer there.

1.12	Language used by field worker during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[__ __]
1.13	Language used by child during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[__ __]
1.14	Language in which the test was written. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[__ __]

READING AND WRITING ITEMS

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to write. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the literacy card here. Administer the items on reading and writing with the literacy card and fill out the items below. For writing item, hand the child the Cognitive Development and Achievement Questionnaire opened on the **Answer sheet** page. The child must write the sentence in this answer sheet.

1.15	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [__ __]
1.16	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [__ __]

1.17	Reading Item. 77=NK 79=refused to answer 88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence	[__ __]
1.18	Writing Item. 77=NK 79=refused to answer 88=NA 01=No 02=Yes with difficulty or errors 03=Yes without difficulty or errors	[__ __]

1.19	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [__ __]
1.20	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [__ __]

ANSWER SHEET FOR 1.18: WRITING

IF THE CHILD MAKES A MISTAKE AND WANTS TO START AGAIN TELL
THEM TO CROSS OUT WHAT THEY HAVE WRITTEN AND START AGAIN ON
THE NEXT LINE

ADAPTATION OF EARLY GRADE READING ASSESMENT (EGRA)

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the EGRA stimuli cards and your Fieldworker's manual for this part. Be sure to read the instructions to the child and make sure the child understands what needs to be done. All instructions for administering EGRA are located on your fieldworker's manual. Fill the answers and codes in the given spaces.

1.21	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [____]
1.22	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]

Section A. Familiar Word Identification

FIELDWORKER: Show the child card 1 of the EGRA stimuli cards. Read the instructions in your manual and practice the examples with the child. Ask the child to start reading the words and mark each incorrect word with a slash mark (/). Count self-corrections as correct. This is a **timed exercise**. When 60 seconds have gone by stop the child and **mark the final word attempted before you said "stop" with a bracket (])**. If the child cannot read any of the examples correctly, discontinue this section and go directly to section C: Listening comprehension.

Examples:		cat	he	ball	
sad	dog	red	do	eat	/5
and	us	to	girl	then	/10
as	hat	if	seem	get	/15
house	sun	stop	lots	ear	/20
food	at	they	big	the	/25
last	run	fly	we	on	/30
saw	walk	school	best	time	/35
boy	wall	chair	all	me	/40
will	blue	size	fall	go	/45
hope	far	man	her	was	/50
rat	have	fat	good	pet	/55
up	try	small	eye	love	/60

1.23	The child can read at least one example (possible values: 01=yes, 02=no, -79=Refused to answer, -88=NA)	[____]
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FIELDWORKER: Fill the next items after you finished administering the test to the child, and he/she is no longer with you.

1.24	Total words read at 60 seconds (possible values: from 1 to 60, -79=Refused to answer, -88=NA)	[____]
1.25	Total incorrect words at 60 seconds (possible values: from 0 to 60, -79=refused to answer, -88=NA)	[____]
1.26	Total correct words in 60 seconds (possible values: from 0 to 60, -79=refused to answer, -88=NA)	[____]
1.27	ONLY IF LESS THAN 60 SECONDS, number of seconds at completion (possible values: from 0 to 59, -79=refused to answer, -88=NA)	[____]

Section B. Passage reading

FIELDWORKER: Show the child card 2 of the EGRA stimuli cards. Read the instructions in your manual with the child. Ask him/her to start reading the story aloud and mark each correct word with a slash (/). Count self-corrections as correct. This is a **timed exercise**. When 60 seconds have gone by **mark the final word attempted before with a bracket ()**.

<u>Sandra and her grey cat</u>	5
My name is Sandra and I am eight years old.	15
My little brother is Charlie and he is four. We	25
like to play with our cat. Our cat is grey and fat	37
and she likes to hide behind the big furniture.	46
One day, our cat went missing. We thought	54
she was just playing hide and seek, but we	63
could not find her in her favorite places. So we	73
searched all around the house for the cat.	81
Finally, we found her under the bed, but she was	91
not alone! She had given birth to three kittens:	100
two grey and one white. When we told our parents	110
about the kittens, they told us that mom was also	120
having a baby. We are going to have a sister!	130

FIELDWORKER: If the 60 seconds have gone by and the child was not able to read the title and two first lines, mark "no" in the following question and fill out 1.29, 1.30, and 1.31 after you finished administering the test to the child, and he/she is no longer with you. Then, go on to section C: Listening comprehension. If the child was able to read mark "yes" and continue with this section.

1.28	The child can read (possible values: 01=yes, 02=no, -79=Refused to answer, -88=NA)	[____]
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FIELDWORKER: Fill the next items after you finished administering the test to the child, and he/she is no longer with you.

1.29	Total words read at 60 seconds (possible values: from 1 to 130, -79=Refused to answer, -88=NA)	[____]
1.30	Total incorrect words at 60 seconds (possible values: from 0 to 130, -79=refused to answer, -88=NA)	[____]
1.31	Total correct words in 60 seconds (possible values: from 0 to 130, -79=refused to answer, -88=NA)	[____]
1.32	ONLY IF LESS THAN 60 SECONDS, number of seconds to complete the paragraph (possible values: from 0 to 59, -79=refused to answer, -88=NA)	[____]

FIELDWORKER: Ask the child to read the text again, this time in silence. Tell her/him that you will ask her/him some questions about after she/he finishes. Let the child keep the card after her/him has read it. After you read each question, give the child at most 15 seconds to answer each question. Record the

exact answer given by the child. Do not mark it as correct or incorrect. The answer will be assessed centrally by a professional with experience in test scoring.

1.33	Who is telling the story? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.34	Why was the cat fat? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.35	What is Sandra's little brother's name? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.36	What do Sandra and Charlie like to do? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.37	Why did Sandra and Charlie say the cat was not alone? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.38	Why do you think the cat was missing for a while? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.39	How many kittens did the cat give birth to? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]
1.40	Where did Sandra and Charlie find the cat? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[_ _]

Codebox 8 Ethiopia Languages			
01=Afarigna	06=Guraghigna	11=Oromifa	16=Welayitegna
02=Amarigna	07=Hadiyigna	12=Sidamigna	17=Zayigna (around Zuway)
03=Agewigna	08=Harari	13=Siltigna	77=NK
04=Dawerogna	09=Kefigna	14=Somaligna	88=N/A
05=Gedeogna	10=Kembategna	15=Tigrigna	20=Other specify _____

Section C. Listening Comprehension

FIELDWORKER: This is **not** a timed exercise and **there is no stimuli card**. Read two times, aloud and slowly (1 one word per second) the following passage to the child and ask him/her the following questions.

A yellow little chicken was walking through a bridge. Suddenly, he slipped and fell in the river. "Help me! I can't swim!" he cried. There was a mouse passing by that saw the little chicken and came to help, but he fell in too. "What do we do now? I can't swim either" said the mouse. "I see something that is coming our way!" the chicken replied. They both climbed on the log and rowed to the shore. "We are saved!" they shouted when they finally arrived to land.

FIELDWORKER: After you read each question, give the child at most 15 seconds to answer each question. **Record the exact answer** given by the child. Do not mark it as correct or incorrect. The answer will be assessed centrally by a professional with experience in test grading.

1.41	Who fell in the river first? Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]
1.42	Who fell in the river last? Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]
1.43	Why did the little chicken fall in the river? Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]
1.44	Where was the chicken before he fell in the river? Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]
1.45	Why did the little chicken cry for help? Child's response: _____ values 01= correct, 02= partially correct, 03= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]
1.46	How did the chicken and the mouse get out of the river? Child's response: _____ values 01= correct, 02= partially correct, 03= incorrect, 77=NK, 79=refused to answer, 88=NA	[_ _]

1.47	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [_ _]
1.48	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

FIELDWORKER: Fill out 1.49 to 1.51 **after** you have finished the test with the child and she/he is no longer there.

1.49	Language used by field worker during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]
1.50	Language used by child during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]

1.51	Language in which the test was written. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]
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Section D Mathematics Achievement Test

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Explain the instructions in your Fieldworker's manual to the child. For the next items show him/her the Numeracy cards and read the instructions on your manual. Record the child's exact response and check if it is correct or incorrect and mark accordingly in spaces given below.

1.52	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [_ _]
1.53	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

1.54	Math Item 1: Please, put your finger on number twenty one (use Numeracy Card A) Child's response: _____ (Correct answer: 21) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.55	Math Item 2: Please, put your finger on number three hundred and twelve (use Numeracy Card A) Child's response: _____ (Correct answer: 312) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.56	Math Item 3: Please, put your finger on number three thousand one hundred and twenty six (use Numeracy Card A) Child's response: _____ (Correct answer: 3126) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.57	Math Item 4: Please count how many balls there are here (use Numeracy Card B) Child's response: _____ (Correct answer: 12) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.58	Math Item 5: Which number should come in the space in blank? (use Numeracy Card C) Child's response: _____ (Correct answer: 28) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.59	Math Item 6 Which number should come in the space in blank? (use Numeracy Card D) Child's response: _____ (Correct answer: 10) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.60	Math Item 7 Jane has 2 apples and she receives 3 more apples. How many apples does she have now? (use Numeracy Card E) Child's response: _____ (Correct answer: 5) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
1.61	Math Item 8 Joseph has 20 dollars and he bought a 4 dollar ice-cream. How many dollars does he have left? (use Numeracy Card F) Child's response: _____ (Correct answer: 16) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]

1.62	Math Item 9 Please tell me the answer of this calculation: Two times four? (This item has no card) Child's response: _____ (Correct answer: 8) (values 01= correct, 02= incorrect, 77= NK, 79=refused to answer, 88=NA)	[_ _]
------	---	---------

1.63	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [_ _]
1.64	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

Booklet. Math Computing

FIELDWORKER: Give the Mathematics Achievement Test Younger Cohort - **Booklet. Math computing** to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by herself/himself with the test under your supervision. **After 4 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 8 minutes** have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child.

1.65	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [_ _]
1.66	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

1.67	Math Item 10 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.68	Math Item 11 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.69	Math Item 12 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.70	Math Item 13 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.71	Math Item 14 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.72	Math Item 15 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.73	Math Item 16 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.74	Math Item 17 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.75	Math Item 18 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.76	Math Item 19 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.77	Math Item 20 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.78	Math Item 21 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.79	Math Item 22 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.80	Math Item 23 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]

Codebox 8 Ethiopia Languages			
01=Afarigna	06=Guraghigna	11=Oromifa	16=Welayitegna
02=Amarigna	07=Hadiyigna	12=Sidamigna	17=Zayigna (around Zuway)
03=Agewigna	08=Harari	13=Siltigna	77=NK
04=Dawerogna	09=Kefigna	14=Somaligna	88=N/A
05=Gedeogna	10=Kembategna	15=Tigrigna	20=Other specify _____

1.81	Math Item 24 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.82	Math Item 25 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.83	Math Item 26 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.84	Math Item 27 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.85	Math Item 28 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]
1.86	Math Item 29 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[_ _ _]

FIELDWORKER: Fill the next items after you finished administering the math computing test to the child, and he/she is no longer with you.

1.87	Last item completed after 4 minutes (possible values: from 11 to 29, -88=NA)	[_ _]
1.88	Last item completed after 8 minutes (possible values: from 11 to 29, -88=NA)	[_ _]

1.89	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [_ _]
1.90	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [_ _]

FIELDWORKER: Fill out 1.91 to 1.93 **after** you have finished the test with the child and she/he is no longer there.

1.91	Language used by field worker during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]
1.92	Language used by child during administration. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]
1.93	Language in which the test was written. (ENTER FROM CODE BOX #8) (if 07 then specify below) Other, specify: _____	[_ _]

EVALUATION OF ADMINISTRATION

1.94	Comments on the administration (please comment on any situations that might affect the validity of the test results, especially if you considered the administration of either test inadequate)
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	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

Date when this section is filled: ____ / ____ / ____
(day/month/year)
Time when section started: ____ : ____
Fieldworker's name: _____ Code: ____



Mathematics
ITEM BANK

R5 ETHIOPIA

Respondent Information

Names and Surnames: _____

Child ID: ET _____

General Data

(To be filled by fieldworker)

Fieldworker's name: _____

Fieldworker's code: ____

Location: _____

Date (dd/mm/yy): ____ / ____ / ____

Start time: ____ : ____ Finish time: ____ : ____

INSTRUCTIONS

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You may use the extra space on the side to make your calculations.
- You will have up to 50 minutes to answer these questions.

You will find several types of questions in the booklet.
Let's take a look:

Question 1

There are questions in which you will have to solve the exercise and then write the correct answer in the blank space.

Example:

Solve the exercise and write the correct answer in the blank space.

$1 + 1 =$

2

$1 + 1 = 2$

Question 2

There are questions in which you will have to solve the exercise and then mark the option that has the correct answer with an X.

Example:

Solve $2 + 2$. Mark with an X the correct answer.

a. 2 ☐

b. 3 ☐

c. 4 ☒

d. 5 ☐

$2 + 2 = 4$

Question 3

Finally, there are questions where you have to read carefully a math problem, solve it and then mark the correct answer with an X.

Example:

Abeyot and Tirsit bought pencils. Abeyot bought 1 pencil and Tirsit bought 2. How many pencils do they have between the both of them?

- a. 3 pencils ☒
- b. 2 pencils ☐
- c. 5 pencils ☐
- d. 1 pencil ☐

$$1 + 2 = 3$$

STOP, WAIT DIRECTIONS TO BEGIN.

Write the correct answer in the space:

1. $8 - 3 =$

2. $112 + 45 + 467 =$

3. $48 \times 5 =$

4. $52 - 7 =$

5. $45 \div 15 =$

6. $9.81 + 7.62 =$

7. $18.23 - 0.2 =$

8. $\frac{9}{8} \times \frac{2}{3} =$

9. $25\% \text{ of } 240 =$

This redacted item was taken from TIMSS 2003 Released Items: Eighth Grade Mathematics (Unique ID: M022194)

SOURCE: TIMSS 2003 Assessment. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA).

Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.

11. One year a company reported selling [1426 tons] of fertilizer. The following year the company sold 15% less fertilizer. Which is the closest approximation to the number of [tons] of fertilizer sold in the second year?

- a. 200 ☐
- b. 1200 ☐
- c. 300 ☐
- d. 1600 ☐

This redacted item was taken from TIMSS 2003 Released Items: Eighth Grade Mathematics (Unique ID: M012014)

SOURCE: TIMSS 2003 Assessment. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA).

Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.

13. [Maria] has 6 red boxes. Each box has 4 pencils inside. She also has 3 blue boxes. Each blue box has 2 pencils inside. How many pencils does [Maria] have altogether?

- a. 36
- b. 15
- c. 24
- d. 30

This redacted item was taken from TIMSS 2003 Released Items: Eighth Grade Mathematics (Unique ID: M012014)

SOURCE: TIMSS 2003 Assessment. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA).

Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.

This redacted item was taken from TIMSS 2003 Released Items: Eighth Grade Mathematics (Unique ID: M022156)

SOURCE: TIMSS 2003 Assessment. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA).

Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.

16. In a school there were 1200 students (boys and girls). A sample of 100 students was selected at random, and 45 boys were found in the sample. Which of these is most likely to be the number of boys in the school?

- a. 450 ☐
- b. 500 ☐
- c. 540 ☐
- d. 600 ☐

17. Tickets for a train cost either 10 [dollars], 15 [dollars], or 30 [dollars]. Of the 900 tickets sold, $\frac{1}{5}$ cost 30 [dollars] each and $\frac{2}{3}$ cost 15 [dollars] each. What fraction of the train tickets was sold for 10 [dollars] each?

- a. $\frac{2}{15}$ ☐
- b. $\frac{1}{15}$ ☐
- c. $\frac{12}{15}$ ☐
- d. $\frac{6}{15}$ ☐

Below is a receipt that [Oscar] received after making a purchase in a cloth shop. There are some blank spaces in the receipt where information is missing. Read carefully.

[Kathy's] Shop			RECEIPT N° 0568	
[Date: [October 4th, 2012]	
No. of items	DESCRIPTION	UNIT PRICE	LINE TOTAL	DISCOUNT
10	Trousers	[\$12]	[\$ 120]	[\$ 24]
25	T-shirts	[\$ 13]	[\$ 325]	No discount
78	Socks	[\$ 4]	[\$ 312]	[\$ 35]
37	Dresses	[\$ 20]	[\$740]	No discount
49	Skirts	[\$ 8]	[\$392]	[\$ 33]
			SUBTOTAL	[\$ 92]
			TOTAL	TOTAL DISCOUNT

18. Based on the receipt, answer the following questions by marking the correct answer with an X.

How many items did [Oscar] buy?

- a. 199 ☐
- b. 209 ☐
- c. 198 ☐
- d. 208 ☐

19. [Andrea] wants to buy 38 T-shirts. How much will she pay?

- a. [\$ 325] ☐
- b. [\$ 494] ☐
- c. [\$ 484] ☐
- d. [\$ 304] ☐

Below is a medicine description. Read it carefully.

Each box **costs**
[\$15]

[CIPIRINA]

INGREDIENTS: Each tablet contains 500 mg *acetaminophen* acid

DOSAGE: ORAL. 1 or 2 tablets every 4 hours, preferably accompanied by food, for not longer than 28 days. In the case of children, only 1 tablet every 8 hours for not longer than 10 days.

INDICATIONS: [Cipirina] is often used to relieve different symptoms. This medication relieves mild to moderate pain in the muscles of the hands and legs. It reduces fever, bone pain and menstrual symptoms.

CAUTION: [Cipirina] may cause drowsiness, gastric pain, allergies or ulcers. Children up to 10 years with chicken pox and asthma should consult with their doctor before taking this medicine.

Based on the text, answer the following questions by marking the correct answer with an X.

20. According to the description, how many tablets can a child take in one day?

- a. 2 tablets ☐
- b. 1 tablet ☐
- c. 3 tablets ☐
- d. 8 tablets ☐

21. If [Arturo] takes the largest amount of pills recommended for adults, how many more pills can he take compared with a child in two days?

- a. [Arturo] can take 18 pills more than a child ☐
- b. [Arturo] can take 3 pills more than a child ☐
- c. [Arturo] can take 9 pills more than a child ☐
- d. [Arturo] can take 7 pills more than a child ☐

22. [Ana's] doctor tells her to take 2 tablets every 12 hours for a week. How many mg of acetaminophen will [Ana] have taken in total by the end of the week?

- a. 14 000 mg ☐
- b. 7 000 mg ☐
- c. 21 000 mg ☐
- d. 12 000 mg ☐

23. [Mario] wants to buy 7 boxes. When he was going to pay the cashier told him that there was a 25% discount on the tablets he was buying. Which mathematical operation(s) is (are) needed to get the amount of money he paid for his medicine?

- a. Only multiplication ☐
- ☐

b. Multiplication, division and subtraction

c. Division and multiplication

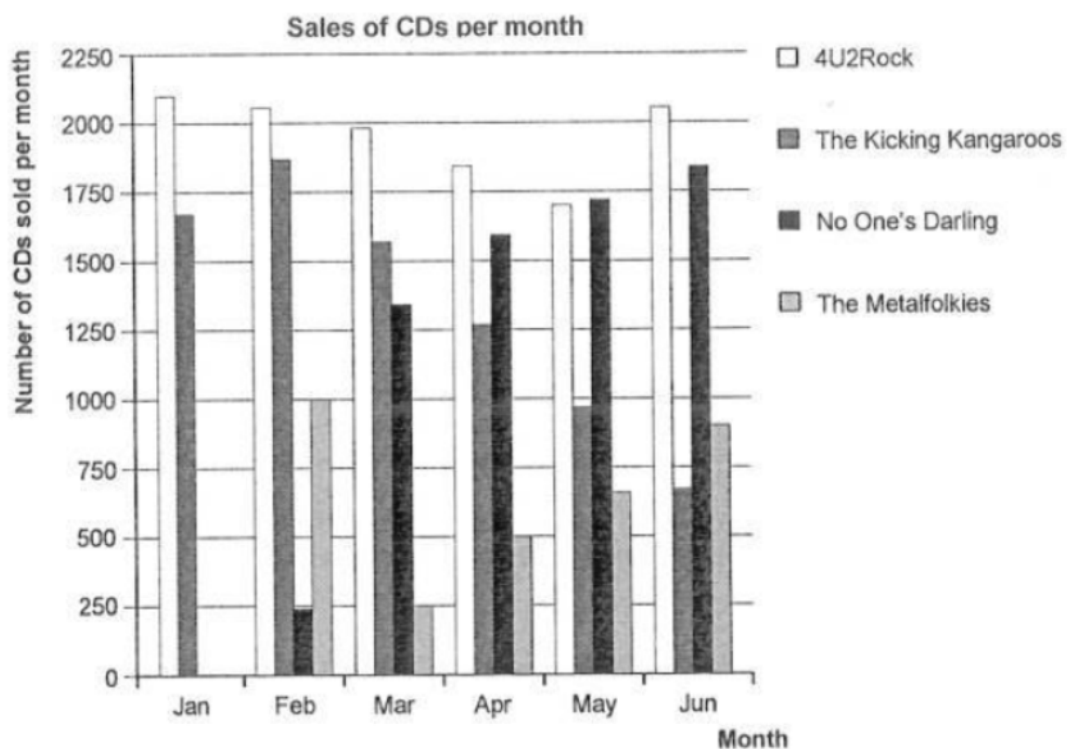
☐

d. Addition and subtraction

☐

CHARTS

In January, the new CDs of the bands *4U2Rock* and *The Kicking Kangaroos* were released. In February, the CDs of the bands *No One's Darling* and *The Metalfolkies* followed. The following graph shows the sales of the bands' CDs from January to June.



24. How many CDs did the band The Metalfolkies sell in April?

- A. 250
- B. 500
- C. 1000
- D. 1270

25. In Which month did the band NO One's Darling sell more CDs than the ban The Kicking Kangaroos for the first time?

- A. No month
- B. March
- C. April
- D. May

26. The manager of The Kicking Kangaroos is worried because the number of their CDs that sold decreased from February to June.

What is the estimate of their sales volume for July if the same negative trend continues

- A. 70 CDs
- B. 370 CDs
- C. 670 CDs
- D. 1340 CDs

HELEN THE CYCLIST



Helen has just got a new bike. It has a speedometer which sits on the handlebar.

The speedometer can tell Helen the distance she travels and her average speed for a trip.

27. On one trip, Helen rode 4km in the first 10 minutes and then 2 km in the next 5 minutes. Which one of the following statements is correct?
- A. Helen's average speed was greater in the first 10 minutes than in the next 5 minutes.
 - B. Helen's average speed was the same in the first 10 minutes and in the next 5 minutes.
 - C. Helen's average speed was less in the first 10 minutes than in the next 5 minutes.
 - D. It is not possible to tell anything about Helen's average speed from the information given.
28. Helen rode 6 km to her aunt's house. Her speedometer showed that she had averaged 18 km/h for the whole trip. Which one of the following statements is correct?

- A. It took Helen 20 minutes to get her aunt's house.
- B. It took Helen 30 minutes to get her aunt's house.
- C. It took Helen 3 hours to get her aunt's house.
- D. It is not possible to tell how long it took Helen to get to her aunt's house.

29. Helen rode her bike from home to the river, which is 4 km away. It took her 9 minutes. She rode home using a shorter route of 3km. this only took her 6 minutes. What is Helens average, speed, in km/h, for the trip to the river and back?

Average speed for the trip:.....km/h

WHICH CAR?

Chris has just received her car driving licence and wants to buy her first car.



This table below shows the details of four cars she finds at a local car dealer.

Model:	Alpha	Bolte	Castel	Dezal
Year	2003	2000	2001	1999
Advertised price (zeds)	4800	4450	4250	3990
Distance travelled (kilometres)	105 000	115 000	128 000	109 000
Engine capacity (litres)	1.79	1.796	1.82	1.783

Chris wants a car that meets all these conditions:

- The distance travelled is not higher than 120 000 kilometers.
- It was made in the year 2000 or a later year.
- The advertised price is not higher than 4500 zeds.

30. Which car meets Chris conditions?

- A. Alpha
- B. Bolte
- C. Castel
- D. Dezal



Reading Comprehension ITEM BANK

Respondent Information

Names and Surnames: _____

Child ID: ET ____

General Data

(To be filled by fieldworker)

Fieldworker's name: _____

Fieldworker's code: ____

Location: _____

Date (dd/mm/yy): ____ / ____ / ____

Start time: ____ : ____ Finish time: ____ : ____

INSTRUCTIONS

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You will have up to 30 minutes to answer these questions.

You will find several types of questions in the booklet. Let's take a look:

Question 1

There are questions in which you will have to read a word and then mark the picture that matches the word.

Example:

Mark with an X the picture that matches the word.

Book



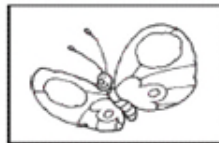
a.



b.



c.



Question 2

There are also questions in which you will have to read a text carefully and then answer some questions marking the correct answer with an X.

Example:

Read carefully the following text:

Adiam is a girl who likes to play outside. After school each day, her mother lets her play outside which makes Adiam feel very happy.

Now, mark with an X the correct answer to each question (there is only one correct answer).

When does Adiam get to play outside?

- a. In the morning ☐
- b. At lunchtime ☐
- c. After school ☒

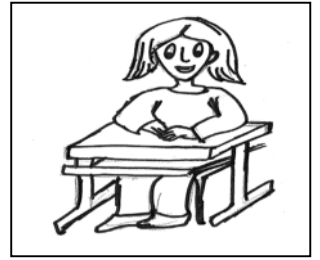
STOP, WAIT DIRECTIONS TO BEGIN.

SET B

Mark with an X the picture that matches the sentence.

1. He teaches the students.

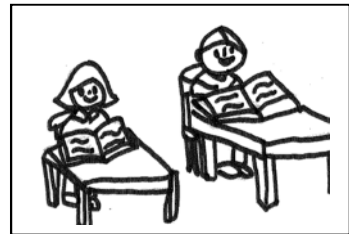
a) ☐



b) ☐



c) ☐

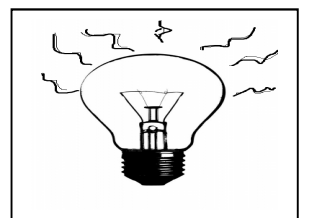


2. The candle is burning.

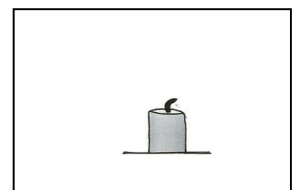
a) ☐



b) ☐

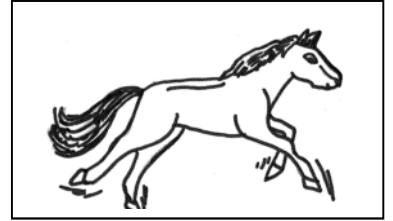


c) ☐

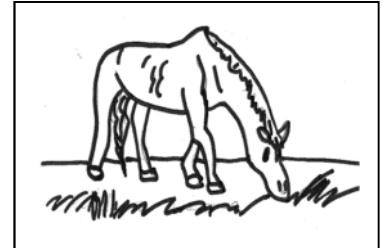


3. The horse is eating in the field.

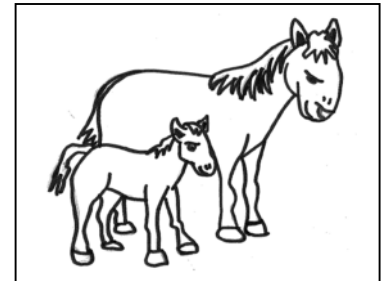
a) ☐



b) ☐



c) ☐



SET C: Read the text and answer the questions that follow. All the answers are to be found in the text

[MAN'S NAME] and his wife, [WOMAN'S NAME], had a child. His name was [CHILD'S NAME]. The family lived in a village. [CHILD'S NAME] herded goats on a mountain near to the village.

4. What does [CHILD'S NAME] do?

- a) He studies
- b) He farms
- c) He herds goats
- d) He helps his mother at home

5. What is the name of [CHILD'S NAME] mother?

- a) [MAN'S NAME]
- b) [CHILD'S NAME]
- c) [WOMAN'S NAME]
- d) Something not in the text.

One day [CHILD'S NAME] shouted down from the mountain to the village and said he had been bitten by a snake. The villagers went to the mountain to save [CHILD'S NAME] from the snake. There was no snake. [CHILD'S NAME] did this five more times. Each time the villagers went to the mountain, but there was no snake. The villagers began to hate him for lying.

6. What did [CHILD'S NAME] say when he shouted several times?

- a) That he had lost his goats
- b) That he had been bitten by a snake
- c) That he was happy
- d) He did not say anything

7. What did the villagers feel about [CHILD'S NAME]?

- a) They hated him for lying
- b) They did not know him
- c) They shouted at him
- d) They cared about him

On another day, [CHILD'S NAME] shouted again. He was calling to the villagers to save him from a poisonous snake. The villagers thought that he was lying again, so they did not go to help him. But this time it was true and [CHILD'S NAME] had been bitten by a poisonous snake. [CHILD'S NAME] died without getting any help.

8. Why did the villagers not go to help [CHILD'S NAME] when he shouted?

- a) They did not hear him calling for help
- b) They thought he was lying again
- c) They were not in the village
- d) They were herding goats

9. What happened to [CHILD'S NAME] at the end of the story?

- a) He was sick
- b) He herded goats
- c) He cried
- d) He died

SET D

[CHILD'S NAME] lives in [NAME OF VILLAGE] in [NAME OF REGION]. He is a grade seven student and is twelve years old [ADJUST grades and age to reflect the official age of entry to the education system in your country]. He is a very clever student and works hard.

[CHILD'S NAME'S] father is a successful farmer. He usually produces a large quantity of maize from his farm. [CHILD'S NAME'S] mother is also a hard worker. In addition to her main domestic work she sells salt at the market in her spare time, to subsidize [or supplement] the income of the family.

After school [CHILD'S NAME] always herds cattle. He sometimes also assists his mother by fetching water. [FRIEND'S NAME] is [CHILD'S NAME'S] classmate. In the evening, [CHILD'S NAME] studies with [FRIEND'S NAME].

10. How old is [CHILD'S NAME]?

- a) 12
- b) 7
- c) 20
- d) 17

11. What does [CHILD'S NAME] always do after school?

- a) Farming
- b) Trading
- c) Herding cattle
- d) Nothing

12. What does [CHILD'S NAME'S] mother do in her spare time?

- a) She farms
- b) She sells salt
- c) She does domestic work
- d) She herds cattle

13. In the evening who does [CHILD'S NAME] study with?

a) His mother

☐

b) His father

☐

c) No-one

☐

d) [FRIEND'S NAME]

☐

14. [CHILD'S NAME] does many things after school. Which is a full list of his activities?

a) He herds cattle, fetches water and feeds goats

b) He fetches water, herds cattle and sleeps

c) He fetches water, herds cattle and studies with [FRIEND'S NAME]

d) He fetches water, feeds goats and studies with [FRIEND'S NAME]

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15. What is the main message of the story in the passage?

a) [CHILD'S NAME] family are hard workers

b) [CHILD'S NAME] family do not work hard

c) [CHILD'S NAME] is good friends with [FRIEND'S NAME]

d) [CHILD'S NAME] is a very clever student

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SET H

Read the following text carefully:

Imagine there is a competition in which you are told to give Earth a new name. What would you call it? If you look at the surface of the earth from space, you could call it **[Oceana]**. This would probably be a good name because around 71% of the earth's surface is covered with water, and most of the water – around 97% - can be found in oceans.

Although every ocean and every sea has a different name, they all form one continuous mass of water. The Atlantic, Indian and Pacific are three major oceans. Other masses of water, such as the Mediterranean Sea, Black Sea and the Arctic Ocean are considered part of the Atlantic Ocean. A sea is a part of an ocean but is almost completely surrounded by land.

The Pacific Ocean is the biggest on Earth. Its surface and volume are greater than the Atlantic Ocean and the Indian Ocean combined. The Pacific is also the deepest, with an average depth of 3 350 meters. Although the Indian Ocean is much smaller than the Atlantic, its average depth is greater.

The ocean, formed by salt water, carries an important role in the water cycle. In this cycle, the sun's rays heat the ocean surface. Heat makes water evaporate and change from its liquid phase to gas. Evaporated water, which is pure, enters the atmosphere as water vapour. The salt stays in the ocean.

Wind drags most of the water vapor back towards the earth surface. Part of this vapour condenses in the form of clouds and, with the right conditions; it falls in the form of precipitation (rain, snow and hail). Part of this water goes to rivers and streams and ends back in the ocean. The other part filters through the rocks and soil and becomes part of the groundwater beneath the surface of the Earth. The ocean is a source of fresh water for all living things.

Based on the text, answer the following questions by marking the correct answer with an X.

16. What would be the best title for the text above?

- a. Seas and rivers
- b. Oceans and the water cycle
- c. The biggest oceans in the world
- d. The effect of the wind and rain

17. What Ocean is the biggest on Earth?

- a. Atlantic
- b. Pacific
- c. Indian
- d. Arctic

18. Why is '[Oceana]' a good new name for Earth?

- a. Because it's a nice name
- b. Because the Earth is mostly made up of water in the oceans
- c. Because oceans are an important part of the water cycle
- d. Because oceans are a source of water for all living things

19. According to the text, salt water turns into fresh water when

- a. It falls in the form of rain
- b. It filters through the rocks
- c. It cools
- d. It evaporates and condenses

20. What is a sea and how is it related to an ocean?

- a. A sea is a continuous mass of water, which is the same as an ocean
- b. A sea is a part of an ocean almost completely surrounded by land
- c. A sea is made up of oceans
- d. A sea is a part of an ocean which is not close to any land

21. Which of the following is the most important idea in the previous text?

a. Oceans play a very important role in the water cycle

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b. The Atlantic Ocean is bigger than the Indian Ocean

☐

c. The Pacific Ocean is the deepest on Earth

☐

d. The Mediterranean Sea and Arctic Ocean are part of the Atlantic Ocean

☐

SET K

Read the following text carefully:

Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

Of all the big cats in the wild, the leopard is found across the largest area. Leopards live in much of Asia and Africa. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. Their fur can be a vivid yellow color or a rusty shade. Each of their spots is large and black, consisting of a middle spot with a circle of spots around it.

The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to **[70 miles per hour]**! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots or circles.

What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

Based on the text, answer the following questions by marking the correct answer with an X.

22. Where in the world is one of the largest concentrations of jaguars?

- a. The wilds of Africa
- b. Brazil and Central America
- c. Northwestern Afghanistan
- d. Northern Argentina

23. Which of the following is NOT a way to tell the difference between spotted cats?

- a. how big they are
- b. how their fur is marked
- c. where they live
- d. how beautiful they are

24. Which of the following is a quality possessed by BOTH leopards and jaguars?

- a. They are skilled climbers
- b. They can swim well
- c. They are built for speed
- d. They can hunt by climbing trees

25. Which words from the passage express an attitude of sympathy for animals that are prey to big cats?

- a. . . . How they move and hunt . . .
- b. . . . Might eat fruit, field mice, and large insects.
- c. . . . Dinner, which is usually an unfortunate antelope
- d. . . . That they are wild, powerful animals . . .

26. What is the difference between a cheetah and a leopard according to the text?

a. The cheetah is faster and the leopard's body is longer

☐

b. Unlike the leopard, the cheetah's spots are just spots not circles and the cheetah's head is larger than the leopard's

☐

c. The leopard can climb trees while the cheetah cannot

☐

d. The cheetah and leopards spots are different and they are different in shape and size

☐

27. Which of the following describes the author's feelings about big cats?

a. He is impressed by their diet, hunting and habitat

☐

b. He is impressed by their beauty, grace and power

☐

c. He enjoys comparing the differences between the types of big cats

☐

d. He would like readers to better understand the lives of big cats

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Younger Cohort

PPVT

Respondent Information

Names and Surnames: _____

Child ID: ET ____

General Data

(To be filled by fieldworker)

Fieldworker's name: _____

Fieldworker's code: ____

Location: _____

Date (dd/mm/yy): ____ / ____ / ____

PEABODY PICTURE VOCABULARY TEST (PPVT)

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's manual. Use Training Items C and D (designed for children 8 years and older).

FIELDWORKER: TRAINING ITEMS				
<i>Plate</i>	<i>Series 1</i>	<i>Series 2</i>	<i>Series 3</i>	<i>Series 4</i>
	<i>For most subjects under age 8 years</i>		<i>(If necessary)</i>	
<i>A</i>	ball (2)	dog (4)	banana (3)	Spon (1)
<i>B</i>	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>		<i>(If necessary)</i>	
<i>C</i>	parrot (2)	scissors (1)	flower (3)	ope (4)
<i>D</i>	mowing (3)	riding (2)	mopping (1)	computing (2)

FIELDWORKER: After you have administered the appropriate Training Items, begin testing using the Set of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		E

At the end of each set, record the number of errors in the box provided.

FIELDWORKER: Please complete questions 1 and 2 **after** administering the PPVT with the child.

PPVT Administration:

1	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [____]
2	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [____]

Seq. no.	Item number from R2 and R3	Word stimulus
1	4	Climbing
2	7	Closet
3	8	Jumping
4	9	Lamp
5	11	Smelling
6	12	Fly
7	16	Feather
8	23	Garbage
9	24	Exercise
10	25	Empty
11	26	Shoulder
12	28	Measuring
13	29	Porcupine
14	30	Arrow
15	31	Peeling
16	33	Accident
17	35	Decorated
18	39	Cactus
19	45	Juggling
20	46	Envelope
21	47	Tearing
22	52	Diving
23	55	Writing
24	57	Drilling
25	59	Group
26	60	Dripping
27	63	Luggage
28	64	Awarding
29	71	Vegetable
30	74	Nostril
31	75	Vase
32	77	Towing
33	78	Horried
34	79	Trunk
35	80	Selecting
36	82	Camcorder
37	84	Wrench
38	87	Palm
39	88	Surprised
40	90	Interviewing
41	91	Clarinet
42	92	Exhausted
43	101	Inhaling

44	103	Tubular
45	106	Adjustable
46	107	Fern
47	110	Citrus
48	120	Fragile
49	129	Coast
50	130	Appliance
51	131	Foundation
52	151	Cascade
53	163	Periodical
54	179	Nautical
55	197	Cenotaph

3	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [__ __]
4	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [__ __]