



Childid

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Cognitive Development and Achievement Questionnaire - 15 years old

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, 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

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

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				
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				
Item	Word	Key	Resp	Error					
25	Empty	(1)		E					
26	Shoulder	(3)		E					
27	Square	(4)		E					
28	Measuring	(4)		E					
29	Porcupine	(1)		E					
30	Arrow	(2)		E					
31	Peeling	(3)		E					
32	Fountain	(2)		E					
33	Accident	(2)		E					
34	Penguin	(1)		E					
35	Decorated	(4)		E					
36	Nest	(3)		E					
No. of Errors									

SET 4				
Item	Word	Key	Resp	Error
37	Castle	(2)		E
38	Sawing	(4)		E
39	Cactus	(3)		E
40	Farm	(1)		E
41	Going	(2)		E
42	Harp	(1)		E
43	Astronaut	(3)		E
44	Raccoon	(4)		E
45	Juggling	(4)		E
46	Envelope	(2)		E
47	Tearing	(3)		E
48	Claw	(1)		E
No. of Errors				

START Ages 6 - 7				SET 5	
Item	Word	Key	Resp	Error	
49	Parachute	(3)		E	
50	Delivering	(1)		E	
51	Rectangle	(1)		E	
52	Diving	(2)		E	
53	Camper	(4)		E	
54	Target	(2)		E	
55	Writing	(1)		E	
56	Furry	(4)		E	
57	Drilling	(2)		E	
58	Hook	(3)		E	
59	Group	(3)		E	
60	Dripping	(4)		E	
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	Item	Word	Key	Resp	Error					
61	Vehicle	(4)		E	73	Gigantic	(2)		E	85	Flamingo	(2)		E	97	Flamingo	(2)		E					
62	Oval	(1)		E	74	Nostril	(4)		E	86	Tambourine	(4)		E	98	Tambourine	(4)		E					
63	Luggage	(2)		E	75	Vase	(3)		E	87	Palm	(1)		E	99	Palm	(1)		E					
64	Awarding	(3)		E	76	Knight	(1)		E	88	Surprised	(4)		E	100	Surprised	(4)		E					
65	Hydrant	(4)		E	77	Towing	(1)		E	89	Canoe	(3)		E										
66	Swamp	(3)		E	78	Horrorified	(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					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				

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: [____]

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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 #1) (if 07 then specify below) Other, specify: _____	[____]
1.13	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[____]
1.14	Language in which the test was written. (ENTER FROM CODE BOX #1) (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)	[____]

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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)	[_ _]
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)	[_ _]

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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)	[_ _]

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 #1) (if 07 then specify below) Other, specify: _____	[_ _]
1.46	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[_ _]
1.47	Language in which the test was written. (ENTER FROM CODE BOX #1) (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)	[____]
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)	[____]
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)	[____]

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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: [____]

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)	[____]

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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 #1) (if 07 then specify below) Other, specify: _____	[_ _]
1.89	Language used by child during administration. (ENTER FROM CODE BOX #1) (if or 07 then specify below) Other, specify: _____	[_ _]
1.90	Language in which the test was written. (ENTER FROM CODE BOX #1) (if or 07 then specify below) Other, specify: _____	[_ _]

EVALUATION OF ADMINISTRATION

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

Cuadernillo I

Comprensión Lectora

ID del estudiante:

____ _

Información del joven

(Llenado por el/la joven)

Nombres y apellidos de/la joven: _____

Institución Educativa: _____

Datos generales

(Llenado por el encuestador)

Código del Encuestador: _____

Fecha de Aplicación de la Prueba: __: __

Fecha de Terminación de la Prueba: __: __

INSTRUCCIONES

- Lee atentamente cada pregunta y responde lo mejor que puedas.
- Si te demoras mucho en una pregunta, pasa a la siguiente. Cuando termines, puedes regresar a las preguntas que no has respondido.
- Recuerda marcar todas tus respuestas en el cuadernillo.
- En cada pregunta sólo hay una respuesta correcta.
- Tienes 20 minutos para responder el cuadernillo.

Hay preguntas donde primero tendrás que leer un texto con mucha atención y luego contestar las preguntas marcando la respuesta correcta con una X.

Ejemplo:

Lee con atención el texto:

María es una niña a la que le gusta jugar con muñecas. El día de su cumpleaños su mamá le regaló una muñeca y desde ese día María no deja de jugar con ella.

Ahora, marca con una X la respuesta correcta para cada pregunta (solo hay una respuesta correcta).

¿Cuándo le regalaron una muñeca a María?

a. En Navidad

☐

b. La semana pasada

☐

c. En su cumpleaños

☒

DETENTE, ESPERA LA INDICACIÓN PARA EMPEZAR

AHORA PUEDES EMPEZAR

Lee con atención los siguientes textos y marca con una X la respuesta correcta para cada pregunta

TEXTO 1

Lee con atención el siguiente texto:

José y su familia viven en el centro poblado el Palmo ubicado en el distrito de Barranca, Lima. Él está cursando el 1ro de secundaria y tiene doce años de edad. Él es muy inteligente y trabaja duro.

El papá de José es un agricultor exitoso. Él produce maíz en su chacra. La mamá de José también trabaja duro. Además de hacer las labores de la casa, ella vende comida en el mercado durante su tiempo libre para ayudar con el presupuesto familiar.

Después de la escuela, José siempre lleva a pastear al ganado. Él también ayuda a su mamá yendo a buscar agua para la casa. Jesús es compañero de aula de José y en las tardes estudia con él.

1. ¿Cuántos años tiene José?

a. 12

☐

b. 7

☐

c. 20

☐

d. 17

☐

2. ¿Qué hace siempre José después de salir de la escuela?

a. Ayuda en la chacra

☐

b. Vende en el mercado

☐

c. Patea el ganado

☐

d. Nada

☐

3. ¿Qué hace la mamá de José en su tiempo libre?

a. Trabaja en la granja

☐

b. Vende comida en el mercado

☐

c. Hace las labores de la casa

☐

d. Patea el ganado

☐

4. ¿Con quién estudia José en las tardes?

a. Su mamá

☐

b. Su papá

☐

c. Nadie

☐

d. Jesús

☐

5. José hace varias cosas después de la escuela, ¿cuál de las siguientes es una lista completa de las cosas que hace?

a. Patea el ganado, trae agua para la casa y alimenta a los chanchos.

☐

b. Trae agua para la casa, patea el ganado y duerme.

☐

c. Trae agua para la casa, patea el ganado y estudia con Jesús.

☐

d. Trae agua para la casa, alimenta a los chanchos y estudia con Jesús.

☐

6. ¿Cuál es el mensaje principal del texto?

- a. La familia de José es trabajadora
- b. La familia de José no trabaja mucho
- c. José es buen amigo de Jesús
- d. José es un estudiante inteligente

☐
☐
☐
☐

TEXTO 3

El siguiente texto es un artículo del periódico. Léelo con atención.

NOTICIAS DEL DÍA

13 de octubre del 2011

Un accidente en la carretera

En los últimos cinco meses se ha producido una gran cantidad de accidentes vehiculares en las carreteras. En la mayoría de casos se debe a la negligencia del conductor del vehículo, por no respetar las señales de tránsito o quedarse dormido al volante. Sin embargo, el accidente de Víctor ocurrió por razones muy diferentes.

Víctor López conducía su camión en la carretera. Se dirigía a la casa de sus padres, ya que se encontraban mal de salud. Él estaba acompañado por su esposa, Juana García, y sus dos hijos. El viaje iba bien hasta que empezó a llover a las 8:00 pm. Víctor tuvo que reducir la velocidad del camión para evitar un accidente. Después de que la lluvia paró, muchos animales empezaron a cruzar la pista, pero Víctor no los podía ver con claridad porque había neblina en el aire. Víctor estaba muy nervioso, ya que no quería tener un accidente y poner en riesgo a su familia o a algún animal.

A pesar de que Víctor fue muy cuidadoso al conducir, no vio que una oveja cruzó la pista en medio de la noche. Al tratar de esquivarla, chocó su vehículo contra un montículo de arena a las 11:38 pm. Nadie resultó herido, pero todos estaban muy asustados. Quedó claro que las autoridades necesitan mejorar la iluminación en la carretera durante la noche.

A partir del artículo del periódico, responde las siguientes preguntas marcando la respuesta correcta con una X (solo hay una respuesta correcta para cada pregunta).

7. De acuerdo al texto, la mayoría de accidentes de carros son causados por...

- a. La negligencia de los conductores ☐
- b. Las señales de tránsito mal ubicadas ☐
- c. La lluvia y la neblina ☐
- d. Los animales que cruzan la carretera ☐

8. ¿Por qué Víctor viajaba a la casa de sus padres?

- a. Porque estaban mal de salud ☐
- b. Por que quería ver a los animales ☐
- c. Por la lluvia ☐
- d. Para que su esposa e hijos visitaran a la familia ☐

9. ¿Qué fue lo que hizo el viaje de Víctor más peligroso?

- a. La lluvia, la neblina y el montículo de arena ☐
- b. La lluvia, la neblina y los animales que cruzaron la carretera ☐
- c. La lluvia, la neblina, el viento y los animales que cruzaron la carretera ☐
- d. Los animales que cruzaron la carretera ☐

10. ¿Qué fue lo más importante que le pasó a Víctor?

- a. Víctor estrelló su camión contra un montículo de arena porque no vio la oveja en medio de la neblina ☐
- b. Víctor estrelló su carro y obtuvo una cuenta de reparación muy cara ☐
- c. Víctor tuvo mucho cuidado al manejar para ☐

evitar un accidente por el mal tiempo

- d. A pesar de haber tenido un accidente, Víctor
logró llegar donde sus padres enfermos

☐

11. ¿Cuál es el objetivo principal de la noticia?

- a. Informar a las personas acerca de los accidentes ocasionados por los animales en la carretera.
- b. Informar que las autoridades necesitan mejorar la iluminación en la carretera en la que sucedió el accidente.
- c. Para animar a que la gente evite manejar por esta carretera debido a la pobre iluminación.
- d. Informar a las personas sobre un accidente de tránsito que ocurrió debido a la mala señalización de tránsito.

☐☐☐☐

12. De las siguientes soluciones frente al accidente, ¿cuál es más probable de ser apoyada por el autor del artículo?

- a. Instalar luces en las calles para que los animales puedan ver los carros en la carretera con mayor facilidad.
- b. Usar la iluminación de las calles para disminuir la neblina en la carretera.
- c. Aumentar la visibilidad para los conductores mediante la mejora de la iluminación.
- d. Añadir luces adicionales en la calle cuando haya mal tiempo.

☐☐☐☐

TEXTO 4

Lee con atención el siguiente el texto:

Varios miembros de la familia de los felinos tienen un pelaje con manchas. ¿Sabes cuál es la diferencia entre un leopardo, un jaguar y un guepardo? A la distancia, pueden parecer un tanto similares. Sin embargo, analizando más de cerca estos felinos son claramente diferentes. Se diferencian de varias maneras, incluyendo dónde viven, cuán grandes son, cómo se mueven y cazan, y cómo está marcado su pelaje.

De todos los grandes felinos en estado salvaje, el leopardo se encuentra a lo largo de los territorios más grandes. Los leopardos son expertos trepadores que pueden cazar monos en los árboles. También, pueden acechar y atacar a su presa. Cuando las fuentes de alimentos son escasas, pueden comer fruta, ratones de campo e insectos de gran tamaño. Las manchas del leopardo no son realmente sólidas; son círculos rotos.

El jaguar es nativo de América. Su hábitat natural va desde el sur de Estados Unidos hasta el norte de Argentina, con una mayor concentración de jaguares en Brasil y en América Central. La belleza y el poder del jaguar han inspirado culto entre pueblos antiguos. Poseedor de una gran cabeza y cuerpo, el jaguar tiene piernas más cortas y gruesas que las de un leopardo. Los jaguares son excelentes trepadores y pueden nadar bien. Su pelaje puede ser de color amarillo vivo o de un tono oxidado; sus manchas son llamadas rosetas. Cada roseta es grande y negra, y consiste en una mancha al medio con un círculo de manchas alrededor.

La cabeza de los guepardos es más pequeña que la del leopardo, y su cuerpo es más largo. Este felino ha sido creado para la velocidad. Sus piernas son mucho más largas que las del leopardo, lo cual le permite correr a una velocidad de hasta ¡113 kilómetros por hora! Esta increíble habilidad le permite al guepardo atrapar su comida, que usualmente suele ser un desafortunado antílope. Las manchas del guepardo son simplemente manchas negras, no son rosetas ni círculos.

Lo que todos estos felinos tienen en común es que son animales salvajes y poderosos, de gran gracia y belleza.

A partir del texto, responde las siguientes preguntas marcando la respuesta correcta con una X (solo hay una respuesta correcta para cada pregunta).

13. ¿Dónde está ubicada una de las mayores concentraciones de jaguares en el mundo?

- a. Las selvas de África ☐
- b. Brasil y Centro América ☐
- c. Noroeste de Afganistán ☐
- d. Norte de Argentina ☐

14. ¿Cuál de las siguientes NO es una manera de diferenciar a los felinos con manchas?

- a. Por su tamaño ☐
- b. Por las manchas en su piel ☐
- c. Por donde viven ☐
- d. Por su belleza ☐

15. ¿Cuál de las siguientes es una cualidad que poseen AMBOS, los leopardos y los jaguares?

- a. Son trepadores expertos ☐
- b. Nadan bien ☐
- c. Están hechos para la velocidad ☐
- d. Pueden cazar al trepar a los árboles ☐

16. ¿Qué palabras del pasaje expresan una actitud de compasión por los animales que son presas de los grandes felinos?

- a. . . . cómo se mueven y cazan . . . ☐
- b. . . . puede comer fruta, ratones de campo e insectos de gran tamaño. ☐
- c. . . . comida, que usualmente suele ser un desafortunado antílope. ☐
- d. . . . son animales salvajes y poderosos . . . ☐

17. Según el texto, ¿cuál es la diferencia entre un guepardo y un leopardo?

- a. El guepardo es más rápido y el cuerpo del leopardo es más largo ☐
- b. A diferencia del leopardo, las manchas del guepardo son solo manchas, no círculos y la cabeza del guepardo es más grande que la del leopardo ☐
- c. El leopardo puede trepar árboles, mientras que el guepardo no puede ☐
- d. Las manchas del guepardo y el leopardo son diferentes y se diferencian en forma y tamaño ☐

18. ¿Cuál de las siguientes opciones representa la idea principal del texto?

- a. Todos los felinos son animales salvajes, poderosos, con gran gracia y belleza ☐
- b. Los felinos con manchas tienen varias diferencias pero se parecen en su poder, belleza y gracia ☐
- c. Hay gran cantidad de felinos con manchas en distintas partes del mundo ☐
- d. En estado salvaje, los felinos con manchas cazan diferentes tipos de animales ☐



Childid
xx _ _ _ _ _

Cognitive Development and Achievement Questionnaire - 8 years old

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

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

PALABRAS DEL TEST Y CLAVE DE PUNTUACION

Edad	#	Palabra	Clave	Rpta	Error	Edad	#	Palabra	Clave	Rpta	Error	Edad	#	Palabra	Clave	Rpta	Error
3-4	1	Barco	(2)		O	8	46	Recoger	(4)		Ω		91	Árido	(4)		◇
	2	Lámpara	(4)		□		47	Construcción	(2)		+		92	Frágil	(3)		O
	3	Vaca	(1)		Δ		48	Dirigir	(2)		ψ		93	Instruir	(4)		□
	4	Vela	(2)		Ω		49	Arbusto	(1)		◇		94	Arqueólogo	(4)		Δ
	5	Trompeta	(1)		+		50	Bosque	(3)		O		95	Consumir	(4)		Ω
	6	Rodilla	(4)		ψ		51	Agricultura	(4)		□		96	Incandescente	(4)		+
	7	Jaula	(1)		◇		52	Raíz	(2)		Δ		97	Arrogante	(2)		ψ
	8	Ambulancia	(1)		O		53	Nutritivo	(3)		Ω		98	Utensilio	(2)		◇
	9	Leer	(4)		□		54	Par	(3)		+		99	Ira	(3)		O
5	10	Flecha	(2)		Δ	9	55	Secretaria	(4)		ψ		100	Cítrico	(3)		□
	11	Cuello	(3)		Ω		56	Iluminación	(4)		◇		101	Lubricar	(1)		Δ
	12	Mueble	(3)		+		57	Carrete	(1)		O		102	Eslabón	(4)		Ω
	13	Abeja	(3)		ψ		58	Transparente	(3)		□		103	Morada	(1)		+
	14	Hora	(3)		◇		59	Cosechar	(1)		Δ		104	Anfibio	(1)		ψ
	15	Medir	(2)		O		60	Discusión	(1)		Ω		105	Prodigio	(1)		◇
	16	Ballena	(2)		□		61	Cooperación	(4)		+		106	Jubilosa	(2)		O
	17	Roto	(1)		Δ		62	Barandal	(1)		ψ		107	Aparición	(2)		□
	18	Acariciar	(1)		Ω		63	Sorprendido	(4)		◇		108	Ascender	(3)		Δ
	19	Accidente	(2)		+		64	Gotear	(2)		O		109	Fragmento	(3)		Ω
	20	Canguro	(2)		ψ		65	Embudo	(3)		□		110	Perpendicular	(3)		+
	21	Codo	(4)		◇		66	Tallo	(3)		Δ		111	Atuendo	(4)		ψ
	22	Río	(3)		O		67	Isla	(1)		Ω		112	Córnea	(2)		◇
	23	Águila	(2)		□		68	Ángulo	(2)		+		113	Paralelogramo	(1)		O
	24	Romper	(4)		Δ		69	Desilusión	(4)		ψ		114	Copioso	(2)		□
	25	Pintor	(3)		Ω		70	Carpintero	(2)		◇		115	Inducir	(3)		Δ
6	26	Vacío	(3)		+	10	71	Archivar	(3)		O		116	Atónito	(3)		Ω
	27	Pelar	(3)		ψ		72	Mercantil	(1)		□		117	Transeúnte	(2)		+
	28	Uniforme	(4)		◇		73	Cuarteto	(4)		Δ		118	Emisión	(3)		ψ
	29	Tronco	(2)		O		74	Marco	(1)		Ω		119	Obelisco	(1)		◇
	30	Líquido	(4)		□		75	Binocular	(3)		+		120	Ciénaga	(3)		O
	31	Grupo	(3)		Δ		76	Judicial	(2)		ψ		121	Ambulante	(2)		□
	32	Músico	(2)		Ω		77	Roer	(3)		◇		122	Cóncavo	(3)		Δ
	33	Ceremonia	(4)		+		78	Morsa	(2)		O		123	Incisivo	(1)		Ω
	34	Culebra	(4)		ψ		79	Confiar	(3)		□		124	Elipse	(4)		+
	35	Bebida	(1)		◇		80	Terna	(4)		Δ		125	Deciduo	(4)		ψ
	36	Médico	(4)		O		81	Contemplar	(2)		Ω		Notas: Ítem tope : ____ Menos errores : ____ Puntuación directa : ____				
	37	Aislamiento	(1)		□		82	Ave	(3)		+						
7	38	Mecánico	(2)		Δ	12	83	Portátil	(2)		ψ						
	39	Premiar	(3)		Ω		84	Clasificar	(1)		◇						
	40	Dentista	(3)		+		85	Carroña	(3)		O						
	41	Hombro	(3)		ψ		86	Brújula	(2)		□						
	42	Sobre	(2)		◇		87	Esférico	(2)		Δ						
	43	Joyas	(1)		O		88	Felino	(2)		Ω						
	44	Humano	(2)		□		89	Paralelo	(4)		+						
	45	Artista	(1)		Δ		90	Sumergir	(4)		ψ						

YOUNG LIVES PROYECT: IIN, GRADE Cognitive Development and Achievement Questionnaire - 8 years old	08 th May 2009	Format No:	Child ID: _____
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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 #1) (if 07 then specify below) Other, specify: _____	[____]
1.13	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[____]
1.14	Language in which the test was written. (ENTER FROM CODE BOX #1) (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)	[_ _]
------	--	---------

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)	[_ _]

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: [_ _]

YOUNG LIVES PROJECT: IIN, GRADE Cognitive Development and Achievement Questionnaire - 8 years old	08 th May 2009	Format No:	Child ID: _____
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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 #1) (if 07 then specify below) Other, specify: _____	[_ _]
1.50	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[_ _]
1.51	Language in which the test was written. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[_ _]

1.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)	[_ _]

YOUNG LIVES PROJECT: IIN, GRADE Cognitive Development and Achievement Questionnaire - 8 years old	08 th May 2009	Format No:	Child ID: _____
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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)	[_ _ _]

YOUNG LIVES PROYECT: IIN, GRADE Cognitive Development and Achievement Questionnaire - 8 years old	08 th May 2009	Format No:	Child ID: _____
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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)	[____]
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 #1) (if 07 then specify below) Other, specify: _____	[____]
1.92	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[____]
1.93	Language in which the test was written. (ENTER FROM CODE BOX #1) (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) _____ _____ _____ _____ _____ _____
------	--

Date when this section is filled: ____ / ____ / ____

(day/month/year)

Time when section started: ____ : ____

Fieldworker's name: _____ Code: ____



Mathematics
ITEM BANK

R5 PERU

Write the correct answer in the space:

1. Write the correct answer in the space:

$48 \times 5 =$

2. Write the correct answer in the space:

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

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.

4. 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: M032671)

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.

6. [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

7. $52 - 7 =$

8. $45 \div 15 =$

9. $9.81 + 7.62 =$

10. $18.23 - 0.2 =$

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

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).

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

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14. 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

15. 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. $\frac{6}{1}$

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

16. 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 ☐

17. [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**
[\$151]

[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.

18. 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 ☐

19. 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 ☐

20. [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 ☐

21. [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

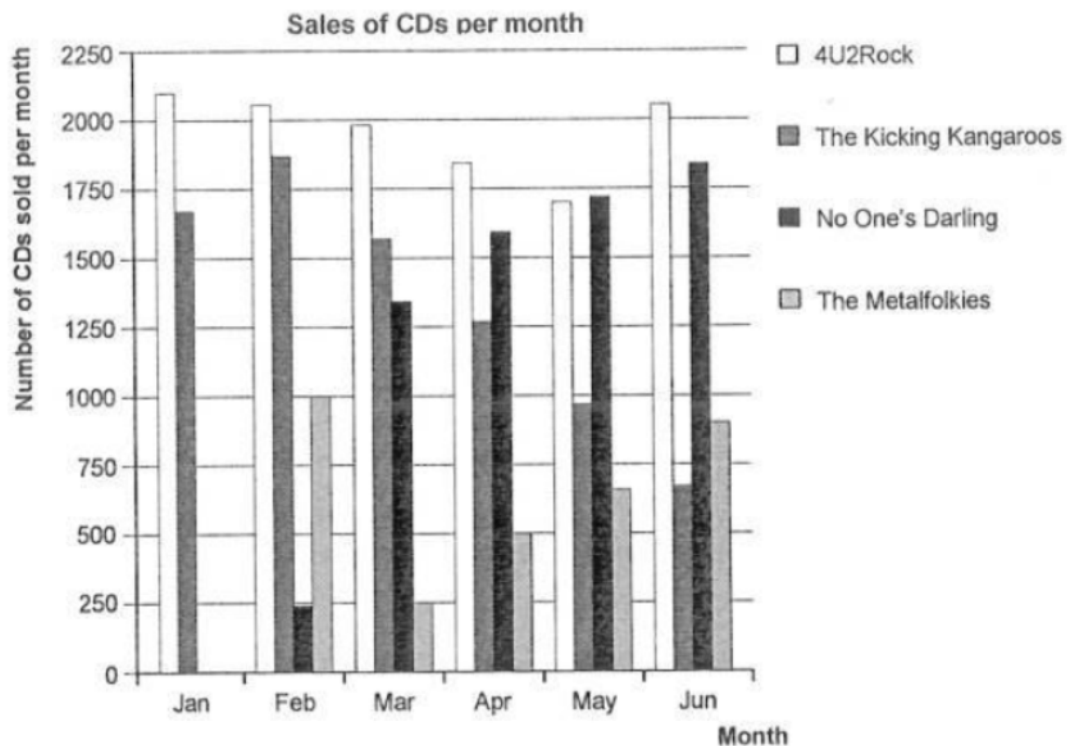
☐

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.



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

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

23. 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

24. 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.

25. 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.
26. 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.

27. 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.

28. Which car meets Chris conditions?

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

29. Which car's engine is the smallest?

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

30. Chris will have to pay an extra 2.5% of the advertised cost of the car as taxes.

How much are the extra taxes for the Alpha?

Extra taxes in zeds:

CLIMBING MOUNT FUJI

Mount Fuji is a famous dormant volcano in Japan.



31. Mount fuji is only open to the public for climbing from 1 July to 27 August each year. About 200 000 people climb Mount fuji during this time. On Average, about how many people climb Mount fuji each day?

- A. 340
- B. 710

- C. 3400
- D. 7100
- E. 7400